Welcome

Greetings,

On behalf of the Division of Inclusion, Diversity, Equity and Access at the University of North Texas, I welcome you to the 22nd annual Equity & Diversity Conference presented by Fidelity Investments. This year’s conference theme is “IDEAS for Change: History, Hope, & Progress.”

The University of North Texas is a Tier I research university whose commitment to diversity and inclusion can be traced back to its founding more than 130 years ago when the first group of students included 28 members of the Muscogee Creek Nation. From that one moment in time, a movement was born to create an educational powerhouse to serve the North Texas region. Today, we continue this commitment by using the framework of inclusive excellence to guide our equity and diversity work at the university. Our primary goal is to champion equity, access, and engagement to create a welcoming campus community where diverse faculty, staff and students thrive. Two years ago, in January 2020, UNT became a minority serving institution (MSI) and a Hispanic serving institution (HSI). Having a welcoming and supportive university community is of critical importance to all who work and learn here.

We believe that this conference will assist us in further developing cultural competence and a university community that values, supports, and respects each other and leverages the educational benefits of diversity. As you navigate through the conference, it is our sincere desire that you will take this time not to focus on our differences but rather let our commonalities strengthen our communities. By attending some of the 28 concurrent workshops, the keynote address by Pulitzer Prize winning historian Professor Annette Gordon-Reed of Harvard University, and the social justice presentation on racial battle fatigue by Dr. Stephen Quaye of the Ohio State University, we hope you will enhance your professional skills and gain knowledge that will impact you in a positive manner in the various aspects of your life.

Thank you for attending the 2022 Equity & Diversity Conference.

Respectfully,

Joanne G. Woodard
Vice President,
Division of Inclusion, Diversity, Equity & Access (IDEA)
What happens when you bring together people with distinct perspectives and cultures? You create stronger communities, approach challenges from different angles and arrive at better solutions. See how Fidelity has created a place where you have the freedom to be exactly who you are and to define your own success.

We are proud to sponsor the UNT Equity and Diversity Conference

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SCHEDULE

8:30 a.m.
WELCOME FROM JOANNE WOODARD, VICE PRESIDENT, DIVISION OF INCLUSION, DIVERSITY, EQUITY & ACCESS
LAND ACKNOWLEDGEMENT
LANE BARRETT, NATIVE AMERICAN STUDENT ASSOCIATION
WELCOME FROM PRESIDENT NEAL SMATRESK
DR. BERTINA H. COMBES INCLUSIVE EXCELLENCE AWARD PRESENTED BY FIDELITY INVESTMENTS
DR. TERESA MCKINNEY, ASSISTANT VICE PRESIDENT OF IDEA AND DIRECTOR, DIVERSITY & INCLUSION
Division of Digital Strategy & Innovation and Faculty Success

9:00 a.m.
PRESENTING SPONSOR ADDRESS: FIDELITY INVESTMENTS

9:45 a.m.
CONCURRENT SESSIONS 1
ACADEMIC TRACK
» Creating Accessible Experiences for Students from Freshman to Graduation
» Inclusive Higher Education for Students with Intellectual Disabilities
» Race and Immigration: A Student’s Journey
» Diversity, Equity, & Inclusion: What This Means for Campus Internationalization
» Balancing Two Worlds: Supporting Transracial Asian/American Adoptees in College
» I’m a Woman and...
EITHER TRACK
» Building Partnerships for Systemic Change
» Career Center Initiatives to Engage Black and Latinx Students
CORPORATE TRACK
» Demystifying Inclusion: 9 Focus Areas for Measurable Impact
» How to Get Your Organization’s DEI Work Unstuck

11:15 a.m.
CONCURRENT SESSIONS 2
ACADEMIC TRACK
» Disability and Inclusion
» A Mile in Their Shoes: Neurodiversity and Cultural-Based Perspectives
Equity in School Counseling
Beyond the Box: Navigating the Asian American Identity
Supporting First-Generation Students in the Online Environment
Race and Reconciliation: Educate, Engage, and Empower

EITHER TRACK
- Engaging in Dialogues about Diversity, Equity, and Inclusion
- Ensuring Respect, Equity, and Inclusion for Fat People

CORPORATE TRACK
- How Support Can Improve Outcomes for Employees with Mental Illness

12:45 p.m.
WELCOME FROM DONNA ASHER, VICE CHANCELLOR FOR PEOPLE, EQUITY & CULTURE
COACT PRESENTATION
KEYNOTE ADDRESS BY PROFESSOR ANNETTE GORDON-REED PRESENTED BY FIDELITY INVESTMENTS

2:30 p.m.
CONCURRENT SESSIONS 3

ACADEMIC TRACK
- Addressing Issues Related to Students with Disabilities in DEI Initiatives
- Engaging with IT to Accelerate DEI Initiatives on Campus
- Nobody’s Perfect: Implicit Bias in College Admissions
- It’s Ok to be Black: Programmatic Approaches for Identity Development
- EDI in Organizations: A Libraries’ Perspective
- Reframing Allyship: The Noun and Verb

EITHER TRACK
- DEI Strategies: When the Pandemic Pauses the World
- Holding Up the Mirror: Exploring White Accountability Groups

CORPORATE TRACK
- The ROI of LGBTQ+ Inclusion

4:50 p.m.
CLOSING STATEMENTS
PRINCIPLES OF ENGAGEMENT

SUSPEND
- JUDGEMENT
- DENIAL
- GUILT
- ASSUMPTIONS
- DISTRACTIONS
- INTERRUPTIONS
- SIDE CONVERSATIONS
- TITLES

WHAT'S SAID IN HERE, STAYS HERE (BUT THE LEARNING LEAVES!)

EMBRACE
- Awareness towards understanding
- Leaning into discomfort
- Critical self-reflection
- Opportunities for cognitive dissonance
- Helping to create a safe & brave space
- Opportunity to learn about identities & biases
- Vulnerability, willingness to "catch" each other
- Speak from "I" perspective (not for an entire group); Allow others to tell their own stories (check first)
- Share air time - if you've spoken twice in a row, allow others to speak first
- Staying in the moment
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We Value
We Reward

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The unique experiences and contributions of every UNT Eagle soar together to create a caring, resilient UNT Family. When we work together to foster inclusion, fight for social justice, eradicate racism, promote equity, and celebrate our differences, our flock grows stronger.

The Office of the President is proud to be an ally and support the 22nd Annual Equity & Diversity Conference.
Concurrent Sessions 1

CREATING ACCESSIBLE EXPERIENCES FOR STUDENTS FROM FRESHMAN TO GRADUATION
Tania Heap, Ed.D. (she/they), Devon West (he/him), Paulina Diaz (she/her)
Track: Academic
Keywords: Access and Equitable Practices, Identity, Institutional Change, Changing Institutional Practices, Diversity and Inclusion, Equal Opportunity

Learn about navigating college life from the perspective of a freshman and graduating student with a visual disability. The presentation will go over Universal Design for Learning (UDL) as a principle and framework that can be incorporated not only in academic courses, but in all aspects of the college student experience, from completing forms to applying for financial scholarships, to navigating residence life and campus transportation. The panel will discuss possible further steps that institutions should consider to make the college experience accessible for all.

