

Spring 2022
INCLUSION UPDATE



HOLLINS
UNIVERSITY



Message from Nakeshia N. Williams, vice president for diversity, equity, and inclusion

I am honored to serve in the inaugural role as vice president for diversity, equity, and inclusion (DEI) at Hollins University. I look forward to strengthening our engagement with DEI as we move forward to realize the university's mission and vision through an equity lens. Our work together does not occur in isolation but is inherently collaborative and inclusive. As we operate at both an individual and collective level simultaneously, we embrace a paradigm shift that positions our community toward asking complex questions, developing collaborative solutions, challenging ourselves, and opening our hearts and minds at being an equity-minded campus.

The untold stories and experiences of our campus community are amplified through your participation in campus listening sessions; campus climate surveys; Friday table sittings; diversity, equity, and inclusion faculty needs assessment; and other university data activities are vital as we begin developing a university inclusive excellence plan for Hollins. The inclusive excellence plan will be shaped by a plethora of data for the purposes of identifying diversity, equity, and inclusion priorities, goals, objectives, and metrics to assess our success markers.

We acknowledge the difficulty of this work, and at times, fear around not having all the answers, or making mistakes. But please know that we are all learning and growing together.

For this reason, we engaged in deliberate and collective bridge-building across and within our campus community resulting in beautiful partnerships with various areas where we address challenging and complex diversity and equity-related practices, programs, curricula, and policies. Our transformative programming, initiatives, and events reflect the strengths of our community and hope for the future. Because the work of diversity, equity, and inclusion is not the work of one but the work of many, our focus has been and will continue to be campus-wide capacity-building as we deepen and strengthen our partnerships with each of you. As partners in this work, our community continues to endeavor toward becoming a more welcoming, inclusive, and equitable campus community where we all feel and experience belonging. As we continue to lean into our success, let us also embrace opportunities for growth around inclusion, diversity, and equity. We know that this work requires continuous effort and reaffirmed commitment toward equity and inclusion.

As we moved toward creating a student success ecosystem that will realize student success, belonging, and DEI goals throughout the student experience, I am excited about the endless possibilities for the new division of Student Success, Well-Being, and Belonging at Hollins University. DEI will remain an utmost priority for the university and the new division.

This report provides a holistic overview of how we have and will continue to engage individually and collectively as an equity-minded campus. These meaning-making experiences reflect the collective work of institutional units around inclusion and equity. Thank you for your willingness to be disturbed, overwhelming support, and continued commitment to moving the needle forward in diversity, equity, and inclusion at Hollins and beyond.

With gratitude,

Nakeshia

INSTITUTIONAL GOALS AND PRESIDENT MARY DANA HINTON'S CHARGE

The diversity, equity, and inclusion (DEI) concerns laid out by President Hinton in the [Fall 2020 Inclusion Report](#) serve as fundamental DEI goals that guide our work throughout each year.

STRIVING TO ENHANCE INSTITUTIONAL DIVERSITY, EQUITY, AND INCLUSION

The Spring 2022 Inclusion Report reflects Hollins University's renewed commitment to cultivating an inclusive university community, while creating a more inclusive, welcoming, and equitable campus environment. To address concerns brought forth by students, faculty, and staff, President Hinton offered a fall and spring university inclusion report reflecting the most pressing ongoing concerns. The following seven (7) ongoing action areas addressing equity and inclusion are only part of the university's continuous efforts:

1. Providing leadership in the Office of Diversity, Equity, and Inclusion
2. Creating an inclusive community and culture
3. Enhanced professional development of all
4. Providing an inclusive academic experience
5. Need to increase diverse representation on campus
6. Reconciliation/Structures to provide support and redress
7. Student and community programming

Throughout this document you will find action items addressing the opportunities for growth. Next academic year, an annual university inclusion report will be provided to the community as we work toward developing an institutional inclusive excellence plan and success markers.

