

LEADING EQUITY, DIVERSITY, AND JUSTICE CONFERENCE

FEBRUARY 24-25, 2022



HOLLINS
UNIVERSITY



CONFERENCE
TOPIC

EQUITY, ACCESSIBILITY, AND IDENTITY

THURSDAY, FEBRUARY 24: 7:30 PM

VIRTUAL

“DIGITAL GI(RL)S: MAPPING BLACK GIRLHOOD IN THE NINETEENTH CENTURY”

Nazera Sadiq Wright, associate professor at the University of Kentucky

FRIDAY, FEBRUARY 25: 9:30 AM

VIRTUAL *and*
THEATRE

WELCOME AND GOALS FOR THE DAY

Nakeshia Williams and LeeRay Costa

LAND AND HISTORICAL ACKNOWLEDGMENT

Members of the Hollins campus community

WELCOME

President Mary Dana Hinton

KEYNOTE ADDRESS: “CALLING IN THE CALLING OUT CULTURE”

Loretta Ross

Ross is an award-winning, nationally recognized expert on racism and racial justice, women’s rights, and human rights. Her work emphasizes the intersectionality of social justice issues and how intersectionality can fuel transformation.

SESSION 1: 11:30 AM-12:30 PM

(Please register for only one presentation during this time period.)

VIRTUAL

ACCIDENTAL ACTIVISTS: A REFLECTIVE ROUNDTABLE WITH WOMEN SCHOLARS

Jen Almjeld, Ph.D., Madiha Patel, and Alys Sink ’11

As a society we continue to grapple with, and research, the institutionally perpetuated system(s) of white supremacy and the extent to which it remains deeply rooted within our societal understanding and ways of living. This reflective discussion will seek to contribute to this body of understanding by broadly defining white supremacy, providing guided reflection rooted within identity, and discussing how ordinary people can create spaces and sites of social activism and growth. Our assertion is that an activist is not solely a political role or job, but that the term defines any individual

who works to improve themselves, their homes, and their communities. Presenters will guide and invite participants to share their own experiences with activism and will work collaboratively to examine the ‘wicked problems’ that result from navigating the complex structures that uphold white supremacy. Madiha Patel is a quiet activist dedicated to personal and social change through strengthening intersectional community initiatives. Alys Sink is a writer, researcher, and activist whose work has centered on counter-narratives and the lived experiences of women refugees in the American resettlement system.

VIRTUAL

BROACHING: CONFRONTING THE UNCOMFORTABLE CONVERSATIONS ON SYSTEMIC RACISM

Shaneka Bynum '07, Krishna Davenport '96, Kim Dokes '06, and LaNita Jefferson '07

Broaching is a framework where individuals have a continuation of discussion around racism, ethnicity, and other areas of cultural humility (Day-Vines et.al 2018). The concept of broaching formally addresses the importance of conversations that center on race, requiring the individual to consider their biases, discriminatory behavior, and negative attitudes toward people that may not share the same lived experiences. Broaching doesn't allow for avoidance and is used as a tool for personal growth. Because most marginalized communities feel isolated, the objective of this panel is to discuss the need for broaching in all aspects of our lives such as school, work, and community to address systemic racism consistently to decrease racist barriers and the negative use of micro/macroaggressions as well as other racism and to increase cultural awareness.

GOODWIN PDR

HEALTHY COPING SKILLS FOR MENTAL ILLNESS

Hildana Abebe '25, Sandipa Lamichhane '23, and Kayla Pinkerman '25

Coping skills are used to assist in reducing unpleasant feelings and emotions. They are important, not only to students but also to the general community regardless of mental health status. With the research of healthy coping skills and strategies, this workshop will have attendees leaving with a better sense of control over their mind and new ways to take care of themselves. We also hope to destigmatize mental health by providing these healthy strategies to the workshop participants.