INCLUSIVE HIGHER EDUCATION FOR STUDENTS WITH INTELLIGENT DISABILITIES

Brandi Levingston, Ph.D. (she/her), Brenda Barrio, Ph.D. (she/her)
Track: Academic
Keywords: Access and Equitable Practices, Identity, Inclusive Language and Microaggressions, Institutional Change, Social Justice Education, Changing Institutional Practices, Diversity and Inclusion, Academic Affairs

Since the passing of PL94-142 44 years ago, the inclusion of students with disabilities have been at the forefront of U.S. public education. From a structural and societal framework, the intent of inclusion was to provide equitable educational opportunities for people marginalized for their differences in abilities. However, equity in inclusive practices across public education remains elusive (Molfenter et al, 2018). It appears evident that students with intellectual disabilities need equitable and inclusive post-secondary education (PSE) opportunities, especially at 4-year institutions of higher education.

RACE AND IMMIGRATION: A STUDENT’S JOURNEY
Amairani Espinoza (she/her), Angelica Holmes (she/her)
Track: Academic
Keywords: Access and Equitable Practices, Ally
Development and Coalition Building, Bias Awareness, Identity, Social Justice Education, Anti-Racism, Immigration, Diversity and Inclusion

Through dynamic, hands-on, and student-centered training, educators and school leaders will be equipped with strategies and best practices to have conversations about race and immigration. This training is aimed to increase the capacity of the topic of race and immigration in the K-12 setting.

DEI: WHAT THIS MEANS FOR CAMPUS INTERNATIONALIZATION
Amanda White Bennet, Ph.D. (she/her), Nicole Conant (she/her)
Track: Academic
Keywords: Access and Equitable Practices, Bias Awareness, Identity, Academic Affairs, Organizational Culture and Development, Diversity and Inclusion

Diversity, Equity and Inclusion with an International Focus. How can universities better support growing international student populations and promote global perspectives and intercultural competencies within the classroom? By bridging the cultural gap with empathy, understanding and awareness.

BALANCING TWO WORLDS: SUPPORTING TRANSRACIAL ASIAN/AMERICAN ADOPTEES IN COLLEGE

Daniel Suda (he/him)
Track: Academic
Keywords: Bias Awareness, Identity, Inclusive Language and Microaggressions, Anti-Racism, Asian, Pacific Islander, and Desi-American, Biracial/Multiracial, Intersectionality and Intersected Identities

Transracial Asian/American Adoptees are an invisible identity on college campuses. This population, is often considered to be “balancing two worlds” with racial identities influenced from ones heritage, and others from the environmental upbringing. This presentation, provides an overview of recent research related to supporting this population. This research proposes a new, relevant model of racial identity development that is inclusive of the needs and experiences of transracial Asian/American adoptee students. Our racial identity development model seeks to inform college and university administrators, faculty, and practitioners.

I’M A WOMAN AND...
Alexandria Gurley, M.A. (she/her)
Track: Academic
Keywords: Identity, Privilege and Systemic Oppression, Intersectionality and Intersected Identities, Privilege, Gender Identity & Gender Expression

This is a creative writing workshop meant to examine ideals of identity and intersectionality as it relates to the woman’s experience in today’s social climate.
BUILDING PARTNERSHIPS FOR SYSTEMIC CHANGE
LT Robinson, M.S. (she/her), Brandi Scott, Ph.D. (she/her)
Track: Either
Keywords: Institutional Change, Organizational Culture and Development, Social Justice Education, Anti-Racism, Diversity and Inclusion, Coalition Building

Higher education equity and inclusion efforts are becoming increasingly complex, but what is the best strategy to approach such challenges? Join us as we explore individual and organizational development models and tools that combine resource sharing, campus partnerships, and strategic planning to address multi-layered campus issues and enact substantive change.

CAREER CENTER INITIATIVES TO ENGAGE BLACK AND LATINX STUDENTS
Margaret Oaikena, M.Ed. (she/her), Eric Green, M.S.O.D. (he/him)
Track: Either
Keywords: Bias Awareness, Identity

In this session, you will learn how the UNT Career Center is specifically serving two of our largest underrepresented student populations, Black and Latinx students. After evaluating our services and gathering student input, we implemented strategies to intentionally engage Black and Latinx students and connect them to professional opportunities. We will also discuss how we leveraged campus and employer partnerships in our outreach to Black and Latinx students.

DEMYSTIFYING INCLUSION: 9 FOCUS AREAS FOR MEASURABLE IMPACT
Lisa Russell (she/her), Arshiya Malik (she/her)
Track: Corporate
Keywords: Promising Practices, Recruitment and Retention, Diversity and Inclusion Metrics and ROI, Diversity and Inclusion, Assessment/Evaluation, Organizational Culture and Development

Inclusion can be tricky because it has to do with how people feel, how they experience and interact with others and their sense of belonging within your organization. Aleria’s framework, the Categories of Inclusion, provides a strategic way to approach inclusion, identify specific opportunities for growth within your organization and measure their impact.

HOW TO GET YOUR ORGANIZATION’S DEI WORK UNSTUCK
Terrian Barnes (she/her), Demetria Miles-McDonald
Track: Corporate
Keywords: Institutional Change, Organizational Development, Promising Practices, Workplace Climate, Diversity and Inclusion Metrics and ROI, Changing Institutional Practices, Organizational Culture and Development, Assessment/Evaluation
Consulting for a broad range of organizations, we frequently find they’re pursuing DEI initiatives for all the right reasons—they’re change agents; want to make a difference; believe DEI is a moral responsibility; know DEI impacts the bottom line. The catch? They don’t know how to move the needle. Companies are basically doubling down on the same approaches that got them where they are—without strategy, specificity, timelines, or measurable goals. This workshop will share tools to help you get unstuck.

Concurrent Sessions 2

DISABILITY AND INCLUSION
Jessica Stone, M.S., CRC, LPC (she/her), Randalynn Johnson, B.A., BEI Level III (she/her)

Track: Academic
Keywords: Access and Equitable Practices, Identity, Inclusive Language and Microaggressions, Privilege and Systemic Oppression, Self-Care and Mindfulness, Social Justice Education, Diversity and Inclusion, Intersectionality and Intersected Identities, Privilege

Creating a truly inclusive and equitable environment includes acknowledging the benefits and diversity our students bring to our campuses, as well as challenging unconscious or conscious ableist views. Often not known is how intersectionally diverse our students with disabilities are and how to recognize and embrace all of these identities in our practices. This also includes learning how to make our instructional and programming affairs accessible utilizing Universal Design concepts. Our presentation will particularly highlight serving students who are d/Deaf/Hard of Hearing and Blind/Visually Impaired.

A MILE IN THEIR SHOES: NEURODIVERSITY AND CULTURAL-BASED PERSPECTIVES
Kimberly Mosley, M.Ed., J.D.

