VOL VISION 2020
DIVERSITY AND INCLUSION FRAMEWORK
EXECUTIVE SUMMARY
JUNE 2017

The University of Tennessee, Knoxville ("UT") added diversity and inclusion as a new campus strategic priority to *Vol Vision 2020* in Spring 2016. In the original *Vol Vision* plan, diversity and inclusion initiatives were embedded across five campus strategic priorities. *Vol Vision 2020* supported diversity and inclusion as its own priority to:

- Prepare students to enter an increasingly global workplace and support long-term career success

- Enrich the student educational experience

- Improve UT's ability to recruit and retain student, faculty, and staff talent

- Build the worldwide Volunteer community

- Support our access and engagement mission as Tennessee's land grant university

This executive summary outlines high-level campus action priorities and strategic planning directions for divisions and colleges. This document is intended to serve as a framework to guide specific actions and tactics to be included in annual planning and budget processes for colleges and divisions.

Refer to the appendix for information on the development process, campus engagement, and challenges addressed.

IMPLEMENTATION FRAMEWORK

The framework illustrated below provides four focus areas to guide campus, college, and division strategic plans and actions.

1) **Campus Profile:** Support a vibrant campus community through the recruitment and retention of diverse students, faculty, and staff.

   Students
   - *Pipeline:* Build a pipeline of exceptional and diverse undergraduate and graduate students through proactive recruitment and K-12 partnerships.

   - *Retention and Graduation:* Reduce existing graduation and retention gaps for low-income students and underrepresented minorities.

   Faculty and Staff
   - *Recruitment:* Expand training programs for academic and administrative leaders and managers to improve recruitment and hiring practices.

   - *Professional Development:* Incorporate diversity and inclusion topics into onboarding, mentoring, and professional development programs. Create specific talent development programs to support the retention of women and diverse faculty and staff.

   All Campus
   - *Veterans:* Expand resources to recruit and support veterans as students, faculty, and staff.

   - *Accessibility:* Continue to evaluate and address accessibility for students, faculty, and staff with disabilities or special needs.

2) **Campus Community:** Build a positive campus community to enhance the student educational experience and support UT as a workplace of choice.

Community and Connections
- *Student Connections:* Continue opportunities for students to engage in campus organizations that support diverse populations. Build broader connections across communities through campus-wide initiatives and support systems.

- *Affinity Groups:* Evaluate faculty and staff affinity groups (Chancellor's Council and Commissions) to clarify missions, expand where demand for new groups exist, and connect all campus through community events.

Communication
- *Campus Dialogue:* Provide tools and opportunities to support effective communication and exchanges across differences, while valuing and respecting individual perspectives.

- *Community Engagement:* Expand opportunities for faculty, staff, and students to connect as a community and engage with campus leadership around diversity and inclusion topics.

Experience
- *Experience:* Use community feedback and administer regular surveys to understand and improve the student, faculty, and staff experience.

3) **Mission (Education, Research, Scholarship, Creative Activity and Engagement):** Enhance the student educational experience and impact of faculty scholarship and engagement through diversity and inclusion.

Education
- *Curriculum:* Prepare students to enter a diverse workplace by increasing focus on diversity, inclusion, and cultural competencies in the curriculum.

- *Skills:* Provide opportunities for students to develop essential skills through study abroad, experience learning, and leadership development.

- *Employer Partnerships:* Cultivate partnerships with employers to identify desired outcomes and skills related to diversity and inclusion.

Research, Scholarship, and Creative Activity
- *Pipeline:* Engage diverse students in research, scholarship, and creative activity projects with faculty to build a future pipeline of faculty scholars.

- *Support Scholars:* Support a community of scholars related to a broad understanding and effective implementation of diversity and inclusion.

- *Faculty Development:* Develop training and development programs to better engage diverse faculty in research, scholarship, and creative activity.

Engagement
- *Tennessee Impact:* Continue to demonstrate the impact of community engagement and student educational outcomes to Tennessee.

4) **Effectiveness:** Improve effectiveness through accountability and assessment.

Accountability
- *Progress Reviews:* Make progress reports a regular part of leadership performance and planning reviews.

- *Compliance:* Continue to support training and development of employees and students dedicated to Federal compliance requirements.

Assessment
- *Reporting:* Make demographic data available to campus and provide reports at the college and division levels.

