

Diversity Action Plan

Executive Summary

Overview

The college's Diversity Action Plan (DAP) was approved in the spring of 2021. It is a living document that is the culmination of hundreds of hours of thoughtful, intentional work by faculty, staff, and students of the college. It is intended to prioritize and guide activities to meaningfully better the culture and climate of the college in the areas of equity, diversity, and inclusion (DEI). Each of the six goals of the plan include the objectives listed below, as well as specific actions

Goal 1: Create and sustain a welcoming, supportive, and inclusive campus **climate**.

Objectives:

- Evaluate the current state of the college and get buy-in on the value of and need for diversity, equity, and inclusion (DEI) in engineering from students, faculty, staff, deans, and department heads
- Discover and share what TCE centers and departments are already doing to develop and strengthen department/center/unit climate through promoting active intra-college DEI information and best practices exchange
- Educate college members on DEI issues and opportunities
- Institutionalize that DEI work is everyone's responsibility in the college
- Integrate Anti-Racism and Allyship across the college
- Collaborate within TCE and with other STEM majors to offer co-curricular programming showcasing women and URM professionals

Goal 2: Attract and retain greater numbers of individuals from historically underrepresented populations into **faculty, staff, and administrative positions** (particularly department heads, directors, deans, and vice chancellors).

Objectives:

- Attract greater numbers of individuals from historically underrepresented populations (HUP) into faculty
- Retain greater numbers of individuals from historically underrepresented populations (HUP) into faculty
- Attract greater numbers of individuals from historically underrepresented populations (HUP) into faculty-oriented administrative positions
- Retain greater numbers of individuals from historically underrepresented populations (HUP) into faculty-oriented administrative positions
- Attract greater numbers of individuals from HUPs into staff and staff-related administrative positions
- Retain greater numbers of individuals from HUPs in staff and staff-related administrative positions

Goal 3: Attract, retain, and graduate increasing numbers of **undergraduate and graduate students** from historically underrepresented populations and international students.

Objectives:

- Gather best practices via connecting UTK/TCE networks to networks with external research centers (e.g., NSF Engineering Research Center, UW-Do It), and institutions nationwide; learn what works and adapt/adopt to develop effective and sustainable practices

- Recruit a UG class that values inclusion and expand the proportions of under-represented populations.
- Expand support of UGs from HUPs to improve academic and professional success.
- Recruit and retain a graduate student class that values inclusion and expand the proportions of students from HUPs

Goal 4: Develop and strengthen **partnerships with diverse communities** in Tennessee and globally.

Objectives:

- Build a strong network with local industry members that value DEI
- Discover and adapt outreach and partnership practices from nationwide under-representative organizations and consortiums to ensure efforts to create and strengthen partnerships are effective and sustainable
- Expand STEM education outreach to communities and P-12 and community/state colleges and institutions with diverse populations in the regions from which UTK recruits
- Improve broader impacts sections of proposals that address outreach.

Goal 5: Ensure that **curricular requirements** include significant intercultural perspectives.

Objectives:

- Increase cultural awareness of students in existing core EF and/or required departmental courses.
- Develop new experiences for TCE students

Goal 6: Prepare **graduate students** to become teachers and researchers in a diverse world.

Objectives:

- Increase access to opportunities for curricular and extracurricular professional development

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- activities for graduate students of diverse backgrounds.
- Understand the literature, peer best-practices, and current graduate student needs with respect to equitable graduate student professional development
 - Implement initial activities to promote best practices in fostering diversity and equity in post-graduation careers