

The University of Tennessee
Diversity Plan - College of Engineering - Revision 8

14-Dec-06

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

Objectives	Strategy/Tactics	Date	Responsible Party	Benchmarks
Provide a supportive environment for minority faculty and staff. (Note: This objective also supports Goal Two.)	Ensure that mentors are designated for all under-represented faculty. Mentors will be especially prepared to fulfill their roles.	On going	Associate Dean Academic Affairs	Unit heads and mentors of under-represented faculty will meet or exceed expectations on annual reviews.
	Provide college matching funds to departments for each minority faculty member to participate in at least one professional development activity per year, including professional conferences, teaching performance workshops, and research proposal preparation seminars.	On going		Percent participation of minority faculty.
	Ensure that mentors are designated for all under-represented staff. Mentors will be especially prepared to fulfill their roles.	On going	Director Finance & Administrative Affairs	Unit heads and mentors of under-represented staff will meet or exceed expectations on annual reviews.
	Provide college matching funds to departments for each minority staff member to participate in at least one appropriate professional development activity per year.	On going		Percent participation of minority staff.
	Collaborate with OED to implement college-wide faculty and staff diversity training. (Begin with training at next Dept. Head/Administrators retreat.)	Dec. 2008	Associate Dean Academic Affairs	Percent of faculty and staff participating in training.
Improve retention and graduation rates of minority students.	Continued support for the Engineering Diversity Program (http://www.engr.utk.edu/edp/). The activities of this program are integrated into the college at all levels.	On going	Associate Dean Student Affairs; Dir. Diversity Programs	Benchmark retention and graduation rates for minority students against rates for pre 1995 freshmen.

Goal Two: Attract and retain greater numbers of individuals from under-represented populations into faculty, staff, and administrative positions (particularly department heads, directors, deans, and vice chancellors).

Objectives	Strategy/Tactics	Date	Responsible Party	Benchmarks
Increase percentages of female faculty to 10% and minority faculty to 5%.	Identify and actively recruit qualified candidates. Insure that college work environment is conducive to retention of female and minority candidates. Develop financial resources and establish appropriate incentives to attract strong candidates. Recognize and honor faculty who identify qualified candidates from under-represented groups. Coordinate with UTK administration to facilitate placement of spouses, when appropriate. Use achievements as a parameter in department head reviews. Stress college commitment to diversity by having Dean or Associate Dean for Academic Affairs to meet with each search committee to discuss commitment to diversity.	Fall 2010	Dean, Associate Deans, Department Heads	Benchmark against peer engineering schools: Alabama, Auburn, Mississippi State, Florida, Kentucky, Maryland, NC State, Texas, Virginia, Virginia Tech. Meet, as a minimum, the average for those schools.
				Measure number of contacts made by each search committee member. Look at average for each search.
	Network with national diversity programs and diversity programs at other universities to identify potential candidates.	Fall 2008	Dean, Associate Deans, Department Heads, Dir. Diversity Programs	Number of programs contacted.

Increase number of minority staff	Identify, seek and recruit more members of under-represented minorities. Use recruitment success as a parameter in department head reviews.	On going	Dean, Associate Deans, Department Heads	Number of under-represented minorities in the college, by department.
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Goal Three: Attract, retain, and graduate increasing numbers of students from historically under-represented populations and international students.

