



LEADING

EQUITY, DIVERSITY, AND JUSTICE

CONFERENCE

FEBRUARY 23-24, 2023

HOLLINS
UNIVERSITY



CONFERENCE
TOPIC

BARRIERS AND BRIDGES TO ACCESS

THURSDAY, FEBRUARY 23

**MOODY, GOODWIN
PRIVATE DINING
ROOM**

HOLLINS UNIVERSITY-DELOITTE LEADERS LUNCHEON

11 AM-1 PM

VIRTUAL

ASSERTING IDENTITY IN THE WORKPLACE: STUDENT-ALUMNAE/I SESSION

7-9 PM

Session offered in partnership with Nakeshia Williams, Ph.D., the office of student success, well-being, and belonging, and the Leading EDJ planning committee

Identity is at the root of how we as individuals experience the world. We do not shed our social identities when we enter the workplace. Instead, they inform how we work with others and often determine who has access to power within the organization. For that reason, it's important to take time to discuss social identity and how it impacts your work, including relationships with colleagues and organizational culture. This session will feature speaker, Dev Cuny '02, and breakout discussions around mental health, disability, race/ethnicity, gender identity, and sexual orientation in the workplace. During this session, you will discover how you might find a support network (even when a formal one does not exist), ways to determine if a company is inclusive and equitable, and how others have navigated the intersection of identity and the workplace.

FRIDAY, FEBRUARY 24: 9:30 AM

**VIRTUAL *and*
THEATRE**

WELCOME AND GOALS FOR THE DAY

Nakeshia Williams

LAND AND HISTORICAL ACKNOWLEDGMENT

Egypt Matthews '23 and Amber Bolden '26

WELCOME AND KEYNOTE INTRODUCTION

President Mary Dana Hinton

KEYNOTE ADDRESS

Lauren Ridloff

Marvel's first deaf superhero

Q&A

SESSION 1: 11 AM-12 PM

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

WYNDHAM ROBERTSON LIBRARY HOLLINS ROOM

BLACK HISTORY OF ROANOKE

Jordan Bell

Gainsboro Revisited is a presentation based on the history of the African American people in the Gainsboro community of Roanoke, Virginia. During the time of segregation and Jim Crow in America, Black people in Roanoke just like many other American cities had a self-sustaining community. In this presentation you will see the history of Black hospitals, doctors, lawyers, teachers, businesses, and even a Black bank. This community was completely destroyed during urban renewal in America. Roanoke destroyed thousands of homes, hundreds of businesses, churches, schools, and even a cemetery in the name of development. This presentation is given by Jordan Bell, a local resident and member of the Gainsboro community.

VIRTUAL and WETHERILL VISUAL ARTS CENTER NIEDERER AUDITORIUM

COVID-19: DISABILITY, PUBLIC HEALTH, AND PEDAGOGY

Lindsey Breitwieser, Ph.D., Abubakarr Jalloh, Ph.D., Chanlee Luu, M.F.A. '23, and Darla Schumm, Ph.D.

While the COVID-19 pandemic might seemingly be “over,” the lack of care directed toward disabled communities has created wider gaps in access to public health. What can we do as educators and as higher education administrators do to bridge that gap? Participants will learn how COVID-19 disproportionately affects disabled communities, how pedagogy intersects with public health, and what universities can do to protect their immunocompromised students.

VIRTUAL and DANA SCIENCE BUILDING BABCOCK AUDITORIUM

DESIGNING ACCESS PROGRAMMING: FROM IDEA TO INSTITUTIONAL INVESTMENT

Pedro Martinez Baiza, Dannette Gomez Beane '02, Ph.D., Shernita Lee Ph.D., and Kayla Nichols

Panelists will share transformative programming that has improved access and enhanced diversity in undergraduate and graduate enrollments at large public universities. The strategies and stories shared are transferable to any setting that values outcomes, talent development, and diversity. Programs include the Hispanic College Institute, Black College Institute, Fall Visitation, and HBCU Summit. By the end of the session, participants will be able to discuss effective programming and delivery, demonstrate ROI through data and assessment, and develop a strategy for fund and friend-raising through a shared mission.

BOTETOURT READING ROOM

LET'S RESIST! DANCE IS A PROTEST!

