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College of

EDUCATION

*Inclusive Excellence*

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## Monthly Newsletter

As we prepare for winter break and the end of another year, there is much to reflect on. How do we make sense of the year that is ending? How do we use new understanding to plan for the year to come? This issue of the newsletter includes an additional section with resources to support our individual and collective reflections on diversity, equity, and inclusion. These materials can guide self-assessment and the new year resolutions that often follow. Remember to click on the links to access resources and videos!

### Spotlight on DEI Research



Two faculty members in the Department of Education and Human Development (EHD), Dr. Antonis Katsiyannis (above) and Dr. Luke Rapa (below), with two colleagues from other institutions, recently co-edited a book entitled [\*Disproportionality and Social Justice in Education\*](#). Katsiyannis is an Alumni Distinguished Professor in Special Education and has published extensively on legal and policy issues, special education, delinquency, and discriminatory discipline practices. Rapa is an Assistant Professor in Learning Sciences, and his research rests at the intersection of developmental and educational psychology, and explores how contextual, sociocultural, and sociopolitical factors shape developmental and psychological processes to promote adaptive development.



Their book examines disproportionality, which is the over- or under-representation of a group, in comparison with other groups, for a certain outcome or within a certain context, and focuses on issues of social justice for diverse students and students who are experiencing marginalization. It addresses disproportionality as an indicator of biased practices, and it uses social justice as a frame for studying disproportionality as a means to improve educational practice.

Chapters in their volume explore the historical issue of disproportionality in education; examine outcomes experienced by racially and ethnically diverse students and students with disabilities;

and consider how a social justice framework can inform policy and practice to make a positive impact to reduce disproportionality in education. In writing this book, the editors hoped to highlight ways for researchers and practitioners alike to foster equity for students attending school in our current education climate.

## Teaching Resources

The Center for Innovative Teaching and Learning at Indiana University Bloomington has a detailed guide on [\*Managing Difficult Classroom Discussions\*](#) that can be used to guide both planned and spontaneously-occurring discussions on DEI topics. The guide, which includes tips on preparing for discussions on challenging topics, navigating them during class, and debriefing and following up afterwards, also includes links to numerous other resources and publications from both affiliated scholars and those at other institutions.

The Center's website has a section dedicated to diversity and inclusion in teaching and learning that provides resources related to all aspects of college courses. Starting with a section on developing inclusive and equitable course syllabi, the website tackles ideas from designing accessible classrooms to creating equitable assignments and bias issues in exam proctoring. As we each consolidate the lessons learned in our professional lives over the last year and plan for the semester ahead, the page on Increasing Sense of Belonging poses some a question worth considering: *Are students able to see themselves and their communities in your course?*



## Upcoming Engagement Opportunities



The *Call My Name* research project, led by Dr. Rhondda Robinson Thomas, Calhoun Lemon Professor of Literature, is dedicated to telling the stories of Black men, women, and children whose experiences at Clemson have been largely overlooked in Clemson University's public history. This award-winning project has researched and shared the stories of seven generations of people of African descent in Clemson's history, producing a

book entitled *Call My Name, Clemson*. In addition, the project provides African American Heritage walking tours of the Clemson University campus.

In collaboration with Tectonic Theater Project, Call My Name is now producing a dramatic play that will share the stories of Black people in Clemson history from the antebellum period to the present. The play will be performed at the Brooks Center for the Performing Arts and is scheduled to open on January 28, 2023, the 60th anniversary of the day Harvey Gantt registered for classes after winning a class action lawsuit to desegregate Clemson. Tickets can be purchased at the Brooks Center box office [website](#).

## DEI Reflection Resources

The following resources have been curated to support deeper understanding of diversity, equity, and inclusion as we consider our professional lives. Follow the links to videos and websites to explore further.

- **[Infusing DEI into Research](#)**: This four-and-a-half-minute video produced by CoE faculty member, Dr. Golnaz Arastoopour Irgens, poses important questions that can be used to engage in self-assessment in our research.
- **[The RIDE Framework](#)**: R.I.D.E. stands for **R Realizing I Inclusion, D Diversity, and E Equity. This framework produced by Wake Forest focuses on the individual, organizational/departmental, and institutional aspects of inclusive excellence work. The website includes guiding questions, tools, and resources to help faculty and staff dig deeper into DEI at each level of the university, growing understanding of related concepts and understanding of their own role in developing inclusive excellence. While there is a wealth of resources, the CoE's current place in the process lends itself particularly well to considering resources under the **Knowledge & Awareness** and **Attitudes & Beliefs** tabs at the individual level and the **Equitable Accountability** tab at the departmental level.**
- **[Educational Equity Quiz](#)**: Many of us probably received this in our email this week! This quick seven-question quiz provided by *Education Week* helps support a research study, but also provides helpful explanations for the correct answers and further readings on topics once you enter your contact information. The added value – you will likely continue to receive quick reads related to timely educational equity issues delivered to your inbox once you take part!

