

**University of Tennessee-Knoxville
Diversity Plan Progress Report**

**Submitted by the Diversity Council
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Table of Contents

Executive Summary	1
Introduction	4
Diversity Plan Process and Methodology	5
Goal One: Campus Climate	6
Rationale	6
Metrics	6
Patterns Among Strategies	7
Best Practices	7
Challenges	8
Recommendations	8
Goal Two: Faculty, Staff and Administrative Recruitment and Retention	9
Rationale	9
Metrics	9
Patterns Among Strategies	13
Best Practices	13
Challenges	14
Recommendations	15
Goal Three: Student Recruitment and Retention	18
Rationale	18
Metrics	18
Patterns Among Strategies	18
Best Practices	18
Challenges	19
Recommendations	19
Goal Four: Community Partnerships	20
Rationale	20
Metrics	20
Patterns Among Strategies	21
Best Practices	21
Challenges	22
Recommendations	22
Goal Five: Undergraduate Curriculum	22
Rationale	22
Metrics	23
Patterns Among Strategies	23
Best Practices	23
Challenges	24
Recommendations	24
Goal Six: Preparing Graduate Students for a Diverse World	25
Rationale	25
Metrics	25
Patterns Among Strategies	25

Best Practices	26
Challenges	27
Recommendations	27
Diversity Council Concerns	28
Ready for the World and the Diversity Plan	28
Diversity Council Logo	28
Weaknesses of Individual Diversity Plans	29
Need for Coordination Across Campus	29
Campus Reaction to the Diversity Plan	30
Oversight in the Diversity Plan Process	31
Changing Mindset Versus Changing Behavior	31
Accountability	31
Funding	32
Diversity Council Recommendations	32
Appendix 1: Diversity Council Membership	34
Appendix 2: Diversity Plan Metrics	35
Appendix 3: Diversity Plan Task Forces	37
Appendix 4: Goal One Ratings	38
Appendix 5: Goal Two Ratings	43
Appendix 6: Goal Three Ratings	48
Appendix 7: Goal Four Ratings	52
Appendix 8: Goal Five Patterns	56
Appendix 9: Goal Five Ratings	58
Appendix 10: Goal Six Ratings	60

Executive Summary

In 2005, Chancellor Loren Crabtree appointed a campus Diversity Council at the University of Tennessee-Knoxville (UTK) consisting of 22 persons from the administrative, faculty, and student ranks. The Council was given a charge of developing a framework and process whereby campus units could identify goals, objectives, and programs to address the diversity needs within their respective areas. The framework consisted of six basic goals which addressed the areas of recruiting and retaining students and faculty, preparing faculty and graduate teaching assistants to teach a diverse student body, strengthening ties between the campus and Knoxville community, and creating and sustaining an overall diverse campus climate conducive to welcoming students, employees, and visitors to the university community. The framework was disseminated to every campus department/unit. Members of the Diversity Council met with campus units to provide assistance in developing their individual plans.

As a result of such efforts, 74 individual plans were submitted to the Diversity Council by units representing every aspect of the University—student affairs, academic affairs, and support programs. The Council was then sub-divided into six task forces that reviewed the plans and assessed them by focusing on themes or patterns, best practices, challenges and recommendations.

During the assessment, several diversity plans rose to the forefront as overall best practices. These units had a director, department head, dean ,and/or the associate Dean who embraced the initiative by taking an active role in developing the plan and promoting it within the unit or college. They communicated with the Diversity Council concerning their plan and used feedback to enhance their plan. These commendable plans included sound, feasible, and often innovative strategies and benchmarks with clear timelines and responsible parties. The units that provided diversity plans that serve as best practices are:

- College of Education, Health and Human Sciences
- College of Business Administration
- Division of Student Affairs
- University Libraries
- Office of Disability Services
- Department of English

Along with identifying best practices, each task force also identified themes or patterns in strategies for each goal among the various diversity plans. These patterns show possibilities for collaborations across campus. Multiple diversity plans identified the following strategies for goal one (Create and sustain a welcoming, supportive and inclusive campus climate): diversity training, diversity websites, publications, and/or newsletters, display cases, cultural events and programming: i.e. celebrations, speakers and including diversity in staff evaluations and diversity awards.

Patterns that emerged among strategies for goal two (Attract and retain greater numbers of individuals from under-represented populations into faculty, staff, and administrative

positions (particularly department heads, directors, deans, and vice chancellors)) include: Designing recruiting/marketing plans that emphasize attracting qualified individuals from underrepresented populations; encouraging faculty and staff to participate in workshops/professional meetings which address issues of diversity and retention; seeking funding for workshops and professional meetings; developing clear guidelines/directives for hiring strategies designed to increase diversity among faculty and staff; and providing mentoring opportunities for underrepresented faculty and staff to increase retention.

Goal three (Attract, retain, and graduate increasing numbers of students from historically under-represented populations and international students) strategies often focused on: increasing scholarship dollars to attract students from underrepresented groups, mentoring programs that allow students to connect with others in an attempt to retain them and educational programs targeting students involved with their department, college or major.

Multiple diversity plans focused on the following strategies for goal four (Develop and strengthen partnerships with diverse communities in Tennessee and globally): establishing programs with overseas universities, participating in or hosting community groups, staff participation in international experiences and encouraging students to explore international opportunities.

Goal five(Ensure that undergraduate curricular requirements include significant intercultural perspectives) showed the following patterns among strategies in plans: supporting and expanding interdisciplinary programs that focus on diversity in curriculum, integrating study abroad into curriculum, assuring that a wide range of undergraduate courses address issues of diversity and encouraging departments to address global issues in curriculum.

Finally, the patterns that emerged in goal six (Prepare graduate students to become teacher, researchers, and professionals in a diverse world) strategies include: diversity training exercises for graduate teaching assistants, international research collaborations and study abroad programs for graduate students.

The review and assessment of the diversity plans shows that UTK is faced with many challenges in its venture of creating a campus-wide Diversity Plan. In response to these challenges, the Diversity Council makes the following recommendations:

- **Increase public awareness of the Diversity Plan and its relationship with the Ready for the World (RFW) initiative.** Include a greater web presence and diversity related iconography, messaging and communications for the Diversity Plan and Diversity Council.
- **Keep diversity dialogue active on campus.** Retain diversity as an issue in the forefront. Diversity should be inherent in every aspect of campus life. Dialogue around diversity should use the Diversity Council definition of diversity, which is more inclusive than past definitions of diversity on campus. The Chancellor should address the campus on the importance and obligation of the Diversity Plan.

- **Make the Diversity Plan central to decision-making at UTK.** If administration keeps the Diversity Plan at the heart of decision making, campus culture will evolve. There should be ongoing efforts on campus to achieve buy-in for the Diversity Plan.
- **Create and publicize a plan for accountability in regards to the Diversity Plan.** Create a specific plan for accountability. Include diversity initiatives and activities as part of performance reviews.
- **Maintain the Diversity Council.** Transform the ad-hoc committee into a permanent commission on campus. The Council will provide key roles in monitoring and assessing the Diversity Plan, as well as cultivating strategic planning skills within units.
- **Foster coordination of diversity efforts across campus.** UTK should have regular meetings and/or create a committee comprised of diversity related positions across campus representing each major academic and administrative unit.
- **Develop a routine system of collecting diversity-related data.** Develop a systemic process for data collection that can be used for benchmarking and monitoring, such as student demographic data within departments and diversity program information.
- **Make funding available for the diversity plans to foster innovative initiatives.** Publicize information on available funds for diversity initiatives and innovative ideas units place in their diversity plans. Create a budget for the Diversity Council to allocate funds to units regarding recruiting and retention of diverse faculty, staff, administration and students.

Introduction

In 2005, Chancellor Loren Crabtree appointed a campus council at the University of Tennessee-Knoxville (UTK), consisting of 22 persons from the administrative, faculty, and student ranks. Appendix 1 shows the current membership of the Council. The council was given a charge of developing a framework and process whereby campus units could identify goals, objectives, and programs to address the diversity needs within their respective areas. For this purpose, the Diversity Council defined diversity as “people of different races, ethnicities, religions, creeds, national origin, genders, sexual orientations, physical abilities, age, veteran status, and social, economic, or educational backgrounds.”¹ The Council created “Diversity and the University of Tennessee: A Framework for Action,” which publicized the six goals for the Diversity Plan:

1. Create and sustain a welcoming, supportive and inclusive campus climate.
2. Attract and retain greater numbers of individuals from under-represented populations into faculty, staff, and administrative positions (particularly department heads, directors, deans, and vice chancellors).
3. Attract, retain, and graduate increasing numbers of students from historically under-represented populations and international students.
4. Develop and strengthen partnerships with diverse communities in Tennessee and globally.
5. Ensure that undergraduate curricular requirements include significant intercultural perspectives.
6. Prepare graduate students to become teacher, researchers, and professionals in a diverse world.

The “Framework for Action” was distributed across the campus and the Council asked units to submit their own individual plans by using the “Framework for Action” as a guide. Among the original drafts, several diversity plans rose to the top as models in creating innovative and feasible strategies to meet the six goals within their unit. The following units were cited as “best practices” in at least three goals and therefore are the best overall diversity plans reviewed by the Council as of May 2006:

- College of Education, Health and Human Sciences (cited in all six goals)
- College of Business Administration (cited in four goals)
- Division of Student Affairs (cited in four goals)
- University Libraries (cited in three goals)
- Office of Disability Services (cited in three goals)
- Department of English (cited in three goals)

These units showed several commonalities in the process that may have lead to creating model diversity plans. First, the director, department head, dean and/or associate dean embraced the initiative by taking an active role in developing the plan and promoting it within the unit or College. All of these units, except one, communicated with the Diversity Council at least once concerning their plan, whether it was via a face to face meeting, phone call or e-mail. Many of the units communicated with Council members on multiple occasions to gather feedback for enhancing their plan. Several of the units worked within a committee or collaborated within their department to write their plan, gaining perspective from multiple representatives in their unit. These commendable plans included sound, feasible and often innovative strategies and benchmarks with clear timelines and responsible parties.

This report summarizes information gathered to-date and presents a report on the Diversity Council's progress towards a campus-wide Diversity Plan for UTK.

Diversity Plan Process and Methodology

Over the last year, representatives from the UTK Diversity Council have contacted and offered assistance to colleges, departments, and units across the campus concerning the diversity plans. Council members met with at least 27 units or departments to assist with creating their diversity plans or to offer feedback on plans that were drafted. In total, 74 units/departments have submitted diversity plans to the Diversity Council for review as of June 1, 2006.

In fall 2005, the Diversity Council created a Blackboard website to house all of the diversity plans. The Council then created metrics for each goal, as benchmarks of success and measurement tools. The full list of metrics is shown in Appendix 1. Task forces for each goal were created within the Council, each with an appointed chairperson who coordinated efforts on reviewing the plans. Task forces were comprised of six or seven members. See Appendix 2 for a full list of task force members. Task forces met independently of the Council to review and assess the plans. They used a core list of questions to review the plans:

- Is the plan feasible within a one-year timeframe?
- Are the strategies measurable?
- Does the overall plan make sense?
- Does the benchmark match the strategy?
- Are the proposed strategies valuable to help move the campus forward regarding diversity?
- What are the best practices for each goal?
- What are the patterns or themes seen in strategies across plans?
- Are there opportunities for collaboration?

Task force members were assigned individual departments, units or colleges and asked to review their goal under each diversity plan. They rated each plan on a three-point scale. “1” is commendable. This plan represents a best practice at UTK. “2” is “meets standard.” This plan has good potential but needs further development. “3” is “needs improvement.” This plan is low quality work.

Task force assessments include themes, best practices, challenges and recommendations. The following report details these observations.

