I am excited to share with you our efforts over the past year to create a campus that embraces and actively lives out our mission of diversity, equity, and inclusion. We approach this work with a focus on removing structural barriers that inhibit our ability to create an atmosphere where everyone matters and belongs.

Our division cannot do the work we do without the support of the campus community. To this end, we have established a faculty advisory board to engage our teaching faculty, in addition to a new student advisory board. In partnership with Human Resources, we had more than 35 faculty and exempt staff complete the UT Inclusive Leadership Academy. We also supported nonexempt staff through the UconnecT program. We now have more than 40 faculty, staff, and students who are qualified to administer the Intercultural Development Inventory.

Our team has provided a framework for academic colleges to create diversity action plans, co-created the new Research Development Academy, worked with faculty to support the development of the Intergroup Dialogue program, and expanded our speaker series. Through these professional development opportunities, we hope to build capacity to make our campus a space where all can learn, work, and thrive.

We were able to work with our campus partners in the Division of Student Life and the Office of Multicultural Student Life to make UT Knoxville a National Coalition Building Institute affiliate in a process that included a half-day session with the chancellor’s cabinet and other members of the senior leadership team. In November 2019, we welcomed the Office of Community Engagement and Outreach into our division. Their work complements ours: they seek to engage our communities as we seek to build partnerships to address our most significant community needs. These partnerships and relationships have been integral to our growth and development as a new team committed to advancing inclusive excellence at UT.

In these pages you will read about the work we did to create our division’s mission, vision, and values, which set the tone for how we will continue to approach our work in equity, diversity, and inclusion.

This report highlights some of the division’s efforts over the past year, but our accomplishments are the campus’s accomplishments because our work is intertwined.

We know that building diversity, equity, and inclusion is the work of all of us at UT, and we are deeply grateful for your ongoing commitment and engagement. We are optimistic and look forward to accomplishing more together this academic year.

Tyvi Small
Vice Chancellor for Diversity and Engagement
OUR PHILOSOPHY

The work of the Division of Diversity and Engagement is undergirded by a commitment to support the creation of equitable and inclusive spaces for all faculty, staff, students, and community members on the campus of the University of Tennessee, Knoxville. Because we are a new division, it was important to develop language that effectively articulated our commitment to the campus community. The division staff spent the fall 2019 semester developing a framework for inclusive excellence undergirded by the team’s mission, vision, and values statements. The team employed an inclusive process that included students, staff, faculty, and other campus groups, including the chancellor’s diversity commissions and the Council for Diversity and Interculturalism. This process has its basis in the division’s approach to leadership and engagement, summarized later in this section.

Mission
The Division of Diversity and Engagement collaborates with campus and external communities to create inclusive learning and work environments. We achieve this through cultivating partnerships, supporting initiatives, and advocating for policies that promote civility, accountability, cultural competency, and equitable access to resources and opportunities.

Vision
As a thought leader, the Division of Diversity and Engagement aspires to foster an inclusive campus environment where everyone is valued and respected. We will create an atmosphere in which our students, faculty, and staff practice cultural humility and are equipped to positively impact the global community.

Values
Diversity. We value and affirm differences in values, world views, beliefs, identities, and abilities.

Inclusion and Equity. We develop and implement policies, procedures, and processes that foster inclusive and accessible learning and working environments.

Mattering and Belonging. We partner with units internal and external to the university to create and sustain a campus environment where all Vols are valued and respected.

Collaboration and Engagement. We cultivate mutually beneficial partnerships with campus and external communities to optimize student success and learning as well as faculty and staff professional development and personal growth.

Leadership and Integrity. We maintain the highest professional and ethical standards by fostering a climate of trust, respect, humility, and accountability.

Communication. We facilitate opportunities for dialogue that bridges across differences to create a community of mutual respect and understanding.
Throughout fall 2019, the division staff developed a framework for inclusive excellence as a means to define the priorities of the new organization and articulate how the different entities that make up the division interact.

Each component of the framework is primarily represented by an individual or office structure that supports the work in that specific area.

- Education and Training: DDE Education and Training Consultant
- Assessment and Accountability: Executive Director for Diversity and Engagement
- Access and Compliance: Office of Equity and Diversity
- Engagement and Outreach: Office of Community Engagement and Outreach

Although these offices and individuals have been charged with specific areas in the framework, it is not uncommon for the work of all units to intersect from time to time, as illustrated at left. This framework, while centered on the work of the division as a whole, also represents an aspirational view of how diversity work may be realized on UT’s campus.

Although the Division of Diversity and Engagement exists to serve faculty, staff, community members, and students in making the University of Tennessee, Knoxville, a space where each individual matters and belongs, everyone on campus has an important role in that work; each member of the campus community contributes to the overall climate and culture of the university. An inclusive campus environment is achieved when all individuals on campus are able to learn, work, and thrive without fear of discrimination, harassment, or bias on the basis of their identities.

Each component of the framework communicates to the campus community their role in establishing a welcoming and inclusive campus climate.
Education and Training

• Developing comprehensive and inclusive education and training programs across the university that are responsive to and appropriate for the diverse constituents on campus, including students, faculty, staff, and administration

• Providing resources to members of the campus community to assess and enhance cultural competency

• Creating and collaborating with the division’s Student Advisory Board to cultivate and sustain an inclusive and equitable experience for all Vols

Access and Compliance

• Ensuring that the campus community meets the requirements of various state and federal legal mandates as well as university policies related to civil rights, equal employment, and affirmative action

• Supporting committees that provide services to diverse populations in the campus community

• Providing training and guidance on searches for faculty, administrative, and staff positions in Knoxville-area units

• Providing equal opportunity and access in employment and education for persons with disabilities

Assessment and Accountability

• Providing guidance on how to gather, analyze, and utilize data to improve campus climate

• Developing and enacting goals and objectives for the division in alignment with institutional goals

• Communicating to the campus community progress made by the university in diversity, engagement, and inclusion

• Supporting commissions, councils, and committees that work to enhance inclusive excellence on campus
• Investigating complaints of discrimination filed on the basis of race, color, national origin, religion, sex, pregnancy, marital status, sexual orientation, gender identity, age, physical or mental disability, genetic information, or covered veteran status

**Engagement and Outreach**

• Assisting the campus community in building and sustaining mutually beneficial partnerships

• Providing resources to university and community organizations to solve complex issues to improve overall quality of life

• Advocating for collaborative practices and interactions that optimize the positive visibility of the university and the communities it supports

The division provides thought leadership to the campus community as a means to encourage growth in these areas and, ultimately, to make the campus climate and culture more inclusive.
Our Approach to Leadership

The Division of Diversity and Engagement strives to demonstrate transformational leadership.

