March 23

2023 IDEA EQUITY AND DIVERSITY CONFERENCE

UNT TOGETHER
Turning Towards Inclusive Excellence

Presented by: Goldman Sachs

EDC.UNT.EDU
Welcome,

On behalf of the Division of Inclusion, Diversity, Equity and Access at the University of North Texas, I welcome you to the 23rd annual Equity and Diversity Conference presented by Goldman Sachs. This year’s conference theme is “UNT Together: Turning Toward Inclusive Excellence.”

The University of North Texas is a Tier I research university whose commitment to diversity and inclusion dates to its founding almost 135 years ago when the first group of students included twenty-eight 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. Three 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 let our commonalities strengthen our communities. By attending some of the thirty workshop sessions, the keynote address by award-winning actor BD Wong, and the social justice presentation by Hina Wong-Kalu, 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 2023 Equity & Diversity Conference at UNT!

Respectfully,

Joanne G. Woodard,
Vice President
Division of Inclusion, Diversity, Equity & Access (IDEA)

1155 Union Circle, #310937
Denton, Texas 76203-5017
940.565.2711
Conference Schedule
SCHEDULE-AT-A-GLANCE

7:30 AM - 8:30 AM  Registration Check-In, Union, 3rd Floor, 310A
(For In-Person Attendees Only)

8:30 AM - 9:30 AM  Welcome (Hybrid: In-person attendees Union, 333)
Land Acknowledgement and Pow Wow
Presentation of the Dr. Bertina H. Combes Inclusive Excellence Award, Presenting Sponsor Address.

9:30 AM - 9:45 AM  Break

9:45 AM - 11:00 AM  Concurrent Breakout Sessions 1 (Hybrid)

11:00 AM - 11:15 AM  Break

11:15 AM - 12:30 PM  Concurrent Breakout Sessions 2 (Hybrid)

11:15 AM - 12:30 PM  Invitation-only Moderated Conversation with BD Wong

12:00 PM - 1:00 PM  Exhibitor Fair; Poster Sessions

12:30 PM - 1:00PM  Break

1:00PM - 1:15 PM  College of Music, African Percussion Ensemble,
Welcome from UNT System, Dr. Donna Asher, Vice Chancellor for People, Equity & Culture.
Presentation of the Social Responsibility Award to ODIS

1:15PM - 2:15 PM  Keynote Address, BD Wong

2:15 PM - 2:30 PM  Break

2:30 PM - 3:45 PM  Concurrent Breakout Sessions 3 (Hybrid)

3:45 PM - 4:00 PM  Break

4:00 PM - 4:50 PM  Social Justice Speaker, Hina Wong-Kalu

4:50 PM - 5:00 PM  Closing Remarks

Adjourn

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If selected, you will be invited to a video interview. Prior to that interview, we encourage you to visit our Tips for Virtual Interview Success to help you prepare. If you are interested in Engineering, you will receive a HackerRank assessment after submitting your application.

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Applications for select programs in the Americas will open on March 15, 2023. These include Asset Management, FICC and Equities, Firmwide Strategy and Investor Relations, Global Investment Research, Investment Banking, and Wealth Management. Applications for all remaining programs will open August 15, 2023 globally.

Timeline
Interviews take place on a rolling basis and depend on the team. We encourage you to apply as soon as you are ready as positions close once they are filled.

* For information on the application process for offices outside of the Americas, please visit our careers site.

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SCHEDULE

8:30 am

WELCOME FROM JOANNE WOODARD, VICE PRESIDENT, DIVISION OF INCLUSION, DIVERSITY, EQUITY & ACCESS (IDEA)