VIRTUAL

I'M AFRAID I DON'T UNDERSTAND YOU: HIGHER ACADEMIA AND THE NEURODIVERGENT EXPERIENCE

Madeleine Buttitta '15

One part one-woman show, part group talkback, “I’m Afraid I Don’t Understand You” highlights the struggles and revelations of neurodivergent (those with learning disabilities such as dyslexia, ADHD, autism, etc.) individuals who attend higher academia, be it undergraduate, graduate, or beyond. Whether diagnosed early in life or later, neurodivergency in people of all backgrounds often struggle alone or with insufficient resources when confronted with the surprises that higher academia can throw at them, such as increased social challenges, mental health troubles, and, overall, coping with the feeling of not being understood by their peers or professors.

This performance/talkback aims to create a dialogue—in response to the performance and through group discussion—of these struggles that neurodivergent individuals face, as well as what is lacking in higher academic support, resources, and representation.

BLACK BOX THEATRE

LEARNING OUT LOUD: THE UPS AND DOWNS OF COMMUNITY BUILDING

Suellen da Costa Coelho, Annie Cramer '22, Ming McDonald '22, Seiya Sessoms '24, and Wendy-Marie Martin

As artists and craftspersons, we dwell in a world of possibility. Every day we strive to build environments where we can support, encourage, and inspire one another. Such a vision, however, requires that we meet everyone in the community where they are and this can be difficult when community members have been inadvertently (or advertently) harmed by other members of the community. This discussion will explore the ways in which we can actively create and foster positive environments within the microcosms of our specific disciplines. From the costume shop to the rehearsal room to the classroom, we will discuss ways to acknowledge the varied levels of privilege and bias in the room and ways we might create an inclusive community that doesn't cause more harm along the way.

VIRTUAL *and* WETHERILL VISUAL ARTS CENTER ROOM 119

THE NEED FOR FAT LIBERATION: THE IMPORTANCE OF ACCEPTANCE IN SOCIETY

Hannah Goldenson '25 and Katelyn Oler '24

In the workshop, participants will be introduced to what fatphobia is and its effects on plus-size people. Using an intersectional approach, this workshop will describe how fatphobia has been normalized in everyday life. Participants will be reading different writings from plus-size activists—such as Roxane Gay—describing their experiences with daily life. We will discuss various aspects of fatphobia that have been present in society, from the medical health system to the fashion industry. Other discussions will include the history of how the body positivity movement—created for BIPOC, queer, disabled plus-size people—has now shifted to skinny, straight, abled, white women. At the end of the workshop, the audience will learn about what fatphobia is and the systemic oppression that is still apparent in society today.

TALMADGE RECITAL HALL, BRADLEY

OPEN EDUCATIONAL RESOURCES: A TOOL FOR EQUITY AND ACCESS

Zahin Mahbuba '22, James Miller, and Darla Schumm

This panel presentation will define open educational resources (OERs) and explain how they can address access and equity issues of students, primarily those from limited income, first generation, and marginalized groups. The presentation will also propose OERs as a means for faculty to gain more control of their course content. Included are studies showing the positive effect of OERs on grades and course completion, as well as studies showing that the costs of textbooks can have an effect on students' choice of school, courses, grades, and major. Preliminary findings from a Virginia study are included. The presentation will also address barriers and challenges to implementing OERs. The rest of the presentation will give space for a faculty member to speak about their experience implementing OERs in the classroom and for a student to talk about the impact textbook accessibility has on their learning experience and academic choices.

VIRTUAL

THE PATH TO NET ZERO: HOW CAN YOUTH ACCELERATE ACTION TO MITIGATE GLOBAL CLIMATE CHANGE

Charvi Gangwani '25

We are at a critical moment of the climate crisis—governmental inertia is no longer a credible option, and action is long overdue. This session is committed to supporting the voices of young leaders who are on the frontier of the fight against climate change, to ensure the next generation is not shut out from the debate. The panel will address the need for cross-border collaboration to preserve the natural world and its biodiversity. There is a need for a cultural shift from one that separates people from nature to one which emphasizes the symbiotic relationship between humanity and our environment. The panel will highlight some of the pioneering work by young leaders on the frontlines of this fight that can guide future conservation efforts. Join us for a dynamic event featuring expert speakers and young leaders, offering key insights into the future of sustainable development, the path to net zero, and the essential role young people will play in achieving these goals.

