

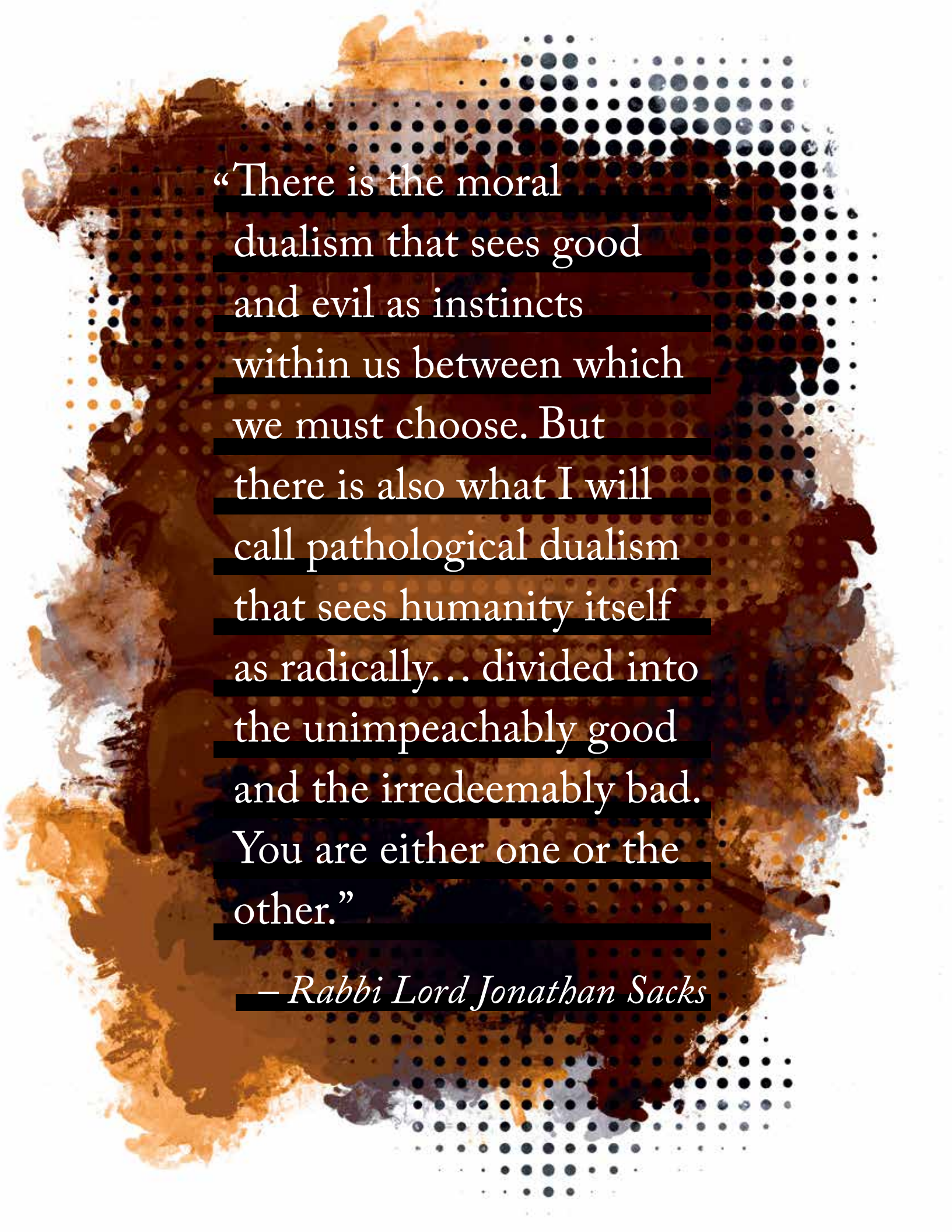
The University of Tennessee logo, featuring the text "University of Tennessee" in a serif font, is positioned in the top right corner of the page. The background of the entire page is a dark, textured pattern of small white dots, overlaid with a photograph of a protest. The photograph shows a group of people at night, with a woman in the foreground shouting into a megaphone. Other people in the background are holding up signs and banners, and a bright light source, possibly a flare or a fire, is visible in the upper center. The overall color palette is dominated by dark blues, blacks, and oranges from the protest scene.

University of Tennessee

Critical Social Justice at University of Tennessee Knoxville: A Case Study

By Anna K. Miller, Arthur Milikh,
Susan Kaestner

February 2022



“There is the moral dualism that sees good and evil as instincts within us between which we must choose. But there is also what I will call pathological dualism that sees humanity itself as radically... divided into the unimpeachably good and the irredeemably bad. You are either one or the other.”

— *Rabbi Lord Jonathan Sacks*

TABLE OF CONTENTS

Executive Summary	1
Public Policy Reform	2
What is Critical Social Justice?	3

SECTION 1

Administration promotes CSJ	7
How Did It Happen?	8
Administrative Leadership and Priorities	10
Deans and Leadership: Diversity Action Plans	11
Diversity Administrative Personnel at UTK	14
CSJ Policies at University of Tennessee-Knoxville	16

SECTION 2

Curriculum & Student Experience	21
UTK General Education Curriculum Reform.....	22
Department Map	23
CSJ Events	27
Sex Week at UTK	31
Social Justice Colleges & Departments Highlighted.....	32
Student Life	39
Conclusion	42
About the Authors	43
Works Cited	44

EXECUTIVE SUMMARY

Critical Social Justice (CSJ) poses a threat to higher education and to the American way of life.

This pernicious ideology divides the world into aggrieved minorities and oppressive majorities and reduces people to a group identity grounded in immutable characteristics like race and sex. It's based on a distorted view of what a human being is, compromising the pursuit of truth and corrupting institutions that adopt it. It cultivates resentment and anger among the supposedly aggrieved while undermining the stability, equal treatment, and mutual toleration that contributes to individual happiness and good citizenship. It undermines the integrity of institutions that adopt it, in that employees worry that factors other than merit lead to advancement.

The Tennessee Legislature was relatively early in seeing the threat CSJ poses to the American way of life. It defunded the Office of Equity and Diversity at the University of Tennessee-Knoxville (UTK) in May 2016 to signal its displeasure with the school's direction.

UTK has nevertheless transformed its mission in the years since the Tennessee Legislature acted. It integrates CSJ into all facets of its operations by requiring chancellors, deans, and departments to promote it. UTK has made changes in hiring policies, general education requirements, and student life to advance this ideology. We show this transformation in several ways:

- Since the Tennessee Assembly defunded CSJ efforts in 2016, UTK's administration has built a significant diversity bureaucracy into all aspects of its operation.
- UTK's spending on CSJ administrators went from nothing in 2017 to well over \$1.8 million in 2020.
- In 2017, UTK had no upper level administrators dedicated to advancing CSJ. By 2021, UTK had at least 26 administrators responsible for it, including a vice chancellor, an associate vice chancellor, and approximately 12 deans.
- All academic units — from colleges to departments — have developed Diversity Action Plans during the 2020-2021 school year. Hiring, recruitment, retention strategies, community outreach, and curriculum are being transformed across UTK as a result.
- UTK undertook a revision of its General Education curriculum to emphasize “service learning” and “global citizenship,” which signals that UTK's commitment to progressive political activism is being sown into the curriculum.
- At least 26 departments at UTK embrace CSJ.
- Campus speakers sponsored by the university are almost exclusively left-wing and proponents of CSJ.

UTK is going as woke as any university in the country. Its CSJ-dedicated culture has spread at an alarming speed since Spring 2019, with an unprecedented hiring spree at the administrative level reaching down into the details of every department. These bureaucracies are relatively new and concerted, so dedicated political action could force change back to UTK's core educational mission. UTK will continue to radicalize unless the political institutions of Tennessee force change, such as through budgetary and administrative reforms.

PUBLIC POLICY REFORM

Budget. The legislature controls the purse strings. It should consider cutting budgets throughout the Tennessee system by amounts of spending on Diversity, Equity, and Inclusion to get universities to change direction.

Budget Reporting. The legislature should order universities to return to their core educational mission and they should be required to report how they have cut budgets so the legislature can judge whether they have been returned to that mission.

Budget Formula. Universities that promote DEI should be disfavored in the system's budget formula, while those that refuse to adopt this pernicious ideology should be rewarded.

Hiring Practices. Universities are public entities. The legislature should require universities to emphasize excellence, professionalism, and contributions to the core educational mission instead of diversity in their hiring. Practices inconsistent with hiring for excellence and professionalism and the core mission should be proscribed.

Transparency. All faculty members and administrators should post their vitas online, updated twice a year, and all course syllabi should be available to the public online. The public has a right to know what its universities are teaching.

Governance. Trustees and Regents must have annual reports on how the universities are rolling back the DEI infrastructures and policies and emphasize merit in hiring. Strategic Plans will not be approved if they emphasize diversity and inclusion and fail to emphasize race-neutral ideas of excellence, professionalism, and the core educational mission.

Bans on Activism. The legislature should commission a study on university sponsored political activism with an aim of determining which departments, colleges, and policies foster activism so that the scale of the problem can be better grasped. This will be a basis for future legislative concerns.

WHAT IS CRITICAL SOCIAL JUSTICE?

America's colleges and universities have become increasingly radical over the past 50 years.¹

Academics and administrators are no longer merely pushing progressive politics but transforming universities into institutions dedicated to political activism and indoctrinating students into a hateful ideology. We call this ideological bent Critical Social Justice.²

Many today are worried about critical race theory³ (CRT), critical theory, cultural Marxism,⁴ identity politics, or multiculturalism.⁵ These are all basically the same ways of thinking. They all adopt our reigning civil rights ideology, which, generally, holds that all disparities in group outcomes are traceable to discrimination and would disappear through genuine liberation.⁶

CSJ begins with a moment of criticism or critical analysis, where activists unmask the supposed hidden realities of the world. America seems to be a place of equal opportunity or fair admissions. It is really, however, made up of various structures of oppression built by the privileged to keep victim groups weak and unequal. Under this critical ideology, America is said to have a patriarchal, racist, Christian, homophobic, cisgendered, and ableist culture. The “advantaged” America tries to impose its ways on supposedly disadvantaged Americans. The alleged oppressors, CSJ proponents argue, do this in sneaky ways, like passing seemingly colorblind laws or having colorblind admission standards at universities that actually exclude minorities. America and all of the West are everywhere and always racist, sexist, etc. — that is the conclusion of the CSJ activists.

But activists promise a CSJ remedy to this problem. Victims should be elevated and the supposedly privileged pushed down. This remedy is realized differently in different institutional settings. At universities specifically, students' minds will be retrained. They will be taught to identify, shame, and destroy “oppressors.” Activists will teach oppressors to identify with the plight of victims and remediate activism on victims' behalf, while they encourage supposed oppressors to feel shame for their “whiteness” or “toxic masculinity.” Two sets of standards — one for the supposed oppressors and one for the supposed victims — emerge.

The result of such training will be a happier, more diverse student and an environment defined by perceived inclusion. Or so we are told. But this happy vision never comes about because the CSJ activists always identify another lingering inequality that must be removed before the promised land arrives. It sets about a rolling revolution in university life, where one reform always demands another. In the meantime, resentment, hatred and self-hatred reign.

Diversity, equity, and inclusion (DEI) is the mechanism whereby CSJ is applied to institutions like universities. DEI is CSJ made more palatable using sweet-sounding civic language, but they represent the same critical analysis and remedy. Both CSJ and DEI emphasize how institutions like universities are irredeemably racist or sexist. Both CSJ and DEI hope for policies that might overturn the victim-oppressor framework, making the former victims the new rulers and the former oppressors the new victims.

As famous Critical Race Theorist Ibram X. Kendi writes, “The only remedy for past discrimination is present discrimination. The only remedy for present discrimination is future discrimination.”⁷ DEI is that present and future discrimination:

Diversity: Diversity used to mean difference or plurality but not anymore. Diversity means more members of victim groups and fewer members of the supposedly oppressive groups. When men make up 80% of engineering students, that is a lack of diversity that must be remedied. When women make up more than 80% of elementary education majors, that is diversity that should be celebrated. And in curriculum, diversity means replacing books written by white males with authors from “historically underrepresented” groups. The achievement of diversity requires retribution be taken against former oppressors. It requires that aggrieved minorities be held to lower standards than those who are privileged. The formerly marginalized get privilege and the formerly privileged get marginalized.

Equity: Equity used to mean fairness before the law but not anymore. Equity stands for the idea that universities must aim at something like statistical group parity (e.g., since blacks make up 13% of the population, they should be 13% of engineers). Failure to achieve parity is sufficient evidence of systematic discrimination. Therefore, we must dismantle the old culture (no matter how well it seemed to work) and build a new one that will achieve parity. In short, equity is equal group outcomes.

Inclusion: Inclusion used to mean everyone was welcome but not anymore. Today’s inclusion demands an institutional climate that elevates and supports the well-being of aggrieved minorities instead or at the expense of the supposedly privileged. Sometimes that means special tutoring for their supposedly unique needs like a women’s center or excluding ideas and things that some members of underrepresented groups find objectionable like thin blue line flags). LGBT- or Blacks-only graduations are done in the name of inclusion. Speech codes and safe spaces arise in order to accomplish this new inclusion. In short, inclusion means excluding all that makes supposedly aggrieved minorities uncomfortable.

