I. Preface

The recommendations for enhancing Equity, Diversity, Inclusion and Belonging (EDIB) at the University of North Carolina School of the Arts (UNCSA) builds on the work of individual leaders, teams, schools, governance bodies and student organizations from across the community who have been and remained champions for equity, diversity, inclusion and belonging.

The following outlines the high-level goals, strategies and concrete actions that the EDIB Executive Advisory Committee and subcommittees have determined to be necessary to create and maintain a safe and welcoming campus climate for all faculty, staff, students, supporters and the community.

This document describes the process and outcomes of the nearly seven-month planning and development process. The recommendations within this report are intended to be implemented, though not necessarily completed, within the next five years.
II. Executive Summary

A. BACKGROUND

In August 2020, UNCSA leadership announced plans to implement intentional and strategic efforts to tackle the systemic problems of racism and inequity in society and our institution using a framework developed by campus leaders earlier that summer. The 2020 EDIB Initiative was formally launched in October and began with the formation of a campuswide EDIB Advisory Committee and the engagement of consultant and inclusion strategist Shayla Herndon-Edmunds to serve as the special assistant to the chancellor and provost while stewarding the process. In addition, five subcommittees were established and charged with creating recommendations focused on curriculum; pedagogy and career readiness; artistic visibility; campus culture; student recruitment and retention; and employee recruitment and retention.

B. THE CASE FOR EQUITY, DIVERSITY, INCLUSION AND BELONGING

UNCSA provides gifted emerging artists with the experience, knowledge and skills needed to excel in their disciplines and in their lives, and it serves and enriches the cultural and economic prosperity of the people of North Carolina and the nation. UNCSA is the state’s unique professional school for the performing, visual and moving image arts, training students at the high school, undergraduate and master’s levels for professional careers in the arts.

The above Multi-Contextual Model for Diverse Learning Environments developed by Hurtado et al. helps us understand how diverse, equitable and inclusive living and learning environments support student artists’ development of mindsets for lifelong learning, competencies for a multicultural world, and enhanced retention and achievement.
Hurtado’s research further establishes the following set of environmental factors for measuring student outcomes and experiences within the learning environment.

<table>
<thead>
<tr>
<th>Sense of Belonging</th>
<th>Institutional Commitment to Diversity</th>
<th>Discrimination and Bias</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Interpersonal Validation</td>
<td>Critical Consciousness and Action</td>
<td>Conversations Across Difference</td>
</tr>
<tr>
<td>Academic Validation in the Classroom</td>
<td>Harassment</td>
<td>Curriculum of Inclusion</td>
</tr>
<tr>
<td>Co-Curricular Diversity Activities (Campus-facilitated)</td>
<td>Habits of Mind</td>
<td>Pluralistic Orientation</td>
</tr>
<tr>
<td>Civic Engagement</td>
<td>Social Agency</td>
<td>Academic Self-Concept</td>
</tr>
</tbody>
</table>

(CIRP Factors, Cooperative Institutional Research Program at UCLA)

The UNCSA community cannot achieve the institutional mission without active and strategic engagement in work necessary to create a living and learning environment in which student artists and employees from all walks of life and embodiments can thrive. As UNCSA furthers its commitment to advancing EDIB among historically underrepresented and underserved artists, students, employees and supporters alike — it enriches and enhances outcomes for the entire community.

**C. TIMELINE**

The following schedule reflects the activities and engagements that led to the development of the final recommendations.

