



# Equity, Diversity, Inclusion and Belonging (EDIB) Initiative:

# FINAL REPORT AND RECOMMENDATIONS

**Submitted by Committee Co-Chairs:**

*Claire Machamer - Vice Chancellor for Strategic Communications*

*Kris Julio - Design and Production Faculty, Director of Stage Properties*

*Shayla Herndon-Edmunds - Special Assistant to the Chancellor and Provost*

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## 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.

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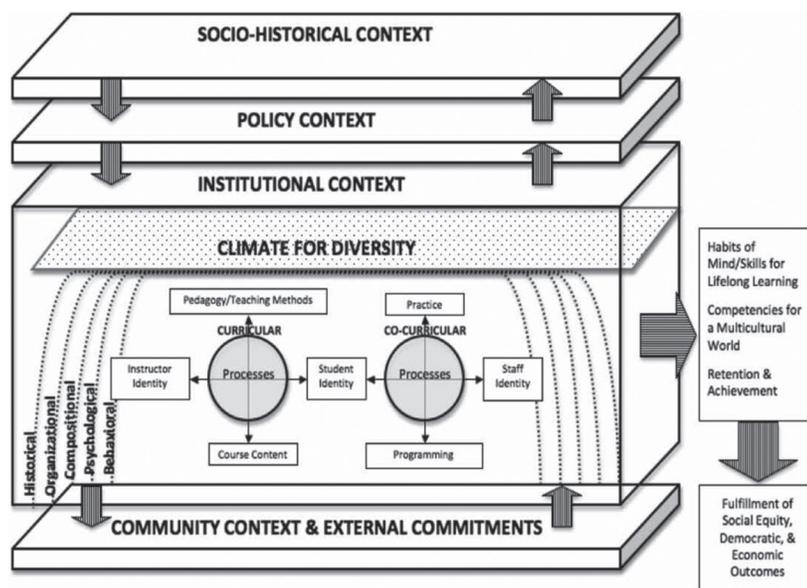
## II. Executive Summary

### 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.

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

(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.

Summer/fall 2020	EDIB Framework created by a cross-functional team; EDIB Initiative announced to the campus community; EDIB Executive Advisory Committee and subcommittees formed.
October-December 2020	Discovery phase activities: Begin biweekly committee meetings, asset mapping, review of existing data and EDIB work on campus, identification of low-hanging fruit.
December 2020-February 2021	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.
February-March 2021	Design and develop phase activities: Revise draft EDIB Vision Statement; continue community focus groups and informational interviews; submit subcommittee recommendations to Executive Advisory Committee.
March-April 2021	Deliver phase activities: Present EDIB Vision Statement with stakeholder groups for endorsement; review and refine subcommittee recommendations; submit final recommendations to senior leadership.

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## 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.

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## **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**

Recommendation 1	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.
Framework Alignment	<ul style="list-style-type: none"> <li>• Focus on recruitment and retention of students, faculty, staff and UNCSA supporters of color and other historically marginalized and underserved populations.</li> <li>• Recognize, celebrate and enhance the artistic visibility of artists of color, women, LGBTQ+ and other historically underrepresented groups.</li> <li>• Enhance a campus culture that privileges equity-mindedness, inclusion and belonging.</li> </ul>
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	<p>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.</p> <p>1.2 Implement mandatory Recruitment and Retention Workshop for all search committees and hiring managers.</p> <p>1.3 Increase the number of employees with experience and expertise in EDIB by embedding EDIB responsibilities into all current and future position descriptions.</p> <p>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.</p> <p>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.</p> <p>1.6 Create and resource affinity groups and supportive communities for historically underserved faculty and staff to increase retention and sense of belonging.</p> <p>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.</p>

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## Access and Support

Recommendation 2	Increase access to admissions for prospective students from historically underrepresented groups.
Framework Alignment	Focus on recruitment and retention of students, faculty, staff and UNCSEA supporters of color and other historically marginalized and underserved populations.
Stakeholders	All community members
Primary Stewards	Admissions, Financial Aid, Community Engagement
Measures of Success	<ul style="list-style-type: none"><li>• Increased enrollment of students from historically underrepresented groups.</li><li>• Increased funding for scholarships.</li></ul>
Strategic Actions	<p>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.</p> <p>2.2 Develop and publish a comprehensive list of funding and scholarship opportunities, including clear guidelines and sequencing to increase access, awareness and transparency.</p> <p>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.</p> <p>2.4 Establish a stronger institutional case for supporting students of color, LGBTQ+ and other historically underserved groups through ongoing fundraising efforts.</p> <ul style="list-style-type: none"><li>- 2.4.1 Increase the number of fellowships and internships opportunities for underrepresented students.</li><li>- 2.4.2 Provide scholarships for summer community classes and intensives to increase access to prospective students in the Winston-Salem community.</li></ul>

