

June 29, 2017

Dear Chancellor Davenport,

Please see the attached report from the Vol Vision Diversity and Inclusion Workgroup convened by former Chancellor Jimmy Cheek. The workgroup was composed of faculty, staff and student stakeholders from across campus. The objectives of the workgroup were to guide implementation efforts related to the Vol Vision 2020 diversity and inclusion priority, coordinate campus-level actions and communicate progress to campus, establish an approach to track progress against goals and solicit and synthesize feedback from stakeholder groups. The charge to the workgroup was as follows:

- Coordinate actions and efforts to engage students, faculty, and staff related to diversity and inclusion
- Develop an approach to evaluating progress in this area
- Communicate regular updates to campus
- Periodically, during the fall term, share committee action plan with chairs and co-chairs of council and commissions

The workgroup held listening and feedback sessions for faculty, staff and students, respectively. We also held a half day listening and feedback session with our corporate and business partners where they shared their expectations about diversity and inclusion from the campus. You will see the results of this information included in the report. It has been an honor to serve the campus in this way and look forward to hearing from you.

Take care,

Dr. Angie Batey, Co-chair
Tyvi Small, Co-chair

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VOL VISION 2020
DIVERSITY AND INCLUSION IMPLEMENTATION WORKING GROUP
REPORT TO THE CHANCELLOR
JUNE 2017

The University of Tennessee, Knoxville (“UT”) added diversity and inclusion as a new campus strategic priority with the adoption of *Vol Vision 2020*. Following *Vol Vision 2020* approval by the Board of Trustees in June 2016, Chancellor Jimmy Cheek appointed a working group to review the campus environment and structure implementation efforts for this priority. The group’s recommendations are outlined in this report as follows:

- Implementation Working Group
- *Vol Vision 2020* Background
- Current Situation and Challenges
- Implementation Recommendations
- Tracking Progress
- Next Steps

IMPLEMENTATION WORKING GROUP

Dr. Cheek charged the Diversity and Inclusion Implementation Working Group with guiding implementation for the *Vol Vision 2020* diversity and inclusion priority. Led by Tyvi Small of the Haslam College of Business and Angie Batey of the College of Arts and Sciences, the group consists of a cross-section of administrators and stakeholder representatives, including members of the Chancellor’s Council on Diversity and Interculturalism (“CDI”) and each of the Chancellor’s Commissions for Blacks, LGBT+, and Women. See *Appendix A* for the working group membership and objectives and *Appendix B* for background on the Chancellor’s Council and Commissions.

From September to December 2016, the working group reviewed and expanded on the *Vol Vision 2020* information base to form its recommendations. This included a review of campus demographic information for UT and a comparative group of over 40 universities representing national peers, regional peers (SEC publics), and four-year public universities in Tennessee. See *Appendix C* for schools in the comparative group.

The group also conducted “listening sessions” to gather student, faculty, staff, and alumni perspectives on the campus environment to supplement themes from the *Vol Vision 2020* feedback sessions conducted in fall 2015. See *Appendix D* for an overview of the listening sessions. Finally, the group reviewed existing student and employee survey data and completed an inventory of active campus diversity and inclusion initiatives.

VOL VISION 2020 BACKGROUND

In the original *Vol Vision* plan, diversity and inclusion initiatives were embedded across five campus strategic priorities. *Vol Vision 2020* added diversity and inclusion as its own priority.

Diversity and inclusion is critical to career preparation and long-term success in the workplace and society. Stakeholders agreed a strategic focus for UT was necessary to enrich the student experience and prepare students to enter an increasingly diverse global workforce. A focus on diversity and inclusion also was needed to strengthen UT's ability to recruit and retain the best students, faculty, and staff talent, anticipating long-term shifts in state and national demographics. Finally, the priority was viewed as important to strengthening the worldwide Volunteer community and UT's commitment to access and engagement as Tennessee's land grant university.

As the campus definition of diversity, *Vol Vision 2020* adopted the American Association of Public and Land-grant Universities Commission for Access Diversity and Excellence Statement: "Diversity can be broadly defined to include all aspects of human difference, including, but not limited to race, gender, age, sexual orientation, religion, disability, social-economic status, and status as a veteran."

Vol Vision 2020 also adopted the Association of American Colleges and Universities' Definition of Inclusion: "Inclusion is the active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, and geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions."

CURRENT SITUATION AND CHALLENGES

The following themes and challenges surfaced from the working group's review:

- **Consistency and Commitment.** Listening session participants noted individual examples of college, unit, and department level commitment to diversity and inclusion as strengths. This perception of commitment did not extend to all colleges or the campus as a whole. Participants also cited silos and exclusivity as perceptions to be addressed.
- **Communication.** Communication emerged as a major challenge with the speed of response, leadership visibility, and expanded use of social media as opportunities for improvement. For these reasons and others, many listening session participants did not perceive campus messages as sincere, responsive or inclusive.