**WYNDHAM
ROBERTSON LIBRARY
HOLLINS ROOM**

RACISM IS TO BLAME

Jordan Bell

Participants will actively engage in a conversation about race: how everyday racism has been implemented in our subconscious and conscious minds in everyday life by learning the history of racism and how it has shaped our worldview. Participants will learn how racism has played a negative role in how we view ourselves, other people, and our world. When participants walk away from this workshop they will be better equipped in fighting systemic racism.

VIRTUAL

REAL WORLD, REAL STRUGGLE, REAL STRENGTH: THE STORIES OF FIRST GENERATION COLLEGE STUDENTS AND IMMIGRATION

Panelists: Jaishel Linch Bennett, Maria del cid Kosso, Patricia Gonzalez, Ph.D., and Kimberley Silverne

The intersectionality of immigration is often not included when assessing the needs of first-generation college students. This panel serves as a first step in bringing awareness and starting the conversation of how to better support students. Each panelist is a first-generation college student from immigrant origins who would like to share their stories of the struggle and strength it took to navigate the U.S., college, and professional careers.

VIRTUAL

UNEXPECTED FINDINGS FROM ORGANIZATIONAL CULTURE RESEARCH AND THEIR CONTRIBUTION TO DEI IMPROVEMENT

Darren Greeno

A study of organizational culture at 27 community colleges revealed unexpected findings that shed light on why institutions of higher education have struggled to implement DEI-related initiatives. Namely, the study found that specific culture types appear to be more amenable to change and the flourishing of nondominant cultures, which in turn create more equitable and inclusive environments. The presentation will briefly describe the research project and summarize its results, but primarily

focus on findings that indicate specific organizational cultures are better prepared for the transformational change necessary for DEI improvement. The implications for higher education leaders—and specifically those leading DEI change efforts—are revealing and complex. The idea that IHEs must have “strong” cultures to succeed has been widely accepted for the better part of four decades. With the aim of developing congruent cultures, institutional leaders have worked toward “culture change” without understanding the specific culture they are trying to change—or the culture they are hoping to create. But what if it is necessary to support incongruent cultures to foster more inclusive environments? To do so, institutional leaders must understand the cultural context in which they operate—and potentially abandon the positive association linked to “strong” cultures.

THEATRE GREEN ROOM

WE ARE MORE ALIKE THAN WE ARE DIFFERENT, EVEN IN OUR ATROCITIES

Meredith Cope-Levy '12, M.F.A. '18

Carl Hancock Rux is an American poet, playwright, novelist, essayist, recording artist, actor, theatre director, radio journalist, and film, dance, and art collaborator. When teaching Solo Performance for the Playwright’s Lab at Hollins University, he expressed once that “we are more alike than we are different, even in our atrocities.” Join Meredith Cope-Levy '12, M.F.A. '18 to engage in a series of reflective and exploratory writing exercises, heavily influenced by Rux and his teachings. Generated written material will then be used to craft theatrical monologues, with the goal of expressing lived experience in an active fashion, making space for others to encounter and empathize.

