

EDWARDS COLLEGE DEI STRATEGIC PLAN

This document was voted on by voting faculty -- and a consultative vote was made by nonvoting faculty and staff -- in January 2021. **It was adopted in January 2021.**

The Edwards College DEI Strategic Plan has been aligned to the University Access, Inclusion and Diversity Strategic Plan 2021-2026. The strategic plan goals have been adapted to address the four DEI dimensions:

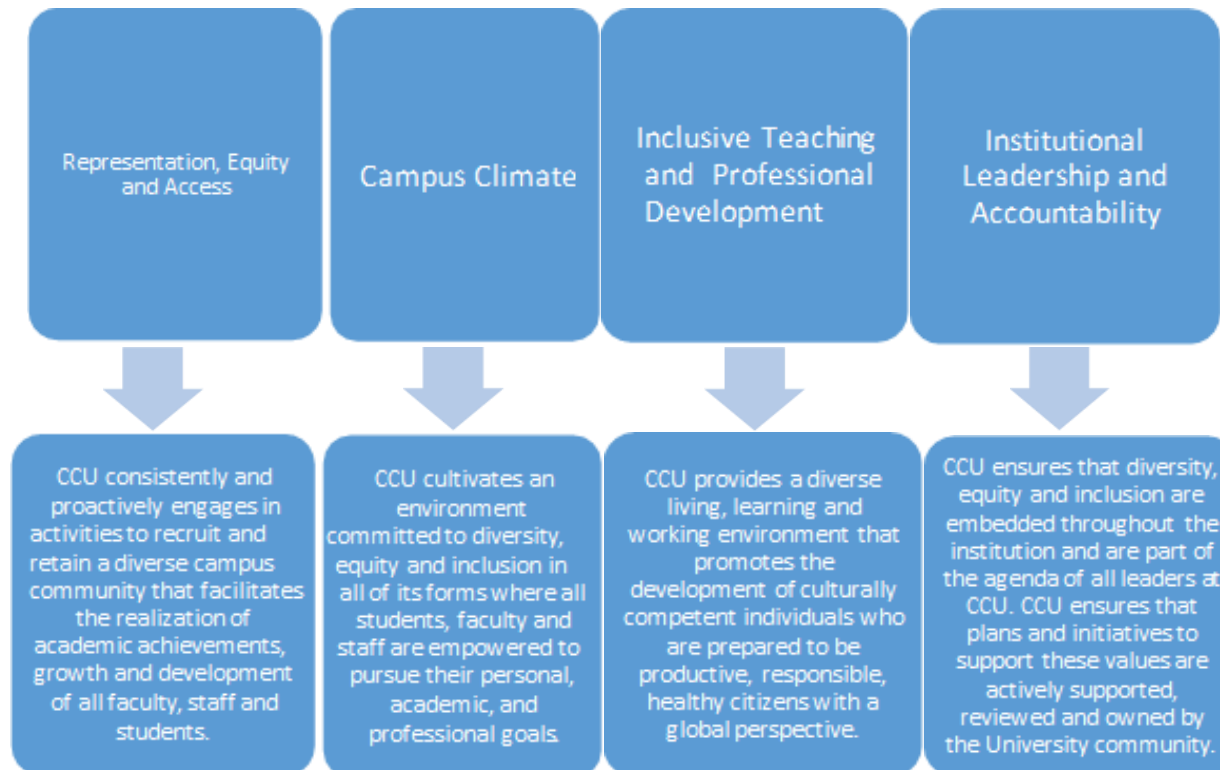
Representation, Equity and Access

Campus Climate

Inclusive Teaching and Professional Development

Institutional Leadership and Accountability

CCU Access, Inclusion and Diversity Strategic Plan 2021-2026 Four DEI Dimensions and Their Outcomes



