

Diversity Action Plan (December 15, 2020)

College or Vice-Chancellor Unit: College of Communication and Information

Mission of the College or Vice Chancellor Unit:

We are a diverse and inclusive community that creates change by inspiring our students and pursuing scholarship and engagement that make a difference. We shape socially conscious, ethical leaders who use communication and information to solve problems. We ignite the Volunteer Spirit to light the way for research, teaching, and service.

Note: The Diversity Action Plan for the College of Communication and Information reflects goals for the college, including objectives and actions involving all of the four affiliated schools (School of Journalism and Electronic Media, School of Communication Studies, School of Advertising and Public Relations, and School of Information Sciences). Some specific objectives and actions described below will be addressed in required school-level Diversity Action Plans.

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

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Create college-level administrative position to champion, direct, and evaluate the CCI's diversity, equity, and inclusion (DEI) efforts.	<ul style="list-style-type: none"> Secure, support, and establish a new position (e.g., Director of DEI). Conduct internal search to fill position. Revise CCI Diversity Action Plan (DAP) accordingly, including in regard to responsible party(ies). 	<ul style="list-style-type: none"> Position description approved. Position successfully filled. DAP revised. 	<ul style="list-style-type: none"> Begin planning Fall 2020. Conduct search in Spring 2021 and appoint by Fall 2021. Revise CCI DAP Fall 2021. 	<ul style="list-style-type: none"> Dean CCI Administrative Committee
Raise awareness and share expertise with the campus and local community through CCI's annual Diversity and Inclusion Week.	<ul style="list-style-type: none"> Hold CCI Diversity and Inclusion Week annually, being agile in response to current and pressing issues on campus, in the local community, and at the national level. Ensure that speakers and panelists are demographically diverse in terms of race, ethnicity, gender identity, ability, and/or sexuality. 	<ul style="list-style-type: none"> Approximate count of total on-campus and online synchronous attendees. Count of CCI student attendees. Count of asynchronous viewings. Count of keynotes, panels, and workshops held. Count of presenters and panelists and evaluation of demographic diversity. 	<ul style="list-style-type: none"> Event Planning Summer 2021, 2022. Event held Fall 2020, 2021, 2022. Report findings Fall 2020, 2021, 2022. 	<ul style="list-style-type: none"> Director of CCI Diversity Student Leaders Society CCI Diversity and Inclusion Week Planning Committee

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
	<ul style="list-style-type: none"> • Ensure events are accessible regardless of proximity by streaming events and providing access to recordings. 	<ul style="list-style-type: none"> • Qualitative and quantitative data collected from evaluation survey. • Annual summary report to Dean, School Directors, and College. 		
<p>Commit to ongoing planning, review, and revision of DEI practices, policies, and guidelines.</p>	<ul style="list-style-type: none"> • Maintain CCI Diversity Committee comprised of faculty and staff, and improve by introducing undergraduate and graduate student participation. • Review, reconfirm, or revise CCI's Diversity Statement biennially. • Propose, review, and revise DEI-aligned policies and guidelines, including the CCI DAP. • Coordinate with other DEI-aligned College diversity initiatives and ad hoc committee(s) to avoid duplication of effort and consolidate goals and activities. 	<ul style="list-style-type: none"> • Count of members, charges, meetings. • Annual report of accomplishments submitted to the Dean and School Directors. 	<ul style="list-style-type: none"> • Recruit student members beginning Fall 2020. • Report accomplishments at end of Spring semester 2021, 2022, 2023. 	<ul style="list-style-type: none"> • Chair, CCI Diversity Committee • CCI Diversity Committee members
<p>Encourage, enable and support development and implementation of Schools' Diversity Action Plans (DAPs).</p>	<ul style="list-style-type: none"> • Direct Schools to revise their respective previously published DAPs, for implementation beginning Spring 2021. • Require biennial progress reports. • Direct schools to appoint a faculty member to serve as Diversity, Equity and Inclusion Officer, or similar 	<ul style="list-style-type: none"> • Count/percentage of DAPs completed and published to the CCI and respective School's website. • Count/percentage of Schools with DEI Officer or equivalent. • Summary data of Schools' progress in accomplishing DAP action items. 	<ul style="list-style-type: none"> • Begin School DAP planning Fall 2020 • School DAPs completed March 2021. • Report progress Fall 2021 and Spring 2023. 	<ul style="list-style-type: none"> • Dean • School Directors • School DEI Committee members