The ideas behind DEI require people to believe that America is on an endless treadmill of oppression and victimhood. Accordingly, all efforts to transcend group identity are thought to be lies that rationalize “privilege.” Advocates for CSJ demand ideological conformity — victims can only be seen as members of an oppressed class rather than individuals, and non-victims are stigmatized and blamed for the evils victims suffer.

CSJ education undermines freedom under equal laws and social harmony.⁸ It is inconsistent with the idea that individual rights should help organize political life. It is inconsistent with a dedication to scientific inquiry. There is no way to get from CSJ to a peaceful, unified, and happy nation. It also compromises family life. It promises to tarnish and alienate productive, law-abiding citizens. It denies there is a standard outside of group identity to

which groups can be held. It denies the reality that inequality and privilege are complex social phenomena that come about in many different ways, not just from oppression. CSJ is false and pernicious.

Others have expanded eloquently about the problems endemic to CSJ. This report is based on the idea that CSJ undermines the advancement of knowledge and the achievement of a common good. It asks: **How far has CSJ advanced at the University of Tennessee-Knoxville (UTK)?**

Addressing this question requires that we understand UTK's CSJ plans and how far UTK has advanced those plans.

Section I discusses the ambitions of UTK administrators, as expressed in reports, strategic plans, policy changes, mission statements, and diversity directives. Higher-level administrators like university chancellors, vice-chancellors, and deans explain where the university is headed in these policies and articulate what the university values. Hiring policies, reported bias incidents, and an office dedicated specifically to CSJ are telltale signs of how prominent CSJ is on campus.

Section II examines the application of these plans in Curriculum and Student Life. Department mission statements and required courses tell us which departments embrace CSJ. We also look at general education requirements and Service Learning requirements, which often serve to provide left-wing interest groups with activist training.

SECTION I



ADMINISTRATION PROMOTES CSJ

Universities are complex organizations. A layer of administrators sits at the top. These administrators set the strategic mission, the priorities, and the tone for the university. They hire personnel, create committees, and adopt policies to carry out that mission.

Administrators are relatively free to make changes in offices under their direct control, such as Title IX compliance, administrative committees, admissions, and human resources. They can set long-term plans, direct academic deans to craft new mission statements or emphasize different priorities, and make policies for recruitment, hiring, and free speech. They can promote experiential learning.

Underneath administrators are permanent faculty. Administrators must often collaborate with the existing faculty in order to effect the changes they would like to see, especially on broad curricular changes or professional standards. Many worry about “tenured radicals” transforming university education, but the picture is more complex. Faculty members can slow administrative DEI initiatives if they are committed to professional norms like scientific objectivity or the provision of service (i.e., nursing). Faculty can also abet those changes if their professional norms, as they see them, demand the furtherance of CSJ (i.e., social work).

An honest evaluation of an administration’s commitment to CSJ education requires an investigation of the areas where administrators have freedom in carrying out their vision.

For UTK, we investigated the timeline of when the CSJ apparatus is built, describe the administrative plans to define and implement the CSJ agenda; the effort to have all colleges and departments adopt Diversity Action Plans to further its new mission; and describe policies relating to hiring, implicit training, and Title IX office to provide an account of when and how far UTK has built a CSJ apparatus.

CONCLUSION: UTK has a fully-built out, mature CSJ apparatus as of Spring 2021. Since the Tennessee General Assembly defunded the Office of Equity and Diversity in 2016, UTK’s Administration has built a significant bureaucracy that intrudes into all aspects of its operation. It has dozens of dean-level and three chancellor-level staff directing these efforts. Nearly every department has a Diversity Action Plan.

HOW DID IT HAPPEN?

2010. “Vol Vision 2015” strategic plan makes passing reference to “diversity” and a “multicultural world,” but no priority is given to CSJ.

2013. Tyvi Small on staff as “Coordinator of Diversity Initiatives.”

August 2014. Rickey Hall hired as the first Vice Chancellor for Diversity.

2014. Two UTK professors begin the faculty-led STRIDE committee (Strategies and Tactics for Recruiting to Improve Diversity and Excellence). Workshops available for interested faculty, but not required.

May 2016. Tennessee General Assembly disbands Office of Diversity for one year, a \$445,000 cut. Then-Chancellor Jimmy Cheek is “saddened” by the decision, according to an email. “This in no way diminishes our commitment to diversity and inclusion. [... if needed] The new law doesn’t impact most of the funding for those efforts.” Vice Chancellor for Diversity Rickey Hall leaves for a similar position at University of Washington.

June 2016. Vol Vision 2020, the next strategic plan, is released. “Diversity and Inclusion” is one of six priorities. No money is allocated to the achievement of that priority (unlike the other five priorities), and no metrics accompany Diversity, Equity and Inclusion policies. The Chancellor’s Council for Diversity and Inclusion launches “Campus Diversity Metrics Plan” but outside of the strategic plan process.

August 2017. Establishment of an Office of Title IX.

September 2018. Interim Provost and Senior Vice Chancellor John Zomchik submits “Report on Recruitment and Retention of Diverse Faculty.” Zomchik was later elevated to Provost, where he still serves. **This modest-sounding report contains the blueprint for the CSJ agenda making its way into all facets of UTK.** This 23-page report seeks to “elevate Diversity & Inclusion to a Grand Challenge” by integrating diversity into all facets of recruitment and retention.⁹ Recommendations include:

- Requiring academic units to have “statements in their bylaws that reflect a commitment to diversity and inclusion.”
- Mandatory integration of “diversity into all aspects of the college and unit/department.”
- Requiring academic units “to submit annual diversity and civility plans.”
- Hope that all search committees not only follow diversity procedures, but also actively affirm their commitment to diversity in writing and speech.

- The creation of annual reports on progress in diversity and inclusion from college deans and other leaders.
- Building an “inclusive” environment so that diverse faculty members feel at home on campus.

December 2018. Tyvi Small named Interim Vice Chancellor for Diversity and Engagement.¹⁰ He “champions, leads, and executes the Diversity and Inclusion Pillar” of previous strategic plan. Small was appointed to the position permanently in September 2019 (there was no uproar at his initial hiring).¹¹

Spring 2019. Announcement that colleges and academic units must submit Diversity Action Plans by Fall 2020.

February 5, 2020. “Envisioning the Future of University of Tennessee, Knoxville,” an analysis of Strengths, Opportunities, Aspirations, and Results” released as preparation for the next wave of strategic planning. It declares, “Transforming our campus culture is also a crucial opportunity we must leverage to make our university more welcoming, inclusive, transparent, and supportive of wellness.”

April 20, 2020. Haslam College of Business hires Clarence Vaughn III to be Director of Diversity and Community Relations.

Fall 2020. Diversity Action Plans submitted by numerous colleges, including the College of Communication and Information, (December 15, 2020)¹² and College of Law (January 25, 2021).¹³ All plans include hiring a director-level dean for Diversity and Inclusion at college level.

February 3, 2021. Draft Strategic Plan published on the Chancellor Donde Plowman’s Website. Several highlights further the goals of the “Report on Recruitment and Retention.”

- “Develop and sustain a nurturing university culture where diversity and community are enduring sources of strength. ... Set standards for [students’] participation in a welcoming, diverse, and inclusive culture. Require all students to enroll in a course that highlights relevant intersectional identities.”
- Require employees to complete annual training, and measure campus units to ensure they are “accountable for achieving diversity goals.”
- “Launch a dynamic web portal to mobilize ... the efforts of students, faculty, staff, and alumni as they engage together. ... Reward student participation in outreach and volunteerism.”

May 28, 2021. Kim Brown named the first Director of Diversity, Equity, and Inclusion in the College of Nursing.¹⁴

June 30, 2021. College of Architecture and Design announces hiring of Felicia Francine Dean as Director of Diversity Relations.¹⁵

Conclusion: UTK accelerated its investment in CSJ administration a year and half after the Tennessee General Assembly defunded the Office of Diversity. UTK at first hid its ambitions but then released them in a seemingly minor report in Fall 2018. It has been accelerating its radical agenda since. The latest Strategic Plan, underway in 2021, will extend the ideology into all aspects of university life.

ADMINISTRATIVE LEADERSHIP AND PRIORITIES

By 2018, most of the CSJ agenda is promoted through two offices, one controlled by the Chancellor and the other by the Vice Chancellor of Diversity and Engagement, who heads up the Division of Diversity and Engagement (DDE). The Chancellor appoints the Council for Diversity and Inclusion (CDI). The Vice Chancellor oversees several commissions, including the Commission for Blacks, for Women, for LGBT People, and for Disability. DDE also has an Associate Vice Chancellor who oversees the Office of Equity and Diversity and an Assistant Vice Chancellor who heads up the Office of Community Engagement and Outreach.

The real action lies not in these well-funded offices but with the Council for Diversity and Inclusion. The CDI is funded through DDE and has over 30 members, with a chair approved by the Chancellor. The sheer size suggests that it is very centralized, with proposals emanating from the Chancellor and the chair. Thus strategic decisions at the chancellor's level can become the basis for policy.

The CDI uses the University Partners and the Academic Diversity partners to achieve its goals and policies. These "partners" take the vision of the CDI and the Vice Chancellor and his commissions into each academic unit. Each college at UTK also has an office of diversity with a dean, director, coordinator, or chair. Through partners, the DDE:

1. Requires each college to produce a Diversity Action Plan in Fall 2020.
2. Supplies grants for each college to support additional hiring, including establishing college diversity committees or hiring faculty diversity directors.
3. Develops "enhanced bias protocols" to create a more "inclusive climate."
4. Develops student recruitment and retention specifically aimed at students with diverse backgrounds.
5. Develops faculty recruitment plans.
6. Delivers continuing education or re-education programs for faculty and staff, funding for Critical Race Collective Faculty Fellow and other Diversity Challenge Grants.

Conclusion: UTK has a strong, centralized, well-staffed, and well-funded administration committed to furthering CSJ. Since 2018, it has begun the process of interweaving all aspects of the CSJ agenda with the hiring of diversity administrators in every college. Diversity Action Plans, required by the DDE, are the latest mechanism for infusing CSJ into UTK's program.

DEANS AND LEADERSHIP: DIVERSITY ACTION PLANS

UTK has required all colleges to submit Diversity Action Plans during 2020-2021.¹⁶ These plans extend the reach of the CSJ agenda through implementing processes, assigning responsibilities, defining major accomplishments, and establishing benchmarks and baselines. It applies UTK's CSJ aspirations in the areas that are closest to the classroom. Each college then has required each department to create a Diversity Action Plan for itself. The result is a hierarchy of diversity plans — one at the college, department, and university or chancellor level.

Goals in University Strategic Plan

The 2021 University-wide Strategic Plan emphasizes the expansion of the CSJ agenda.¹⁷ Goal 3 is to “develop and sustain a nurturing university culture where diversity and community are enduring sources of strength.” This goal will be reached through several objectives.

- Implement structures and practices necessary to bring UTK's culture and diversity expectations to fruition.
- Nurture change to achieve diversity and “demonstrate inclusive behaviors across our administration, faculty, and staff.”
- Require annual training for employees that focuses on creating welcoming climates.
- Prioritize diversity and inclusion discussions within every academic department and administrative unit.
- “Set standards for [student] participation in a welcoming, diverse, and inclusive culture.”
- “Require all students to enroll in a course that highlights relevant intersectional identities such as race, ethnicity, gender, ability, and sexuality.”

The university administration provided a template for all colleges to follow as they created their Diversity Action Plans. The plans are organized with overarching goals translated into objectives that give rise to actions that the academic unit promises to take. These actions will be judged by certain metrics or benchmarks to judge success. Each action item has a date it will be accomplished by and a responsible party assigned to realize it.

All the colleges have the same overarching five goals that are mostly stated the exact same way:

1. “Create and sustain a welcoming, supportive, and inclusive campus climate.”

2. “Attract and retain greater numbers of individuals from historically underrepresented populations into faculty, staff, and administrative positions.”
3. “Attract, retain, and graduate increasing numbers of undergraduate and graduate students from historically underrepresented populations and international students.”
4. “Develop and strengthen partnerships with diverse communities in Tennessee and globally.”
5. “Ensure that curricular requirements include significant intercultural perspectives.”

Some colleges add a sixth requirement: “Prepare graduate students to become teachers and researchers in a diverse world.”

Samples of Diversity Action Plans at the College Level

It would be repetitive to show how each college applies these broad aspirations into practice and then show how each department applies them into each discipline. Colleges recommend many of the same affirmative action-oriented suggestions. Universities will do more to recruit diverse faculty, staff, administration, and students, including advertising in more outlets, writing job descriptions to attract minority candidates, and creating special scholarships for underrepresented minorities or women (a technique of dubious legality). Every college promises to do more of these kinds of initiatives without any recognition of when enough would be enough.

Beyond these are expansions of the affirmative action regime. These expansions are designed to make it very difficult for someone who opposes the CSJ agenda to thrive at UTK. Commitment to the agenda is going to become like commitment to writing in clear English, showing up to class, or doing research. It is becoming a *sine qua non* of one’s participation in campus life.