LUNCH: 12:30-2 PM

WETHERILL VISUAL ARTS CENTER ROOM 214

DROP-IN SESSION (come any time between 12:30 and 2 pm): CREATING THE 2ND ANNUAL INTERNATIONAL WOMEN’S DAY VIDEO CELEBRATING EQUITY, ACCESSIBILITY, AND IDENTITY

*Erin Carney, Tori C. Carter '21, Amy Gerber-Stroh, Sajila Kanwal '22,
Ramona Kirsch, Zahin Mahbuba '22, An Mochizuki '21, and Jeri Suarez*

International Women’s Day (IWD) (March 8) is a global day celebrating the social, economic, cultural, and political achievements of women. The day also marks a call to action. IWD has occurred for well over a century, with the first gathering in 1911 in several European countries. For over two decades, Hollins University has honored and celebrated the day with a cultural festival and lecture series. In 2021, during the first Leading EDJ Summit, a listening circle was developed to create Hollins’ first ever IWD video. To view the 2021 IWD video, click [here](#). For our 2022 video, we are focusing on the Leading EDJ Summit themes of Equity, Accessibility, and Identity and how these themes impact women. We invite you to join us to make a video clip (no more than 25 seconds) celebrating and exploring these themes for our 2022 IWD video.

SESSION 2: 2-3:15 PM

(Please register for only one presentation during this time period.)

VIRTUAL

COLLEGES FOR CEDAW ON ENVIRONMENTAL JUSTICE

Shuchi Sanyal '22

Colleges for CEDAW is new at Hollins University. Colleges for CEDAW is a student-led activist initiative that connects feminist global action to local college campuses and their respective communities. This event will feature global sociologists focusing on the intersection of environmental issues and gender inequality through a CEDAW framework. In addition, it will provide examples of three environmental justice issues—in Kenya, Bolivia, and the USA. The session takeaway should be an understanding of CEDAW, its relevance to the United States and other places in the world, and ideas on possible projects that the Hollins' Colleges for CEDAW can work on.

THEATRE

CULTURAL SHOWCASE #2

Brigitte Bonsu '25, Michelle LoRicco, and Wendy-Marie Martin

Participants will be able to view a series of traditional and contemporary plays as an introduction to different styles of theatre as well as obtain a new understanding of various cultural experiences in and out of America.

VIRTUAL

ENGAGING ALUMNAE/I OF COLOR TO IMPROVE PHILANTHROPIC OUTCOMES

Moderator: Anna-Maria Koranteng '05, M.A., M.S.

For far too long, higher education institutions within the United States have neglected to make issues related to diversity, equity, and inclusion a top priority. Although these issues are considered to be of importance, practice has been failing to match principle. However, with the rise in public outrage related to marginalized groups and momentum from recent social movement; there is increasing acknowledgment among college and university campuses that more needs to be done in order to create positive spaces where diverse populations of students, faculty and staff, alumnae/i, and other stakeholders can feel heard and appreciated. This panel will specifically focus on communicating and engaging with alumnae/i of color to foster increased participation in philanthropic donations. This is an area of higher education with which many institutions tend to struggle. To explore this issue a little deeper, we have invited alumnae/i to share their experiences and discuss strategies that may potentially assist with ameliorating the post-graduate relationship between institutions and alumnae/i of color.

DANA SCIENCE BUILDING BABCOCK AUDITORIUM

EXAMINING RESIDENTIAL SEGREGATION: WHERE YOU LIVE DETERMINES YOUR HEALTH AND QUALITY OF LIFE

Abubakarr Jalloh

This interactive oral presentation examines an important issue in environmental justice focusing on the neighborhoods where people live. Residential segregation—physical and cultural separation of neighborhoods, mostly on the basis of race and socioeconomic status—impacts the social, economic, health, and quality of life of people who live in those neighborhoods. This segregation limits opportunities for certain groups (mostly

minorities/people of color) to places in the United States that are poorly situated in terms of employment and other social resources. For example, poor neighborhoods are characterized as being exposed to toxic environments, such as air and water pollution, noise, and congestion, as well as increasing rate of crime and violence. They also lack adequate recreational resources such as parks and playgrounds, and have failing schools, among others. This presentation provides participants an opportunity to explore the role that our home address plays in determining our health and quality of life, as well as how long we are expected to live. Residential segregation is visible in the Roanoke Valley, and thus would be discussed in this session. The presentation concludes with recommendations for addressing this environmental injustice as a vehicle to improve the health and well-being of people in those neighborhoods.

