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What principles guide your administrative and leadership philosophy?

Humility and Openness. Humility and openness are essential in organizations that require teamwork. I believe everyone’s contributions matter and I strive to create a healthy and enriching environment where faculty and staff can grow as scholars, professionals, and human beings. I have learned not be too attached to my own ideas, and to recognize there are often multiple ways to get to the same outcome. I am an accessible leader who enjoys making time for other people. I enjoy learning about what matters to those around me and ways to improve the work environment. I also enjoy learning about ways to improve my leadership practice, and about what trends and challenges are shaping higher education.

Reflection and Change. I think about my motives and feelings, as well as the impact of my actions and decisions on others. I examine the biases and assumptions I bring to situations. For instance, as a white person raised in the USA, I understand that I have been socialized to be racist and that I have reproduced behaviors that inadvertently maintain inequality. I am committed to getting uncomfortable with all the ways I have contributed to systemic racism and identifying and addressing behaviors, policies, and practices that allow racism and discrimination to continue to exist in our institution.

Curiosity and Community. I am an experimentalist who believes that great ideas can come from anywhere in the organization. I enjoy improving workflows, processes and procedures, as well as coaching and encouraging others to do so. I enjoy solving complex problems and am willing to take risks. I am data driven, and also recognize that data, as well as the systems used to collect and process it can be biased. I thrive on disruption as an opportunity for creative change and also recognize that change requires open communication and dialogue with multiple stakeholders. I am strongly committed to community and faculty governance, transparent decision-making, and keeping people informed.

Address ways you would work to improve diversity, inclusion, and equity at UTK-UTIA with a set of tangible and measurable initiatives.

Faculty Development. I would first take inventory of our current training for faculty and create new opportunities focused on topics such as systemic racism and implicit bias that go beyond what we currently have available. Importantly, I would advocate that we create a larger variety of learning experiences and opportunities, including online and hybrid. The effectiveness of this training could be assessed by, for example, creating pre- and post-test measures, and tracking completion rates for faculty at the unit level, and overall.

I am also interested in finding ways to alleviate the additional service burdens that many African American faculty experience. Often these faculty are asked to serve the role of diversity champion or equity advocate on committees. Creating a program that provides all faculty with the opportunity to learn how to serve in these roles might decrease the service burdens faced by African American faculty. To evaluate this, one could, for example, examine the committee service of faculty before and after the program in relation to others in the unit at similar ranks.

Department Culture. Learning how to better support department heads in fostering more equitable and collegial work environments is also important; department heads can be provided with more tools and resources to help them build local cultures where all faculty belong and thrive. Any person charged with evaluating others should be knowledgeable of biases in common evaluation protocols and instruments.
and implement methods to address these biases. Climate surveys and interviews can be used to evaluate this initiative, along with existing data from annual reviews. Improved faculty retention and promotion rates might also be observed, especially among historically underrepresented groups.

**Multi-Culturalism.** International faculty experience racism and discrimination by members of our university community and understanding more about this will allow us to improve their experiences. Some units have a large number of international faculty, others only have a small number, and some have none at all. We need to tap into the expertise on campus to better understand the confluence and conflict that arises when many cultures come together, especially in the context of collegiality, belonging, and governance. For units with no international faculty, it would be interesting to learn more about why this is the case and what type of support can be provided to change this. Similar to other initiatives, this one could be evaluated using surveys and interviews, and examining changes in faculty composition and participation rates.

**Policies, Procedures, and Systems.** A final area of interest is analyzing our policies, procedures and information systems to ensure that they are as inclusive as possible. Internal working groups and external experts could work together on this review to identify potential areas for change. The number of items identified, and the changes made could be documented (current policies and procedures could even be graded), as well as resulting changes. For example, an award description might be written so as to exclude certain types of people and after changes have been made, one could evaluate if a more diverse set of people receive the award.