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Evidence awareness of the current climate that enables and endangers DEI at the College.	<p>role, to facilitate their respective DAP progress and to serve on the College's Diversity Committee.</p> <ul style="list-style-type: none"> • Derive data collection instrument from available resources, including UT's Office of Diversity and Engagement. • Administer survey biennially to faculty, staff, and students. • Identify other data-collection initiatives at School-level (e.g., exit surveys of graduates; focus group listening sessions with current students), and select and compile summary data relating to DEI perceptions, preferences, and practices. • Disseminate findings to the CCI community. 	<ul style="list-style-type: none"> • Completion of data collection instrument. • Count/percentage of faculty, staff, and students completing the survey. • Summary data from School-led data collection initiatives. • Report of survey findings and School-level data submitted to Dean. • Summary report of aggregate data submitted to faculty, staff, and students. 	<ul style="list-style-type: none"> • Begin planning Fall 2020. • Finalize data collection instrument Spring 2021. • Administer survey Spring 2021/2023. • Report findings Summer 2021, 2023. 	<ul style="list-style-type: none"> • Associate Dean for Research and Director of the Center for Information & Communication Studies • Chair, CCI Diversity Committee
Enable and maintain clear on-going processes for community members to reflect and provide feedback on the current climate, and to effectively and efficiently identify and respond to emerging recommendations, needs, or concerns.	<ul style="list-style-type: none"> • Develop anonymous web-based mechanism for gathering quantitative and qualitative feedback on college climate from CCI faculty, staff, and students. • Communicate availability of feedback mechanism to the CCI community. • As warranted and appropriate, share faculty, staff and student concerns 	<ul style="list-style-type: none"> • Deployment of feedback mechanism. • Count of submissions received. • Annual summary report of feedback and recommendations submitted to Dean, School Directors and CCI Diversity Committee Chair. 	<ul style="list-style-type: none"> • Launch tool January 2021. • Report feedback end of Spring semester 2021, 2022, 2023. 	<ul style="list-style-type: none"> • Director of Technology • Associate Dean for Research • Chair, CCI Diversity Committee

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
	<p>with CCI administrators and respective School Directors.</p> <ul style="list-style-type: none"> • Share recommendations and needs with CCI Diversity Committee. 			
<p>Demonstrate, raise awareness, and share information about the College’s DEI activities in written and verbal communications.</p>	<ul style="list-style-type: none"> • Create a strategic communication plan (SCP) that incorporates best practices for inclusive and respectful language and style, and defines DEI terminology for consistent use across the College. • As part of SCP, publish and prominently promote CCI’s Diversity Statement on the CCI website and in welcoming new community members and visitors. • As part of SCP, regularly communicate progress on action items and achieving metrics/benchmarks. • Ensure all communication, including web-based materials, follows Web Content Accessibility Guidelines (WCAG). • Request that faculty, staff and PhD students update people directories to demonstrate inclusivity, such as use of preferred pronouns, language fluency(ies), and first-generation-student status. • Request that all faculty, staff, and PhD students 	<ul style="list-style-type: none"> • Publication of Strategic Communication Plan (SCP). • Percentage of web spaces in the College’s domain, including all School websites, in compliance with Web Content Accessibility Guidelines (WCAG). • Count/percentage of Schools adopting Strategic Communication Plan. • Count/percentage of people listed to CCI and School directory pages that included preferred pronouns. • Count/percentage of people and count of unique languages listed to CCI and School directory pages • Count/percentage of people listing first-generation status to CCI and School directory pages. • Count/percentage of people posting headshots to CCI and School directory pages. • Summary report of diversity and inclusion metrics specific to the College 	<ul style="list-style-type: none"> • Publish SCP Spring 2021. • Begin updates to people directories Fall 2020. • Collect and report opt-in data Spring 2021. • Report D&I metrics when made available from the University. 	<ul style="list-style-type: none"> • CCI Information/Communication Specialist • Chair, CCI Technology Committee. • Chair, Diversity Committee • School Directors

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
	update people directories with headshots. • Review diversity and inclusion (D&I) metrics published by UT and report out to the College.	submitted to Dean, faculty, staff and students.		
Encourage faculty, staff, and administrators' participation in professional development events and workshops for enhanced understanding of issues concerning DEI.	<ul style="list-style-type: none"> • Identify and publicize professional development events and workshop opportunities through the CCI listserv. • Recommend faculty and staff complete the Pride Center's Safe Zone at UT Tier 1 and Tier 2 workshops. • Recommend faculty and staff participate in Diversi-Tea from Teaching and Learning Innovation. • Recommend faculty and staff participate in the Lunch and Learn Lecture Series from UT Libraries' Diversity Committee. • Recommend faculty and staff participate in other opportunities as they become available and made known. • Incentivize participation in these programs. 	<ul style="list-style-type: none"> • Count/percentage of faculty and staff reporting completion of Safe Zone at UT, Tier 1 workshop. • Count/percentage of completion of Safe Zone at UT, Tier 2 workshop. • Count/percentage of faculty and staff reporting participation in 1 or more Diversi-Tea events. • Count/percentage of faculty and staff reporting participation in 1 or more Lunch and Learn Lectures. • Inventory of other professional development events and workshops completed by faculty and staff, with count of participants. • Review and modification, as needed, to College and School's respective bylaws for enhancing recognition professional development and service by faculty and staff. • Implementation in annual reporting protocols and procedures for faculty. 	<ul style="list-style-type: none"> • Faculty annual reporting for AYs 2020-21, 2021-22, 2022-23. • Staff evaluations for 2020-21, 2021-22, 2022-23. • Review of bylaws to begin in Fall 2021. 	<ul style="list-style-type: none"> • Dean • Associate Dean for Academic Programs and Director of Graduate Studies • School Directors

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
		<ul style="list-style-type: none"> • Implementation in annual evaluation protocols and procedures for staff. 		

Goal 2: Attract and retain greater numbers of individuals from historically underrepresented populations¹ into **faculty, staff, and administrative positions** (particularly department heads, directors, deans, and vice chancellors).