**WETHERILL VISUAL
ARTS CENTER PLAZA**

FREE PRESS: T-SHIRT PRINTING TOGETHER

Laura Jane Ramsburg and Kyra Schmidt

What is the relationship between art and social justice? How have artists in the past used their work to speak out against injustices, advocate for change, and honor the lived experiences of marginalized communities? The Eleanor D. Wilson Museum (EDWM) would like to honor and celebrate Leading EDJ Day by creating a t-shirt design representative of and made with the Hollins community. Students, faculty, and staff will be invited to bring their own items on which to print. Participants will be able to pick a design, ink, and handprint it themselves. The result will be a collaborative event that offers participants an opportunity for discussion, reflection, and a creative memento of where Hollins stands in February 2022. Participants will gain an understanding of the power of words to convey messages and consider how the act of creating together can strengthen community ties and provide an outlet for introspection.

VIRTUAL

THE NEED-TO-KNOW: COMMUNITY CHILDBIRTH EDUCATION FOR CONCERNED PEOPLE

Whit McWilliams '18

In this workshop, participants will be introduced to the reproductive justice movement via contemporary stories and myth-busting. We walk through the social determinants of health and interrogate access to and quality of sex-oriented health care. Participants will examine the Black maternal health crisis and other race-based injustices occurring in the USA. We will also begin to decolonize our understandings of reproductive health care by imagining ways to disinvest in the American health care system.

**VIRTUAL and
WETHERILL VISUAL
ARTS CENTER
ROOM 119**

OUR LIBERATION IS BOUND TOGETHER: A PERSONAL REFLECTION ON EMBRACING AN ANTI-RACIST PRAXIS

Kijua Sanders-McMurtry, Ph.D., vice president for equity and inclusion and chief diversity officer, Mount Holyoke College

As the daughter of Black nationalists, the presenter reflects upon a guiding principle of her life known as Nia, which she learned from her elders during their annual celebration of Kwanzaa. Translated from Swahili, Nia means purpose and it is a core value that led the presenter to the work of challenging the human hierarchy. Utilizing a trauma-informed lens, the facilitator will invite attendees of this session to explore

their own self-efficacy in creating spaces for racial healing, gender-based justice, and strategies for repairing harm in situations where mistakes have been made. In particular, we will collectively aim to create action steps for ensuring that Hollins lives up to its goals of becoming an inclusive place where students, faculty, staff, and alumnae/i can feel affirmed across a multiplicity of identities that they may hold.

MOODY, GOODWIN PDR **PROUD TO BE FIRST: FIRST TO FLI**

Paula Vaughan-Burroughs

There is a story to tell, and the panel of self-identified first-generation students will provide the narrative. We are all unique, and no two stories are the same, but the struggles are similar for many first-generation students, and remaining invisible is no longer an option. A panel of first-generation college students will discuss their transition into college by discussing their hopes, dreams, fears, and motivations as they matriculate through their undergraduate studies and the necessity to build a solid supportive community. The objectives for this session are to: develop an understanding of first-generation students and the importance of a robust support system and create an open dialogue around first-generation students and their needs.

**VIRTUAL and
WETHERILL VISUAL
ARTS CENTER
NIEDERER AUDITORIUM**

**TALKING BACK TO DAD: DEVELOPING PEDAGOGIES TO DISCUSSING
HARD ??’S IN THE CLASSROOM AND COMMUNITY**

*Mia Cacucciolo ’25, Sandipa Lamichhane ’23, Zahin Muhaba ’22,
Kaitlin Tonti, Alexi Wehrle, and Elshaday Zupan ’23*

The title “Talking Back to Dad” was inspired by a student in my BIPOC literature class who said that when she decided upon attending a woman’s college her dad asked “are you gonna turn into one of those feminist weirdos who don’t shave?” It is topics like this that we discuss in BIPOC literature, especially in how they intersect with race, gender, and sexuality. In this session, students who took BIPOC Literature with Kaitlin Tonti, visiting assistant professor, in the Fall 2021 semester will discuss their experiences in the course and what they think are the best pedagogies for approaching difficult conversations in both the classroom and immediate community. The purpose is to provide attendees with student perspectives as to how they can build better classroom experience for students taking BIPOC literature, and how that experience can be extended beyond the course.