Eiby Lobos, M.F.A. '23

Resistance plays a big role in a protest; as a dancer, it has made me feel powerful in defending myself and fighting for my rights. Participants will discover the empowering feeling of standing up for their beliefs. At protests, people use their bodies to gather, march, and chant using various movements and gestures. I will be teaching participants how to embrace this mindset by setting up groups that will allow for creativity and

teamwork. I will guide participants through movements that have helped me feel strong, grounded, and resilient. Participants will learn the importance of protesting and be given the space and tools for mindful movement practice.

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

**MOTIVATING BEYOND BARRIERS: STUDYING SELF-DETERMINATION THEORY
AND EMPATHY IN SUPPORT OF INFORMAL EDUCATIONAL EXPERIENCES**

Kaila Thorn, Ph.D.

This workshop is based off an informal international young adult development program exploring why participants were interested in joining the volunteer based program. From the work, it was concluded that of the three self-determination theory pillars, the components of autonomy, competency, and empathy were statistically significant in participants being intrinsically motivated. This workshop will explore the data used to reach these conclusions, engage workshop participants in identifying an informal education program they are (or want to be) involved with, and explore key ways to structure those experiences so that participants are intrinsically motivated to participate.

**MOODY, GOODWIN
PRIVATE DINING
ROOM**

PROUD TO BE FIRST: FIRST TO FLY

Chanelle Sears

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.

**DANA SCIENCE
BUILDING
BASEMENT DANCE
STUDIO**

SOCIAL CHANGE? IN MY THEATRE?!

Wendy-Marie Martin and Steve Raba '24

Workshop attendees will receive an overview of theatre for social change and how it functions. They will learn what theatre for social change is and what it looks like by engaging in various exercises based in the tradition of Augusto Boal's theatre for social change practices.

VIRTUAL

**TEACHING AND SUPPORTING NEURODIVERGENT LEARNERS:
A STRENGTHS-BASED, CHALLENGE-AWARE MODEL**

Karen Costa, Ph.D.

In this interactive session, Karen Costa, a neurodivergent educator with ADHD, will welcome her fellow educators to consider how we can best teach and support our neurodivergent students. What does it mean to be neurodivergent? Who are our neurodivergent learners? What do they want and need to succeed in college and life? How can we work to leave behind deficit-based approaches and move toward a strengths-based, challenge-aware model that celebrates neurodivergence without discounting the main, daily, intense challenges that this presents? Phew! This exploration will keep us plenty busy during our time together. Please bring your ideas and questions. Come as you are. Cameras on or off. Children, pets, and action figures welcome.

**DANA SCIENCE
BUILDING
ROOM 102**

**UTILIZING AND ANALYZING NOSTALGIC MEDIA CONNECTIONS
IN THE CLASSROOM**

Kacey Doran '16, Ph.D.

It's no secret that much modern American media relies on nostalgia, adaptation, and transmedia storytelling. Being able to examine these texts critically is complicated by the vast array of opinions and facts in the ubiquitous digital landscape. Guiding students in analyzing films, books, games, etc. that they are passionate about, while using their unique perspectives, can be a powerful academic tool. This workshop seeks to explore how to help our students approach critically and form contextualized arguments about topics for which they may feel nostalgia. By the end, participants will learn techniques for entering difficult conversations using nostalgic experience and making space for traditionally marginalized voices.

LUNCH FOR PRESENTERS: 12-1:30 PM

**WETHERILL VISUAL
ARTS CENTER
ROOM 214**

DROP-IN SESSION (come any time between 12 and 1:30 pm):
INTERNATIONAL WOMEN'S DAY VIDEO

*Erin Carney, Anh Doan '23, Amy Gerber-Stroh, Sajila Kanwal '22,
Ramona Kirsch, Ph.D., and Zahin Mahbubha '22*

International Women's Day (IWD) on 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 has honored and celebrated the day with a cultural festival and lecture series. In 2021 at the first Leading EDJ Conference, a listening circle was developed to create Hollins' first-ever IWD video. In 2022 during Leading EDJ, a session was held for participants to record and create a video. To view the first two IWD videos from the 2021 and 2022 Leading EDJ sessions, visit <https://www.youtube.com/watch?v=0rnaJlevRSs> and <https://www.youtube.com/watch?v=k9hHQJMbBkI>.