Goal One: Campus Climate

Create and sustain a welcoming, supportive and inclusive campus climate.

Rationale

“The University aims to become a model academic community that promotes diversity and excellence and incorporates diverse perspectives in all its campus and community activities and communications.”¹

Numerous studies and reports issued around the nation have focused on campus climate and the need for universities to create real and measurable change. For the University of Tennessee, there has not been a document or diversity plan with goals and specific strategies to achieve a welcoming, caring, and supportive environment. The lack of a plan has perpetrated the "isms" on the UTK campus.

Metrics

The Diversity Council chose the following metrics to be used when assessing goal one: tracking the incidences of negative events/complaints on campus; reviewing positive events and diversity related activities; and using the National Survey of Student Engagement (NSSE), student voice, employee satisfaction surveys and focus groups to measure campus climate. The task force would like to see a comprehensive diversity climate survey conducted in order to gather information on participants' experiences and/or their perceptions of the climate. The survey should be given to students, faculty and staff. In order for units to plan programs/activities that will create a supportive welcoming environment, a structured process for identifying climate issues will need to be developed. Some of the data could be obtained from Institutional Research, Dean of Students, Human Resources and the Office of Equity and Diversity (OED).

Patterns Among Strategies

Most of the diversity plans submitted to the Diversity Council were not well crafted or proactive in their diversity efforts. Departments need to make diversity part of their foundation so it is a thread in everything they do to create a positive campus climate. Diversity must become natural in policies and procedures, recruitment efforts, communications and budgets. Within the plans that did submit feasible goals, the following themes emerged within goal one:

- Diversity training
- Diversity websites, publications, and/or newsletters
- Display cases
- Cultural events and programming: i.e. celebrations, speakers
- Including diversity in staff evaluations
- Diversity awards

Best Practices

There were several notable promising approaches for fostering diversity at UTK. Best practices are processes, programs and procedures that will enable the unit to reach the overall goal. These best practices can be validated through measurable outcomes. Appendix 3 shows the ratings for goal one on each unit, with comments. Some of the best practices for creating a welcoming campus climate include:

- A diversity focus topic in the Dean/Vice Chancellor's newsletter (UT Extension/Outreach)
- Websites highlighting diversity issues (Office of Research Extension/Outreach)
- Incorporate diversity into recognition programs (Extension, Library, Dean of Students, Student Affairs)
- Participate in USDA sponsored diversity programs (Extension)
- Provide diversity training (Vet Medicine, Business Administration, Student Affairs)
- Create an international sports day (RecSports)
- Develop a family to family weekend (Residence Halls)
- Develop a bias protocol (Dean of Students)
- Establish a college inclusiveness committee (Engineering)
- Use the Department of Nutrition's cultural competence tool to assess the cultural competence level within college departments.(College of Education, Health and Human Sciences)

Challenges

Several reoccurring challenges rose during the diversity plans assessment. When reviewing the plans, the task force looked for strategies that may be tailored to meet the needs and goals of that particular unit. Few, if any, of the colleges wrote plans to address their specific populations. Overall, the strategies addressing goal one were overly generalized, creating a catchall for various types of diversity programs. Many strategies were not direct enough to improve campus climate. In fact, some strategies placed under goal one did not address campus climate at all.

In addition, benchmarks were weak for goal one. Campus units were not given a set of metrics from the Diversity Council prior to developing their plans. None of the units or colleges conducted diversity climate assessments to gather information about their populations' personal experiences or their perceptions of the climate. Such assessment data would have been useful in identifying specific challenges and issues. Additionally, none of the units showed evidence they utilized the NSSE or focus groups to measure campus climate. The lack of a structured process for identifying climate issues was reflected in the approaches and strategies that units developed, which were very general at best.

Recommendations

Many organizations want to achieve diversity and inclusion. Often organizations blanket the environment with training, cultural awareness programming or other activities that make a visual statement of diversity. The activities or projects may be worthwhile, but such a scattershot approach misses critical targets altogether. It is important for all units to have measurement and assessment procedures to create baseline data on climate. After determining the baseline, departments can better design successful program initiatives that move the campus forward. The task force for goal one recommends the following items to enhance the diversity plans:

- **Provide incentives and rewards, both financial and other, for schools and other administrative units that reflect diversity (in terms of hiring, programming and initiatives).** Providing incentives or rewards illustrates the University's commitment to significant progress in the area of diversity. It is critical that the University's expectations related to diversity are clear and the consequences for failure to pursue goals will be applied earnestly. Additionally, there will be costs associated with implementing the diversity plans. Although the plans are intended to supplement and compliment activities that units will undertake, the progress and success of those plans will depend largely on the availability of money. While it may be a challenge, new budget strategies must be developed to financially support these measures.
- **Institutional leadership must reiterate UTK's position as it relates to diversity, including the commitment to promoting and supporting the diversity of our community.** In order for the Diversity Plan to advance, the University's leadership

must provide the clarity, direction, and support for the plan. Leadership must reinforce the importance of the plan so that persistent efforts will lead to improvements in our campus community.

- **Develop an information/communication plan.** There is an ongoing need to coordinate and update information on the diversity initiatives and activities initiated by the various units and departments. The Diversity Plan needs a communication strategy that will be comprehensive. It should include a website, reports, listing of activities and a logo or identifying symbol. In addition, any communication sent by the University should include its statement on diversity.
- **Request that each unit/college appoint a diversity coordinator.** If units truly believe that diversity is an essential component, they must assign a staff or faculty member who will be responsible for ensuring the realization of the unit's diversity plan. By appointing a diversity coordinator, colleges/departments will send the message that diversity is an important component of their strategic goals and that they have given priority to the goals they have set forth.
- **Assess cultural competence within all campus departments.** The Department of Nutrition developed a cultural competence model that was used to assess the level of cultural competence within that department. The College of Education, Health, and Human Sciences plans to expand the use of this measurement tool to other departments within the College. This tool should also be used across campus to assess where departments are and where they need to go in respect to diversity.

Goal Two: Faculty, Staff and Administrative Recruitment and Retention

Attract and retain greater numbers of individuals from under-represented populations into faculty, staff, and administrative positions (particularly department heads, directors, deans, and vice chancellors).

Rationale

“Increased success in recruiting and retaining diverse persons is critical. Success requires genuine commitment, persistence, and intentional planning on the part of the entire university community. An inclusive campus climate fosters retention.”¹

Metrics

Central administration (Chancellor’s Office, Human Resources, the Office of Equity and Diversity, Institutional Research), must provide data at the college and departmental level which informs departments of the results of their efforts. The Diversity Council chose the

following metrics to assess baselines and progress on goal two: turnover reports; availability versus hire data; exit interviews/post-exit surveys; and employee satisfaction data, including climate study data. The following two tables demonstrate such data by which administrators are held accountable. These data will be produced annually at the college or unit level and reviewed with vice chancellors and deans as part of their performance review.

Table 1 is a staff turnover report by race and gender. This table will be expanded to include faculty. Table 2 is a staff recruiting report, including filled positions, applicant pool, and time to hire data.

Table 1
Staff turnover at the University of Tennessee by race and gender for the years ending in 2003, 2004, and 2005

Ethnic Group	Gender	2003			2004			2005		
		Employed	Turnover	Percent Turnover	Employed	Turnover	Percent Turnover	Employed	Turnover	Percent Turnover
Black	Male	383	72	18.8%	354	51	14.4%	345	47	13.6%
	Female	1039	223	21.5%	984	166	16.9%	908	140	15.4%
	Total	1422	295	20.7%	1338	217	16.2%	1253	187	14.9%
White	Male	2436	298	12.2%	2461	291	11.8%	2599	285	11.0%
	Female	3512	447	12.7%	3554	487	13.7%	3604	403	11.2%
	Total	5948	745	12.5%	6015	778	12.9%	6203	688	11.1%
Other Groups	Male	157	43	27.4%	167	34	20.4%	221	54	24.4%
	Female	148	33	22.3%	161	38	23.6%	183	34	18.6%
	Total	305	76	24.9%	328	72	22.0%	404	88	21.8%
All Ethnic Groups	Male	3125	421	13.5%	2994	381	12.7%	3168	382	12.1%
	Female	4710	739	15.7%	4727	697	14.7%	4697	589	12.5%
	Total	7835	1160	14.8%	7721	1078	14.0%	7865	971	12.3%

Patterns Among Strategies

The following patterns of best-practices strategies/tactics emerged from the commendable plans:

- Designing recruiting/marketing plans that emphasize attracting qualified individuals from underrepresented populations
- Encouraging faculty and staff to participate in workshops/professional meetings which address issues of diversity and retention
- Seeking funding for workshops and professional meetings
- Developing clear guidelines/directives for hiring strategies designed to increase diversity among faculty and staff
- Providing mentoring opportunities for underrepresented faculty and staff to increase retention

Best Practices

Appendix 4 summarizes the task force's assessment and rating of the diversity plans regarding faculty/staff recruiting and retention. Commendable plans for goal two outlined tactics for attracting and retaining diverse populations in faculty, staff, and administrative positions. They included concise objectives, appropriate strategies, specifically noted responsible parties/positions, and individualized benchmarks for documenting current climates and comparison to future climates. The following units submitted commendable plans:

- College of Business Administration- Provide ways to retain underrepresented groups by using career advancement mentoring opportunities for all faculty, staff and administration, but especially those in underrepresented groups.
- College of Education Health and Human Sciences- Require all departments to develop clearly framed models for their hiring strategies designed to secure a diverse pool of qualified applicants and identify the necessary resources for conducting national faculty and administrative searches as a priority in the College budget each year. Develop and support a college-wide retention model. Provide and support a uniform model for mentoring tenure-seeking faculty, by assigning each new faculty member a mentor the first semester he/she is on campus. Conduct workshops for new faculty members to provide information and guidance on tenure guidelines and expectations. Ensure all faculty and staff address career goals and advancement in their professional development plans. Ensure that department heads review and monitor faculty and staff professional development plans on an annual basis. Encourage and support faculty and staff participation in workshops and professional meetings that address issues of intercultural and international awareness. Implement and promote policies and a work environment that seek to support family needs and values. Ask members of the Dean's Quality Enhancement Advisory Board to provide feedback on the work environment in the

College through a focus group activity. Cross-train staff to ensure coverage when co-workers must attend to family needs and emergencies.

- Division of Student Affairs- Advertise positions on websites and in publications that will be viewed by potential candidates from underrepresented populations. Develop clear directives for search committees regarding the consideration of applicants from underrepresented populations. Create incentives that encourage departments to hire candidates from underrepresented populations. Develop a database of underrepresented potential applicants for Student Affairs positions.
- University Libraries- Develop and administer the second Minority Librarian Residency Program.
- Office of Student Judicial Affairs- Assessment of mode of introduction to Student Disciplinary Board, Inter-fraternity Council Judicial Board, and Panhellenic Judicial Board. Assessment of mode of introduction to Graduate Assistant positions. Compare membership of Boards to previous years.

In each of these units, the dean, associate dean, or unit director took an active role in the plan development and thereby lent both authority and expertise to the development of a commendable plan.

We recommend that the plans earning rating “1” (commendable) be used as examples of best practices. Many of the reporting units do not know how to design and implement a feasible diversity plan. These units could use the best practices plans as guides for this important and creative process. The Diversity Council will provide consultation to these departments to enhance their diversity efforts and document their progress.

Challenges

Most of the plans earned rating “2”: needs improvement. They need significant rethinking and development. The areas most frequently needing attention are benchmarks/assessment and retention. We routinely found that plans did not include mention of staff. Several plans skipped goal two entirely.

It appears that most of the UTK diversity plans utilize a narrow definition of “diversity”. We strongly recommend that all units understand and embrace a definition of diversity that is widely inclusive of different races, genders, religious beliefs, physical abilities, sexual preferences, ages, etc.