- **Campus Profile.** A demographic review shows UT has made progress in campus diversity over the past five years with modest gains in female and minority representation in students, faculty, and staff (see page pp. 17-18) for UT demographic data. 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. Highlights of the review can be found in a companion *Supporting Information* presentation. Specific challenges include:
 - *Undergraduate Students:* UT’s undergraduate student body is less racially and ethnically diverse than its peers. The low volume of applications from and yield of underrepresented minority students is a challenge. However, UT has one of the highest percentages of Pell grant eligible students when compared to national peers. The Federal Pell grant program provides need-based financial assistance to low-income students. Pell eligible students span racial and ethnic categories. Both underrepresented minority students and all Pell-eligible students graduate at significantly lower rates than campus averages. Improving retention and graduation rates for these students is imperative to establishing a more diverse campus profile.
 - *Graduate Students:* UT’s graduate student body is also less racially and ethnically diverse compared to national peers. Most notably, UT’s international student representation is much lower than peers. The number of qualified, diverse applicants and the ability to yield those candidates is a constraint with both domestic and international pools.
 - *Faculty:* UT compares favorably to national peers in representation of female and minority faculty at the entry point of the assistant professor level. Representation is lower at the full and associate professor levels compared to national peers. Data shows low numbers in underrepresented minority faculty across leading public universities, making aggressive recruitment and retaining those recruited essential to establishing a more diverse faculty.
 - *Staff:* UT staff includes low minority representation. Both recruitment and retention of diverse staff is a challenge for UT. The departure rate for voluntary reasons is higher for minority staff than non-minority staff. UT is working to better understand the reasons for voluntary departures to increase retention.
- **Culture, Climate, and Community.** Listening session participants described several cultural and climate impediments to diversity and inclusion. These stakeholders valued affinity groups to support diverse populations and communities (example – Commissions, student organizations), but this structure can lead to isolation, exclusivity, and

fragmentation. Stakeholders voiced the need to bring disparate groups and people together to build a more inclusive community with respect for different backgrounds and experiences. Student participants expressed frustration with a perceived lack of action related to diversity and inclusion. Many noted the need for productive dialogue to respectfully exchange ideas, increase knowledge of and learn from our differences.

- **Mission (Education, Research, Scholarship, Creative Activity, Engagement).** There is an inconsistent emphasis on diversity, inclusion and cultural awareness in the curriculum and with co-curricular experiences. Students in listening sessions provided positive feedback on existing courses and experiences and suggested more opportunities be provided earlier in the student experience. Students also cited greater emphasis on diversity during freshmen orientation and freshmen experiences with a focus on application not policies. While many successful diversity and inclusion programs are sponsored by grants, there is limited attention and support for scholarship in this area. Opportunities related to research appear to miss underrepresented faculty and students. Finally, UT should publicize engagement with Tennessee communities to advance diversity and inclusion.
- **Impact of Action.** The benefits of our efforts are not clearly demonstrated to stakeholders, including students and the state of Tennessee (for example, educational opportunities, economic benefit, research, community engagement, and service). While the working group identified several active initiatives related to diversity and inclusion on campus (for example, retention programs, financial need-based scholarships), the impact of these investments is often not communicated. UT also lacks a formal method to evaluate progress over time.

IMPLEMENTATION RECOMMENDATIONS

Implementation recommendations are organized into three categories.

- 1) **Organization Recommendations:** Recommendations related to organizational structure and accountability
- 2) **Communication Recommendations:** Recommendations that address communication to campus stakeholders
- 3) **Implementation Framework:** Framework to guide implementation of the strategic plan at the campus, college, and division levels

Organization Recommendations

As a critical step in implementation, UT must develop effective support structures to create responsibility for diversity and inclusion efforts across campus and in the broader community. The following recommendations suggest lines of accountability and responsibility and organizational structure.

The UT Chancellor sets the vision for diversity and inclusion and is ultimately responsible for progress on campus. We recommend the Chancellor appoint a chief diversity officer (CDO) to direct campus efforts. Given the importance of this topic to the campus, we recommend the CDO be appointed to the rank of vice chancellor and serve on the Chancellor's cabinet. We recommend this position be provided with the appropriate financial and staff resources to successfully execute assigned responsibilities. A clearly defined role with measureable outcomes is imperative for this position. Based on our review, we suggest the following:

- Implement campus diversity and inclusion strategy, including *Vol Vision 2020*
- Work closely with the Provost, Deans and Vice Chancellors to align college and divisional efforts with campus strategy; serve as advisor to all Colleges and Divisions on diversity strategy
- Advise campus leadership and coordinate with the marketing and communication division on proactive communications strategies related to diversity and inclusion
- Engage all campus commissions, the CDI and student organizations on a regular basis to understand and improve campus climate
- Lead professional development and education programs for students, faculty, and staff
- Measure the effectiveness and impact of all campus level investments in diversity and inclusion initiatives
- Monitor progress, suggest improvements and semi-annually report outcomes to campus stakeholders

In addition, we recommend accountability for campus leadership (Provost, Vice Chancellors, and Deans). Leaders should report on and review progress with the Chancellor in annual performance and planning review. We further suggest each College and Division assign an individual and/or group to lead and monitor diversity efforts in their respective units.