<table>
<thead>
<tr>
<th>Summer/fall 2020</th>
<th>EDIB Framework created by a cross-functional team; EDIB Initiative announced to the campus community; EDIB Executive Advisory Committee and subcommittees formed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>October-December 2020</td>
<td>Discovery phase activities: Begin biweekly committee meetings, asset mapping, review of existing data and EDIB work on campus, identification of low-hanging fruit.</td>
</tr>
<tr>
<td>December 2020-February 2021</td>
<td>Define and diagnose phase activities: Complete Peer Review; analysis of UNC Racial Equity Task Force survey data; conduct community focus groups and informational interviews including students, employees and alumni; draft EDIB Vision Statement; draft preliminary subcommittee recommendations for initial feedback.</td>
</tr>
<tr>
<td>February-March 2021</td>
<td>Design and develop phase activities: Revise draft EDIB Vision Statement; continue community focus groups and informational interviews; submit subcommittee recommendations to Executive Advisory Committee.</td>
</tr>
<tr>
<td>March-April 2021</td>
<td>Deliver phase activities: Present EDIB Vision Statement with stakeholder groups for endorsement; review and refine subcommittee recommendations; submit final recommendations to senior leadership.</td>
</tr>
</tbody>
</table>
D. FRAMEWORK AND GOALS
The EDIB Framework developed by UNCSA campus and student leaders serves as a guide for achieving meaningful and sustainable change and increased accountability. The overarching goals outlined in the framework include:

- Create an accountability structure for EDIB work at our institution.
- Enhance a campus culture that privileges equity-mindedness, inclusion and belonging.
- Recognize, celebrate and enhance the artistic visibility of artists of color, women, LGBTQ+, and other historically underrepresented groups.
- Review and update the symbols and art across campus.
- Critically evaluate and update curriculum, pedagogies and career readiness.
- Focus on recruitment and retention of students, faculty, staff and UNCSA supporters of color and other historically marginalized and underserved populations.

III. The Development Process

A. WORKING COMMITTEES
- EDIB Executive Advisory Committee (23 members)
- Artistic Visibility Subcommittee (10 members)
- Campus Culture Subcommittee (10 members)
- Curriculum, Pedagogy and Career Readiness Subcommittee (15 members)
- Employee Recruitment and Retention Subcommittee (10 members)
- Student Recruitment and Retention Subcommittee (10 members)

B. THE EDIB VISION STATEMENT
Included in the charge for the EDIB Executive Advisory Committee was the development of an EDIB Vision Statement that will serve as a guide and inspiration for the environment UNCSA strives to create. The statement was collaboratively designed through more than six rounds of drafting, feedback and revision before being presented to the Executive Cabinet, Faculty Council, Staff Council and Student Government Association for endorsement. The vision statement appears below with the UNCSA mission and values.

OUR MISSION
The University of North Carolina School of the Arts provides gifted emerging artists with the experience, knowledge, and skills needed to excel in their disciplines and in their lives, and it serves and enriches the cultural and economic prosperity of the people of North Carolina and the nation. UNCSA is the state’s unique professional school for the performing, visual, and moving image arts, training students at the high school, undergraduate, and master’s levels for professional careers in the arts.

OUR VISION FOR EQUITY, DIVERSITY, INCLUSION AND BELONGING
At UNCSA, we strive to create a safe environment, one that allows people from all walks of life to thrive. Doing so demands that we commit to an explicit and continual process of identifying and dismantling systems and practices of bias, exclusion and oppression. Education and art-making can be transformational forces for change and we are working so that change leads toward justice.

OUR VALUES
Community.
Collaboration.
Imagination.
Integrity.
Grit.
C. DEVELOPING THE RECOMMENDATIONS

From November 2020 to April 2021, each working committee met twice per month and spent time engaged in work and discussion to understand EDIB within the living and learning environment and to examine the specific challenges and opportunities that exist within the UNCSA community.

This work gave committee members opportunities to learn; sit with our discomfort; work across roles, schools and departments; and share information and insight that would have typically remained within silos. The investment of time, energy and thought leadership are commendable and greatly appreciated.

In March 2021, the five subcommittees submitted a total of 16 recommendations to the EDIB Executive Advisory Committee. Upon receipt of the recommendations, the committee engaged in the following activities:

1. Individual review and evaluation of all recommendations.
2. Working group sessions to review, evaluate and refine each subcommittee's recommendation.
3. Working group presentation of revised recommendations.
4. Identification of additional recommendations not surfaced in subcommittees.
5. Finalization of recommendations.
6. Prioritization of top recommendations using a survey tool.