The goal two task force recommends that all campus units seek collaboration with other units to share resources, exchange ideas, and promote good citizenship in the quest for increasing diversity, both national and international. The Diversity Council intends to become a mechanism for collaborative communication.

Recommendations

Creating an effective approach to recruiting and retaining a diverse faculty at UTK involves taking concentrated action in at least four areas of endeavor. They include: ensuring that the recruiting and retention process allows for flexibility and creativity and involves the commitment of all decision-makers regarding the value of recruiting a diverse faculty; developing opportunities for education, training, and dialogue on issues of diversity throughout the university; creating structural and systemic enhancements which will advance diversity; and conducting systematic data collection, analysis and evaluation of programs, faculty, and administrators with an emphasis on diversity. These recommendations are discussed below.

- **Enhance University commitment to the recruitment process.** UTK already has established search guidelines that allow for the balancing of equal employment opportunity and affirmative action considerations. Such processes are flexible enough to accommodate recruiting faculty positions at all levels as well as specialized faculty-administrative positions to include Chairs of Excellence and Governors Chairs. Procedures require the review and approval of decision makers at the levels of the department, college, and chancellor.

There are disciplines that show a high availability of diversity (gender and/or race/ethnicity), while others do not. Coupling the search procedures with a strategic plan that provides incentives and resources to departments for gains made in the area of diversity could improve efforts to diversify faculty hires. This would be particularly true in the disciplines where availability exists. OED and the Office of the Chancellor should identify and work closely with disciplines, such as College of Nursing, College of Education, Health and Human Sciences, and Business Administration, to assess their efforts and provide input on new things to consider. This same effort would hold true for recruiting professional staff. Efforts to increase hires in Development, the Thornton Center and the non-coaching staff of Athletics should also be considered.

Contrastingly, in disciplines that show a low level of diversity, the University has had problems competing with other institutions to recruit. Better results might accrue from developing programs that allow the University to grow its own graduates to increase availability and then develop on-going articulation agreements with comparable institutions to share/exchange our graduates. Such agreements would allow graduates from the cooperating institutions to acquire post-graduate experiences at institutions other than their own with an understanding that they would return to their initial institution upon completion of their post-graduate experience. This approach might be very helpful in developing and recruiting diverse populations within the natural sciences, for example.

- **Foster creativity and flexibility in retention processes.** Faculty and staff retention depends on action at the college and departmental levels. Departments and colleges that do not have a plan for faculty and staff retention must be strongly

encouraged to have one and to use it. A retention program should include departmental orientation, mentoring, professional development plans, and a comprehensive assessment and evaluation of performance. Department heads and deans who rely on counter offers as a retention plan should be held accountable for their pursuit of a flawed approach.

The University should continue to look at efforts from higher educational institutions that have shown “success” in recruiting and retaining a diverse workforce, particularly faculty of color. Some discussion should occur regarding the pros and cons of participating in the Southern Regional Educational Board efforts.

Finally, deans have the authority to try creative approaches within their respective colleges that help increase the diversity of faculty and staff. For instance, one newly hired dean has stated that for all search committees, an affirmative action contact will be designated. The contact does not necessarily need to be a member of an under-represented group. However, that person tries to think about the concerns and issues that should be raised at every step of the process that helps ensure the awareness of trying to recruit a diverse applicant pool and treating all candidates in a fair manner.

- **Support faculty involvement on issues of diversity.** The University values teaching, scholarship, research, and community service. All faculty and staff are evaluated in some way in these areas as it relates to job performance. The University, through efforts of the “Quality Enhancement Plan”, “Framework for Action” and other initiatives, should stress the importance of thinking, interacting, and supporting issues of diversity—national and international. Faculty and staff who engage in such work should be made to feel that that they are important parts of the intellectual university community and that their efforts—research, scholarship, teaching, community services—will be recognized as such.

Support can be shown in such ways as: providing opportunities to raise awareness of key issues of scholarly debate in national and international communities; holding regular symposia or colloquia that will allow faculty and staff the opportunity to present their work as well as engage in discourse on the myriad issues of diversity; providing encouragement and concrete rewards for faculty who seek to diversify their curriculum or who have already done so; funding the attendance of scholars of color at conferences regarding diversity to present or interact with national scholars; monthly informal “brown bag” sessions for administrators where they can discuss diversity issues that affect their respective department using discussant resources from the Chancellor’s Office, OED, Human Resources, General Counsel, and their peers; and promoting the concept of an annual series of activities that highlight a diversity theme that would encourage and allow faculty, staff, students, and the Knoxville community to participate.

The Department Heads Retreat, held during fall 2005, demonstrated the need to hold such annual retreats. Not only do they help provide information and institutionalize training opportunities for decision makers, they also provide a support forum where administrators can meet and network with each other. Discussion of diversity should also be a part of these annual retreats. Finally, there appears the need to reinstitute the concept of Affirmative Action (AA)/Equal Employment Opportunity (EEO) /Diversity contacts within the individual campus units. These contacts should be persons with authority to make decisions, with personnel and budgeting powers. Administrative linkages of this role in a unit or college to OED and Human Resources should be carefully planned.

- **Support special commissions and departments based on diversity issues.** The University made great strides when it decided to address the structure and support of the previously defined African and African American Students Interdisciplinary Program. With the hire of a department head, new non-tenure track faculty and name change to Africana Studies, the program has more visibility and attention. A detailed analysis is needed to determine if the push to make this interdisciplinary program a department is warranted and, if so, how such change could be effectively made.

The Commission for Women and Commission for Blacks have been active at the University since the 1980's. The Chancellor recently supported the creation of the Commission on Gay, Lesbian, Bisexual, and Transgender People. The Chancellor, via his "Welcoming Statement" and the change to the AA/EEO Tagline, has indicated that sexual orientation is an issue that will be recognized at the Knoxville campus. Are there ways to strengthen these three commissions? Are there other issues that should be addressed as we continue to try and make UTK an inclusive and welcoming climate? The use of focus groups is an effective method of exploring potential answers.

- **Create effective measures for successful recruiting and retention.** Campus central administration must provide consistent and accurate data regarding recruiting and retention in colleges, units and departments. The data should allow comparisons over time in order to encourage analyses of trends in hiring practices. The data should be drawn from the Integrated R₃ Information System (IRIS) and should be consistent with external reports such as Integrated Postsecondary Education Data System (IPEDS) and AA reports. These reports should be supplemented with the workplace satisfaction survey conducted biannually by UT and the survey data collected by The Collaborative on Academic Careers in Higher Education. Finally, central administration should conduct focus group interviews with faculty and staff to explore the interpretation of statistical data and to assess the effectiveness of various programs and activities.

Goal Three: Student Recruitment and Retention

Attract, retain, and graduate increasing numbers of students from historically underrepresented populations and international students.

Rationale

“The University intends that its students will reflect the diversity of qualified students graduating from Tennessee high schools. The University will increase the retention and graduation rates of historically underrepresented students. The University will engage in increasing the recruitment and inclusion of international students into all facets of the university community.”¹

Metrics

The Diversity Council chose the following metrics for evaluation of goal three: availability, acceptance, attendance, and graduation rates; NSSE climate and student life data; and Zoomerang surveys to gauge awareness of institutional supports.

Patterns Among Strategies

Reoccurring themes in the diversity plans related to goal three include:

- Increasing scholarship dollars to attract students from underrepresented groups
- Mentoring programs that allow students to connect with others in an attempt to retain them
- Educational programs targeting students involved with their department, college or major

Best Practices

Best practices are those processes, programs and procedures that most successfully lead to the unit's ability to reach UTK's diversity goals and can be validated through measurable outcomes. There were several “best practices” noted for the departmental initiative in making a significant impact within a goal. The complete spreadsheet with comments for all departments reviewed under goal three is in Appendix 5. The following units have made a commendable effort in their diversity plan to attract, retain, and graduate students from underrepresented populations through a variety of tactics:

- Seven new initiatives with six existing initiatives targeting international and US students (College of Business Administration)

- Hire a Diversity Coordinator for the College and collaborating with additional departments (College of Education, Health and Human Sciences)
- Require staff training and benchmarking related to employee evaluations (Administration and Finance)
- Use technology to enhance communication (Office of Information Technology)
- Strategies including recruitment, retention and collaboration (Division of Student Affairs, Dean of Students)
- Suggestions of events/programs that provide opportunities for collaboration and excellent benchmarks (Disability Services, Panhellenic, University Housing)
- A number of new initiatives that relate directly to recruitment and retention of students from underrepresented groups (College of Architecture and Design)
- Mentoring program(s), dedicated scholarships and increased communication regarding opportunities/support (Department of English)

Challenges

There are several challenges regarding goal three. Many departments were given various instructions for developing their diversity plan. These instructions limited their plan development, particularly regarding strategies/tactics and benchmarks.

While institutional efforts at recruiting, retaining and graduating students from underrepresented groups have had some notable success, goal three in the diversity plans did not capitalize on those successes. Most plans did not adequately answer how they will recruit and retain underrepresented populations. If all plans were implemented over the next year, many of the long-standing problems (i.e. disparity in graduation rates, retention of minority students) would still exist.

Several of the plans mentioned collaborating with other units but did little in the way of describing specific initiatives that their units would contribute. Also, they failed to develop proactive strategies to recruit or retain students. In order to have maximum impact, all efforts must be fully coordinated.

There are many initiatives that can serve as benchmarks for units as they attempt to strengthen their own programs. UTK has several summer successful bridge programs and recruitment programs that focus on adjusting to the college experience. Additionally, there are various mentoring and scholarship programs that could support recruitment and retention efforts. In order to fully assess the impact of these efforts, units must identify measurable outcomes that constitute success and then track these outcomes among students who participate.

Recommendations

The goal three task force proposes the following recommendations as possible options to strengthen departmental plans:

- **Offer training sessions/programs to faculty and staff regarding diversity plans and intended outcomes.** Review of the plans has shown that this is needed due to the various formats in which plans were submitted.
- **Provide commendable plans as a resource for departments who may need to view sample plans.** The majority of the diversity plans need improvement. Providing technical assistance to units and sharing plans that are considered best practices will be beneficial in strengthening the plans rated 2 or 3.
- **Recognize that recruitment and retention are common challenges and units need to design and implement strategies appropriate to their mission.** Units that are struggling should collaborate with other departments/units that are versed in these areas.
- **A recommitment to the Diversity Plan needs to be made to the campus community by the Chancellor.** In this “recommitment,” clarification also needs to be given regarding the connection between the Ready for the World (RFW) initiative and the Diversity Plan.

Goal Four: Community Partnerships

Develop and strengthen partnerships with diverse communities in Tennessee and globally.

Rationale

“Alliances with civic, business, community, educational, and ethnic organizations will enable the University to strengthen its intercultural programs and will promote the productive exchange of ideas and resources. Because of its intimate linkages with global affairs, the University will seek to internationalize its programs and curricula to enhance both domestic and international cultural understanding.”¹

Metrics

To assess goal four in the future, the Diversity Council will use the following metrics: the number of study abroad and outreach programs and participants; the number of programs oriented toward the community; the number of faculty and staff engaged in community work; the number of grant funded programs that provide interface between the campus and the community; and the number of exchange programs.

Patterns Among Strategies

Appendix 6 shows the ratings and comments from the goal four task force for all diversity plans. After assessing the units, the task force looked for similarities across the plans, in order to suggest ways in which the departments can collaborate. Below is a list of possible areas for collaboration:

- Biosystems Engineering and Environmental Science with Animal Science could collaborate to establish programs with a university in Thailand.
- The following units plan to participate in or host community groups: the University Center, University Housing, Fraternity Affairs, Career Services, Adult Student Services, Student Publications, Student Orientation, Student Judicial Affairs, Safety, Environment and Education (SEE) Center, Panhellenic, Parents Association and Dean of Students.
- Potential collaboration between RecSports and Disability Services.
- Disability Services, Dean of Students, Career Services and SEE included proposals for staff participation in international experiences.
- Disability Services, Career Services, Student Orientation, Student Judicial Affairs, SEE and Parents Association all indicated plans to encourage students to explore international opportunities.