REPRESENTATION, EQUITY, ACCESS

Objective	Actions	Responsible Collaborators	Target Date	Principal Collaborators
1.1. Increase matriculation and academic success (retention and graduation rates) for students from historically under-represented and marginalized groups within the Edwards College	Increase the visibility of DEI work in each department, and across departments, and in the Edwards College as a whole.	Dean’s Office; Dept Chairs; Edwards College DEI Committee; Dept DEI Committees	2020 - 2025	Financial Aid and Scholarships; Office of Student Accounts; Office of Philanthropy; Division of DEI; Academic Affairs; Student Affairs; Auxiliary Enterprises; Career Services
	Establish an ascending accountability template for DEI initiatives			
	Edwards Diversity, Equity, and Inclusion Committee will advise the dean on needed DEI initiatives and advocate for funding.			
	Create a more explicitly welcoming and inclusive environment for underrepresented students.		2020-2025	
	Lay the groundwork for recruitment and retention that will lead to increased representation.			
	Advertise existing DEI course work and create promotional materials in order to actively recruit more students from underrepresented groups. These materials should specifically address how Edwards disciplines speak to the personal and professional aspirations of students from underrepresented backgrounds.			
1.2. Increase recruitment rates for faculty and staff from historically under-represented and marginalized groups within Edwards College	Allocate funds for at least one annual scholarship for a student from an underrepresented background.			
	Implement a DEI specific mentorship program involving students, faculty, staff, and advisors.			
	Allocate funding for at least one student per semester as Edwards “diversity recruitment” internship			
	Create a more explicitly welcoming and inclusive environment for underrepresented staff and faculty to lay the groundwork for recruitment and retention that will lead to increased representation	Dean’s office; Chairs; Hiring Committees; Edwards DEI Committee	2025	Human Resources; Division of DEI; Academic Affairs; CeTEAL; TDSE
	Establish Edwards post-doc for underrepresented faculty that is open to all departments on a competitive basis.		2025	
	Allocate continuing funds for this initiative that will ensure that at least one post-doc per year can be hired in the college.			

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1.2. (Continued) Increase recruitment rates for faculty and staff from historically under-represented and marginalized groups within Edwards College	<p>Weave importance of DEI throughout orientation.</p> <p>Create breakout sessions that specifically address issues of DEI, for underrepresented faculty e.g., Chance to converse with four or five individuals about Coastal and surrounding community</p>	Dean's office; Chairs; Hiring Committees; Edwards DEI Committee	2021	Human Resources; Division of DEI; Academic Affairs; CeTEAL; TDSE
	<p>Create a survey for underrepresented faculty members to give feedback:</p>			
	<p>Tailor orientation with pre-survey; tailor mentoring with post survey; create Community outreach position or council.</p>			
	<p>Acclimate new faculty</p>			
	<p>Make University aware of community needs</p>			
	<p>Call new hires immediately upon hire, to give information about community resources and groups</p>			
	<p>Provide counsel and council to promote mental wellbeing of underrepresented faculty.</p>			
	<p>Provide mentorship for guidance on Teaching, Scholarly/Creative Output, Service</p>			
	<p>Codify invisible labor that is already occurring</p>			
	<p>Recognize "being there" by underrepresented faculty</p>			
	<p>Offer more than platitudes by including recognition of DEI work in tenure and promotion files</p>			
	<p>Familiarize underrepresented faculty with the person who will be reading their files</p>			

