

Diversity, Equity, and Social Justice Task Force

Presentation to the Transformation Sponsors
09.24.21

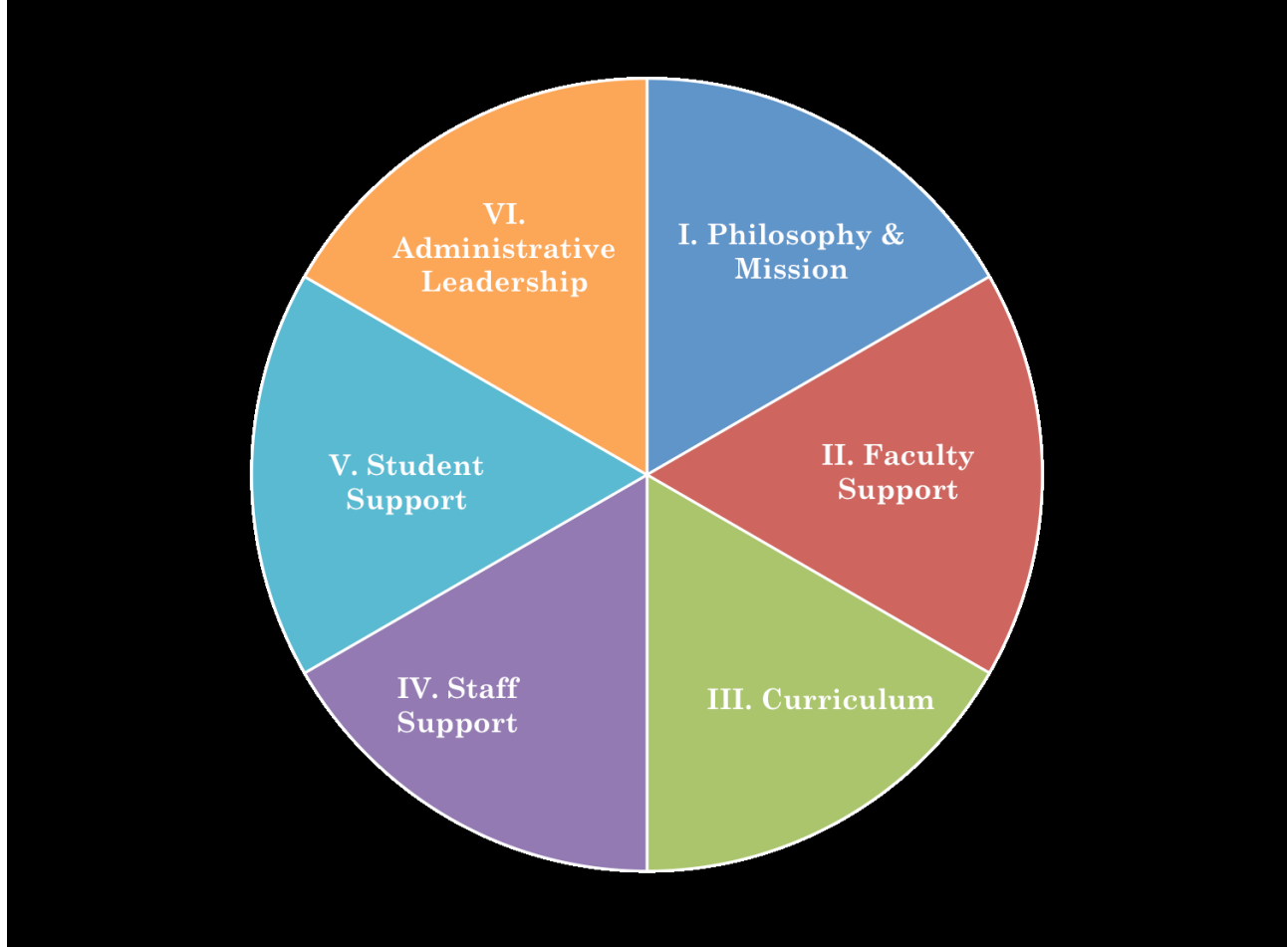
Who are we?

- Jae Basiliere, NVU, Director of the Center for Teaching and Learning
- Francesca Catalano, CU, Dean of the College of Health and Sciences
- Elaine Harvey, NVU, Director of Student Engagement and Persistence
- Maureen Hebert, VTC, Associate Dean of Industrial Relations & Workforce Development
- Kathleen Mason, VTC, Coordinator of Diversity, Equity, and Inclusion

Goals for Transformation

- Bring together the strengths of VTC, Castleton, and NVU into a New Combined Entity
- Put the institutions of the VSCS on a firm and sustainable financial footing
 - \$5 million deficit reduction each year for 5 years
 - Increase revenue
 - Reduce cost
- Establish the foundation for the future of higher education for VT
 - High Quality
 - Affordable/Good Value
 - Accessible
 - Diverse, Equitable, and Inclusive
 - Relevant
 - Innovative - focused on the future of learning and work

NERCHE Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education



Teaching, Research, and Service Supporting DEI

Components	STAGE ONE: Emerging	STAGE TWO: Developing	STAGE THREE: Transforming
CURRICULUM	The curriculum as it is currently constituted is only minimally related to diversity and inclusiveness. Efforts to change the curriculum do not explicitly acknowledge the importance of diversity, inclusion and equity as an asset to innovative curricular practice.	The current curriculum reflects a value for diversity, inclusion and equity in certain areas and not in others. Curricular change efforts acknowledge the importance of diversity, inclusion and equity but not consistently.	Evidence of a strong value for diversity, inclusion and equity is easily apparent throughout the curricular offerings at the institution. Curricular change efforts integrate a value for diversity, inclusion and equity as an informing influence. Curricular change is a reciprocal process in which the institution changes by learning from new, diverse influences.
FACULTY TEACHING AND LEARNING STRATEGIES AND METHODS	Few faculty members integrate a variety of inclusive teaching and learning approaches that is designed to respond to the diverse experiences of students in their classes.	Some faculty members integrate a variety of inclusive teaching and learning approaches that is designed to respond to the diverse experiences of students in their classes.	Most faculty members integrate a variety of inclusive teaching and learning approaches that is designed to respond to the diverse experiences of students in their classes.

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