It was difficult to ascertain potential collaborative opportunities for many units because many of them fell into the “needs improvement” category. After they have an opportunity to improve their plans, it will be easier to view patterns and areas for collaboration.

Best Practices

There were several colleges and departments that earned a “commendable” score and should serve as a model. These units were selected as “best practices” for goal four because: they had new and multiple initiatives; strong and measurable benchmarks; the initiatives address the goal of developing and strengthening partnerships with diverse communities in Tennessee and globally; and the units identified a clear timeline and identified a responsible party--usually by name. The units which earned a “commendable” score include:

- College of Education, Health and Human Sciences
- University Libraries
- Division of Student Affairs
- Office of Disability Services
- Parents Association

Challenges

Units that earned a “needs improvement” score could strengthen their proposals by addressing some of the following observations: proposals lacked new initiatives; benchmarks were not included in the proposal; the idea/project was not measurable; a “responsible party” was not identified and the proposal did not define how the idea/project would increase diversity.

In a few instances, there were units that did not address goal four in their diversity plan. In addition, there were units that did not use the proper format (Excel Spreadsheet). This made it difficult to read and evaluate the proposal.

There are a number of cases where the college or department only addressed part of the goal. In order to meet the standards of goal four, ideas/projects for strengthening relationships with diverse communities in both Tennessee and the world should be addressed. Too often, units would address one but not the other.

Recommendations

- **Provide all units an opportunity to improve and re-submit their diversity plan.** The task force for goal four realizes that each unit was asked to draft a diversity plan before receiving the metrics established by the Diversity Council. Therefore, we recommend that every college and department that received a “needs improvement” have an opportunity to resubmit the proposals (possible deadline Summer 2006). Copies of units that earned a “best practices” designation should be made available for all units to review.
- **Change the diversity plan review process within the Diversity Council.** Several task force members suggested that, in the future, the Diversity Council should review plans by college/department, rather than by goal. Units that rated highly in one goal tended to do well overall. Conversely, units that did a poor job on one goal tended to do poorly overall.

Goal Five: Undergraduate Curriculum

Ensure that undergraduate curricular requirements include significant intercultural perspectives.

Rationale

“Because the world is made up of diverse peoples, the University academic curricula must ensure that all students study diversity. The University intends to strengthen academic

preparation of all students by infusing curricula with reputable scholarship and critical thinking skills regarding diversity. Courses incorporating diversity perspectives may be offered at any level, and will be incorporated in general education requirements as appropriate.”¹

Metrics

The Diversity Council chose the following metrics to assess the progress on goal five in the future: Campus Teaching Evaluation Program (CTEP) evaluation forms; RFW faculty survey data on diversity content in courses; and department review of infusion in core requirements. However, the task force for goal five considered the degree to which units addressed diversity with specific implementation plans when assessing their diversity plans.

Patterns Among Strategies

Plans were submitted from nine colleges. Arts and Sciences did not submit an overall college plan, though the departments did submit plans. Six of the nine colleges submitting plans addressed goal five, with three of these rated as commendable. Appendix 7 outlines patterns for the plans. Review of the plans revealed some recurring themes such as :

- Supporting and expanding interdisciplinary programs that focus on diversity in curriculum
- Integrating study abroad into curriculum
- Assuring that a wide range of undergraduate courses address issues of diversity
- Encouraging departments to address global issues in curriculum

Best Practices

One college, the College of Education, Health, and Human Sciences, offered an exemplary plan. It specifies the following:

- Continually review all undergraduate and graduate curricula to encourage inclusion and enhancement of intercultural perspectives
- Increase the number of courses that address issues of intercultural perspectives and diversity
- Responsible parties for all tasks
- A timetable for implementation
- Publicize intercultural and international awareness work

Of the departmental plans submitted, the Department of English presented one of the commendable plans for goal five. It specified the following:

- Revise Freshman Composition courses, 201 and 202, to include diversity content
- Review all undergraduate curricula and encourage infusion of diversity content in all courses
- Responsible parties for all tasks
- A timetable for implementation

Challenges

To assist academic units in developing their diversity plans, the Diversity Council provided a list of strategies and benchmarks. We used this list as a framework to review the academic plans that were proposed. Appendix 8 reviews the plans from eight colleges. As indicated in the table, most of these plans address international issues. Few address diversity in the United States, or considered the diversity categories specified in the Framework for Action for goal five.

Eighteen specific departments addressed goal five in their diversity plans. However, only seven addressed diversity within the United States. Of those, only four had specific implementation plans.

Diversity plans from these academic units had substantially more discussion about “intercultural” rather than “diversity,” where intercultural is taken to mean international—external to the United States. Perhaps there is a problem with the way goal five is worded. It refers to “intercultural,” and not to “diversity.”

Recommendations

- **The Diversity Council should restate goal five to be specific about diversity.** The Council has been too reticent about being explicit about diversity. The individual diversity plans do not focus on, and more often do not address, diversity within the United States. Administration needs to confront the issue of diversity on campus as inclusive of national issues.
- **The Chancellor should make/discuss the Diversity Plan as a priority with the Provost and the deans.** The diversity plan assessment has shown the lack of seriousness and buy-in across campus. If UTK is committed to diversity, there needs to be a discussion of this commitment, including reasoning for its priority and an explanation of consequences for those that do not prioritize diversity within their units.

Goal Six: Preparing Graduate Students for a Diverse World

Prepare graduate students to become teacher, researchers, and professionals in a diverse world.

Rationale

“In today’s world, learning communities and research groups are pluralist, heterogeneous entities typically characterized by high levels of diversity. The University intends that its graduate students leave the University well-equipped to serve as teachers, researchers, and professionals in environments and institutions that are increasingly diverse.”¹

Metrics

The Diversity Council chose the following metrics for evaluating goal six: number of first and second year graduate teaching assistants (GTAs) in each department participating in the Best Practices in Teaching program (Data source: Office of Graduate Studies. Data should be broken into the number of first year GTAs and number of second year GTAs in each department.); number of first year GTAs in each department participating in department level training preparing them to function effectively in classroom environments with diverse populations (Data source: Department heads); and photocopies of GTA training materials, reading lists, etc. used to prepare GTAs to function effectively in classroom environments with diverse populations should be provided to the Diversity Council so the Council can help foster collaboration among units.

Patterns Among Strategies

There were a couple of themes that emerged related to goal six among different units. It is important to point out the pros and cons for each theme when providing diversity plan feedback and/or technical assistance to units.

- Several units proposed including diversity training exercises in fall-semester graduate student orientation sessions or incorporating these exercises into GTA training. This is an important aspect of graduate student education and one that could be developed into a University-wide “best practice”. Units should be careful, however, not to ignore opportunities to prepare graduate and professional students who are beyond their first year, or who do not have classroom responsibilities, to function as professionals in a diverse nation and world.
- Many units connected their proposed goal six activities to international research collaborations, study abroad programs, and other initiatives that address international aspects of diversity. However, the impact of these activities will be

limited to those students involved in these particular international research collaborations or study abroad programs.

Best Practices

Best practices are those strategies and tactics that (1) support an objective that advances the unit's effort to meet goal six; (2) are feasible and measurable; and (3) might serve as models for other units. Two colleges, the College of Business Administration (CBA) and the College of Education, Health, and Human Sciences (CEHHS), had plans for goal six that were rated as commendable. Some goal six best practices identified within these plans are:

- Expansion of training efforts that help GTAs function in multicultural and international classroom environments and that encourage GTAs to infuse the courses they teach with diversity-related content-- CEHHS plans to initiate a college-wide GTA training session for this purpose and will encourage GTAs to participate in the University's "Best Practices in Teaching" workshops; CEHHS will also help GTAs learn how to teach in multicultural environments through intensive faculty mentoring of GTAs. CBA will encourage its Ph.D. students to teach independent courses with multicultural content.
- Increases in the international and intercultural dimension of graduate-level coursework-- CBA will offer students the opportunity to attend seminars discussing international and emerging economies and will track the number of students enrolled in courses with significant international content. CEHHS will require its students to take courses that address issues of cultural sensitivity and diversity and will include questions related to this material on graduate students' comprehensive examinations.
- Promotion of graduate research and internship experiences with intercultural and international dimensions-- CEHHS will track the number of graduate students who present research related to these topics at colloquia and poster sessions. CBA will expand the number of international internships available to business students and will participate in exchange programs and research partnerships with foreign universities.
- Diversification of the learning and research communities-- CBA seeks to develop recruiting strategies that lead to annual increases in the number of international students, faculty, and researchers in the College.

Challenges

The assessment of the diversity plans revealed that most plans need improvement. Members of the task force for goal six felt that the plans were insufficiently ambitious and too narrow in scope.

Numerous plans focused on international work in goal six. This approach neglects diversity within the United States.

Recommendations

- **Ensure that unit plans are presented in a consistent format.** Some units did not use the spreadsheet provided by the Diversity Council to submit their diversity plans. This made it difficult to use uniform procedures to assess their plans. Units that did not use the spreadsheet should be instructed to submit a revised plan using the provided template. In addition, some units with graduate or professional students failed to address goal six. These units should be asked to provide such a plan.
- **Provide units with strategic planning guidance.** Several units restated the text of goal six as the objective and listed their aspirations (which are a type of objective) as strategies or tactics. Clearer guidance needs to be given to units on the elements of a strategic plan, whether in service of diversity initiatives or any large-scale goal. Examples may help units understand the difference between an overarching goal, an objective, and a strategy or tactic.
- **Ensure that units address both international diversity and diversity within the United States in their plans.** Some units focused their attention almost exclusively on international aspects of diversity. All units should be reminded that within the context of the campus Diversity Plan, diversity encompasses both international and national aspects.
- **Rewrite the text of goal six to make it more broadly inclusive of the variety of academic units at the University.** The current text of goal six is inappropriate for units that teach and train professional students for non-academic careers. Rewriting the text of goal six as “Prepare graduate and professional students to become teachers, researchers, and professional practitioners in a diverse nation and world” would be more inclusive of units that have no graduate students (College of Law) and units whose graduate students primarily go on to professional careers (Theatre, among others). Adding the words “nation and” to goal six would also remind units that the international and national aspects of diversity must be addressed.
- **Ensure that units do not “reinvent the wheel”.** Several units proposed including diversity training in fall-semester graduate student orientation sessions and in GTA training. It seems wasteful for each unit to prepare training materials for this

purpose. A University-wide effort to prepare these materials would ensure the quality and consistency of the diversity training materials, and would help ensure that graduate students in all units receive at least some baseline level of diversity training. These materials might include, for example, recommended reading for new GTAs, role-playing exercises that units could adapt for use in GTA training sessions and handbooks summarizing University policies regarding diversity that are important for classroom teachers.

Diversity Council Concerns

During the diversity plan process, several reoccurring concerns have arisen. Diversity Council members feel these issues have slowed down progress on developing an effective and sound campus-wide diversity plan.

Ready for the World and the Diversity Plan

One ongoing concern is that the Diversity Plan seems overlooked by the campus. There is awareness of RFW but little to no awareness of the Diversity Plan. The focus on international goals in individual diversity plans shows that departments responded to RFW in the plans rather than responding to the request for a comprehensive diversity plan. The campus perceives RFW as solely an international initiative and its publicity has not been effective in illustrating otherwise. There was little to no information included in the RFW's rollout regarding diversity within the US. The visible efforts for RFW primarily point to international concerns, including publicized goals and the name and logo for the initiative. The integration of the Diversity Plan and RFW is not apparent. The messaging, iconography and communications across campus do not connect them effectively. Overall, the campus has little awareness of their connection.