IV. Themes and Recommendations

A. THEMES

The recommendations are categorized by four themes that emerged during the review and finalization process.

- Access and Success
- Capacity Building
- EDIB/Cultural Intelligence
- Support and Advocacy
## B. RECOMMENDATIONS AND STRATEGIC ACTIONS

### Access and Support

<table>
<thead>
<tr>
<th>Recommendation 1</th>
<th>Increase the recruitment and retention of diverse employees, including senior leaders, and supporters by sharing and implementing best practices for EDIB in all aspects of recruitment and onboarding.</th>
</tr>
</thead>
</table>
| Framework Alignment | • Focus on recruitment and retention of students, faculty, staff and UNCSA supporters of color and other historically marginalized and underserved populations.  
• Recognize, celebrate and enhance the artistic visibility of artists of color, women, LGBTQ+ and other historically underrepresented groups.  
• Enhance a campus culture that privileges equity-mindedness, inclusion and belonging. |
| Stakeholders | All community members |
| Primary Stewards | Chancellor, Provost, Human Resources, Cabinet, Deans, Department Heads |
| Measures of Success | An overall increase in diversity among faculty and staff, including the number of individuals from historically underrepresented groups. |
| Strategic Actions | 1.1 Conduct a pay equity audit and analyze disaggregated data across race, gender, experience, years of services and role to identify and systematically address disparities that may impact the engagement and retention of staff.  
1.2 Implement mandatory Recruitment and Retention Workshop for all search committees and hiring managers.  
1.3 Increase the number of employees with experience and expertise in EDIB by embedding EDIB responsibilities into all current and future position descriptions.  
1.4 Implement a campuswide approach to effective hiring practices and search principles with particular attention to inclusive language in job descriptions, marketing, compositional representation on hiring committees, application evaluations and other best practices.  
1.5 Enhance onboarding efforts by creating a campuswide inclusive onboarding guide to highlight and acclimate new faculty, staff and student employees to UNCSA institutional values and EDIB vision.  
1.6 Create and resource affinity groups and supportive communities for historically underserved faculty and staff to increase retention and sense of belonging.  
1.7 Implement or enhance existing centralized processes for identifying, documenting and addressing employee retention issues using exit interviews and other best practices for offboarding employees. |
## Access and Support

<table>
<thead>
<tr>
<th>Recommendation 2</th>
<th>Increase access to admissions for prospective students from historically underrepresented groups.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Framework Alignment</td>
<td>Focus on recruitment and retention of students, faculty, staff and UNCSA supporters of color and other historically marginalized and underserved populations.</td>
</tr>
<tr>
<td>Stakeholders</td>
<td>All community members</td>
</tr>
<tr>
<td>Primary Stewards</td>
<td>Admissions, Financial Aid, Community Engagement</td>
</tr>
</tbody>
</table>
| Measures of Success | • Increased enrollment of students from historically underrepresented groups.  
• Increased funding for scholarships. |
| Strategic Actions | 2.1 Develop a dynamic enrollment and financial aid strategy that considers local, state, national and international demographic shifts; the impact of rising student costs of attendance and living; and other trends.  
2.2 Develop and publish a comprehensive list of funding and scholarship opportunities, including clear guidelines and sequencing to increase access, awareness and transparency.  
2.3 Implement an annual campuswide process for reporting disaggregated scholarship data by race, ethnicity, gender, socio-economic, citizenship and first-generation status. Evaluate overall responsiveness to need and the impact of scholarships and financial aid on retention, completion and indebtedness for students from underrepresented and marginalized populations.  
2.4 Establish a stronger institutional case for supporting students of color, LGBTQ+ and other historically underserved groups through ongoing fundraising efforts.  
  - 2.4.1 Increase the number of fellowships and internships opportunities for underrepresented students.  
  - 2.4.2 Provide scholarships for summer community classes and intensives to increase access to prospective students in the Winston-Salem community. |
## Access and Support