Track: Academic
Keywords: Identity, Diversity and Inclusion, African American/Black, Intersectionality and Intersected Identities

Beauty resides in differences. In any given classroom lies a sea of diversity, complete with apparent and obscure representations. Respect for such diversity is precisely what a society seeking to exist in harmony must prioritize. This session will take participants on a reflective, simulation-filled journey towards deeper relationships with their most vulnerable students. Professionals from all walks of life are provided with a culturally responsive guide to engagement with individuals from diverse backgrounds. Participants will also be equipped to ensure a student emphasis, particularly on those with developmental and mental health concerns.

EQUITY IN SCHOOL COUNSELING
Tishara Jackson, Ed.D., LCDC, CSC (she/her)

Track: Academic
Keywords: Access and Equitable Practices, Bias Awareness, Inclusive Language and Microaggressions, Diversity
Professional School Counselors in Texas are guided by the American School Counselor Association (ASCA) and the Texas Education Agency (TEA). As such, we are guided by the ASCA Ethical Standards and the Texas Model for Comprehensive School Counseling Programs. Within the heart of each of these documents are mandates for equity within the services we provide. This presentation starts with identifying the harms created by inequities in education and concludes with actionable steps for school counselors and other mental health professionals within a school setting.

BEYOND THE BOX: NAVIGATING THE ASIAN AMERICAN IDENTITY
Chelsea Bassett, M.Ed. (she/her), Lilly Ramin, M.L.S. (she/her)  
Track: Academic  
Keywords: Identity, Anti-Racism, Asian, Pacific Islander, and Desi-American, Employee Resource Groups, Diversity and Inclusion

Whether it’s the Census, a form at the DMV, or a survey from your favorite company; the U.S.A. loves a box. Asia is the largest continent on the planet and the term “Asian” refers to over half of the world’s population. These race-based boxes are limited, and complicated in their inclusion and exclusion, yet used heavily. Join us as we can all do better to support those who identify with the Asian identity and work to create opportunities where they do not exist.

SUPPORTING FIRST-GENERATION STUDENTS IN THE ONLINE ENVIRONMENT
Marilu Howard, M.S. (she/her), Desiree Padron (she/her)  
Track: Academic  
Keywords: Access and Equitable Practices, Institutional Change, Diversity and Inclusion, Coalition Building, Hispanic-Serving Institutions

Navigating the world of higher education can be challenging for first-generation college students. The pandemic only made this journey tougher. Join us in discussing ways to support this community in the online classroom and beyond.

RACE AND RECONCILIATION: EDUCATE, ENGAGE AND EMPOWER
Leslie Ekpe, M.A., M.B.A. (she/her), Syviane Greensword, Ph.D. (she/her), Marcellis Perkins, M.Ed. (he/him)  
Track: Academic  
Keywords: Access and Equitable Practices, Institutional Change, Organizational Development, Privilege and Systemic Oppression, Social Justice Education, Anti-Racism, Organizational Culture and Development, Changing Institutional Practices, Anti-Racism

Considering the multiple attempts to exclude racism, historical enslavement, and racial capitalism in classrooms and on college campuses, the constituents of the university are ill-prepared for the reality of society and what it means to
navigate through Whitewashed spaces. Utilizing the Race and Reconciliation Initiative at Texas Christian University as a case study, this workshop will demonstrate how formal academic taskforces can initiate a culture of racial reconciliation at various levels and areas of the university campus.

ENGAGING IN DIALOGUES ABOUT DEI
Stephen John Quaye, Ph.D. (he/him)
Track: Either
Keywords: Ally Development and Coalition Building, Identity, Inclusive Language and Microaggressions, Privilege and Systemic Oppression, Social Justice Education Anti-Racism, Identity-Based and Other Diversity Programming, Promising Practices, Workplace Climate, Diversity and Inclusion, Privilege

What is the difference between diversity, equity, and inclusion? How do I engage in dialogues about difficult topics in ways that are constructive and do not result in people shutting down? What role does my identity play in these dialogues? In this workshop, participants will learn strategies for engaging in dialogues about diversity, equity, and inclusion.

ENSURING RESPECT, EQUITY & INCLUSION FOR FAT PEOPLE
Amy Harth, Ph.D. (she/they)
Track: Either
Keywords: Bias Awareness, Identity, Inclusive Language and Microaggressions, Privilege and Systemic Oppression, Social Justice Education, Identity-Based and Other Diversity Programming, Workplace Climate, Diversity and Inclusion, Intersectionality and Intersected Identities, Privilege

As diversity, equity & inclusion efforts recognize the ways in which fat people are excluded from society, many DEI scholars & practitioners want help understanding the issues larger-bodied people face as students and colleagues in higher education. This workshop explains these inequities and how to create meaningful cultures of respect and inclusion for fat people focusing on policies, procedures and other actions academics and other leaders can implement.

HOW SUPPORT CAN IMPROVE OUTCOMES FOR EMPLOYEES WITH MENTAL ILLNESS
Megan Lawton, M.Ed. (she/her)
Track: Corporate
Keywords: Institutional Change, Organizational Development, Recruitment and Retention, Workplace Climate, Changing Institutional Practices, Diversity and Inclusion, Organizational Culture and Development

Like many disabilities, mental illness can impact any employee at any time. Despite depression and anxiety disorders costing the global economy $1 trillion each year in lost productivity, companies still struggle to best support employees experiencing a mental illness event. In this session we’ll discuss ways to proactively create a more inclusive and supportive company.
culture, how to support employees experiencing a mental illness event, and how these supportive measures can increase productivity and retention.

Concurrent Sessions 3

ADDRESSING ISSUES RELATED TO STUDENTS WITH DISABILITIES IN DEI INITIATIVES
Sheryl Burgstahler, Ph.D. (she/her)
Track: Academic
Keywords: Access and Equitable Practices, Organizational Development, Diversity and Inclusion, Equal Opportunity, Changing Institutional Practices

Is disability a diversity category addressed in your diversity, equity, and inclusion (DEI) initiative? If not, do you address the needs of individuals with disabilities in the marginalized groups that are your focus? In this session participants will consider including individuals with disabilities as a marginalized group to address in DEI initiatives and designing DEI activities designed for another marginalized groups to be accessible and inclusive of its members who also have disabilities. A model and resources for guiding such DEI efforts will be shared.

ENGAGING WITH IT TO ACCELERATE DEI INITIATIVES ON CAMPUS
Aaron Benz (he/him), Ivy Banks, M.Ed., J.D. (she/her)
Track: Academic
Keywords: Ally Development and Coalition Building, Bias Awareness, Identity (Disability, Ethnicity, Gender Identity & Expression, Race, Sexuality, etc.), Institutional Change, Anti-Racism, Diversity and Inclusion, Intergroup Dialogue/Facilitation, Changing Institutional Practices

Advances in DEI are campus wide opportunities. As such, we should provide campus wide views into prioritization, design, implementation, funding, and analysis. A key partnership for success is a close working relationship between DEI leaders and IT organizations on campus. Rather than support a “transactional” relationship between these groups, we recommend an “integrated approach” of close collaboration. We will provide examples of how these relationships have been developed on different campuses and the positive impacts that have resulted from their combined efforts.