Objective	Actions	Responsible Collaborators	Target Date	Principal Collaborators
1.2. (Continued) Increase recruitment rates for faculty and staff from historically under-represented and marginalized groups within Edwards College	<p>Search committees will include a diversity statement in their applications. The diversity statement is a place for the candidate to explain how their research and teaching can nurture a diverse learning environment at CCU. Candidates may explain that they come from a diverse background, but it is not required. It is required that candidates are interested in cultivating diversity, equity and inclusion at CCU.</p>	Dean's office; Chairs; Hiring Committees; Edwards DEI Committee	2021-2022	Human Resources; Division of DEI; Academic Affairs; CeTEAL; TDSE
	<p>Search Committees will be trained on how to interpret candidate diversity statements</p>			
	<p>Search committee members will have some baseline knowledge of the growing diverse communities at CCU, Myrtle Beach, and Conway. Including cultural events, clubs, programs, restaurants, religious institutions, non-profit organizations, etc.</p>		2022	
	<p>Form a document that catalogs and describes the offerings of our university and region, so that search committee members are prepared to offer information, if necessary, to candidates.</p>			
	<p>Establish Edwards College post-doc for underrepresented faculty that is open to all departments on a competitive basis.</p>		2021	
1.3. Refine and enhance strategies to retain a <u>diverse</u> faculty and staff.	<p>Revise the Edwards Promotion & Tenure elaborations to include language that formally recognizes, promotes and validates Edwards faculty DEI work for Promotion and Tenure Expectations</p>	Edwards Dean's Office; Chairs; DEI Dept Committees; P&T Committees	2022	Division of DEI; Provost; VPs; Human Resources; Faculty Senate
	<p>All members of P&T Committees, as well as department chairs, complete ODI Implicit Bias training</p>			
	<p>Establish DEI advocate for each committee through amendment of college faculty handbook</p>			
	<p>Establish regular and sustained collaboration with the Division of DEI to assure that Edwards DEI initiatives follow best practices.</p>			
	<p>Edwards College will host an open session once per semester with VP for Diversity, Equity, and Inclusion for faculty & staff.</p>			

Objective	Actions	Responsible Collaborators	Target Date	Principal Collaborators
1.3. (Continued) Refine and enhance strategies to retain a <u>diverse</u> faculty and staff.	Encourage the creation of a compensated Edwards diversity officer position who will liaison with the VP for Diversity, Equity, and Inclusion and advocate for DEI initiatives in the college and its individual units, and liaise with other colleges and units on campus in DEI initiatives. Appoint this individual using transparent procedures.	Edwards Dean's Office; Chairs; DEI Dept Committees; P&T Committees		Division of DEI; Provost; VPs; Human Resources; Faculty Senate
	Mentors will help faculty to explain a variety of scholarly/creative output from their files recognized in department elaborations		2020-2025	
	"Community" mentoring about community, needs unique to underrepresented faculty			
	Orientation process: Weave importance of DEI throughout orientation; follow-up with survey to underrepresented faculty members		2021	

CAMPUS CLIMATE

Objective	Actions	Responsible Collaborators	Target Date	Principal Collaborators
2.1. Build and enhance programs and services that promote student engagement among students, staff and faculty within Edwards College, supporting needs of these constituents while engaging them with one another and the greater community.	Ensure that all faculty and staff promote Edwards DEI events and programs through the Dean's office production staff (Athenaeum Press, Digital Initiatives, Graphic Designer, Edwards Publications Editor, etc.) in order to effectively publicized all happenings to the student body.	Dean's Office; Chairs; DEI Dept Committees	2026	Director of Intercultural and Inclusion Services; WOC; AAIM; SNAP; Safe Zone; Leadership Challenge; Counseling Services; Student Affairs; Division of DEI; Student Affairs
	Create Access to Mental Health resources and intercultural inclusion initiatives. This will be accomplished by: Assuring that one-click info graphics for Events, Initiatives and Mental Health services are available for every department and are sent out to students at least once a semester and in times of crisis.			2021-2022
2.2 Assess and enhance physical infrastructure supporting persons with disabilities, improving accessibility	Collect DEI Library and Resource lists from Departmental DEI Committees to add to the greater DEI Library and Resource Center	Dean's Office; Chairs; DEI Dept Committees	2021-2022	Provost; VPs; ADA Compliance Officer; Auxiliary Enterprises
2.3. Assess and enhance technology infrastructure supporting persons with disabilities, improving accessibility both in physical and digital spaces, to include academic as well as service areas.	Establish faculty awards and materials for promotional/tenure files for faculty that create accessible course materials for at least 75% of their course	Dean's Office; Faculty; DEI Dept Committees	2024	COOL; ITS; ADA Compliance Officer
2.4. Promote dialogue across differences to emphasize mutual respect and understanding.	Create Safe Spaces	Dean's Office; Dept Chairs; DEI Committees; Edwards DEI Committee; Student Organizations	2021	Student Affairs; Academic Affairs; Division of DEI; Center for Social Justice; Executive Committee of Faculty Senate; Executive Committee of Staff Senate; HR; Director of Intercultural and Inclusion Services; WOC; AAIM; SNAP; Safe Zone; Leadership Challenge; Edwards First Gen
	Host listening circles			
	Establish an online form for anonymous feedback			
	Create a mechanism to infuse discussions of diversity and social justice into core courses that are required for all students in the Edwards College.			
	Establish a dialogue program in which meaningful but difficult conversations are held between students of different backgrounds.			
Participation in this program would be required for students taking certain core courses in the college; to ensure best practices are followed, dialogue leaders will be selected based on interest and experience.				

