

Fall 2021
INCLUSION REPORT

HOLLINS
UNIVERSITY

Over the course of the 2020-21 academic year, we sought to keep the community updated on our work around, for, and in service of inclusion. As you may recall, we began this work in earnest last summer as we watched the nation engage in a racial reckoning process long in the making. Much remains to be done, both nationally and on our campus.

The goal of this report is to outline what we were able to accomplish last academic year and to chart our continuing course forward as we actively address the work of diversity, equity, and inclusion on our campus.

In my [August 2020 report](#), I outlined important concerns expressed by members of the Hollins community:

- Need to increase diverse representation on campus
- Enhanced professional development of all
- Providing leadership in the Office of Diversity, Equity, and Inclusion
- Providing an inclusive academic experience
- Reconciliation
- Structures to provide support and redress
- Creating an inclusive community and culture

A brief update to that report was shared in [February 2021](#), highlighting fall work and plans for the spring. Now, this report summarizes the work done in the 2020-21 academic year and identifies key steps moving forward.

Mary Dana Hinton

Need to increase diverse representation on campus

We continue to focus on increasing diversity in all areas of campus life, especially as it relates to faculty and staff of color.

Several open positions were filled by people of color in 2020-21 following national and regional searches. Our current faculty and staff diversity numbers are as follows:



AS OF AUGUST 2021			
FULL-TIME FACULTY	78% WHITE	21% NON-WHITE	1% UNKNOWN
FULL-TIME STAFF	87% WHITE	13% NON-WHITE	0% UNKNOWN
ALL FULL-TIME EMPLOYEES	84% WHITE	16% NON-WHITE	0% UNKNOWN

THE PRIOR FIVE YEARS OF DATA SHOW:

	FULL-TIME FACULTY			FULL-TIME STAFF			ALL FULL-TIME EMPLOYEES		
	White	Non-White	Unknown	White	Non-White	Unknown	White	Non-White	Unknown
NOV 2020	80%	19%	1%	87%	13%	0%	84%	15%	0%
NOV 2019	85%	14%	1%	89%	11%	0%	88%	12%	0%
NOV 2018	85%	13%	2%	89%	10%	1%	88%	11%	1%
NOV 2017	83%	15%	2%	89%	11%	0%	87%	12%	1%
NOV 2016	85%	14%	1%	89%	11%	0%	88%	12%	0%

As you see, we have made progress over the course of the past several years, though much work still lies ahead. In support of those initiatives, all search committees will be required to either participate in implicit bias training or have a search advocate on their search committee.

Enhanced professional development for all

Without a doubt, this is the area in which we have accomplished the most this year. Beginning with our faculty retreat and the state of the university reports, we have consistently addressed inclusion in our institutional forums.

Additionally, we have provided numerous opportunities for faculty and staff to experience inclusion-related professional development. A sampling of the activities includes, but is not limited to:

- Leading EDJ Day: Racial Justice: October 2020
- Racial Healing Circles: October 2020 and March 2021
- Faculty Attendance at 2021 AAC&U Diversity, Equity, and Student Success Conference: April 2021

Our inaugural membership in the Liberal Arts Colleges Racial Equity Leadership Alliance facilitated our participation in the following workshops, which were open to eight faculty and staff each month:

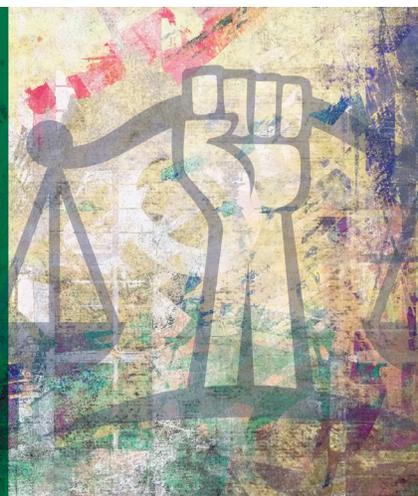
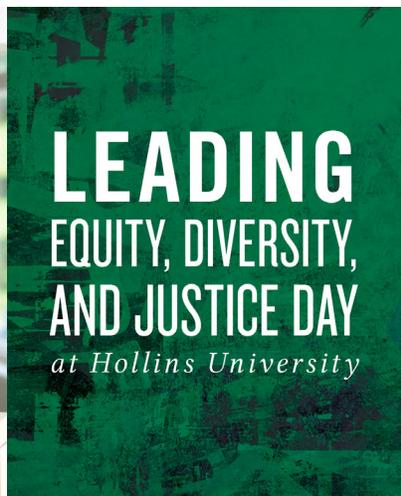
- Leading Productive Conversations about Racism: February 17
- Fostering and Sustaining Inclusive Classrooms for Students of Color: March 3
- Accountability and Incentives for Advancing Racial Equity: April 5
- Confronting Explicit Acts of Racism and Racial Violence on Campus: May 25

Additional opportunities, especially for faculty development, are listed in the ***Providing an inclusive academic experience*** section of this report.

We have also vigorously pursued professional development work regarding inclusion with the Hollins University Board of Trustees. We began in October with a diversity and inclusion workshop provided by Angela Vallot; held panels with Hollins BIPOC students and faculty/staff in February 2021; and learned from a panel of alumnae of color in May 2021. These efforts are critically important to the governing board and will continue. We will look to the vice president for diversity, equity, and inclusion (VPDEI) to guide this work and the structures and processes needed to continue to develop our board.

Professional development work is essential as faculty and staff create the environment within which our students dwell. By educating the entire community about diversity, equity, and inclusion, we will be better able to support all of our students and craft a more inclusive environment.

To that end, please save February 24-25 for the second annual Leading Equity, Diversity, and Justice conference. The theme will be “Equity, Accessibility, and Identity.”



Providing leadership in the Office of Diversity, Equity, and Inclusion

I am delighted to report that Hollins completed a successful national search for its inaugural VPDEI: Nakeshia Williams, who holds a doctorate of philosophy, curriculum and instruction, and urban education, joined the community on July 1, 2021. She will provide strategic oversight of the office. In addition, all of our existing diversity and inclusion efforts, including Title IX, Cultural and Community Engagement, HU Connect, and more will report to her. By combining these areas and coordinating the work of DEI at an institutional level, we will be able to take a mission-centered, collaborative, and proactive approach across all Hollins programs and departments.

Among the priorities for 2021-22 is the development of a collaborative strategic plan focused on areas of diversity, equity, and inclusion, work that will be critical for our continued progress. The Office of Diversity, Equity, and Inclusion looks to reimagine existing inclusive programming and institutionalize inclusivity within and across the HU campus for

faculty, staff, and students. Specific foci on 1) cultivating a visibly inclusive campus climate; 2) fostering interconnected relationships and belonging; and 3) improving cultural competence among faculty, staff, and students. VP Williams is also leading the establishment of a bias reporting tool, best practices, and response protocol that supports restorative practices and cocurricular programming. Her plan is to facilitate and institute equity champions to support our students, faculty, and staff experiences with issues of equity, identity, difference, and justice across the university.

Additionally, the hiring of Maliha Zaman, who holds a doctorate in business and management information systems, as executive director of institutional effectiveness and chief data officer, will allow us to better track the data and experiences of our students, faculty, and staff, thereby ensuring we are proactive in identifying and addressing demographic-related discrepancies in student outcomes.

Providing an inclusive academic experience

Thanks to the leadership of LeeRay Costa, director of faculty development and professor of anthropology and gender and women's studies, our faculty have been actively and frequently engaged in professional development related to inclusion. The programming in which our faculty participated includes:

Summer 2020

- “The Course Shell: Using Moodle to Enhance Course Design & Student Engagement,” LeeRay Costa and Teri Wagner, assistant professor of education, July 22.
- “How Universal Design Can Improve Teaching in 2020 (and beyond), Anne-Marie Womack, Tulane University, August 6.