Finally, we recommend UT formalize a sustainable and long-term organizational solution for the Pride Center, including a funding and staffing model. LGBT+ resource centers are common across peer institutions. We note a Pride Center Working Group convened by the Faculty Senate will provide recommendations to the Chancellor in spring 2017.

Communication Recommendations

Communication recommendations address stakeholder feedback points from the listening sessions and online suggestions.

In the near-term (within the next six to nine months), we recommend campus leadership evaluate opportunities to:

- Communicate in a proactive, substantive, effective, and timely manner
- Expand communication modes beyond email to provide an appropriate presence on social media
- Create opportunities for the CDI, the Chancellor's Commissions, and all student organizations to provide regular, proactive feedback to campus leadership
- Consider a feedback channel to receive information from across the campus community
- Clarify the definition of diversity and explain the engagement of inclusion
- Address the feelings of silos and exclusion in communications
- Establish a dashboard, like the one on pp. 17-18 of this report, to be made available on the UT website
- Develop a process to track the reach and effectiveness of communication (for example, social media tracking, stakeholder feedback, periodic online surveys, etc.)

We further recommend the campus develop a long-term strategic communications plan for diversity and inclusion. The plan should include specific communication strategies: for improving external relations through proactive outreach to groups including alumni, business and industry, and state legislators, for providing ongoing communications that highlight overall campus diversity and inclusion accomplishments and values, and for improved action and information on issues that arise related to campus diversity and inclusion.

Strategic Plan Implementation Framework

This section outlines implementation guidance for colleges and divisions on next steps to incorporate diversity and inclusion in *Vol Vision 2020* strategic plans. College and division strategic plans should:

- Identify specific areas for improvement and related actions
- Address faculty, staff, and students (as applicable)
- Include an approach to measure and monitor progress
- Evaluate existing initiatives for impact and alignment with campus goals
- Make diversity-related resource requests during annual budget processes

The framework illustrated below includes provides high-level goals and four focus areas for Colleges and Divisions strategic plans.



- 1) **Campus Profile:** Increase the diversity of UT’s campus profile through the recruitment and retention of students, faculty, and staff
- 2) **Campus Community:** Build a positive campus community to enhance the student educational experience and support UT as a workplace of choice
- 3) **Mission (Education, Research/Scholarship/Creative Activity and Engagement):** Enhance the student educational experience and impact of faculty research, scholarship, creative activity, and engagement through diversity and inclusion
- 4) **Effectiveness:** Improve effectiveness through compliance and assessment

Goal 1 – Campus Profile

Increase the diversity of UT’s campus profile through the recruitment and retention of students, faculty, and staff

Focus for Undergraduate Students

Improve Student Pipeline and Recruitment

- Expand programs and resources to recruit students from diverse backgrounds
- Expand partnerships with high schools and community organizations to build student pipeline opportunities for underrepresented minority (URM) and low-income students
- Expand transfer and community college partnerships to support recruitment
- Utilize scholarship opportunities to support recruitment and retention

Reduce Retention and Graduation Gaps

- Evaluate areas where graduation gaps exist, review programs that support specific populations, expand those that are effective, eliminate those that are not, and create programs where gaps are identified (for example, URM students, low-income students, first generation students, veterans, non-traditional students, etc.)
- Create programs to help students retain financial aid and scholarships

Support Veterans

- Expand resources to recruit and support veterans and their families pursuing undergraduate degrees

Increase Accessibility

- Continue to evaluate and address gaps in accommodations for students with disabilities and special needs

Focus for Graduate Students

Improve Graduate Student Pipeline, Recruitment and Retention

- Increase support from the Graduate School to help colleges recruit diverse domestic and international candidates
- Expand pipeline programs to attract top talent from diverse populations
- Ensure competitive graduate financial packages to support recruitment of qualified graduate students from diverse populations

Support Veterans

- Expand resources to recruit and support veterans pursuing graduate degrees

Increase Accessibility

- Continue to evaluate and address gaps in accommodations for students with disabilities and special needs

Focus Specific to Faculty (Tenure-Track and Non Tenure-Track)

Improve Recruitment Practices

- Expand and sustain *Strategies and Tactics for Recruiting to Improve Diversity and Excellence* (STRIDE) training program for Deans, Department Chairs and faculty to support effective recruitment and hiring practices
- Increase support for the Future Faculty Program, a program designed to attract women and minority faculty candidates to UT to build a pipeline for Assistant Professor searches

Develop Specific Talent Management Programs

- Develop mentoring, professional development and leadership programs to address the needs of women and minorities at all faculty levels

Focus Specific to Exempt and Non-Exempt Staff

Improve Recruitment Practices

- Develop professional development programs for executives and managers to support effective recruitment and hiring practices (similar to STRIDE for faculty)