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Develop and implement a proactive strategy for identifying and recruiting historically under-represented applicants for full-time faculty, staff, and administrative positions and part-time lecturer positions.	<ul style="list-style-type: none"> • Create a Strategic Recruitment Plan (SRP) that identifies best practices and opportunities, incorporating guidance from various campus offices (e.g., Provost’s Office, OED, DEI, etc.). • Identify new channels for advertising vacancies to historically underrepresented populations. • Review job postings to ensure use of inclusive language. • Compile and analyze search data to evaluate efficacy of recruitment efforts. 	<ul style="list-style-type: none"> • Publication of SRP. • Count/brief description of channels for recruitment. • Percentage of postings with inclusive language. • Annual summary report to Dean, Associate Deans, School Directors, and Diversity Committee Chair. 	<ul style="list-style-type: none"> • Publish SRP Spring 2021. • Report findings Spring 2021, 2022, 2023. 	<ul style="list-style-type: none"> • Dean • CCI Faculty Diversity Task Force • School Directors • Chair, Diversity Committee
Communicate the College’s commitment to DEI to job seekers	<ul style="list-style-type: none"> • Require DEI Statement from all applicants. 	<ul style="list-style-type: none"> • Count/percentage of applicant DEI Statements. 	<ul style="list-style-type: none"> • Report findings Spring 2021, 2022, 2023. • Publication of resource listings Fall 2020. 	<ul style="list-style-type: none"> • Dean • CCI Communications & Marketing Staff • School Directors

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.

	<ul style="list-style-type: none"> • Create School-specific DEI resource listings for candidates. 	<ul style="list-style-type: none"> • Publication of School-specific DEI resource listings (four total). 		
<p>Ensure current faculty, staff and administrators are prepared, committed and engaged with recruitment and retention efforts.</p>	<ul style="list-style-type: none"> • Identify and publicize professional development events and workshop opportunities through the CCI listserv. • Recommend all faculty, staff and administrators complete STRIDE 1 workshop. • Recommend faculty, staff and administrators complete STRIDE 2 workshop. • Recommend faculty and staff participate in other DEI related opportunities as they become available and made known. • Incentivize participation in these programs. 	<ul style="list-style-type: none"> • Count/percentage of faculty and staff reporting completion of STRIDE 1 workshop. • Count/percentage of faculty and staff reporting completion of STRIDE II workshop. • Inventory of other DEI professional development events and workshops completed by faculty and staff, with count of participants. • Implementation in annual reporting protocols and procedures for faculty. • Implementation in annual evaluation protocols and procedures for staff. 	<ul style="list-style-type: none"> • Faculty annual reporting for AYs 2020-21, 2021-22, 2022-23. • Staff evaluations for 2020-21, 2021-22, 2022-23. • Review of bylaws to begin Fall 2021. 	<ul style="list-style-type: none"> • Dean • School Directors
<p>Enhance resources and career mentoring initiatives to support new faculty and staff hires from historically under-represented populations.</p>	<ul style="list-style-type: none"> • Create transition guide and community resource listing for new hires relocating to Knoxville. • Develop, implement and evaluate a College-level Orientation for new faculty. • Develop, implement and evaluate a College-level Orientation for new staff. • Coordinate, implement, evaluate, and improve mentoring initiatives across Schools to enhance cohort 	<ul style="list-style-type: none"> • Publication of transition guide. • Publication of policies and procedures for orientation plan for faculty. • Publication of policies and procedures for orientation plan for staff. • Count/percentage of new faculty and staff completing Orientation. • Publication of policies and procedures for enhanced mentoring program. 	<ul style="list-style-type: none"> • Publication of transition guide Spring 2021. • Begin planning Faculty Orientation Fall 2020 • Begin planning Staff Orientation Fall 2020. • Launch New Staff Orientation Spring 2021. • Launch New Faculty Orientation Fall 2021. • Begin planning enhanced Faculty Mentoring Program Fall 2020. 	<ul style="list-style-type: none"> • Dean • Associate Dean for Academic Programs and Director of Graduate Studies • Associate Dean for Research and Director of the Center for Information & Communication Studies • School Directors

	<p>effect among new College faculty, and to increase exposure and access to tenured faculty in other Schools.</p> <ul style="list-style-type: none"> • Involve the Center for Information and Communication Studies for preparing new faculty for success in securing grant funding. 	<ul style="list-style-type: none"> • Count/percentage of new faculty participating as mentees. • Count/percentage of established faculty participating as mentors. • Summative evaluation of Orientation for faculty. • Summative evaluation of Orientation for staff. • Summative evaluation of faculty mentoring program by mentees and mentors. • Annual summary report to Dean, Associate Deans, and School Directors. 	<ul style="list-style-type: none"> • Launch Enhanced Faculty Mentoring Program Fall 2021. • Collect orientation evaluation data, as determined by schedule of New Faculty and New Staff orientations. • Collect mentoring evaluation data Spring 2022, 2023. • Report findings Spring 2022, 2023. 	
<p>Secure and provide funding to support advancement of historically underrepresented tenure-track/tenured and clinical faculty at the rank of assistant or associate professor.</p>	<ul style="list-style-type: none"> • Provide funds to Schools to allow underrepresented tenured or tenure-track faculty to receive additional course releases, beyond what is already provided by the respective School. • Provide funds to Schools to allow underrepresented tenured or tenure track faculty to support research beyond what is already provided by the respective School. • Provide funds to Schools to allow underrepresented clinical faculty to receive course releases or additional pay to make significant contributions to teaching and learning, such as new course or program development, beyond what 	<ul style="list-style-type: none"> • Count/percentage of tenure-track/tenured faculty receiving course releases. • Count/percentage of tenure-track/tenured faculty receiving additional funds to support research. • Count/percentage of clinical faculty receiving course releases to support advancements in teaching and learning. • Count/percentage of clinical faculty receiving funds to support advancements in teaching and learning. • Annual summary report to Dean, Associate Deans, and School Directors 	<ul style="list-style-type: none"> • Begin planning Fall 2020. • Faculty annual reporting for AYs 2020-21, 2021-22, 2022-23. • Report aggregate funding provided Spring 2021, 2022, 2023. 	<ul style="list-style-type: none"> • Dean • Budget Director • School Directors

