

2024

# INCLUSION

REPORT



**HOLLINS**  
UNIVERSITY

May 4, 2023

Dear Hollins community,

When I was called upon to lead Hollins in 2020, no one knew what the world would bring to us. A pandemic; a needed, though at times challenging, spotlight on inequity; and ongoing challenges in higher education crafted a difficult landscape for Hollins to traverse.

As I reflect on the past four years, I could not be prouder of the work we have already accomplished, even as I recognize the scope of work ahead. As you know, in June 2020, I told the Hollins community: “At Hollins our call must not only be in reaction to recent events, but also to reconcile our institutional past with enslavement; to ensure all of our students — including the voices and concerns of students of color — are heard, seen, and valued, and feel safe on campus today; to create an environment of inclusive excellence that supports rigorous teaching and learning in the liberal arts tradition; and to develop a plan that guides our efforts to be an inclusive community. We must be accountable for equity regardless of what is happening in the world around us.”

We have been faithful to that charge. This does not mean we have done everything perfectly. But it does mean that we have consistently, courageously, and comprehensively stepped forward to do the work. And our work is even more needed in light of historic war and global concerns in 2024. I encourage each of you to review our prior reports to see the extensive work we have undertaken over the past years.

In the 2024 Inclusion Report, we continue to report on progress in each of the seven action areas identified in 2020. In this year’s report, you will also note the outstanding collaboration across campus departments. This intentional engagement reflects the goal of inclusion being an inherent and intrinsic part of all we do at Hollins.

A highlight of the 2024 Inclusion Report focuses on the racial climate survey data we have been collecting over the past 18 months. Where appropriate, we have compared this recent data to the racial climate survey data collected in 2017 (the time of our last survey). I hope that you will find this information as elucidating as I did.

I know that the vision cast and road trod is not easy for the community and that it requires ongoing reflection and recalibration. To that end, in 2024-25 we will engage the community in a new series of conversations to update those action areas.

Levavi Oculos,



Mary Dana Hinton, Ph.D.  
President

# Action Item 1

# Leadership in the Office of Diversity, Equity, and Inclusion

## Office of Diversity, Equity, and Inclusion

### DEI PRESENTATIONS

#### Fall semester 2023

- Three DEI presentations were presented during orientation; 281 students participated.
- One new faculty DEI session was conducted with nine participants.
- Four presentations for faculty and staff were conducted with a total of 26 participants.

#### January 2024

- New student orientation: HU Connect/DEI presentation
- Pedagogy of Creative Writing Class: DEI presentation

### BIAS/HARASSMENT REPORTS

- From the summer of 2023 through March 2024, 10 reports of bias or harassment were submitted.

### DEVELOPMENT OPPORTUNITIES

#### HISPANIC HERITAGE MONTH: NOVEMBER 2023

- Claudia Bernardi: Cosponsored with history department (35-40)
- Dainerys Machado Vento: Cosponsored with history department (30-35)
- Roque Salas Rivera: Cosponsored with English/creative writing department  
Combined book discussion and reading (approximately 150)
- *Cuba Beyond Mamba and Rock and Roll*: Combined talk and movie  
Sponsored by the Eleanor D. Wilson Museum (85)
- Aguas Fiestas: Sponsored by La Casa (55)
- Fiesta en la Casa: Sponsored by La Casa (25)
- Latin Dance Classes: Sponsored by SSWBB (36)

**TOTAL PARTICIPANTS: 400 +**

# Action Item 2

# Creating an Inclusive Community

## Office of Diversity, Equity, and Inclusion

### MARTIN LUTHER KING JR DAY CELEBRATION

January 2024

- 100 faculty, staff, and students participated in the keynote by Reverend Bill Lee and workshops focused on truth, healing, and reconciliation.

### LEADING EDJ

February 2024

- The fourth annual Leading EDJ Conference kicked off with the Virginia premiere of Amy Gerber-Stroh's film, *Hope of Escape* at the Grandin Theatre. This year's theme was "The Heart of Social Justice" and featured a keynote address followed by 13 workshop sessions. Over 180 people were in attendance.

### SEARCH ADVOCATE TRAINING

- Six faculty and staff were trained during the 2023-24 academic year.

### FOSTERING A COMMUNITY OF BELONGING MICRO-CREDENTIAL

- Eight faculty and staff members took part in this professional development opportunity.

### TEACH-IN ON ISRAEL-PALESTINE

November 2023

### LEADING EDJ POP-UP

May 2024

**TOTAL PARTICIPANTS: 324 +**

# Action Item 3

# Enhanced Professional Development for All

## Board of Trustees

The Hollins Board of Trustees continues their commitment to learning and leading with an equity lens. With the approval of the Transforming Learning, Transforming Lives: The Levavi Oculos Strategic Plan, the board made a significant commitment to equitable access to Hollins through the worry-free tuition goal in the strategic plan. Likewise, the wellness gear of the plan directly aspires to improve all students experience of Hollins with an emphasis on accessibility and holistic well-being. The academic excellence gear of the plan places significant focus on inclusive pedagogy and interdisciplinary learning, which will further our inclusion work.

In February 2024, the board also engaged in significant professional development with the North Carolina Center for Justice. Board members explored issues of micro-aggressions and intersectionality and how those issues can impact their governance work and policy-setting. Additionally the board approved naming the former George P. Tayloe Gymnasium after Cynthia L. Hale '75.

## Faculty of Color Alliance

One of the most fruitful developments since 2020 was the creation of the Faculty of Color Alliance (FCA). Led by professors Pauline Kaldas, Ángel Díaz, and TJ Anderson, this group was created to provide a safe space for faculty of color to share experiences teaching and working at a predominately white institution, mentor new faculty of color, and serve as a strong point of contact and support for students of color. The FCA also offers guidance to the president and the provost on issues relevant for faculty of color and has served as a helpful recruitment tool for new faculty of color. Last year, all candidates who identified as persons of color were offered the opportunity to meet with members of the FCA during their interviews. It has been gratifying to see the camaraderie and close connections that have arisen from the FCA and to see how cross-generational mentoring through the group appears to be having positive impacts on the retention and thriving of new faculty of color.

