

Diversity Action Plan

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

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
<p>Create support structures for diverse individuals and groups within the department.</p>	<p>(1) Create an annual forum to provide faculty, staff and students the opportunity to openly voice their opinions and concerns. This could include written feedback as well, to offer anonymity.</p> <p>(2) Compile detailed notes addressing the current campus climate to include in the forum discussions.</p> <p>(3) Conduct follow up events that focus on specific concerns (i.e., cultural competency) that were addressed during the annual forum.</p>	<p>(1) Evaluate the success of the forum based on the attendance of faculty, staff, and students</p> <p>(2) Satisfactory reviews on post-event feedback surveys for annual forum</p>	<p>Forum: Fall 2020</p>	<p>Erin Darby Tina Shepardson Megan Bryson</p>
<p>Demonstrate to stakeholders that diversity and inclusion are central to the mission of the department</p>	<p>(1) Highlight and communicate how issues of diversity and inclusion – via email, social media and website, throughout the department –are priorities in the department’s marketing and communications plan. These should include any diversity-related activities undertaken by faculty through their professional societies beyond the</p>	<p>(1) Develop and execute a social-media based survey asking users to evaluate how well the department communicated the significance of diversity, equity, and inclusion throughout the year</p> <p>(2) Results of image analysis</p> <p>(3) Number of speakers and their backgrounds</p>	<p>Communications and feedback throughout 20-21</p> <p>Social Media Survey during fall 2020 and again at the end of Spring 2021</p> <p>Image analysis spring 2021</p> <p>Analysis of event surveys throughout 2020-2021 with compiled report in spring 2021</p>	<p>Erin Darby Jenny Collins-Elliott Tina Shepardson Megan Bryson</p>

	<p>University. Communications should be both external and internal.</p> <p>(2) Examine the images and other representations of department affiliates displayed in all communications to ensure that they reflect the contributions and value of a diverse group of individuals.</p> <p>(3) Bring in a diverse group of speakers and lecturers. This diverse group will include lecturers from different socioeconomic, racial, gender, and sexual backgrounds.</p> <p>(5) Add a question related to diversity, equity, and inclusion to the standard department event survey</p>	<p>(4) Feedback on event surveys</p>		
<p>Enhance the larger campus community by holding workplace educational events and developing tools that focus on religious diversity and literacy</p>	<p>(1) develop a religious holiday calendar in partnership with the Division of Diversity and Engagement</p> <p>(2) work with the Division of Diversity and Engagement, the Dean of Students, and the Provost’s Office to improve the current policy on religious holiday absences</p>	<p>(1) Solicited feedback about the calendar from different UTK stake holders</p> <p>(2) Solicited feedback about absence policy from different UTK stake holders</p> <p>(3) Feedback from participants in training sessions</p>	<p>Holiday Calendar developed: Fall 2020 and test version implemented: Spring 2021</p> <p>2020-2021: Holiday absence policy created</p> <p>2020-2021: feedback from trainings as they occur</p> <p>2020-2021: Expanded partnership list created</p>	<p>Erin Darby Helene Sinnreich Tina Shepardson</p>

	<p>(3) plan and execute training sessions that focus on religious literacy</p> <p>(4) maintain and expand campus partnerships to execute training exercises and consultations addressing religious diversity across more units on campus</p> <p>(5) coordinate with the Division of Diversity and Engagement training development program to integrate religious diversity into other types of training opportunities on campus</p>	<p>(4) Number of partnerships from across campus</p> <p>(5) Solicited feedback from Vice Chancellor's unit about the integration of religious literacy training</p>	<p>2020-2021: Coordinate with VC for Diversity in training program integration</p>	
<p>Enhance the larger campus community by serving on diversity-related committees, boards, and taskforces in the College and University</p>	<p>(1) assess and track the diversity-related service appointments currently undertaken by faculty</p> <p>(2) identify diversity work on campus where Religious Studies is currently uninvolved and strategize with those committees to identify the best method for providing expertise on religious diversity</p>	<p>(1) Number of service appointments and faculty assessment of impact</p> <p>(2) Number of service appointments in which religious diversity is underrepresented and progress of dialogue</p>	<p>Fall 2020: Assess current service loads</p> <p>Spring 2021: Identify areas of need</p>	<p>Erin Darby Helene Sinnreich Megan Bryson Manuela Ceballos</p>