	is already provided or required by the respective School.			
--	---	--	--	--

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)
Assess the current state of representation among current students and recent graduates, and devise appropriate benchmarks for increasing representation among underrepresented populations and international students	<ul style="list-style-type: none"> • Compile and analyze student demographic data for recent five-year period. • Encourage Schools to incorporate findings in their respective student recruitment and retention initiatives. 	<ul style="list-style-type: none"> • Summary report to Dean, Associate Deans, and School Directors 	<ul style="list-style-type: none"> • Report data Fall 2020 • School DAPs to be completed March 2021 	<ul style="list-style-type: none"> • Dean • Associate Dean for Academic Programs and Director of Graduate Studies • School Directors • CCI Director of Global Programs and Outreach
Encourage, enable, and support schools' development and implementation of a proactive strategy for identifying and recruiting historically underrepresented undergraduate, graduate & International applicants.	<ul style="list-style-type: none"> • Produce guide for undergraduate and graduate student recruitment and retention based on best practices. • Recommend that Schools assess and revise their respective student recruitment and retention initiatives based on guide. • Incentivize faculty participation in recruitment activities. 	<ul style="list-style-type: none"> • Publication of Recruitment and Retention Guide (RRG) • Account for recruitment and retention strategic planning in each respective School's DAP, and procedures for assessing progress. • Review and modification, as needed, to College and School's respective bylaws for recognizing invisible work by faculty and staff. 	<ul style="list-style-type: none"> • Publish Guide Spring 2021. • School DAPs to be completed March 2021. • Faculty annual reporting for AYs 2020-21, 2021-22, 2022-23. 	<ul style="list-style-type: none"> • Associate Dean for Academic Programs and Director of Graduate Studies • Marketing Communications Specialist • CCI Director of Global Programs and Outreach • CCI Undergraduate Committee • CCI Graduate Studies Committee • School Directors
Expand the College's involvement in undergraduate and graduate student recruitment events.	<ul style="list-style-type: none"> • Identify, compile and share recruitment events hosted by the Schools, College, University and community organizations. • Assess feasibility and interest in College undergraduate recruitment 	<ul style="list-style-type: none"> • Compile listing, and include as appendix to RRG. • Count of attendees and summary description of undergraduate recruitment events held. 	<ul style="list-style-type: none"> • Publish appendix to Guide Spring 2021. • Report aggregate application and enrollment data Summer 2021, 2022, 2023. 	<ul style="list-style-type: none"> • Associate Dean for Academic Programs and Director of Graduate Studies • Center for Undergraduate Studies and Advising • School Directors

	<p>events targeting specific populations and/or educational institutions, such as high schools and community colleges.</p> <ul style="list-style-type: none"> • Assess feasibility and interest in College graduate recruitment events targeting specific populations; educational institutions, such as HBCUs and Hispanic Association of Colleges and Universities (HACUs); and industry. • Encourage Schools to identify and participate in events specific to their domains, and revise their respective student recruitment and retention initiatives accordingly. • Incentivize faculty participation in recruitment activities. 	<ul style="list-style-type: none"> • Count of attendees and summary description of graduate recruitment events held. • Percentage increase in undergraduate applicants and enrollees from historically underrepresented populations. • Percentage increase in graduate student applicants and enrollees from historically underrepresented populations. • Annual summary report to Dean, Associate Deans, and School Directors. • Account for recruitment and retention initiatives and accomplishments in each respective School's DAP, and procedures for assessing progress. • Review and modification, as needed, to College and School's respective bylaws for recognizing service work by faculty and staff. 	<ul style="list-style-type: none"> • School DAPs to be completed March 2021. • Faculty annual reporting for AYs 2020-21, 2021-22, 2022-23. 	<ul style="list-style-type: none"> • CCI Marketing Communications Specialist • School Directors of Undergraduate Studies • School Directors of Graduate Studies
<p>Increase funding opportunities for students from historically underrepresented populations, for both incoming and continuing students.</p>	<ul style="list-style-type: none"> • Devise fundraising goal for increasing need-based scholarships targeted at undergraduate and graduate students from historically underrepresented populations. 	<ul style="list-style-type: none"> • Amount of funds raised. • Count of scholarships created. • Count of applicants and recipients of scholarships. • Retention rate for students receiving funds. 	<ul style="list-style-type: none"> • Report findings Spring 2021, 2022, 2023 	<ul style="list-style-type: none"> • Dean • Development Director • School Directors