SESSION 2: 1:45-3 PM

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

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

ADDRESSING MENTAL HEALTH CHALLENGES AND STRESSORS FACED BY BIPOC AND INTERNATIONAL STUDENTS

*Malaika Amin '25, Omnia A. Basha '24, Melissa Batyi '25,
De Faustina J. Camacho '23, Marella Fernandez '23, Charvi Gangwani '24,
Celeste A. Landry Hernandez '24, and Julia L. Mouketo '23*

This session aims to bring the personal experiences of BIPOC and international students to the forefront by discussing various mental health challenges such as imposter syndrome, homesickness, and stressors including culture shock, language barriers, financial stability, racial discrimination, and microaggressions that impact our ability to perform and thrive as a student. These issues stem from the lack of support and commitment toward BIPOC and international students and further lead us to feel isolated and distressed. This takes a toll on not only our mental health, but also our academic and personal lives. We will discuss ways in which our community can feel the most supported and institutional actions that must be implemented to take a step forward in the direction of cultivating a sense of belonging for us. The session also aims to advocate for safe spaces, campus-wide cultural competency and sensitivity training, mental health first aid training programs, and various strategies to make Hollins' academic environment a respectful, inclusive, and equitable space for international students, Black students, Indigenous students, and students of color.

VIRTUAL

DEFENDING AGAINST ANTI-EDJ IMPACT LITIGATION: THE INDIAN CHILD WELFARE ACT

Kathryn "Kate" E. Fort '99

In 2017, three states and three foster families filed a lawsuit in federal court claiming the Indian Child Welfare Act (ICWA), a federal law passed in 1978, is unconstitutional. Professor Kate Fort represented four tribes that intervened as parties in the case, which was designed to attack much broader principles of tribal sovereignty and self-governance. Fort spent five years defending the ICWA and recently participated in the Supreme Court briefing and oral argument. What does it mean to do this kind of work? Why do we believe it is important, and what lessons can be learned from working on a case brought to destroy principles of diversity, equity, and justice? By the end, participants will be able to recognize and define "impact litigation"; learn about the levels of the federal legal system; and understand the purpose of the "Supreme Court Bar" and the need for diversity of lawyers representing interests at the Supreme Court.

**VIRTUAL and
WYNDHAM
ROBERTSON LIBRARY
HOLLINS ROOM**

DRIVING EQUITY THROUGH COMMUNITY ENGAGEMENT AND PARTNERSHIPS

Andrea Mazzocco, Deloitte Higher Education Services

Intentional engagement with the community and key partners can drive a more equitable and inclusive campus and surrounding community. For long-term success, institutions must be ready to align their relationships with their diversity, equity, and inclusion goals. Join us for a conversation to discuss how Hollins can drive equity through its partnerships and through its community engagement.

**DANA SCIENCE
BUILDING, ROOM 114**

FOOD JUSTICE: ADDRESSING INEQUITIES AT HOLLINS, ROANOKE AND BEYOND

Kaiya Jennings and Chanlee Luu, M.F.A. '23

Food is a basic human need, a right that cannot be accessed by all people because of systems of oppression and inequalities. How is the food system set up, from its growth and procurement to the factory and table, to create these inequities? What are the distinct issues faced, especially in times of war and climate change? Globally and locally, what are some bridges to access? Participants will learn about: food inequities as it relates to race and class, Roanoke's efforts to address these problems, and Hollins' Food Pantry.

**DANA SCIENCE
BUILDING, ROOM 142**

IS SUSTAINABILITY FOR EVERYONE? A DEEP DIVE INTO A WORLD OF PRIVILEGE

Emma Cirillo '23

In this workshop, attendees will be introduced to the concepts of privilege and sustainability and asked to examine how privilege affects their lives. We will discuss and dissect the close relationship these two concepts have and how they are related to the world around us — specifically the ever-growing world of DEI. By the end of the workshop, attendees will be able to identify malpractices concerning privilege and be able to move through the world with a clearer lens on how privilege is affecting climate change.

**VIRTUAL and
DANA SCIENCE
BUILDING, BABCOCK
AUDITORIUM**

MENTAL HEALTH AND ACCOMMODATIONS IN SCHOOL: UNDERSTANDING CHRONIC STRESS

Mackenzie "Seiya" Sessoms '24

The education system prepares students for taking tests, but the stress from this work ethic never goes away, even after college. Sometimes, it grows into adulthood. What is chronic stress and how does it affect mental health? What are the symptoms of chronic stress? What are strategic coping mechanisms that students can use instead of pushing themselves too hard? This workshop aims to spread awareness for chronic stress disorders that constantly keep individuals from doing their best.