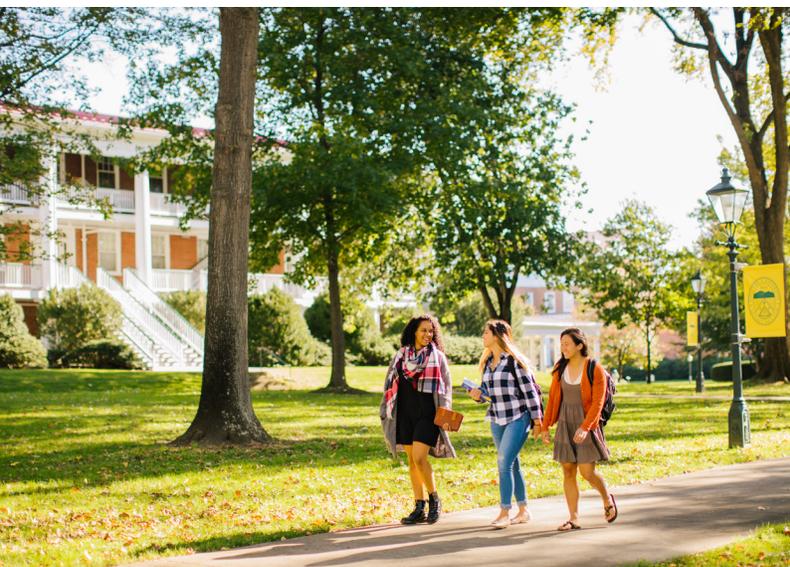
Fall 2020

- Co-organized and facilitated faculty retreat on White Fragility and Antiracism with Darla Schumm, professor of religious studies and interim associate provost.

- Organized and facilitated a faculty book discussion of *White Fragility* by Robin DiAngelo.
- Organized a workshop on “Digital Liberal Arts Learning in Public and Digital Well-being” by Andrea Rehn, Whittier College, October 16.
- Co-facilitated a conversation on sexism and racism in STEM and provided a handout of resources for Assistant Professor of Biology Mary Jane Carmichael’s biology course, October 22.
- Co-organized the first annual campus-wide Leading Equity, Diversity, and Justice Conference, October 23.
- Presented workshops on Implicit Bias to the search committees for the VPDEI, and the VP of graduate programs.

Spring 2021

- Co-presented a workshop with Jennifer Turner, assistant professor of sociology, on “Inclusive Teaching: Reflecting on our practice and enhancing our impact,” February 4.
- Guest speaker/presenter in Associate Professor of English and Creative Writing Thorpe Moeckel’s M.F.A. creative writing course on the topic of inclusive teaching, April 15.
- Presented a workshop on “Gender Identity and Expression” to the Hollins community assistants, Housing and Residence Life, May 2.



Additional faculty development activities and program administration

- Collaborated with University Chaplain Catina Martin and Karen Smith, grant writer, on a NetVUE Grant for our program, “Partners in Purpose,” (funded, \$10,000). This program for professional development of faculty, staff, and alumnae/i will focus on mentoring undergraduate students in vocational discernment and life purpose. This program will be a faculty development priority for the 2021-22 academic year.
- Academic Affairs organized a three-day workshop in July 2021 for department chairs and FEC members on inclusive hiring practices, facilitated by Anne Gillies (Oregon State University Search Advocate Program) and with guests Sarina Saturn (Associate Professor of Psychology at University of Portland) and Ashley Biser (Assistant Provost for Curriculum and Equity and Associate Professor of Politics and Government at Ohio Wesleyan University). Inclusion-related faculty development will be continued and enhanced in the 2021-22 academic year.

