



OCTOBER | 2022

College of Education: Inclusive Excellence Strategic Plan

Summary of Progress • 2021-2022

As part of Clemson's University-wide process of developing, implementing, and assessing strategic plans focused on diversity, equity, and inclusion, the College of Education (CoE) spent much of the 2021-2022 academic year working through the approval process for its strategic plan for inclusive excellence. The plan strategic plan administrators for the CoE are Faiza Jamil and Rachel Wagner, faculty members appointed as Dean Fellows for Inclusive Excellence. The five-year strategic plan officially entered implementation phase in June 2022.

The College invited faculty, staff, and students to volunteer for the Inclusive Excellence Implementation Team, which will provide leadership in implementation efforts related to the strategic plan. During the approval process, the committee engaged in information gathering to prepare for the implementation phase. They also developed definitions for inclusive excellence concepts to share with CoE student, faculty, and staff, so that all members of the CoE community can move forward with this work using shared understanding and language.

Progress on Organizational Goals

A new CoE Inclusive Excellence website was developed to communicate information on the college's inclusive excellence initiatives. The website highlights the DEI expertise of faculty and staff and provides regular news updates on inclusive excellence at Clemson. The website also serves as a clearing house of DEI support services and learning and engagement opportunities across campus. Among these resources is access to Clemson University's new online reporting mechanism for bias related incidents on campus.

To support intercultural competence of CoE leaders, the dean's leadership team and the strategic plan implementation team took the Intercultural Development Inventory (IDI). They received group and individual debriefs from trained administrators to highlight organizational and individual growth areas.

Progress on Student Goals

To support the development of student intercultural competence, the CoE's Community & Diversity Committee reviewed existing topics available to students for professional learning. In response to its findings, the committee launched a Spring Professional Learning

Community (PLC) workshop series - Tiger Time (Teachers Involved in Meaningful Engagement). The topics in the series included Incarceration, Supporting LGBTQ Youth, Impacts of Immigration in the Classroom, and Points of Poverty to Consider.

Progress on Faculty and Staff Goals

To support faculty and staff capacity to effectively engage in inclusive excellence, the implementation team assessed their self-reported strengths and areas of growth/professional development goals regarding cultural competence. Information from this survey is guiding the development of a professional development curriculum. To promote equitable hiring practices, the implementation team conducted a review of faculty search procedures and policies and presented the Dean with their findings, making specific recommendations for practices that could be adopted within current guidelines to increase transparency and diversity of new hires.