	<ul style="list-style-type: none"> • Identify potential funders and solicit funds. • Promote initiative to College stakeholders. 	<ul style="list-style-type: none"> • Annual progress report to Dean, Associate Deans, and School Directors. 		
<p>Identify, promote, and facilitate opportunities for service and leadership roles for students, and for recognizing student achievement.</p>	<ul style="list-style-type: none"> • Grow membership and participation in the CCI Diversity Student Leaders Society (DSLS). • Encourage and support diverse students to apply for leadership positions within CCI and campus-wide. • Nominate diverse CCI students for school, college, university, and national awards. • Review existing CCI awards and recommend additional awards for promoting and fostering diversity, inclusion, and equity through service, leadership, and research, with academic merit a consideration but not requirement for conferring. • Encourage Schools to review existing awards and recommend additional awards for promoting and fostering diversity, inclusion, and equity through service, leadership, and research, with academic merit a consideration but not requirement for conferring. 	<ul style="list-style-type: none"> • Count of DSLS members and officers. • Count and summary description of DSLS events held. • Count and summary description of DSLS-service projects held. • Count of student nominations and awards at school, college, university and national levels. • Count and brief description of new or revised CCI awards. • Annual summary report to Dean, Associate Deans, and School Directors. • Account for enhanced student service and leadership accomplishments in each respective School's DAP. • Account for student nominations and awards in each respective School's DAP. • Account for new or revised School awards in each respective School's DAP. • Account for inclusion and count of student committee members in each respective School's DAP. 	<ul style="list-style-type: none"> • Annual DSLS report. • Report aggregate achievement and award data Summer 2022, 2023. • School DAPs to be completed March 2021. 	<ul style="list-style-type: none"> • Director of CCI Diversity Student Leaders Society • Associate Dean for Academic Programs and Director of Graduate Studies • School Directors • Faculty Advisors to School Student Organizations

	<ul style="list-style-type: none"> • Ensure undergraduate and graduate students are represented on School DEI committees. 			
Request that faculty incorporate inclusive teaching practices, and ensure all teaching and learning materials are inclusive and accessible to all students.	<ul style="list-style-type: none"> • Identify and publicize resources through the CCI listserv. • Request that faculty adopt inclusive teaching practices in their course materials, including syllabi, lecture materials, assignment instructions, and rubrics; on their Canvas class sites; and in any class recordings. • Request that faculty participate in workshops and other professional development opportunities on inclusive teaching. • Require inclusion of CCI's Diversity Statement on course syllabi. • Require inclusion of the University Civility Statement and Students with Disabilities Statement on course syllabi. • Incentivize faculty participation. 	<ul style="list-style-type: none"> • Inventory of inclusive teaching professional development events and workshops completed by faculty, with count/percentage of faculty reporting participation. • Percentage of faculty reporting inclusive teaching practices in their courses. • Percentage of syllabi with Diversity Statement • Percentage of syllabi with University Civility Statement • Percentage of syllabi with Disabilities Statement. • Annual summary report to Dean, Associate Deans, and School Directors. • Account for adoption of inclusive teaching materials in each respective School's DAP. • Review and modification, as needed, to College and School's respective bylaws for recognizing invisible work by faculty and staff. 	<ul style="list-style-type: none"> • Extrapolate and report on faculty participation from annual reporting for AYs 2021-22, 2022-23. • Report findings Spring 2021, 2022, 2023 • Review of bylaws to begin Fall 2021. • School DAPs to be completed March 2021. 	<ul style="list-style-type: none"> • Associate Dean for Academic Programs and Director of Graduate Studies • School Directors • School Curriculum Committees
Increase faculty awareness of implicit bias in teaching and learning, and faculty's cultural competence to foster a more inclusive classroom environment, and encourage faculty to	<ul style="list-style-type: none"> • Identify and publicize resources through the CCI listserv. • Request that faculty participate in workshops and other professional development opportunities 	<ul style="list-style-type: none"> • Inventory of professional development events and workshops completed by faculty, with count/percentage of faculty reporting participation. 	<ul style="list-style-type: none"> • Extrapolate and report on faculty participation from annual reporting for AYs 2021-22, 2022-23. • Review of bylaws to begin Fall 2021. 	<ul style="list-style-type: none"> • Associate Dean for Academic Programs and Director of Graduate Studies • School Directors • School Curriculum Committees

incorporate implicit bias, antiracism, and allyship curricula into their courses.	addressing implicit bias, antiracism and allyship. <ul style="list-style-type: none"> • Encourage and support faculty to incorporate implicit bias, antiracism, and allyship curricula in their courses, where appropriate. • Incentivize faculty participation. 	<ul style="list-style-type: none"> • Percentage of faculty reporting inclusion of implicit bias, antiracism, and allyship materials in their course materials. • Account for adoption of such course materials in each respective School’s DAP. 	<ul style="list-style-type: none"> • School DAPs to be completed March 2021. 	
---	--	---	---	--