Furthermore, there was never a rollout for the Diversity Council or the Framework for Action on campus or on the University's website. RFW has gotten more attention, publicity and money than the Diversity Plan. There has not been a public statement from administration discussing the Diversity Plan, its connection with RFW and the benefits and obligation of creating a diversity plan within each campus unit. The Council believes this sort of public statement and including diversity messages in the RFW campaign is essential for a successful campus-wide Diversity Plan.

Diversity Council Logo

Though the Diversity Council and Diversity Plan need to be publicized as part of RFW, they also need a unique identity that expresses diversity within the United States. The current RFW messaging and logo do not adequately represent local diversity issues. The general reaction from various groups regarding the current RFW logo is an understanding

of the international connection, but no connection to diversity. There is a need for a visible image of diversity across campus, including various forms of media such as printed materials, flags and a web presence. Peer institutions, such as Purdue University and the University of Louisville, have a unifying theme around diversity including diversity flags and a graphic identity synonymous with diversity programs. If the Council exclusively uses the RFW logo, diversity would not have a graphic identity across campus. A campus-wide diversity logo will express the presence of this integral part and can be used by groups and programs across campus, in addition to the RFW logo, to show buy-in into RFW and diversity.

Weaknesses of Individual Diversity Plans

During the diversity plan review, several recurrent weaknesses surfaced across various units. One common theme among plans was the lack of creativity. Many departments described what they currently do rather than developing innovative initiatives. In that respect, many plans were a report rather than a plan of action. In meetings with some departments, they often cited a lack of funding as the reason for not expanding or creating diversity initiatives. Others plans were not assertive. Strategies met the basic minimum for the goal but did not suggest an ingenious tactic or new idea to reach the overall goal.

Many plans were too narrow, focusing on diversity programming or minority recruitment but not giving as much attention to the retention of staff, faculty, and students once they are here. Others cited international objectives under all goals, ignoring strategies related to diversity within the US. Often plans did not address one or more of the goals that were relevant to their unit.

On the opposite spectrum, some plans did not include relevant work that is being done within their units. The plans show nothing of value, while important projects related to diversity are ongoing within the unit. It is essential that these units connect such initiatives back to the Diversity Plan so they receive credit and are held accountable for them. Additionally, many units focused on a limited definition of diversity when creating their plans. Many strategies in the plans excluded populations that are included in the Diversity Council definition of diversity. The individual diversity plans should reflect the wide range of groups included in the Council definition: "... people of different races, ethnicities, religions, creeds, national origin, genders, sexual orientations, physical abilities, age, veteran status, and social, economic, or educational backgrounds."¹ The Chancellor and the Diversity Council should promote this definition across campus to expand the focus and direction of the individual diversity plans among the units.

Need for Coordination Across Campus

The Diversity Council's assessment of diversity plans has revealed that there is a need for collaboration and coordination among various departments. Many departments have similar ideas and are not aware that others are planning or have already implemented the

same idea. Instead of replicating efforts, different groups should connect to work on similar issues. Such collaboration would simplify and strengthen diversity endeavors. Collaborative efforts would build the campus community, rather than promulgating disconnection and “turf wars.” For example, several colleges have shown interest in hiring a diversity coordinator. However, if these positions in the different colleges are never connected, the value of their work decreases. Positions related to diversity across campus need to communicate and collaborate where possible to avoid replication of efforts and to share best practices and create joint programs.

In addition to the decentralization of diversity initiatives, there is currently decentralization in data collection at UTK. The availability of basic data, such as demographics and programmatic data, in departments and units is inconsistent. Some departments collect their own data while others do not have a method set for data collection. Data collection is indispensable when creating baselines for where the campus is and developing benchmarks for where it should be. The University needs a routine system of collecting diversity-related data, such as student demographic data within departments and diversity program information. The data needs to be accessible by units, administrators, and other appropriate groups such as RFW coordinators and the Diversity Council.

Campus Reaction to the Diversity Plan

The individual diversity plans displayed the weak reaction and lack of buy-in from departments and units across campus. From the beginning of this process, several colleges and units rose to the surface as passionate and obligated to the mission of the Diversity Plan. However, the majority of departments across campus lacked the same motivation. For example, in the College of Arts and Science, only four departments out of 25 responded and followed through with the Diversity Council offers of assistance in creating a diversity plan. Additionally, many campus departments and units that did meet with Council members for assistance failed to make significant improvements in their plans after feedback was given to them. There is an apparent lack of buy-in across campus regarding the Diversity Plan. In general, deans, department heads, and vice-chancellors have not taken this process seriously. Many responses in meetings with Council members have been indifferent, often expressing doubt that the plans will become active rather than just sitting on a shelf. Many reactions have displayed the belief that the Diversity Plan is simply an additional report without benefit or consequence.

To reverse these reactions, it is essential that the Diversity Council and the Chancellor promote the seriousness and obligation of the Diversity Plan. A public awareness campaign and a statement from the Chancellor, possibly to include meetings with campus administration, would be beneficial to convey the benefits of this process and would demonstrate UTK’s commitment to diversity. Furthermore, these communications should include information on consequences connected to the Diversity Plan so administrators better understand that diversity at UTK is not voluntary, but rather an obligation.

Oversights in the Diversity Plan Process

Several oversights in the Diversity Plan process have arisen through the assessment of the individual diversity plans. In some instances, departments were not coached on format or were given a format that led them off track. For example, in the College of Arts and Sciences, the majority of departments did not follow the Diversity Council's framework or spreadsheet for creating the plans. Instead they created narrative documents that focused on describing what the department or faculty currently do in the areas of diversity. These documents did not address the items that were necessary in developing a diversity plan, such as specific strategies, timelines, responsible parties, and benchmarks.

Furthermore, during the Diversity Plan process, the Diversity Council observed an overall lack of coordination and communication within departments/units across campus. In most cases, vice-chancellors, deans, and department heads wrote, or appointed someone else to write, their diversity plan with little to no input from the rest of the department. Even in situations where a committee wrote the plan, segments of the campus population such as staff and/or students were not included.

Most of the departments that have been cited as best practices did the opposite, starting their planning process early, meeting with Diversity Council members on several occasions, making changes within their plans based on Council feedback, and including sufficient representation from their unit during the entire process. Because of this, it is evident that the same units who had deans or department heads that took initiative, bought in to the process, coordinated successfully within their departments and with the Diversity Council, were the units that created innovative diversity plans containing various best practices.

Changing Mindset Versus Changing Behavior

As the Diversity Council reviewed the diversity plans, the question rose regarding changing behavior versus changing mindset. What is the overall goal of the plans? The plans show the need for a change in mindset and culture across campus. However, changing culture is much more difficult than changing behavior. By affecting behavior, culture will change as well. The diversity plans can mandate behavior, but buy-in will be difficult if there is no understanding of the benefit. The Chancellor needs to work with campus administration to achieve buy-in for the diversity plans. This work could include informational meetings, public relations efforts, and training. It is essential that administrators, faculty and staff understand the benefits of diversity. Buy-in will facilitate change in behavior, mindset and culture.

Accountability

In addition to buy-in, accountability will be key to ensure the Diversity Plan is successful. Though culture and mindset will slowly change over time, behavior can change

immediately through the use of mandates and consequences. At the present time, the message regarding the carrot and the stick for the plans is unclear. The campus needs to be aware of not only the benefits of the Diversity Plan, but also the consequences if action is not taken. Accountability is the only way to ensure that the diversity plans will be taken seriously and action will occur. A direct statement or mandate from the Chancellor to administrators detailing the process of accountability for the Diversity Plan is vital.

Funding

Like any new initiative, resources for the Diversity Plan are imperative for substantial progress. Currently, the funding commitment for RFW is clear, but due to the disconnection and lack of visibility for the Diversity Plan, the campus is not aware that funding may be available for diversity programs through RFW grants.

Furthermore, there is currently a lack of coordination in funding between RFW and the Diversity Plan. The Diversity Plan and the Diversity Council have not received direct funding. The Diversity Plan should have its own funds to advance areas that RFW does not touch, such as hiring and minority student recruitment. As Geier funding diminishes, funding needs will increase. The Diversity Council requests a budget to allocate resources across campus in efforts to support initiatives in the Diversity Plan, especially related to the hiring and retention of diverse faculty, staff, administration and students.

Diversity Council Recommendations

Through the review and assessment of the diversity plans, and in response to reoccurring discussions regarding diversity on campus, the Diversity Council has developed the following recommendations:

- **Increase public awareness of the Diversity Plan and its relationship with RFW.** Include a greater web presence and diversity related iconography, messaging and communications for the Diversity Plan and Diversity Council.
- **Keep diversity dialogue active.** Retain diversity as an issue in the forefront. Diversity should be inherent in every aspect of campus life. Dialogue around diversity should use the Diversity Council definition of diversity, which is more inclusive than past definitions of diversity on campus. The Chancellor should address the campus on the importance and obligation of the Diversity Plan. There should be a clear expression of the benefits of this process and the consequences if this process is not taken seriously.
- **Make the Diversity Plan central to decision-making at UTK.** Diversity should be considered in all discussions and decisions made on campus. If administration keeps the Diversity Plan at the heart of decision making, the campus culture will

- evolve. There should be ongoing efforts on campus to achieve buy-in for the Diversity Plan. Public relations endeavors, informational sessions and trainings will all push the idea of diversity forward and will help the campus comprehend what the benefit is for their unit and for the university community.
- **Create and publicize a plan for accountability in regards to the Diversity Plan.** A specific plan for accountability should be created, followed by the release of a statement from the Chancellor to administrators detailing the mandates and consequences of the Diversity Plan. Include diversity initiatives and activities as part of performance reviews. The Chancellor is responsible for the Provost, who in turn is responsible for the Deans.
 - **Maintain the Diversity Council.** Transform the ad-hoc committee into a permanent commission on campus. The Council will provide key roles in monitoring and assessing the Diversity Plan, as well as cultivating strategic planning skills within units.
 - **Foster coordination of diversity efforts across campus.** UTK should have regular meetings and/or create a committee comprised of diversity related positions across campus representing each major academic and administrative unit. This group or committee would support diversity related collaborations and would ease coordination of efforts throughout the campus community.
 - **Develop a routine system of collecting diversity-related data.** Develop a systemic process for data collection that can be used for benchmarking and monitoring, such as student demographic data within departments and diversity program information.
 - **Make funding available for the diversity plans to foster innovative initiatives.** Publicize information on available funds for diversity initiatives and innovative ideas units place in their diversity plans. Create a budget for the Diversity Council to allocate funds to units regarding recruiting and retention of diverse faculty, staff, administration and students.