Develop Specific Talent Management Programs

- Establish clear promotion and advancement processes
- Establish mentoring, professional development, and leadership programs to support the recruitment and retention of women and diverse staff

Focus for both Faculty and Staff

Incorporate in Talent Management, Leadership, and Professional Development

- Expand the understanding and implementation of diversity and inclusion topics in talent management and leadership development programs
- Improve the onboarding process to include emphasis on Volunteer values and introduce communities/commissions to new faculty and staff
- Evaluate and address compensation gaps as part of a full retention strategy
- Include diversity and inclusion training in leadership development programs
- Improve exit and retention data to help identify specific reasons for attrition

Support Veterans

- Create programs to recruit and support faculty and staff with veterans status

Increase Accessibility

- Continue to evaluate and address gaps in accommodations for students with disabilities and special needs

Success Criteria/Tracking

- Regularly-tracked campus demographic data
- Retention and graduation rates for URM and Pell students
- Number served requiring special needs/accommodations
- Number receiving Veterans benefits

Goal 2 – Campus Community

Build a positive campus community to enhance the student educational experience and support UT as a workplace of choice

Focus for Students

Build Communities and Connections

- Continue to support opportunities for students to engage in all campus organizations with a goal to identify and support diverse populations
- Review campus-wide initiatives to emphasize meaningful student connections that increase awareness, content knowledge and understanding of the ways individuals interact
- Develop and promote common areas and places to encourage intergroup connections and interaction

Encourage Dialogue and Feedback

- Expand emphasis and better understanding of diversity and inclusion and Volunteer values in orientation and first-year experience
- Provide students with the training and tools to support effective communication and exchanges across differences, while valuing and respecting individual perspectives
- Develop an intergroup dialogue program to develop relationships and understanding across all diverse backgrounds

Evaluate and Improve the Student Experience

- Introduce a regular student experience survey to evaluate perceptions, review actions taken, and use data to inform campus engagement

Focus for Faculty and Staff

Build Communities and Connections

- Evaluate current affinity groups (Chancellor’s Council and Commissions), clarify missions, increase access to campus leadership, and expand where demand exists for new groups
- Continue to increase opportunities for to create community connections

Encourage Dialogue and Feedback

- Expand opportunities for faculty and staff to connect and dialogue around diversity and inclusion topics

Evaluate and Improve the Faculty and Staff Experience

- Continue to use Modern Think and Collaborative on Academic Careers in Higher Education (COACHE) surveys to track perceptions on campus climate
- Introduce a periodic faculty and staff campus environment survey
- Evaluate perceptions, review actions taken and use data to inform campus engagement

Success Criteria/Tracking

- Students - Student Experience Survey
- Faculty and Staff - Modern Think Survey, Collaborative on Academic Careers in Higher Education (COACHE) Survey (perceptions of women faculty and faculty of color)

Goal 3 – Mission

Enhance the student educational experience, faculty research and scholarship productivity, and engagement mission through diversity and inclusion

Education – Prepare Students for Success in a Diverse Global Workplace

Increase Curricular Opportunities

- Work with faculty to make diversity, inclusion, and cultural competencies an integral component of General Education
- Provide support to faculty who wish to infuse diversity, inclusion, and cultural competencies into their courses

Develop Skills through Experience Learning and Leadership

- Support international education and increase study abroad participation
- Increase student service engagement with Tennessee communities
- Increase co-curricular leadership development opportunities for students
- Increase the number of underrepresented students and low-income students in high-impact activities to improve retention and graduation outcomes (study abroad, undergraduate research, leadership, Experience Learning)

Build Partnerships with Employers

- Engage business and industry employer partners to identify desired student outcomes and skills related to diversity and inclusion (example – effective dialogue, working across differences, cross-cultural teamwork)
- Incorporate feedback in curricular and co-curricular opportunities

Research, Scholarship, and Creative Activity – Support Faculty Productivity and Student Engagement

Support Research, Scholarship, and Creative Activity in Diversity and Inclusion

- Develop a Research Development Academy to engage diverse faculty in training and development opportunities
- Support a “Community of Scholars” related to a broad understanding and effective implementation of diversity and inclusion
- Provide financial and training support for faculty interested in research, scholarship, and creative activity focused on issues related to a broad understanding and effective implementation of diversity and inclusion
- Increase opportunities for URM students and low-income students to engage in research projects with faculty, preferably early in their college experience

Engagement – Demonstrate Impact to Tennessee Communities

Impact Tennessee Communities

- Expand engagement and partnership with Tennessee communities, especially those with socioeconomic challenges
- Develop an engaged research and service database to better identify regional opportunities
- Develop a mechanism to spotlight and celebrate significant activities of engagement
- Outline UTK impact by Tennessee county and include in communications strategy

Success Criteria/Tracking

- Key student outcomes and educational experiences
 - Curricular opportunities available to students
 - Students engaged in Experience Learning
 - National Survey on Student Engagement (NSSE) survey outcomes
- Track research, scholarship, and creative activity impact in diversity and inclusion
- Quantify community engagement (service) and UTK impact to Tennessee communities