Goal 2: Attract and retain greater numbers of individuals from historically underrepresented populations¹ into faculty, staff, and administrative positions.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Implement a focused strategy to attract faculty members from historically underrepresented groups	(1) Train search committee members on inclusive hiring practices prior to serving on committees.	(1) Number of faculty with current STRIDE I and STRIDE II completions	Ongoing, as needs arise	Erin Darby Tina Shepardson Megan Bryson
	(2) Review job posting for inclusive language and suitable qualifications to ensure candidates are not biased.	(2) Evaluation of job posting language by faculty and Division of Diversity and Engagement		
	(3) Strive to advertise job posting across multiple sources and platforms to attract diverse candidates for consideration.	(3) List of sources and platforms where job postings were listed that target underrepresented populations		
	(4) Hire new staff with an eye towards building capacity in evidence-based inclusive teaching.	(4) Faculty attendance at and perceived impact from their participation in university- or department-sponsored trainings for difficult dialogue		
	(5) Ensuring or training faculty to navigate difficult dialogue regarding diversity and intersectionality.	(5) Number of faculty and staff searches resulting in candidates from a diverse background		

¹ 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.

	(6) strategic focus during search for new faculty, administrators, and staff that are diverse or from underrepresented fields.			
Remove obstacles to the retention of a diverse faculty.	<p>(1) Create development workshops for faculty, professional-faculty, and staff on diversity and inclusion topics</p> <p>(2) Provide new faculty with the opportunity to discuss diversity, equity, and inclusion with their faculty mentor and their department head at annual evaluations as well as during the mentoring process</p> <p>(3) explicitly discuss diversity, equity, and inclusion concerns with all faculty as part of the annual evaluation process and at every step in progress toward promotion and/or tenure</p> <p>(4) analyze all faculty feedback related to diversity, equity, and inclusion and create actionable items based on that feedback (if necessary)</p>	<p>(1) Faculty attendance and feedback at university-sponsored or department-sponsored professional development events</p> <p>(2) Record confirming that diversity, equity, and inclusion were discussed at meetings; feedback from new faculty concerning whether this has an impact on their perception of UTK as a positive work environment</p> <p>(3) Feedback from diverse faculty discussing whether incorporating discussions of diversity, equity, and inclusion in promotion and evaluation discussions has an impact on their perception of UTK as a positive work environment</p> <p>(4) Policies or actions implemented as a result of faculty feedback</p>	<p>Fall 2020 workshop creation and Spring 2021 implementation</p> <p>Incorporating discussion of diversity, equity, and inclusion starting in fall 2020</p> <p>Discussion of D, E, I should be incorporated in department by-laws starting August 2020 with a vote to follow (no later than April 2021)</p>	<p>Erin Darby Tina Shepardson Megan Bryson</p>

	(5) discuss at faculty retreats in the fall how best to incorporate into the department by-laws diversity, equity, and inclusion related research and service and how to weigh these contributions in faculty assessment, recognition, and merit; vote on action times during fall 2020	(5) Retention statistics for faculty from diverse backgrounds		
--	---	---	--	--

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)
Pre-admit stage: devote considerable resources to soliciting applications from a broad spectrum of potential candidates.	<p>(1) Work with the College of Arts and Sciences and the ME4UT program to have access to recruitment opportunities that include students from diverse backgrounds.</p> <p>(2) Collaborate with the department Board of Visitors and other community partners to identify and access Tennessee institutions and organizations with a verified record of producing qualified</p>	<p>(1) Statistical documentation of outreach efforts and matriculation of diverse students</p> <p>(2) Statistical documentation of diverse student retentions.</p> <p>(3) statistical documentation of fundraising metrics.</p> <p>(4) Amount of dollars raised for diversity scholarships.</p>	<p>Begin identifying new opportunities and locations for recruitment and advertising: Fall 2020 and implement Spring 2021</p> <p>Begin fundraising Fall 2020 through Spring 2021</p>	Erin Darby Tina Shepardson

