

**The University of Tennessee
Diversity Plan**

College/Dept. Anthropology

Goal One: Create and sustain a welcoming, supportive and inclusive campus climate.

Objectives	Strategy/Tactics	Date	Responsible Party	Benchmarks
Develop an environment within the Department of Anthropology that supports students of differing ethnicities, genders, and backgrounds. Provide information and resources to enhance underrepresented student development in the Department of Anthropology.	Increase enrollment of students from differing cultures, countries, and backgrounds.	Fall 2007	UG Committee, Grad Committee, Head	Monitor statistics on number of students from under-represented groups and various countries. Compare these statistics with previous Dept. of Anthropology enrollment numbers to ensure an increase in the number of minority students.
	Provide orientation sessions for all graduate students. Include the importance of diversity as a theme throughout welcome sessions for students.	Initiated Fall 2006	Head	Monitor the number of students attending these sessions from under-represented populations. Monitor the incorporation of this theme in welcome sessions.
	Encourage "Ready for the World"-related programs such as international field schools.	Existing effort	Faculty	Monitor the number of underrepresented students that participate in these field schools. The department will offer two international, archaeological field schools during the summer of 2007: Brimstone Hill Fortress on the Caribbean island of St. Kitts (directed by Prof. Gerald Schroedl) and in Mitrou, Greece (Research Assistant Prof. Nick Herrmann). In addition, the department routinely encourages both undergraduate and graduate students to participate in international field opportunities, even if not sponsored by UT. For example, one of our graduate students was involved in a project in Peru last year and the project is soliciting UT students to participate again this coming summer.

Goal Two: Attract and retain greater numbers of individuals from under-represented populations into faculty and staff.

Objectives	Strategy/Tactics	Date	Responsible Party	Benchmarks
Expand the number of individuals from underrepresented populations into faculty and staff positions. Provide ways to retain underrepresented groups by using career advancement mentoring opportunities for all faculty and staff, but especially those in under represented groups.	Aggressively recruit individuals from under-represented populations into faculty and staff positions.	Existing effort	Faculty search committees, Head	A.) Count the current numbers of under-represented groups for faculty and staff positions and track those numbers over time. B.) Document efforts to proactively recruit under-represented populations for faculty and staff. Count number of candidates in underrepresented groups. After last year's three successful searches, the Department of Anthropology now has an expanded and more diverse faculty. Formerly ~16% female and without any minority representation, our three new hires (all women including one of Hispanic heritage) diversifies the faculty to 29% female and 7% minority.
	Follow proactively the Office of Equity and Diversity guidelines when hiring or dealing with turnover.	Existing effort	Faculty search committees, Head	Document efforts to recruit under-represented populations for faculty, staff, and administrative positions using the Office of Equity and Diversity guidelines.
	Provide competitive starting salaries and start-up packages.	Existing effort	Chancellor, College, Head	Monitor peers' starting salaries and start-up offers, especially to faculty and staff from underrepresented groups (to the extent possible). Monitor approvals for extension of start-up packages to three year timeframes.
	Maintain and augment departmental mentoring program.	Existing effort	Faculty, Head	Monitor assignments of senior faculty mentors to each newly-hired tenure-track faculty member. Mentors provide advice and guidance throughout the new faculty member's probationary period. The mentor normally serves as the chair of the faculty member's peer review of teaching committee and is his/her advocate during annual tenured-faculty deliberations concerning retention. Solicit extra-departmental faculty mentors if necessary to provide best mentoring option for new faculty.

Goal Three: Attract, retain, and graduate increasing numbers of students from historically under-represented populations and international students.

Objectives	Strategy/Tactics	Date	Responsible Party	Benchmarks
Develop a diverse class that includes members of differing genders and races and expand the proportions of underrepresented populations in that class. Provide support and resources for current students from historically underrepresented populations.	Identify qualified minority students and encourage their application for departmental scholarships.	Fall 2007	Undergraduate Committee, Graduate Committee, Head	Monitor the status of applicant pools for undergraduate scholarships (Spear, Jeffers) and graduate scholarships (Kneberg-Lewis) and awards (Faulkner Travel). Identify incoming students from underrepresented groups during application process.
	Promote increased faculty involvement with the Ronald E. McNair Post baccalaureate Achievement Program. This program awards grants to universities for projects designed to prepare minority students for doctoral studies.	Fall 2007	Graduate Committee, Head	Establish percentage of faculty currently involved in McNair Program. Monitor increase in number of faculty involved in program.
	Provide assistance to international students with visa and language issues. Direct prospective international students to the International Center for access to quick information on visa requirements.	Fall 2007	Graduate Committee, Head	Survey international students and prospective students to measure the ease of finding visa information and language help. Monitor the increase of international students.
	Identify and aggressively pursue international/under-represented students in applicant pools.	Existing effort	Undergraduate Committee, Graduate Committee, Head	Monitor the minority status of undergraduate and graduate applicant pools. Identify potential minority applicants and expedite admissions process for these candidates.

Goal Four: Develop and strengthen partnerships with diverse communities in Tennessee and globally.