Goal 4 – Effectiveness

Improve effectiveness through a commitment to compliance and assessment

Compliance

Ensure a Commitment to Compliance

- Continue support for training and development of employees and students dedicated to Federal compliance requirements (EEO/AA/Title VI/Title IX/Section 504/ADA/ADEA)
- Develop new delivery systems for important information and training for the campus
- Review structure of Title IX investigative and reporting responsibilities
- Work with and implement recommendations from system-wide UT Title IX Commission during the upcoming year

Use of Data

Use of Data to Support Transparency and Accountability

- Use the existing campus dashboard and make D&I data available via the website
- Provide reports at the college and division levels

Assessment

Demonstrate Impact

- Assess all diversity and inclusion initiatives for impact and effectiveness

Success Criteria/Tracking (For Tracking in College and Division Strategic Plans)

- Assessment plans in place for major campus initiatives

Implementation Matrix

The following matrix summarizes the areas of focus included in implementation framework. Since many of these initiatives also relate to other strategic priorities, the matrix designates areas of **strategic priority alignment** (1 – Undergraduate Education, 2 – Graduate Education, 3 – Research, Scholarship, Creative Activity and Engagement, 4 – Faculty and Staff, 5 – Resources and Infrastructure, and 6 – Diversity and Inclusion). The **implementation start** column shows when the action is expected to occur. The **implementation lead** designates administrators, who will be accountable for leading action in these areas, working in partnership with the Chancellor and future chief diversity leader. The Chancellor has overall responsibility for implementation.

Action Plan – Vol Vision 2020		Strategic Priority Alignment						Implementation Start			Implementation Lead
Action	Areas of Focus	1	2	3	4	5	6	Active	17	18	Overall Lead – Chancellor
Priority 6 – Diversity and Inclusion											
Campus Profile	Undergraduate Focus – Pipeline, Recruitment and Retention; Retention and Graduation Gaps; Veterans	•					•	▶			Deans, Provost (Enrollment, Academic Affairs), Student Life
	Graduate Focus – Pipeline Recruitment and Retention; Veterans		•				•	▶			Deans, Provost (Graduate Education)
	Faculty Focus – Recruitment; Retention; Talent Management, Professional Development; Veterans				•		•	▶			Deans, Provost (Faculty Affairs), Office Research & Engagement (ORE)
	Staff Focus – Recruitment; Retention; Talent Management, Professional Development; Veterans				•		•	▶			VC Human Resources/Provost, Deans, Remaining VCs
	Accessibility - Students, Faculty, Staff	•	•		•	•	•	▶			Provost, Deans, Admin/Fin, Student Life

Action Plan – Vol Vision 2020		Strategic Priority Alignment						Implementation Start			Implementation Lead
Action	Campus-Wide Initiatives	1	2	3	4	5	6	Active	17	18	Overall Lead – Chancellor
Priority 6 – Diversity and Inclusion											
Campus Community	Students – Connections, Communities	•	•				•	▶			Student Life
	Students – Dialogue, Education, and Training	•	•				•		▶		Student Life, Provost, Deans, Faculty
	Students – My Campus Student Experience Survey	•	•				•		▶		UT System (current)
	Faculty and Staff – Affinity Groups, Communities				•		•		▶		CDI, Provost (Faculty Affairs), HR
	Faculty and Staff – Dialogue, Education, and Training				•		•		▶		Provost (Faculty Affairs), HR, Deans, VCs
	Faculty and Staff – Surveys				•		•		▶		UT Campus
Education and Research	Education – Curricular Opportunities	•	•				•			▶	Provost, Deans, Faculty
	Education – Experience Learning	•	•				•				Provost, Deans, Student Life, Faculty
	Education – Business Partnerships	•	•				•				Chancellor
	Research, Scholarship, CA – Training; Support; Student Engagement	•	•	•	•		•				ORE, Deans, Provost
	Engagement –TN Community Impact	•	•	•	•		•		▶		ORE, Deans, Provost
Effectiveness	Compliance - Federal Compliance	•	•	•	•	•	•	▶			Equity and Diversity
	Data - D&I Dashboard and Reports	•	•	•	•	•	•		▶		Institutional Research
	Assessment – Regular Assessment	•	•	•	•	•	•		▶		All – In Strategic Plans

TRACKING PROGRESS

The working group proposes a demographic dashboard present baseline data to track progress toward meeting diversity and inclusion goals.

Demographic metrics are limited to available, self-reported information that are standard and regularly tracked in higher education at this time. As a result, campus profile metrics in the dashboard include information on gender, race/ethnicity, socioeconomic status, first-generation status, status as a Veteran, and disability accommodations.

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.

Campus Metrics

We suggest focus on the following as *Vol Vision 2020* campus metrics in the near term:

Campus Profile	-	Percentage female, underrepresented minorities (student, faculty, and staff)
	-	Undergraduate retention and graduation gaps (URM, Pell)
Campus Environment	-	My Campus Student Experience Survey outcomes (New – 2017)

To evaluate progress, campus profile student and faculty data should be included in *Vol Vision 2020* updates to the campus. We also recommend campus profile information 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 should be regularly updated and made available to the campus.