In May 2023, Kaldas provided a report on the activities and outcomes for the year, supported through funding from the Office of Academic Affairs:

*“Those of us who have been here for a long time are pleased that this group finally exists at Hollins University. Seventeen faculty members joined the Faculty of Color Alliance. This included six tenured faculty, six tenure-track faculty, and five nontenure-track faculty. Since this is our first year, I wanted to give you a report on how the year went and what we have accomplished.”*

## CREATING A COMMUNITY OF SUPPORT

- Met every three weeks with discussion focused on various topics, including coming up for third-year review; establishing strong teaching practices; navigating intra- and extra-departmental politics and working with challenging students of all ethnic and/or racial backgrounds; balancing teaching, scholarly work, and personal life; living in Roanoke; and filling out faculty reports.
- Research retreat planned for summer 2024

## SUPPORTING BIPOC STUDENTS

- Met with a group of BIPOC students who wanted to discuss concerns with FCA members: Reported to Sheyonn [Baker] regarding student concerns and to Michael Gettings regarding SAOS forms.
- Reception for FCA and BIPOC students (10 faculty and 40 students attended).

## ENGAGING WITH ADMINISTRATION

- Reception for FCA members at president's house.
- Publicly expressed support for President Hinton.
- Elders met with Provost McLary to discuss new mentoring program.

*"I believe that what is most important is the sense of support and community that our alliance has created." — Pauline Kaldas*

Here are some quotes from FCA members:

"I'm grateful for the support and connection. I learned so much this semester and our community was a large part of my comfort, safety, and grounding."

"As a new member of the faculty, the FCA has been essential to helping me acclimate not only to Hollins but also to the Roanoke area. I have felt supported by the senior faculty members of the alliance, many of whom helped me navigate the specific challenges I might face as a faculty of color."

"As a first year-tenure track faculty member, the FCA offered incredible mentorship on various aspects of working at Hollins, such as how to navigate service obligations, the tenure process, work/life balance, and campus culture. From the very first meetings it was both an enormously useful and congenial resource as well as a space to forge relationships across disciplines and faculty generations. In a year of many highlights, regular attendance at these meetings was among the most rewarding."

"As a junior faculty member, I have found your organization to be an invaluable resource, providing me with both practical advice and a supportive community of colleagues. I have found the connections I made through this to be a tremendous source of inspiration and support. The events you organized were a wonderful opportunity for me to connect with other faculty members of color, share experiences, and build lasting relationships. I am truly grateful for the community you have created, which has made a profound difference in my experience as a faculty member."

*"I am pleased to report that the FCA was awarded a \$2,000 grant from the Virginia Foundation of Independent Colleges to create a mentoring program for students of color. The focus will be on the retention and thriving of students of color, especially first-year students, and planning is underway to host events in October and November.*

*"A new Faculty Mentoring Collaborative, designed by Director of Faculty Development and Professor of Gender and Women's Studies LeeRay Costa, is also commencing its second year. This program features a group mentoring approach, such that a small group of junior faculty in their first or second years are matched with two or three faculty for a year of close mentorship and guidance. Three faculty members of color will be supporting a mentoring group of faculty who have self-selected to be part of a group focused on the needs of faculty of color.*

*"Now in its second year, the FCA has resumed its activities and welcomed several new members. This is indicative of the growth in the number of faculty of color at Hollins in the past two years since I arrived, which is detailed below." — Pauline Kaldas*

## Action Item 4 | Commitment to Diverse Faculty and Staff Representation

### Faculty Demographics

Because of concerted and focused efforts to hire more faculty of color to reflect more fully the diversity of our student population, we are enjoying a steady increase in the number of faculty of color employed at Hollins.

More faculty and staff are trained as search advocates to help guide search committees through equitable and fair searches. This year Hollins is conducting seven tenure-track faculty searches. All faculty search committees currently include a search advocate. Faculty job postings and descriptions have been designed with search advocate principles, with the aim of attracting a more diverse candidate pool. The music department's job posting demonstrates our efforts:

Preference will be given to candidates who demonstrate intersectional, innovative, community-engaged, and cross-disciplinary approaches to teaching, research, and/or creative endeavors within a liberal arts context and with experience mentoring a diverse student body. Candidates with the interest and ability to expand our current courses and content topics, and the vision to help redesign a more forward-thinking, holistic, inclusive music curriculum, would be particularly welcome.

Further, all search committees participate in training with LeeRay Costa, director of faculty development and professor of gender and women’s studies. Searches are therefore benefiting from greater ability to identify and counter implicit bias in searches. The table below documents the trend in faculty demographics among faculty who self-identify as people of color:

YEAR	November 2020	November 2021	November 2022	November 2023
	Visiting and nontenure-track	Visiting and nontenure-track	Visiting and nontenure-track	Visiting and nontenure-track
	12%	20%	21%	17%
	Assistant Professor	Assistant Professor	Assistant Professor	Assistant Professor
	38%	33%	50%	43%
	Associate Professor	Associate Professor	Associate Professor	Associate Professor
	18%	16%	13%	17%
	Professor	Professor	Professor	Professor
	16%	20%	18%	19%
<b>TOTAL</b>	<b>18%</b>	<b>21%</b>	<b>23%</b>	<b>24%</b>

These trends are encouraging, and we will continue to employ the principles of search advocacy for each of the nine tenure-track searches we are conducting this year.