<table>
<thead>
<tr>
<th>Recommendation 3</th>
<th>Increase curricular and co-curricular career readiness opportunities and support for student-artists, including those who have been historically underserved in higher education.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Framework Alignment</td>
<td>Critically evaluate and update curriculum, pedagogies and career readiness.</td>
</tr>
<tr>
<td>Stakeholders</td>
<td>Students, Faculty, Alumni</td>
</tr>
<tr>
<td>Primary Stewards</td>
<td>Provost, Career Development, Academic Affairs, Student Affairs, Deans</td>
</tr>
<tr>
<td>Measures of Success</td>
<td>Increased job placement and leadership opportunities.</td>
</tr>
</tbody>
</table>
| Strategic Actions | 3.1 Increase the availability and accessibility of off-campus professional development opportunities for students.  
3.2 Launch a career readiness initiative to connect first-year students with alumni who graduated within the last five to seven years.  
3.3 Create a campaign or initiative to contextualize the depth and breadth of artistic value within and beyond the arts. |
## Capacity Building

<table>
<thead>
<tr>
<th>Recommendation 1</th>
<th>Hire a chief diversity officer and develop the infrastructure, under their leadership, to effectively and collaboratively steward the campus’ EDIB efforts.</th>
</tr>
</thead>
</table>
| Framework Alignment | - Create an accountability structure for EDIB work at our institution.  
- Enhance a campus culture that privileges equity-mindedness, inclusion and belonging.  
- Recognize, celebrate and enhance the artistic visibility of artists of color, women, LGBTQ+ and other historically underrepresented groups.  
- Review and update the symbols and art across campus.  
- Critically evaluate and update curriculum, pedagogies and career readiness.  
- Focus on recruitment and retention of students, faculty, staff and UNCSA supporters of color and other historically marginalized and underserved populations. |
| Stakeholders | All community members |
| Primary Stewards | Chancellor, Provost |
| Measures of Success | - Increased infrastructure for advancing EDIB work.  
- Dedicated funding and resources. |
| Strategic Actions | 1.1 Establish a shared Governance Committee to support the work of the chief diversity officer.  
1.2 Design a sustainable model for the Office of the Chief Diversity Officer, including clear roles and responsibilities, staffing and a budget that is inclusive of startup costs needed to establish an office and campus imprint.  
1.3 Launch a national search for the founding chief diversity officer of the UNCSA Office of Equity, Diversity, Inclusion and Belonging. |
### Capacity Building

#### Recommendation 2
Create infrastructure for managing and maintaining a campuswide collection that prioritizes historically underrepresented artists’ visual art, performances and productions.

**Framework Alignment**
Recognize, celebrate and enhance the artistic visibility of artists of color, women, LGBTQ+ and other historically underrepresented groups.

**Stakeholders**
All community members

**Primary Stewards**
Chancellor, Campus Art Committee, Library

**Measures of Success**
More art reflecting the lived experiences of the diverse artists who created the work.

**Strategic Actions**

2.1 Establish a joint Art Walk Committee charged with planning and executing programming that celebrates the diversity of artists within UNCSA and the surrounding community.

2.2 Hire a part-time staff member or contractor to support the curator’s work to build infrastructure and maintain the collection.

2.3 Develop and implement a plan to actively engage and cultivate relationships with collectors who value and have access to diverse artists and art forms.

### Capacity Building

#### Recommendation 3
Implement a recurring campus climate survey to better understand the lived experiences and needs of students and employees and to measure institutional progress toward EDIB goals.

**Framework Alignment**

- Create an accountability structure for EDIB work at our institution.
- Enhance a campus culture that privileges equity-mindedness, inclusion and belonging.

**Stakeholders**
All community members

**Primary Stewards**
Chancellor, Provost, Chief Diversity Officer, Shared Governance Committee, Human Resources, Institutional Integrity, Institutional Research

**Measures of Success**

- Improvement in the coordination and quality of campus data collection.
- Regularly occurring surveys.
- Data to support and measure the impact and process of organizational efforts to advance equity, diversity, inclusion and belonging.