As described by Hendra Manurung in *The Best Leadership Model for Organizational Change Management*, transformational leadership describes a set of characteristics and capabilities that allow a leader to motivate a group of people toward an accomplishable goal. A transformational leader exhibits four traits: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. An effective transformational leader is able to articulate an organization’s goal and enhance its culture by developing an alignment of its strategies across the system to meet the demands of the environment. A transformational leader can diminish their effectiveness by articulating a vision that is too conceptual, or they may place a heavy emphasis on the end game, dismissing the significance of small steps leading to an overall positive group experience. In sum, the concept of transformational leadership consists of change agents within an organization who are committed to become transforming leaders that recognize the need for change.

The Division of Diversity and Engagement is made up of change drivers who strive to be transformational leaders on the campus of the University of Tennessee, Knoxville. As senior leadership continues to act as change drivers, we can inspire those around us to become the same. This ultimately leads towards transforming the entire campus community.

The people who make up the Division of Diversity and Engagement strive to be diversity champions in five ways:

**Modeling the way.** Diversity champions stand up for their beliefs. We are clear about our core values and guiding mission that will foster change on our campus. In order to do this, we clearly and authentically give voice to our mission and share it across campus.

**Inspiring a shared vision.** Diversity champions believe they can make a difference. Our vision is to create an inclusive campus environment where everyone is valued, respected, affirmed, and prepared to positively impact the global community. We demonstrate this vision by challenging the status quo and creating something not yet produced on campus.

**Challenging the status quo.** Diversity champions are pioneers. As we seek to enhance campus culture, we step into the unknown in order to challenge conventional beliefs around diversity and inclusion.

**Encouraging the heart.** Diversity champions appreciate individual contributions and strive to create a climate of collaboration and engagement. Celebrating ideas through collaboration creates and sustains team spirit by basing accomplishments on key values and milestones that sustain focus.

**Enabling others to act.** Diversity champions create a climate that allows everyone to be involved and feel included. This allows for more discretion, communication, and leadership, fostering extraordinary results that serve everyone’s best interest.
INITIATIVES AND ACCOMPLISHMENTS

This section includes a summary of the Division of Diversity and Engagement’s initiatives and accomplishments over the 2019–20 academic year.

Major Sponsorships and Partnerships
The division partnered with various entities across campus and in the local Knoxville community to provide equitable access to resources and development opportunities for underserved populations; facilitate needed conversations around diversity, equity, and inclusion issues; and foster a campus climate and culture in which all are valued and respected. These partnerships have resulted in the creation of various initiatives, programs, and sponsorships.

The following initiatives are funded through the division’s central budget and through access and diversity funds established through the Geier Consent Decree, which provided funds to higher education institutions throughout the state to break down barriers to higher education and other educational resources for historically underrepresented populations. The division uses this funding to support initiatives and programs that address needs related to faculty development and recruitment; student recruitment, retention, and support; and staff professional development and support.

Faculty Development and Recruitment
• ASCEND—Adaptations for a Sustainable Climate of Excellence and Diversity—is an initiative housed in Teaching and Learning Innovation that promotes equity in the recruitment, hiring, retention, and advancement of women in STEM disciplines.

• The university’s Faculty Recruitment Initiative is a joint program with the Office of the Provost to recruit scholars who are either members of a historically underrepresented group or whose research and area of study focus on diversity, equity, and inclusion.

Student Recruitment and Retention
• UT LEAD Summer Institute and Pledge Scholarships, housed in the Student Success Center, support underrepresented and first-generation students from UT’s designated Promise Schools.

• Law Student Recruitment and Retention Initiatives is a partnership with the College of Law to support student recruitment, retention, and scholarship.

• The Graduate Diversity Enhancement Fellowship program, developed in partnership with the Graduate School, supports the recruitment and retention of graduate students with diverse backgrounds.

Staff Recruitment and Retention
• The HR Staff Professional Development Fund is an initiative designed in partnership with Human Resources to support staff seeking professional development opportunities in the areas of diversity, equity, and inclusion.
• UT Inclusive Leadership Academy and Uconnect provide experiences for exempt and nonexempt staff who want to enhance their leadership skills and grow in their cultural competency.

Other Areas
In addition to the above programs, which are supported by the access and diversity fund, the division also sponsored, co-sponsored, participated in, or funded a wide range of university events and programs over the past year through its central budget:

• Intergroup Dialogue, facilitated by faculty members, provides participants with strategies and opportunities for engaging in critical conversations around diversity, equity, and inclusion.

• The Research Development Academy, created in partnership with the Office of Research and Engagement, empowers faculty from underrepresented groups to pursue their creative projects and research agendas through networking opportunities and provision of resources needed to support their work. Five faculty members were selected to participate in the inaugural class of the academy.
The National Coalition Building Institute initiative, a partnership with Multicultural Student Life and the Office of the Dean of Students, provided an opportunity for faculty, staff, and students to receive cultural competency training. Upon completion of the training, the university became a campus affiliate for NCBI, an international leadership organization.

The UT Diversity Speaker Series, carried out in partnership with various academic departments, brought in key experts such as Larry Roper and Laura Rendón to facilitate campus-wide discussions and presentations on topics connected to diversity and inclusion.

VolCore Planning Lunches are a partnership with Faculty Senate to engage faculty from various academic departments on ways to incorporate diverse perspectives and intercultural content into the general education curriculum.