*Provide examples of your experience building relationships with faculty (both tenure stream and non-tenure track), the UTK-UTIA Faculty Senate, department heads, deans and other stakeholders.*

**Faculty.** We have had a number of successes over the past few years at SIS, including increasing enrollments in the MSIS program by 119%, launching a new bachelor’s degree in information sciences, and adopting a new faculty committee structure. We have engaged in ongoing discussions about the annual review process and our bylaws. We improved our communications by redesigning our website and creating e-newsletters for students and alumni. Last year, we published over 70 stories about the good work of our students, faculty and alumni. We have better integrated our part-time lecturers into the life of the school. For example, we created and deployed a lecturer satisfaction survey and, based on the results, took a number of actions including creating an online lecturer orientation and annual course de-briefings. We also advocated for the creation of a new College-level, part-time lecturer award, as well as several new awards to recognize the contributions of full-time non-tenure track faculty.

**Department Heads and Deans.** I work closely with the College of Communication and Information administrative team, including the Dean, two Associate Deans and three other School directors, as well as the directors of advising, global programs and information technology. The CCI team has collaborated on a number of projects including creating a new online master’s concentration and aligning performance review practices. I have worked with other department heads and faculty around campus on various educational programs, including the health informatics certificate. SIS has co-hosted events with UTK Libraries, including an event to bring together library and SIS faculty to share research ideas and a recent lecture about African Americans’ quest for library equality.

**Other Stakeholders.** I work with the SIS Advisory Board and involve alumni in a number of School activities. For example, recently, I met with the SIS Alumni Advisory Board to plan an online lecture
series for alumni in the upcoming academic year focused on systemic racism in the information professions, and ways to address this in their organizations.

**UTK-UTIA Faculty Senate.** I have not served on the Faculty Senate, but I have observed their thoughtful and productive work and look forward to expanding my collaborations to include this important group of university representatives.

**Address ways you would work to improve our hiring, evaluation, promotion/tenure, and faculty development policies and procedures providing examples of specific initiatives and areas of emphasis.**

**Hiring.** Given the imperative to hire more diverse faculty, including both African American faculty and international faculty, I would provide more guidance and support to units to make their search processes more inclusive and equitable. This might include providing example language for job advertisements, information about how to use diversity statements as part of the hiring process, and example protocols for conducting preliminary and on-campus interviews.

**Evaluation, Promotion and Tenure.** Units vary in how they interpret and implement the faculty review process and while there will always be a need for local applications, it is critical that these processes are fair, equitable, and clearly documented. Elements must be used responsibly and fairly so that we do not allow it to become another tool that codifies and reproduces bias. We need to continue to examine and discuss *TNVoice* and its role in faculty evaluation and its usefulness in improving teaching practices. The pandemic will impact research, teaching and service performance for some time and I will advocate that this be considered during departmental planning and review processes. For example, unit leaders might consider less ambitious committee charges and fewer service assignments for faculty in the upcoming year. I will continue to collaborate with unit leaders on the recent recalibration initiative, and with Faculty Senate to ensure that departmental bylaws are current and clear. The relationship among workload, performance, and promotion is another place where more clarity and alignment are needed.

**Faculty Development.** Faculty are responsible for maintaining many practices including that of scholar, teacher, mentor, volunteer, and colleague, which need ongoing care and attention. It is critical that we better support, recognize and reward the work that faculty put into evolving and improving their practices. We need to take a careful inventory of all the opportunities we provide to help faculty improve their practices and identify areas where more training is needed. We need to create clearer expectations for faculty about professional development, better mechanisms for tracking this work, and more formal ways of incorporating it into the annual review process.

**Support for Department Heads.** I am interested in examining the training we provide to department heads to see how it might be improved to help leaders be more successful, including in their first year. The recent Department Heads Forums have been a welcomed opportunity to learn and connect, and more work is needed to support these leaders who remain integrally connected to faculty while serving in administrative roles.