Objectives	Strategy/Tactics	Date	Responsible Party	Benchmarks
Improve undergraduate enrollment of underrepresented minorities to 15% (currently 10% to 11%) and of female students to 25% (currently about 18%).	Actively use scholarships, Engineering Ambassadors, and other proactive recruiting efforts to support this objective. Obtain improved funding for scholarships, Bridge program, and other activities that help recruit and retain students. Restructure the office of Engineering Diversity Programs to provide more visibility and emphasis upon broader diversity issues.	Fall 2010	Associate Dean Student Affairs; Dir. Diversity Programs	Use enrollment data from Institutional Research to measure improvement over time.
Improve retention and graduation rates of underrepresented minorities by 10% and 5%, respectively).	Expand mentoring and tutoring programs for under-represented minorities using the Tennessee Lewis Stokes Alliance for Minority Participation (TLSAMP), Coop Ambassadors tutorial program and other similar efforts. Survey students to identify other academic support services that may help with retention and graduation.	Fall 2010	Associate Dean Student Affairs; Dir. Diversity Programs	Use retention data from Institutional Research and first-year retention data from Engineering Fundamentals Division to measure improvement over time.
Increase enrollment of international undergraduate students.	Pursue a joint CoE/UTK (work with Chancellor's office to establish this) plan for recruiting international students, including joint funding of scholarships to support top students. Use current college faculty and international students to identify best international candidates.	on going	Associate Deans for Student Affairs and Academic Affairs	Number of undergraduate international students enrolled.

Goal Four: Develop and strengthen partnerships with diverse communities in Tennessee and globally.

Objectives	Strategy/Tactics	Date	Responsible Party	Benchmarks
Establish partnerships with other universities.	Develop research and/or education agreements with institutions in other countries.	on going	Associate Deans for Research and Student Affairs	Number of agreements and the stature of universities having agreements.
	Continue (TLSAMP) program and expand as appropriate. Participating schools are UTK, Tennessee State University, Vanderbilt University, University of Memphis, LeMoyne-Owen College, and Middle Tennessee State University.	on going	Dir. Diversity Programs	Number of UT CoE students participating in the program.
	Pursue articulation or transfer agreement options with selected HBCU's and colleges.	on going	Dir. Of Advising	Number of agreements.
Promote linkages to state high schools through the college to advertise engineering and identify potential engineering freshman.	Use First Robotics and similar programs to establish linkages. Work with guidance counselors and personal contacts in selected schools. Target three new schools per year. Continue support of the college's Pre-college Programs.	on going	Associate Dean Student Affairs; Dir. Engineering Fundamentals	Number of high schools contacted and change in enrollment from these schools. Number of students participating in middle school and high school pre-college programs such as SECME and JETS.

Provide international work opportunities for students.	The UT College of Engineering has been a national leader since the establishment (1973) of the Diversity Engineering Scholarship Program (DESP). To compliment DESP, the college will further expand the international component of the college Co-op/Intern program. This program provides periods of mentored engineering work as scheduled through corporate partners.	on going	Dir. Professional Practice	Number of international Co-op work experiences
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Goal Five: Ensure that curricular requirements include significant intercultural perspectives.

Objectives	Strategy/Tactics	Date	Responsible Party	Benchmarks
Promote intercultural perspectives in the curricula.	Ask college curriculum committee to review best options (College options appear to be EF courses and/or a specific college-wide degree requirement.) and establish curriculum requirements to implement. Encourage departments to include emphasis in their curricula.	Fall 2008	Associate Dean Student Affairs; Dir. Engineering Fundamentals	Implement requirements in Fall 2008 undergraduate catalog.
	Maintain compliance with Criterion <i>h</i> of ABET accreditation: <i>Engineering programs must demonstrate that their graduates have the broad education necessary to understand the impact of engineering solutions in a global and societal context.</i>	On going	Associate Dean Student Affairs	Continued ABET accreditation for all engineering programs.

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

Objectives	Strategy/Tactics	Date	Responsible Party	Benchmarks
Further emphasize Teaching and Research in graduate, especially Doctoral, programs.	All graduate programs are managed at the department level. The only practical college action is to encourage departmental emphasis in this area. Research skills are already well emphasized. The College of Engineering will encourage departments to emphasize teaching skills for Ph.D. students and will place special emphasis upon such training for GTA's and Pipeline (minority) students. This will include campus GTA training combined with mentored teaching experience in the classroom. The college will emphasize training for faculty and research positions, and Ph.D. students will be encouraged to seek such positions.	Fall 2007	Associate Dean, Student Affairs	Number of departments indicating that they are supporting the increased teaching emphasis.