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

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Increase engagement with community organizations that serve diverse populations in the Knoxville area and across the state.	<ul style="list-style-type: none"> • Identify and compile a list of professional organizations that serve diverse populations. • Invite community organizations to participate in CCI events, such as Diversity & Inclusion Week, Social Media Week, speaker series/webinars, classroom guest-speaker opportunities, and job and research fairs, and make explicit in College’s Strategic Communication Plan (see Goal 1). • Ensure events are accessible regardless of proximity by streaming events and providing access to recordings (See Goal 1). • Encourage and support Schools in engagement with 	<ul style="list-style-type: none"> • Compile listing, and include as appendix to SCP. • Account for engagement and partnership building in each respective School’s DAP. 	<ul style="list-style-type: none"> • Publish SCP appendix Spring 2022. • School DAPs to be completed March 2021. 	<ul style="list-style-type: none"> • Director of Global Programs and Outreach • CCI Marketing and Communications Staff • Chair, CCI Diversity Committee • School Directors

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

	community organizations for advancing partnerships, educational outreach, and research opportunities for their respective programs.			
Identify and engage with minority-owned businesses in the Knoxville area and across the state.	<ul style="list-style-type: none"> • Identify and compile a list of minority-owned businesses locally and around the state. • Invite businesses to participate in CCI events, such as Diversity & Inclusion Week, Social Media Week, speaker series/webinars, classroom guest-speaker opportunities, and job and research fairs, and make explicit in College's Strategic Communication Plan (see Goal 1). • Ensure events are accessible regardless of proximity by streaming events and providing access to recordings. • Encourage Schools to engage with minority-owned businesses for advancing partnerships, educational outreach, and research opportunities for their respective programs. 	<ul style="list-style-type: none"> • Compile listing, and include as appendix to SCP. • Account for engagement and partnership building in each respective School's DAP. 	<ul style="list-style-type: none"> • Publish SCP appendix Spring 2022. • School DAPs to be completed March 2021. 	<ul style="list-style-type: none"> • Director of Global Programs & Outreach • CCI Marketing and Communications Staff • Chair, Diversity Committee • School Directors
Research and expand ways to create partnerships with DEI-focused organizations through curricular and co-curricular activities.	<ul style="list-style-type: none"> • Propose potential areas of collaboration with DEI-focused organizations, including applied research and experiential learning opportunities. 	<ul style="list-style-type: none"> • Publication of Strategic Partnership Plan (SPP). • DAP revised. • Account for continuing education in each respective School's DAP. 	<ul style="list-style-type: none"> • Publish SCP Spring 2022. • Revise CCI DAP Fall 2021. • School DAPs to be completed March 2021. 	<ul style="list-style-type: none"> • Dean • Associate Dean for Research and Director of the Center for Information & Communication Studies • Associate Dean for Academic Programs and

	<ul style="list-style-type: none"> • Propose potential areas of collaboration with businesses, including mentorship, internships, and continuing-education opportunities. • Enhance and expand opportunities for educational and research engagement globally. • Investigate the feasibility of creating an on-campus and/or virtual incubator space at CCI for use by community organizations and/or businesses to collaborate with CCI faculty, staff and students, and to provide access to needed resources, such as computing facilities and library databases. • Revise CCI Diversity Action Plan (DAP) accordingly, as initiatives advance. • Request that each School plan and host at least one complimentary continuing education workshop or professional development events for community organizations and/or minority-owned businesses biennially. • Request that each School implement a data-collection plan to evidence partnerships and engagement with diverse 	<ul style="list-style-type: none"> • Plan for collecting and reporting data on partnering and engaging with diverse communities in each respective School's DAP. 		<p>Director of Graduate Studies</p> <ul style="list-style-type: none"> • Director of Global Programs and Outreach • School Directors
--	---	---	--	--

	communities through joint research endeavors, experiential and service learning, and student placements via internships and practicums.			
Continue to grow and enhance opportunities for CCI students, staff, and faculty to serve, lead, and partner at the local, regional, state, national and global levels.	<ul style="list-style-type: none"> • Support development of affinity groups among CCI faculty and students for supporting shared interests in research, community engagement, and professional practice for specific diverse communities. • Encourage and support Schools to introduce new student professional association chapters serving underrepresented populations in their respective domains. • Encourage and support Schools to continue to provide professional development funds for faculty to seek out new partners and collaborators through participation and leadership in professional associations. 	<ul style="list-style-type: none"> • Account for count of affinity groups, and their respective members and activities, by School or Schools (if joint effort). • Account for number of new student chapter(s), and their respective leaders, members and events, by School. 	<ul style="list-style-type: none"> • Annual DSLS report • School DAPs to be completed March 2021. • Schools to report activity annually, beginning AY 2020-21. • Faculty annual reporting for AYs 2020-21, 2021-22, 2022-23. 	<ul style="list-style-type: none"> • Director of CCI Diversity Student Leaders Society • School Directors

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

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Ensure that Schools regularly review their commitment and attention to DEI and inter-	<ul style="list-style-type: none"> • Review and revise, as necessary, School's undergraduate and 	<ul style="list-style-type: none"> • Revise program outcomes for CCI Master's Program– Strategic and Digital Communication (SDC) (at 	<ul style="list-style-type: none"> • Update to CCI's Master Program – Strategic and Digital Communication Spring 2021. 	<ul style="list-style-type: none"> • Associate Dean for Academic Programs and Director of Graduate Studies