**Strategic Actions**

3.1 Develop a comprehensive assessment system and environmental measures for regularly evaluating climate at UNCSA.

3.2 Develop and maintain an inventory of EDIB-related work to improve coordination, engagement, and resource utilization.
## Capacity Building

<table>
<thead>
<tr>
<th>Recommendation 4</th>
<th>Develop a standing Governance Committee structured to support and guide ongoing EDIB work across campus and work in partnership with a chief diversity officer in the future.</th>
</tr>
</thead>
</table>
| Framework Alignment | - Create an accountability structure for EDIB work at our institution.  
- Enhance a campus culture that privileges equity-mindedness, inclusion and belonging. |
| Stakeholders | All community members |
| Primary Stewards | Chancellor, Provost, Chief Diversity Officer, Faculty Council, Staff Council, Student Government Association |
| Measures of Success | Increased coordination and strategic oversight of UNCSA’s work to advance EDIB. |
| Strategic Actions | 4.1 Engage key stakeholders in the collaborative development of a shared governance model and establish a transparent and equitable process for identifying and onboarding members.  
4.2 Require all Governance Committee members to engage in ongoing EDIB training and professional development. |
## EDIB/Cultural Intelligence

<table>
<thead>
<tr>
<th>Recommendation 1</th>
<th>Create a culturally responsive curriculum that engages diversity as a collective resource and facilitates students’ self-representation of their identities to advance learning.</th>
</tr>
</thead>
</table>
| **Framework Alignment** | • Enhance a campus culture that privileges equity-mindedness, inclusion and belonging.  
• Recognize, celebrate and enhance the artistic visibility of artists of color, women, LGBTQ+ and other historically underrepresented groups.  
• Critically evaluate and update curriculum, pedagogies and career readiness. |
| **Stakeholders** | Faculty, staff, teaching assistants and students |
| **Primary Stewards** | Provost, Academic Affairs, Student Affairs, Chief Diversity Officer, Deans, Career Development |
| **Measures of Success** | • More diverse representation in the teaching materials and resources across all schools and disciplines.  
• Increased sense of belonging.  
• Increased retention of students. |
| **Strategic Actions** | 1.1 Assemble a working group to conduct a campuswide audit of current curricula to identify opportunities to increase representation, equity and accessibility.  
1.2 Establish funding criteria that promote the recruitment and selection of guest speakers and artists who represent diverse demographics and share the commitment to equity, diversity, inclusion and justice at UNCSA.  
1.3 Implement an Inclusive Excellence in Teaching & Learning Workshop to promote pedagogical strategies that address the diverse needs, experiences, learning styles, interests and abilities of students.  
1.4 Prioritize the inclusion of diverse artists, performers and works in UNCSA performances. |
## EDIB/Cultural Intelligence

<table>
<thead>
<tr>
<th>Recommendation 2</th>
<th>Expand EDIB-related professional development opportunities and resources for students and employees to build their capacity for demonstrating a commitment to diversity, equity, inclusion and belonging.</th>
</tr>
</thead>
</table>
| Framework Alignment | • Enhance a campus culture that privileges equity-mindedness, inclusion and belonging.  
• Critically evaluate and update curriculum, pedagogies and career readiness. |
| Stakeholders | All community members |
| Primary Stewards | Provost, Human Resources, Chief Diversity Officer, Academic Deans, Student Affairs |
| Measures of Success | • Increase in the number of training opportunities and EDIB resources available for building EDIB skills and awareness.  
• All training and professional development materials and content reflect our commitment to diversity, equity, inclusion and belonging. |
| Strategic Actions | 2.1 Create an EDIB resource page on the UNCSA website that includes a calendar of events, educational workshops, holidays, resources, programs and opportunities.  
2.2 Develop and implement a suite of EDIB-related workshops and an EDIB awareness campaign. |
## Support and Advocacy