Reconciliation

The Working Group on Slavery and its Contemporary Legacies continues to do critical work to help Hollins acknowledge and reconcile its history with enslavement. One key project undertaken by the Working Group has been to lead a robust and comprehensive process to address building renaming. Over the course of the academic year, 16 listening sessions were held with students, faculty, staff, and alumnae/i to discuss the rationale, process, and possible outcomes for building renaming. In May 2021, the Working Group held a listening session with the Board of Trustees.

The members of the working group include:

- Cochair: Rebecca Rosen, former visiting assistant professor of English
- Cochair: Jeri Suarez, associate vice president for diversity, equity, and inclusion
- Cochair: Maryke Barber, information literacy, outreach and arts liaison librarian
- Jon Bohland, associate professor of international studies

- Ashleigh Breske, visiting assistant professor of political science
- Karen Callaway, Hollins Store supervisor
- Courtney Chenette, visiting lecturer, gender and women's studies/political science
- Syreeta Combs-Cannaday, assistant director of the Hollins Fund
- Jenine Culligan, director, Eleanor D. Wilson Museum
- Heather Derrick, visiting lecturer, communication studies
- Christopher Florio, assistant professor of history
- Brittney Flowers '17

- Makda Kalayu '23
- William Krause, associate professor of music
- Jaiya McMillan '23
- Em Miller '22
- China Moore '23
- Grace Meade Nichols
- Leann Pace, visiting assistant professor, Wake Forest University (consulting)
- Nakeshia Williams, vice president for diversity, equity, and inclusion (effective August 1, 2021)

In April 2021, President Hinton tasked the Working Group with creating a formal renaming task force to begin its work as soon as possible.

Structures to provide support and redress

Throughout last summer's listening sessions, the need for more effective and accessible internal grievance structures was made clear. The current harassment and grievance process was said to be difficult to utilize and seemed to discourage the sharing of concerns. In April 2021, we announced the creation of a bias task force group charged with researching new models for bias reporting that reflect the needs of Hollins University. Community members were invited to self-nominate if they were interested in participating on the task force. Task force members include:

- Michael Gettings, dean of academic success
- Trina Johnson, assistant to the vice president for student affairs and dean of students
- Ramona Kirsch, director of international programs
- Laura Jane Ramsburg, assistant director, Eleanor D. Wilson Museum
- Shuchi Sanyal '22
- Chanelle Sears, associate director of housing and residence life
- Mac Testerman, assistant director of campus security
- Nakeshia Williams, vice president for diversity, equity, and inclusion
- Melissa Yot, interim assistant dean of students and director of housing and residence life

The task force has been asked to provide a recommendation in August 2021 with implementation of the new reporting structure for the 2021-22 academic year. The task force has been diligent in its pursuit of a new model and will be granted additional time if needed.

We have also addressed important concerns about providing structures and support for individuals across the diversity of identities and backgrounds. To that end, we will hire a full-time counselor of color to support students. Additionally, students have access to a student assistance program that provides access to a wide array of counselor demographics and specialty areas, including LGBTQIA+ counselors and others.

Creating an inclusive community and culture

The work of becoming an inclusive community is ongoing and crosses many areas of campus. Many additional steps have been taken to address other concerns within the community. For example, under former Visiting Professor of Gender and Women's Studies Maggie Nanney's leadership, we have worked to develop opportunities to support trans justice. 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. Jeri Suarez led a fulsome series of conversations and dialogues throughout 2020-21 to address issues of inclusion with faculty, staff, students, and alumnae/i. Our campus security team has worked to develop a mission statement and community outreach process to better support inclusion and ensure equity and consistency in its campus responsibilities. Additionally, campus security has updated their uniforms to be more approachable and accessible to all students.

Conclusion

As we endeavor to become a more equitable and inclusive community, we must continue to examine all of our practices, programs, curricula, policies, and data through the lens of equity. This work will be ongoing, and it will especially require the engagement of each member of our community. Only through our collective action can we create a mission-driven community in which every person feels a sense of belonging and is fully able to be successful. Thank you for being a part of this important work.