NOBODY’S PERFECT: IMPLICIT BIAS IN COLLEGE ADMISSIONS
Landon Ellison (he/him)
Track: Academic
Keywords: Access and Equitable Practices, Bias Awareness, Inclusive Language and Microaggressions, Social Justice Education, Recruitment and Retention, Hispanic-Serving Institutions, Multicultural Affairs

Admissions practices is an often-discussed topic concerning higher education. Practices such as standardized testing have historically been a barrier for marginalized
students but are also engrained into the fabric of college admissions. This presentation will discuss the history of these often-biased criteria and methods of consideration on how institutions may evolve to be more access oriented without concerns of declining prestige.

**IT’S OK TO BE BLACK: PROGRAMMATIC APPROACHES FOR IDENTITY DEVELOPMENT**

Khamisie Green, M.Ed. (he/him)

**Track: Academic**

**Keywords:** Identity, African American/Black, Multicultural Affairs, Cultural Humility

Professionals and students are facing the challenge of engaging Black students who are ready to explore their culture, students that do not yet identify with their culture, and students that are not ready to reconcile with the dominant culture. This conversation on programming and identity development will provide opportunities to learn an innovative programming strategy and strengthen awareness of self and others. This interactive presentation will empower attendees to engage more dynamically with Black students who are in various stages along their cultural development journey.

**EDI IN ORGANIZATIONS: A LIBRARIES’ PERSPECTIVE**

Coby Condrey, MLIS, Kevin Yanowski, M.S. (he/him), Stacey Wolf

**Track: Academic**

**Keywords:** Access and Equitable Practices, Institutional Change, Changing Institutional Practices, Diversity and Inclusion, Recruitment and Retention

Librarians from the UNT Libraries will share some of the EDI initiatives taking place in the UNT Libraries stemming from a multi-level climate survey, how the libraries as a whole is trying to be a better ally, and how we can help other departments with their EDI initiatives.

**REFRAMING ALLYSHIP: THE NOUN AND VERB**

Christopher Smith, E.Ed. (he/him)

**Track: Academic**

**Keywords:** Ally Development and Coalition Building, Bias Awareness, Inclusive Language and Microaggressions, Diversity and Inclusion, Leadership Development, Intersectionality and Intersected Identities

“Reframing Allyship: The Noun and Verb” highlights the distinction between being a performative ally and an action-driven ally. Going beyond well-intended press releases and statements reaffirming commitments to social justice and equality, this presentation introduces effective strategies to implement ally-focused training and programming as well as advantages of incorporating allyship, diversity, and inclusion in every level of your institutional operations.

**DEI STRATEGIES: WHEN THE PANDEMIC PAUSES THE WORLD**

Elgrie J. Hurd III, M.A., M.S. (he/him)

**Track: Either**

**Keywords:** Ally Development and Coalition Building,
COVID-19 pandemic put a lot of things for corporations and higher education on pause. This included, but was not limited to diversity, equity, and inclusion (DEI) efforts. Unfortunately, this was when DEI efforts needed to be increased. This session seeks to offer participants a chance to learn effective strategies (and challenges) to implement new DEI strategies within an organization during a pandemic. There will also be a question-and-answer session for participation to inquire about specific ways the DEI strategies can help their organization.

HOLDING UP THE MIRROR: EXPLORING WHITE ACCOUNTABILITY GROUPS
Rachel Jackson, M.S. (she/her), Megan Cunningham (she/her), Rachel Dalton (she/her), Kelly Evans (she/her)
Track: Either
Keywords: Ally Development and Coalition Building, Bias Awareness, Institutional Change, Organizational Development, Privilege and Systemic Oppression, Anti-Racism, Employee Resource Groups, Promising Practices, Social Responsibility, Workplace Climate

During this workshop, participants will learn ways to foster more intentionally inclusive and equitable environments through the forming of white accountability employee resource groups. This session will provide strategies for approaching common challenges; ways to measure progress; and explore future possibilities of white accountability groups.

THE ROI OF LGBTQ+ INCLUSION
Elena Joy Thurston (she/her)
Track: Corporate
Keywords: Institutional Change, Recruitment and Retention, Diversity and Inclusion Metrics and ROI, Diversity and Inclusion, Gender Identity & Gender Expression, Talent Pipeline Development

This presentation breaks down the ROI of LGBTQ+ Inclusion, as well as the actions needed to increase authentic culture. The audience will learn common missteps that show clients, co-workers, and customers that they aren’t aware of the issues that face the LGBTQ+ community. Finally, we’ll utilize the Impactful Benefits Survey© that answers exactly which employee benefits that LGBTQ+ families value the most. All of this information together gives audience members the edge in allied and inclusive leadership.
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This year, there are two recipients of the Dr. Bertina H. Combes Inclusive Excellence Award. The first award recipient is Faculty Success. A unit with the Division of Academic Affairs, Faculty Success is headed by Dr. Holly Hutchins, Vice Provost for Faculty Success. The commitment of this unit to diversity, equity and inclusion is evidenced through Faculty Success’s efforts over the past two years to improve the cultural competence of Academic Affairs faculty and staff by providing learning and development opportunities focused on diversity, equity, and inclusion.

Faculty Success was very successful in partnering with the Division of Inclusion, Diversity, Equity and Access (IDEA) to develop and provide a diverse array of synchronous and asynchronous learning and development options for employees through its Anti-Bias and Cultural Awareness (ABCA) Program. This “best practice” model has engaged over 90% of the Academic Affairs faculty and staff and is worthy of emulation by other units at the University of North Texas.

We believe the example of Faculty Success can be both inspiring to and instructive for departments across the university that wish to institutionalize inclusive practices and competencies. Congratulations to Faculty Success!

The second recipient of the Dr. Bertina H. Combes Inclusive Excellence Award for 2022 is the Division of Digital Strategy and Innovation (DSI) led by Vice President Adam Fein. For almost two years, the DSI team has engaged in intentional efforts to improve the climate for employees within the division and to foster a greater sense of belonging.
Under the leadership of Dr. Fein, a climate survey was initiated in summer of 2020 to better identify opportunities for improvement and growth. The Division of Digital Strategy and Innovation established a diversity and inclusion council and an e-newsletter to ensure better communication with all divisional employees.

Efforts to facilitate inclusive excellence is also evidenced through the continued participation of DSI employees in the programs, offerings, and initiatives of IDEA. Having the DSI leadership team and diversity and inclusion council to complete the multi-part, 20-hour Inclusion, Equity and Community Building (IECB) workshop really set the tone for the division regarding commitment to diversity, equity, and inclusion.

In addition, DSI’s efforts to ensure equal access by persons with disabilities and members of the LGBTQ+ community have helped to ensure UNT is indeed a welcoming and caring campus community. Congratulations to the Division of Digital Strategy and Innovation!

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IN DIVERSE ISSUES IN HIGHER EDUCATION’S RANKINGS BY DISCIPLINE, THE RYAN COLLEGE OF BUSINESS CAME IN AT #1, AND RECEIVED 6TH PLACE FOR HISPANIC GRADUATES AND 9TH PLACE FOR DIVERSE GRADUATES IN UNDERGRADUATE BUSINESS PROGRAMS.
Annette Gordon-Reed is a Professor of History in the Faculty of Arts and Sciences at Harvard University, the Carl M. Loeb University Professor at Harvard Law School, and the award-winning author of six books. Her latest book, On Juneteenth, sets out to capture the integral importance of the holiday to American history. “It is staggering that there is no date commemorating the end of slavery in the United States,” says Gordon-Reed.