<table>
<thead>
<tr>
<th>Recommendation 1</th>
<th>Assess and improve campuswide programming, support and resources designed to increase students’ and employees’ sense of belonging, personal safety and well-being.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Framework Alignment</td>
<td>Enhance a campus culture that privileges equity-mindedness, inclusion and belonging.</td>
</tr>
<tr>
<td>Stakeholders</td>
<td>All community members</td>
</tr>
<tr>
<td>Primary Stewards</td>
<td>Chancellor, Provost, Academic Affairs, Student Affairs, Human Resources, Police and Public Safety, Finance &amp; Administration, Teaching &amp; Learning</td>
</tr>
<tr>
<td>Measures of Success</td>
<td>Increased funding and support for mental health counselors who are from diverse backgrounds and have diverse lived experiences that will resonate with our BIPOC and LGBTQ+ communities.</td>
</tr>
</tbody>
</table>
| Strategic Actions | 1.1 Gather comprehensive information on all resources available to students, including Counseling Services, Student Affairs, Residence Life, Police and Public Safety, Community Engagement, and the communication processes between these units. Review data annually to ensure adequate staff and funding resources to accomplish goals and proactively and responsively meet student needs.  
1.2 Establish a cross-functional team including the Office of the Provost, Academic Affairs, Student Affairs and Human Resources to lead efforts to redesign the daily schedule and reinforce best practices in support of the community’s health and well-being including regular opportunities to learn and engage.  
1.3 Provide support and resources to UNCSA Police and Public Safety for the creation and funding of a minimum of two annual, ongoing initiatives and opportunities aimed at increasing safety and enhancing connection, trust and transparency between police and community.  
1.4 Assess campus lighting and implement strategies to improve efficiency, safety and wayfinding.  
1.5 Expand access to support and resources that would create a greater sense of belonging, support and connection for student-artists with disabilities. |
# Support and Advocacy

<table>
<thead>
<tr>
<th>Recommendation 2</th>
<th>Create meaningful practices, policies and programming that help foster a safe and welcoming climate for members of the campus and the broader community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Framework Alignment</td>
<td>Enhance a campus culture that privileges equity-mindedness, inclusion and belonging.</td>
</tr>
<tr>
<td>Stakeholders</td>
<td>All community members</td>
</tr>
<tr>
<td>Primary Stewards</td>
<td>Chancellor</td>
</tr>
</tbody>
</table>
| Measures of Success | • Improved relationships and reputation within the local community.  
• Review and update the symbols and art across campus.  
• Campuswide efforts to increase equity and inclusion. |
| Strategic Actions | 2.1 Create a shelter for the bus stop adjacent to campus in conjunction with the City of Winston-Salem Artistic Bus Shelter Program.  
2.2 Expand gender-neutral restroom signage campuswide.  
2.3 Identify and implement best practices for honoring the UNCSA connection to the Indigenous people who occupied the land.  
2.4 Convert Ehle Drive to a Main Street with public art.  
2.5 Establish a preferred pronoun policy.  
2.6 Establish an EDIB award and recognition program sponsored and supported by campus leadership. |
Support and Advocacy

<table>
<thead>
<tr>
<th>Recommendation 3</th>
<th>Increase alumni engagement from historically underrepresented groups through consistent and meaningful support, collaboration and relationship building.</th>
</tr>
</thead>
</table>
| Framework Alignment | • Recognize, celebrate and enhance the artistic visibility of artists of color, women, LGBTQ+ and other historically underrepresented groups.  
• Focus on recruitment and retention of students, faculty, staff, and UNCSA supporters of color and other historically marginalized and underserved populations. |
| Stakeholders | Students, Alumni |
| Primary Stewards | Alumni, Academic Deans, Chief Diversity Officer |
| Measures of Success | Increased participation by alumni from historically underrepresented groups |
| Strategic Actions | 3.1 Expand Alumni model to include relationship building with current students to ensure that a connection is established before graduation.  
3.2 Establish recurring events and programs that allow alumni to network, reconnect with their peers and offer support to current students.  
3.3 Increase support to assist recent alumni with job placement within the first five years following graduation. |
### Honorable Mentions