LAND ACKNOWLEDGEMENT - POW WOW

WELCOME FROM UNT PRESIDENT, NEIL SMATRESK

DR. BERTINA H. COMBES INCLUSIVE EXCELLENCE AWARD, PRESENTED BY PETERBILT

DR. TERESA MCKINNEY, ASSISTANT VICE PRESIDENT OF IDEA AND DIRECTOR, DIVERSITY & INCLUSION

PRESENTING SPONSOR ADDRESS: GOLDMAN SACHS

9:30 am

15 MINUTE BREAK

9:45 am

ACADEMIC TRACK

» Interdisciplinary Core-Compliant Project-Based Learning Education: Building A Culture of DEI, Virtual
» Community of Respect (COR), University Union, rm. 406
» Inclusive Teaching Through Multimodal and Culturally Relevant Course Content, University Union, rm. 339
» Bridging the Gap: A Collaborative Approach to Advising Neurodiverse Learners, University Union, rm. 394

ACADEMIC or CORPORATE TRACK

» Inclusive Leadership: Beyond Buzzwords & Into Action, Virtual
» A Virtual Reality Workshop in Understanding Blindness, University Union, rm. 401
» At the Intersection: Exploring Identity & Wellness Among Black Women, Virtual
» Cultural Stereotypes and the Use of Personal Pronouns in Nigeria, Virtual
» Challenging Ableist Practices in Higher Education, Virtual
» Are We There Yet? DEI in 2023, Virtual

11:00 am

15 MINUTE BREAK

11:15 am

CONCURRENT SESSIONS 2

INVITATION-ONLY MODERATED CONVERSATION WITH BD WONG, JADE BALLROOM

ACADEMIC TRACK

» Sense of Belonging for APIDA College Students, University Union, rm. 394
» Teaching in Prison: Lessons from the Inside-Out Program, University Union, rm. 401
» Making Colleges Accessible for Fat, Disabled People: An Intersectional Approach, Virtual
» Engaging Neurodiverse Students in Online Courses, Virtual

ACADEMIC or CORPORATE TRACK

» An Anti-Racism “Doing the Work” Continuum for Reflecting & Teaching, Virtual
» Building the Foundation: Strategies for Building the DEI Foundation for Your Organization, Virtual
11:15 am Cont.

» Learning While Uncomfortable, Virtual
» The Societal Benefit of Hiring People with Disabilities, Virtual
» Recruiting & Retaining Black Talent in our Communities, University Union, rm. 406
» Developing Effective Social Interactions in the Learning Environment, Virtual

12-1 pm

EXHIBITOR FAIR, POSTER SESSION, AND RESOURCE FAIR, UNIVERSITY UNION, RM. 339

12:30 pm

30 MINUTE BREAK

1:00 pm

COLLEGE OF MUSIC, AFRICAN PERCUSSION ENSEMBLE
WELCOME FROM UNT SYSTEM, DR. DONNA ASHER, VICE CHANCELLOR FOR PEOPLE, EQUITY & CULTURE
SOCIAL RESPONSIBILITY AWARD

1:15 pm

KEYNOTE ADDRESS - “ALL THE WORLD’S A STAGE: FROM EXCLUSION TO INCLUSION,” JADE BALLROOM - BD WONG

2:15 pm

15 MINUTE BREAK

2:30 pm

CONCURRENT SESSIONS 3

ACADEMIC TRACK

» Young Forever: Evolution of Men of Color Student Leaders-to-Mentors, University Union, rm. 394
» Reflections on Life in the Academic Small World, Virtual
» Home as Space and Place, University Union, rm. 339
» Using Empathy and Perspective-Taking to Appreciate Blind Students’ Learning Experiences, Virtual

ACADEMIC or CORPORATE TRACK

» Ableism: What It Is and Why It Matters to Everyone, Virtual
» Human Security Perspective on Climate-Induced Women Migration in South Asia
» The Path to Financial Security and Economic Mobility for All, Virtual
» UNT Bilingual Education Student Engagement with Latino Families in Dallas, Virtual
» Student Panel: The Neurodivergent Student Perspective, University Union, rm. 401
» Universal Design and Disability Etiquette, University Union, rm. 406
» Creating a Diverse Workforce of People with Disabilities, Virtual