ACTION ITEM 1: Leadership in the Office of Diversity, Equity, and Inclusion

In July 2021, the university established the Office for Diversity, Equity, and Inclusion (ODEI) to support the institutionalization of diversity, equity, and inclusion. ODEI recognizes its integral connection with strengthening our campus members' engagement as we move forward to realize the university's mission and vision through an equity lens. To further institutionalize the aims of diversity, equity, and inclusion, the following new actions have been taken:

- ▶ ODEI serves as a hub and institutional resource for the important campus-wide efforts in enhancing DEI-related activities and initiatives.
- ▶ ODEI's primary focus has been to provide structure to ODEI; develop a central DEI education and training resource; actively work to understand, challenge, and respond to bias; expand support for first generation, limited income, and students of color; promote best practices around DEI; assess the university's climate around inclusion and belonging; offer an array of cultural programming; and collect data to develop a university inclusive excellence plan.
- ▶ ODEI has four dedicated professionals, one graduate student, and four student workers to expand campus reach and support within the university community. ODEI is actively seeking to hire a director of accessibility to support the development, coordination, and implementation of programs, services, and procedures for undergraduate and graduate students with disabilities.

ACTION ITEM 2: Creating An Inclusive Community

Journeying toward becoming an inclusive campus community is iterative and ongoing as we interweave diversity, equity, and inclusion throughout the fabric of the institution. We will continue working to create an environment in which all campus members are welcomed and supported.

Campus-wide actions include:

- ▶ ODEI is deploying a campus-wide campus climate survey developed by the National Assessment of Collegiate Campus Climates (NACCC) for students and staff during Spring 2022 and for faculty during Spring 2023. NACCC is managing the survey collection on behalf of Hollins University and will share the survey results with Nakeshia Williams and Maliha Zaman. We aim to use the survey results as one data point in shaping the university's inclusive excellence plan. We invite your participation in making your voice heard in this 20-minute web-based survey. To protect the identity of participants, weekly survey winners will be selected by NACCC. The survey dates for Spring 2022 are:
 - ▷ **NACCC Staff Survey: March 29 – April 19**
 - ▷ **NACCC Student Survey: April 5 – May 10**

The Campus Climate Team includes:

Nakeshia Williams, chair, vice president for diversity, equity, and inclusion
Maliha Zaman, executive director of institutional effectiveness and chief data officer
Jeri Suarez, associate vice president for diversity, equity, and inclusion
Alicia Godzwa, director of human resources
Meisoon Shalaby '24, student government association treasurer
Billy Faires, executive director, marketing and communications

Campus belonging and inclusive excellence listening sessions led by Nakeshia Williams were held during Fall 2021 and Spring 2022. The themes from the listening sessions will be used to help shape the university's inclusive excellence plan. Spring 2022 listening sessions were:

- ▶ **Minoritized Religious Students (Jewish):** February 15 at 4 pm
- ▶ **Minoritized Religious Faculty and Staff (Jewish):** February 16 at 5 pm
- ▶ **International Students:** February 22 at 4 pm
- ▶ **Conservative Students:** February 24 at 6 pm
- ▶ **Minoritized Religious Faculty and Staff (Muslim):** March 1 at 1 pm
- ▶ **Faculty of Color:** March 2 at 4 pm
- ▶ **Minoritized Religious Students (Other Religious/Spiritual Non-Christian Affiliations):** March 10 at 4 pm
- ▶ **Minoritized Religious Students (Muslim):** March 14 at 4 pm
- ▶ **LatinX Students:** March 15 at 4 pm
- ▶ **Faculty (Open to all)**
 - ▷ February 15 at 11 am; February 22 at 12 pm; March 1 at 3 pm
- ▶ **Staff (Open to all)**
 - ▷ February 22 at 9 am; March 1 at 10 am; March 2 at 3 pm
- ▶ **Students (Open to all)**
 - ▷ February 23 at 6 pm; February 24 at 4 pm; March 11 at 2 pm; March 15 at 5 pm

IDAC members include:

Nakeshia N. Williams, chair, vice president for diversity, equity, and inclusion

Alica Godzwa, director of human resources

Angel M. Diaz, associate professor of Spanish

Pauline B. Kaldas, professor of English and creative writing

Mairwen Minson '22

Sheyonn L. Baker, executive assistant to the president and secretary to the Board of Trustees

- ▶ **Training offered to build cultural awareness and inclusiveness skills** among faculty, staff, and students as we engage in community conversations and establish campus safe spaces for LGBTQIA+ campus members. We invite your participation in the Safe Zone and Cultural Humility and Competence professional development workshops for faculty and staff via Zoom:

Safe Zone Workshops

- ▷ Monday, March 14, 3 pm – Part 1
- ▷ Wednesday, March 16, 3 pm – Part 2
- ▷ Wednesday, April 6, 10 am – Part 1
- ▷ Friday, April 8, 10 am – Part 2
- ▷ Thursday, April 14, 6 pm – Part 1
- ▷ Tuesday, April 19, 6 pm – Part 2