While this measure of commitment involves too many actions to count, the most important changes to the policies that demand conformity to the agenda are the following (Taken from various college plans):

- Requiring faculty to report on individual efforts to address diversity, equity, and inclusion as part of their annual performance evaluations. (Achieves Goal 1)
- Requiring students to receive unconscious bias training. (Achieves Goal 1)
- Developing processes for students to register complaints about those who fail to respect the CSJ ideology. (Achieves Goal 1)
- Changing student code of conduct to include support for an “inclusive climate.” (Achieves Goal 1)
- Requiring job candidates to submit a “diversity statement” explaining how they will further the diversity and inclusion mission of the college. (Achieves Goal 2)
- Requiring search committees and all faculty to take annual implicit bias training. (Achieves Goal 2)
- Targeting organizations that are themselves dedicated to diversity and inclusion efforts for externships, internships, and other aspects of community outreach. (Achieves Goal 4)

- Creation of new courses and programs dedicated to this ideology. (Achieves Goal 5)
- Requiring or recommending that all syllabi address diversity, inclusion, and equity issues. (Achieves Goal 5)
- Providing mandatory and recommended monthly workshops for faculty or students to learn the importance of diversity, equity, and inclusion efforts. (Achieves Goals 1 and 5)

Not every college adopts all of these policies. Only the College of Law and the College of Engineering require faculty to report on their efforts to address diversity, equity, and inclusion as part of their annual performance evaluations. Only the College of Law and the College of Communication and Information have developed processes for students to register complaints about those who fail to respect the new ideology. Requiring job candidates to submit a diversity statement is present in seven of the 11 colleges; only the College of Agriculture, College of Veterinary Medicine, College of Nursing; and College of Education, Health, and Health Sciences do not require it. However, all colleges require unconscious bias training for those who serve on search committees or for all faculty and staff generally. Partnerships with activist groups are part of the Diversity Action Plans in every college except the College of Agriculture and the Haslam College of Business.

Samples of Diversity Action Plans at the Department Level

It would be repetitive to discuss every department's Diversity Action Plan because every college requires one. Items left out at the college-level like including contributions to diversity in faculty annual evaluations can be added at the department level. Consider two departments: Physics and Astronomy from the hard sciences and Anthropology, a softer science in the same college.

The Physics and Astronomy department aims to “provide a clear set of guidelines” about “expected behaviors” with respect to “diversity and inclusion,” execute a reporting mechanism for violating those expected behaviors, and increase efforts to recruit more minority faculty and students. The five-page long plan does not imagine curricular and partnership changes. It aims only to have UTK's physics department reflect the racial and sexual make-up of the “American physics community and, eventually, our nation.”¹⁸

The Department of Anthropology is committed to having 75% of faculty, staff, and graduate students use their preferred pronouns in their email taglines; all faculty take Safe Zone Training annually; all graduate students undergo mandatory diversity training; every department create and commit to a diversity statement that asks faculty to “reflect on how their research and teaching contribute to diversity and inclusion”; an anonymous reporting system created for those who feel isolated or lack community; developed relationships with activist networks to further their missions; and required courses in activism and global citizenship.¹⁹

CONCLUSION: Fall 2020 was a crossroads at UTK. Every academic unit was required to develop a Diversity Action Plan. In Fall 2021, the Diversity Action Plans across all of UTK's colleges were scheduled to be implemented, thus transforming the educational experience throughout the university. Every Academic unit – from colleges to departments – has a Diversity Action Plan, though they are different in their aspirations. Hiring, recruitment, community outreach, and curriculum are in the process of being transformed in every college, from Engineering and Veterinary Science to the School of Social Work.

DIVERSITY ADMINISTRATIVE PERSONNEL AT UTK

Along with the great expansion of Diversity Plans at UTK has come a bevy of administrators to execute them. Almost none of the following positions existed at the beginning of the 2017-2018 academic year. The execution of its plans is just beginning. It has the administration to carry them out with sufficient oversight and force. We are providing a very conservative estimate of the diversity administrators at UTK. Many who serve on executive level committees could receive buyouts or stipends for participation. There are probably many dedicated tutors and personnel who pursue the “inclusion” aspect of this agenda. We have not counted the Office of Title IX. A more complete inventory of diversity personnel should be conducted.

First Name	Last Name	Position	Salary
Tyvi	Small	Associate Vice Chancellor of Diversity and Engagement	\$ 270,000
Katrice	Jones - Morgan	Associate Vice Chancellor and Interim Director of Equity & Diversity	\$ 136,000
Jill	Malolepszy	Associate Director of Office Equity and Diversity	\$ 66,200
Michelle	Buck	Associate Director of Education and Development in Office of Equity and Diversity	\$ 74,383
Lorna	Hollowell	Assistant Director of Education and Development in Office of Equity and Diversity	\$ 63,000
Nick	Meanza	Assistant Director/Compliance Officer of Equity and Diversity	\$ 68,700
Michael	Howze	Assistant Director/Compliance Officer of Equity and Diversity	\$ 66,000
Tina	Smith	Assistant Director/Compliance Officer of Equity and Diversity	\$ 41,434
Javiette	Samuel	Assistant Vice Chancellor and Director of Community Engagement and Outreach	\$ 105,000
Sharon	Couch	Coordinator of Diversity and Inclusion (Herbert College of Agriculture)	\$ 55,965
Felicia	Dean	Director of Diversity Relations (College of Architecture and Design)	\$ 87,000

First Name	Last Name	Position	Salary
Angela	Batey	Associate Dean of Diversity and Community Relations (College of Arts and Sciences)	\$ 121,565
Clarence	Vaughn	Director of the Office of Diversity and Community Relations (Haslam College of Business)	\$ 105,000
Donna	Collier	Diversity and Community Relations Program and Administrative Specialist (Haslam College of Business)	\$ 37,877
Nayasha	Farrior	Diversity and Community Relations Assistant for Academic Support and Partnerships (Haslam College of Business)	\$ 58,000
Pamela	Sanchez	Diversity and Community Relations Coordinator for Retention and Education (Haslam College of Business)	\$ 45,000
Monica	Thompson	Diversity and Community Relations Coordinator of Outreach and Pre-Collegiate Programs (Haslam College of Business)	\$ 45,000
Dorion	McCoy	Director of Diversity Equity and Inclusion (College of Education Health and Human Services)	\$ 100,764
Travis	Griffin	Director of Engineering Diversity Programs (Tickle College of Engineering)	\$ 89,760
Jalonda	Thompson	Assistant Director Engineering Diversity Programs (Tickle College of Engineering)	\$ 59,796
John	Hoffschneider	Coordinator Engineering Diversity Programs (Tickle College of Engineering)	\$ 44,768
Maria	Saez - Tatman	Director of Diversity and Inclusion (College of Law)	\$ 112,000
Rachel	Watson	Assistant Director/Compliance Officer of Equity and Diversity	N/A
Nicole	Bryant	Imagine Tennessee Program Coordinator, UT Office of Community Engagement and Outreach	N/A
Kortney	Powell	Administrative Support Assistant, UT Office of Community Engagement and Outreach	N/A
Ri'chara	Baldwin	Graduate Research Assistant, UT Office of Community Engagement and Outreach	N/A
		Total	\$1,853,212

CONCLUSION: UTK's spending on CSJ administrators went from approximately zero dollars in 2016 after the legislature disbanded the Office of Diversity and Equity to over \$1.8 million just five years later. UTK had approximately zero upper level administrators in 2017 dedicated to advancing CSJ. Now it has at least 26 administrators responsible for it.²⁰ UTK's three-year CSJ spending spree (beginning in 2018) reflects contempt on behalf - of at least rogue administrators - for the Tennessee legislature's wishes when it defunded the Office of Diversity and Equity in 2016.

CSJ POLICIES AT UNIVERSITY OF TENNESSEE-KNOXVILLE

CSJ policies at UTK arise from the effort to recruit and retain diverse faculty, staff, and students, but the enormity of what this entails is rarely considered. Recruiting is one thing, but retaining is another. The new strategic plan requires retention by setting “standards for ... participation in a welcoming, diverse, and inclusive culture.”[source? What is being quoted?] Who will determine what those standards are? How will the new standards be enforced? These undefined retention policies have the potential to create a climate hostile to dissent.

CSJ policies at UTK begin with diversity and equity efforts to recruit minority students, faculty, and staff, but these efforts will only be successful if UTK will at the same time create an inclusive climate. Diversity policies center around the hiring and recruitment processes. Inclusion efforts center on creating special administrative centers for serving the supposedly underserved minorities and in providing avenues to punish those who object to what inclusion has come to demand. All of the inclusion policies aim at achieving ever-greater diversity.

Hiring. The assumption at UTK is that no department or search committee can be trusted on its own to make hiring decisions based on professional standards because of unconscious bias. As a result, the university has created a system where every aspect of the hiring process is monitored to make sure that its faculty does not make decisions based on racial or gender discrimination.

Every college practices elevated affirmative action policies. Most colleges have strategic plans for hiring diverse faculty. All colleges advertise in journals and outlets that specifically target minority scholars. Job descriptions are vetted for the possibility of increasing the likelihood that minority and women candidates will interview. At least five colleges require job candidates to submit a statement about how they will contribute to the diversity of the department or the college. Each search committee is required to have a diversity advocate who has “a direct communication channel with the dean’s level” and who gets additional training related to diversity and inclusion issues.²¹

Extra money and pay are also available for diverse hires. Most colleges have set money aside to recruit candidates from aggrieved minority groups. College efforts to recruit candidates are supported by the university-wide Target of Opportunity Faculty Hire Program (TOP), which “provides a framework and funding mechanism for the recruitment of faculty who meet identified needs within the university, and a spousal and domestic partner hiring initiative.”²²

STRIDE training. Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE) training has been mandatory at UTK since 2018. It is a two-part workshop. Search committee members must attend

STRIDE 1 within the past four academic years of their service on a committee unless they complete STRIDE 2. All search committee chairs must also meet with a representative of the Office of Equity and Diversity before beginning the search.

STRIDE training includes exposure to implicit bias training. Disparities between men and women in job placement are traced to discrimination. Disparities between the races are traced to implicit bias. The idea that people would think men and women are different from one another is traced to bias, which is “impactful and pervasive” and presumably irremovable. Recommendations from the STRIDE workshops also include enhanced affirmative action techniques. Search committees should personally call members of underrepresented minority groups, write emails to them, and send personalized letters to them, but they shouldn’t do that for those outside of underrepresented minority groups. It recommends writing job descriptions for the purpose of attracting underrepresented minority groups by saying that standards are preferred instead of required and diversity statements are important. It recommends broad searches instead of specialized searches be the norm. As committees consider applicants, diversity is also crucial. Departments should “consider unit needs beyond area fit.” Departments should also consider evaluating candidates without providing a rank order. They should just “create summaries” of each candidate.²³

Inclusion Policies

Promoting inclusion involves policies, offices, and special offerings that are designed to make supposedly aggrieved minorities more at home on campus. Sometimes this involves doing something special for the supposedly underserved minorities. At other times, it involves compromising the freedom of those who the supposedly underserved minorities say are making them feel unwelcome. At the extreme, inclusion policies demand speech codes and safe spaces.

Special Offices. UTK has several centers dedicated to aggrieved minorities. It has a Pride Center,²⁴ Frieson Black Cultural Center,²⁵ and an Office of Multicultural Student Life.²⁶ There are also more than a dozen multicultural student clubs and organizations dedicated to the special needs of supposedly aggrieved minorities,²⁷ including Advocates for Autism, African Student Association, Black Student Union, Diversity Student Leaders Society, and National Society of Black Accountants.

Office of Equity and Diversity (OED). OED has developed several complaint procedures so that employees and students can report on things that they feel makes for an unwelcoming environment. **Discrimination and Harassment** complaints cannot be anonymous and many due process protections are available within its process.²⁸ Section 4.6 of the Student Handbook on harassment says: “Unwelcome conduct that is so severe or pervasive, and objectively offensive, that it substantially interferes with the ability of a person to work, learn, live, or participate in or benefit from the services, activities, or privileges provided by the University. In no event shall this rule be construed to discipline a student for speech protected by the First Amendment to the United States Constitution (e.g., mere insulting or offensive speech).”

The Foundation for Individual Rights in Education (FIRE), a watchdog for university infringements on free speech, judges UTK’s policies in this respect to be in the freest green category. It rates the sexual harassment and assault policies similarly. FIRE is most impressed with UTK’s policies in these regards.

Bias Education and Referral Team (BERT). UTK's policies allow for the anonymous reporting of bias incidents. Policies define bias in the following way: "Any act of bigotry, harassment, intimidation, coercion, or damage to property by known or unknown perpetrators that occurs on UT's campus or within an area that impacts the UT community and that one could reasonably conclude is directed at a member or a group of the UT community because of that individual's or group's actual or perceived age, color, creed, disability, ethnicity, gender, gender identity or expression, marital status, national origin, race, religion, sexual orientation, veteran status, or any combination of these or related factors."²⁹

Students guilty of a bias incident are "subject to disciplinary sanctions up to and including permanent dismissal from the university," and guilty faculty are also subject to "disciplinary action up to and including termination."³⁰ UTK offered a clarification of how BERT would operate. "The policy was not drafted with the intent to punish a student for an act of bias that does not also violate the university's Standards of Conduct."