The Women in Business, Entrepreneurship, and Leadership Summit, co-sponsored with the Haslam College of Business, provided women with the opportunity to network with key female business leaders. Participants learned strategies for navigating industries in which few women are represented.

The College of Communication and Information’s Experience Diversity Banquet, co-sponsored by the college, is an annual fundraising event that supports the college’s Diversity and Inclusion Program and the Diversity Student Leaders Society.

The Veterans Salute, co-sponsored with the Veterans Resource Center, is a celebration of Veterans Day that highlights the contributions of faculty, staff, and student veterans.

United at the Table, a partnership with Campus Ministers Council, the Division of Student Life, and other units, was a dinner promoting unity among the members of our diverse campus community.

The annual MLK Lecture celebrates the impact of the work of Martin Luther King. In 2020, Georgia State University Professor Maurice Hobson delivered a lecture on King’s legacy, the myths surrounding it, and how it is presented in public memory.

Finding Common Ground: Empathy Training, held in partnership with the College of Social Work, is a training program for undergraduate social work students that incorporates mindfulness practices.

The Tennessee Black Caucus of State Legislators Banquet, held in collaboration with Representative Rick Staples, provided Tennessee legislators with an opportunity to hear UT’s vision for inclusive excellence. Students were able to connect with the elected officials and learn about the ways they support diversity and inclusion in their contexts.

Arab Fest, a collaboration with the Department of Religious Studies, the Middle East Studies program, and the Arab American Club of Knoxville, is Knoxville’s only cultural festival held on campus. The annual festival draws around 3,000 attendees and features music, food, dance, art, and costumes. It is cosponsored by the East Tennessee Foundation and other units across the university, and is one of the primary ways that the UT and Knoxville communities learn about Arab culture. The festival highlights Knoxville’s Arab American community and has become its largest community outreach event each year.
• Representatives from the division and the Department of Religious Studies attended Interfaith Youth Core’s Civic Approaches to Teaching Religion in General Education Convening, which was held in Chicago and brought together faculty representatives from US higher education institutions to discuss how to incorporate the study of religion, religious diversity, and civility into general education curricula. Information from the convening has helped the Department of Religious Studies develop a new course on religion in the workplace for UT’s VolCore general education curriculum and improve the religious literacy training programs the department offers on campus.

The division also funded initiatives from the following community organizations that support youth development, access to higher education for underrepresented youth, and ongoing diversity education:

• Beck Cultural Exchange Center
• Centro Hispano
• Dr. Martin Luther King Commemorative Commission
• East Tennessee Freedom Schools
• Girl Talk Inc.
• Knoxville Area Urban League
• Knoxville NAACP
• Project GRAD
• YWCA
This section explores the current state of diversity at the University of Tennessee, Knoxville, to provide context for the strategic priorities of the division. It presents a snapshot based on data collected at the end of fall semester 2019 on gender, race, ethnicity, and age of faculty, staff, and students. The analysis of that data, however, draws comparisons from demographic information collected over the past five years.

The division is currently working on a diversity snapshot that includes a more robust set of data points and analysis to frame the university’s progress in diversity over the past five years. A campus climate survey will be administered to faculty, staff, and students next year to provide a more holistic analysis of the overall campus culture and climate.

Note: As used here, “Underrepresented minority” refers to an American Indian, Alaskan Native, Black (not of Hispanic origin), Hispanic (including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin), Pacific Islander, or member of another ethnic group underrepresented in science and engineering. Identification of a particular group as underrepresented may vary by discipline. For the purposes of this data analysis, persons of Asian origin are not considered an underrepresented minority when referring to students and faculty due to their representation in STEM fields overall.

### Fall 2019 Diversity Snapshot

#### Faculty

The UT Knoxville faculty is largely male (54 percent) and white (80 percent). In the past few years, there has not been a significant trend upward for faculty from underrepresented minority groups. However, the percentage of women faculty has increased from 43.4 percent in 2016 to 46 percent in 2019.

#### FACULTY DIVERSITY, FALL 2019

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</tr>
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<tr>
<td>Non-tenure-track</td>
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</table>

Note: As used here, “tenure-track” refers to faculty who must demonstrate excellence in teaching, research, and service to move ahead in rank and have the opportunity for promotion and includes those with emeritus and emerita titles. “Non-tenure-track” includes instructors, regular and temporary lecturers, and adjunct faculty, as well as professional-track faculty (for example, clinical professors, professors of practice, and research faculty).
Undergraduate Students
UT continues to provide a high-quality education to undergraduate students from across the country. About 26 percent of undergraduate students are eligible for federal Pell Grants. Women make up 51 percent of undergraduate enrollment, and some of our diversity numbers are seeing an upward trend.

Since 2014, enrollment has increased in two underrepresented groups: Hispanic and Asian or Pacific Islander. However, there is a downward trend in enrollment for two other groups: Black or African American, which dropped from 1,518 in 2014 to 1,362 in 2019, and American Indian or Alaskan Native, which decreased from 50 in 2014 to 41 in 2019.

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<td>International/non-US citizen</td>
<td>316</td>
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</table>
Graduate Students
Graduate student diversity has slightly increased over the past few years. In particular, Hispanic, Asian, and Black or African American graduate student representation has increased since 2014. Despite this increase, however, a wide gap still exists between historically underrepresented racial-ethnic groups and white students. Currently, a large majority of our graduate students are white (70 percent), while the total percentage of students from underrepresented groups is around 11 percent. We have also seen an increase in the number of women, which make up 55 percent of graduate students.

The percentage of doctoral degrees conferred to members of underrepresented racial-ethnic groups has risen from approximately 10 percent to 16 percent over the past five years. The largest gains were for Hispanic students, whose share increased by 3.1 percentage points, and multiracial students, which saw an increase of 1.2 points. Other underrepresented racial-ethnic categories saw little change. An even number of male and female students—290 each—received doctoral degrees in 2018–19.