In her earlier piece “Growing Up with Juneteenth,” written for The New Yorker, she recounts how the Texas holiday became a national tradition: “When I was a little girl, in Texas, I thought Juneteenth belonged to us, meaning to the state of Texas generally and to Black Texans specifically,” she starts, before going on to recount the disconnect between “freedom” in legal terms versus lived reality, the unfulfilled promise of the Declaration for Black Americans, and the horrors they have had to endure even after the Emancipation Proclamation. Impassioned, moving, and articulate, On Juneteenth is an even deeper, more personal recollection—a captivating blend of memoir and history that explores the violence and oppression that preceded and followed this celebration, what it means to us now, and how it relates to our larger fight for equality.

Gordon-Reed is also the author of The Hemingses of Monticello: An American Family, which won the Pulitzer Prize in history and the National Book Award for nonfiction—along with fourteen other awards. It explores the inconsistencies of Jefferson’s stance on slavery and his relationship with enslaved woman Sally Hemings, and has been called “the best study of a slave family ever written” by noted Jefferson scholar Joseph Ellis. Her other books include Thomas Jefferson and Sally Hemings: An American Controversy—a rich examination of scholarly writing on the
relationships between Jefferson and Hemings, which exposes the possibility that scholars were misguided by their own biases and may even have contorted evidence to preserve their preexisting opinions of Jefferson. Her other book, “Most Blessed of the Patriarchs”: Thomas Jefferson and the Empire of the Imagination, presents a provocative character study of Jefferson that challenges much of the scholarly status quo on his portrayal throughout history. Gordon-Reed’s upcoming title, A Jefferson Reader on Race, is set to be published in 2022.

Her honors include the National Humanities Medal (awarded by President Barack Obama), a Guggenheim Fellowship, and a MacArthur Fellowship. Gordon-Reed was also elected a Fellow of the American Academy of Arts and Sciences, and is a member of the Academy’s Commission on the Humanities and Social Sciences. In 2019, she was elected a Member of the American Philosophical Society.

PRESENTING

On Juneteenth: The Essential Story of ‘Freedom Day’ and Its Importance to American History
Dr. Stephen John Quaye

he/him

Stephen John Quaye is an Associate Professor in the Higher Education and Student Affairs Program at The Ohio State University; Senior Associate Editor of the Journal of Diversity in Higher Education; and Past President of ACPA: College Student Educators International. His research concentrates on engaging students in difficult dialogues about privilege, power, and oppression, and the strategies educators use to facilitate productive dialogues about these topics. His current work focuses on student and scholar activism, as well as the strategies Black student affairs educators use to heal from racial battle fatigue.

Stephen values story-sharing and dialogue as vehicles for fostering change in society and prioritizes empathy and healing in his work as an educator. Numerous campuses have invited him to consult on campus climate, diversity, and equity issues, and he has given over 60 keynotes during his career in higher education. His work is published in different venues, including Teachers College Record, the Journal of College Student Development, and The Review of Higher Education.

What is Racial Battle Fatigue, and What Can We Do to Combat It?
DIVERSITY & INCLUSION TRAINING

BIAS AWARENESS AND PERCEPTIONS
In this course learners will discuss their identities and how biases are institutionalized, internalized, and interpersonal. **March 31, 10 a.m. - 12:30 p.m.**

MICROAGGRESSIONS AND INCLUSIVE LANGUAGE
In this session learners will identify microaggressions stemming from our biases, perceptions, and socialization. **April 5, 1 - 3:30 p.m.**

INTERRUPTING MICROAGGRESSIONS
In this workshop we’ll build upon the work done in Bias Awareness and Perceptions and Microaggressions and Inclusive Language to learn how to call ourselves in when we use biased language. **April 12, 10 a.m. - 12:30 p.m.**

CULTURAL HUMILITY
This course will provide participants with a general overview including applications of cultural humility. Utilizing small groups, participants will use social identities to examine group dynamics, differences, and similarities. **April 20, 10 a.m. - 12:30 p.m.; April 26, 1 - 3:30 p.m.**

STRATEGIES FOR UNDERREPRESENTED FACULTY
This course will provide opportunities for participants to explore, discuss and share effective practices for underrepresented faculty members. Participants will discuss applications of several pedagogies while exchanging and sharing effective results. **May 5, 10 a.m. - 12:30 p.m.**
With 18 departments and 9,771 undergraduates and graduates make the College of Liberal Arts & Social Sciences the largest and most diverse college at UNT.
WORKSHOP

SPEAKERS

Concurrent Sessions 1

Alexandria Gurley, M.A.
she/her
Alex Tha Great (Given Real Encouragement Amongst Turmoil) hails from East Palo Alto, CA and holds a Masters Degree in Cultural Studies with a Bachelors in African American Studies. She is an accomplished speaker, poet, diversity strategist, and educator working. Her work is rooted in her daily lived experience combined with her theoretical knowledge from her formal education. She is currently based in Dallas, TX where she mothers a 4 year old little girl and continues to seek joy and equity daily. www.alexthagreat.com.

Amairani Gomez
she/her
Amairani Espinoza was born in Acapulco, Guerrero in Mexico. However, from the age of two, she was raised in Dallas, Texas. She graduated from Irma L. Rangel, the first public all-girls school in Texas, in 2013 and in 2016, she graduated from the University of North Texas with a B.A. Having been an undocumented student herself, she aspires to help other undocumented students attain a post-secondary education and to help provide undocumented and mixed status families the resources and tools they need to succeed.

Amanda White Bennett, Ph.D.
she/her
Dr. Bennett oversees UNT’s international agreement process and advises UNT colleges on global partnerships and collaborations. She supports faculty and student global engagement by managing UNT’s global grants, advising on global engagement initiatives, and serving as UNT’s Fulbright Program Adviser and Scholar Liaison. Dr. Bennett is a 2014-15 Fulbright Scholar to Japan. She holds a PhD in Political Science from UNT. She received a master’s degree in International Affairs from Texas A&M University and a BA with Honors from the University of Texas.

Angelica Holmes
she/her
Angelica Holmes moved to San Antonio, from her hometown of Little Rock, AR, to join Teach for America, where she taught middle and high school English for 3 years before switching gears to help launch Black Outside, Inc. She helped resurrect BOI’s summer camp for Black girls, Camp Founder Girls, where she is the camp co-director as well as Director of Operations for Black Outside.

Arshiya Malik
she/her
With a background in economic development, public policy, and nonprofit management, Arshiya Malik has been dedicated to growing
meaningful social impact organizations that truly make a sustainable positive difference in the world. Arshiya has worked in both the non-profit and for-profit sectors, concentrating specifically on companies that embrace the model of social enterprise and prioritize people-led movements. Currently she is focusing her efforts on building more inclusive workplaces as co-Founder of Aleria, where she heads up client success and operations.