## Inclusive Teaching and Curricula

In addition to hiring efforts, the Hollins faculty remain committed to incorporating principles of diversity, equity, and inclusion (DEI) into curricular revisions and pedagogical practices.

One of the most exciting recent successes is that Hollins received a \$1 million National Science Foundation (NSF) grant to support high-achieving students with high financial need to persist in completing a major in either biology, chemistry, or mathematics. Mary Jane Carmichael, Ph.D., (biology) serves as the principal investigator (PI) with Dan Derringer, Ph.D., (chemistry) and Molly Lynch, Ph.D., (math) as co-PIs. Called the Artemis program, the grant provides scholarship funds to cover one hundred percent of unmet need for six or seven students pursuing STEM majors each of the next six years. The Artemis program is an example of an initiative that promotes DEI at multiple levels. It supports underrepresented students in STEM majors; it fosters more cross and interdisciplinary collaboration among STEM faculty; and it provides resources for revamping the curriculum to reflect DEI commitments.



At the individual course level, many faculty are revising assignments, readings, and discussion topics to include a wider range of perspectives. Assistant Professor of Photography Mary Zompetti is focusing her course material on artists of color and queer artists. Stephanie Gibson, our new assistant professor of Africana art history, is teaching Art of the Black Diaspora in the 20th Century, a class which challenges the art historical canon and places the work of Black artists at the forefront as they grapple with how to challenge engrained, stereotypical representations of the Black body and how to portray their community. Biology and environmental science faculty redesigned the lab for the introductory ecology class (required for both ES and biology majors) to include more hands-on exploration of natural ecosystems to introduce students to the diversity of the natural world. Choral Director and Associate Professor of Music Shelbie Wahl-Fouts regularly introduces a wide-ranging repertoire to choir students, which will focus this year on Latinx music.

Several departments are revising the requirements of their majors to attend more fully to DEI issues. For example, the film department recently reconfigured their core course series to address DEI elements throughout the curriculum. Assistant Professor of Film Nathan Lee, switched from an approach in film studies that privileges canonical works to a more nonlinear core approach by asking students to analyze, critique, and write about films from multiple perspectives and experiences. Lee also adjusted his two introductory courses to reflect similar approaches. Additionally, the biology department is undergoing a program review this academic year, and one of their objectives is to revise aspects of their core curriculum to incorporate more fully DEI issues and perspectives.

Other faculty are redesigning assignments and grading practices to address a wider range of learning styles and preparedness. Members of the mathematics department attended a conference during the summer which motivated them to adjust homework policies in their courses. Their new approach focuses more specifically on effort and less on “right” answers. It emphasizes the process of learning over the product or outcome. The hope is that students will feel less stressed about grades and overcome math anxiety.



### **ELEANOR D. WILSON MUSEUM 2023-24**

The Eleanor D. Wilson Museum at Hollins University provides a welcoming, inclusive space for all to learn and enjoy. We strive to incorporate DEI values in all the museum’s exhibitions and programs. Museum staff members work with classes of students from all disciplines, work study students, interns, and the general public. Each year we strive to present a

balanced exhibition schedule with **free** offerings from traditional to contemporary. In the 2023-24 academic year, we presented 11 exhibitions including many artists of color representing a variety of cultural commentaries.

#### 2023/2024 EXHIBITIONS:

- **Olivia Stephens:** *Artie and the Wolf Moon*, June 22-September 3, 2023
- **Women Working with Clay Symposium Exhibition:** June 8-August 13, 2023, featuring Ursula Hargens, Sanam Emami, Louise Deroualle, Adero Willard, Sana Musasama, Dara Hartman, and Donna Polseno
- **Dance Lab-Eiby Lobo:** *Voices from the Highlands: Untold Stories of Heritage, Blood and Memory*, June 15-July 2, 2023
- **Maggie Perrin-Key:** *Foreseeable Past*, July 13-September 3, 2023
- **Gina Louthian Stanley-Humanistic Geography:** *Uncovering a Sense of Place*, August 24-December 10, 2023
- **Cuba: Beyond Mambo and Rock 'n Roll:** Featuring Esterio Segura Mora, Ernesto J. Garcia Nodarse, and Ernesto R. Figueroa
- **African American Quilts from the Collection of Carolyn Mazloomi:** February 1-April 14, 2024
- **2024 Frances Niederer Artist-in-Residence: Ying Li:** *Blossoms in a Sudden Strangeness III*, February 1-April 14, 2024
- **Live, Laugh, Levavi Oculos: Celebrating a Community Through Time:** April 4-April 21, 2024
- **2024 Senior Studio Art Majors Exhibition:** May 2-19, 2024

#### COLLABORATIVE EXHIBITIONS/PROJECTS:

- **David Ramey exhibition**, first floor Wetherill Visual Arts Center (VAC) (February-April, 2024), DEI/community collaboration with Taubman Museum and Harrison Museum of African American Art
- Worked with Dina Hackley-Hunt, executive director of DEI, and Megan Canfield, assistant dean of students and community programs director, to **display works by Indigenous artists** in the VAC first-floor hallway loaned by Vanity Hernandez. The exhibit, on view November 1-17, 2023, was in conjunction with National Indigenous Peoples Heritage Month.
- Worked with international programs, student success, well-being, and belonging to collaborate on **Fall Family Weekend Mocktails/DEI Abroad Exhibition**, October 6, 2023
- Leading EDJ Session/Collaboration with Amy Shea and Arne Johnson on the **Science + Art** mobile hanging it prominently in the main stairwell of the VAC (February-ongoing 2024)
- **Leading EDJ Session:** *Art is the HeArt of Social Justice*. Students and museum staff were tour guides/docents, talking about selected quilts from the exhibit *African American Quilts from the Collection of Carolyn Mazloomi*.

