

## **CoE Mission & Plan Overview**

### **Mission Statement:**

The College of Education is a transformative leader in improving education – from birth through adulthood. With a particular focus on serving underperforming schools and underserved communities, we equip our students for careers and lives that make a difference, and we work tirelessly to develop initiatives that respond to today's educational landscape – including teacher recruitment and retention, online teaching, and leadership development. We participate in these innovative efforts as part of Clemson's land-grant mission to serve the state of South Carolina and beyond.

## **Climate Practices - Hiring**

**Strategic Priority:** Climate and Infrastructure

**Focus Area :** Inclusive and equitable institutional practices, policies and procedures

### **Goal :**

Prioritize building the CoE's capacity to engage in equity, diversity, and inclusion systematically, systemically, and collaboratively

### **Objective 1:**

Develop a hiring plan that includes screening for expertise and affording preference in the areas of social justice / diversity, equity, and inclusion (SJ/DEI)

### **Action Steps (O1):**

Review current recruitment and hiring processes; establish a hiring rubric/metric that screens for SJ/DEI experience; update job descriptions to include desired SJ/DEI indicators as preferred qualifications.

## **Climate Practices and Policies**

**Focus Area :** Inclusive and equitable institutional practices, policies and procedures

### **Goal :**

Prioritize building the CoE's capacity to engage in equity, diversity, and inclusion systematically, systemically, and collaboratively

### **Objective 1:**

Create a leadership team position (executive director) for Inclusive Excellence

### **Action Steps (O1):**

Communicate needs with the Provost; create a position description based on CoE needs; establish a departmental budget; communicate position update with students, faculty, staff, stakeholders, etc.; update website with approved position update; search and hire for position

### **Objective 2:**

Update the charge/by-laws of the college's Community and Diversity Committee

### **Action Steps (O2):**

Review and update current Community and Diversity Committee By-laws; determine whether by-laws align with goals and objectives related to the strategic plan and institution goals; establish a system for updating bylaws; communicate updates with students, faculty, staff, stakeholders, update website, etc.

### **Objective 3:**

Tie equity-related outcomes and practices to merit, tenure and promotion/reappointment, and faculty evaluations processes.

### **Action Steps (O3):**

Update policies; Create a metric for examining outcomes within each department; train faculty on the new model; create opportunities for evaluators to learn about indicators and equity-minded ideas; establish a system of accountability/responsibility for reporting equity-minded practices; add equity-related outcomes to faculty evaluations of teaching, research, and service

**Objective 4:**

Add equity-related evidence requirements to CoE staff yearly evaluations

**Action Steps (O4):**

Review current evaluative materials; use the new criteria, standard definitions and indicators created for climate and infrastructure as a guide; identify opportunities to support staff integration of equity goals into current annual performance evaluations; train supervisors on evaluation materials

**Objective 5:**

Add equity-related evidence requirements to CoE leadership team members' yearly evaluations

**Action Steps (O5):**

Review current evaluative materials; use the new criteria, standard definitions and indicators created for climate and infrastructure as a guide

**College Capacity - Co Curriculum**

**Strategic Priority:** Education and Training

**Focus Area :** Diverse co-curricular experiences for students

**Goal :**

Build college capacity to systematically and systemically engage students in equity-centered co-curricular experiences that promote inclusive excellence

**Objective 1:**

Create co-curricular programs and experiences that support student success outcomes (service-learning, global engagement, student engagement in faculty research, living-learning communities, student organizations, etc.)

**Action Steps (O1):**

Conduct a needs assessment to document current co-curricular programs and experiences related to equity-centered outcomes; develop programs and experiences to address unmet student needs

**College Leaders Intercultural Competence**

**Strategic Priority:** Leadership Support and Development

**Focus Area :** Intercultural competence of university leaders

**Goal :**

Increase the intercultural competence of College leadership as a way to support equity-centered leadership practice

**Objective 1:**

College leadership team engage in Intercultural Development Inventory

**Action Steps (O1):**

Individual assessments, group debriefings, individual feedback sessions, development of group/individual plan for increased competencies of group; use results to set individual continuous improvement goals related to DEI

**Communicating CoE Expertise**

**Strategic Priority:** Climate and Infrastructure

**Focus Area :** Communication to the campus regarding efforts towards inclusive excellence

**Goal :**

Collaborate with campus partners to increase visibility of the College's expertise in the areas of inclusive excellence across research, teaching, and service

**Objective 1:**

Coordinate at least one event each year with campus partners to promote inclusive excellence focused research, teaching, and service

**Action Steps (O1):**

Create a calendar and project management guide to schedule and plan for events; forge partnerships with relevant campus partners; coordinate a publication and advertising timeline for each event with PR