**Brandi Levingston, Ph.D., CRC**  
she/her  
Brandi Darenours Levingston, Ph.D., CRC is the Program Director for the ELEVAR Inclusive Post-Secondary Program at the University of North Texas (UNT) in the Department of Educational Psychology. Dr. Levingston received her doctoral degree in Special Education, with a concentration in Rehabilitation Counseling, from the University of Texas at Austin in 2008 and her master’s degree in Rehabilitation Counseling from Louisiana State University Health Sciences Center in 2004. She has extensive experience as an educator and service provider for individuals with disabilities.

**Brandi Scott, Ph.D.**  
she/her  
Brandi Scott has worked in higher education for over 13 years and currently serves as the Director of the Multicultural Student Center for Equity and Justice at the University of Texas at San Antonio. Throughout her career, Brandi has served in positions, and is passionate about supporting institutions understanding of equity and social justice. Brandi has presented at conferences regionally and nationally on topics related to institutional equity and building programs and services for historically marginalized groups.

**Brenda Barrio, Ph.D.**  
she/her  
Brenda Barrio is an Associate Professor of Special Education — Critical Perspectives at the University of North Texas. Her research focuses on the areas of disproportionality of culturally and linguistically diverse students in special education, culturally responsive teaching, bilingual special education, and pre-/in-service teacher preparation. She is also the co-founder of the UNT ELEVAR and WSU ROAR post-secondary education programs for young adults with intellectual and/or developmental disabilities and is the current President-Elect of the Council for Learning Disabilities.

**Daniel Suda, Ph.D. Candidate**  
he/him  
Daniel possesses ten years of higher education experience, ranging from orientation and student activities to alumni relations. His professional areas of expertise include strategic planning, event planning, volunteer management, and programming. Suda’s research interests include racial identity, higher education fundraising, and policy impacts on philanthropy. Daniel earned his undergraduate degree from Texas A&M University and an M.S. in College Student Personnel Administration from Illinois State University. Currently, he’s pursuing a Ph.D. in Higher Education from North Texas.

**Demetria Miles-McDonald**  
she/her  
Demetria Miles-McDonald, Founder/
CEO of Decide Diversity, has a well-earned reputation as a diversity disrupter, expert intersectionality consultant, author, and sought-after speaker. Her expertise in diversity, equity and inclusion change management offers an award-winning, multi-faceted approach to address inequities, including the development of ambitious, data driven goals for sustainable impact. Demetria specializes in bringing the experiences of people who identify with two or more marginalized groups to the forefront, to better understand and utilize the strengths they bring to the workplace.

**Devon West**  
he/him  
Devon West is a UNT alumnus who served as the president of the Blind and Visually Impaired Alliance from 2019 through spring 2021 and worked in the Center for Learning Experimentation, Application, and Research as an accessibility specialist in the Summer of 2020. He is a disability rights advocate and works as an accessibility coordinator in an educational digital publishing company. His particular focus is in social and political reform in the realm of disability rights as well as Universal Design for Learning.

**Eric Green, M.S.O.D.**  
he/him  
Eric Green earned a B.S. in Social Work from Southeast Missouri State and M.S. in Organizational Development Psychology from Avila University. Eric Green’s educational background coupled with extensive community-based work experience has curated a collage of critical skills for his current role as a Career Development Specialist at The University of North Texas. Eric Green has four years of life-changing experience in higher education and career development. Eric’s primary goal right now is to put students in positions to win in their careers.

**Lisa Russell**  
she/her  
Lisa Russell passionately tackles real-world problems with innovative and impactful solutions. After several years in the financial services industry, Lisa gained extensive entrepreneurial experience holding key positions on founding teams of technology startups. Over the years she has been recognized for her commitment to community and the impact of her efforts focused on mentorship, education and creating opportunities for women and marginalized communities. Currently she leverages her passions and expertise to help take the guesswork out of diversity & inclusion as CEO of Aleria.

**LT Robinson, M.S.**  
she/her  
LaTonya (LT) Robinson serves as the Senior Vice Provost for Student Affairs and Dean of Students at The University of Texas at San Antonio (UTSA). She provides leadership and oversight to ten Student Affairs departments that are focused on providing a vibrant campus life experience, student engagement, leadership opportunities and services for wellbeing. LT is passionate about supporting first generation and underrepresented students.

**Margaret Oaikena, M.Ed.**  
she/her  
Margaret Oaikena is the Assistant Director of First-Year Programming at
the UNT Career Center. She has 10 years of experience developing and implementing successful college and career outreach programs in higher education, K-12, and the non-profit sector. Margaret is a collaborative leader who is dedicated to creating access and opportunities for underrepresented students to reach their full potential. She earned both her M.Ed. in Counseling and B.S. in Psychology from Texas Christian University and is now pursuing her Ph.D. in Higher Education at UNT.

Nicole Conant, MPA
she/her
Nicole Conant leads the programs and communication efforts for International Affairs. Nicole began her career with the World Affairs Council Connecticut. More recently, Nicole volunteered with her family as a host for the EF High School Exchange Year program. Nicole earned an MPA from UNT and graduated with honors from Central Connecticut State University with a dual degree in International Studies and Italian Language. She studied abroad in Italy and attended the Japanese Language School at Middlebury College in Vermont.

Paulina Diaz
she/her
Paulina Diaz is in her second semester as a Music Education major at UNT. She studies music braille, has assisted with the Accessible Music Station at Willis Library, and advocates for greater accessibility in music and fine arts programs.

Rekha Gopalakrishnan
she/her
Rekha Gopalakrishnan is a Senior Immigration Advisor with International Student and Scholar Services. Rekha first came to the US during her Senior year of high school as an exchange student through the Rotary Youth Exchange program. She later came back to Dallas, Texas and attended Richland College and University of Texas at Dallas as an international student. Rekha has masters’ degrees in Mathematics and Science Education from UTD and Higher Education Policy/Leadership from SMU. She has over 10 years of experience in the field of education. Prior to joining UNT, she worked as an International Student Advisor at SMU and as an Academic Advisor at TWU. Rekha loves active travel and feels that it is the best way to interact with people in different countries and learn about their cultures.

Tania Heap, Ed.D.
she/they
Dr. Tania Heap is the Director of Learning Research and Accessibility based in the Center for Learning Experimentation, Application, and Research (CLEAR) at the University of North Texas (UNT). She has been involved in online and technology-enhanced learning initiatives in different capacities for 15 years. Her background is in practice-based research in learning technology, educational research methods, digital accessibility and ADA compliance testing, and learning design for high-enrollment online classes and MOOCs.

Terrian Barnes
she/her
Terrian Barnes, founder of Fe-smart LLC, helps groups gain breakthrough
results focusing less on “fixing” women, ethnic and racial minorities, and other marginalized communities, but fixing organizations by shaping inclusive workplace cultures, leveraging unique leadership strengths, and building impactful, unstoppable teams. An HR, public affairs, franchising, and community engagement professional, Terrian leads with her natural communication, listening and collaboration skills, and diverse executive work experiences, spanning the US House of Representatives, trade and nonprofit worlds, and a Fortune 500 global fast food giant.