**VIRTUAL and
BOTETOURT READING
ROOM**

**TRANSFORMING THE BOTETOURT READING ROOM INTO AN
INCLUSIVE ENVIRONMENT**

Adarra Blount ’23, Ashleigh Breske, Jenine Culligan, and Tyler Sesker ’22

This session will provide a space for discussing and brainstorming how the presidential portraits in the Botetourt Reading Room could be re-contextualized to offer a broader, more inclusive history of Hollins University. Participants will talk about the challenging aspects of institutional history while learning more about the Botetourt Reading Room, the presidential portraits, and how that space has been used in Hollins history up to the present day. The goal is to come away with the realization and understanding that the room may affect people differently, and to begin to imagine a more welcoming and inclusive version of the Botetourt Reading Room that recontextualizes Hollins history and how it could be presented visually in that space or elsewhere.

SESSION 3: (3:30-4:45 PM)

(Please register for only one presentation during this time period.)

**VIRTUAL and
DANA SCIENCE
BUILDING, ROOM 142**

ACTIVATE YOUR ACTIVISM: MUSEUMS AS CHANGE AGENTS

H. Christian Carr '94, Jenine Culligan, and Tricia Edwards '92

Museums are trusted institutions, renowned for conferring importance on the artifacts they display. In the twenty-first century they have evolved from authoritative voices that tell you what to think to community centers that are natural catalysts for change-making conversations. Providing a forum for discussions related to equity, accessibility, and identity allows museums and their community members to advocate for these important issues—but someone has to start the conversation. During this workshop, facilitated by a long-time staff member at the Smithsonian Institution and a professor of museum studies, with support of the Eleanor D. Wilson Museum staff, participants will be introduced to significant examples of museum programs that are helping to affect change. Participants will learn how to identify a museum and the staff members that can help them make a difference, and be introduced to a template that will help them develop a successful program proposal. If you have identified a problem or challenge in your community, museums want to be part of the solution. The “tool kit” you’ll learn to use in this workshop can be adapted to local communities and their needs in order to make meaningful changes within them.

**VIRTUAL and
MOODY, GOODWIN PDR**

ANTI-CARCERAL FEMINISMS

Feminist Majority Leadership Alliance, Natté Fortier '23, Autumn Green '24, Emily Lauletta '22, Nabila Meghjani '22, and Rhyann Wilson '24

Our session will start with a short presentation on anti-carceral feminism, the prison-industrial complex, and prison abolition. The FMLA officers will provide slides and lead this presentation. From there, FMLA officers will be facilitating a conversation around the previous presentation in which we would love for our attendees to participate. This session is modeled after a similar discussion space FMLA hosted in the spring, which garnered immense student interest.

**VIRTUAL and
WETHERILL VISUAL
ARTS CENTER,
NIEDERER AUDITORIUM**

CULTIVATING INCLUSIVE FRIENDSHIPS: REAL DIVERSITY, EQUITY, AND INCLUSION STARTS IN OUR SOCIAL CIRCLES

Valerie James Abbott '93, Darla Schumm, Aja “Crash” Mavers '22, Alexis Smith '19, and Angela West

As Hollins strives for inclusive excellence in all aspects of academic and work environments, it is important to recognize that friendships, social circles, and affinity groups equally inform and impact the incidental learning, moral compass, overall college experience, and leadership skills of students. They also influence faculty and staff retention and job satisfaction. As a small residential campus community, actively cultivating accessible and equitable social experiences and friendships is just as valuable as developing accessible and equitable classrooms and work spaces. This includes finding intentional and meaningful ways for students, faculty, and staff to learn, work, play, and build a community where everyone belongs. With a focus on the experiences of individuals with disabilities, this panel presentation will explore four topics.