DIVERSITY IN DOCTORAL DEGREES CONFERRED, 2014–15 TO 2018–19

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<td>99</td>
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<td><strong>593</strong></td>
<td><strong>562</strong></td>
<td><strong>594</strong></td>
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GRADUATE DIVERSITY, FALL 2019

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Staff

UT Knoxville’s staff is 85 percent white overall, which is consistent with the surrounding area: the population of Knox County is 82 percent white.

Minority employees hold 12 percent of executive, administrative, and managerial positions, 18 percent of professional positions, 13 percent of secretarial and clerical positions, 12 percent of technical and paraprofessional positions, 6 percent of skilled crafts positions, and 15 percent of service and maintenance positions. Similarly, minority employees hold 12 percent of positions categorized as supervisory across all categories.

Representation of women in top positions has improved, with 49 percent of executive, administrative, and managerial positions held by women in fall 2019 compared to 46 percent in 2015.

### STAFF DIVERSITY, FALL 2019

<table>
<thead>
<tr>
<th>EEO CATEGORY</th>
<th>Total #</th>
<th>Am. Indian or Alaskan Native</th>
<th>Asian or Pac. Islander</th>
<th>Black</th>
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<th>White</th>
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<td>6,214</td>
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Note: The categories used here are established by the Equal Employment Opportunity Commission and are defined as follows: executive/administration/managerial roles refer to exempt positions with managerial and supervisory responsibilities (deans, directors, program managers, etc.); professional positions require bachelor’s degrees and/or certifications and other professional licensures (chaplain, pilot, architect, etc.); secretarial/ clerical roles are considered administrative and clerical support jobs (administrative assistant); technical/paraprofessional roles are typically nonexempt jobs in technical fields such as electronics, telecommunications, and drafting (technical assistant that installs equipment); crafts positions are nonexempt jobs requiring skilled craft work (carpenters, electricians, etc.); service-maintenance roles are nonexempt jobs in the service area such as custodians, dining service workers, and noncraft maintenance. For more information on job categories, see the UT Human Resources page on job descriptions and pay grades (hr.tennessee.edu/pay/job-descriptions-pay-grades).
KEY CAMPUS PARTNERS

The mission and vision of the Division of Diversity and Engagement would not be possible without the efforts of its campus partners. In addition to the various academic colleges, the division works in collaboration with a number of campus offices and units to advance the work of diversity, equity, and inclusion at UT Knoxville. This section highlights several of the offices and units with which the division regularly partners.

Multicultural Student Life
Multicultural Student Life and the Frieson Black Cultural Center contribute to an inclusive learning environment by enhancing institutional efforts in retaining and graduating students prepared for a diverse global society. MSL promotes the academic success, equality, and leadership development of students through programs and services that holistically address cultural, educational, and civic growth, working in several key areas:

- Providing students with personal and professional enrichment opportunities
- Providing academic support services that contribute to improved student retention
- Serving as a resource for all students, with a focus specifically on marginalized and underrepresented student groups
- Promoting cultural diversity and multicultural education through outreach efforts to the campus community
- Developing and maintaining relationships with other departments to represent the concerns of marginalized and underrepresented students

Signature programs include an annual welcome back celebration, the Diversity Dialogue Symposium, and the Black Issues Conference, which is hosted in partnership with the UT Knoxville chapter of the NAACP. MSL also offers academic support through tutoring and book loan programs and peer mentoring for first-year students of color through the Multicultural Mentoring Program.

Pride Center
The Pride Center is the campus’s lesbian, gay, bisexual, transgender, and queer (LGBTQ+) resource center. The center strives to be a space for all members of the UT community to engage with and explore issues relating to gender and sexuality through events, programming, community space, and initiatives.

Student Disability Services
Student Disability Services is responsible for ensuring equitable access to the university’s programs and services for students with disabilities. This is achieved through an interactive process and the development of an accommodation plan with individual students. SDS is also committed to promoting disability-inclusive diversity by partnering with the campus community and providing relevant educational opportunities.
SDS established its Peer Mentor Program in 2019 to assist first-year students who are registered with SDS with their transition to college. Participants are paired with a mentor who is also registered with SDS. Experienced students provide advice about campus resources, recommendations for using accommodations, insight on transitioning to college, and guidance about how to excel academically.

**Center for Global Engagement**

The Center for Global Engagement provides leadership to strengthen the university’s global reach and impact, foster international and intercultural awareness and understanding, support international teaching and scholarship, and prepare students to become globally engaged citizens. Its work focuses on enhancing and developing international partnerships, providing students with international experiences, supporting the community of international students and scholars, and promoting an appreciation of diverse cultures and perspectives.

CGE promotes and values the expression of diversity—of culture, religion, language, sexual orientation, and gender—at UT, and its work is built upon a profound respect for diverse voices and values. Signature programs include the Academy for Global Scholars, International Education Week, the World Showcase, a diversity mentor program, study abroad fairs, coffeehouses, language tables, and cultural and educational workshops, seminars, and webinars.

**Teaching and Learning Innovation**

Teaching and Learning Innovation operates numerous programs and initiatives to promote and support diversity, equity, and inclusion at UT. TLI offers a range of online resources, consultations, and professional development opportunities to help faculty create inclusive learning environments for all learners. These include Diversi-Tea workshops, an inclusive teaching toolkit, and an inclusive teaching certificate program that supports and guides faculty in applying inclusive teaching practices. ASCEND (Adaptations for a Sustainable Climate of Excellence and Diversity) promotes equity for women in STEM disciplines at UT by raising awareness about and reducing instances of implicit bias, expanding social and professional networks, and providing support for work-life integration. TLI operates a campus-wide faculty mentoring program and regularly collaborates with the chancellor’s diversity commissions and the Council for Diversity and Interculturalism to support the success of diverse faculty.