## MUSEUM PROGRAMS: ALWAYS FREE AND OPEN TO EVERYONE

### Artist workshops:

- **Maggie Perrin-Key**  
Mural Workshop  
October 21-22, 2023
- **Gina Louthian Stanley**  
Cold Wax and Oil  
Workshop  
November 11, 2023

### Artist lectures:

- **Eiby Lobos** dance  
presentation
- **Olivia Stephens**
- **Maggie Perrin-Key**
- **Gina Louthian Stanley**  
gallery lecture
- Cuba artist panel discussion
- **Ying Li**
- **L'Merchie Frazier**

### Other programs:

- MakerSpace: Create  
a Valentine Postcard  
program
- Cuban film screenings
- Quilts and stories  
program

## OFFICE OF THE REGISTRAR

- Starting with the 2024 commencement, students may choose to use their preferred/chosen name instead of their legal name to be printed in the commencement bulletin, announced during the commencement ceremony, and printed on their diploma. Tim Taylor and Emily Dabney championed and are implementing this change.
- All three members of the registrar's office attended Sarah Rose Cavanaugh, Ph.D.'s, keynote address: "Hope in a Time of Monsters: Supporting Faculty and Student Mental Health"
- All three members of the registrar's office attended Sarah Rose Cavanaugh, Ph.D.'s, workshop: "Restoring Equilibrium: Supporting Student Mental Health"

## WYNDHAM ROBERTSON LIBRARY

- The library formed the Artwork Planning Team in the fall semester to help create a welcoming physical space for all students, with particular attention to students from systemically marginalized populations. The assembled group includes staff members from the library, the Green, and the museum, and students. The group's work has included reviewing artwork at other libraries, an environmental scan of potential artwork locations, and the distribution of a survey to Hollins community members for feedback. The group aims to review survey results and write an artwork plan this spring.
- To meet the library's goal of responding to DEI-related collection development suggestions in the 2022 library survey, we developed a new J-Term internship opportunity in which an intern will help diversify the library's collection by analyzing our holdings, making purchasing lists for new books, and creating materials for marketing. We hosted our first intern in this role in January. Under the guidance of cosupervisors Maryke Barber and Rebecca Seipp, Genevieve Furges '24 created a library guide to Lesbian and Sapphic representation in our collection, which included 15 new titles recommended for purchase.
- The library's programming and outreach continues to place an emphasis on highlighting diverse voices. The spring's Beanstalks Fund reading, cosponsored by the library and the English department, featured Ethel Morgan Smith reading from her new book, *Path to Grace: Reimagining the Civil Rights Movement*. Exhibits in the library this year have focused on Latin literature, banned books, and contemporary Japanese culture, among others. We also continue to seek a wide range of voices from our campus community; we meet with a rotating selection of student groups every year to better understand where and how the library may be able to meet their needs.

# Action Item 5

# Providing an Inclusive Academic Experience

## Student Accessibility

A new position was added in 2023 to support making a Hollins education accessible and equitable for all. In our inaugural year, the following highlights emerged:

### ONLINE REGISTRATION AND APPLICATIONS IMPLEMENTED

To streamline the accommodation request process, an online application/registration form was developed. Students are now able to begin the process without scheduling a meeting or waiting for a specific office to open. In the 2023-24 academic year, 121 students requested accommodations through this online format. Additionally, there were 100 requests for accommodations to be sent out to professors at the start of the semester. Previously, students were on their own to share their accommodation letters with their professors. Faculty have also joined in the process by submitting 40 faculty test forms. These forms allow students testing with us to have all of the information needed before their arrival.

### WEB PRESENCE

A new website was created for student accessibility services on Hollins.edu and my.Hollins. Both sites offer information about services and how to start the process. There is also a faculty resource on my.Hollins to help answer any faculty questions about accommodations. Additionally, the guidelines for documentation were changed in order to allow better access for all students. The sites encourage students to meet, regardless of documentation.

### HOUSING, DINING, AND ESA REQUESTS

This year the forms to request housing, dining, and ESAs were all updated. The accommodations are also now granted for one academic year.

### CAMPUS ACCESSIBILITY MAP

A new map of campus showcasing accessibility is in the works. The map will include accessible entrances, bathrooms, power-assisted doors, elevators, and all-gender bathrooms. There will also be an accessible route included in the map to make sure students can get from one place to another without constantly rerouting.

## PEER COACHING PILOT

A new program was piloted this year to help support students with autism on campus. Students were paired with a peer coach and met weekly. The students set their own goals and were able to work with their coach to develop strategies. Two students served as coaches to three different students. While very small, the students involved (coaches included) reported having greatly enjoyed the opportunity.

## ACCOMMODATIONS

### NUMBERS FOR 2023-24



\* Our academic testing center has administered 36 tests thus far this year.

### Meetings this academic year



# Batten Leadership Institute

## SPEAKERS

- **Danielle Branche-Brown**, Branches of Life, LLC , Fall 2023: Open to campus community Hollins alumna-therapist practitioner and supervisor in Maryland. Training and empowering women and couples toward change; coaching African American women business owners on wellness; and providing wellness programs online for all ages.
- Secured tentative agreement from scholar **Helena Liu, Ph.D.**, for a fall 2024 Zoom talk and discussion with students in BLI and GWS on intersectional feminist leadership. Liu works to re-narrate the leadership canon in profound ways that have fostered deeply meaningful conversations in the classroom with overwhelmingly positive feedback for the last two years.

## CLASSES

### BLI 220 CLASS

The basic aspiration for students is to learn decision sciences and healthy team functioning to design and execute a project to benefit an underserved community.

Diversity in leadership and decision-making researchers are highly valued in BLI. Going beyond typical decision-making textbooks and materials, content in BLI capitalizes on women and women of color who research and report on relevant topics to the course.