- *Impact:* Review all diversity and inclusion initiatives for level of impact, success, and effectiveness on a regular basis.
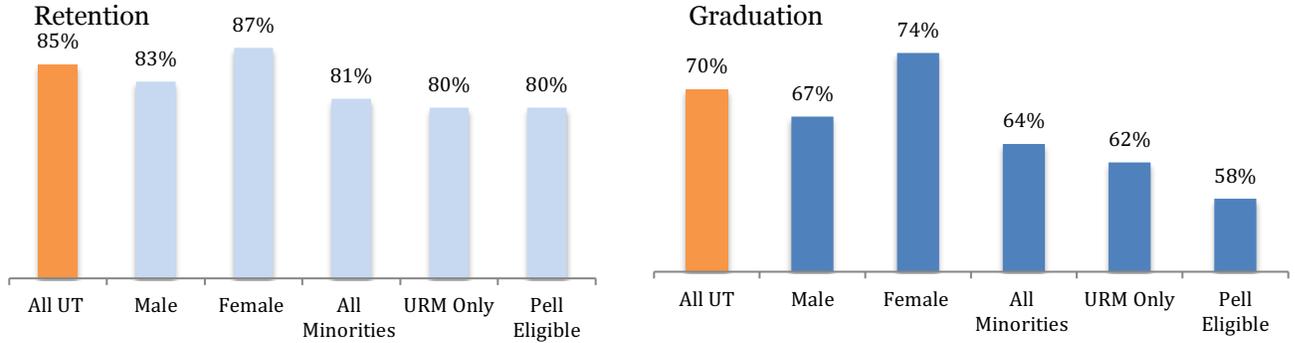
TRACKING PROGRESS

To evaluate progress over time, UT will develop a demographic dashboard and review survey outcomes on campus environment. Campus demographic information will be compared to national, regional (SEC public peers), and Tennessee public universities on an annual basis as part of the reporting. Once completed, the campus environment survey outcomes will be regularly updated and made available to the campus.

DEMOGRAPHIC DASHBOARD – 2015 HIGHLIGHTS

UNDERGRADUATE STUDENTS

- 49% Female
- 51% Male

- 18% All Minorities
- 13% Underrepresented Minorities Only (URM)
- 2% International

- 29% Pell Eligible
- 25% First Generation (Neither Parent with a Four-Year Degree)

Retention

Category	Value
All UT	85%
Male	83%
Female	87%
All Minorities	81%
URM Only	80%
Pell Eligible	80%

Graduation

Category	Value
All UT	70%
Male	67%
Female	74%
All Minorities	64%
URM Only	62%
Pell Eligible	58%

GRADUATE STUDENTS
- 53% Female
- 47% Male
- 16% All Minorities
- 12% URM Only
- 15% International

VETERANS
- 500 Students with Veterans Status
- 900 Students Receiving VA Benefits

DISABILITIES
- 700 Accommodations

INSTRUCTIONAL FACULTY
- 43% Female
- 57% Male
- 17% All Minorities
- 8% URM Only

EXECUTIVE/ADMINISTRATIVE
- 47% Female
- 53% Male
- 12% All Minorities
- 12% URM Only

STAFF
- 55% Female
- 45% Male
- 13% All Minorities
- 11% URM Only

Note: The definition of minorities includes individuals identifying as Black or African American, Hispanic of Any Race, Asian or Pacific Islander, Two or More Races, or Native American or American Indian. Underrepresented Minorities (URM) includes individuals identifying as Black or African American, Hispanic of Any Race, Two or More Races, or Native American or American Indian. This definition is commonly used in higher education reporting.

APPENDIX – BACKGROUND

VolVision 2020 was approved by the UT Board of Trustees in June 2016. A Diversity and Inclusion Implementation Working Group was appointed by then-Chancellor Jimmy G. Cheek in fall 2016 to guide implementation of the new sixth priority. The group consisted of a cross-section of administrators, students, faculty, and staff, including members of the Chancellor's Councils and Commissions and representatives from different colleges and divisions. From September to December 2016, the group developed an information base to develop the implementation recommendations and framework. The group conducted a series of listening sessions to gather student, faculty, staff, and alumni perspectives. The group also reviewed campus demographic information for UT, comparative demographic information for peer universities, student and employee survey data, and active initiatives on campus.

The working group found that UT has made progress in campus demographics over the past five years with modest gains in female and minority representation in students, faculty, and staff. However, UT remains less diverse when compared to all peer groups – national peers from *Vol Vision 2020*, regional peers (SEC public universities), and Tennessee public four-year schools. The following themes and challenges surfaced from the working group's review:

- **Consistency.** While some individual colleges, divisions, and departments were identified as areas of strength in diversity programming, there is limited consistency across campus.

- **Communication.** Opportunities for improvement included speed of response, message, leadership visibility, and expanded use of social media.

- **Community and Climate.** Stakeholders value affinity groups to support diverse communities (example – Commissions, student groups), but voiced the need to bring people together in a more inclusive community with respect for different backgrounds and experiences.

- **Mission (Education, Research, Scholarship, Creative Activity, Engagement).** Students provide positive feedback on diversity, inclusion and cultural awareness in the curriculum and with co-curricular experiences, but opportunities are inconsistent. While many successful diversity and inclusion programs are sponsored by grants, there is limited attention to scholarship in this area.

- **Impact of Action.** The impact of action is not consistently demonstrated to stakeholders. UT also needs a method to evaluate progress over time.