**Veterans Resource Center**

Established in 2017, the Veterans Resource Center is uniquely qualified to enrich veteran and military-affiliated students’ transitions to college with tailored services that enhance their academic success and holistic development. The center supports more than 900 Vol veterans and military-affiliated spouses and children, including active duty service members, Reserve and National Guard members, and military families and survivors. In line with the Division of Student Success’s mission to engage each student’s experience by supporting their unique strengths and goals, the Veterans Resource Center integrates its foundational philosophy of serving those who have served to enrich each student’s academic and career path.
Office of the Dean of Students
In collaboration with a number of campus partners, the Office of the Dean of Students launched the university-wide mattering and belonging campaign, *Vol is a Verb*. A number of signature events and initiatives accompanied the campaign, including a student orientation curriculum, T-shirts and swag, and partnerships with various academic partners and units. The official campaign launch, *Dear World*, provided an opportunity for students, faculty, and staff to share powerful stories and build connections. In partnership with Associate Professor of Psychology Joe Miles, the office facilitated timely discussions with the dialogue series RockyTopics.

In addition to the mattering and belonging campaign, the office spearheads the Bias Education and Referral Team. Through presentations, referrals, and consultations, the team works to complement our mission around diversity, equity, and inclusion.

Chancellor’s Diversity Commissions and Council for Diversity and Interculturalism
The chancellor’s diversity commissions and the Council for Diversity and Interculturalism serve the campus under the direction of the Division of Diversity and Engagement. The commissions and council exist to ensure that students, staff, and faculty from underrepresented populations have a welcoming, supportive, and inclusive climate on campus. The division works in partnership with the commissions and council to provide additional support and resources to confirm that an inclusive culture and climate can be achieved. Together the division, the commissions, and the council work to foster and maintain a climate of equity and inclusion for all Vols.

Commission for Blacks
The Commission for Blacks is appointed by and reports to the chancellor. It provides guidance on planning, implementation, and evaluation of university programs, policies, and services as they relate to Black students, staff, and faculty. The commission is dedicated to the protection and retention of all Black and African American students, staff, and faculty on campus. The body also recommends changes to current and draft university policies and procedures as they specifically relate to students, staff, and faculty of color. They work to enhance the racial climate on campus and to provide an environment for civil discourse around issues of race, racism, and biases.

The Commission for Blacks participates in various events on campus and in the Knoxville community to promote racial inclusiveness. In the 2019–20 academic year, members marched with the university in the Martin Luther King Jr. Parade; participated as a partner in Open Doors, an event connecting current and prospective employees to campus and community organizations supporting diversity and inclusion; co-sponsored the third annual Celebration of Black Excellence Gala; and participated in the African American Hall of Fame induction ceremony. Each year the commission recognizes two individuals for their contribution in promoting diversity and inclusion on campus with the Gene Mitchell Gray Pioneer Award and the Hardy Liston Jr. Symbol of Hope Award. This year, the commission will be providing leadership for a virtual Joint Chancellor’s Awards Celebration for all of the commissions and council.
Commission for LGBT People
The Commission for LGBT People is appointed by the chancellor to serve and advise on the planning, implementation, and evaluation of university programs, policies, and services designed to improve the status of lesbian, gay, bisexual, and transgender people at UT. The goal of the commission is to ensure that faculty, students, and staff have a voice, matter, and belong. The vice chancellor for diversity and engagement collaborates with the commission to cultivate an inclusive campus climate of integrity and equity. This past year, the commission developed several objectives in an effort to increase visibility as well as support for the LGBTQ+ community on the campus.

Each year, the commission supports the OUTstanding Conference, a yearly event held on campus to explore issues within the LGBTQ community. Members are also involved in various initiatives that help to educate the campus community on complex issues of diversity, equity, and inclusion. In spring 2019, one of the commission’s co-chairs, Mitsunori Misawa, served as a guest speaker for a panel discussion, United in Hidden Difference, which was sponsored by the Faculty Senate Diversity Committee to guide members of the community in a dialogue around invisible difference. The commission recognizes excellent leadership in diversity, equity, and inclusion through the LGBT Student Leadership and LGBT Advocate awards.

For the 2019–20 academic year, the Commission for Women developed several objectives and initiatives to increase visibility and ensure support and involvement from the campus community. Successes for the academic year include 100 Video Clips, an initiative celebrating the 100th anniversary of women’s suffrage. Each year, the commission recognizes leaders and initiatives that support women on campus through the Notable UT Woman Award and the Angie Warren Perkins Award.

Council for Diversity and Interculturalism
The Council for Diversity and Interculturalism is appointed by and reports to the chancellor. Each member represents a different unit on campus, including the Student Government Association and Graduate Student Senate. The council functions to create and maintain a welcoming, supportive, and inclusive campus climate for all students, staff, and faculty. It provides guidance to campus administration in relation to members of underrepresented populations. A current focus of the council is to attract and retain faculty, staff, and graduate students from historically underrepresented populations and international students, as well as ensuring that the undergraduate curriculum encompasses intercultural perspectives. The council is currently assessing its mission and considering making changes to its purpose on campus.

The council partners with the chancellor’s diversity commissions and organizations to promote and assist with diversity and inclusion initiatives. For example, the council may provide funding or request participation to support diversity events. During the 2019–20 academic year, the council provided funding for the Knoxville Arab Fest, served as a partner in Open Doors, and recognized a department on campus that demonstrated outstanding diversity leadership with the Dr. Marva Rudolph Diversity and Interculturalism Unit Excellence Award. The council serves as a body of campus representatives that work to maintain a welcoming and inclusive campus for all individuals at UT Knoxville.
EDUCATION AND TRAINING

The division’s education and training initiatives support intentional creation of inclusive learning and work environments. Work in this area, carried out in alignment with the university’s values of diversity and inclusion, involves partnering with campus constituents to develop and operationalize policies, practices, and processes that cultivate a welcoming and inclusive campus environment for all Vols.

Education and training initiatives dovetail with the other components of the division’s framework:

- They support access and compliance in response to referrals to provide learning and development opportunities for faculty and staff facing interaction issues across difference in the classroom or workplace.
- They support assessment and accountability with listening sessions and training for units working to formulate diversity action plans.
- They support engagement and outreach with diversity education and training for faculty, students, staff, and community agencies and organizations.