	<p>applicants from diverse backgrounds.</p> <p>(3) Enhance our diversity pool of applicants through diversity targeted advertising, recruitment publications, website videos, outreach campaigns, campus visits, and recruitment.</p> <p>(4) develop new need-based scholarship opportunities through endowment, cultivation of new industry partnerships, fundraising. These could be department initiatives or in cooperation with the Humanities Division</p> <p>(5) Develop new diversity-targeted advertising and outreach campaigns through print publications and social media.</p> <p>(6) Work with the new joint hire in Religious Studies and Africana Studies to reach out to Tennessee HBCU's, like Fisk, in recruiting possible transfers and graduate students</p>	<p>(5) increase in enrollment of underrepresented students starting in the 2021 academic year.</p> <p>(6) Extent to which diversity initiative fundraising is integrated into annual development operating plans.</p>		
<p>Post-admit stage: devote considerable resources to communicating with admitted students to address their concerns</p>	<p>(1) Individualized outreach to every admitted student</p> <p>(2) Encourage campus visits, particularly to admitted</p>	<p>(1) Actual enrollment (rather than just offers to) of underrepresented students; commitment statistics for students who were actively</p>	<p>Spring 2021</p>	<p>Erin Darby Tina Shepardson</p>

	<p>students who have not yet visited the school.</p> <p>(3) Facilitation of outreach by current students and alumni to admitted students</p>	<p>recruited by the department and accepted.</p> <p>(3) Extent to which diversity initiative fundraising is integrated into annual development operating plans.</p> <p>(4) develop communication plan (which could include video or other media) for underrepresented students and revisit plan annually</p>		
<p>Retention: Identify obstacles to student success.</p>	<p>(1) Add opportunities for students to give feedback on Diversity and Inclusion on student evaluations and exit interviews.</p> <p>(2) Review the answers given and assess obstacles that may impede student success.</p> <p>(3) Continue to support and validate the contributions of various students' diversity-related groups related to the department through advertising events, faculty support, and, if possible, financial help for specific events.</p> <p>(4) enhance and advertise for financial means to support diverse</p>	<p>(1) Development of new questions and student feedback</p> <p>(2) Department announcements of events hosted by student diversity-related initiatives.</p> <p>(3) Attendance (faculty and students) at events hosted by student diversity-related initiatives.</p> <p>(4) faculty offering incentives to students attending these events.</p> <p>(5) Monetary support for student events, research, and travel</p>	<p>Develop new student evaluation questions in early Fall 2020 for implementation in November 2020 and April 2021</p> <p>Promote and support student diversity-related events throughout 2020-2021</p> <p>Trainings for faculty throughout 2020-2021 as opportunities arise</p>	<p>Erin Darby Tina Shepardson Megan Bryson</p>

	<p>organizations to hold large programmatic events both inside and outside the department and for students to undertake research and travel that supports training and impacts in diversity, equity, and inclusion.</p> <p>(5) Provide and/or communicate professional development opportunities for faculty to be trained in mentoring students from diverse backgrounds</p>	<p>(6) Faculty participation in mentorship training opportunities and feedback</p>		
<p>Program Development: Continue developing and improving online course delivery to reach a more diverse student pool</p>	<p>(1) Identify current online classes</p> <p>(2) Discuss developing and implementing an on-line targeted questionnaire to identify how many students who take online classes fall into categories such as historically underrepresented populations, international students, or other areas of diversity</p> <p>(3) Continue developing an online minor and identify ways the minor could be marketed to diverse communities</p> <p>(4) Evaluate course that could be included in the</p>	<p>(1) Number of online classes</p> <p>(2) Data from survey identifying the extent to which online classes serve students from diverse communities</p> <p>(3) Progress on online minor and degree completion programs</p>	<p>Begin discussion of online offerings April 2020</p> <p>Prepare possible survey instrument May 2020 for first implementation Summer Session I 2020</p> <p>Continue compiling data throughout 2020-2021</p> <p>Promote online minor starting Fall 2020</p> <p>Continue developing courses throughout 2020-2021</p>	<p>Erin Darby Helene Sinnreich Rachelle Scott David Kline</p>

	College on-line degree completion program and work closely with the College and the TLI to deliver online content to students from diverse backgrounds.			
Aid in attracting undergraduates to UT by enhancing diversity, equity, and inclusion courses across the Vol Core curriculum	<p>(1) Complete Vol Core applications for all relevant department courses</p> <p>(2) Identify areas of weakness in Vol Core where the department could contribute by adding new classes</p> <p>(3) collaborate with other academic units on campus to publicize courses of interest to their undergraduates, especially outside the College of Arts and Sciences</p> <p>(4) assess the diversity of students in current general education courses offered by the department when compared with the major</p>	<p>(1) Number of courses in diversity-related aspects of Vol Core</p> <p>(2) Collaborations with other units across campus</p> <p>(3) Preliminary statistics counting numbers of students from diverse backgrounds that are currently enrolled in diversity, equity, and inclusion related general education courses offered by the department</p>	<p>Complete course applications for all standing courses Fall 2020</p> <p>Begin creating new courses, Spring 2021</p> <p>Collaborate with other departments and Colleges throughout 2020-2021</p> <p>Develop measures for assessing classroom diversity before the end of August 2020; implement in gen ed classes Fall 2020 and Spring 2021</p>	<p>Erin Darby Megan Bryson</p>