Demographic Dashboard

The *Vol Vision 2020* dashboard provides a more expansive view of our progress on the strategic plan goals including campus demographics. The first phase design of the demographics dashboard is included in this section. In future phases, data may address topics such as employment outcomes with an emphasis on Tennessee by the same diverse categories.

Description	2010 For Comparison	2015 Baseline
Undergraduate Education		
<i>Enrollment</i>		
Male	52%	51%
Female	48%	49%
All Minorities	14%	18%
Underrepresented Minorities Only	11%	13%
International	1%	2%
<i>First-to-Second Year Retention</i>		
All UT	86%	85%
Male	85%	83%
Female	87%	87%
All Minorities	83%	81%
Underrepresented Minorities Only	83%	80%
Pell Eligible Students	81%	80%
<i>Six-Year Graduation</i>		
All UT	61%	70%
Male	57%	67%
Female	63%	74%
All Minorities	55%	64%
Underrepresented Minorities Only	55%	62%
Pell Eligible Students	N/A	58%
<i>Socioeconomic Status</i>		
Pell Eligible	29%	29%
<i>First-Generation Status (First-Time, Full-Time Freshmen)</i>		
Neither Parent with Four-Year Degree	N/A	25%
Neither Parent Progressed to College	N/A	7%
Graduate Education		
<i>Enrollment</i>		
Male	47%	47%
Female	53%	53%
All Minorities	11%	16%
Underrepresented Minorities Only	9%	12%
International	14%	15%
Faculty and Staff		
<i>Instructional Faculty</i>		
Male	60%	57%
Female	40%	43%
All Minorities	13%	17%
Underrepresented Minorities Only	7%	8%

Description	2010 For Comparison	2015 Baseline
<i>Executive/Administrative Employees</i>		
Male	54%	53%
Female	46%	47%
All Minorities	9%	12%
Underrepresented Minorities Only	9%	12%
<i>Staff</i>		
Male	43%	45%
Female	57%	55%
All Minorities	11%	13%
Underrepresented Minorities Only	9%	11%
Veterans Status		
Students with Veterans Status	N/A	500
Students Receiving VA Benefits	N/A	900
Disability Accommodations		
Number of Accommodations	N/A	700

Campus Community

The surveys listed below should be regularly administered. Responses should be shared and discussed with students, faculty, and staff. Responses should be evaluated to understand perceptions by campus as a whole and by category (for example – race/ethnicity, gender, age, sexual orientation, religion, disability, social-economic status, and status as a veteran) to the extent possible.

- Student Experience Survey
- Modern Think Survey
- Collaborative on Academic Careers in Higher Education (COACHE) Survey

Mission (Education, Research, Scholarship, Creative Activity, Engagement)

The following information should be tracked and shared with campus:

- Key student outcomes and educational experiences
 - Curricular opportunities available to students
 - Students engaged in Experience Learning
 - National Survey on Student Engagement (NSSE) survey outcomes
 - URM and low-income students engaged in research projects with faculty
- Track research, scholarship, and creative activity impact in diversity and inclusion
- Quantify community engagement (service) and positive impact to Tennessee communities

NEXT STEPS

The working group will provide this report to Chancellor Cheek in December 2016 for feedback. We recommend the Chancellor provide feedback and share the recommendations with the Provost, Cabinet, and Council of Deans for further review and feedback. We also recommend sharing this report with incoming Chancellor Davenport.

As a next step, the group recommends this report be shared with the UT System President, Diversity Advisory Council, UT Council on Diversity and Interculturalism, the Chancellors Council and Commissions, Student Government, and Faculty Senate for initial feedback. We also suggest reaching to all representative campus groups for feedback in the spirit of building bridges and connections across all groups.

After these groups have reviewed and provided feedback, the implementation framework will be distributed to for incorporation in current strategic planning efforts.

APPENDIX A: WORKING GROUP MEMBERSHIP AND OBJECTIVES

Membership

Chairs	<ul style="list-style-type: none"> • Angie Batey, Associate Dean for Diversity, College of Arts and Sciences • Tyvi Small, Executive Director of Talent Management, Diversity, and Community Relations, Haslam College of Business
Divisional and College Representation	<ul style="list-style-type: none"> • RJ Hinde, Vice Provost for Academic Affairs • Mary Lucal, Associate Vice Chancellor for Human Resources • Katrice Morgan, Assistant Dean for Student Affairs and the Director of Diversity and Inclusion for the College of Law • Jenny Richter, Associate Vice Chancellor & Director, Office of Equity and Diversity • Melissa Shivers, Dean of Students • Matthew Theriot, Interim Vice Provost for Faculty • Mike Wirth, Dean, College of Communication and Information
Stakeholder Representation	<ul style="list-style-type: none"> • CDI: Eric Stokes, Undergraduate Admissions • Commission for Blacks: Robert Nobles, Office of Research and Engagement • Commission for LGBT+: Joe Miles, Department of Psychology • Commission for Women: Rachel Chen, Department of Retail, Hospitality and Tourism • Faculty Senate: Sharon Jean-Phillipe, Department of Forestry, Wildlife and Fisheries • Student (Undergraduate): Duncan Bryant • Student (Undergraduate): Ashley Caradine • Student (Graduate): Elliott DeVore
Committee Support	<ul style="list-style-type: none"> • Institutional Research: Denise Gardner • Provost’s Office: Serena Matsunaga