Cultural Humility and Competence Workshops

- ▷ March 15, 9 am for facilities department (maintenance, grounds, custodial, paint crew)
- ▷ March 23, 2 pm
- ▷ March 29, 1:30 pm
- ▷ April 14, 4:30 pm
- ▷ April 18, 3 pm

- ▶ The **Bias Response Task Force** has diligently researched and developed a new model for providing structures and support for individuals across the diversity of identities and backgrounds. Members of the Bias Response Task Force include:
 - ▷ Nakeshia N. Williams, chair, vice president for diversity, equity, and inclusion
 - ▷ Chanelle Sears, cochair, program director for community, equity, and Title IX
 - ▷ Shuchi Sanyal '22
 - ▷ Trina D. Johnson, assistant to the vice president for student affairs and dean of students
 - ▷ Mac Testerman, assistant director of campus security
 - ▷ Michael E. Gettings, dean of academic success
 - ▷ Ramona Kirsch, director of international programs
 - ▷ Laura J. Ramsburg, assistant director of the Eleanor D. Wilson Museum

The task force sought input from campus constituents in drafting a university bias policy reporting process and a tool to support our Hollins community and mission. We anticipate implementation of the bias reporting protocol and Maxient reporting tool during Fall 2022.

- ▶ **Equity Advocates initiative** is part of our ongoing efforts to create a more equitable campus. There are **19 students, faculty, and staff** equity advocates who will facilitate implicit bias trainings for the institution with the intention of expanding equity-based trainings to include restorative justice circles during Fall 2022. We will continue building capacity as we engage in and with our community as community equity-minded leaders.

ACTION ITEM 3: Enhanced Professional Development for All

Numerous opportunities for faculty and staff to experience inclusion and equity-related professional development have been instrumental in advancing inclusion.

- ▶ Over **20 faculty and staff** had an opportunity to participate in these professional development experiences. A sampling of the activities included, but not limited to:
 - ▷ AACU – STEM Project Kaleidoscope/November 2021
 - ▷ CIC – Conference for New Academic Officers/November 2021
 - ▷ HEADS – Student Success Program
 - ▷ AAC&U Annual Meeting/January 2022
 - ▷ American Council on Education/March 2022
 - ▷ National Association of Student Personnel Administrators/March 2022
- ▶ The provost's office also supported **six faculty and staff** to attend the AAC&U Conference on Diversity, Equity, and Student Success during March 2022. The conference theme, More Than Just Words, focused on how we prioritize campus strategies, institutional culture, and accountability in operationalizing the values of equity and diversity. Conference sessions explored identifying a process for engaging in the deep interrogation of practices, policies, and structures needed to address structural racism and inequities in higher education.
- ▶ **Liberal Arts Colleges Racial Equity Leadership Alliance (LACRELA)**
Our membership in the LACRELA facilitated our participation in the following workshops, which were open to eight faculty and staff each month on a first-come, first-served basis:
 - ▷ Supporting and Retaining Faculty of Color – October 4, 2021
 - ▷ Recruiting and Strategically Diversifying Staff at All Levels – November 9, 2021
 - ▷ Creating Equitable Pathways to Leadership Roles for Employees of Color – December 8

We are delighted to offer 10 faculty and staff monthly participation in the Spring and Summer 2022 eConvenings:

- ▷ Meaningfully Integrating Racial Topics Across the Curriculum – January 24
 - ▷ Board Strategies to Achieve Racial Equity – February 22
 - ▷ Centering Racial Equity in Your Student Success Agenda – March 22
 - ▷ Chief Diversity Officer's Role in Advancing Racial Equity – April 19
 - ▷ Classroom Incivility and Productive Conversations About Race – May 24
 - ▷ Reducing Implicit Bias in the Search and Hiring Process – June 10
 - ▷ Race Conscious Enrollment Management – July 12
- ▶ **Leading Equity, Diversity, and Justice (Leading EDJ) Conference** evolved to a robust and invigorating two-day conference on February 24 – February 25, 2022. The theme for the 2022 Leading EDJ conference was Equity, Accessibility, and Identity. This transformative conference featured invited guests and 37 sessions led by students, staff, faculty, and alumnae/i with over 346 participants. Leading EDJ offers us an opportunity to engage in critical yet necessary conversations around equity, accessibility, identity, diversity, and inclusion. More importantly, the conference allowed us to celebrate all we have accomplished, while paving a way for the work ahead.

