

## Diversity Action Plan

### **College or Vice-Chancellor Unit:**

The Division of Student Life

### **Contacts:**

Dr. Melissa Brown, Director of Assessment and Strategic Initiatives ([mabrown@utk.edu](mailto:mabrown@utk.edu))

Dr. Mandie Beeler, Director of JCLS and Co-Chair of Student Life Diversity Committee ([mbeeler@utk.edu](mailto:mbeeler@utk.edu))

### **Mission of the College or Vice Chancellor Unit:**

**The Division of Student Life at the University of Tennessee, Knoxville believes that every student is valued and deserves equitable access and opportunity to their development and general wellbeing. We believe in providing an environment that is representative and affirming of their diverse identities especially for historically underrepresented populations. We strive to be a place that is welcoming and supportive of all (current and future) members of the UT community. We are committed to attracting and retaining students and staff of all backgrounds while working together to address the challenges of the future in a way that removes barriers to success and promotes a culture of inclusivity, compassion, and mutual respect in order to thrive personally and professionally in a global society.**

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

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Include diversity and inclusion (D&I) content in departmental mission statements and/or D&I priorities	Every department in the Division of StudentLife will review their mission statements and list of values and make edits to include D&I priorities.	100% departments will submit reviewed/revise mission statements and values to the Office of Student Life Assessment and Strategic Initiatives (OASI).	August 1, 2021	Department heads, Student Life Diversity Committee
Provide professional development opportunities related to diversity, equity, and inclusion	2-3 NCBI training opportunities will be provided for full-time, exempt staff to attend.	100% participation in at least one NCBI training session by full-time, exempt staff	Begin Summer 2021	NCBI and OASI
Ensure Student Life department websites feature inclusive content, branding, and visuals that appeal to diverse audiences.	(Phase 1) Criteria for inclusive content/language established in collaboration with Student Life Communications, OCM, and the Office of the Vice Chancellor for Diversity & Engagement Student Life (Phase 2) Communications will audit all department websites' design and editorial content to ensure inclusion of D&I priorities.	100% of Student Life department websites will be audited and adhere to set criteria.	Annually	Student Life Communications

**Goal 2:** Attract and retain greater numbers of individuals from historically underrepresented populations<sup>1</sup> into **faculty, staff, and administrative positions** (particularly department heads, directors, deans, and vice chancellors).

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Search committee chairs will complete STRIDE training prior to serving in the role of chair.	Coordinator of special projects will keep a list of all STRIDE trained staff for search committee chair selection.	100% of all search committees will be chaired by a STRIDE trained staff member.	A list of all STRIDE trained staff will be compiled by the Special Projects Coordinator by May 2021	Department Heads
Post job position announcements in a variety of culturally diverse platforms.	Each job position announcement will be placed on multiple platforms in order to attract a diverse pool of candidates. (e.g., Diverse Issues in Higher Ed, The Consortium of Higher Education LGBT Resource Professionals)	Each job position will be placed on at least two alternative platforms geared towards traditionally marginalized populations.	All job posting announcements will adhere to this objective by May 2021	AVC of Finance
Job position announcements will use inclusive language provided by the AVC of Student Life Finance. (Link will be provided to approved language upon completion of Phase 1)	Job position announcements will utilize a template provided by the Office of the Vice Chancellor including a divisional paragraph using inclusive language.	All position announcements will contain the paragraph.	Phase 1 (March 2021) development of inclusive language by the Office of the Vice Chancellor of Student Life Phase 2 (Summer 2021) Offices will begin to use the approved template in all job postings	Department Heads and AVC of Finance
Create onboarding practices that connect staff to personal and professional resources.	All new staff will be provided community resources through intentional onboarding practices.	Every new staff member will be provided a resource guide during new staff orientation in both fall and spring semesters. An assessment of new staff orientation will demonstrate that 100% of new staff are able to identify at least one personal or professional resource.	The intentional onboarding materials will be provided to all new staff beginning Fall 2021	Special Projects Coordinator, Diversity Committee

<sup>1</sup> The Higher Education Act defines the term "minority" as 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 other ethnic group underrepresented in science and engineering. Note: identification of a particular group as underrepresented may vary by discipline (e.g., women are underrepresented in many STEM fields; Asian Americans in social science and humanities fields.). See formal definition at <https://www.govinfo.gov/content/pkg/USCODE-2011-title20/html/USCODE-2011-title20-chap28-subchapIII-partE-subpart3-sec1067k.htm>. "Historically underrepresented" can refer to any population that has been excluded over time in a higher education context by virtue of their identity(ies). This exclusion can occur on the basis of race,

ethnicity, nationality, sexual orientation, gender identity/expression, socioeconomic status, ability, or level of parental education.

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

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Provide education/programming geared towards the personal development of underrepresented students.	Departments providing direct education/programming to students will provide education/programming specific to the cultivation of personal identity of underrepresented students	100% of departments providing direct education/programming services to students will add a question related to personal identity in their assessment instrument. 80% of students that participate in opportunities will agree that their involvement allowed them to develop their personal identity.	(Phase 1) Spring 2021 - Development of standardized question(s) (Phase 2) Fall 2021 - Implementation of approved question(s)	Department heads OASI

**Goal 4:** Develop and strengthen **partnerships with diverse communities** <sup>2</sup> in Tennessee and globally.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Provide intentional service opportunities dedicated to supporting traditionally marginalized communities.	Identify all service opportunities offered by Student Life departments.	Submit number of opportunities provided and number of students that engaged in service opportunities for spotlight in the annual report.	Annually	Department heads

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

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
<p>Curriculum and educational training/programming developed by departments within Student Life must include at least one learning outcome related to the social justice and inclusion competencies. (ACPA: College Student Educators International &amp; NASPA – Student Affairs Administrators in Higher Education (2015). ACPA/NASPA professional competency areas for student affairs practitioners. Washington, DC: Authors.)</p>	<p>Departments providing educational training/programming for students will develop an assessment plan to measure the success of the intended learning outcome related to social justice and inclusion.</p>	<p>100% of departments providing educational training/programming for students will assess the success of the outcome in a dedicated assessment plan.</p>	<p>Ongoing - beginning with the 2021-2022 assessment cycle</p>	<p>Department heads</p>

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

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
<p>Provide professional development opportunities for graduate student employees related to diversity, equity, and inclusion.</p>	<p>2-3 NCBI training opportunities will be provided for graduate student employees to attend.</p>	<p>100% participation in at least one NCBI training session by graduate student employees</p>	<p>Annually</p>	<p>Direct Supervisors</p>
<p>Graduate student employees will attend D&amp;I educational programming/events offered on campus.</p>	<p>All graduate student workers are expected to attend at least one event each annual cycle (e.g., Rocky Topics, Diversity Dialogues, D&amp;I Professional Development)</p>	<p>100% of graduate students employed by Student Life will answer a self-reflection question related to their participation in an event documented in their mid-year evaluation.</p>	<p>Annually</p>	<p>Direct supervisors</p>