INCLUSIVE TEACHING + DEVELOPMENT

Objective	Actions	Responsible Collaborators	Target Date	Principal Collaborators
3.1. Enhance students' diversity, equity and inclusion-related educational opportunities and experiences to ensure that all students graduate with knowledge, skills and habits of mind that will prepare them to be productive, responsible, healthy citizens with a global perspective.	<p>Establish a designation for courses that make a substantive, significant contribution to students' understanding and appreciation for diversity and social justice; explore a micro-credentialing program that allows students to have transcripted potential for course completion with this designation.</p>	Dean's office, Chairs; DEI Dept Committees; Curriculum Committees	2026	Student Affairs; Division of DEI; Faculty Senate; CeTEAL; Provost's DEI Writing Committee
	<p>Adopt a two-course diversity requirement in the general curriculum.</p> <p>Adopt a curriculum requirement for all major areas of study to include relevant coursework on diversity (specifically a course focused on structural and institutional hierarchies based on social identity categories). The addition of content: Supplemental foundational/first year course experiences/modules (UNIV 110).</p> <p>Curricular modification of Core: Reframe the Core Curriculum. From the course offerings, disciplines self-select courses that reflect the values and goals of the AID Strategic Plan, and, of the 6 credit hours required in this area, at least 3 of them must be from among that list of courses. Propose additional SLO for II.C., along the lines of "analyzing multicultural and diverse forms of human expression."</p> <p>Discipline specific SLO modifications: additional or modified SLOs in discipline specific areas to reflect goals of AID Strategic Plan.</p>			
	<p>Embed principles of diversity, equity, and inclusion into existing performance expectations for teaching, scholarship, creative activity, and service. (Sample activities in Teaching available upon request)</p>		2022	

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3.1.(Continued) Enhance students' diversity, equity and inclusion-related educational opportunities and experiences to ensure that all students graduate with knowledge, skills and habits of mind that will prepare them to be productive, responsible, healthy citizens with a global perspective.	<p>Edwards Departments and Faculty will:</p> <p>Engage diverse scholars, audiences, and/or topics in research and publication</p> <p>Collaborate with diverse scholars</p> <p>Engage in research and topics that bring diversity to your field</p> <p>Disseminate research in venues accessible to diverse audiences</p> <p>Engage stakeholders and the public</p> <p>Provide guidelines to faculty on appropriate curricular and co-curricular initiatives and training opportunities.</p> <p>Amalgamate list of DEI-related courses and co-curricular activities for college to be published each semester.</p>	<p>Dean's office, Chairs; DEI Dept Committees; Curriculum Committees</p>	2022	<p>Student Affairs; Division of DEI; Faculty Senate; CeTEAL; Provost's DEI Writing Committee</p>
3.2. Enhance professional development opportunities to: assist staff with embedding diversity, equity and inclusion into all job responsibilities and duties; identify where diversity equity and inclusion current exists in their current role; and learn more about the significance and value of those responsibilities.	<p>Organize a regular program in which faculty present DEI initiatives in teaching, research, or service</p> <p>Create a more transparent mechanism for validating faculty DEI work as documented in annual evaluations.</p> <p>The Edwards Promotion and Tenure Expectations should be revised to formally recognize and validate faculty DEI work and suggest that the committee that has drafted this document be charged with this task immediately.</p>	<p>Dean's office; Chairs; DEI Dept Committees; Faculty</p>	<p>2024</p> <p>2020-2022</p>	<p>COOL; Division of DEI; Development and Service Excellence; CeTeal</p>
3.3. Enhance professional development opportunities to assist faculty and teaching staff with curricular innovation and infusing diversity, equity and inclusion into course content and teaching strategies.	<p>At the beginning of Fall Semester 2020 the Dean requested that Dept Promotion and Tenure Elaborations include language that explicitly recognizes DEI work.</p> <p>Departments will submit revised elaborations to include DEI.</p> <p>Establish DEI advocate for each committee through amendment of college faculty handbook</p> <p>Establish an Edwards College Award for DEI work for faculty and staff.</p>	<p>Dean's Office; Dept DEI Committees; Dept P&T Committees; Chairs</p>	<p>2021-2022</p> <p>2021-2022</p>	<p>CeTEAL; COOL; Provost; Division of DEI; University P&T Committees</p>