Appendix 1: Diversity Council Membership

UT Diversity Council 2005-2006**COUNCIL MEMBERS:**

Stan L. Bowie, College of Social Work
Herb Byrd, University Extension
Clark J. Brekke, College of Agricultural Sciences and Natural Resources
James (JJ) Brown, Dean of Students
Denise Harvey, Office of Vice President of Operations
Robert J. Hinde, Department of Chemistry, College of Arts & Sciences
Pamela Hindle, Commission for Women/Office of the Registrar
Carolyn Hodges, Commission for Blacks/College of Arts & Sciences
Denise Jackson, Commission for Blacks/College of Engineering
Jill Keally, Library
Deseriee Kennedy, Faculty Senate/College of Law
Paul Lee, School of Art, College of Arts & Sciences
Susan Martin, Office of the Chancellor
Mary Papke, Graduate Studies
Jane Redmond, Student Affairs
Bob Rider, College of Education, Health & Human Sciences
Malaika M. Serrano, Programs Abroad Office/Center of International Education
Jan Simek, College of Architecture & Design
Wornie Reed, African & African American Studies Program

CO-CHAIRPERSONS:

Alan Chesney, Human Resources
Marva Rudolph, Office of Equity & Diversity

RESEARCH ASSOCIATE:

Sabrina Rhodes Haddow, Office of Equity & Diversity

Appendix 2: Diversity Plan Metrics

Goal One: Create and sustain a welcoming, supportive and inclusive campus climate.
Tracking the incidence of negative events/complaints on campus
Reviewing positive events and diversity related activities
Use NSSE, Student Voice, Employee Satisfaction Surveys, and focus groups to measure campus climate
Goal Two: Attract and retain greater numbers of individuals from under-represented populations into faculty, staff, and administrative positions (particularly department heads, directors, deans, and vice chancellors).
Availability versus hire data
Turnover reports
Exit interviews/post-exit surveys
Employee satisfaction data, including climate study data
Goal Three: Attract, retain, and graduate increasing numbers of students from historically under-represented populations and international students.
Availability, acceptance, attendance, and graduation rates
NSSE climate and student life data-compare nationally
Zoomerang surveys to gauge awareness of institutional supports
Goal Four: Develop and strengthen partnerships with diverse communities in Tennessee and globally.
Number of study abroad and outreach programs/participants
Number of programs oriented toward the community
Number of faculty and staff engaged in community work
Number of grant funded programs that provide interface between the campus and the community
Number of exchange programs

Appendix 2: Diversity Plan Metrics

Goal Five: Ensure that curricular requirements include significant intercultural perspectives.	
CTEP evaluation forms	
RFW faculty survey data on diversity content in courses	
Department review of infusion in core requirements	
Goal Six: Prepare graduate students to become teachers and researchers in a diverse world.	
Best Practices in Teaching Program	
Self-assessment by graduate students	
Faculty assessment of graduate students	

Appendix 3: Diversity Plan Task Forces
(Chairpersons are in bold)

Goal 1

Jane Redmond

JJ Brown

Robert Hinde

Jan Simek

Marva Rudolph

Jill Keally

Goal 2

Pamela Hindle

Stan Bowie

Carolyn Hodges

Denise Jackson

Alan Chesney

Deseriee Kennedy

Herb Byrd

Goal 3

JJ Brown

Stan Bowie

Paul Lee

Jane Redmond

Malaika Serrano

Denise Jackson

Susan Martin

Goal 4

Malaika Serrano

Stan Bowie

Clark Brekke

Pamela Hindle

Jill Keally

Herb Byrd

Goal 5

Wornie Reed

Paul Lee

Susan Martin

Mary Papke

Bob Rider

Marva Rudolph

Goal 6

Robert Hinde

Clark Brekke

Deseriee Kennedy

Jan Simek

Bob Rider

Mary Papke

Appendix 4: Goal One Ratings

Unit	Rating 1=Commendable 2=Meets Standard 3=Needs Improvement	Comments
Administration & Finance	1	Recommended for best practice
Adult Student Services	2	Good collaboration and involvement from other units. No new initiatives.
Ag. Econ	3	Need benchmarks; need specific objectives pertaining to diversity
Ag Sc. & Nat. Resources	2	Suggestions of events and programs offer opportunities for collaboration within the college as well as beyond.
Animal Science	2	Recommend additional objectives/strategies/tactics
Anthropology	3	Not in format
Architecture and Design	2	Not very ambitious
Audiology and Speech Pathology	3	Not in format
BCMB	3	Not in format
Biosys Engr.	1	Good benchmarks
Business, College of	1	College recognizes need for collaboration between CBA units as well as other campus units outside of CBA. Wants to recruit students at middle school and high school levels. Will seek external funding.
Career Services	2	Good strategies. Needed more benchmarks.
Chemistry	3	Not in format
Classics	3	Not in format
Communication and Information, College of	2	Establish student to student peer groups (assume training and on-going monitoring), participation in study abroad, organizing international fairs JEM), establishing National Association of Black Journalists chapter, and use of the website and centralized diversity-interest calendar as major communication outlets. Plan to develop workshops on hate speech (assume Communication Studies could collaborate with Student Affairs with its taskforces on bias protocol and hate speech.)

Appendix 4: Goal One Ratings

Comp Sci	3	Not in format
Dean of Students	1	Best practices – events and programs offered great opportunities and potential.
Development	3	Did not use chart format. No new ideas. No real benchmarks as measuring tools.
Disability Services	1	Good benchmarks. Good strategy for office, staff and departments.
Education, Health and Human Sciences, College	1	Did not use chart format.
EEB	3	Not diversity driven
English	1	Best Practices
Enrollment Services – Strategy/Tactic 1	3	Benchmark and Strategy/Tactic need to match. Does the Strategy/Tactic address the benchmark? For example, the benchmark indicates to training sessions per year, yet the Strategy/Tactic lists “encourage” staff to participate.
Enrollment Services – Strategy/Tactic 2	3	Suggest creating a separate Objective towards customer service
Ent & Plant Path	2	Same as above: benefit from addtl.
Food Sci. and Tech.	2	Ideas as presented for “international” students are commendable; recommend additional objectives to include other underrepresented studs.
Forestry/Wildlife/Fisheries	1	Suggestions of events and programs offer opportunities for collaboration within the college as well as beyond. Strategic planning is
Fraternity Affairs	2	No new strategies. Already doing programs. Recommend additional strategies.
Genome Science	3	Not in format
Geography	3	Not in format; doesn’t address climate
History	3	Not in format
Law	3	Objective is a restatement of the goal. Is it realistic to make sure that every student believes the college is a welcoming, supportive, inclusive environment? There are several student groups in the college devoted to promoting diversity. Consider compiling a central list of these groups and publicizing the groups and their activities on the website. What does “diversity of population” mean as a benchmark for strategy/tactic number 1? How will complaints and praise be collected? How will they be acted on? What about surveys of staff and faculty? Does the college have a diversity statement? If so, consider including it on the website and college newsletter. If not, consider organizing a group of

Appendix 4: Goal One Ratings

		faculty/staff/students to develop one. Add dates to all strategies and tactics.
Library – Strategy/Tactic 1	1	Great idea! Best Practice – Very realistic and measurable. Perhaps you could add an evaluation to the programs offered.
Library – Strategy/Tactic 2	2	Great idea for the library community
Library – Strategy/Tactic 3	2	How would you collect feedback from library personnel (benchmark)?
Mathematics	3	Not in format
Microbiology	3	Not in format
Minority Student Affairs	1	Broad range of activities. Good benchmarks.
Music	3	Not in format
Office of Research	2	Need measurable benchmarks and objectives pertaining to diversity other than office parties.
Office of Research – Strategy/Tactic 1	3	Not sure how you can measure “sense of enjoyment”
Office of Research – Strategy/Tactic 2	3	Not sure I understand the benchmark
Office of Research – Strategy/Tactic 3	2	Perhaps make a focus of recognizing faculty and students from under represented groups
OIT Applic. & System Dev	3	
OIT Business	3	Need benchmarks; need specific objectives pertaining to diversity such as programs, welcoming events, staff training, or committees. Might benefit from communications that include languages other than English.
OIT Engr. Services	3	
OIT Infrastructure	3	
OIT ITC	3	
OIT Security Group	3	

Appendix 4: Goal One Ratings

Panhellenic	2	Recommend additional strategies/objectives.
Parents Association	3	Did not address the goal. Good suggestion, but does not fit in Goal 1.
Philosophy	3	Not in format; nothing new
Physics	3	Not in format
Plant Sciences	1	Recommended for best practices: includes funding; faculty and staff involvement; programs, events; both international & other students.
Political Science	3	Not in format
Psychology	3	Not in format
RecSports	2	Suggestions of events/programs offer opportunities for collaboration. Good benchmarks.
Religious Studies	3	Not in format
Research/Education Center	3	Benchmarks vague – “update yearly or revisit” is not specific.
Research & Education Centers – Strategy/Tactic 2	3	Benchmark comment – document “Third Thursday” and details of display case, also perhaps honor the individual(s) at the end of the year
Research & Education Centers – Strategy/Tactic 3	3	Benchmark comment – document position listings where the welcoming statement is posted
SEE Center	3	Too general. Does not address Goal 1 campus climates.
Social Work	2	Consider publicizing diversity statement on website and in newsletter. Consider attaching diversity statement to listing of “coming events” to emphasize the role these events play in promoting diversity. Rainbow flag and pink triangle may be obscure symbols to some folks; consider an educational thrust related to these symbols. Consider adding a section to the website that features recent activities of diversity-related student organizations; this helps publicize these groups more than a simple listing. Consider rewriting objective statements as follows: Ensure that CSW’s physical and academic environment are inclusive and celebrate diversity. Promote student participation in groups and events celebrating diversity or dedicated to social justice. Consider rewriting strategy/tactic 1 of objective 2 as follows: Publicize CSW student organizations that celebrate diversity and that are committed to social justice. (publicizing is easier to benchmark than supporting).
Sociology	3	Entirely general

Appendix 4: Goal One Ratings

Student Activities	2	Very general. Could develop more strategies. Some collaborative efforts.
Student Counseling Services	2	Good benchmarks. Strategies general. Already doing them.
Student Health Services	3	Very general. Does not respond to how they plan to increase campus climate.
Student Judicial Affairs	2	Good strategies, collaborative efforts. Good benchmarks.
Student Orientation	2	Good benchmarks and program initiatives.
Student Publications	2	Initiatives mostly addressed recruitment-type activities.
Theater	3	Not in format
University Center	2	Good benchmarks and programming ideas.
University Housing	1	Good benchmarks. Programs offer opportunities for collaboration.
UT Extension/Outreach and Continuing Education	1	<u>Commendable</u> . Excellent strategies and tactics. Benchmarks good. Responsible parties include dean and all staff. One of best plans!
Vet Med	3	The thrust of many of the strategies seemed to be aimed at faculty and staff; how can students be integrated into these? Are there student groups devoted to promoting diversity in the vet med workforce? Add dates to all strategies and tactics. "Periodic employee surveys" is not a benchmark; it's a strategy/tactic for assessing the inclusiveness of the work environment. Benchmark would involve expectations of higher ratings on these surveys as time goes on. "Development of cultural education courses/seminars" is a restatement of the strategy/tactic "introduce new college initiatives." A related benchmark might involve quantifying the number of new initiatives to be introduced in the first year.
Vice Chancellor for Student Affairs	1	Good benchmarks and objectives.

Appendix 5: Goal Two Ratings

1 = Commendable! Exhibits Best Practices; 2 = Needs Improvement; 3 = Low Quality Work		
Unit	Rating	Comments
Adult Student Services	2	Expand tactics/strategies; expand benchmarks and assessment.
Applications and System Development	3	Skipped Goal 2.
Architecture and Design	2	Does not include staff at all; add strategies for retention; add assessment to benchmarks.
Career Services	3	Skipped Goal 2.
College of Agricultural Sciences and Natural Resources	2	Add retention plan.
College of Architecture and Design	2	Does not include staff; address retention; expand definition of diversity.
College of Business Administration	1	Commendable!
College of Communication and Information	3	Add plan for staff; strategies don't make sense; benchmarks need expansion; add retention plan.
College of Education, Health, and Human Sciences	1	Commendable!
College of Engineering	2	Expand strategies/tactics to include more specific plans; did not mention staff at all; address retention.
College of Law	2	Expand benchmarks to include assessment; address retention.