A sample of BLI 220 class projects from 2023-24 include:

### SPRING 2024

- **From Shelf to Shelf:** Chapter book drive for K-5 elementary schools with the lowest literacy scores in our area.
- **Paws for a Cause:** The group collected donations of pet food and material resources needed at the shelter to conduct administrative and facility operations.
- **LAD Student Access to Theatre:** A small project group coordinated efforts with the West End Center and the Boys and Girls Club of Roanoke to perform for early elementary school-aged children.

### FALL 2023

- **Feeding Southwest Virginia-Foodbank Drive and Service Event:** Students raised over \$200 for the Southwest Virginia Food Bank.
- **Pet Haven Memorial Garden Clean-Up:** Planted flower bulbs, mulch, and cleared headstones and gravesites for departed pets at Pet Haven Memorial Gardens. Collected donations of pet food and donated numerous items to the SPCA.
- **Life Skills Toolkit:** This group delivered 20 packets to three organizations that work with older adolescents in the foster care system heading toward independent living arrangements.
- **Thanksgiving Break High School Food Drive:** This group set out boxes across campus and collected well over 100 items to distribute to Roanoke City Public School students with high need to assist their families with nonperishables over Thanksgiving break.

## **BLI 210 CLASS**

Embracing concepts around growth mindset, respectful conflict conversations, and understanding the challenges of grassroots organizing for changing inequitable power structures, students consider change on behalf of issues that matter in this course.

## **BLI CAPSTONE**

Students are invited to mentor, write articles to highlight inequities in practice, and submit to publication platforms or create a unique capstone project. Most students mentor BLI 210 students during the semester. They also learn a final level of compassionate conflict via Leadership and Self-Deception. They have fishbowl opportunities to practice viewing conflicts from multiple perspectives.

## **COMMUNITY OUTREACH: Connecting with students and offices on campus, with Roanoke and Beyond**

- March 2024: Abrina Schnurman served as invited guest speaker for National Women's History Month to local group FemCity women's organization supporting small women-owned or women-led organizations.
- Feb 2024: Connected with the Roanoke Rescue Mission outreach coordinator to schedule a visit to Hollins for a Career and Volunteer Day.
- Invited Chanelle Sears, dean of students, to co-teach the J-Term experience, Conflict & Collaboration, to diversify the student experience in each class.
- January 2024: Met with all students from ETP and FLI to share information about BLI classes and the stipends available to students in BLI pursuing the certificate, who are eligible via financial aid with demonstrated need, to assist with internship or abroad expenses.
- Increased awareness of services or training offered to students through BLI, whether in or out of the classroom.
- Provided training segments for many offices on campus, including pre-orientation talks annually to incoming student leaders.
- Devised a leadership module description for the NSF grant that allows us to welcome incoming Artemis Scholars.
- September 2023: Hosted Sullivan Foundation at Hollins. Following a popular workshop delivered to students by the Sullivan representative, students were invited to the Sullivan retreat with scholarships available for those with financial need.
- Maintain collaborative conversations with Dina Hackley-Hunt on classroom dynamics to ensure a welcome culture for all, most particularly our students of color.
- Students who are selected for Phi Beta Kappa and Omicron Delta Kappa and are unable to afford the required fees to be inducted will now have those fees covered by a donor. This is especially helpful for international students and those who do not meet significant need levels as designated by FAFSA, but could not otherwise join due to financial constraints.

# Action Item 6

# Reconciliation and Support of Redress

## Update on Demographics

Five-year comparison, total student population diversity

	AY 18-19	AY 23-24
BIPOC	25%	34%
UNKNOWN	10%	4%
WHITE	65%	63%

Five-year comparison, student diversity by level

	BIPOC		UNKNOWN		WHITE	
	AY 18-19	AY 23-24	AY 18-19	AY 23-24	AY 18-19	AY 23-24
UNDERGRAD	27%	36%	10%	3%	63%	61%
GRADUATE	14%	17%	9%	7%	78%	75%





# HIGHLIGHT: CAMPUS CLIMATE THEN AND NOW

## BACKGROUND

Over the 2022-23 academic year (AY), Hollins conducted campus climate surveys (CCS) to inform the ongoing work of becoming a more inclusive and equitable community. The standard survey instruments provide information on the pulse of the Hollins community as it relates to race, belonging, and inclusion; the work that is being done; and how those efforts affect perceptions of Hollins' effectiveness in these areas.

The CCS was carried out across two semesters for maximum engagement by the Hollins community. The National Assessment of Collegiate Campus Climates' (NACCC) survey was administered for students and staff in spring of 2022, followed by the Higher Education Data Sharing Consortium (HEDS) Diversity & Equity Campus Climate Survey administered for faculty in fall of 2023.

The seven key content areas of NACCC survey(s) were mattering and affirmation/workplace mattering, cross-racial engagement, racial learning, racial stress, workplace equity, institutional commitment, and external environment. The HEDS survey, on the other hand, focused on the respondent's perception of the institution's climate, perception of how the institution supports diversity and equity, and experiences with discrimination and harassment at their institution.

The response rates were as follows:

	TOTAL NUMBER SURVEYED	RESPONSE RATE
<b>STUDENTS</b> (NACCC-SPRING 2022)	651	47.8%
<b>STAFF</b> (NACCC-SPRING 2022)	214	48.6%
<b>FACULTY</b> (HEDS-FALL 2023)	85	45.8%

The data from all three surveys were triangulated to inform the seven (7) ongoing action areas addressing equity and inclusion at Hollins University identified in this report.

We also attempted to identify how the campus climate has changed since our last survey, which was administered in 2017. Given that the survey instruments used in 2017 were not the same as those of AY 2022-23, comparison between the responses was only made on items that were similar on intent. (Note: Raw data was not provided to Hollins from the 2017 report, thus preventing further analysis.)