**Objective 2:**

Create outlet (i.e. documents, websites, meetings) to share CoE faculty research expertise in equity, diversity, and inclusion with other College research administrators

**Action Steps (O2):**

Document faculty expertise and grant activity; Determine which documents need to be shared; establish a system of “checks and balances” to ensure all postings are regularly updated and are ADA compliant; create and publish relevant meeting schedules

**Curricula**

**Strategic Priority:** Climate and Infrastructure

**Focus Area :** Diverse course offerings

**Goal :**

Create a cohesive curriculum that centers equity and equity-mindedness as a primary learning outcome across all Education programs

**Objective 1:**

Revise curriculum to support the development of equity-minded teachers, educators, and leaders in the CoE

**Action Steps (O1):**

Create program curriculum assessment that focuses on DEI; assess and map the curriculum for equity (diversity, inclusion, equality, equity, social justice, etc.) centered courses and learning opportunities; revise the curriculum based on the gaps and opportunities surfaced in the program assessments

**EDI Research Support**

**Strategic Priority:** Research and Scholarship

**Focus Area :** Research involving underrepresented / underserved populations

**Goal :**

Prioritize equity, diversity, and inclusion in the CoE by increasing opportunities to work with and for underserved communities

**Objective 1:**

Create a system by which the College can work collaboratively with high needs and underserved schools and districts on educational inequities

**Action Steps (O1):**

Create a plan for working collaboratively with underserved schools and districts to seek external funding to address educational inequities

**Objective 2:**

Screen for projects with equity-minded research questions, designs, and outcomes in internal grant processes and afford preference in funding decisions

**Action Steps (O2):**

Screen for equity-minded research within the internal grant competition and include equity-minded questions, designs, and outcomes as preferred criteria

**FacStaff Intercultural Competence**

**Strategic Priority:** Education and Training

**Focus Area :** Intercultural competence of faculty and staff

**Goal :**

Build faculty and staff capacity to systematically and systemically engage in inclusive excellence

**Objective 1:**

Create professional learning communities for faculty and staff that promote collaborative learning with topics related to inclusive excellence

**Action Steps (O1):**

Assess current professional learning communities for existing topics; build on the work of the Community and Diversity Committee to work with faculty and staff to create opportunities where limited or none exist; fill in opportunity gaps

## **FacStaff Professional Development**

**Strategic Priority:** Climate and Infrastructure

**Focus Area :** Inclusive and equitable curricular practices

**Goal :**

Increase the competence of administrators, faculty, and staff to engage in equity-centered instructional practices and content

**Objective 1:**

Offer and track participation in regular equity-related pedagogical/andragogical and content learning opportunities

**Action Steps (O1):**

Determine how to best assess administration, faculty, and staff knowledge and competency; analyze data of information gathered from analysis to prioritize professional development; establish PD schedule/plan; select experts to implement PD; establish monitoring protocol to assess continuous improvement at the aggregate level

**Objective 2:**

Create and communicate standard definitions and indicators of equity-minded learning outcomes and faculty performance in the College

**Action Steps (O2):**

Follow current protocols used for revising mission/vision statements; determine which faculty, staff, student, or stakeholder group(s) should be included in establishing standard definitions; establish a means and timeline for communicating information; when applicable, update communications, syllabus, webpages, etc.

## **Field Experiences**

**Strategic Priority:** Education and Training

**Focus Area :** Diverse curricular experiences for students

**Goal :**

Build college capacity to systematically and systemically engage students in curricular field-based experiences that promote equity, diversity, and inclusion

**Objective 1:**

Create sustainable accountability processes to ensure curricular field-based experiences (practicums, internships, co-ops, applied research, etc.) facilitated by Office of Field and Clinical Partnerships and program faculty support objectives that center equity-mindedness as a stated learning outcome

**Action Steps (O1):**

Conduct and act on a SWOT analysis of current field-based requirements and procedures to center equity as a stated outcome of field-based experiences

## **Leadership Development Opportunities**

**Focus Area :** Leadership development opportunities for underrepresented populations

**Goal :**

Prioritize Inclusive Excellence in the CoE

**Objective 1:**

Examine and, if necessary, revise the process for participation in College-level leadership and development opportunities to ensure full and equitable participation

**Action Steps (O1):**

Create open nominations applications (including self-nominations) for leadership and development opportunities; review current communication and participation processes for leadership opportunities in CoE and make necessary enhancements/improvements; establish a timeline for selecting participants and self-nominations.