Working Group Objectives:

- Guide implementation efforts related to the *Vol Vision 2020* diversity and inclusion priority
- Coordinate campus-wide actions and communicate progress to campus
- Establish an approach to track progress against goals
- Solicit and synthesize feedback from stakeholder group

Key Actions/Process:

- Reviewed UT institutional data related to campus demographics
- Reviewed comparative demographic information for the following groups (see *Appendix C* for full list of schools):
 - National: Universities referred to in *Vol Vision 2020* as the aspirational, target, and current peer set.
 - Regional: Public universities in the Southeastern Conference (SEC)
 - Tennessee: Public, four-year universities in Tennessee
- Reviewed existing campus surveys:
 - The Collaborative on Academic Careers in Higher Education (COACHE): Survey related to recruitment, retention, and development of faculty
 - Modern Think: Faculty and staff workplace satisfaction survey
 - National Survey on Student Engagement (NSSE): Survey on undergraduate student engagement
- Conducted 12 listening sessions with students, faculty, staff, and alumni
- Summarized current campus-level actions related to diversity and inclusion
- Reviewed suggestions to campus via online submission at special request of Chancellor Cheek

APPENDIX B: CHANCELLOR’S COUNCIL AND COMMISSIONS

Council of Diversity and Interculturalism (“CDI”)

Working Group Representatives: Angie Batey (Working Group Co-Chair), Eric Stokes

The council advises the campus administration on creating and sustaining a welcoming, supportive and inclusive campus climate to all groups. Their goals include attracting and retaining faculty and staff from under-represented populations; attracting, retaining and graduating students from historically under-represented populations and international students; and ensuring that curricular requirements include significant intercultural perspectives.

Commission for Blacks

Working Group Representative: Robert Nobles

The Commission for Blacks recommends changes in or additions to university policies and procedures to reflect concerns specific to blacks. The group also makes suggestions for new and existing academic and extracurricular programs related to blacks; encourages research to identify the problems and progress of blacks on campus; and encourages black faculty, staff and student involvement in all aspects of campus life.

Commission for LGBT People

Working Group Representative: Joe Miles

The Commission for LGBT People advises on planning, implementing, and evaluating university programs, policies and services designed to improve the status of lesbian, gay, bisexual, and transgender people on campus; serves as an advocacy group committed to the protection and advancement of LGBT students, faculty and staff.

Commission for Women

Working Group Representative: Rachel Chen

The Commission for Women plans, implements, and evaluates university programs, policies and services designed to improve the status of women on the Knoxville campus. The group is charged with: recommending new and existing academic, professional development and extracurricular programs; encouraging research to assess the status of women at UT; and keeping the community informed on programs related to women.

APPENDIX C: COMPARATIVE GROUPS

The working group compared UT's campus demographic information to three comparative groups:

1. **National Peer Group** – Universities referred to in *Vol Vision 2020* as the aspirational, target, and current peer set.
2. **Regional Peer Group** – Public universities in the Southeastern Conference (SEC)
3. **Tennessee Four-Year Public Universities** – Public, four-year universities in Tennessee

1. National Peer Group

Aspiration Group

Pennsylvania State University
The Ohio State University
University of California – Berkeley
University of California – Los Angeles
University of California – Davis
University of California – Santa Barbara
University of Florida
University of Illinois – Urbana-Champaign
University of Maryland – College Park
University of Michigan – Ann Arbor
University of North Carolina – Chapel Hill
University of Pittsburgh
University of Texas – Austin
University of Virginia
University of Wisconsin – Madison
University of Washington – Seattle

Target Group

Clemson University
Indiana University
Michigan State University
Purdue University
Rutgers, The State University of New Jersey
Texas A&M – College Station
University of Georgia
University of Minnesota

Current Peer Group

Auburn University

Iowa State University

North Carolina State University – Raleigh

2. Regional Peer Group

Auburn University*

Louisiana State University

Mississippi State University

Texas A & M University-College Station*

University of Alabama

University of Arkansas

University of Florida*

University of Georgia*

University of Kentucky

University of Mississippi

University of Missouri-Columbia

University of South Carolina-Columbia

* Also included in National Peer Group

3. Tennessee Four-Year Public Universities

Austin Peay State University

East Tennessee State University

Middle Tennessee State University

Tennessee State University

Tennessee Technological University

University of Memphis

University of Tennessee – Chattanooga

University of Tennessee – Martin

APPENDIX D: LISTENING SESSIONS

Themes from Student Listening Sessions

Describe your perspective on campus climate today.