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

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
------------	---------	--------------------	------	------------------------

² People from various cultural, racial, and ethnic backgrounds.

<p>Broaden department partnerships with diverse communities in East Tennessee and across the state</p>	<p>(1) Work with the faculty, students, and board of visitors to identify all the community groups currently in some form of partnership or relationship with the department</p> <p>(2) Brainstorm with all stakeholders to generate a list of new community groups</p> <p>(3) Create a plan to reach out to new community groups</p> <p>(4) Create a list of speakers and events that would be of interest to a broad range of community groups</p> <p>(5) Continue developing partnerships with nonprofits as part of the Religion and Nonprofit Leadership majors/minor/concentration</p> <p>(6) Work with new hire in Religious Studies and Africana Studies to identify potential joint programming with Fisk University and possibly other HBCU's</p>	<p>(1) Number of current partnerships and types of deliverables</p> <p>(2) Number of potential new partnerships</p> <p>(3) Actions taken to reach out to new groups</p>	<p>Evaluation of current partnerships and depth of engagement: Fall 2020</p> <p>Reach out to new community partners: Spring 2021</p>	<p>Erin Darby Helene Sinnreich Manuela Ceballos Rachelle Scott</p>
<p>Deepen current partnerships with diverse communities (inside the US)</p>	<p>(1) Compile a list of the types of partnerships the department currently has with community groups</p>	<p>(1) Types of partnerships and assessment of their impacts</p>		<p>Erin Darby Helene Sinnreich Manuela Ceballos Rachelle Scott</p>

	<p>(2) Work with community groups to assess diversity, equity, and inclusion impacts of current partnership activities</p> <p>(3) Where appropriate, continue current initiatives in these partnerships</p> <p>(4) Where possible, identify ways the department can deepen its commitment to, interaction with, or service of standing community partners to generate stronger impacts</p>	<p>(2) Ideas for deepening current partnerships generated by department and current community partners</p> <p>(3) plan for enacting new initiatives in the 21-22 AY and forward</p>		
<p>Assess, communicate, and expand department partnerships with diverse international communities (outside the US)</p>	<p>(1) Compile a list of international communities currently in partnership with department entities</p> <p>(2) Assess the impacts of these partnerships and initiatives</p> <p>(3) Better communicate global impact of current department activities.</p> <p>(3) Work with the Center for Global Engagement to identify other possible partnerships and programs</p>	<p>(1) List of current partnerships and impacts</p> <p>(2) Description of how these partnerships were communicated and perceived impact of these communications</p> <p>(3) Results of collaboration with CGE</p>		<p>Erin Darby Rosalind Hackett Helene Sinnreich</p>

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

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
<p>Increase student intercultural competencies through curricular and co-curricular learning opportunities.</p>	<p>(1) Enumerate and communicate department-sponsored opportunities on-campus for student interactions and intergroup dialogues that bridge cultural differences.</p> <p>(2) Continue and possibly increase the range of lectures, symposia, conferences, dialogues, and intercultural experiences, partnering with other units on campus that focus on intercultural competencies such as Africana Studies.</p> <p>(3) Faculty evaluate the impact of current intercultural co-curricular initiatives and identify areas of strength and weakness</p> <p>(4) Address weaknesses by making plans for future co-curricular learning opportunities</p> <p>(5) Provide all types of support for the IDPs in</p>	<p>(1) Results from student evaluations on teaching and curriculum.</p> <p>(2) Number of students taking optional courses that focus on cultural competencies.</p> <p>(3) Number of students participating in co-curricular activities that focus on cultural competencies</p>	<p>Throughout 2020-2021</p>	<p>Erin Darby Tina Shepardson Megan Bryson</p>