THEATRE

CULTURAL SHOWCASE #3

Brigitte Bonsu '25, Michelle LoRicco, and Wendy-Marie Martin

Participants will be able to view a series of traditional and contemporary plays as an introduction to different styles of theatre as well as obtain a new understanding of various cultural experiences in and out of America.

VIRTUAL and DANA SCIENCE BUILDING, ROOM 102

INTRO TO MICROAGGRESSIONS!

Asha-Ashanti N. Turner

This interactive workshop will introduce the concept of microaggressions by leading participants through exercises that inform them about intentional or unintentional interactions or behaviors that communicate some sort of bias toward historically marginalized groups. By the end of the session, participants will have a foundational understanding of microaggressions: what they look like, why they are harmful, how to avoid committing them, what to do in the event that you have committed one, and the subtext behind common microaggressive phrases.

DANA SCIENCE BUILDING BABCOCK AUDITORIUM

LIVING QUEER HISTORY IN THE ROANOKE VALLEY

Gregory Samantha Rosenthal, Ph.D. and Luke Vielle

Gregory Samantha Rosenthal, associate professor of history at Roanoke College, is cofounder of the Southwest Virginia LGBTQ+ History Project, a queer public history initiative based in Roanoke. Rosenthal has spent years documenting the multigenerational LGBTQ community of Roanoke. Her newest book, *Living Queer History*, grew out of this work, and will be the basis for her presentation. In the book, Rosenthal explores Roanoke's queer pasts, the politics of remembrance, and resurrecting LGBTQ histories, as well as their own transition as a trans woman in the midst of working on this research. Based on over 40 interviews with LGBTQ elders, *Living Queer History* explores how queer people today think about the past and how history lives on in the present. Rosenthal, as an author and with the History Project, has been recognized with awards and honorable mentions from the National Council on Public History, the Oral History Association, the Committee on Lesbian, Gay, Bisexual, and Transgender History, the American Society for Environmental History, and the Working Class Studies Association.

VIRTUAL

TINKER DAY FOR ALL: CONVERSATION IN ACCESSIBILITY

Mary C. Abbott '25, Caitie Hirabayashi '22 and Lillian Norris '25

As a conversation space centered on the accessibility of one of Hollins' oldest traditions, Tinker Day, we hope to share the work we've done toward making Tinker Day more inclusive. Through small group discussion and larger group reflection, we hope to provide the opportunity for people to voice their experiences and concerns with inability to participate and to gather suggestions about how to make Tinker Day more accessible and thereby, increasing participation. An exit survey will be provided for anyone who would like to continue working with us on this project moving forward.

VIRTUAL

TRANSITIONING FROM PERFORMATIVE ALLYSHIP TO STRUCTURAL CHANGE AGENT: FIVE LADY PARAGONS IN THE ROANOKE VALLEY

Brittany-Marie Aarons '16, Lisa Linger, Alyshia Merchant, Melissa Mortellaro, Kiesha Preston, and Michelle Terstegen

It is a common opinion among locals of Roanoke, Virginia, that true change is impossible. Roanoke, as a city and a culture, has notoriously resisted long-term fundamental change and stymied growth for generations. Within the past decade, Roanoke has witnessed a surge in population, diversity, investment, exposure, and innovation. Yet challenges remain, as the traditionalists and lovers of the “small town way of life” continue to remain in positions of authority. The roots of inhibition run deeply, embedded in familial, political, and systemic entities, and engrained in the psyche of the people. Furthermore, clouding the realization of suppression are demonstrations of performative allyship, evidenced by organizations and local influencers alike, who are quick to lend rhetorical and generic support and solidarity to marginalized groups and promote surface-level activism amid cries for fundamental change. To overcome the burden of a traditionalist status quo requires taking conscientious, calculated action and a willingness to sacrifice the ego and social capital to elicit authentic, lasting change. This panel will feature five young women of influence, who live to embody such action and therefore, yielded the benefits within their professions, businesses, personal relationships, and communities within the valley. With unique stories, these women embody the definition of structural change agent. Having toiled through adversities of misogyny, mental and physical illness, ageism, domestic violence, and marginalization, they have attained statuses of influence—with tailored strategy and altruistic humility—and use (and often risk) their status to make a local systemic change, without desire for reciprocity, acknowledgment, or popularity.