FIRE judges UTK's policies on bias education and response to be in the freest green category, presumably because the definition of bias is narrowly drawn and less open to interpretation. FIRE made its judgement on September 16, 2020 before UTK released its draft strategic plan for the next five years in February 2021.³¹

Elements of the new strategic plan point toward revisions of the student standards of conduct. The new plan promises to create "inclusive learning environments where civility, accountability, cultural competency." [footnote] One of the action items in creating this new learning environment is to engage with students to "set standards for their participation in a welcoming, diverse, and inclusive culture." [footnote] Free speech is one of the last elements of a campus culture to be compromised by CSJ advocates, and these are the words that ultimately lead to the compromising. This new approach is likely to lead even more students to feel like their speech is restricted on campus; FIRE ranks UTK quite low on its freedom for "self-expression" on campus, with a 34.8 out of 100 under the old policy.

Title IX. UTK has a robust Office of Title IX with a dedicated staff of eight people.³² The Office is involved in training, investigating, and reporting. Its 2020 annual report provides a snapshot of what the Office of Title IX does.³³ Its training mission is divided into three parts: a Prevention Team of more than 30 members; a Culture of Respect Leadership Team of nine members; and University of Tennessee Action Collaborative of more than 15 members.

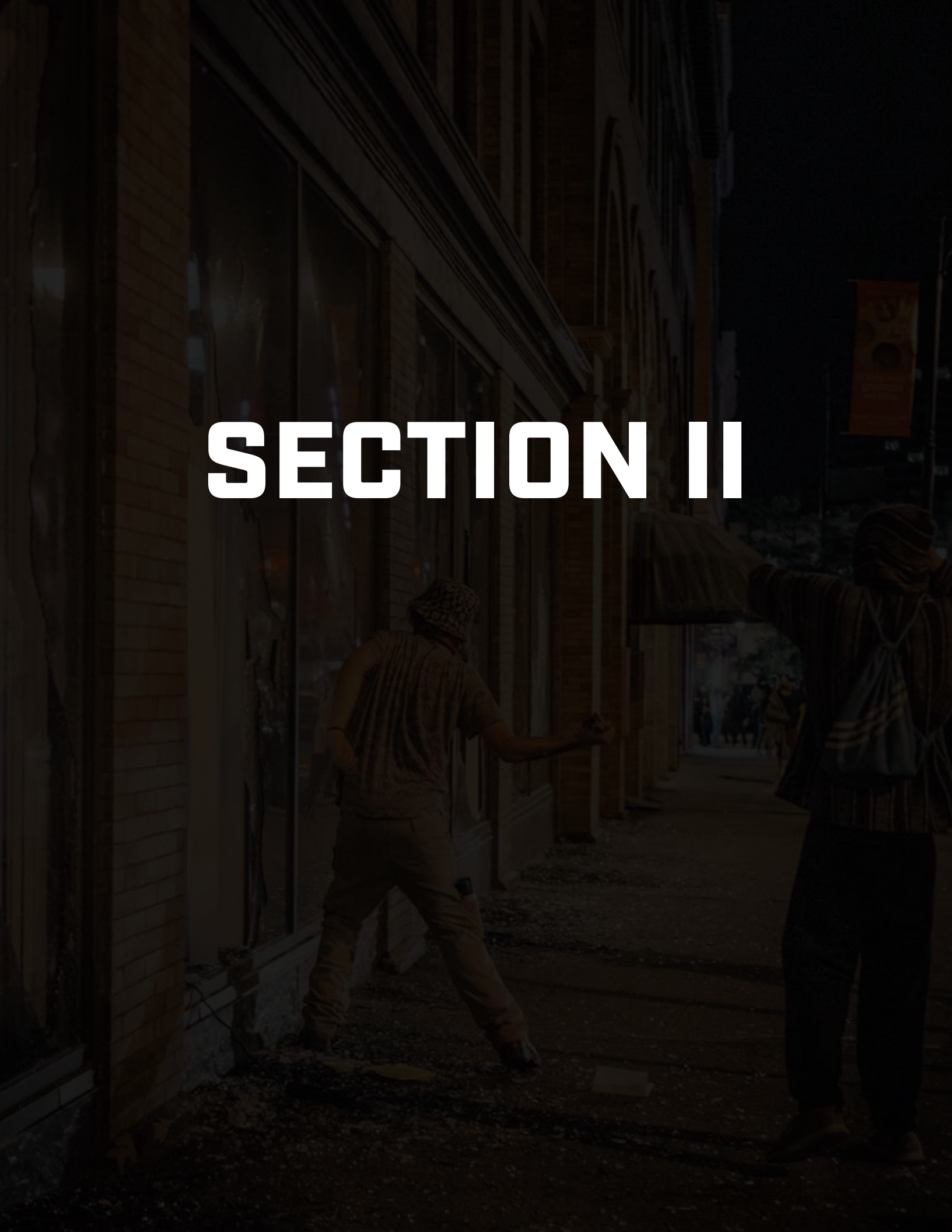
Each conducts trainings. The Prevention Team, for instance, "establishes a long-term commitment to prevention across the campus through primary, secondary, and tertiary prevention." They provide oversight and support for the development of an "annual prevention plan for student life." The Prevention Team did 69 sessions during 2020 for 511 student-athletes under the VOL IMPACT plan, among other kinds of training. Altogether 1,445 athletes and athletic employees received training. It is difficult to gauge how many trainings the Office of Title IX did during 2020, but the number is surely well over 300. Approximately 100% of full-time faculty, staff, graduate teaching assistants, graduate research assistants, Recsports student employees, first-year studies peer mentors, housing staff, and others received Title IX training during 2020.

Investigating and reporting is the other aspect of the Office's mission. During 2020, the Office received 132 reports of prohibited conduct, down from 154 in 2019. Such prohibited conduct included 77 reports of sexual

misconduct, 33 of relationship violence, and 21 of stalking. The Office undertook 30 investigations out of the 132 reports. In four cases — two incidents of sexual misconduct, one of relationship violence, and one of stalking — the accused were found guilty of violating the policy. Ten additional cases are pending.

Conclusion: UTK has established diversity hiring benchmarks for itself in its strategic planning processes, and its very aggressive affirmative action and committee training program is designed to increase its diversity. Its training programs are based on the idea that every aspect of the university is infused with subtle racism and sexism, so search committees need extensive training to lessen this problem. Its inclusion policies embrace both the supportive side of inclusion [establishing centers where supposedly aggrieved minorities can feel at home] and some aspects of the punitive side of inclusion [BERT and its active training of athletes and employees in Title IX]. Indications in the latest strategic plan are that this punitive side will be built up in the near future.

SECTION II



CURRICULUM & STUDENT EXPERIENCE

CSJ education is the new civics education.

A student's academic life is divided between general education requirements of approximately 40 credit hours, major requirements usually between 30-45 credit hours, and electives. They must earn 120 credit hours to graduate.

How many credits of CSJ education must UTK students take? This number is different for different students. Sometimes it depends on the luck of the draw — some teachers emphasize CSJ education while others in a different section might not. There is some variation in course selection for students as they fulfill general education requirements. Different majors also yield varying levels of CSJ education. Social work and sociology majors can expect nothing but CSJ education in their majors, while nursing majors may only receive it from their general education courses.

No measure of CSJ education is perfect.³⁴ We have imagined the student experience as a path through general education and then through a major. How much exposure do UTK students have to CSJs classes over the course of their undergraduate career?

General education. Our report uses course catalogue descriptions for general education courses as a reflection of course content. Sometimes faculty from a department infused with CSJ teach courses without an explicit CSJ framework. We label such courses as CSJ Education Courses. Examples of these course descriptions can be found on pages 23 and 24.

General Education reform was completed for the 2021-2022 school year. Starting then, all students must take six credits in Global Citizenship courses, 184 of the 192 of which are CSJ courses.

Majors. Our report measures the degree to which CSJ captures departments. We judge departments based on four factors: department mission statements, contributions to the general education, required major courses, and strategic plans or anti-racism statements.³⁵ Red departments are infused with all four factors, yellow departments have two to three, and green departments have either one or none. Examples of these factors and a more detailed description of our measurement can be found on pages 25-26.

Conclusion: Students encounter CSJ education throughout the curriculum at UTK. Students cannot avoid exposure to CSJ education, though they can avoid American history, government, and literature.

UTK GENERAL EDUCATION CURRICULUM REFORM

Administrations at all universities have a difficult time telling departments what to do, but they can reform the general education requirements that students have to take without much department input. When an administration undertakes such a review, it changes the incentives on campus and asks departments to buy into the new vision. In Spring 2017, UTK announced the intention to redesign the general education curriculum that was scheduled to take effect Fall 2021.³⁶ The revision focuses on training students for CSJ activism in several ways.

First, the new curriculum adds “Engaged Inquiries,” which requires students to take three additional courses from CSJ departments that include service or experiential learning.³⁷ Experiential or service-learning courses drop all pretenses that teachers and students are engaged in the search for knowledge and instead prepare students for a career in progressive and CSJ activism.³⁸

Next, students are required to take two Global Citizenship courses, one with an International focus and the other national. Whereas the International Focus courses seek to elevate other cultures, the US Focus courses seek to denigrate American culture and history and raise “students’ awareness of their own identities and responsibilities in a deeply pluralistic nation and globally intertwined world.” Nearly every course that satisfies the Global citizenship requirement is a CSJ course; the approved Global Citizenship courses are almost exclusively provided by CSJ departments.³⁹

Syllabi from the Global Citizenship courses should be collected and analyzed so that the thrust of the curriculum reform can be judged with greater specificity. This is another indication of the administration’s plans to promote the CSJ agenda.

Conclusion: The new general education curriculum aims to train students to shed their American identity in favor of a global identity and to become activists for CSJ.

GENERAL EDUCATION MAP

Beginning of freshman year⁴⁰



Written Communication

Take any combination of the following:

1. ENGL 101 and ENGL 102

During Summer 2020 ENGL 101 courses were taught using “ungrading,” an Anti-Racist assessment measure “that [recognizes] linguistic and racial diversity.”⁴¹

2. ENGL 118 and ENGL 102

3. ENGL 131 and ENGL 132

4. ENGL 102 and ENGL 290

AND

Approved WC Course (1 course)

COURSE EXAMPLE:

WGS 370 - Gender and Globalization

This international and intercultural course examines how economic and political processes affect gender, culture, and society across the globe. Emphasis is placed upon women’s subjectivity and agency in relation to these processes, and upon diverse forms of women’s activism for social change.

72/117 courses are offered by a CSJ department

Quantitative & Logical Reasoning (2 courses)

16/32 courses are offered by a CSJ department

Natural Science (2 courses)

27/68 courses are offered by a CSJ department

Ways of Knowing Art & Humanities (1 course)

100/127 courses are offered by a CSJ department

Oral Communication (1 course)

9/10 courses are offered by a CSJ department

Applied Oral Communication (1 course)

26/29 courses are offered by a CSJ department



Social Science (1 course)

COURSE EXAMPLES:

SOWK 200 – Introduction to Social Work and Social Justice

SOCI 110 - Social Problems and Social Justice

Problems of deviance, crime, and victimization, inequalities in exposure to environmental risks, and inequities in power and participatory democracy within the context of social change. Assessment of control strategies and redress of injustices.

50/64 courses are offered by a CSJ department



Global Citizenship / International Focus (1 course)

COURSE EXAMPLES:

CLAS 384 – Gender and Sexuality in Greece and Rome

Examines Greek and Roman views of gender roles and sexuality. Evidence from literature, epigraphy, and material culture is used to consider what the ideals of behavior were for Greek and Roman women and men, what constituted deviation from these ideals, and how ‘real’ Greeks and Romans may actually have behaved. Writing-emphasis course.

HIEU 364 – Fascism and Anti-Fascism in Global History

Course examines fascism as a historical development in various parts of the world, but focuses particular attention on Europe, the Americas, and Asia. It also examines anti-fascist movements around the world from the 1920s to the present.

124/132 options are offered by a CSJ department



Engaged Inquiries (9 Credits, minimum 2 classes)

40/62 options are offered by a CSJ department and may require service or experiential learning

Expanded Perspectives

Two extra classes (6 credits) in any of the following fields:

Arts & Humanities

Applied Arts & Humanities

Social Sciences

Global Citizenship (US or International focus)

US Focus (1 course)

COURSE EXAMPLES:

CSE 300 – Social Justice, Education and Service Learning

A study of selected concepts, theories and policies related to social justice within the American education system.

SOCI 225 - Introduction to Critical Race and Ethnic Studies

A basic conceptualization of race and ethnicity and racial inequality from a U.S. and global perspective. Focus on contemporary events connected to race and sociology through the use of social media and interactive learning tools.