ACTION ITEM 4: Providing an Inclusive Academic Experience

We will be vigilant in building capacity for inclusive teaching and praxis. LeeRay Costa, director of faculty development, has energetically worked toward providing an inclusive pedagogy faculty development series. Campus-wide actions include:

▶ **Fall 2021**

- ▷ Deconstructing and Reconstructing Teaching for Black Learners to Flourish, Jared Webb, Ph.D., and students (North Carolina A&T); October 8, 12:30-1:30 pm (Zoom).
- ▷ Misgendering in the Classroom, Maggie Nanney, visiting lecturer, gender and women's studies; November 12, 12:30-1:30 pm (Zoom)
- ▷ November 19, Kiki Kosnick, Ph.D., The Vocational Journeying of One Queer Human or What It Means (to Me) to be invited to talk with you today (Part of NetVUE grant, Partners in Purpose project)

▶ **January 2022**

- ▷ Rethinking Your Syllabi: Anti-Racist Pedagogies in the Classroom and Beyond, January 18 and February 7 (Zoom), Sandra Russell, visiting assistant professor, gender and women's studies, and Suellen da Costa Coelho, resident costume designer

▶ **Spring 2022**

- ▷ March 9: International Women's Day: Andrea Baldwin, Ph.D., Virginia Tech.

- ▶ **C3: Identity in the Workplace** offered an exciting time for the Center for Career Development and Life Design and Alumnae/i Engagement and Strategic Initiatives to collaborate with the ODEI in hosting the first C3: Identity in the Workplace. This wonderful virtual experience presented an opportunity for our students and alumnae/i to talk about their intersectional identities and how they impact work, including relationships with colleagues and organizational culture. With **95 students, 16 alumnae/i, and four staff** – discussions were held around mental health, disability, race/ethnicity, gender identity, and sexual orientation in the workplace. The **115 participants** left this inaugural event with enhanced confidence, intrigue, new personal and professional connections, and more importantly – a sense of joy about future opportunities for community building and engagement.
- ▶ **Black Alumnae/i – Student Mentoring Program** will provide support and mentorship to African American and Black students at Hollins. The primary goal of the mentorship program is to share life experiences and increase students' access to resources and skills needed to expand their personal and professional networks. Equally, we are leveraging the glowing assets of our alumnae/i while simultaneously increasing meaningful engagement for both alumnae/i and students. As we pilot this mentorship model with the **10 students and 10 alumnae/i** during Spring 2022, we are hopeful about this being a value add to both students and alumnae/i experiences.
- ▶ The **I Support Network Initiative** sponsored by HU Connect, focuses on student engagement through relationship building, networking, and life skill development with faculty and staff who self-identify as first-generation, limited income, and/or persons of color. To date, we have the commitment of **17 faculty and staff** who are part of this exciting meaning-making experience.

ACTION ITEM 5: Commitment to Diverse Representation on Campus

As we continue to focus toward diversifying our campus, increased efforts to promote equity, validity, and diversity in our faculty and staff searches is at the forefront of advancing inclusive excellence. Building on past efforts of diversifying our campus community, new campus-wide actions include:

- ▶ LeeRay Costa, faculty development director, facilitated equitable and inclusive hiring workshops for **five faculty searches and six staff searches**.
- ▶ Adoption of the search advocate process that will be used in both faculty and staff searches. As of now, we have **10 faculty and staff** who have trained or will be trained as search advocates. These search advocates will identify and promote practices that advance diversity and social justice and minimize the impacts of cognitive and structural biases.



ACTION ITEM 6: Reconciliation and Support of Redress

During Spring 2021, multiple listening sessions led by the Working Group on Slavery and Its Contemporary Legacies were held on the topic of reconsidering names of campus spaces. This task force represents the next step, as announced by President Hinton in April and further outlined in the [Report on Listening Sessions](#). The Reconciliation: Campus Spaces Task Force was appointed by President Hinton in September 2021 and is made up of students, staff, faculty, and alumnae/i.

The task force has two charges:

- ▶ Work from established best practices to determine criteria for evaluating existing campus space names;
- ▶ Apply those criteria to make a recommendation regarding Tayloe Gymnasium to the Hollins Board of Trustees and to President Hinton.