The results are presented either as a factor score or percentage. Factor scores are computed as a mean of contributing item(s). The ordinal scale for the factor ranged from one (min) to five (max) [e.g. very dissatisfied to very satisfied]. The score is presented as a fraction of the maximum score in the report e.g. 3.5/5. Percentage score reflects the respective breakdown response for the survey question. Wording from the instrument or scale items is italicized.

Unless data-drill across groups (e.g. race, gender, etc.) had noteworthy differences, the overall respondent results are provided in the report. The controlling variable (e.g. race, gender, etc.) is provided along with the noteworthy difference (when warranted).

# Item 1: Providing leadership in the Office of Diversity, Equity, and Inclusion

## SUMMARY

There has been ongoing work in the area of DEI since this initiative was started in 2020. Two relevant data points can inform how respondents felt about DEI in 2017 vs. now. The general consensus suggests that the community continues to believe in this initiative and are, for the most part, satisfied with the overall campus climate at Hollins. There have been very minor improvements in the perception of faculty and staff, and a slight decrease in the perception of students in the commitment of the leadership to further DEI.

## 2017 FINDINGS

Various stakeholders were asked about their commitment to DEI. The data showed there was a moderate level of commitment from all groups.

## 2022-23 FINDINGS

NACCC respondents evaluate their administrators' demonstrated commitments to racial diversity and inclusion at their institutions. They also assess institutional leaders' responses to racial problems on campus.

When asked about their agreement or satisfaction with leadership's and institution's commitment to DEI effort, the factor scores were 3.3/5 for students, 3.7/5 for faculty, and 3.9/5 for staff.

### Commitment to diversity and inclusivity

	2017 RATING SCORE	2023 FINDINGS
ADMINISTRATION	3.4	N/A
FACULTY	3.6	3.7/5
STAFF	3.6	3.9/5
STUDENTS	3.5	3.3/5



## Item 2: Creating an inclusive community and culture

### SUMMARY

Generally, the campus appears to be welcoming and inclusive. However, students, faculty, and staff of color report feeling less valued, included, and/or welcomed compared to their white counterparts. When the data is controlled by race, it reflects a higher degree of racism being felt by people of color at Hollins University.

### 2017 FINDINGS

In 2017, individuals within the Hollins community most strongly felt a sense of hostility or exclusion based on their race (2.7), political views (2.7), and socioeconomic class (2.6).

Basis for hostile or exclusionary behavior	2017 RATING SCORE
RACE	2.7
ETHNICITY	2.4
GENDER	2.4
GENDER EXPRESSION	2.3
DISABILITY	1.9
POLITICAL PERSPECTIVE	2.7
SEXUAL ORIENTATION	2.4
RELIGIOUS/SPIRITUAL VIEWS	2.3
SOCIOECONOMIC CLASS	2.6

### 2022-23 FINDINGS

Various survey items were used to inform Item 2. Specifically, answers regarding “mattering,” “inclusion,” “racism,” and “welcoming” were used for students and staff. “Sense of belonging” was used from the faculty survey.

Overall, 46% of students surveyed felt that they *mostly/strongly mattered* at the institution.

However, only 40% of students of color felt they mattered, measurably less than students identifying as white (51%).

Over half of the students feel *moderately/completely included* on campus.

The majority (59%) of the students felt the environment of the institution is *not at all/slightly racist*. When controlled for race, 50% of students of color felt that the institution is *not at all/slightly racist* compared to 69% for white students. This trend is further supported by responses to the **Welcoming** factor (1-7), where overall students scored 5.5/7 – with students of color at 5.3/7 vs. 5.7/7 for white students.

In the case of staff, 42% felt that they *mostly/strongly mattered* at the institution, with staff of color responding at a slightly higher rate (44%) than their white colleagues (42%).

Regarding their feeling included in the institutional decision-making process, 58% of staff felt that their perspective was *mostly/strongly valued*, with the results slightly lower for staff of color compared to white staff (56% to 58%, respectively).

Extent students feel they matter		Overall
Students of color	40%	46%
White students	51%	
Extent staff feel they matter		Overall
Staff of color	44%	42%
White staff	41%	

Half of the staff respondents of color reported experiencing some form of racism. Overall, staff did not feel that racism was a factor within their immediate environment (61%); however, they reported it being somewhat present within the institution at large (54%). Some 30% of staff of color reported experiencing racism “a few times a year” from white students, staff, or faculty.

Even though faculty were not directly asked whether they felt included at the institution, 54% reported being *generally/very satisfied* by the sense of **belonging** at the institution. However, only 31% of the faculty were *generally/very satisfied* with how they *feel*.

Faculty rated their level of comfort with diverse groups as being very comfortable, with only 13% being somewhat uncomfortable sharing views on DEI. This may be due to 62% of faculty feeling that the campus is not free from tensions related to individual or group differences.

### Item 3: Enhanced professional development of all

#### SUMMARY

Professional development in DEI is an ongoing process, and the Hollins community appears to be open to learning more about DEI. While staff reported being generally satisfied with training and professional development efforts, faculty reported lower levels of engagement and seek alternative opportunities to what has been offered.

#### 2017 FINDINGS

The 2017 survey did not cover DEI-related professional development.

#### 2022-23 FINDINGS

Professional development comes from on-the-job training as well as interaction with others in the workplace. NACCC’s Racial Learning content area asked respondents to consider if and where on campus they learned about their own racial identities and about other racial groups. The HEDS survey asked respondents about activities that influenced their support for diversity and equity.

Based on the staff survey, a majority are *satisfied* with the overall quality of the racial equity, diversity, and inclusion training from Hollins University (68% white vs. 43% staff of color). Staff feel that they *learned about or engaged in discussion about race or racism* through interactions/conversations with people in the workplace (68%) and through self-learning and self-reflection (77%).

There appears to be the need to continue professional development as staff indicated feeling only *somewhat* (47%) *knowledgeable of policies/resources about racism/racist incidents* at Hollins. Staff are seeking more knowledge development in the area of *recruiting and retaining diverse staff of color*.