**Concurrent Sessions 2**

**Amy Harth, Ph.D.**
she/she
Amy E. Harth is a white, disabled, queer, and fat anti-oppression scholar-activist. She is assistant national dean of accreditation and academic quality at DeVry University and serves on the Diversity, Equity & Inclusion Council programming committee. She earned a PhD focusing on anti-oppression research from Union Institute & University. She uses her knowledge and experience to make people-focused process improvements and change systems founded on oppression through policy, procedure, curriculum and strategy review, focusing especially on the intersections of queer, fat, disabled and racial justice.

**Chelsea Bassett, M.Ed.**
she/her
Chelsea Bassett currently works in the Division of Planning helping with strategic initiatives at UNT. She has also worked in various other roles in higher education to promote student success outcomes for first-generation students, underserved populations, and minorities through advising, career development, and other student service areas. Chelsea is a transracial and transnational adoptee from the Republic of Korea.

**Desiree Padron**
she/her
Desiree Padron is the director for the First-Generation Student Center having worked for the federal TRIO programs for ten years. As a first-generation college student and alumna of the University of North Texas, she hopes to provide more resources and support for the first-generation student community here at UNT.

**Jessica Stone, M.S., CRC, LPC**
she/her
Jessica Stone is the Assistant Director of Accessible Instruction and Assistive Technology for the Office of Disability Access. Jessica is a Certified Rehabilitation Counselor, and Licensed Professional Counselor. She obtained her Bachelor of Science degree in Rehabilitation Studies and her Master of Science degree in Rehabilitation Counseling. She was a Transition Vocational Rehabilitation Counselor assisting high school students with disabilities transition after graduation. Jessica is the Staff Advisor for the Blind and Visually Impaired Alliance (BVIA), a student organization for students who are visually impaired.

**Kimberly Mosley, M.Ed., J.D.**
Kimberly Mosley, M.Ed., J.D. is an educator, advocate, founder of The Mosaic PATH and current doctoral
Leslie Ekpe, M.A., M.B.A.
she/her
Leslie Ekpe is a Ph.D. student at Texas Christian University in Higher Educational Leadership. Ekpe is an alumna of Alabama A&M University where she earned her B.S. in Management and the University of Alabama at Birmingham where she obtained her M.A. in Communication Management. She also holds an M.B.A. from Sam Houston State University. Her research seeks to promote access for marginalized students in education, with a specific focus on college access policies and racial politics in education.

Lilly Ramin, MLS
she/her
Lilly Ramin is the First Year Experience (FYE) Coordinator, Sociology Subject Librarian. She provides library services to campus groups such as Multicultural Center, and Student Retention Initiatives at UNT. With Reel to Real Classics she uses classic film to explores social, historical and cultural topics with students and co-sponsoring academic departments. She is Persian and primarily grew up in Houston, Texas.

Marilyn Howard, M.S.
she/her
Marilu Vargas Howard is an Instructional Design Consultant for the University of North Texas where she works with faculty and staff to create high-quality online courses. Prior to working with the Center for Learning, Experimentation, Application, and Research (CLEAR), Marilu worked for UNT’s Office of Undergraduate Admissions. She currently serves as the President for ÚNeTe, the Latinx faculty and staff network and a member of the Latinx Alumni Network.

Megan Lawton, M.Ed.
she/her
Megan Lawton is committed to ending the stigma associated with mental illness and creating a more inclusive and just world through open and honest communication. As a person living with depression, anxiety, and Bipolar II Disorder, Megan has experience as a supervisor, a leader, and an employee navigating the workplace with a
mental illness. Personal experience has enhanced Megan’s dedication to decreasing stigma and increasing access to resources for employees with disabilities.

Randalynn Johnson, B.A., BEI
Level III
she/her
Randalynn (Randi) Johnson is the Student Services Coordinator/Deaf Services Counselor for the Office of Disability Access. She began working in the area of Deaf services at the Deaf Action Center in Dallas, Texas. She has been employed at the University of North Texas since 2001, and was promoted to Student Services Coordinator in 2005. Randi graduated in 1997 from East Central University in Ada, Oklahoma with a BA in Human Resources Counseling and Services to the Deaf with a Minor in Interpreting.

Stephen Quaye, Ph.D.
he/him
Stephen John Quaye is Associate Professor of Higher Education and Student Affairs Program at The Ohio State University; Senior Associate Editor of the Journal of Diversity in Higher Education; and Past President of ACPA: College Student Educators International. His research concentrates on engaging in and facilitating difficult dialogues about privilege, power, and oppression. His current work focuses on student and scholar activism, as well as the strategies Black student affairs educators use to heal from racial battle fatigue.

Sylviane Greensword, Ph.D.
Sylviane Greensword holds a Ph.D. in Geography and Anthropology from Louisiana State University. She is presently a Postdoctoral Fellow at Texas Christian University’s (TCU) Race and Reconciliation Initiative (RRI), where she leads the RRI Oral History Project and supervises archival research.

Tishara Jackson, Ed.D., LCDC, CSC
she/her
As an LCDC and certified school counselor, Dr. TJ advocates for educational equity for students with mental health and social-emotional needs. When this does not occur, opportunity and achievement gaps persist. She believes all students are capable of achieving their definitions of success when provided appropriate supports.

Concurrent Sessions 3

Aaron Benz
he/him

Christopher Smith, Ed.D.
he/him
Dr. Christopher Smith is entering Year Four as Dean of Student Services at UAHT. In addition, he serves as the chair of the UAHT Chancellor’s Taskforce on Diversity, Equity, and Inclusion which assesses and implements programs and initiatives to create a more diverse, equitable, and inclusive UAHT. Dr. Smith holds an A.A. from the University of Arkansas Hope-Texarkana, B.A. from the University of Arkansas Little Rock, M.P.A. from Arkansas State University, and an Ed.D. from the University of Southern California.

Coby Condrey, MLIS
he/him
Coby Condrey is the collection development liaison librarian at the University of North Texas Libraries. He is currently the chair of the UNT Faculty Senate Committee of the Status of LGBTQ+ Faculty. Prior to joining UNT in 2012, he was the coordinator of print and electronic state publications acquisitions at the Texas State Library and Archives Commission in Austin, Texas. He holds a master of library and information science degree and a bachelor of arts with honors degree in Latin and classical civilization, both from the University of Texas at Austin. He is active in the Texas Library Association, where he participates on the Acquisitions and Collection Development Round Table, Government Documents Round Table, Queers and Allies Round Table, College and University Libraries Division, and Special Libraries Division, for some of whom he routinely serves in officer and program planning roles.

Elena Joy Thurston
she/her
Elena Joy Thurston is an inspirational LGBTQ+ speaker, trainer, and founder of the nonprofit Pride and Joy Foundation. A Mormon mom of four who lost her marriage, her church, and her community when she came out as a lesbian, Elena’s viral TEDx talk on surviving conversion therapy has been viewed 40,000+ times and landed her media and speaking opportunities with ABC, CBS, Logitech, Michael’s, and more. Elena Joy recently launched Pride and Joy Publishing, the only publisher of solely LGBTQ+ empowerment and business books.