60/60 options are offered by a CSJ department

INDOCTRINATION MAJORS

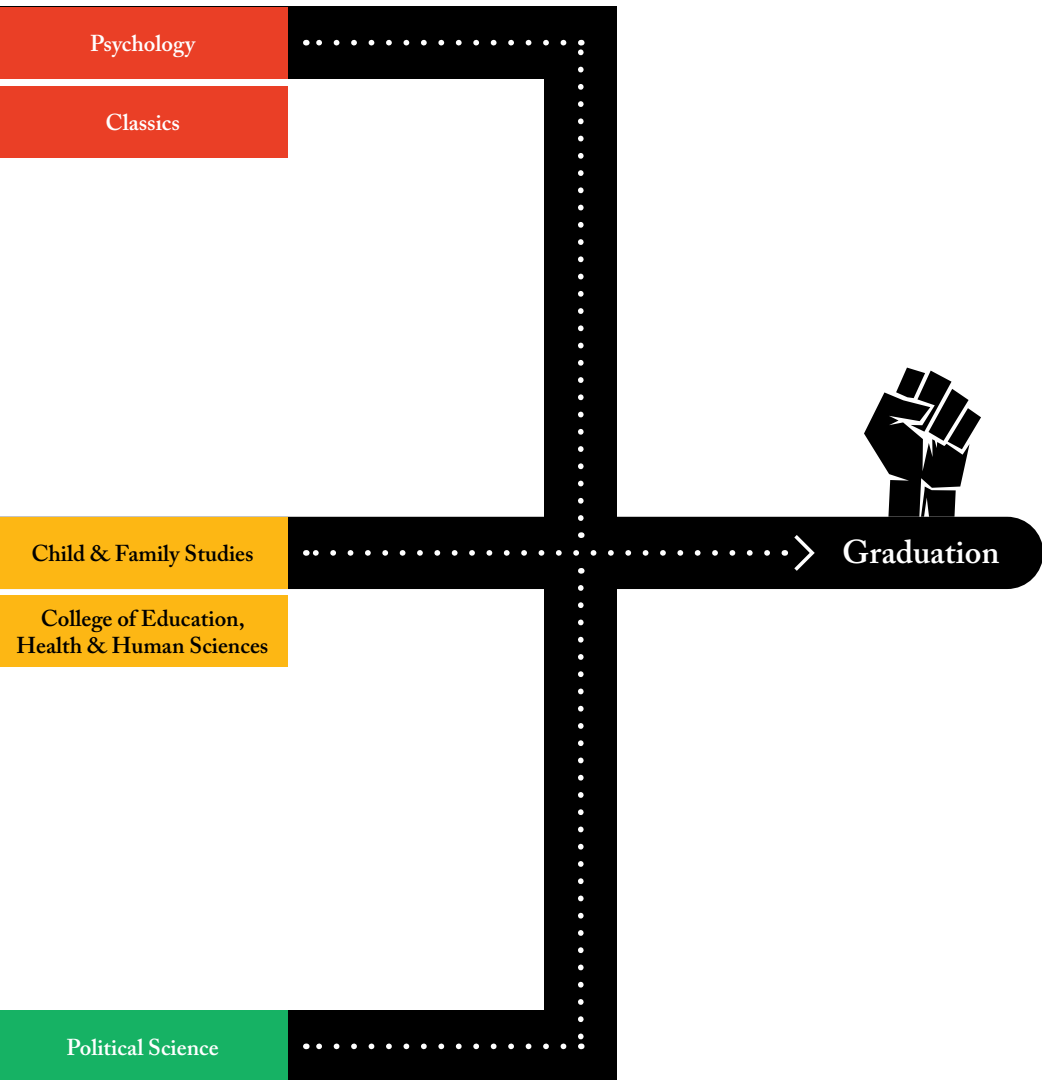
Women, Gender and Sexuality	Theatre	Africana Studies	Anthropology	School of Music
School of Art	Sociology	Critical Race & Ethnic Studies	Social Work	Global Studies
College of Communication and Information				

SOCIAL JUSTICE IN TRAINING

English	College of Business-Economics	College of Engineering	Biology	Philosophy
Education	Geography	Judaic Studies	Medieval & Renaissance Studies	Asian Studies

PROFESSIONAL DEPARTMENT

Physics	Agriculture	Foreign Languages & Literatures	Chemistry	Environmental Studies
History	Religious Studies	Mathematics	Middle East Studies	Latin American & Caribbean Studies



CSJ EVENTS

UTK sponsors many events dedicated to CSJ, which gives a sense of the ways UTK promotes CSJ education; we were unable to find any corresponding events from a conservative point of view.

There are too many CSJ events at UTK to catalog. We provide a sampling of the variety of events on campus:

Sponsored by the Center for the Study of Social Justice:

Second Critical Race Symposium: The Impact of Systemic Racism and COVID19 in Higher Education

The Critical Race Collective (CRC) Community of Scholars, an interdisciplinary group of faculty who apply critical race theory to research, teaching, and activism, will host the second Critical Race Symposium, a virtual two-day event, on the application of critical race theory to research, teaching, and scholar-activism. Beginning Thursday evening and continuing most of the day Friday, the event will feature research presentations, an invited moderated panel discussion, an invited community presentation, and invited keynote talks from nationally renowned scholars.⁴²

Assessing Systemic Inequity: Diversity, Whiteness, and Teacher Education – Dr. Ashlee Anderson, Theory & Practice in Teacher Education

At the same time that K-12 student populations in the U.S. are becoming more and more racially and linguistically diverse, the teaching force remains predominantly white and monolingual English-speaking, a demographic divide that has serious implications for all students, especially those who identify with cultures/experiences that may be unfamiliar to their teachers. With this presentation, I explore the complexities of this so-called demographic divide using critical race theory (specifically, interest convergence theory) as the primary lens of analysis. I also trace how the language of diversity is often coded in both economic and democratic terms, the result of which is a watered-down and whitewashed understanding of the term that does little to critically engage demographic trends.⁴³

Sponsored by the Center for Career Development:

Grounded In Justice: Social Justice In Your Career

Join us for this event to hear about different stories and paths that can be taken by students in their exploration and search for social justice-oriented careers, or how to apply your academic work to social justice. Learn more about these careers via a facilitated panel discussion and open questions and answer session.⁴⁴

Sponsored by the Women, Gender & Sexuality Interdisciplinary Program with support from the Department of Sociology and the Intersectionality Community of Scholars:

The Enduring Myth of White Men's Disadvantage

In this talk, sociologist Tristan Bridges (University of California-Santa Barbara) will discuss his research with both pro-feminist and anti-feminist White men. Faced with a historically novel context in which gender and racial privilege are more visible than perhaps ever before, this work asks how groups of gender-politically engaged, straight White men navigate the increasing visibility of privilege. Rather than undoing privilege, Bridges documents the strategies each group mobilized that he shows work to sustain these men's collective denial of their structural positions of power. This process has the consequence of making gender and racial subordination, power, and marginalization less visible.⁴⁵

Sponsored by the College of Arts and Sciences, Psychology:

From White Tears to Social Transformation: Antiracism Beyond Guilt

The Uprisings of 2020 have brought many issues to the forefront of the national conversation on race. The emotions of White antiracism—guilt, shame, despair, anger—are particularly contentious concepts in racial justice movements inasmuch as White people's feelings may advance or undermine efforts to dismantle White supremacy.

Drawing on interdisciplinary perspectives from critical, multicultural psychology and sociology, Professors Patrick Grzanka and Kirsten Gonzalez will discuss their work on White racial emotions and allyship to underscore the importance of emotions in antiracist work. Rather than center White people's feelings and subjectivities, they suggest that White guilt and associated forms of affect have both limits and possibilities for promoting social transformation.

If White people are to contribute productively and non-harmfully to racial justice movements, then careful examination of the causes and consequences of White racial emotions is essential to ensure that

White people move beyond tears and guilt and toward the ongoing practice of racial consciousness and social action.⁴⁶

Sponsored by the College of Social Work, Dean of Students, & Multicultural Student Life:

Rocky Topics: Allyship and Antiracism

Join the Office of the Dean of Students for our continued series exploring challenging and timely campus and community topics.

This event features faculty, staff, and students engaging in conversations regarding allyship and antiracism. Collaborating partners include the College of Social Work, Office of Multicultural Student Life, and representatives from the Student Government Association.⁴⁷

Sponsored by Multicultural Student Life, Price Center and University Libraries:

Lunch and Learn: How to Be an Anti-Racist – From Theory to Practice

Join panelists Dr. Kirsten A. Gonzalez, Dr. Camille Hall, and Clarence L. Vaughn III along with moderator Shaina V. Destine to discuss the complex but necessary work of putting theoretical antiracism into practice.

How to Be an Anti-Racist is the first Lunch & Learn conversation of the semester sponsored by the UT Libraries' Diversity Committee. Our cohosts for the event are the Pride Center and the Office of Multicultural Student Life.⁴⁸

Sponsored by the Pride Center:

Safe Zone at UT: Tier 1 Sessions

Safe Zone at UT is an educational workshop series focusing on:

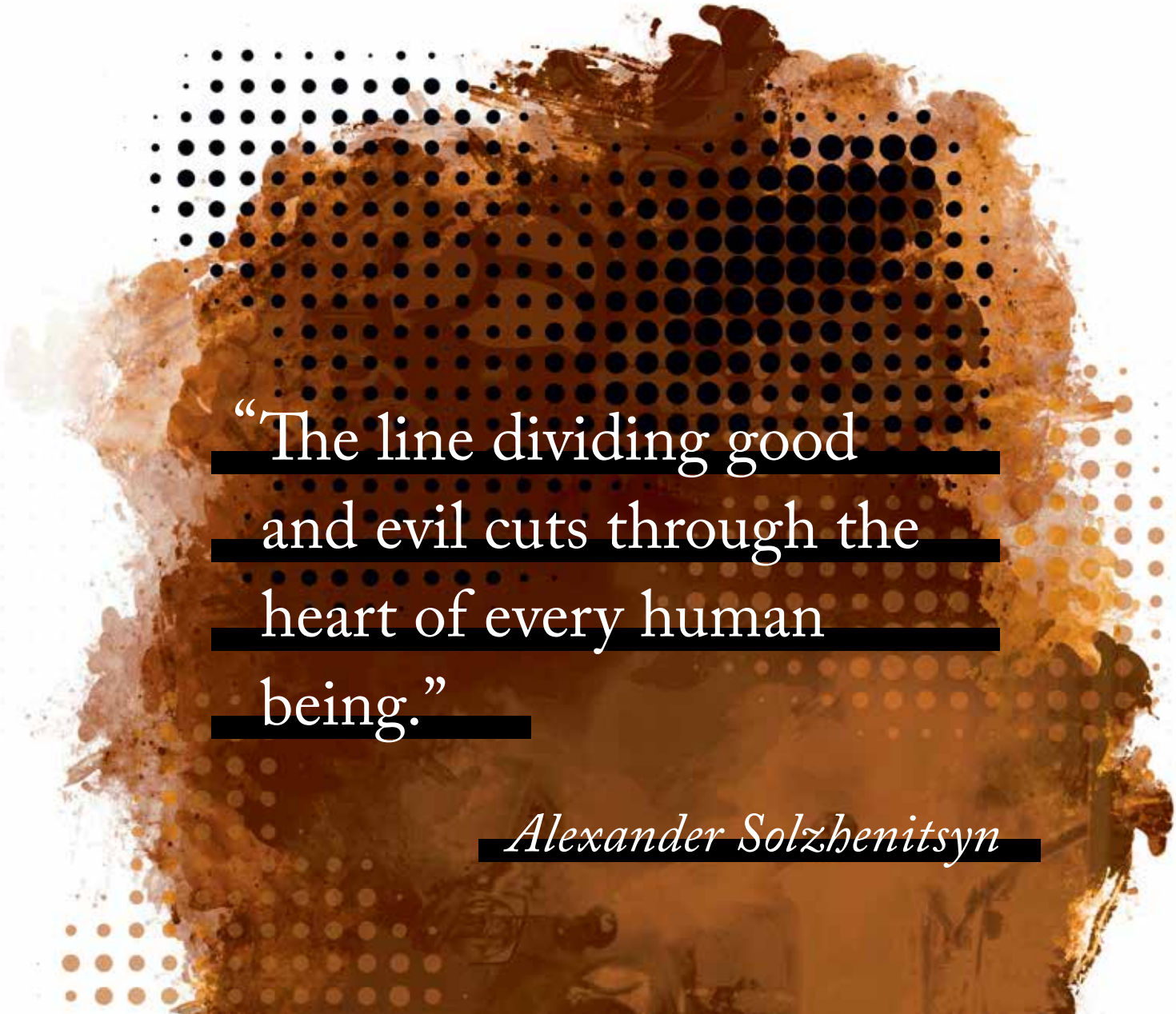
- Basic language and terminology related to gender and sexuality
- Awareness and understanding of the intersections of gender, sexuality, and other social identities
- Skills to intervene in situations of discrimination and injustice
- Knowledge about LGBTQ+ resources available on UT's campus.⁴⁹

Sponsored by the Office of Multicultural Student Life:

Diversity Dialogue Series: Womxn and Power

Join the Office of Multicultural Student Life as we explore the concept of womxnism and feminism. We will utilize social media, art, and culture to have a dialogue about womxns rise to power.⁵⁰

Conclusion: It would be impossible to count the number of CSJ events at UTK. The university has woven CSJ events into the fabric of campus life. Nearly all campus bureaucracies contribute to these CSJ events. During the 2020-2021, school year, to our knowledge, UTK has not invited a single conservative speaker to campus or offered a single event with an opposing viewpoint to CSJ.



“The line dividing good
and evil cuts through the
heart of every human
being.”