<table>
<thead>
<tr>
<th>Honorable Mention 1</th>
<th>Adopt Universal Design for Higher Education as the UNCSA standard for creating physical spaces, instruction, services and information technology that is usable by campus constituents with various characteristics, to the greatest extent possible, without the need for adaptation.</th>
</tr>
</thead>
</table>
| Framework Alignment | • Create an accountability structure for EDIB work at our institution.  
• Enhance a campus culture that privileges equity-mindedness, inclusion and belonging. |
| Stakeholders        | All community members |
| Primary Stewards    | Finance and Administration, Academic Affairs, Student Affairs, Chief Diversity Officer, Teaching and Learning Center |
| Measures of Success | • Utilization of standards for creating and upgrading physical and virtual space.  
• Increased access to learning and working for students and employees. |
| Strategic Actions   | 1.1 Engage the principles of Universal Design campuswide to guide the development and improvement of physical spaces, instruction, services and information technology.  
1.2 Launch a Universal Design Workshop that elevates awareness, skills and support for students with disabilities or other learning weaknesses, ensuring that students have equitable access to the UNCSA learning environment.  
1.3 Conduct a Comprehensive Accessibility Audit and five- to 10-year improvement plan to address prioritized facilities barriers, achieve ADA compliance, establish ongoing funding (and processes) for accessibility needs and improvements, and increase connectivity of accessibility resources and services.  
1.4 Amend the Campus Master Plan to include requirements for universal campus accessibility in all future buildings and renovations (both physical spaces and technological capabilities).  
1.5 Update existing — and include in future job descriptions — language that articulates our commitment to equity, inclusion and Universal Design and specific qualifications and expectations for how each role will support UNCSA in creating and maintaining an equitable learning community. |
**Honorable Mentions**

<table>
<thead>
<tr>
<th>Honorable Mention 2</th>
<th>Leverage the Division of Strategic Communications (including its marketing department) and the Office of Advancement to emphasize the value of diversity of perspective and experience to donors, patrons, alumni, employees and students.</th>
</tr>
</thead>
</table>
| Framework Alignment | • Enhance a campus culture that privileges equity-mindedness, inclusion and belonging.  
• Recognize, celebrate and enhance the artistic visibility of artists of color, women, LGBTQ+ and other historically underrepresented groups. |
| Stakeholders        | All community members                                                                                                                                  |
| Primary Stewards    | Strategic Communications, Advancement (including Alumni), Human Resources, Deans, Student Affairs                                                                                       |
| Measures of Success | Accurate but aspirational representation for the full spectrum of artistic output for the entire institution.                                                                                  |
| Strategic Actions   | 1. Establish four channels of communication with donors, patrons, alumni and students to discover and highlight three divergent pathways in each arts school or division on an annual basis to place explicit value on diversity of perspective and experience. |
V. Members of the Equity, Diversity, Inclusion and Belonging Committees

Brian Cole – Chancellor and Executive Sponsor
Patrick J. Sims – Executive Vice Chancellor and Provost and Ex Officio Member

EDIB EXECUTIVE ADVISORY COMMITTEE

**Project Manager:** Shayla Herndon-Edmunds – Special Assistant to the Chancellor and Provost

**Co-Chair:** Claire Machamer – Vice Chancellor for Strategic Communications

**Co-Chair:** Kris Julio – Design and Production Faculty, Director of Stage Properties

Ana Aguilera – Design and Production student, GR
Nic Brown – Student Government President, Drama student, UG
Tadeu Coelho – Music Faculty, Flute
Jenna Cusack – Student Government Vice President, Film student, UG
Elizabeth Davis – Assistant Director of Institutional Research
Sarah Falls – University Librarian*
Martin Ferrell – Dean, High School Academic Program
Tracey Ford – Vice Provost and Dean of Student Affairs
Elaine Guo – High School Student Government President, HS Music Student
Gina Harris – Marketing Manager, Strategic Communications*
Carrie Hart – High School Academic Faculty
Natalie Jacobs – Human Resources, Talent Acquisition Manager*
Izzie Miller – Design and Production student, UG
Rebecca Nussbaum – Community Engagement
Dale Pollock – Interim Dean, School of Filmmaking
Jared Redick – Interim Dean, School of Dance
Valerie Thelen – Director of Title IX and Chief Compliance Office
Betsy Towns – DLA Faculty, Art History, Creative Practice*
Mike Wakeford – Faculty Council Chair, DLA Faculty, History, Humanities*