**VIRTUAL and
MOODY, GOODWIN
PRIVATE DINING
ROOM**

SUCCESS IS SILENTLY LOUD: THE POTENCY OF POWER BEHIND THE SCENES

Moderator: Brittany-Marie Aarons '16

Panelists: Dionte "Taye the Truth" Hall, Lisa Linger, Alyshia Merchant, Cheryl Moseley, Jaylyn D. Small, and Trish White-Boyd

In an increasingly digital age, performance and success take the faces of the influencers, but who really holds influence? We observe rapid rotation of influential faces, yet as faces come and go, corporations and systems still remain. Yet, there is a tide of unprecedented change rising with a new generation within Roanoke, poking holes through walls of antiquity using a potent strategy: reticence. Challenging labels of disadvantage and unbelonging, and discussing the power of silence, not heard, but felt, this panel features six Roanoke Valley leaders whose successes they attribute to working behind the scenes.

This panel aims to shed light on: (1) capitalizing on "out-group" membership to rise in herd-minded spaces, (2) strategies for passive-yet-potent influence, in an active-

yet-shallowing world, (3) methods, mindsets, and meaningful action to take when one has status, ability, or agency, and (4) recognizing the signs of change in an age of echo chambers.

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

**THE STORY OF THE FUTURE: DE-STIGMATIZING TRAUMA WITH
EMPATHETIC EDUCATIONAL ENVIRONMENTS**

Mackenzie S. Rose, M.A. '14

According to the Mayo Clinic, 70% of individuals experience at least one traumatic event; the National Center for Post-Traumatic Stress Disorder calculates that about 12 million individuals in the U.S. have PTSD. A majority of trauma victims can experience severe dissociation, suicidal behavior, and societal marginalization and isolation. Those with resources and influence are responsible for destigmatizing the effect of trauma survivors' return to "a new normal," processing periods, and any associated visible/invisible disabilities. The primary group with this responsibility is educators. Through discussion, available representations, and practice of empathy, educators can facilitate trauma-informed environments that ultimately lead survivors to voicing their life-changing narratives. This workshop will explore each of these critical points through research while providing attendees with language for trauma awareness, example literature for supporting students with trauma, and example practices of ready-to-use empathetic support mechanisms. Join domestic violence survivor, storyteller, and educator Mackenzie Rose in defining and combating the stigma of trauma in educational environments.

**DANA SCIENCE
BUILDING, ROOM 102**

WHAT IF I'M THE AHOLE?**

Dina Hackley-Hunt, M.A.L.S. '20 and Ami Trowell, M.A.L.S. '20

This interactive and hard-hitting workshop will engage participants in the work of building personal confidence and competence in complex personal and professional situations. Methodologies will include, discussion, improvisation, and journaling. The work will be focused on inclusivity and improving outcomes for members of marginalized communities.



SESSION 3: (3:10-4:25 PM)

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

VIRTUAL and DANA SCIENCE BUILDING, BABCOCK AUDITORIUM

ALTERNATIVE GRADING SCHEMES: WHY AND HOW

Lindsey Breitwieser, Ph.D. and Molly Lynch, Ph.D.

Research has shown that points-based and letter grading in higher education generates a learning environment in which students have less interest in learning, prefer simplistic tasks, and tend toward shallower thinking. In this panel, we discuss some alternatives to standard letter grades and exams that encourage mastery of material, stoke passion for subject matter, and promote equity in instructional settings. We will explain some minor modifications to grading schemes, such as differentiating mastery-based and standards-based grading or incorporating “ungrading,” and discuss the benefits and challenges of these methods. The panel welcomes open dialogue and problem solving with the audience.

HOLLINS THEATRE

CELEBRATING MULTICULTURAL VOICES THROUGH PERFORMANCE

Alaya Lewis '25

This showcase will be produced and performed by Hollins students with the support of the theatre department faculty.