Appendix 5: Goal Two Ratings

College of Social Work	2	Expand benchmarks to include collection of data and assessment of recruiting efforts; include strategy for increasing diversity in applicant pools.
College of Veterinary Medicine	2	Expand benchmarks to include assessment; expand definition of diversity; include staff in plan; address retention.
Dean of Students	2	Expand Strategies/Tactics; address retention; collect baseline data.
Department of Agricultural Economics	2	Does not include staff; add strategies/tactics for retention; add assessment.
Department of Animal Science	2	Does not include staff; address retention.
Department of Anthropology	2	Develop benchmarks; include staff in plan; address retention.
Department of Audiology & Speech Pathology	3	Develop benchmarks; include staff in plan; develop tactics; address retention.
Department of BCMB	2	Develop benchmarks; develop tactics; include staff in plan; address retention.
Department of Biosystems Engineering and Soil Science	2	Does not include staff.
Department of Chemistry	2	Develop benchmarks; include staff in plan; include women as under-represented group; address retention.
Department of Classics	3	Develop tactics and benchmarks; include staff in plan; address retention.
Department of Computer Science	3	Skipped Goal 2.
Department of Ecology and Evol. Biology	2	Expand benchmarks to provide baseline and assessment; include staff in plan; address retention.

Appendix 5: Goal Two Ratings

Department of English	2	Include staff in plan; expand benchmarks to include baseline data and assessment; address retention; not sure that 'encouraging dialogues' is in right goal.
Department of Entomology and Plant Pathology	3	Skipped Goal 2.
Department of Food Science	3	Address broader diversities; expand strategy/tactics and benchmarks; address retention.
Department of Forestry, Wildlife, and Fisheries	3	Expand objectives; further develop strategies and benchmarks; address retention.
Department of Geography	3	Provide strategies; develop benchmarks and assessment; address retention;
Department of History	3	Provide strategies; develop benchmarks and assessment; ideas are good, but need further development; address retention.
Department of Mathematics	2	Develop benchmarks and assessment; include staff in plan; address retention; good baseline data collected!
Department of Microbiology	3	Skipped Goal 2.
Department of Philosophy	3	Develop strategies; develop benchmarks and assessment; timelines; include plan for staff positions; expand 'diversity'; address retention.
Department of Physics	2	Develop benchmarks and assessment; address retention.
Department of Plant Sciences	2	Add strategy for retention.
Department of Political Science	3	Develop benchmarks and assessment; not certain 2 nd bullet fits this goal; address retention.
Department of Psychology	2	Expand benchmarks to include assessment; address retention.
Department of Religious Studies	3	This did not really address Goal 2. No benchmarks, no strategy, no timeline.
Department of Sociology	2	Needs to expand benchmarks and include assessment. Also, expand definition of diversity; address retention.

Appendix 5: Goal Two Ratings

Department of Theatre	2	Expand tactics and develop benchmarks.
Disability Services	2	The strategies/tactics don't seem to belong in this goal; expand benchmarks and assessment.
Division of Student Affairs	1	Commendable!
Enrollment Services	2	Expand strategies/tactics to include more specifics; address retention; expand benchmarks to include assessment of data; expand 'diversity'.
Finance and Administration	2	Address retention; collect baseline data; assessment.
Fraternity Affairs	3	Expand Strategies/Tactics; expand benchmarks and assessment; timelines; address retention.
Information Sciences	2	Does not include staff at all; address retention.
Innovative Technical Center	3	Essentially skipped Goal 2.
Libraries	1	Commendable!
Minority Student Affairs	3	Not sure objective fits with Goal 2; redefine objectives; expand strategies/tactics; expand benchmarks.
Office of Research	3	There are no benchmarks and no assessment; address retention.
OIT Business Office	3	Create objectives; expand strategies/tactics; create benchmarks; address retention.
OIT Engineering Services	3	Skipped Goal 2.
OIT Infrastructure	3	Skipped Goal 2.
OIT Security Group	3	Skipped Goal 2.
Panhellenic	2	Expand strategies/tactics; address retention.
Parent's Association	2	Can't we do more? Address retention.
Program in Genome Science and Technology	3	Skipped Goal 2.

Appendix 5: Goal Two Ratings

Rec Sports	2	Expand definition of diversity.
Research and Education Center	2	Add plan for non-exempt positions; address retention.
School of Music	3	Develop strategies; develop benchmarks and assessment; timelines; basically, create goal 2; address retention.
SEE Center	2	Expand benchmarks to include baseline and assessment; expand strategies/tactics to plan how to increase applicant pools; address retention.
Student Activities	2	Benchmarks need to include baseline assessment of under-represented personnel and assess how plans are working; address retention. Did mention collaboration!
Student Counseling Services Center	2	Did collect baseline data; assess where to be in one year; address retention.
Student Health Services	2	Include staff in plan; could there be an international component? Address retention.
Student Judicial Affairs	1	Commendable; offers clear plan and measurable benchmarks.
Student Orientation	2	Meets requirements; address retention.
Student Publications	2	Expand strategies/tactics to include proactive efforts for recruiting minority students; expand benchmarks to include baseline stats and assessment; address retention.
University Center	2	Address retention.
University Housing	2	Expand benchmarks to include stats and assessment of recruiting efforts; address retention.

Appendix 6: Goal Three Ratings

Unit	Rating	Comments
Enrollment Services - Strategy/Tactic 1	3	Benchmark Comment - will there be more than one program? How does this relate to the strategy? How will new scholarship programs be evaluated?
Enrollment Services - Strategy/Tactic 2	2	How will success be "promoted", what partnerships will be established with the Success Center
Enrollment Services - Strategy/Tactic 3	2	
Library - Strategy/Tactic 1	2	
Office of Research - Strategy/Tactic 1	3	Benchmark - should reflect numbers of discussions with departments/colleges and number of students from those departments/colleges who apply to the program.
Research & Education Centers - Strategy/Tactic 1		n/a
Business Administration	1	6 existing and 7 new initiatives, targets both international and US students; undergrad and graduates
Information Sciences	3	Responsible Party not always designated, missing benchmarks, only 1 new initiative
Communication Studies	3	No benchmarks, objectives and strategies need to be developed
Advertising--PR	3	No new initiatives
Journalism--EM	3	No new initiatives
Education, Health and Human Sciences	1	Best Practice
Development	2	Narrow view of diversity, need new initiatives (surprisingly few were listed)

Appendix 6: Goal Three Ratings

Admin and Finance	1	
		needs to be more proactive vs. reactive, I.e. make Very visible our policies
CASNR	1	These are very effective and efficient ways to increase minority student %
OIT		
Applications and Systems	1	
Business Office	3	
Engineering Services	3	Does not address diversity directly
ITC	1	Good use of technology expertise
Security	3	
Telephone Services	3	
Office of Research	3	No new initiatives. One strategy to address recruitment and retention efforts.
Research/Education Center	3	Did not have objectives or strategies for Goal 3
VC for Student Affairs	1	Offers collaborative efforts. Requests all departments' involvement in responding to objectives. Good benchmarks.
Adult Student Services	3	Not measurable. Does not address goal.
Career Services	2	No new initiatives. Rarely meets standards.
Dean of Students	1	Strategies include recruitment and retention efforts
Disability Services	1	Suggestions of events/programs offers great possibilities. Good benchmarks (assessment data & documentation).
Fraternity Affairs	2	No new initiatives.
Minority Student Affairs	2	No new program ideals. All support retention students.
Panhellenic	1	Good benchmarks (focus groups, learning outcomes). Offers opportunities for collaboration.
Parents Association	3	
RecSports	2	Strategy showed specific ways to "increase" participation.
SEE Center	3	No departmental strategy or objective
Student Activities	2	No specific programs. Too general.

Appendix 6: Goal Three Ratings

Student Counseling Services	2	No new initiatives. No collaborative ideals.
Student Health Services	3	Did not write objectives/strategies.
Student Judicial Affairs	2	Needs programs that specifically show ways to increase collaboration with other units.
Student Orientation	2	Included programs already implementing with new initiatives.
Student Publications	2	Benchmarks need work.
University Center	2	
University Housing	1	Collaborative efforts, benchmarks. How will measure satisfaction. Need to address ways to increase participation.
College of Engineering	3	Only addresses a subset of intended affected entities; strategies general; no time frame for achievement; benchmark is telling how and not a target.
College of Law	3	Only second addresses a results orientation; the other two are process-oriented entities; strategies general; no time frame for achievement; benchmark is what but is not a target
College of Social Work	3	Not results orientation (more process), so not measurable; strategies don't say how, just what; has time frame for achievement; benchmarks are planned results, not a target for the metric
College of Vet Medicine	3	Not results orientation (more process), except for #1,3, and 5 (only those are measurable); the others are more strategies; no frame for achievement; benchmarks are metrics, no targets. Rec: Training for this process and clarification of components
ARCHITECTURE AND DESIGN	1	Best Practice
ARTS AND SCIENCES		
Anthropology	3	Not in format, Benchmarks needed
Audiology and Speech path	3	Not in format, retain students?, Benchmarks?
BCMB	3	Not in format, Benchmarks needed
Chemistry	3	Not in format, Goals, Objectives, Benchmarks Needed

Appendix 6: Goal Three Ratings

Classics	3	Not in format, Goals, Objectives, Benchmarks Needed
Comp Sci	3	Not in format, No Goal #3
EEB	3	Objective should focus on strategies/tactics on accomplishing the goal
English	1	BEST PRACTICE
Genome Science	3	Not Goal # 3
Geography	3	Not in format, Goals, Objectives, Benchmarks Needed
History	3	Not in format, Goals, Objectives, Benchmarks Needed
Mathematics	3	Not in format, Goals, Objectives, Benchmarks Needed
Microbiology	3	Not in format, Not Goal #3
Music	3	Not in format, Goals, Objectives, Benchmarks Needed
Philosophy	3	Not in format; nothing new, Goals/Objectives Needed, undergraduate students?
Physics	3	Not in format, Benchmarks needed
Political Science	3	Not in format
Psychology	3	Not in format, How will you accomplish?, Benchmarks needed
Religious Studies	3	Not in format, Benchmarks needed
Sociology	3	Entirely general
Theater	3	Not in format, nothing new and ambitious

Appendix 7: Goal Four Ratings

Unit	Rating	Collaboration and Comments
1. ADMIN. AND FINANCE/ KNOXVILLE OPERATIONS	3	Define "diverse"; Explain why, how and what
2. COLLEGE OF AG. AND NATURAL RESOURCES	3	Did not address Goal 4
2a. Ag Econ	3	Also need to address local communities
2b. Animal Science	3	Also need to address local communities
2c. Biosystems Engineering and Environmental Science	3	No mention of TN; collaborate with Animal Science (Thailand)
2d. Entomology and Plant Pathology	1.5	
2e. Food Science and Technology	3	Need at least 1 more objective?; No TN partnerships; possible collaboration with Animal Science (Thailand)
2f. Forestry, Wildlife and Fisheries	1.5	Second objective belongs in goal #3; need to identify responsible party
2g. Plant Sciences	2.5	How many grants/scholarships and how much money is going be set aside for this?
3. COLLEGE OF ARCHITECTURE AND DESIGN	2.5	Collaboration with others mentioned in response; no mention of global partnerships but good ideas to build partnerships with diverse communities in TN
4. COLLEGE OF ARTS AND SCIENCES		
4a. Anthropology	3	Needs to be more specific, no time line
4b. Audiology and Speech Pathology	3	Needs to be more diversity specific
4c. Biochemistry, Cellular, and Molecular Biology	3	No mention of TN, #1 and #2 similar
4d. Chemistry	3	Format and sections missing, no mention of TN but mentions exchange program with Manchester
4e. Classics	3	Details needed; did not follow format; Community outreach good but international outreach poor
4f. Computer Science	3	Good start, need to create measurable goals
4g. Ecology and Evolutionary Biology	2	Great start, need international partnership
4h. English	3	Nothing new, no international partnerships