## **Recruit Underrepresented UG students**

**Strategic Priority:** Recruitment and Retention

**Focus Area :** Recruitment of underrepresented students

**Goal :**

Increase the number of racially and ethnically minoritized undergraduate students

**Objective 1:**

Identify current college or institutional barriers to and/or opportunities for increasing the population of racially and ethnically minoritized undergraduate students

**Action Steps (O1):**

Create a college-wide recruitment taskforce to create a strategic recruitment plan that includes considering, creating, and/or redistributing resources and efforts that focus on partnerships with Communities of Color; forge partnerships with school counselors, external organizations, and school districts to support mechanisms for careers in education

**Recruiting Underrepresented FacStaff**

**Strategic Priority:** Recruitment and Retention

**Focus Area :** Recruitment of underrepresented faculty and staff

**Goal :**

Increase the number of racially and ethnically minoritized faculty and staff from local and national searches

**Objective 1:**

Increase the pool of racially and ethnically minoritized applicants in local and national faculty and staff searches

**Action Steps (O1):**

Craft a recruitment plan, develop a formalized program for recruitment practices, curate contacts and membership resources, and research possible programs to support recruitment initiatives

**Objective 2:**

Employ a faculty and staff Grow Your Own program and create and engage in more formalized local and national socialization, preparation, and recruitment programs

**Action Steps (O2):**

Review existing Grow Your Own Programs in the field; Select an existing program for adoption or develop a tailored program for Clemson CoE; Deploy Grow Your Own Program; Increase memberships in organizations targeting URM & API networking and advertising

**Recruiting Underrepresented Graduate Students**

**Strategic Priority:** Recruitment and Retention

**Focus Area :** Recruitment of underrepresented students

**Goal :**

Increase the number of racially and ethnically minoritized graduate students

**Objective 1:**

Identify current college or institutional barriers to and/or opportunities for increasing the population of racially and ethnically minoritized graduate students

**Action Steps (O1):**

Identify programs to target to increase URM graduate students; determine what data programs have access to and how to act upon it; include increasing URM graduate students as an objective in annual program reports and report data from ADMIT; identify and engage with national organizations to help recruit URM graduate students

## **Retention of Underrepresented FacStaff**

**Strategic Priority:** Recruitment and Retention

**Focus Area :** Retention of underrepresented faculty and staff

**Goal :**

Improve the overall 5-year retention rate for racially and ethnically minoritized faculty and staff by identifying current college or institutional barriers to their retention

**Objective 1:**

Develop educational resources to respond to aggregate data about bias-related incidents.

**Action Steps (O1):**

Determine what data is available (traditional and non-traditional sources) and who will review data and how often; establish a system for addressing issues; inform faculty and staff about mechanism for reporting bias-related incidents

**Objective 2:**

Commission an IRB approved study of racially and ethnically minoritized former faculty from the last 5-10 years to ascertain why they left

**Action Steps (O2):**

Determine who will conduct the study and how data will be collected; generate a list of individuals to be interviewed; use data analysis to inform recruitment and retention initiatives in the College

**Objective 3:**

Create a faculty and staff exit survey that captures data about their decision to leave

**Action Steps (O3):**

Determine who will create the survey and how the data will be collected; Deploy survey; use the data to inform College recruitment and retention plan; work with HR to access exit interview data

**Objective 4:**

Conduct an annual pay equity (salary and benefits) review

**Action Steps (O4):**

Determine pay inequities in the College annually and address the issue

**Objective 5:**

Support early career (first-third year) participation in the National Center of Faculty Development & Diversity (NCFDD) Bootcamp program

**Action Steps (O5):**

Assess the fiscal resources for budgeting purposes; create a process for early faculty to learn about and sign up for participation

## **Student Bias Related Incidents**

**Strategic Priority:** Recruitment and Retention

**Focus Area :** Retention of underrepresented students

**Goal :**

Create a climate where all students feel supported, academically and socially, and feel a sense of belonging regardless of identity

**Objective 1:**

Develop educational resources to respond to aggregate data about bias-related incidents.

**Action Steps (O1):**

Determine what data is available (traditional and non-traditional sources) and who will review data and how often; establish a system for addressing issues; inform students about mechanism for reporting bias-related incidents

## **Student Intercultural Competence**

**Strategic Priority:** Education and Training

**Focus Area :** Intercultural competence of students

**Goal :**

Build students' capacity to systematically and systemically engage in inclusive excellence

**Objective 1:**

Create professional learning communities for students that promote collaborative learning with topics related to inclusive excellence

**Action Steps (O1):**

Assess current professional learning communities for existing topics; build on the work of the Community and Diversity Committee to work with faculty and students to create opportunities where limited or none exist; fill in opportunity gaps

**Objective 2:**

Create a Social Justice [undergraduate and graduate] certificate program(s)

**Action Steps (O2):**

Review/investigate certificate programs at other universities or in other departments; establish a process for communicating the opportunity and registration; determine which experts will facilitate courses; create a system for documenting certificate completion; determine if certification updates will be necessary; determine if the certificate will establish a trainer model