**Introduction**
In July 2020, President Jim Clements directed the formation of a task force designed to accelerate the University’s inclusive excellence journey. The President’s Social Justice and Equity Task Force, chaired by Executive Vice President and Provost Bob Jones and Chief Diversity Officer Lee Gill, was charged with taking feedback from the Clemson community and drafting a report of actionable and attainable recommendations that will change behavior, eliminate disparities, and build a more diverse university community. This accelerated process will shape the narrative of the University’s inclusion and equity journey, advancing its climate of inclusive excellence.

**Executive Summary**
Through a process of forming ten committees and charging each with specific goals, the Task Force surveyed the climate and assessed the needs of Clemson University and its commitment to social justice and equity for all constituents: faculty, staff, students, and alumni. The Clemson University Council for Diversity and Inclusion reviewed this work and organized a set of recommendations centered on improving and enhancing recruitment and retention of underrepresented faculty, staff, and students. This report does not constitute the complete picture of the Task Force’s endeavor. It only reflects actionable and attainable recommendations that were elevated for consideration. Collectively, the reports prepared by the ten committees provide a more comprehensive set of recommendations aimed at building an environment that fully embraces the equitable treatment of all people.

**Process**
More than 130 faculty, staff, students, alumni, and community partners convened on August 26, 2020, to serve on the Task Force. Recommendations from various campus stakeholders were grouped into ideas to support Clemson’s inclusive excellence framework. The following committees were charged with identifying and prioritizing recommendations:

- Academic Related
- Boards, Committees and Recognition
- Climate and Culture
- Communication and Incidence Response
- Faculty and Staff Recruitment
- Institutional Policies and Procedures
- Programming and Training
- Scholarships and Funding
- Student Recruitment
- Support Services and Facilities

Each Task Force committee shared its recommendations with the Clemson University Council for Diversity and Inclusion (CUCDI) and the Strategic Planning for Inclusive Excellence Plan Administrators on November 12, 2020, and December 9, 2020. It is important to note that other
activities are underway as part of Strategic Planning for Inclusive Excellence. Most notably, all colleges, divisions, and commissions are developing, implementing, and assessing strategic plans focused on diversity, equity, and inclusion.

On February 10, 2021, and March 25, 2021, CUCDI members representing the entire university reviewed and discussed the committee recommendations and prepared this report on April 29, 2021. The two CUCDI chairs presented this report to the Executive Leadership Team (ELT) during summer 2021.

**Recommendations**

The following overarching goals were created to improve Clemson University’s campus climate for students, faculty, and staff in the areas of diversity, equity, and inclusion (DEI). Although some goals require acute focus on specific needs and identities, we strive to approach DEI issues holistically for those who have been historically underrepresented, excluded, or otherwise marginalized in terms of race, ethnicity, gender and/or sexual identities, disability, national origin, or other demographics.

**Recruitment and Retention**

**Increase the number of historically underrepresented, excluded, or otherwise marginalized students who apply, enroll, and are retained.**

- Develop and execute clear, intentional, and personalized outreach strategy for recruitment of undergraduate and graduate students.
- Review the use of entrance exams and other admissions requirements to ensure an unbiased process.
- Secure additional sources of scholarship and fellowship funding to support undergraduate and graduate students with demonstrated financial need.
- Increase and diversify the portfolio of graduate student assistantships.
- Increase need-based scholarships.
- Examine graduate student and postdoctoral fellow stipends and compensation practices to ensure equity, consistency, and transparency.

**Increase recruitment and retention of historically underrepresented, excluded, or otherwise marginalized faculty and staff.**

- Research, develop, and implement best practices related to recruitment, compensation, mentorship, and retention for all staff and all faculty (including special ranks)
  - Enhance recruitment pipelines to build diverse applicant pools
  - Use cluster hiring and other approaches that increase the opportunity to develop diverse pools of candidates
  - Increase amenities to attract diverse talent (e.g., expand affordable childcare options)
- Increase the percentage of faculty and staff in academic and administrative leadership positions.
Infrastructure

Create a climate and culture of inclusion, equity and belonging through institutional infrastructure and support for historically underrepresented, excluded, or otherwise marginalized faculty, staff, students, and alumni.

- Adopt new and enforce existing equity-minded policies and procedures to increase inclusion and representation, including fair and equitable policy development, governance, and compensation.
- Construct new facilities or renovate existing facilities to increase safe, supportive, visible, and purposeful spaces to support their success at Clemson (Gantt Multicultural Center and Call My Name project specifically mentioned).
  - Designate the Gantt Multicultural Center as the coordinating hub for support services and programming.
  - Ensure that all DEI policies are addressed for all renovation and new construction projects.
- Conduct campus climate surveys, exit surveys, other gather other pertinent data and higher education publications. Discuss topics and trends highlighted by these sources to inform support service needs and improvements.
  - Assess the current perception of safety, commitment to diversity, belonging, academic validation, and mentoring (using listening sessions, climate surveys, other data collection methods) and share results.
  - Incorporate gender, gender identity, veteran, accessibility, international origin, and other relevant criteria when collecting data.
- Adopt “The Clemson Community” in referencing our diverse community of faculty, staff, students, alumni, and friends, thereby expanding the concept behind the term “The Clemson Family”.
- Designate a campus climate team.
  - Define roles/responsibilities.
  - Ensure institutional review, response to incidents of bias, harassment, and/or discrimination.
  - Create a website and communication plan to keep the campus community appropriately informed.

Increase diversity of university boards and committees.
- Define, collect, and report identity demographic data of board and committee members.
- Make employees and affiliates aware of opportunities to engage in service and shared university governance.

Increase giving related to DEI efforts.
- Improve access to and make more apparent related giving opportunities in all communication with donors.
- Perform a thorough analysis of the current donor pool, including demographic data outlining race, age, gender, disability, and other relevant criteria.
Training, Mentoring and Education

Develop a culture of shared responsibility for a welcoming, inclusive, and equitable environment through training and education.
- Through training, education, and communication, engage with the University community on the value and goals of the President’s Social Justice and Equity Task Force and other DEI efforts.
- Make an institutional commitment and provide resources dedicated to DEI training and programming.
  - Establish continuous DEI training requirements for all employees and students, with an emphasis on leadership, that reinforce the University’s commitment to social justice and equity.
  - Include training on the Universal Design of Learning (UDL)
- Leverage mentoring as a tool for individual, leadership, and organizational transformation.
  - Integrate DEI perspectives and best practices with faculty and staff development, mentor training, and instructional support.
  - Invest in graduate student professional development, culturally responsive mentor training, and instructional support.
  - Expand our knowledge of, incorporate, and assess best practices for mentoring historically underrepresented, excluded, or otherwise marginalized faculty, staff, and students in all training and experiences. These efforts should include peer mentoring that facilitates connections with diverse and inclusive networks across campus.
- Establish a collaborative and integrated cross-divisional structure of programming and support services specifically focused on the success of historically underrepresented, excluded, or otherwise marginalized students.

Encourage Social Justice, Equity, Diversity, and Inclusion concepts in academic programs.
- Create curricular and co-curricular opportunities to educate Clemson students on how to engage, live and work effectively in diverse cultures and environments.
- Create a sustainable administrative structure for effective leadership and coordination of JEDI.
- Encourage and reward faculty and staff behavior and efforts supporting and promoting social justice and inclusion in JEDI efforts, in and outside of the classroom (e.g., evidence-based resources, faculty and staff reviews and awards).