<p>cultural perspectives in their curriculum.</p>	<p>graduate academic programs' outcomes.</p> <ul style="list-style-type: none"> • Review and revise, as necessary, College's graduate academic program outcomes. • Create, review and revise, as warranted, School's respective diversity statements 	<p>minimum, include date outcomes reviewed and reaffirmed if no changes made)</p> <ul style="list-style-type: none"> • Account for review and revision to program outcomes and diversity statements accommodated in each respective School's DAP. 	<ul style="list-style-type: none"> • School DAPs to be completed March 2021. 	<ul style="list-style-type: none"> • SDC Program Director • School Directors
<p>Ensure instructors recognize the importance of and are prepared for incorporating intercultural perspectives to course content.</p>	<ul style="list-style-type: none"> • Promote and provide professional development opportunities for instructors to receive guidance incorporating intercultural perspectives to their courses, as well as other ways in which to address topics relating to diversity, equity, inclusion, and cultural competence. • Work with Teaching and Learning Innovation to sponsor an online workshop(s) for all College instructors. • Ensure workshop is accessible regardless of time conflicts by recording and providing access. 	<ul style="list-style-type: none"> • Count/percentage of full-time faculty completing workshop. • Count/percentage of part-time faculty completing workshop. • Count of asynchronous viewings. 	<ul style="list-style-type: none"> • Begin planning Fall 2020. • Hold workshop Spring 2021, 2023. 	<ul style="list-style-type: none"> • Associate Dean for Academic Programs and Director of Graduate Studies
<p>Encourage, enable, and support Schools' development and implementation of curriculum addressing DEI, and fostering cultural competence.</p>	<ul style="list-style-type: none"> • Request inclusion of course materials from diverse perspectives. • Request inclusion of DEI and cultural competency in courses. • Request guest speakers to speak on DEI and cultural competency topics, when 	<ul style="list-style-type: none"> • Deployment of course content mechanism for all CCI courses. • Count/percentage of submissions received. • Count/percentage of instructors reporting undergraduate course content addressing diverse 	<ul style="list-style-type: none"> • Launch tool January 2021. • Report course content feedback end of Spring semester 2021, 2022, 2023. • Faculty annual reporting for AYs 2020-21, 2021-22, 2022-23. 	<ul style="list-style-type: none"> • Director of Technology • Associate Dean for Academic Programs and Director of Graduate Studies • School Directors

	<p>appropriate, as well as guest speakers from historically underrepresented populations.</p> <ul style="list-style-type: none"> • Request that faculty participate in teaching opportunities, such as the Diplomacy Lab, for exposing students to other cultures. • Incentivize faculty participation. • Develop web-based mechanism for gathering information on DEI and cultural competency content in courses. • Mandate participation in providing DEI and cultural competency content in courses. 	<p>perspectives, DEI and cultural competence.</p> <ul style="list-style-type: none"> • Count/percentage of instructors reporting graduate course content addressing diverse perspectives, DEI and cultural competence. • Count of guest speakers and count of courses/percentage with diverse guest speakers. • Annual summary report of course content data submitted to Dean, Associate Deans and School Directors. 		
<p>Increase student opportunity for cross-cultural experiences and exposure.</p>	<ul style="list-style-type: none"> • Enhance and prominently promote web-based and print materials for CCI Global Programs; specifically, cooperate with Center for Undergraduate Studies and Advising to ensure undergraduate students are informed of opportunities. • Review and enhance, as warranted, CCI Global Programs, including opportunities for field study, internships and experiential learning. • Identify barriers to students' readiness and 	<ul style="list-style-type: none"> • Count of Global Programs offered through CCI, and students participating. • Count of students participating in field study, internships and experiential learning through Global Programs. • Annual summary report submitted to Dean, Associate Deans and School Directors. • Funds raised to provide financial support participation of under-represented students in study abroad programs 	<ul style="list-style-type: none"> • Annual Global Programs Report for AYS 2020-21, 2021-22 and 2022-23. 	<ul style="list-style-type: none"> • Director of Global Programs and Outreach • Dean • Director of Development • School Directors

	<p>ability, such as financial limitations or accessibility concerns, to participate in such opportunities, and propose strategies for reducing barriers.</p> <ul style="list-style-type: none"> • Increase number of students participating in study abroad programming. 			
--	---	--	--	--