- Slow response from campus related to recent incidents, messages not viewed as sincere
- “Us vs. them” between different groups; some groups feel disenfranchised, others feel like they are overly monitored
- Some students feel a lack of support

What are we doing well to promote diversity and inclusion? What works?

- Leadership worked well in the past (VC for Diversity)
- Me4UT – Effective recruitment; should be expanded
- College Programs – Communication and Information (CCI), Haslam College of Business, Arts and Sciences (A&S)
- UT LEAD Institute – Helped students with adjustment to college
- Orientation – Opportunity to set expectations; also noted as a challenge
- Diversity Dialogues – Need to scale; working well for dialogue
- Student Leadership Training – D&I training for student leaders is effective
- Integrating D&I in Courses /Curriculum
- Leadership Programs

What doesn't work well? Where are the gaps and major challenges?

- Varies by colleges and departments – Limited consistency; not all colleges have effective programs
- Student organizations do not often interact with each other; events take place in silos
- Some students feel that there is very limited advocacy and support; others feel somewhere in the middle – not in full agreement with the tactics of established groups – but would like to see the campus stand up and say “that’s not OK” when incidents occur
- Low number of diverse students
- Perception that there is limited funds allocated to D&I

How can we better communicate with and advocate for students?

- Speed of Responses – Need to be straightforward; students get information from each other via social media; emails are sent too late
- Quality/ Sincerity of Responses – Need statements that feel authentic and sincere, not generic
- Relate to Students – Be more authentic in communication; not speak at or down to the students –meeting format matters

- Modes of Communication – Too much reliance on emails vs. personal visits, interaction with students, press conferences, “walk around campus”
- Hate Speech vs. Freedom of Speech – Where do we draw the line?

What are your ideas to move forward?

- Leadership - Reinstate campus leader for diversity and inclusion
- Curriculum – D&I should be in the curriculum, perhaps in first year studies
- Early Engagement – Include D&I training early in the student experience – include it in the curriculum and first year studies
- Campus Profile – Need more diversity on campus
- Student Feedback – Need an ongoing dialogue with students; administrators need to be more visible
- Culture – D&I needs to be engrained in the Volunteer culture and traditions
- College Consistency – All colleges should have D&I focus similar to Haslam, Communication and Information and Arts & Sciences
- Faculty Diversity – Need more diverse faculty

Faculty and Staff Listening Session Themes

Perspectives on Climate Today

- Perception that administration is afraid to act; commitment not viewed as genuine

What Works?

- Leadership worked in the past (VC for Diversity)
- More attention to D&I – Diversity is a topic in more conversations
- Diversity plans in some departments and colleges work well; work happening across campus, but not unified
- Student Recruitment – Recruiting students, but not necessarily delivering the experience
- Listening Sessions – Positive response to listening sessions
- Grass Roots/Determination - Organizing “outside of structures”; a few have stepped up to take leadership
- Commissions viewed as positive
- Attention to Veterans affairs on campus is positive

Where are the Gaps/Challenges?

- Case for D&I - Show how it impacts “everyone”
- Silos – We are operating in silos
- Pipeline – Community outreach; connect with elementary and high schools to build our pipeline of students
- Curriculum – D&I should be addressed (courses, Life of Mind, first year studies)

- Commissions – Are we dividing up too much? Do we need to come together?
- Hiring - Hiring processes need work; perception of lack of support for faculty of color; doing a good job of being more inclusive on searches, but candidates don't necessarily progress; need diverse faculty
- Support Programs – Where are the professional development programs?
- LGBTQ community is invisible
- Administrator Education - The administration needs education on diversity
- Affinity Groups - Include others in our strategy (Latino, Asian)
- Disabilities – Make sure we include disabilities; know about Office of Equity and Diversity, but where do you go for an accommodation
- Religious Minorities - Lack of support for religious minorities
- Salary Equity – Faculty senate study on gender equity
- Gender – Attention to the needs of working moms; support females

How Can We Communicate Better?

- Email - Don't embed messages in emails that require scrolling
- Message/Timeliness - We end up losing on both sides; too little, too late
- Intake/Orientation – Make mention of diversity resources; staff and faculty orientation a large opportunity
- New Phrasing – Something other than “welcoming to all, hostile to none”
- Values – Need to communicate D&I values
- Be more positive/proactive; what can I do to make a positive impact?

Moving Forward

- Leadership – person at the top who can coordinate
- Formal Funding - need an office of diversity; administrative home for Pride Center with budget
- Communication/Education/Dialogue - More communication and education; create roundtables to get together and talk about their experience
- Training – improve STRIDE training, education at the faculty and staff level, orientation, training for administration; training for colleagues
- Connections - Commissions are segregated; need to intermingle
- Administrator Support - visual support needed
- Accountability /Performance Review- Include D&I in 360 reviews
- Measureable Goals – Clear, measurable goals
- Legislative Relationship – Be more proactive