Elgie J Hurd III, M.A., M.S.
he/him
Elgie Jones Hurd, III holds a master’s degree from Grand Canyon University in psychology, with an emphasis in industrial-organizational psychology. He holds a master’s degree from San José State University in sociology, with an emphasis in sociology of education. For over 20 years, Elgie has worked in education in some capacity. He has worked diligently on DEI (diversity, equity, and inclusion). He’s a faculty member Dallas College’s Psychology and Sociology Departments. Elgie is currently pursuing his doctorate in leadership studies at Dallas Baptist University.

Ivy Banks, M.Ed., J.D.
she/her
With over a decade of experience in the higher education fields of equity and compliance, Attorney Banks has received numerous awards including the Anthony “Tony” Ross Award for service to the Black community, the Martin Luther King Jr. Legacy Award, the LGBTQIA Commission’s Ally of the Year Award, and the Akron Law BLSA Alumni of the Year Award. She currently serves as the Vice Chair of AAU Chief Diversity Officers Steering Committee and is an inaugural Fellow in the Clark Atlanta University Executive Leadership program.

Kelly Evans, Ph.D.
she/her
Kelly Evans is a cataloger for the UNT Libraries and has worked on numerous DEI initiatives for the library, such as reducing harmful language in resource description and assisting with planning and drafting hiring guides to increase
the diversity of applicant pools. To inspire fellow change-agents at UNT to foster a more inclusive workplace and community, she helped co-found and currently co-chairs the UNT White Accountability ERG. Kelly is a first-generation college student and a UNT alum, and she is also a PhD candidate in English literature at Southern Methodist University.

Kevin Yanowski, M.S.
he/him
Kevin Yanowski is the Department Head of Cataloging and Metadata Services at the University of North Texas Libraries and has been working in libraries since 2015. When he is not untangling the quagmire of complicated record editing and cataloging instructions, his research interests include leadership in libraries and higher education, mentoring, cataloging unique collections, and how users interact with library catalogs. Additionally, Kevin is a practitioner of the Art of Hosting and loves having meaningful conversations.

Khamisie Green, M.Ed.
he/him
Khamisie Green, M.Ed., serves as the Assistant Director of Student Life at UT Permian Basin. He received his master’s degree in higher education and student affairs from Hardin-Simmons University and a Bachelors of Science from Abilene Christian University. Khamisie has over 6 years of cultural student development experience. He has leveraged his experience and research in domestic minority student development to create and advise several cultural groups at various institutions.

Landon Ellison
he/him
Landon Ellison is the Sr. Director for Outreach at the University of North Texas. He oversees diversity recruitment initiatives and is responsible for overseeing educational outreach to underserved communities of students so they may gain access for higher education. Landon is a two-time UNT alumni and is currently pursuing his doctoral degree in Higher Education Administration.

Megan Cunningham, M.Ed.
she/her
Megan Cunningham currently serves as the Director of Co-curricular Student Services for Internship Program at UNT at Frisco. She holds a B.S. from the University of Arkansas and an M.Ed. from Vanderbilt University. Megan has been heavily engaged in DEI efforts at UNT, including facilitating Unlikely Allies in the Academy, helping develop trainings, and co-founding the White Accountability Employee Resource Group. Megan was also the recipient of the President’s Staff Award for Creating UNiTy in 2022.

Rachel Dalton, Ed.D.
she/her
Rachel Jackson, M.S.
she/her
Rachel Jackson is an alumna of the University of North Texas. She has a B.A. in Strategic Communications, with a minor in Social Science (’12) and an M.S. in Communication Studies (’19).

Sheryl Burgstahler, Ph.D.
she/her
Dr. Sheryl Burgstahler founded
and directs Accessible Technology Services—which includes the DO-IT (Disabilities, Opportunities, Internetworking, and Technology) Center and the IT Accessibility Team (ITAT)—at the University of Washington. These groups (1) offer mentoring and other interventions to support the success of students with disabilities in postsecondary education and careers and (2) promote the universal design (UD) of learning opportunities; facilities; websites, media, documents and other IT; and services to ensure that they are accessible to, usable by, and inclusive of individuals with disabilities.

**Stacey Wolf**  
*she/her*  
Stacey Wolf is a cataloging and metadata librarian at the University of North Texas. She specializes in batch editing e-resource records, catalog maintenance, and authority control.

**Yvonne Dooley**  
*she/her*  
Yvonne Dooley is the business librarian & copyright specialist at the University of North Texas Libraries. She currently serves as co-chair for the UNT Libraries Council for Diversity & Inclusion and is an active member of the LGBT Faculty Network Planning Committee. Prior to joining UNT, Yvonne worked as a business reference specialist at the Library of Congress in Washington, D.C. where she also served as president for the Library of Congress Professional Association (LCPA) and councilor-at-large for LC-GLOBE, their LGBT+ employee organization.

UNT has earned the Higher Education Excellence in Diversity (HEED) Award for the fourth straight year!

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Joanne Woodard (she/her), Division of Institutional Equity & Diversity
Earl Levingston, Ph.D. (he/him), Diversity & Inclusion
Christi Hestand (she/her), Division of Inclusion, Diversity, Equity & Access
Christine Hubbard (she/her), North Texas Community College Consortium
James Jackson (he/him), Division of Inclusion, Diversity, Equity & Access
Kathleen Hobson (they/them), Pride Alliance
Konner Gonzalez (he/him), Division of Digital Strategy & Innovation Tech
LaToya Haynes (she/her), Equal Opportunity & Title IX
Mayra Stone (she/her), Diversity & Inclusion
Shabaz Brown (she/her), Multicultural Center
Yumia Hobbs (she/her), Center for Learning, Experimentation, Application & Research
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Grow Southeast

When campus sponsors supported the Equity & Diversity Conference, 10% of the funds went back to Grow Southeast, a collaborative project between the Office of Commissioner Roy Charles Brooks, the Healthy Tarrant County Collaboration, and CoAct. The project is aimed at addressing food and economic inequities in Southeast Fort Worth.

Grow Southeast provides resources, capacity building, and support services to launch new community owned and operated urban farms in Southeast Fort Worth. Their goal is to help each farm become a successful self-sufficient entity.

**Tabor Farms**
3 acre church owned farm. Will be growing in raised production beds. One unique goal is to help rebuild bonds between fathers and sons in Southeast Fort Worth.

**Mind Your Garden Urban Farms**
3 acre permaculture farm with a natural pond on a homestead. Growing in terraced beds and high tunnel. One unique goal is to provide a social space centered around healthy habits.

**Opals Farm**
2 acre farm on Tarrant Regional Water District Land. Growing in raised production beds. One unique goal is to provide job opportunities to individuals with criminal records.

**Black Wall Street Farm**
A 25’x25’ micro farm located at Alethia Temple Church growing in raised production beds. One unique goal is to develop an adjacent site to function as a community market for Stop 6.

Get Involved

Schedule a volunteer day at one of the farms to tend to the land and learn how they are contributing to addressing food insecurity. Sponsor a capital project to help Grow Southeast build the infrastructure needed for each of the farms. Spend an evening with Mind Your Garden Urban Farm to help them pilot their community event aimed at cultivating healthy lifestyles.