Alexander Solzhenitsyn

SEX WEEK AT UTK

Campus wide condom scavenger hunts, lesbian bondage and instructional sessions on anal intercourse are staples of UTK sex week.⁵¹

Legislators have struggled to rein in the bawdy annual event and succeeded in pressuring the university to cut off direct funding from student fees to all registered student organizations. The student-led organization, officially recognized by UTK known as Sexual Empowerment and Awareness at Tennessee (SEAT), runs Sex Week in order to explode sexual taboos and promote mores like “butt stuff.”⁵²

The Legislature passed a bill in 2016 banning state funds from being used for Sex Week, although confusion over indirect costs such as facility usage have allowed some state funds to still be used for Sex Week.⁵³ In 2019, the Tennessee Comptroller of the Treasury released a 269-page analysis of sex week.⁵⁴ The report discouraged legislators from banning Sex Week in part due to the First Amendment challenges of barring a student organization from campus.

Still, Sex Week at UTK has persisted for nine years and returned in its full glory for 2021.

Among the many events hosted during this year’s Sex Week were the following:

“A Little Tied Up: Rope Bondage 101,” which included a live demonstration of rope bondage, and encouraged attendees to “tie along if they own a rope.”⁵⁵

The annual Drag Show featuring cross-dressing students. The event has previously been described as “a night of drag that would make RuPaul jealous!” Attendees were offered a chance to win a free sex toy.⁵⁶

During “All About Abortion,” a Planned Parenthood representative explained to students’ different ways to kill babies in the womb and tried to explode the stigma around murdering unborn children.⁵⁷

In another session, a sexologist explained how to practice “sex positive habits” during the COVID19 pandemic.⁵⁸

SEAT once again disseminated “necessary” information regarding the “Do’s and Don’ts of Butt Stuff.” SEAT explained, “DO: Understand that anal sex concerns the anus, and sometimes, shit happens! Student activists said, “Use condoms on shared toys/penetrative objects,” and “use dental dams for performing oral sex.”⁵⁹

Conclusion: Sex week is crucial to the CSJ agenda because it seeks to destroy the practices on which traditional American life depend. It also seeks to replace traditional American sexual practices with all forms of perversity. Regardless of legislators’ efforts, UTK’s student activists continue to believe that Butt Stuff is “the most necessary” kind of event to dismantle “Tennessee’s archaic, heteronormative, and cisnormative ‘family life’ curriculum.”⁶⁰

SOCIAL JUSTICE COLLEGES & DEPARTMENTS HIGHLIGHTED

It is impossible to understand how far the CSJ agenda has advanced at UTK without seeing how each department has translated its overall goals into their missions. This is especially true among the so-called professional departments. Departments such as geography, engineering, biology, and chemistry have reimagined their missions so as to promote this pernicious anti-science ideology. Their commitment to professional standards will be sorely tested as they adopt these political standards.

Psychology Department

A 2021 statement from the program⁶¹:

“The faculty, students, and staff of the University of Tennessee’s Department of Psychology view diversity, multiculturalism, and social justice as fundamental ethical, societal, and scientific values. To foster outstanding research, scholarship, and psychological practice, and to be citizens able to work, excel, and lead in an increasingly multicultural and global society, we must be inclusive and diverse. We recognize and value diversity in its myriad forms, including ability status, age, ethnicity, family structure, gender, gender identity, national origin, race, religion and spirituality, sexual orientation, socioeconomic background, and veteran status.

Our Department of Psychology is committed to advancing and maintaining a collegial academic environment based on equity and fairness. We work to:

- *Create and sustain a welcoming, supportive, and inclusive departmental climate.*
- *Attract and retain greater numbers of individuals from under-represented populations into faculty, staff, and administrative positions.*
- *Attract, retain, and graduate increasing numbers of students from historically under-represented populations and international students.*
- *Ensure that curricular requirements reflect the Department’s commitment to diversity and social justice.*
- *Prepare graduate students to become teachers, researchers, and clinicians in a diverse world.*
- *Develop and strengthen departmental partnerships with diverse communities on local, state, national, and international levels.*
- *The Psychology department has a council dedicated to diversity to monitor the diversity-related climate and environment of the department.”*

Geography Department

Here is the 2021 mission statement from the department⁶²:

“Diversity, Equity, and Inclusion:

The Department of Geography is committed to equity and social justice through the recognition, celebration, and commitment to difference and the inclusion of historically and currently marginalized voices, people, and experiences. We recognize that systemic discrimination and exclusion are inherent in the traditions of higher education. We work to address intentional and unintentional exclusionary practices and to rectify unfair and disrespectful outcomes. We commit to ongoing conversation and action to dismantle injustice and systemic barriers to the full and equal participation and success of all people at the University of Tennessee attentive to the intersecting dimensions of difference including race, ethnicity, gender, class, religion, language, ability, sexual orientation, gender identity, nationality, tribal affiliation, age, and geographic region among others. The Department aims to be reflexive, transparent, and accountable as we strive to foster a climate in which respect for diversity, equity, and inclusion becomes part of all departmental life including curriculum, hiring, community engagement, and efforts to recruit and support students.”

The Haslam College of Business

Here is the 2021 overview of the college’s Diversity Action Plan⁶³:

“Diversity Action Plan:

The Haslam College of Business Diversity Action Plan provides a timeline and metrics to measure progress towards diversity, equity, and inclusion initiatives. The action plan is evaluated based on our objectives to promote a culture of accountability as it pertains to creating a welcoming and inclusive environment. Each of the six goals include specific action steps to reach our desired outcomes.

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

Objectives: Build and evolve an environment that supports all student, staff, and faculty populations, including underrepresented, minoritized, and marginalized members of these populations.

- *Emphasize the importance of diversity, equity, inclusion, and accountability*
- *Actively monitor college DEI environment related to observing breaches in behaviors inconsistent with college values*

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

Objectives: Expand and retain the number of individuals from underrepresented populations in faculty, staff, and administrative positions.

- *Proactive identification, recruitment, and retention of individuals from underrepresented populations*
- *Retain underrepresented groups through career advancement mentoring opportunities*

Goal 3: *Attract, retain, and graduate increasing numbers of undergraduate and graduate students from historically underrepresented populations and international students.*

Objectives: Expand the proportion of underrepresented students in HCB student body through enrollment and awareness of scholarship opportunities.

- *Provide support and resources for current students from historically underrepresented populations*
- *Continue to provide pre-collegiate resources through establishing educational and scholarship opportunities*

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

Objectives: Strengthen existing partnerships within university and with diverse local community, state, regional, national, and global partners.

- *Strengthen and expand partnerships within the university and with diverse local, state, regional, national, and global partners*
- *Establish new structural opportunities for fostering diversity*
- *Increase student participation in study abroad programs and professional development outreach activities*

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

Objectives: Assess course content for the inclusion of intercultural perspectives.

- *Broaden the scope of students' intercultural perspective*
- *Assess course content for the inclusion of intercultural perspectives*
- *Further develop class curricula addressing issues related to disparities and social inequities*

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

Objectives: Prepare full-time and executive MBA graduate students to succeed in an increasingly diverse and interconnected world.

- *Encourage involvement in serving as advocates and discussion leaders in diversity initiatives*

- *Expand cultural competency and diversity workshops and educational sessions*
- *Enhance existing programs and co-curricular activities to heighten Ph.D. candidate cultural awareness*

Tickle College of Engineering

Here is the college's 2021 statement on diversity and inclusion⁶⁴:

"Diversity and Inclusivity:

The Tickle College of Engineering is committed to protecting its Black students and colleagues. We are resolved to do the hard work to lead, learn, and create an equitable community that values and respects all people. View a list of resources we have compiled focused on allyship, antiracism, and social justice initiatives.

In the Tickle College of Engineering we embrace the Volunteer Spirit; we value academic research and rigor just as much as we value the inclusion of diverse students, faculty, and staff members. It is in the spirit of diversity and inclusivity that we educate—from the pre-college through the doctoral levels—and collaborate with one another within the college and with the larger UT community.

We recognize that in order for all of our members to excel, it is vital to nurture and sustain a community that respects and appreciates all individuals irrespective of race, ethnicity, sexual orientation, gender identity, mental or physical ability, socio-economic status, religion, national origin and/or citizenship status.

Accordingly, we do not tolerate any form of discrimination or harassment. We maintain that by promoting and embodying diversity and inclusivity, we are better equipped to address the engineering challenges of our local and regional community, as well as the engineering challenges of our nation and beyond."

Biology Department

Here is each department program's statement on diversity:

Biochem/Microbiology:⁶⁵

"BCMB Diversity statement:

Diversity and inclusion are values shared amongst BCMB faculty, staff and students. These values enhance the research, scholarship, teaching and service endeavors of the department and are integral to the mission of the department to serve all of its stakeholders. We recognize and value diversity in its myriad forms, including ability status, age, ethnicity, family structure, gender, gender identity, national origin, race, religion and spirituality, sexual orientation, socioeconomic background, and veteran status.

The BCMB department is committed to advancing and maintaining a collegial academic environment that is inclusive and welcoming of all. Our goals are:

- *Create and sustain a welcoming, supportive, and inclusive departmental climate.*
- *Attract and retain greater numbers of individuals from under-represented populations into faculty, staff, and administrative positions.*
- *Attract, retain, and graduate increasing numbers of students from historically under-represented populations and international students.*
- *Develop and strengthen partnerships with diverse communities in Tennessee and globally.*
- *Prepare graduate students to become teachers, researchers, and industry leaders in a diverse world.*
- *Ensure that departmental curricular requirements include significant intercultural perspectives that span ethical and societal perspectives on diversity and inclusion.”*

Ecology/Evolutionary Biology:⁶⁶

“Diversity Plan:

The Department of Ecology and Evolutionary Biology (EEB) at the University of Tennessee, Knoxville is dedicated to enhancing diversity. We strive to include students, faculty and staff from different populations, cultures and circumstances who bring a wide range of personal experiences, viewpoints and values that enrich the collective environment in EEB and build mutual respect. Because diversity is central to our academic mission, we actively strive to remove recruitment barriers, provide a welcoming and accessible environment to all students, foster diverse and open intellectual experiences and learning atmospheres, develop students’ talents and creativity, instill knowledge and train cognizant future leaders,

To help achieve this, the department worked to craft a diversity plan, which was passed unanimously by the faculty.”

Microbiology:⁶⁷

“Diversity and Climate:

The faculty, students, and staff of the University of Tennessee’s Department of Microbiology view diversity, multiculturalism, and social justice as fundamental ethical and societal values that are crucial components of the scientific endeavor and community. To foster outstanding research, scholarship and practice – and to be people able to work, excel, and lead in an increasingly multicultural and global society with complex challenges and opportunities – we must be inclusive and diverse. We believe that taking action to improve our department’s diversity, equity and inclusivity is the moral and just thing to do. We recognize and value diversity in its myriad forms, including but not limited to: disability status, age, ethnicity, gender, sex, family structure, national origin, race, sexual or romantic orientation, religion and spirituality, political affiliation, socioeconomic background, and veteran status.

Our Department of Microbiology is committed to advancing and maintaining a collegial academic environment based on equity and fairness. Therefore, we work to:

- *Create and sustain a welcoming, supportive, and inclusive departmental climate.*
- *Identify and address institutionally racist and biased practices that impede equity and inclusion.*
- *Increase the numbers of individuals from under-represented populations by attracting, hiring and retaining more diverse faculty, staff, and administrative professionals.*
- *Attract, retain, and graduate increasing numbers of students from under-represented populations.*
- *Advocate for and foster a supportive environment for international populations within student, faculty, staff, and administrative positions.*
- *Ensure that the teaching and learning experience is inclusive and reflects the Department's commitment to diversity and social justice.*
- *Prepare students to become leaders, teachers, researchers, and clinicians in a diverse world.*
- *Develop and strengthen departmental partnerships with diverse communities on local, state, national, and international levels.”*

College of Education, Health & Human Sciences

Here is the college's 2021 mission statement⁶⁸:

“Diversity, Equity, and Inclusion:

Welcome to the College of Education, Health, and Human Sciences (CEHHS) Diversity, Equity, and Inclusion (DEI) website. The DEI Office commits to make the college and campus community an inclusive environment for all students, faculty, staff, and administrators.

Our Vision: *a culture where knowledge, education, health, and social justice are key contributors to promoting quality of life for all.*

Our Mission: *to develop, encourage, and prepare faculty, staff, and students who influence, improve, and inspire a healthy, educated, socially just, and vibrant society.*

Our Work: *is guided by a commitment to diversity, equity, inclusion, access, culture, climate, and social justice.*

“Diversity is a fact, but inclusion is a choice we make everyday. As leaders, we have to put out the message that we embrace, and not just tolerate, diversity.” ~ Nellie Borrero”

Chemistry Department

Here is the 2021 values and mission statement from the department's Diversity plan⁶⁹:

“OUR VALUES AND MISSION:

The faculty, students, and staff of the University of Tennessee's Department of Chemistry view diversity, multiculturalism, social justice, and equity as fundamental ethical, societal, and scientific values. We must be inclusive and diverse in order to foster outstanding research, scholarship, and mitigate the “leaky pipeline” of traditionally underrepresented groups in chemistry such as racial minorities and women. We recognize and value diversity in its myriad forms including ability status, age, ethnicity, family structure, gender, gender identity, national origin, race, religion, spirituality, sexual orientation, socioeconomic background, and veteran status. Consistent with our strategic plan, our diversity plan seeks to “actively promote diversity and inclusion in our local, regional, and global communities.” Further we seek to create and sustain a welcoming environment to recruit, retain, and support a diverse body of students, staff, and faculty; prepare students to conduct research, teach, and advocate in a diverse world; foster research that includes a broad range of backgrounds and perspective; and lastly to develop and strengthen community partnerships to further inclusion.”