Through these interrelated efforts, the division supports an overarching and synergistic approach to transform the university’s organizational culture and climate.
Objectives
• Develop, coordinate, and facilitate diversity education, training, and certification programs
• Assess and develop campus-wide cultural competency
• Provide engagement and leadership opportunities for diverse and minoritized student populations

Actions and Accomplishments
• Development of educational opportunities in diversity, equity, and inclusion in collaboration with academic colleges, units, and student organizations:
  ° Walking Our Talk: Commitment to Cultural Diversity and Social Justice
  ° Walking Our Talk: Doing Our Part to Ensure All Vols Belong
  ° Authentic Selves, Authentic Communities
  ° Assessing Your Cultural Competency
  ° Bias-Free and Inclusive Language
  ° Navigating Racism and Bias: A Panel Discussion Supporting UT and the Local Asian Community in Unprecedented Times
• Organization and administration of the Intercultural Development Inventory (IDI) Advisory Board: This work involved administering assessments and debriefings to the chancellor’s cabinet, the provost’s leadership team, deans and department heads, and 125 faculty, staff, and students, leading participants in creating a strategic, goal-oriented personal development plan to increase their cultural competency, and certifying 23 new IDI qualified administrators in spring 2020.
• Creation of the Intercultural Development Resource Toolkit: This resource is a guide to educational and engagement opportunities offered on campus, in the community, and online to increase knowledge, awareness, and appreciation of a wide array of cultures and identities.
• Development and administration of the division’s Student Advisory Board: This group consists of diverse student leaders mobilized to serve as a voice to the division. It was organized in fall 2019.
ENGAGEMENT AND OUTREACH

The Office of Community Engagement and Outreach works with faculty, staff, students, and the community to help fulfill the university’s land-grant mission by leveraging equitable university-community partnerships, scholarship, and outreach to provide practical solutions to complex issues.

In 2019, the office moved into the division from the Office of Research and Engagement. This change allowed the development of additional reciprocal partnerships, a closer alignment with campus priorities and initiatives, and new engagement and outreach initiatives.

Objectives

- Engage more deeply with internal and external stakeholders
- Increase access to the university
- Increase equitable and mutually beneficial partnerships that identity and address real-world issues

Actions and Accomplishments

Nonprofit Day

The division’s first Nonprofit Day allowed nonprofit and government agencies to explore ways they can partner with UT. The program set out to foster collaboration with the community on engagement and outreach initiatives, share UT’s community-engaged projects, and strengthen the relationship between the university and the community. Nearly 200 attendees from four counties participated in breakout and poster sessions.

Engagement and Outreach Conference

More than 230 faculty, staff, students, and community partners attended the Second Annual Engagement and Outreach Conference to discuss community partnerships around topics such as health, housing, homelessness, substance abuse, and education. The conference, themed Partnering for Impact, allowed both community members and university faculty to share knowledge and focus on issues critical to society. Madeline Rogero, then mayor of Knoxville; Jane Jolley, community engagement director for the Knox County Mayor’s Office; and Jerry Askew, president of the Alliance for Better Nonprofits, shared ideas on working more collaboratively. All three emphasized the importance of reciprocal relationships between the community and the university, discussed successful existing partnerships, and outlined community issues.
Imagine Tennessee

Launched in 2019, Imagine Tennessee is a UT System initiative that aims to leverage university resources for the benefit of Tennessee communities. Piloted on the UT Knoxville campus, this capacity-building program is designed to connect, equip, and elevate university–community partnerships to advance shared goals with the local community and the state. In implementing Imagine Tennessee, the Office of Community Engagement and Outreach worked with the City of Knoxville, the Alliance for Better Nonprofits, United Way of Greater Knoxville, and UT’s Social Work Office of Research and Public Service. The collaboration has identified five program categories as critical to the success, health, and well-being of Tennesseans: education and student success; family, health and wellness; business, industry, and entrepreneurship; sustainability and environmental resiliency; and community and economic development.
In its first six months, Imagine Tennessee has facilitated more than 50 new community-university connections and supported 13 different engaged scholarship projects. These projects have secured nearly $175,000 in internal and external funding, including three One UT collaboration grants.

Examples of Imagine Tennessee’s pilot projects:

- **Baker Center Policy Briefs for the City of Knoxville.** Allows students to work with specific city departments to research and write policy briefs on topics including open data, food policy, public broadband, and community engagement strategies.

- **Chemical Literacy.** Teaches chemistry like a language, with concepts related to beneficial interactions and toxicity such as bonding and molecular stability linked to real-world applications such as understanding prescription drugs.

- **Partnerships with the Alliance for Better Nonprofits.** Partners the university with a membership-based organization that serves nonprofits throughout the 25 counties of upper East Tennessee.

- **Rural Broadband in East Tennessee.** Assesses whether providing internet access of up to 10 megabits per second improves the educational attainment, workforce, business, and wellness of digitally underserved communities in Tennessee.

- **Academic Library Outreach through Gaming Literacy.** Explores academic library outreach to K-12 students by using gaming literacy. Participants are introduced to a university setting and careers that could be the result of higher education.

- **Raising Vols: Bringing Collegiate Leadership Education to Tennessee High Schools.** A long-term leadership studies initiative that will empower Tennessee’s high school students to envision themselves as successful leaders in their communities, their high school, their colleges, and beyond.

- **GAMES: Girls Achieving in Mathematics, Engineering and Science.** Enhances STEM education for K-12 girls in Tennessee through a series of activities including chess tournaments, seminars, lab tours, summer camps, after-school programs, and research exhibitions.

- **SEEK: STEM Education in East Knoxville.** Establishes a sustainable long-term partnership with the after-school program at E. V. Davidson Community Center in East Knoxville, with bimonthly STEM workshops that engage children of color in visualization and game design.

- **Evaluating the Implementation of a Relationship Education Program in High School.** An evidence-based relationship education program for single adults adapted for adolescents and implemented as a pilot program at a local high school.