President Hinton's 2020 report described "a significant sense of urgency" around the issue of certain building names, most prominently Tayloe Gymnasium. That same urgency was expressed in the Working Group's listening sessions. The goal of this task force is to respond to this need by following a process that is thoughtful, educational, and transparent to the community. The task force has begun considering similar processes at other colleges and universities; once they have done the work of using these examples to generate a recommendation of mission-specific criteria for Hollins they will consult with, and provide information to, the community. Work is also being done to research the legacy of George P. Tayloe, after whom the gymnasium is named. The task force is not charged with determining new naming possibilities for the Tayloe Gymnasium, should the outcome of this process result in a determination to do so. If the recommendation is made to rename the building, then there will be an opportunity for the community to be heard and engage in the process. On February 1, 2022, the task force released proposed criteria to the community in preparation for listening sessions with students, staff, faculty, and alumnae/i in February and March. In the interest of providing the Hollins

community insight in this process, minutes from task force meetings are available to members of the Hollins campus community in a folder on my.hollins.

- ▶ **Students:** Monday, March 7, 7:30 pm (via Zoom)
- ▶ **Students:** Friday, March 11, 2 pm (via Zoom)
- ▶ **Staff and faculty:** Friday, February 18 3 pm (via Zoom)
- ▶ **Staff and faculty:** Thursday, March 3 4:30 pm (via Zoom)
- ▶ **Alumnae/i:** Tuesday, March 8, 7 pm (via Zoom)

Reconciliation: Campus Spaces Task Force Members include:

- ▶ Maryke Barber, cochair, information literacy, outreach and arts liaison librarian
- ▶ Jeri Suarez, cochair, associate vice president for diversity, equity, and inclusion
- ▶ Ashleigh Breske, visiting assistant professor of political science
- ▶ Syreeta Combs-Cannaday, associate director of the Hollins Fund
- ▶ Billy Faires, executive director, marketing and communications
- ▶ Makda Kalayu '23
- ▶ Suzy Mink, vice president for external relations
- ▶ Shardei Sudler '21
- ▶ Robert Sweetenberg, groundskeeper
- ▶ Nakeshia Williams, vice president for diversity, equity, and inclusion

ACTION ITEM 7: Student and Community Programming

Additional steps have been taken to support our community's intersectional identities through a variety of diverse programming.

- ▶ For example, in support of trans justice, the theatre department and the office of diversity, equity, and inclusion hosted a trans [plays] of remembrance festival and panel celebrating the voices of transgender individuals of past, present, and future as well as creating safe and brave spaces for our trans community. Over **60 campus members** participated in courageous conversations in support of our trans community.
- ▶ Hollins participated in the national first-generation celebration day on November 8, 2021, to celebrate the success and presence of first-generation college students, faculty, and staff. There were over **100 campus members** who participated throughout the day.
- ▶ University Chaplain Catina Martin has endeavored to highlight inclusion and inclusive practices in her work as director of spiritual and religious life through a series of workshops and conversations.
- ▶ Ongoing dialogue facilitated by Maliha Zaman, executive director of institutional effectiveness and chief data officer, will continue to explore and interrogate university data as well as the experiences of our students, faculty, and staff, thereby ensuring we are proactive in making data-informed and empowered decisions in addressing our work around equity and inclusion.





Message from President Mary Dana Hinton

Dear Hollins University community,

Thank you for taking the time to read our Spring 2022 Inclusion Report. As I review the intentional, engaging, and challenging work that this community has done thus far this academic year, I find myself tremendously proud of what we have accomplished. Our Spring 2022 Inclusion Report reflects how we have aggressively moved forward to uncover, exam, and respond to critical diversity, equity, and inclusion issues. We have proactively and openly engaged entrenched problems and while also developing policies and practices to help us be more equitable in how we encounter and embrace our mission. It is clear that we have addressed many issues. It is equally clear that our work is far from over.

And that is as it should be. The deep issues with which we are wrestling will not be solved in a day, a week, a month, a year, or with a single program or initiative. Rather, this is the continuous work of meaning-making, of reflection, and of incremental yet sustained change.

As we look at the new opportunity before us with the office of student success, well-being, and belonging, our DEI work will be strengthened and expanded. By incorporating DEI into all aspects of student experiences and with Nakeshia's thoughtful and courageous institutional leadership, I know that we will develop an ecosystem for students, faculty, and staff that will support thriving for all.

We are on a journey together. I am so grateful for everyone who has taken a step in this journey. Thank you to all who have answered a question, surfaced an issue, heard another's plea, or simply been present to the work.

Onward!



Levavi Oculos