Department of Earth and Planetary Sciences

Here is the 2021 mission statement from the department's Diversity Action plan⁷⁰:

“The Department of Earth and Planetary Sciences (EPS) affirms its belief in and commitment to diversity and will continue to develop and promote a diverse community. EPS is dedicated to maintaining an inclusive working environment where differing ideas, abilities, backgrounds, and needs are fostered with opportunities for students, faculty, staff, and visitors from divergent experiences to participate in and contribute to the Department. EPS recognizes that diverse perspectives are important and necessary in teaching, research, and service. Therefore, EPS will strive to ensure that every departmental activity is open to all students, faculty, staff, and visitors regardless of race, sex, creed, age, sexual orientation, national origin, religion, or disability.”

STUDENT LIFE

Normal students imagine student life as concerned with social events or recreation. UTK has a very different view. It has reimagined residential life as an additional venue for Critical Social Justice practice. It spreads this political activism through dorm life through what is known as experiential or service learning. Student life is centered around promoting service learning. Study abroad trips are infused with experiential or service learning. Students cannot escape constant pressure from university faculty to embrace the “Volunteer Spirit” by becoming activists for social change.

What is Experiential or Service Learning?

Experiential or service learning are innocuous words that sound good. Who could oppose learning through experience? It sounds like an internship. Who could oppose learning through service? It sounds like Christian charity. But these concepts were designed precisely to divert university resources toward progressive causes.

Radicals founded service learning in the 1960s. They use university resources and student tuition money and labor to support progressive nonprofit organizations and to propagandize students or “raise their consciousness.”⁷¹ CSJ departments label their vocational training in activism as experiential learning or service learning.

UTK Experiential and Service Learning Apparatus

The explicit goal of service learning at UTK is acclimating students to “political or social action.”⁷² UTK is increasingly diverting more of students’ time and tuition to volunteering and community engagement in CSJ and anti-racism causes.

Service learning is led by the Jones Center for Leadership and Service, which says it is dedicated to serving the global community and believes “everyone has the ability and responsibility to ... advocate for social justice.”⁷³ The center’s website states, “We recognize the need for racial justice is not new — therefore, we need to further commit ourselves to leadership and service that is rooted in equity, justice, and anti-racism.”

Service learning is offered in general education courses and as a degree requirement in both the humanities and technical fields. For example, an approved course fulfilling the Global Citizenship general education requirement is CSE 300 - Social Justice, Education and Service Learning. The description reads, “A study of selected concepts, theories and policies related to social justice within the American education system.”

The Center sponsors VOLbreaks community service trips to train students to “develop empathy, examine their assumptions, explore social problems and their root causes, and strive to become active citizens in their own communities.” All VOLbreaks trips focus on CSJ; its mission says, “To keep the focus of the program on education and social justice rather than location, participants do not learn the location of their trip until they have committed to the trip and attended the first trip meeting.”⁷⁴

Examples and themes of VOLbreaks trips include “LGBTQ+ Advocacy” in Atlanta, Ga., “Wealth & Power” in New Orleans, La., and “Women’s Empowerment” in Washington, D.C.⁷⁵

An alumni of one of these trips said, “VOLbreaks is the program that pushed me to do the most during my college experience! I have learned so much about social justice during my time with this program.”

After attending a VOLbreaks trip during spring break in Jackson, Miss., another student discovered a newfound “interest in advocacy work and diversity and inclusion issues.”⁷⁶

Study abroad programs have also been taken over by CSJ advocates.

Instead of allowing students to take classes abroad and make individual decisions about what parts of a foreign country they would like to learn about, the center deliberately links all service activities with social justice. Trips like the Prague Immersion Experience — a seven-day spring break trip in Prague, Czech Republic where students focus on “acting as positive social change agents” — are an attempt to ensure students remain yoked to social justice even in off campus academic programs.⁷⁷

Residence Life

Much of student experience takes place outside the classroom through programming designed by residence hall directors and the broader division of student life. We can see what residence life seeks to accomplish through its mission statements and by the community it cultivates. Students can’t even escape the push to participate in service or experiential learning for the CSJ cause where they live and sleep.

Mission Statements

The focus of UTK Housing is to create “an environment that promotes civility and respect for diverse populations.”⁷⁸ It values the “Volunteer Spirit, a responsibility to serve others and give back to our community.”

Large amounts of UTK housing have been turned into means for CSJ advocacy. These housing units affect student life distinctively by capturing students at the moment they might otherwise find respite from the CSJ—when they are eating, sleeping and relaxing.

Living Learning Communities (LLCs)

The Multicultural Mentoring Program (MMP) community is designed to mentor and train first year students in CSJ. The program pairs students with a mentor and requires participation in certain courses, study groups, and social activities. All students during the 2022 Spring Semester, for example, will be required to take the course “Social Justice & Servant Leadership.”⁷⁹ One student said she “found her passion for social justice and service” through participating in the MMP.⁸⁰

The UT LEAD community is “built on the principles of leadership, excellence, achievement and diversity”⁸¹ and targets students representing “diverse racial and ethnic backgrounds.”⁸² The program focuses on developing students into “engaged global citizens in a culturally diverse society” who acknowledge diversity and inclusion.⁸³ First year students in the program are bombarded with CSJ through required participation at various events and cultural programming.

For example, students must attend the UT LEAD Summer Institute, which has propelled “UT’s efforts to promote social equality for 13 years by enrolling a more racially and socioeconomically diverse student body.”⁸⁴ Other CSJ events and courses required by UT LEAD include First Year Studies 101 which focuses on diversity and inclusion and “Ice Cream & Inclusivity,” an event on “how to be an inclusive member of your community.”⁸⁵

In 2020, UTK built more residence life programs explicitly dedicated to CSJ advocacy. The Volunteer Impact Academy (VIA) was recently created to mold students into agents of social change.⁸⁶ VIA is a four-year program aimed at getting students to participate in social activism, primarily for left-wing causes. Students are required to participate in at least 24 hours of service learning events every year. The end goal of the program is to train students to become CSJ activists and fulfill their role in achieving a global transformation.

Conclusion: Student life is thoroughly permeated with CSJ so that residents cannot avoid it in most of campus life. We can expect UTK to continue diverting more student labor and tuition money to promote CSJ activism through service and experiential learning and pressuring more students to become agents of “social change.”

CONCLUSION

UTK promotes DEI in all it does. It hopes thereby to change Tennessee's culture and its values.

But this mission does not advance the common good or the cause of knowledge.

Instead, it is inimical to both. It undermines the common good by compromising the rule of equal laws and the idea of individuals having rights as individuals instead of having claims as members of groups. It tends to alienate many citizens — including the most productive — from their country. It undermines the advancement of knowledge by taking certain questions off the table and by reflecting a false understanding of human beings stuck with their group identity.

UTK has built a sophisticated apparatus to promote CSJ. It has long and detailed strategic plans made in 2016 and 2021 to promote this ideology. It has several chancellor-level administrators and at least a dozen dean-level administrators to incorporate CSJ into all aspects of curriculum, department life, and student life.

Efforts from the administrative level to the college and department levels are now coming forward, as each has had to create Diversity Action Plans during the 2020-2021 school year. Those plans will be implemented beginning in 2021. A general education reform has been completed and it too contains an overweening emphasis on promoting CSJ. All of this is in accord with the publicly-stated purposes in UTK's strategic plans. UTK has said what it is going to do and then done it. It will be doing more of it.

This is happening at universities all over the country. UTK is probably not a leader in this, but it is a significant follower. If UTK is allowed to continue its drift in this direction, the state of Tennessee will have a powerful, unchangeable engine for this pernicious ideology in its midst.

Conclusion: Only Tennessee's legislative and executive branches can stop UTK from pursuing this transformative agenda, since the past four years reveal what UTK will do without political oversight. The time for action is now.

ABOUT THE AUTHORS



ANNA K. MILLER

Anna is the Education Policy Director at Idaho Freedom Foundation. She is an alumni of the MA Fellowship at the Mercatus Center at George Mason University. She lives in Boise, Idaho with her husband, Brock. Anna earned her M.A. in Economics from George Mason University (2020) and a B.A. in Philosophy, Religion, and Ancient Greek and Roman Studies as a division one student athlete from Furman University (2017). Anna's work has been published in the Wall Street Journal, The Hill, The Detroit News, The Washington Examiner, and The Daily Caller among others.



ARTHUR MILIKH

Arthur Milikh is the executive director of The Claremont Institute's Center for the American Way of Life. His work focuses on the tradition of American political thought and the freedom of speech. Previously, he was the Associate Director of the Center for American Studies and AWC Family Foundation Fellow at The Heritage Foundation. Prior to Heritage, he worked at the House Committee on Armed Services and at The Hudson Institute.

Milikh's writings have appeared in The Claremont Review of Books, National Affairs, City Journal, Real Clear Politics, Law & Liberty, and American Greatness. Milikh holds a B.A. from Emory University, a Masters from the University of Chicago, and is a Ph.D. candidate at The Catholic University of America.



SUSAN KAESTNER

Susan is the founding director of Velocity Convergence which supports viewpoint and ideological diversity in public institutions. For almost 20 years she has been the president of the Tennessee Forum - an issue advocacy organization that has worked both inside the state legislature and in the public square to promote conservative ideals. Her policy and advocacy work includes: expanding school choice opportunities, collective bargaining reform, ethics reform, transparency issues related to the Tennessee School Board Association, as well as judicial retention elections. A proud Tennessean for more than 50 years, she lives on a small farm in Middle Tennessee.

WORKS CITED

- 1 Sam Abrams and Amna Khalid, “Are Colleges and Universities Too Liberal? What the Research Says about the Political Composition of Campuses and Campus Climate” Heterodox: The Blog. <https://heterodoxacademy.org/blog/are-colleges-and-universitiestoo-liberal-what-the-research-says-about-the-political-composition-of-campuses-and-campus-climate/> (accessed December 2, 2020).
- 2 For example, Jonathan Haidt and Greg Lukianoff, *The Coddling of the American Mind: How Good Intentions and Bad Ideas are Setting up a Generation for Failure* (New York: Penguin Press, 2018); Heather MacDonald, *The Diversity Delusion: How Race and Gender Pandering Corrupt the University and Undermine our Culture* (New York: St. Martin’s Press, 2018); and David Randall, *Social Justice Education in America* (New York: National Association of Scholars, 2019).
- 3 See James Lindsay and Helen Pluckrose, *Cynical Theories: How Activist Scholarship Made Everything about Race, Gender and Identity—and Why This Harms Everybody* (Durham, NC: Pitchstone Publishing, 2020).
- 4 [Postmodernism and Cultural Marxism | Jordan B Peterson - YouTube](#)
- 5 See Donald Forbes, *Multiculturalism in Canada: Constructing a Model Multiculture with Multicultural Values* (New York: Palgrave Macmillan, 2020) and Scott Yenor, “Lament of the Nations,” in *First Things*, accessed June 28, 2021 at <https://www.firstthings.com/web-exclusives/2021/06/lament-for-the-nations>.
- 6 See National Education Association, “Education & Racism: An Action Manual,” p. 13: “Our institutional and cultural processes are so arranged as to automatically benefit whites, just because they are whites.” The United States Commission on Civil Rights, “Statement on Affirmative Action” (Clearinghouse Publication 54, October 1977), cf. p. 2, begins with a modest statement that “racial disparities in job and economic status may stem from a web of causes ... they provide strong evidence of the persistence of discriminatory practices” which leads to “practices that are not racially motivated may nonetheless operate to the disadvantage of minority workers unfairly.”
- 7 Kendi, *How to Be an Antiracist* (New York: Random House, 2019), p. 19.
- 8 James Lindsay’s work is especially interesting in this regard. Lindsay is a disaffected liberal who has written profound articles such as “Wokeness Threatens the Rule of Law” (<https://newdiscourses.com/2020/11/wokeness-threatens-rule-of-law/>) and “For Racial Healing, Reject Critical Race Theory.” (<https://newdiscourses.com/2020/10/racial-healing-reject-critical-race-theory/>)
- 9 https://volvision.utk.edu/wp-content/uploads/sites/11/2019/02/Diversity-Champions-Full-Report_FINAL_9.26.18.pdf
- 10 <https://chancellor.utk.edu/cabinet/vice-chancellor-for-diversity-and-engagement/>
- 11 <https://news.utk.edu/2019/09/26/tyvi-small-named-permanent-vice-chancellor-for-diversity-and-engagement/>
- 12 <https://cci.utk.edu/wp-content/uploads/2021/01/CCI-DiversityActionPlan-15Dec2020.pdf>
- 13 https://law.utk.edu/wp-content/uploads/2021/03/DiversityActionPlan03_2021.pdf
- 14 <https://nursing.utk.edu/2021/05/28/brown-selected-as-inaugural-director-of-diversity-equity-inclusion/>
- 15 <https://archdesign.utk.edu/prof-dean-director-diversity/>

16 <https://diversity.utk.edu/diversity-action-plan/>

17 All quotations in this paragraph are drawn from the Strategic Vision document found at <https://chancellor.utk.edu/vision/draft-mission-vision-goals/>

18 See UTK College of Arts and Sciences Department of Physics and Astronomy Diversity Action Plan 2020 www.phys.utk.edu/about/diversity-action-plan-2020.pdf

19 <https://anthropology.utk.edu/department-of-anthropologys-diversity-action-plan-2020-21/>

20 We have provided a conservative estimate for how much the CSJ apparatus costs at UTK. We have only included full-time personnel whose job titles suggest an exclusive dedication to advancing the ideology. Those who only work part time pursuing this agenda are omitted; nor do we include course buyouts that faculty get for serving on the extensive number of diversity committees at UTK.