- **Mapping the Opioid Crisis in Tennessee.** A series of resource maps for those combating the opioid crisis in East Tennessee, developed by the UT System in conjunction with a service-learning course in geography.

- **Big Orange Care.** A student-led project to foster students’ mental health with information, education, love, and support.

- **Campus Food Security.** A student-led research project defining food systems and creating research topics, based on diverse academic perspectives, focused on how food insecurity develops and is addressed within our community.
Engagement Scholarship Consortium
Several UT faculty, staff, and doctoral students presented at the 20th annual Engagement Scholarship Consortium held in Denver October 6–9, 2019: Javiette Samuel, assistant vice chancellor and director of community engagement and outreach; Dorian McCoy, associate professor and associate head of the Department of Educational Leadership and Policy Studies; Shanna Smith, UT alumna and assistant professor at the University of West Georgia; Frances Harper, assistant professor of STEM education; T. K. Davis, professor of architecture; Lynn Hodge, director of the Center for Enhancing Education in Math and Science, and her doctoral students Shande King and Nick Kim; and school-based community partner Gale Stanley. Nicole Bryant, coordinator in the Office of Community Engagement and Outreach, also attended. The consortium is made up of public and private higher education member institutions. Its goal is to work collaboratively to build strong university-community partnerships anchored in scholarship and designed to help build community capacity.

Seminar Series
A spring seminar series prepared students, faculty, and staff on such topics as best practices in community engagement, intercultural competence and humility, and creating mutually beneficial partnerships.

Student Boot Camp
A one-day intensive for students in educational leadership and policy studies covered best practices, intercultural humility, and other knowledge and skills before the students went into the community to work with diverse groups.
Engagement and Outreach Awards

**Engagement Incentive Grants**

Five faculty and staff members were selected to receive Community Engagement Incentive Grants for fiscal year 2020. Funding was provided as part of UT’s commitment to public engagement and the scholarship of academic outreach.

- Samara Akpovo, associate professor of child and family studies, for “Examining Preschool Children’s Language and Literacy Practices in Peer Culture: A Collaborative Ethnography of a Knoxville-Knox County Head Start Preschool Classroom”

- Michael Blackwell, director of the Program for Pet Health Equity in the College of Social Work, for “A Pilot Program to Assess and Address the Veterinary Health Care Needs of Knoxville’s Hispanic Community”

- Katie Cahill, associate director of the Howard H. Baker Jr. Center for Public Policy, for “Remote Area Medical (RAM) Community Impact Study”

- Leticia Flores, associate professor of psychology and director of the UT Psychological Clinic, for “Developing a Psychoeducational and Support Group Curriculum for the Knox County Grandparents as Parents Program”

- Kandace Hollenbach, assistant professor of anthropology and associate curator at the McClung Museum of Natural History and Culture, for “Archaeology in a Box: Education Outreach at Pickett State Park Archaeology Museum”

**Engagement and Outreach Mini-Grants**

Competitive funds were awarded to faculty with projects to develop, support, or expand mutually beneficial engagement and outreach activities. Proposals were limited to $1,000 and could be submitted by individuals or teams.

- Jeneva Clark, lecturer in mathematics, for “ACT Math Modules”

- T. K. Davis, professor of architecture, for “A Civic Design Study of the Tennessee State University Campus as a Service Learning Environment”

- Kristina Gordon, professor and director of clinical training in the Department of Psychology, for “Knoxville Marriage Initiative”

- Frances Harper, assistant professor of STEM education, for “Urban Parents as Resources in Mathematics Education (U PRIME)”

- Lynn Hodge, associate professor of mathematics education and director of the Center for Enhancing Education in Math and Science, and Thura Mack, professor, University Libraries, for “Native American Contributions to STEM: Family STEM Nights”

- Sally Horn, professor of geography, for “Hands-on Study of Soils and Sediments with L&N STEM Academy Students”

- Lyndsey Hornbuckle-Lampkin, assistant professor of kinesiology, recreation, and sport studies, for “Effect of Partner Support During Exercise in African-American Couples: Post-Intervention Focus Group Analysis”

- Lisa Reyes Mason, assistant professor and PhD program director in the College of Social Work, for “Growing Green and Sustainable Communities with Rain Gardens”

- Destiny Sirivong, coordinator of outreach and pre-collegiate programs in the Haslam College of Business, for “BETS Program ACT Prep”

- Mary Mahoney, senior assistant director and career coach in the Center for Academic Exploration and Career Development, for “Smokey’s Closet”

- James Williams, assistant professor of retail, hospitality, and tourism management, and Enkeshi Thom, PhD candidate in sociology, for “Sew It Sell It: Sewing and Entrepreneurship Youth Program”

- Xiaopeng Zhao, associate professor of mechanical, aerospace, and biomedical engineering, for “GAME: Girls Achieving in Math, Engineering and Science”
ASSESSMENT AND ACCOUNTABILITY

Assessment and accountability initiatives promote data-driven decision-making processes with respect to diversity issues. To do this work effectively, the executive director partners with entities on campus such as the Office of Institutional Research and Assessment to perform regular analysis of data and other evidence related to the university’s progress in diversity, engagement, and inclusion.

Work in this area is carried out in concert with all members of the division to develop and implement the team’s goals and objectives in alignment with university goals. It includes oversight and administrative support of the chancellor’s diversity commissions and the Council for Diversity and Interculturalism, leading the implementation process for campus climate surveys and diversity action plans, and support for the work of the Bias Education Referral Team. The assessment and accountability team consists of the executive director for diversity and engagement and the division’s graduate research assistants.