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## Access and Support

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

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## Capacity Building

Recommendation 1	Hire a chief diversity officer and develop the infrastructure, under their leadership, to effectively and collaboratively steward the campus' EDIB efforts.
Framework Alignment	<ul style="list-style-type: none"><li>• Create an accountability structure for EDIB work at our institution.</li><li>• Enhance a campus culture that privileges equity-mindedness, inclusion and belonging.</li><li>• Recognize, celebrate and enhance the artistic visibility of artists of color, women, LGBTQ+ and other historically underrepresented groups.</li><li>• Review and update the symbols and art across campus.</li><li>• Critically evaluate and update curriculum, pedagogies and career readiness.</li><li>• Focus on recruitment and retention of students, faculty, staff and UNCSEA supporters of color and other historically marginalized and underserved populations.</li></ul>
Stakeholders	All community members
Primary Stewards	Chancellor, Provost
Measures of Success	<ul style="list-style-type: none"><li>• Increased infrastructure for advancing EDIB work.</li><li>• Dedicated funding and resources.</li></ul>
Strategic Actions	<p>1.1 Establish a shared Governance Committee to support the work of the chief diversity officer.</p> <p>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.</p> <p>1.3 Launch a national search for the founding chief diversity officer of the UNCSEA Office of Equity, Diversity, Inclusion and Belonging.</p>

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## 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	<p>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.</p> <p>2.2 Hire a part-time staff member or contractor to support the curator's work to build infrastructure and maintain the collection.</p> <p>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.</p>

## 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	<ul style="list-style-type: none"><li>• Create an accountability structure for EDIB work at our institution.</li><li>• Enhance a campus culture that privileges equity-mindedness, inclusion and belonging.</li></ul>
Stakeholders	All community members
Primary Stewards	Chancellor, Provost, Chief Diversity Officer, Shared Governance Committee, Human Resources, Institutional Integrity, Institutional Research
Measures of Success	<ul style="list-style-type: none"><li>• Improvement in the coordination and quality of campus data collection.</li><li>• Regularly occurring surveys.</li><li>• Data to support and measure the impact and process of organizational efforts to advance equity, diversity, inclusion and belonging.</li></ul>
Strategic Actions	<p>3.1 Develop a comprehensive assessment system and environmental measures for regularly evaluating climate at UNCSA.</p> <p>3.2 Develop and maintain an inventory of EDIB-related work to improve coordination, engagement, and resource utilization.</p>

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## Capacity Building

Recommendation 4	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.
Framework Alignment	<ul style="list-style-type: none"><li>• Create an accountability structure for EDIB work at our institution.</li><li>• Enhance a campus culture that privileges equity-mindedness, inclusion and belonging.</li></ul>
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	<p>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.</p> <p>4.2 Require all Governance Committee members to engage in ongoing EDIB training and professional development.</p>

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## EDIB/Cultural Intelligence

Recommendation 1	Create a culturally responsive curriculum that engages diversity as a collective resource and facilitates students' self-representation of their identities to advance learning.
Framework Alignment	<ul style="list-style-type: none"><li>• Enhance a campus culture that privileges equity-mindedness, inclusion and belonging.</li><li>• Recognize, celebrate and enhance the artistic visibility of artists of color, women, LGBTQ+ and other historically underrepresented groups.</li><li>• Critically evaluate and update curriculum, pedagogies and career readiness.</li></ul>
Stakeholders	Faculty, staff, teaching assistants and students
Primary Stewards	Provost, Academic Affairs, Student Affairs, Chief Diversity Officer, Deans, Career Development
Measures of Success	<ul style="list-style-type: none"><li>• More diverse representation in the teaching materials and resources across all schools and disciplines.</li><li>• Increased sense of belonging.</li><li>• Increased retention of students.</li></ul>
Strategic Actions	<p>1.1 Assemble a working group to conduct a campuswide audit of current curricula to identify opportunities to increase representation, equity and accessibility.</p> <p>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 UNCSEA.</p> <p>1.3 Implement an Inclusive Excellence in Teaching &amp; Learning Workshop to promote pedagogical strategies that address the diverse needs, experiences, learning styles, interests and abilities of students.</p> <p>1.4 Prioritize the inclusion of diverse artists, performers and works in UNCSEA performances.</p>

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## EDIB/Cultural Intelligence

Recommendation 2	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.
Framework Alignment	<ul style="list-style-type: none"><li>• Enhance a campus culture that privileges equity-mindedness, inclusion and belonging.</li><li>• Critically evaluate and update curriculum, pedagogies and career readiness.</li></ul>
Stakeholders	All community members
Primary Stewards	Provost, Human Resources, Chief Diversity Officer, Academic Deans, Student Affairs
Measures of Success	<ul style="list-style-type: none"><li>• Increase in the number of training opportunities and EDIB resources available for building EDIB skills and awareness.</li><li>• All training and professional development materials and content reflect our commitment to diversity, equity, inclusion and belonging.</li></ul>
Strategic Actions	<p>2.1 Create an EDIB resource page on the UNCSA website that includes a calendar of events, educational workshops, holidays, resources, programs and opportunities.</p> <p>2.2 Develop and implement a suite of EDIB-related workshops and an EDIB awareness campaign.</p>