Objectives	Strategy/Tactics	Date	Responsible Party	Benchmarks
Strengthen existing partnerships within university and with diverse local community, state, regional, national, and global partners. Establish new structural opportunities for building partnerships fostering diversity.	Increase service learning opportunities.	Fall 2007	Faculty, Archaeological Research Laboratory (ARL), Forensic Anthropology Center (FAC)	Establish baseline number of students participating in service learning projects. Encourage greater participation by publicizing opportunities in various departmental units, including the ARL and FAC. Monitor increase in number of participants. For example, the Archaeological Research Laboratory (ARL) provides service learning opportunities for both undergraduate and graduate students via their field projects throughout the region. Not only do these activities provide training in archaeology, but these students also interact with landowners, businesses and state and local officials in these projects. Doing so allows these students to learn the skills to effectively communicate the importance and relevance of these projects to the people of Tennessee.
	Encourage broad participation in the College's Faculty Speakers' Bureau.	Existing effort	Faculty, Head	Establish baseline number of faculty participants. Encourage existing, and especially new faculty, to participate in the program.
	Increase provision and promotion of participation in study abroad programs.	Fall 2007	Faculty, Head	Establish baseline number of faculty and students completing international study trips abroad. Compare these statistics with peer institutions, and compare them with Anthropology enrollment to ensure an increase in the number of minority faculty and students taking advantage of the study abroad program.
	Maintain and augment international linkages.	Fall 2007	Faculty, Head	Establish baseline number of faculty with international research and collaborations. Establish number of students (undergraduate and graduate) involved in these international projects. Encourage faculty to maintain and augment these international linkages and student participation by applying for "Ready for the World" funding available through the Chancellor's Office. Many of our current faculty have recent and/or active collaborations with international colleagues and institutions: Susan Frankenberg (Greece), Janice Harper (Madagascar), Tricia Hepner (Eritrea, South Africa, Germany) Richard Jantz (Australia), Walter Klippel (Greece), Lyle Konigsberg (Germany), Andrew Kramer (Indonesia), Michael Logan (Brazil), Murray Marks (Australia), Hector Qirko (Brazil), Jan Simek (France), Gerald Schroedl (St. Kitts).

Goal Five: Ensure that curricular requirements include significant intercultural perspectives.

Objectives	Strategy/Tactics	Date	Responsible Party	Benchmarks
To insure that the Anthropology curriculum is infused with intercultural perspectives.	Maintain and augment strong intercultural curricular offerings.	Existing effort	Faculty	The QEP discusses the desirability of international/intercultural curricular offerings to satisfy both General Education and major/College requirements. Two of our introductory courses (Anthro 120 "Prehistoric Archaeology" and Anthro 130 "Introduction to Cultural Anthropology") are approved as GenEd courses for the 2005-06 Catalog: Anthro 120 ("Cultures and Civilizations") and Anthro 130 ("Social Sciences"). An international/intercultural focus is central to many of Anthropology's upper division course work. Some examples include: "Peoples and Cultures of Mesoamerica" (Anthro 313), "The African Diaspora" (Anthro 315), "Peoples and Cultures of South America" (Anthro 316), "Caribbean Cultures and Societies" (Anthro 319), "Topics in Ethnography" (Anthro 322), "Linguistic Anthropology" (Anthro 411), "Dynamics of Culture" (Anthro 413), "Political Anthropology" (Anthro 414), "Environmental Anthropology" (Anthro 415), "Ethnographic Research" (Anthro 431), "Warfare & Violence" (Anthro 432), "Early European Prehistory" (Anthro 462), "Rise of Complex Civilizations" (Anthro 463) and "Biology of Human Variability"

Goal Six: Prepare graduate students to become teachers and researchers in a diverse world.

Objectives	Strategy/Tactics	Date	Responsible Party	Benchmarks
Heighten our students' understanding of the need to work with others of different backgrounds and cultures and ensure that graduate students have the training necessary to participate effectively and successfully in the pluralistic world of the 21st century.	Encourage students to attend and present research papers at international, national or regional conferences.	Existing effort	Faculty, Graduate committee, Head	Monitor the number of students presenting papers at all conferences, and compare with the number of students presenting at international, national and regional conferences to see percentage of papers presented at each. Encourage grad student participation in departmental (Faulkner Travel Awards: 4 \$500 awards annually) and Graduate School travel award competitions.
	Promote collaborative research between faculty and all graduate students.	Existing effort	Faculty, Head	Monitor the number of joint publications.
	Facilitate the placement of all graduate students approaching the job market by advising the all students in terms of what to expect, where to apply and what are the merits of different kinds of jobs.	Existing effort	Faculty, Head	Encourage doctoral students on the job market to practice their job-talks in front of faculty and other students. Encourage attendance of faculty and students at open M.A. and Ph.D. defenses. Survey outgoing students to ensure that all students received guidance in pursuing their career objectives.
	Encourage all graduate students to present in departmental seminars or brown bag series.	Existing effort	Faculty, Head	Identify areas of interest and encourage departments to allocate time for these seminars or series. Monitor the number of students presenting at these.
	Make sure that all the Ph.D. students teach at least one independent course/section before they approach the job market.	Existing effort	Faculty, Head	Monitor the number of students teaching independent study courses to ensure that all Ph.D. students have taught at least one course or section.
	Encourage Ph.D. students to apply for extramural funding to support their doctoral research.	Existing effort	Faculty, Head	Monitor the number of doctoral students that apply, and are successful, in obtaining external funding from agencies such as the NSF, Wenner-Gren, Social Science Research Council, Fulbright, etc.