CAMPUS CULTURE SUBCOMMITTEE

Kara Andersen – Film Faculty, Cinema Studies
Murphy Applin – Drama student, UG, Artists of Color
Frank Brinkley – Chief, Police and Public Safety
Steve Gallagher – Executive Director of Student Affairs Administration
Jeffrey George – High School Academic Faculty, Academic Programs
Sarah Grover – Design and Production student, UG
Wiley Hausam – Managing Director of Performance Facilities
Heidi Sosa – Housekeeping, College Residence Life
Angela Tuttle – Foundation, Assistant Controller
Mike Wakeford – Faculty Council Chair, DLA Faculty, History, Humanities*

*Liaison to the EDIB Executive Advisory Committee
ARTISTIC VISIBILITY SUBCOMMITTEE

Elizabeth Alexander – Design and Production Faculty, Visual Arts, Sculpture
Sarah Falls – University Librarian*
Ojas Jain – Film student, UG
Anson Koch-Rein – DLA Faculty, Humanities, Gender Studies
Lynda Lotich – Interim Director, Kenan Institute for the Arts
Mollye Maxner – Drama Faculty, Acting, Movement
Michael Miller – Film Faculty, Film Editing
Virginia Riccio – Project Specialist, Provost’s Office
Nasira Watson – Dance student, UG

CURRICULUM, PEDAGOGY & CAREER READINESS SUBCOMMITTEE

Martin Ferrell – Dean, High School Academic Program
Joy Goodwin – Film Faculty, Graduate Screenwriting
Henry Grillo – Film Faculty, Production Design
Michael Kelley – Dean, School of Design and Production
Steve LaCosse – Artistic Director, A.J. Fletcher Opera Institute, Music Faculty
Belle Le – Drama student, UG, Artists of Color
Molly McCarter – Design and Production Faculty, Stage Management
Reagan Mitchell – DLA Faculty, Humanities
Andy Paris – Drama Faculty, Devised Theater
Dale Pollock - Interim Dean, School of Filmmaking
Jared Redick – Interim Dean, School of Dance
Saxton Rose – Interim Dean, School of Music
Betsy Towns – DLA Faculty, Art History, Creative Practice*
Jorja Waybrant – Learning Resources and ADA Coordinator
Dean Wilcox – Dean, Division of Liberal Arts
Abby Yager – Dance Faculty, Contemporary
Scott Zigler – Dean, School of Drama

STUDENT RECRUITMENT & RETENTION SUBCOMMITTEE

TaWanna Archia – International Adviser, Principal Designated School Official (PDSO)
Nichole Crawford – Film student, UG
Wendy Emerson – Associate Vice Chancellor for Finance
Nathaniel Jones – Graduate Student Representative
Gina Harris - Marketing Manager, Strategic Communications*
Lorelei Lin – Design and Production HS student, Visual Arts
Darren Miller – Film Faculty, Producing
Paul Razza – Director of Admissions

*Liaison to the EDIB Executive Advisory Committee
**EMPLOYEE & SUPPORTER RECRUITMENT & RETENTION SUBCOMMITTEE**

Stephanie Cartwright – Clinical Director, Counseling Services  
Eric Eason – Film Faculty, Directing  
Romello Huins – Design and Production student, UG  
Natalie Jacobs – Human Resources, Talent Acquisition Manager*  
Elizabeth Klaimon – DLA Faculty, Writing  
Ed Lewis – Vice Chancellor for Advancement  
Ramona Richmond – Interim Director of Residence Life  
Chris Sabolcik – High School Academic Faculty, English  
Ramiro Soto – Music student, UG  
Jared Redick – Interim Dean, School of Dance

**VI. Bibliography**


*Liaison to the EDIB Executive Advisory Committee*