Appendix 7: Goal Four Ratings

4i. Genome Science and Technology	3	No Goal 4
4j. Geography	3	Great start, need international partnership
4k. History	3	A listing, not using correct format; did not address all aspects requested; TN Collaboration w/ Beck Cultural Center good
4l. Mathematics	3	Good start, ideas need to be developed
4m. Microbiology	3	Did not include Goal 4
4n. Music	3	Need to use proper format, need benchmarks, no responsible party
4o. Philosophy	3	Incomplete; use proper format; need benchmarks, identify responsible party
4p. Physics	3	Incomplete; use proper format; need benchmarks, identify responsible party
4q. Political Science	3	Future programming?; incomplete; didn't follow proper format
4r. Psychology	3	Weak strategies; future programming?; incomplete; follow proper format
4s. Religious Studies	3	Future programming?; only mentioned faculty, add timeline, responsible party
4t. Sociology	2	Good start, details needed; no TN partnerships
4u. Theatre	3	Details needed; no new initiatives
5. COLLEGE OF BUSINESS ADMINISTRATION	1.5	No mention of incentive for faculty, staff and students to get involved
6. COLLEGE OF COMMUNICATION AND INFO.	2.5	Need more details; too general
6a. Communication Studies	3	No benchmarks
6b. Advertising--PR	3	Collaborate with Communication Studies; Need additional objective?
6c. Journalism/Electronic Media	3	Any new efforts or just continue/maintain?
7. COLLEGE OF ED., HEALTH AND HUMAN SCIENCES	1	Best practice
8. COLLEGE OF ENGINEERING	2	
8a. Chemical	3	Good start, no mention of TN partnerships; collaboration possible; add another objective?
8b. Civil	3	No TN partnerships, more specific responsible party
8c. Electrical	3	Nothing new
8d. Industrial	3	No international initiatives

Appendix 7: Goal Four Ratings

8e. Material Science	3	No Goal 4
8f. MechAeroBio	1.5	good example for engineering
8g. Nuclear	3	Need objective of future programming
8h. Biosystems	3	Possible collaboration with CASNR in Thailand; no TN partnerships, weak objective
9. COLLEGE OF LAW	2	
10. COLLEGE OF SOCIAL WORK	1.5	Good but not a best practice
11. COLLEGE OF VETERINARY MEDICINE	3	Lots of potential but needs to be more diversity specific; no international programming; no dates
12. DEVELOPMENT	2	Exc. Local; (some best practices) but lacks international
13. ENROLLMENT SERVICES	2	Inadequate details, Single goal, no international
14. Library	1	Best practice
15. OFFICE OF INFORMATION TECHNOLOGY	3	No goal 4
15a. Applications and System Development	3	
15b. Business Office	3	
15c. Engineering Services	2	No benchmarks
15d. Innovative Technology Center	3	No benchmarks
15e. Security Group	3	
15f. Telephone Services	3	
16. OFFICE OF RESEARCH	2	Some good ideas, but unclear
17. RESEARCH AND EDUCATION CENTERS	3	
18. STUDENT AFFAIRS	1	Many goals, best practice
18a. Adult Student Services	2	No international
18b. Career Services	2.5	
18c. Dean of Students	1.5	
18d. Disability Services	1	
18e. Fraternity Affairs	2	Same as Panhellenic, 1 time, no international
18f. Minority Student Affairs	2	

Appendix 7: Goal Four Ratings

18g. Panhellenic Affairs	2	Same as Fraternity Affairs, 1 time, no international
18h. Parents Association	1	Best practice; excellent foals with funding
18i. RecSports	2	Single goal
18j. SEE Center	3	
18k. Student Activities	2	
18l. Student Counseling	3	
18m. Student Health	3	Suggests collaboration but unclear
18n. Student Judicial Affairs	3	Vague
18o. Student Orientation and Leadership Development	2	
18p. Student Publications	3	
18q. University Housing	2.5	Lacks International
18r. University Center	3	

Appendix 8: Goal Five Patterns

Strategies and Benchmarks:	Departments
1. Assure that a wide range of undergraduate courses, including general education requirements, address one or more of the following subjects: races, ethnicities, religions, creeds, national origin, genders, sexual orientations, physical abilities, age, veteran status, and social, economic, or educational backgrounds.	English, Religious Studies
2. Develop, implement, and support professional development opportunities and programs to assist faculty and staff in transforming curricula to integrate diversity-related themes.	
3. Support, expand, and encourage interdisciplinary programs and partnerships that focus on diversity in their curricula.	Forestry, Wildlife and Fisheries; Plant Sciences; Audiology and Speech Pathology; Music; Political Science
4. Encourage historically underrepresented students to participate in education abroad programs.	Music, Political Science
5. Encourage and support the integration of study abroad into curricula.	Anthropology, Classics, Psychology, Religious Studies, Sociology
6. Ensure that faculty are equipped with tools and strategies to make their classrooms welcoming to diverse student populations	Entomology and Plant Pathology; Forestry, Wildlife, and Fisheries
7. Other: Encourage faculty to address global issues in curricula	Biosystems Engineering and Environmental Science; Forestry, Wildlife, and Fisheries; Anthropology
8. Other: Establish committee to develop intercultural courses	
9. Other: Develop international course(s) of study	Classics, Psychology
10. Other: Develop and/or maintain intercultural course(s)	Anthropology, Audiology and Speech Pathology; Sociology

Appendix 9: Goal Five Ratings

Ratings: 1 = Commendable! Exhibits Best Practices, 2 = Needs Improvement; 3 = Low Quality Work		
Unit	Rating	Comments
College of Agricultural Sciences and Natural Resources	2	Needs to address diversity
College of Architecture and Design	2	Needs to address diversity
College of Arts and Sciences		No plan
College of Business Administration	2	Needs to address diversity
College of Communication and Information		Omitted Goal 5
College of Education, Health, and Human Sciences	1	Commendable!
College of Engineering	2	Needs to address diversity
College of Law	2	Needs to address diversity
College of Social Work	1	Commendable!
College of Veterinary Medicine	1	Commendable!
Department of Agricultural Economics		Omitted Goal 5
Department of Animal Science		Omitted Goal 5
Department of Anthropology	2	Needs to address diversity.
Department of Audiology&Speech Pathology	1	Commendable! Required multicultural course in Speech Pathology; some multicultural content in courses for many or all in Audiology
Department of BCMB		Omitted Goal 5
Department of Biosystems Engineering and Soil Science	2	Needs to address diversity.
Department of Chemistry		Omitted Goal 5
Department of Classics	?	Incorporates intercultural and international perspectives in all of its courses; has study abroad component; (Address diversity-?)
Department of Computer Science		Omitted Goal 5
Department of Ecology and Evol. Biology		Omitted Goal 5
Department of English	1	Commendable!
Department of Entomology and Plant Pathology	2	Develop strategies and benchmarks

Appendix 9: Goal Five Ratings

Department of Food Science	2	Develop strategies and benchmarks
Department of Forestry, Wildlife, and Fisheries	2	Develop specific strategies and benchmarks
Department of Genome Science and Technology		Omitted Goal 5
Department of Geography	2	Develop strategies and benchmarks
Department of History	2	Develop strategies and benchmarks
Department of Mathematics	?	Will promote study abroad programs. (Address diversity-?)
Department of Microbiology		Omitted Goal 5
Department of Philosophy	1	"Almost all courses are intercultural, etc." Commendable, if specifics are added.
Department of Physics		Omitted Goal 5
Department of Plant Sciences	2	Develop specific strategies and benchmarks
Department of Political Science	2	Needs to address diversity.
Department of Psychology	2	Needs to address diversity.
Department of Religious Studies	1	Commendable!
Department of Sociology	2	Needs to address diversity.
Department of Theatre	3	Needs to address diversity.

Appendix 10: Goal Six Ratings

Unit	Rating	Comments
Innovative Technology Center	2	Focuses solely on Gas, not all graduate students
Division of Student Affairs	2	All divisions encouraged to provide diversity training for graduate students; such diversity training should be required across the board.
Adult Student Services	2	
Career Services	2	
Dean of Students	2	
Disability Services	2	Will include internships and practicums for graduate students to work with diverse populations
Fraternity Affairs	2	
Minority Student Affairs	2	
Panhellenic	2	Will include practicum experiences with Minority Student Affairs and International Education
Parents Association	2	Will provide opportunities for collaboration with minority business partners for Family Weekends
RecSports	2	
SEE Center	2	
Student Activities	2	
Student Counseling	2	
Student Health	2	
Student Judicial Affairs	2	Mandates diversity training for all Judicial Advisors
Student Orientation and Leadership Development	2	Will provide opportunities for graduate students to develop understanding of diverse populations
Student Publications	2	
University Housing	2	Will ensure employing Hall Directors and Asst. Res. Managers from diverse backgrounds
University Center	N/A	

Appendix 10: Goal Six Ratings

ARCHITECTURE AND DESIGN	3	Not very ambitious; needs to address graduate students
ARTS AND SCIENCES		
Anthropology	3	Not in format
Audiology and Speech path	3	Not here
BCMB	3	Not in format
Chemistry	3	Not in format
Classics	3	Not in format
Comp Sci	3	Not in format; not very ambitious
EEB	3	No plan
English	2	
Vet Med	2	Need dates for all strategies/tactics. In particular, what date is proposed for the international exchange program with China? How will IGERT training grants be leveraged to increase diversity of the potential graduate student pool? Are there other opportunities short of an exchange program with China to enable graduate students to experience more cultural diversity? Won't they need to deal with diverse client populations, etc. in whatever job they take?
Law	3	Objective is restatement of goal.
		No true objectives or strategies/tactics proposed.
Engineering	3	No objectives or strategies/tactics proposed.
EHHS	1	Objective one is positive but could include providing opportunities for faculty to receive relevant training in cultural sensitivity and diversity. Objective three is commendable and might be considered a best practice for the diversity plan since it embraces different ways of learning and knowing.
Ag - Econ	3	The objectives might be strengthened if they included educating faculty to help train graduate students to be more culturally aware. Objective one is extremely modest and objective two might be more effective if it went beyond orientation.

Appendix 10: Goal Six Ratings

Ag- Animal Science	3	The plan suggests collaborations with non-U.S. entities which is commendable but serves only those students who take advantage of those opportunities. A more expansive plan should try to reach students who can't or won't travel abroad.
Ag-Biosystems Eng. & Env.	3	Encourages learning about learning styles but doesn't directly address issues of diversity, difference, and discrimination.
Ag- Ent. & Plant Pathology	3	The plan primarily addresses only the international aspect of the plan and not national issues of diversity. The plan to include issues of diversity in exams is, however, positive - but efforts should be made to address these issues in the teaching and training of graduate students.
Ag. - Food Sci. & Tech	3	The plan to have graduate students teach classes doesn't directly address the issues in the diversity plan. The plan to include diversity in comprehensive exams is positive but incomplete if teaching and training do not include these issues.
Ag-Forestry, Wildlife, Fisheries	3	The plan focuses on international and does not address diversity within the US.
Ag.-Plant Sciences	3	The plan focuses generally on providing opportunities for graduate students to teach which does little to address the diversity plan. In addition, the objective focuses on international issues without addressing issues of diversity within the US and, therefore, seems inadequate.
School of Information Science	3	I believe this unit has not sufficiently address Goal 6 of the UT Diversity Plan initiative. It must go into significantly greater depth as it regards the planning, implementation and evaluation of progress toward the ultimate achievement of goal 6.
College of Business Admin.	1	The College of Business Administration's diversity plan is very comprehensive and addresses Goal 6 very well. The plan includes objectives, strategies and tactics for achieving the state objectives, and measurable benchmarks for determining progress toward the achievement of the goal.

¹ Diversity and the University of Tennessee: A Framework for Action