	<p>Judaic Studies, Middle East Studies, Asian Studies, Women, Gender, and Sexuality and any other related programs.</p> <p>(6) Continue developing the Religion and Nonprofit Leadership major/minor/concentration, including internship opportunities</p>			
<p>Faculty will assess course content for the inclusion of intercultural perspectives.</p>	<p>(1) expand discussion of inclusive teaching in programming and course design during faculty seminars.</p> <p>(2) enhance support for collaborative, active-learning pedagogy</p> <p>(3) Identify faculty strengths and weaknesses in teaching intercultural perspectives</p> <p>(4) Plan training programming related to any intercultural teaching weaknesses in the department</p>	<p>(1) Number of department opportunities to discuss inclusive teaching and faculty attendance</p> <p>(2) Collaborative, active-learning pedagogy related training events advertised by the department and attended by the faculty</p> <p>(3) Programs implemented by the department to meet faculty weaknesses</p> <p>(4) analysis of classroom and facility needs in the area of inclusive teaching practices.</p>	<p>Throughout 2020-2021</p> <p>Faculty strength/weakness assessment Fall 2020 with related programming Spring 2021</p>	<p>Erin Darby Tina Shepardson Megan Bryson</p>
<p>Provide students the opportunity where appropriate, to evaluate faculty members on the effectiveness of their efforts.</p>	<p>(1) Implement best practices on soliciting student feedback.</p> <p>(2) Discuss with faculty and students the scope of the</p>	<p>(1) Student evaluations of teaching.</p>	<p>Student evaluations in November 2020 and April 2021</p> <p>Analysis of scope of curriculum in Fall 2020</p>	<p>Erin Darby Tina Shepardson Megan Bryson</p>

	curriculum, including whether existing course offerings address issues of diversity and social justice.			
Explicitly incorporate cultural competency into faculty learning objectives throughout the curriculum.	<p>(1) Provide faculty with instruction on how to assess their own cultural viewpoints, biases, engage with student culture, employ culturally responsive pedagogy, and effectively engage with diverse families and communities.</p> <p>(2) Encourage faculty to include issues of diversity, equity, and inclusion in course materials and classroom discussions.</p> <p>(3) Encourage faculty to be a part of the Inclusive Teaching Taskforce.</p> <p>(4) Encourage participation in Teaching and Learning Innovation Office programs related to inclusive teaching</p> <p>(5) Require faculty to mention the significance of an inclusive classroom environment during first day of class.</p>	<p>(1) number of opportunities advertised, sponsored by the University or the Department, for faculty to receive training and faculty participation and feedback on these trainings</p> <p>(2) Number of faculty participating in DEI training opportunities</p> <p>(3) Post-training feedback from faculty, including a short summary of what was learned and ways that information could be incorporated into department initiatives</p> <p>(4) Number of department courses that include significant components focused on issues of diversity, equity, and inclusion</p> <p>(5) Representative serving on the Inclusive Teaching Taskforce and feedback about impact</p>	<p>Events planned in Fall 2020 for implementation spring 2021</p> <p>Faculty participation in trainings throughout 2020-2021 as occasion arises</p>	<p>Erin Darby Helene Sinnreich Tina Shepardson</p>

		(6) Number of faculty who address “inclusive classroom” issues at the beginning of class; student survey questions assessing the impact at the end of the course		
--	--	--	--	--

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

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Continue or increase department impact on graduate student preparation on campus	(1) Identify which programs on campus have benefited from department faculty participation	(1) Number of graduate programs on and off campus and the extent of faculty involvement in training	Throughout 2020-2021 Make a final decision about a graduate student certificate by Spring 2020	Erin Darby Tina Shepardson Helene Sinnreich
	(2) Identify graduate students at other campuses that have benefited from department faculty participation	(2) New programs on the UTK campus and activities taken by the department to collaborate	Reach out to new graduate degree programs in Spring 2021	
	(3) Identify graduate programs at UTK where faculty could have a greater impact on graduate student training related to religious diversity	(3) Progress on graduate certificate		
	(4) Reach out to graduate programs, the Graduate School, and GSSA to identify their needs in the area of religious diversity training	(4) When relevant, list of DEI objectives incorporated into GTA training		
	(5) Evaluate the benefits of developing a graduate			

	<p>certificate in Religious Studies</p> <p>(6) For the few faculty who may oversee GTA's, incorporate DEI objectives into their training and mentorship, whether teaching, research, or service</p>			
--	---	--	--	--