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## Support and Advocacy

Recommendation 1	Assess and improve campuswide programming, support and resources designed to increase students' and employees' sense of belonging, personal safety and well-being.
Framework Alignment	Enhance a campus culture that privileges equity-mindedness, inclusion and belonging.
Stakeholders	All community members
Primary Stewards	Chancellor, Provost, Academic Affairs, Student Affairs, Human Resources, Police and Public Safety, Finance & Administration, Teaching & Learning
Measures of Success	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.
Strategic Actions	<p>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.</p> <p>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.</p> <p>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.</p> <p>1.4 Assess campus lighting and implement strategies to improve efficiency, safety and wayfinding.</p> <p>1.5 Expand access to support and resources that would create a greater sense of belonging, support and connection for student-artists with disabilities.</p>

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## Support and Advocacy

Recommendation 2	Create meaningful practices, policies and programming that help foster a safe and welcoming climate for members of the campus and the broader community.
Framework Alignment	Enhance a campus culture that privileges equity-mindedness, inclusion and belonging.
Stakeholders	All community members
Primary Stewards	Chancellor
Measures of Success	<ul style="list-style-type: none"><li>• Improved relationships and reputation within the local community.</li><li>• Review and update the symbols and art across campus.</li><li>• Campuswide efforts to increase equity and inclusion.</li></ul>
Strategic Actions	<p>2.1 Create a shelter for the bus stop adjacent to campus in conjunction with the City of Winston-Salem Artistic Bus Shelter Program.</p> <p>2.2 Expand gender-neutral restroom signage campuswide.</p> <p>2.3 Identify and implement best practices for honoring the UNCOSA connection to the Indigenous people who occupied the land.</p> <p>2.4 Convert Ehle Drive to a Main Street with public art.</p> <p>2.5 Establish a preferred pronoun policy.</p> <p>2.6 Establish an EDIB award and recognition program sponsored and supported by campus leadership.</p>

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## Support and Advocacy

Recommendation 3	Increase alumni engagement from historically underrepresented groups through consistent and meaningful support, collaboration and relationship building.
Framework Alignment	<ul style="list-style-type: none"><li>• Recognize, celebrate and enhance the artistic visibility of artists of color, women, LGBTQ+ and other historically underrepresented groups.</li><li>• Focus on recruitment and retention of students, faculty, staff, and UNCSA supporters of color and other historically marginalized and underserved populations.</li></ul>
Stakeholders	Students, Alumni
Primary Stewards	Alumni, Academic Deans, Chief Diversity Officer
Measures of Success	Increased participation by alumni from historically underrepresented groups
Strategic Actions	<p>3.1 Expand Alumni model to include relationship building with current students to ensure that a connection is established before graduation.</p> <p>3.2 Establish recurring events and programs that allow alumni to network, reconnect with their peers and offer support to current students.</p> <p>3.3 Increase support to assist recent alumni with job placement within the first five years following graduation.</p>

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## Honorable Mentions

Honorable Mention 1	Adopt Universal Design for Higher Education as the UNCSEA 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.
Framework Alignment	<ul style="list-style-type: none"><li>• Create an accountability structure for EDIB work at our institution.</li><li>• Enhance a campus culture that privileges equity-mindedness, inclusion and belonging.</li></ul>
Stakeholders	All community members
Primary Stewards	Finance and Administration, Academic Affairs, Student Affairs, Chief Diversity Officer, Teaching and Learning Center
Measures of Success	<ul style="list-style-type: none"><li>• Utilization of standards for creating and upgrading physical and virtual space.</li><li>• Increased access to learning and working for students and employees.</li></ul>
Strategic Actions	<p>1.1 Engage the principles of Universal Design campuswide to guide the development and improvement of physical spaces, instruction, services and information technology.</p> <p>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 UNCSEA learning environment.</p> <p>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.</p> <p>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).</p> <p>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 UNCSEA in creating and maintaining an equitable learning community.</p>

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## Honorable Mentions

Honorable Mention 2	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.
Framework Alignment	<ul style="list-style-type: none"><li>• Enhance a campus culture that privileges equity-mindedness, inclusion and belonging.</li><li>• Recognize, celebrate and enhance the artistic visibility of artists of color, women, LGBTQ+ and other historically underrepresented groups.</li></ul>
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	1.1 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.

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## 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*

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## **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*

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## 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

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