MOODY, GOODWIN PRIVATE DINING ROOM

CRT AND ME: A HALF CENTURY OF ENGAGEMENT

Lucinda Hardwick-MacKethan '67

How do we think about Critical Race Theory at a time when the term is defined so differently for often opposing agendas? My engagement with CRT began 50+ years ago, when in my senior year at Hollins we welcomed the college's first African American student, Cecilia Long, herself a tireless advocate for equity, diversity, and justice. I went on from Hollins to complete a doctorate at UNC, where I wrote one of the first dissertations to include an African American writer, Charles Chesnutt. Looking back at my journey as student, scholar, university teacher, and writer, I hope our discussion can explore CRT as a strategy of engagement that stresses contextualizing, questioning why and what if, and storytelling. We will share sources and experiences as teachers and advocates whose goal is to promote an honest, full exploration of America's history of slavery and racism.

VIRTUAL and WETHERILL VISUAL ARTS CENTER ROOM 119

HOLLINS ACCESS THE RECORDS AND RE-MEMBER OUR STORIES: USING GENEALOGICAL RESEARCH, OLDFIELDS COMMUNITY AND BEYOND

Sarah Himes '23

Participants will hear a short narrative presentation by a current Hollins student sharing family history and discovery of ties to Hollins College, the Roanoke Valley, and Colonial Virginia. Previously, the family narrative indicated South Carolina roots. Subsequent DNA testing revealed early Virginia African ancestry deeply intertwined with the history of the Commonwealth of Virginia dating to the 1600s revealing African American and European descendants of the Tayloe, Cocke, Pleasants, and Ball families, among others, on several family lines. Attendees will be introduced to methodologies and resources used to recover this history and create pathways to center voices of

descendants of the formerly enslaved, and those with ties to Hollins College in the surrounding Roanoke African American community, to have access to this scholarship to assist them in telling their own family histories.

Resources: Reclaim the Records, FamilySearch.org, Virginia Untold, The Lemon Project | William & Mary (wm.edu) Genealogy

**VIRTUAL and
DANA SCIENCE
BUILDING, ROOM 114**

**RESISTANCE IN THE COMMUNITY: REFLECTIONS FROM THE ONGOING
OPPOSITION TO THE MOUNTAIN VALLEY PIPELINE**

*Arden, Jason Crazy Bear, Crystal Cavalier, Deborah Kushner, Sam,
and Amy Shea*

Pulling from a multi-dimensional, nearly decade-long fight against the Mountain Valley Pipeline, panelists will discuss community, hardship, strategy, and stories from the frontlines of the resistance — and how collectively we can all work to build a better future for all that exists in these hollers and hills.

**DANA SCIENCE
BUILDING, ROOM 102**

**UNDERSTANDING, INTERRUPTING, AND RESPONDING TO MICROAGGRESSIONS:
A WORKSHOP FOR FACULTY**

LeeRay Costa, Ph.D. and Laurie McLary, Ph.D.

Participants will be briefly introduced to the concept and practice of microaggressions, their connection to implicit bias, and their negative impacts on students' learning experiences and feelings of belonging. Then, participants will spend the rest of the session in small groups, discussing scenarios provided by the facilitators and considering ways to interrupt and respond to microaggressions, followed by sharing out with the larger group. There will also be time to address participants' questions, and to discuss how we can collectively support one another in creating a more inclusive learning environment. For those who would like to dig deeper and continue the discussion, there will be additional opportunities later in the spring semester.

**DANA SCIENCE
BUILDING, ROOM 142**

**WHAT'S YOUR ISM? INTERNATIONAL AND DOMESTIC PERSPECTIVES
ON RACISM, CLASSISM, AND OTHER -ISMS**

Erin Carney, Ramona Kirsch, Ph.D., Chanlee Luu, M.F.A. '23

Racism and discrimination are not the same throughout the world. In addition, international students come to Hollins with varying levels of understanding of race and discrimination in America. In this session, participants will learn about racism/discrimination globally and then will break out into smaller groups to discuss race and other -isms in various countries and regions and within affinity groups at Hollins and around the world. Attendees will then come back together to present to the entire group in order to learn and think of opportunities to continue the dialogue on campus.



CLOSING SESSION: 4:25 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://hollins.qualtrics.com/jfe/form/SV_0Ai2sMWMVqiQHfD

Leading EDJ Jamboard: <https://jamboard.google.com/d/1r8AzrlHM2-9EdHWTtaIyOZRcgrZszK5G1IrvN0ZwtmI/edit?usp=sharing>
(for recording session thoughts and reflections)