Students also perceive that, when factoring together diversity within class, course materials, and topics addressed, their courses somewhat (3/5) reflect racial diversity.

Faculty were asked in the survey to rate activities that influenced their support for diversity and equity. Sixty-two percent of faculty respondents identified *participation in discussions, training, or activities on racial/ethnic issues* as having *increased/greatly increased* support for DEI. *Performing community service, attending presentations related to DEI, and engaging in discussion/activities concerning political issues* were activities that received low engagement by faculty.

Faculty respondents suggested providing “*more opportunities to work together in mixed groups of faculty, staff, and students on acts of service toward materially improved conditions for the community both on- and off-campus.*”

## Item 4: Providing an inclusive academic experience

### SUMMARY

Even though the opinion of the majority (66%) of students is that the overall institutional environment is *not at all/slightly racially segregated*, there appears to be some level of self-selection among students when participating in activities. In the *Cross-Racial Engagement* portion of the student survey, responses showed, *students of color participate online or in person in the activities* more often with other students of color than with white students. Similarly, white students participate more in activities with other white students than with students of color.

### 2017 FINDINGS

The 2017 survey did not cover inclusive academic experience.

### 2022-23 FINDINGS

In the NACCC student survey, Racial Learning & Literacy provided insight on the perception and experiences of students in a learning environment not limited to the classroom.

Overall, students reported feeling they mattered more in classes taught by *faculty of color* (86%) than those taught by white professors (74%). In classes taught by white professors, 65% of students of color vs. 84% of white students felt they *mostly/strongly mattered*.

Students of color reported experiencing lower levels of white faculty showing *concern for feelings or experiences*. Outside of the classroom, a majority (81%) of the students felt that they *mostly/strongly mattered* to their academic advisor. When controlled by race, 78% vs. 84% of students of color and white students respectively feel that they matter.

Among events held at Hollins, students of color reported feeling that they mattered at a higher percentage than their white counterparts at *college sporting events*. *Hollins athletic teams have a higher percentage of students of color than the overall student body*.

## Item 5: Need to increase diverse representation on campus

### SUMMARY

A significant majority of the Hollins community recognizes and supports the importance of diversity and equity on the overall campus environment. Generally, there is a perception that Hollins is very committed to a racially and socioeconomically diverse student body, but somewhat less committed to a racially diverse faculty and staff.

### 2017 FINDINGS

The Hollins community supported the *need for diversity and equity* with 88% agreeing/strongly agreeing with the initiative.

### Fostering Diversity and Inclusivity

	2017 Rating Score	Disagree/Strongly Disagree	Neutral	Agree/Strongly Agree
Diversity and inclusivity are good for Hollins	4.5	2.8%	9.3%	87.9%
Too much emphasis on diversity and inclusivity	2.4	60.7%	17.6%	21.7%

### 2022-23 FINDINGS

NACCC survey's Institutional Commitment content area rated campus racial diversity as perceived by students and staff. The HEDS survey for faculty had items that focused on perceptions of supports for DEI at the institution.

Among students, 70% rated Hollins as *being slightly/somewhat racially diverse*. A slightly lower number – 63% – of the students feel that the institution is *mostly/strongly committed to admitting students of color*. Meanwhile, perceived commitment to a racially diverse faculty (32%) and a racially diverse staff (35%) were somewhat lower. Sixty-three percent of students felt Hollins was mostly/strongly committed to *sponsoring activities about racial diversity*. When controlled by race, admitting students of color and sponsoring activities about racial diversity received lower percentages from students of color compared to white students.

Among faculty, 90% of the respondents *agree/strongly agree* that **recruitment** of historically marginalized students, faculty, and staff is an institutional priority. Additionally, 70% of the respondents *agree/strongly agree* that **retention** of historically marginalized students, faculty, and staff is an institutional priority. Satisfaction factor for the *Campus Climate for Diversity and Equity Indicator* showed that faculty are more satisfied than dissatisfied (3.4/5).

**Staff respondents perceive the overall institutional population is slightly/somewhat diverse:**



**Staff respondents perceive the institution is mostly/strongly committed to diversity across groups:**



## Item 6: Reconciliation/Structures to provide support and redress

### SUMMARY

More work is needed in building trust that injustice through discrimination/harassment will be thoroughly investigated and required action taken.

### 2017 FINDINGS

This was not directly covered in the CCS 2017. However, 36.5% of the respondents reported experiencing microaggression from students, indicating a need for better support and redress.

### Source of Microaggressions

Percentage of respondents who have experienced microaggressions from:

ADMINISTRATOR	8.4%
FACULTY	16.5%
STAFF	8.0%
STUDENT	36.5%

### 2022-23 FINDINGS

NACCC survey inquired into various areas that may be a hinderance to DEI and identify potential barriers to equity. The HEDS survey similarly focused on experiences with discrimination and harassment at the institution

Despite ongoing institutional efforts to address these issues, including the recent removal of the Tayloe name from Hollins' older gymnasium, only 43% of students overall felt the

institution was committed to *removing objects or structures on campus that are racially offensive*. When controlled by race, that percentage drops to 36% among students of color compared to 52% among white students.

Generally, students of color reported facing racial microaggressions at much higher levels than white students. Both students of color and white students reported having faced some level of racism.