VIRTUAL

TRUTH OR DARE: AN HONEST LOOK AT THE BIAS BLACK WOMEN FACE IN THE WORKPLACE

Lauren Cramer '12, Krishna Davenport '96, Keeshea T. Roberts '96, Savon S. Sampson '04, Natarsha Sanders '03, and Whit McWilliams '18

In September 2020, at the height of the global uprising, the U.S House of Representatives passed the Crown Act, two years after 12 states “legalized” Black hair. While the Crown Act never passed in the Senate many saw this as a victory, leaving Black women asking how wearing our hair in its natural state became a civil rights issue? In a fireside chat format, the panelists will discuss the many biases experienced in the workplace and how to navigate them, giving students an opportunity to hear our stories as well as ask questions.

VIRTUAL

UNTOLD STORIES OF BLACK ALUMNAE 50 YEARS AFTER INTEGRATION

Rubye Howard Braye '75, Ph.D., Rev. Dr. Cynthia Hale '75, Salome Heyward '75, J.D., and Donna Williams Valentine '75

The 60s and 70s were characterized by major campaigns of civil disobedience, resistance, and a push for social reform. The first Black students and faculty integrated Hollins during this era amidst social upheaval and unrest. The panelists will share their experiences and memories of what life was like on campus. This panel will provide a valuable resource, capturing the voices of leaders then and now.

**WETHERILL VISUAL
ARTS CENTER,
ROOM 119**

WHAT IS A NORMAL BODY?

Adriana Harrison '24 and Alexa Hulse '24

After a short presentation about our zine, “Naturalizing/Neutralizing Bodies,” participants will engage in a guided discussion about body standards. By the end of the workshop, participants will be able to criticize and evaluate the body positivity movement, discern body positivity from body neutrality, and normalize bodies that exist outside of conventional body standards. The workshop will conclude with an activity where participants will be encouraged to create a piece of art about their body or what it means to them, while reflecting on the topics discussed.

VIRTUAL

WORKING GROUP ON SLAVERY AND ITS CONTEMPORARY LEGACIES

Maryke Barber, Bill Krause, Jeri Suarez, Kaitlyn Tonti, and other members of the Working Group and Task Force

Members of the Hollins Working Group on Slavery and the Reconciliation: Campus Spaces Task Force will present an update on recent and ongoing projects, including a discussion of the criteria for evaluating existing campus space names. In addition to renaming, other topics include the scholarship for the descendants of enslaved workers on campus, and reclamation of a historic Black church cemetery. Participants will consider these issues through a lens of reconciling and acknowledging difficult histories, and explore their own involvement going forward. All are welcome who want to learn more, who are interested in getting involved, or who have questions for the Working Group or the Task Force.

CLOSING SESSION: 4:55 PM

VIRTUAL

GRATITUDE IN ACTION

Join others in the Hollins community for a virtual gathering and time for personal reflections on the day’s experiences. A link for posting your reflections and responses to Jamboard will be provided throughout the day and during this Zoom session.

YOUR THOUGHTS, REFLECTIONS, AND FEEDBACK ARE WELCOME

Leading EDJ Program Survey: <https://bit.ly/3I4htRJ>

Leading EDJ Jamboard: <https://bit.ly/34Ju9PJ>
(for recording session thoughts and reflections)