Objective	Actions	Responsible Collaborators	Target Date	Principal Collaborators
3.3. (Continued) Enhance professional development opportunities to assist faculty and teaching staff with curricular innovation and infusing diversity, equity and inclusion into course content and	<p>Implement a DEI specific mentorship program involving students, faculty, staff, and advisors.</p> <p>Create teaching seminars to teach about underrepresented faculty and students.</p> <p>Encourage faculty to teach specialty courses related to DEI topics</p> <p>Encourage faculty to teach intro classes from their own perspectives and topics, while meeting overall course objectives</p> <p>Connect all departmental, College documents and processes back to College-level commitment to DEI in strategic plan, handbook</p> <p>Ensure commitment does not occur only at the department level, but all levels of College, University</p> <p>Create training for chairs and committees on evaluations, files, etc., for underrepresented faculty</p> <p>Mentorship: Provide guidance on Teaching, Scholarly/Creative Output and Service to develop DEI expertise</p> <p>Make first year service-free, especially for underrepresented groups, because they will have invisible labor</p>	Dean's Office; Dept DEI Committees; Dept P&T Committees; Chairs	2021-2022	CeTEAL; COOL; Provost; Division of DEI; University P&T Committees

INSTITUTIONAL LEADERSHIP

Objective	Actions	Responsible Collaborators	Target Date	Principal Collaborators
4.1. Establish and prioritize a culture of involvement and accountability around diversity, equity and inclusion initiatives, practices and policies.	The College will proactively and clearly articulate with transparency its investment in providing “equal opportunity” as a matter of process.	Dean’s office; Chairs; DEI Dept Committees; Dept Alumni Associations	2022	President’s Cabinet; Executive Council; Faculty Senate; Staff Senate; Student
	Establish initiative to address cultural loneliness		2021-2022	Government Association; Black Alumni Association, CeTeal; Division of DEI;
	Cultural Arts/Edwards Live/Social Media type online venues share celebratory greetings/activities that honor diversity and inclusion.			Provost; HR
	Encourage/support activities of existing committees to foster DEI			
4.2. Establish measurable goals for diversity, equity and inclusion at the division, college, department, program and office levels.	Mentor and advise students	Dean’s office; Chairs; DEI Dept Committees; Edwards	2023	VPs; IRAA; ITS; Division of DEI; Provost; HR
	Encourage faculty to recognize their unique contributions	P&T Committee; Faculty		
	Recognize role of faculty in offering unique opportunities for underrepresented students			
	Track representation on committees in terms of diversity and underrepresentation			
4.3. Establish demonstrated support for diversity, equity and inclusion as a uniform qualification for all leadership positions.	Evaluations of commitment to diversity, equity, and inclusion is included as part of the hiring process for leadership.	Dean’s office; DEI Dept Committees; Hiring Committees	2021	