### Prevalence of Racial Microaggressions

Percentage of students who reported they have ever experienced the following on campus:

	Being asked to represent the views of your entire race in classes	Being viewed as naturally less able than others in class	Jokes related to race that make you uncomfortable
ASIAN	40%	23%	31%
BLACK	38%	16%	44%
WHITE	2%	3%	26%
HISPANIC OR LATINX	50%	17%	50%
TWO OR MORE RACES	30%	10%	48%

### Overt Racism on Campus

Percentage of students who reported they have ever experienced or heard about the following happening on campus:

	Racist signs, symbols, or graffiti	Race-based verbal attack	Race-based physical aggression
ASIAN	43%	63%	14%
BLACK	45%	58%	27%
WHITE	27%	60%	10%
HISPANIC OR LATINX	50%	50%	25%
TWO OR MORE RACES	25%	65%	13%



Students were *neutral* (4/5) on how the institution deals with racism and racist incidents and overall, they felt *slightly safe* (5.4/7) at the institution.

A majority (64%) of the faculty have not experienced *discrimination/harassment* at Hollins. Most (54%) agree that they are clear on the *process* and *whom to contact* (64%) if they experience or observe acts of discrimination or harassment. However, 53% of the faculty are *unclear on the process for investigating acts of discrimination or harassment*. Those who reported having experienced discrimination/harassment (28%) felt more needs to be done in addressing the issue by the administration.

Among staff of color, exactly half (50%) reported having experienced *some form of racism* at Hollins University, compared to only 13% of white staff. Overall, staff (80%) felt if an incident is reported to officials, the matter would be taken *very/extremely seriously*. When controlled by race, that percentage fell to 65% for staff of color.

There is less confidence among staff of color that *campus officials would conduct a fair investigation*, with 55% of staff of color responding *very/extremely likely* compared to 77% of the white staff.

## Item 7: Student and community programming

### SUMMARY

Hollins continues to provide programming that supports inclusivity of all students. As mentioned in *Item 4*, the data shows students tend to self-select activities they perceive to be welcoming. Programming that provides avenues for students to interact and appreciate differences amongst themselves needs to continue. Summary of such events are provided on page 25.

### 2017 FINDINGS

This was not covered in the CCS 2017 survey.

### 2022-23 FINDINGS

NACCC survey asked students to indicate the frequency and nature of their interactions on campus with same-race peers and with peers from different racial groups.

When asked whether the student personally experienced racism happening in various spaces, the majority of the responses rated *never*. However, approximately 45% of students of color reported experiencing racism *sometimes* or *almost always in social events that are mostly white students*.

# Action Item 7

# Student and Community Programming

## FOOD PANTRY

<b>60</b> Sept 2023	<b>106</b> Oct 2023	<b>112</b> Nov 2023	<b>21</b> Dec 2023	<b>Closed</b> Jan 2024	<b>76</b> Feb 2024
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**TOTAL SERVED: 375**

## NOVEMBER 2023: NATIVE AMERICAN HERITAGE MONTH DISPLAY

A student loaned the museum cultural artifacts from her family.

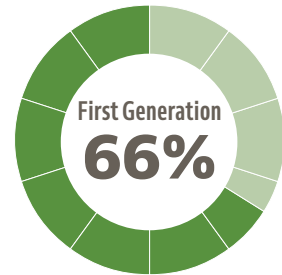
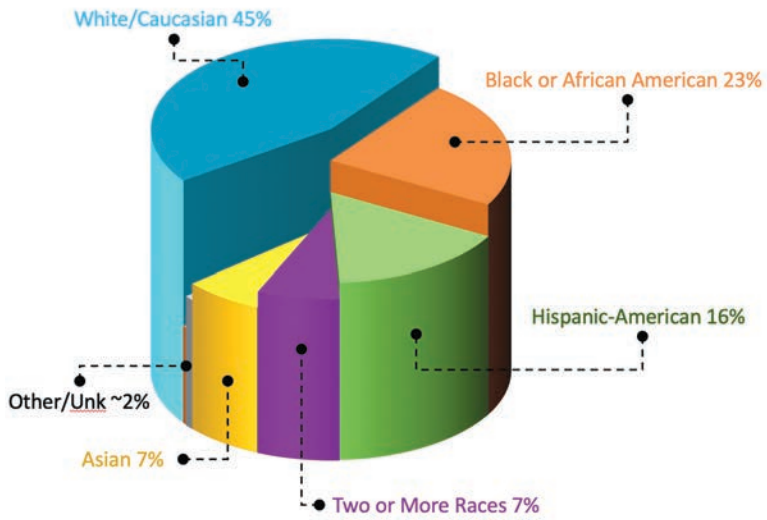
## INTERFAITH INITIATIVES

- September 2023: DEI and Interfaith Calendar started
- HU received a Building Interfaith America grant and began the process of transitioning from student chaplains to interfaith advocates and started programming in September. Topics included "What does interfaith mean and queer and spiritual."
- Muslim students started holding Jummah prayers and Muslim Student Alliance
- March 27: Ramadan lessons and Iftar
- Voices of Faith became a community partner and are cohosting an Eid dinner in April
- The *Philadelphia Eleven* screening, in partnership with St. John's Episcopal Church included 75 participants
- March 2024: BIPOC student experience-Collaboration with Admission

## HU CONNECT ENGAGEMENT

HU Connect sponsored a variety of student programming during Fall 2023 and Spring 2024, including but not limited to: Ramen bar night; a pool party; pumpkin carving; Friends-giving; trip to the African American Museum in DC; Holi Festival; workshops on time management, managing money, preparing for starting a career, specialized workshops for F-1 students on insurance, and visa concerns. Empowering Women Through Education is scheduled for April.

HU CONNECT AND INTERNATIONAL STUDENT ORIENTATION PROGRAM  
BY THE NUMBERS



**HU Connect Undergrad: 66%**

FIRST-YEAR	33%
SOPHOMORE	24%
JUNIOR	22%
SENIOR	20%



Comparing with last year:

- Percentages for first generation and limited income have both increased
- Residential students have dropped by four percentage points
- Ethnicity breakdown has not significantly changed

**ACADEMIC YEAR 2023-24:**  
The number of individuals who attended DEI-related events by month