21 See “Report on Recruitment and Retention of Diverse Faculty” (Sept 2018), p. 4. https://volvision.utk.edu/wp-content/uploads/sites/11/2019/02/Diversity-Champions-Full-Report_FINAL_9.26.18.pdf

22 Ibid

23 Quotations are taken from “STRIDE Workshop Presentation 2019-2020, <https://stride.utk.edu/wp-content/uploads/sites/14/2019/09/STRIDE-Workshop-Presentation-2019-2020-V01.pdf>

24 <https://pridecenter.utk.edu>

25 <https://multicultural.utk.edu/fbcc/>

26 <https://multicultural.utk.edu/>

27 <https://multicultural.utk.edu/resources/student-organizations/>

28 Office of Equity & Diversity, Discrimination and Harassment, <https://oed.utk.edu/complaints/>

29 Bias Education and Referral, retrieved June 19, 2021 from <https://bias.utk.edu/bias-incident-definitions/>

30 Bias Education and Referral, retrieved June 19, 2021 from <https://bias.utk.edu/response/>

31 FIRE, University of Tennessee-Knoxville, retrieved June 19, 2021 <https://www.thefire.org/schools/university-of-tennessee-knoxville/>

32 “About the Office of Title IX,” retrieved June 18, 2021 <https://titleix.utk.edu/about-the-office-of-title-ix/title-ix-team/>

33 All subsequent quotations in this section are drawn from “Sexual Misconduct, Relationship Violence, Stalking, and Retaliation: Annual Report, January-December 2020” retrieved June 18, 2021, <https://titleix.utk.edu/wp-content/uploads/sites/96/2021/04/Title-IX-AR-2020-ACCESSIBLE-FINAL.pdf>

34 A more complete study would measure how much experiential learning students must or can take during their time at UTK. Experiential learning is almost always in the service of a left-wing, CSJ cause established through a department committed to it. See Randall, “Social Justice Education in America,” pp. 78-80 and 143-148

35 In previous reports, we used program or department learning outcomes as a grading indicator. In the case of UTK, PLOs were not publicly available for every department on the university website.

36 [General Education Courses | Undergraduate Council \(utk.edu\)](#)

37 [General Education Revitalization Plan Proposed | Office of the Provost \(utk.edu\)](#) Also See [Volunteer Core Curriculum](#)

[Volunteer Core Curriculum | Undergraduate Council \(utk.edu\)](#)

38 David Randall, Making Citizens: How American Universities Teach Civics (National Association of Scholars, 2017), https://www.nas.org/storage/app/media/Reports/Making_Citizens/NAS_makingCitizens_fullReport.pdf

39 [Global Citizenship – United States | Undergraduate Council \(utk.edu\)](#)

40 The general education map is based on UTK’s new Volunteer Core curriculum which will take effect Fall 2022 and has been approved by the General Education Committee. See [Volunteer Core Curriculum | Undergraduate Council \(utk.edu\)](#) and [Volunteer Core | Undergraduate Council \(utk.edu\)](#)

41 UT Grad Students Pioneer Assessment Model [Department of English | The University of Tennessee, Knoxville \(utk.edu\)](#)

42 [Critical Race Collective \(CRC\) | Center for the Study of Social Justice \(utk.edu\)](#)

43 [CRC-Symposium-Website-Content-1.pdf \(utk.edu\)](#)

44 [Grounded In Justice: Social Justice In Your Career - University of Tennessee, Knoxville \(utk.edu\)](#)

45 [The Enduring Myth of White Men’s Disadvantage - University of Tennessee, Knoxville \(utk.edu\)](#)

46 [From White Tears to Social Transformation: Antiracism Beyond Guilt - University of Tennessee, Knoxville \(utk.edu\)](#)

47 [RockyTopics: Allyship and Antiracism - University of Tennessee, Knoxville \(utk.edu\)](#)

48 [Lunch and Learn: How to Be an Anti-Racist - From Theory to Practice - University of Tennessee, Knoxville \(utk.edu\)](#)

49 [Safe Zone at UT: Tier 1 Sessions - University of Tennessee, Knoxville \(utk.edu\)](#)

50 [Diversity Dialogue Series: Womxn and Power - University of Tennessee, Knoxville \(utk.edu\)](#)

51 [Moves to kill UT Knoxville’s Sex Week met with questions \(insidehighered.com\)](#)

52 [About - UT Sex Week \(sexweekut.org\)](#) also see SEAT on Twitter: “Thank you for the constant support. We are proud to have started this conversation on campus all those years ago. #LetsTalkAboutIt #SexWeek2019 <https://t.co/cbNCCBjqhm>” / Twitter

53 [Lawmakers once again turn attention to UT’s Sex Week | WTVC \(newschannel9.com\)](#)

54 [Special Report: Sex Week at the University of Tennessee-Knoxville \(tn.gov\)](#)

55 [A Little Tied Up: Rope Bondage 101 - University of Tennessee \(utk.edu\)](#)

56 [Drag Show 2021 - University of Tennessee \(utk.edu\)](#)

57 [All About Abortion - University of Tennessee \(utk.edu\)](#)

58 [Mask4Mask with Dr. Megan Stubbs - University of Tennessee \(utk.edu\)](#)

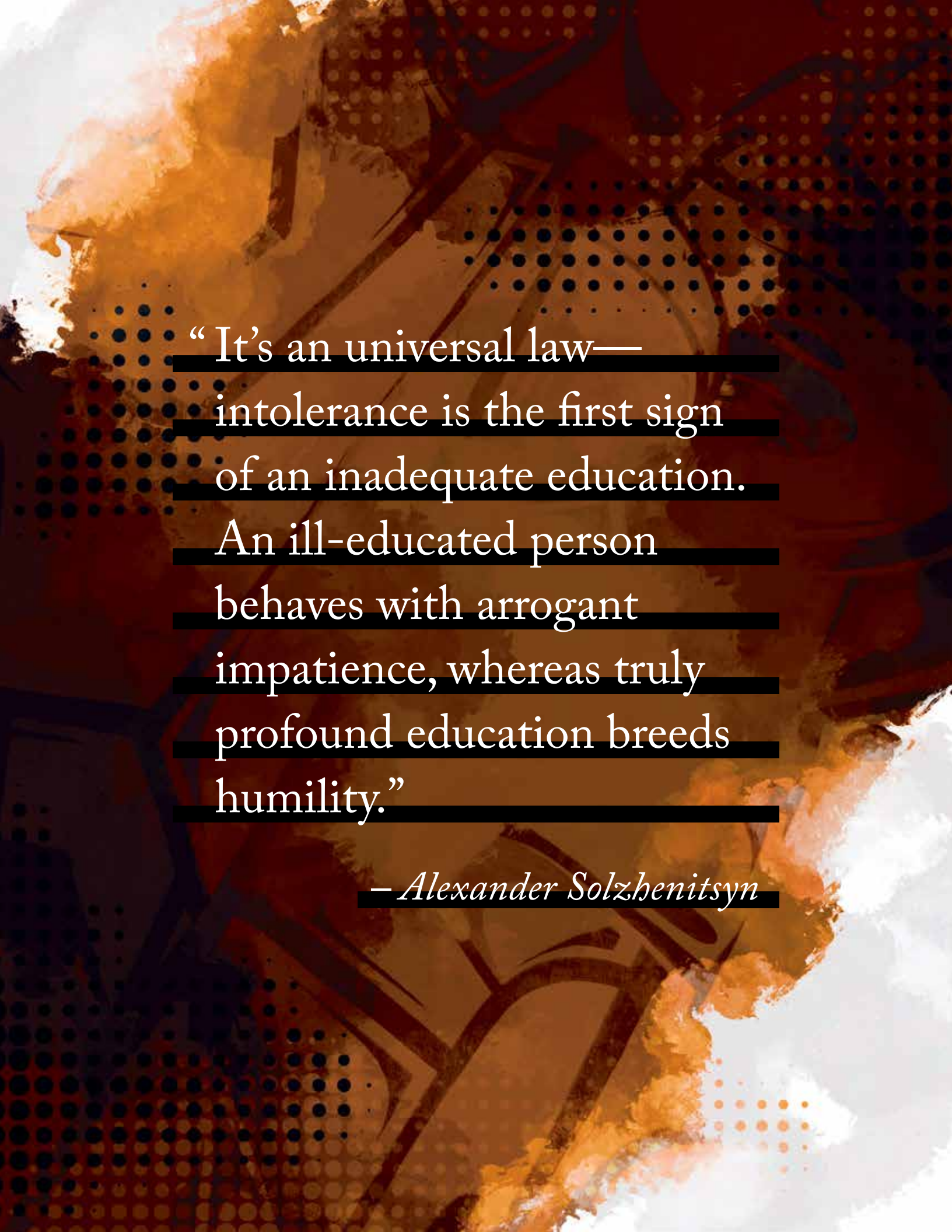
59 [SEAT on Twitter: “we might be in tennessee but you need to take care of your peach <https://t.co/7Ofy21wNBA>” / Twitter](#)

60 [SEAT on Twitter: “Thank you for the constant support. We are proud to have started this conversation on campus all those years ago. #LetsTalkAboutIt #SexWeek2019 <https://t.co/cbNCCBjqhm>” / Twitter](#)

61 [Microsoft Word - 2018 Diversity Plan Ratified 01.31.2018.docx \(utk.edu\)](#)

62 [Diversity, Equity, and Inclusion | Department of Geography \(utk.edu\)](#)

- 63 [Diversity Action Plan | Haslam College of Business \(utk.edu\)](#)
- 64 [Diversity and Inclusivity - Tickle College of Engineering \(utk.edu\)](#)
- 65 [Diversity | Biochemistry & Cellular and Molecular Biology \(utk.edu\)](#)
- 66 [Diversity Plan | Ecology & Evolutionary Biology \(utk.edu\)](#)
- 67 [Department of Microbiology | The University of Tennessee, Knoxville \(utk.edu\)](#)
- 68 [Diversity, Equity, and Inclusion - College of Education, Health, and Human Sciences \(utk.edu\)](#)
- 69 [Equity, Diversity & Inclusion | Department of Chemistry \(utk.edu\)](#)
- 70 [EPS Diversity Action Plan.pdf \(utk.edu\)](#)
- 71 David Randall, *Making Citizens: How American Universities Teach Civics* (National Association of Scholars, 2017), https://www.nas.org/storage/app/media/Reports/Making_Citizens/NAS_makingCitizens_fullReport.pdf
- 72 [Service-Learning Course Design Guide \(utk.edu\)](#)
- 73 [Anti-Racism Resources | Clay and Debbie Jones Center for Leadership and Service \(utk.edu\)](#)
- 74 [About VOLbreaks | Clay and Debbie Jones Center for Leadership and Service \(utk.edu\)](#)
- 75 [VOLBreaks Depart on Alternative Spring Break Trips | Student Life \(utk.edu\)](#)
- 76 [Finding a Home through Service - News \(utk.edu\)](#)
- 77 [Prague Immersion Experience | Clay and Debbie Jones Center for Leadership and Service \(utk.edu\)](#)
- 78 [About Us | University Housing \(utk.edu\)](#)
- 79 [MMP Connect | University Housing \(utk.edu\)](#)
- 80 [Finding a Home through Service - News \(utk.edu\)](#)
- 81 [UT LEAD | University Housing \(utk.edu\)](#)
- 82 [UT LEAD Summer Institute | Division of Student Success \(utk.edu\)](#)
- 83 [What is UT LEAD? | Division of Student Success \(utk.edu\)](#)
- 84 [UT LEAD Summer Institute | Division of Student Success \(utk.edu\)](#)
- 85 [FYS 101: The UT Experience | First-Year Programs \(utk.edu\)](#)
- 86 [UT Launches Volunteer Impact Academy - News \(utk.edu\)](#)



“It’s an universal law—
intolerance is the first sign
of an inadequate education.
An ill-educated person
behaves with arrogant
impatience, whereas truly
profound education breeds
humility.”

—*Alexander Solzhenitsyn*



**IDAHO FREEDOM
FOUNDATION**

IdahoFreedom.org

208-258-2280

Our mission is to make Idaho into a Laboratory of Liberty by exposing, defeating, and replacing the state's socialist public policies.



THE CLAREMONT INSTITUTE
CENTER FOR THE

**AMERICAN
WAY OF LIFE**

Claremont.org

909-981-2200

Our mission is to restore the principles of the American Founding to their rightful, preeminent authority in our national life.



**VELOCITY
CONVERGENCE**

VelocityConvergence.com

A non profit established for the purpose of education and advocacy on the issue of viewpoint diversity in our public institutions.