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

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Increase readiness of future educators to be inclusive and to support diverse people, ideas, and cultures.	<ul style="list-style-type: none"> • Create graduate-level workshop on inclusive teaching for PhD students. • Require all CCI graduate students who teach or plan to teach for CCI to complete the workshop. • Assess and enhance CCI's existing approach to mentoring doctoral students to become future faculty. • Incentivize faculty to participate. • Encourage PhD students to participate in programs and workshops from the Graduate and Professional Student Professional Development initiative and the Graduate School's Best Practices in Teaching Program. 	<ul style="list-style-type: none"> • Development of workshop. • Workshop offered on biennial basis. • Count/percentage of graduate students completing the workshop. • Identification of enhancements to CCI's current approach to mentoring doctoral students to become future faculty. • Count/percentage of students participating in mentoring. • Count/percentage of faculty participating. • Inventory of professional development programs and workshops completed by PhD students, with count/percentage of PhD students reporting participation. 	<ul style="list-style-type: none"> • Begin workshop planning Spring 2022. • Launch workshop Fall 2022. • Begin assessing current approach to mentoring Spring 2022. • Launch enhanced approach to doctoral student mentoring in Fall 2022. • Extrapolate and report on faculty participation from annual reporting for AYs 2022-23. • Extrapolate and report on PhD student participation from annual reporting for AYs 2020-21, 2021-22, 2022-23. 	<ul style="list-style-type: none"> • Associate Dean for Academic Programs and Director of Graduate Studies • Chair, CCI Graduate Studies Committee

<p>Enhance culture of DEI among graduate students through co-curricular activities.</p>	<ul style="list-style-type: none"> • Promote participation in the CCI Graduate Student Association (GSA). • Assign at least one member of GSA to serve on CCI Diversity committee to advocate for and represent the needs of graduate students. • In collaboration with GSA, commit annually to sponsoring at least one research seminar by an established scholar from an underrepresented population, providing funding for travel and an honorarium. • Ensure seminars are accessible regardless of proximity by streaming events and providing access to recordings. • In collaboration with Global Programs and Outreach, Schools, and/or CICS support the hosting of international scholars and encourage collaboration with graduate students through guest lectures, brown bag sessions, and other opportunities to collaborate. 	<ul style="list-style-type: none"> • Count/percentage of students in GSA. • Count of research seminars held. • Count of Master’s-level student attendees, on-campus and online. • Count of PhD student attendees, on-campus and online. • Count of asynchronous viewings. • Count of International Scholars hosted. • Annual summary report to Dean, Associate Deans, School Directors, Diversity Committee Chair and GSA. 	<ul style="list-style-type: none"> • Appoint GSA Member to CCI Diversity Committee Fall 2020, 2021, 2022. • Research seminar(s) held AYs 2020-21, 2021-22, 2022-23. • Report findings Spring 2021, 2022, 2023. 	<ul style="list-style-type: none"> • Associate Dean for Academic Programs and Director of Graduate Studies • Associate Dean for Research and CICS Director • Director of Global Programs and Outreach • School Directors • Officers, CCI Graduate Student Association
<p>Encourage participation in events focused on enhancing understanding of issues of DEI for professional development.</p>	<ul style="list-style-type: none"> • Ensure that graduate students receive instruction and guidance on creating diversity statements for use on the job market. 	<ul style="list-style-type: none"> • Develop and hold workshop on creating Diversity statements for use on the academic job market. 	<ul style="list-style-type: none"> • Begin planning Workshop Fall 2020 • Hold Workshop Spring 2021, 2022, 2023 	<ul style="list-style-type: none"> • Associate Dean for Academic Programs and Director of Graduate Studies

	<ul style="list-style-type: none"> • Create webpage listing resources for identifying professional development opportunities for PhD students, to complement content already published on the CCI doctoral program webpages. • In collaboration with GSA, Identify and publicize professional development events through the CCI listserv. • Recommend graduate students attend applicable events, such as Safe Zone workshops, STRIDE workshops, and Teaching and Learning Innovation events. • Revise PhD students' annual reporting procedures to incentivize participation. 	<ul style="list-style-type: none"> • Count/percentage of graduate students completing workshop. • Count/percentage of PhD students reporting completion of Safe Zone at UT, Tier 1 workshop. • Count/percentage of PhD students reporting completion of Safe Zone at UT, Tier 2 workshop. • Count/percentage of PhD students reporting completion of STRIDE 1 workshop. • Count/percentage of PhD students reporting completion of STRIDE II workshop. • Count/percentage of PhD students reporting participation in activities through Teaching and Learning Innovation's "Developing Future Faculty Initiative." • Inventory of other professional development events completed by PhD students, with count/percentage of PhD students reporting participation. • Account for all other graduate students' participation, at Master's-level, accommodated in each respective School's DAP. 	<ul style="list-style-type: none"> • Publication of resource listing to be completed Spring 2021. • Extrapolate and report on PhD student participation from annual reporting for AYs 2021-22, 2022-23. • School DAPs to be completed March 2021. 	<ul style="list-style-type: none"> • Chair, CCI Graduate Studies Committee • School Directors
--	---	--	--	---

<p>Secure and provide funding to support the research of historically underrepresented PhD students.</p>	<ul style="list-style-type: none"> • Provide funds to Schools to allow historically underrepresented PhD students to support their dissertation research, beyond what is already provided by the respective School. Funds may be used to support data collection, conference travel, or other activities that advance their research programs. 	<ul style="list-style-type: none"> • Count/percentage of PhD students receiving additional funds to support research. • Annual summary report to Dean, Associate Deans, and School Directors 	<ul style="list-style-type: none"> • Begin planning Fall 2020. • Make funds available beginning Spring 2021. • Report aggregate funding provided Spring 2021, 2022, 2023. 	<ul style="list-style-type: none"> • Dean • Budget Director • Associate Dean for Academic Programs and Director of Graduate Studies • School Directors
--	---	--	--	--