Objectives

• Develop a clear process for deans and vice chancellors to write and implement diversity action plans
• Provide a more uniform infrastructure for the chancellor’s diversity commissions and the Council for Diversity and Interculturalism
• Support the process for the development of the division’s Faculty Advisory Board
• Create a diversity snapshot that indicates the university’s progress with regard to diversity, equity, and inclusion
• Advise campus entities on evidence-based practices for creating welcoming spaces for students, faculty, staff, and community members

Actions and Accomplishments

Diversity Action Plans

The assessment and accountability team worked with senior administration to develop a process for the writing and implementation of diversity action plans. This involved writing communications that were sent to all deans and vice chancellors, providing guidelines and a structure for developing the plans in the form of templates and informative documents, and creating both virtual and face-to-face professional development opportunities for those needing additional guidance. Professional development events had a combined registration of approximately 75 attendees.

Development of the Division’s Mission, Vision, and Values Statements and Framework for Inclusive Excellence

In partnership with the National Institute for STEM Evaluation and Research, the assessment and accountability team implemented a group reflection for the division’s senior leadership and, later, the rest of the team. Out of these meetings came drafts of the division’s mission, vision, and values statements and elements of the framework for inclusive excellence. Completed drafts were shared with 50 members of the campus community during two group reflection and listening sessions. Based on the feedback of the attendees, the mission, vision, and values statements and framework were revised and finalized in March 2020.
Infrastructure for the Chancellor’s Diversity Commissions and the Council for Diversity and Interculturalism

The executive director for diversity and engagement, in collaboration with the chairs of the chancellor’s diversity commissions and the Council for Diversity and Interculturalism, developed guidelines for graduate research assistants in the division who serve as administrative support for the commissions and council. The division provided stipends totaling $9,000 for awards administrated through the commissions and council to ensure equitable financial support for all award recipients moving forward.

Development of the Faculty Advisory Board

In partnership with Faculty Fellow Hillary Fouts, members of the assessment and accountability team facilitated the selection process and implementation of the division’s Faculty Advisory Board.

Diversity Snapshot

The team collaborated with Human Resources and the Office of Institutional Research and Assessment to create a diversity snapshot to be published in fall 2020. See the Context section of this report for more information.

Support of Inclusive Practices

In partnership with various units within the division and across campus, the team organized, facilitated, and co-presented during several professional development events:

• “Addressing Bias in Research.” Session centered on key best practices for minimizing bias in research questions and during the data collection process.

• Cultural Competency Panel for UT’s Educational Leadership program. Organized by the Educational Leadership and Policy Studies Department; provided an opportunity for K-12 administrators to learn strategies for inclusive leadership in their contexts.

• “Strategies for Avoiding Tokenism.” Session administered to the staff of the Jones Center for Leadership and Service focusing on best practices for avoiding tokenism in processes related to recruitment and service to the campus community.

• Division of Diversity and Engagement Staff Retreat. Session to develop an understanding of each person’s role, strengths, and limitations in the division; to begin the process of constructing a framework for collaboration and communication among members of the team; and to solidify mission, vision, and values statements that accurately reflect the work of the division in supporting the campus community.

• Diversity Action Plan Information Sessions. Sessions presenting information on the process of writing and submitting diversity action plans as well as the standards used to provide feedback to those writing their plans; presented to various campus stakeholders including the Council of Deans, the chancellor’s cabinet, faculty, staff, and students.

• Division of Diversity and Engagement Group Reflection Sessions. Structured opportunities for members of the campus community to provide feedback on the division’s proposed mission, vision, and values statements while discussing ways in which they could partner with the division to support the statements in their own work; presented to units including the Division of Student Success, Teaching and Learning Innovation, Human Resources, the Pride Center, Student Disability Services, the Veterans Resource Center, members of the chancellor’s diversity commissions and the Council for Diversity and Interculturalism, and staff and faculty from various colleges.
ACCESS AND COMPLIANCE

Access and compliance initiatives provide leadership and services toward fulfilling the university’s commitment to creating and sustaining learning communities where everyone matters and belongs by ensuring compliance with various legal mandates set out by state and federal law and university policies related to civil rights, equal employment, and affirmative action. The scope of these initiatives includes UT Knoxville, Tennessee Athletics, the Institute of Agriculture, the Space Institute, the Institute for Public Service, and university-wide administration.

Objectives
- Monitor and advise committees on searches for faculty, administrative, and staff positions
- Educate the campus regarding the protections afforded by the Americans with Disabilities Act and communicate to faculty and staff the process for requesting accommodations
- Ensure continued compliance with executive orders, federal and state statutes, and university policies prohibiting discrimination through ongoing education and professional development opportunities

Actions and Accomplishments
- The division conducted 156 training sessions for more than 500 search committee chairs and members; processed and monitored approximately 173 faculty, exempt staff, and executive searches; and reviewed requests for exemptions from search procedures.
- Staff members within the division responded to inquiries, engaged in informal resolutions, and conducted formal investigations of discrimination and harassment through consultations, oral and written communications, interviews, evidence review, and issuing reports.
- The division supported UT staff and faculty members with disabilities by informing the campus community of ADA-, accessibility-, and diversity-related rights and responsibilities, developing and facilitating educational programming, and engaging in an interactive collaborative request process for workplace accommodation involving the employee, the department, and Human Resources.
OUR VISION FOR THE FUTURE

Looking ahead to the 2020–21 academic year, the Division of Diversity and Engagement endeavors to partner with both campus stakeholders and the state to ensure that all members of the campus community and campus visitors matter and belong. To this end, we will continue our focus on the following strategic priorities both based on collected diversity demographic data and our framework for inclusive excellence:

• Partner with various campus stakeholders to develop additional resources that will enhance student, staff, and faculty cultural competency
• In collaboration with units across campus and communities in the state of Tennessee, assess and create a plan to improve the inclusivity of policies and practices that impact the overall campus climate
• Develop an innovative and collaborative strategy to increase student recruitment and retention as well as faculty and staff recruitment and retention
• Create and sustain mutually beneficial, reciprocal, equitable, and empowering collaborative partnerships that impact the greater Knoxville area, the region, the state, and the world
• Collaborate with units across campus to facilitate improved communication of diversity data and initiatives

Additional details about specific initiatives and projects will be highlighted in the division’s diversity action plan, which will be shared with the campus community in fall 2020.