3:45 pm

15 MINUTE BREAK

4:00 pm

SOCIAL JUSTICE KEYNOTE ADDRESS - HINA WONG-KALU

4:50 pm

CLOSING STATEMENTS
The winner of the 2023 Dr. Bertina H. Combes Inclusive Excellence Award is the Dean of Students Office. The Dean of Students Office (DOS) has demonstrated a concerted commitment to serving a substantial number of students who may not be able to afford food on their table, purchase a cap and gown for graduation, afford their school supplies, struggle with mental health issues, and have nowhere else to turn. The DOS model is "get the student to us, and we will take care of them." This approach has helped many first-generation students, low-income students and those that face mental health challenges achieve success at UNT. DOS believes its goal is to help students remove barriers that occur outside the classroom so they can be successful inside the classroom and on campus.

Over the past year, the Dean of Students Office has added several programs to help students, from free haircuts to collaborating with the Tarrant County Mobile Food Pantry to serve students and the Denton Community, to serving our students in the food pantry and finding that a sizable number of students who use the pantry are international students. Further, in AY22, the CARE Team served 663 students. Of those 663, 215 students were hospitalized due to significant mental health issues. In AY22, the Seeking Options and Solutions program assisted 4748 students struggling with barriers outside the classroom from financial issues to pregnant and parenting students to temporary disabilities, to military orders to those struggling with personal issues. Students that used the food pantry during this period, had a 92.6% retention rate for fall 21, and a 94.7% retention rate for spring 22. The Survivor Advocate program has an 82.69% retention rate for the students they serve. Finally, the DOS Withdrawal Office has had a 18% save rate for Spring 2022, which is the highest ever.

As a result of the tremendous efforts to serve all UNT students in general, and first-generation students, international students, low-income students, and those that face mental health challenges in particular, the Division of Inclusion, Diversity, Equity & Access is pleased to announce that the Dean of Students Office is the recipient of the 2023 Bertina H. Combes Inclusive Excellence Award. The DOS example is both inspiring and instructive for other departments across UNT who wish to institutionalize inclusive practices and competencies that truly illuminate our caring community.
### Principles of Engagement

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<td>Side conversations</td>
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*What's said in here, stays here (but the learning leaves!)*

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Land Acknowledgement

A land acknowledgement is a formal statement that recognizes and respects Indigenous Peoples as traditional stewards of this land and the enduring relationship that exists between Indigenous Peoples and their traditional territories. To recognize the land is an expression of gratitude and appreciation to those whose territory we reside on, and a way of honoring the Indigenous people who have been living and working on the land from time immemorial. It is important to understand the long existing history that has brought us to reside on the land, and to seek to understand our place within that history. Land acknowledgements do not exist in a past tense, or historical context: colonialism is a current ongoing process, and we need to build our mindfulness of our present participation. It is also worth noting that acknowledging the land is Indigenous protocol. We would like to acknowledge that the land on which we gather is the occupied/unceded/seized territory of the Wichita and Caddo Affiliated Tribes. These tribes have stewarded this land throughout the generations and we would like to pay our respects to elders, both past and present.
**Concurrent Session 1**  
**(9:45-11:00)**

**Interdisciplinary Core-Compliant Project-Based Learning Education: Building A Culture of DEI**

**Room: Virtual**  
Lee Ann Derdeyn (she/her/hers), Elizabeth Ranieri (she/her/hers), Danielle Dumaine (she/her/hers)

**Track: Academic**

**Keywords:** Access and Equitable Practices, Identity (Disability, Ethnicity, Gender Identity & Expression, Race, Sexuality; etc.), Institutional Change, Changing Institutional Practices, Diversity and Inclusion

This presentation examines the first three years of interdisciplinary Project-Based Learning (PBL) across four core-compliant courses within an innovative dual credit program at an R1 university—UNT, New College, North Texas Now! We share how our PBL curriculum facilitates DEI among both students and faculty colleagues through 1) the introduction of innovative multi-ethnic, cross-cultural materials and ideas, 2) conversations across ranging ideological positions, and 3) training and experience in team-building and collaborative problem-solving, 4) data from student and faculty surveys.

**Community of Respect (COR), Room: University Union 406**
Amanda Bennett (she/her/hers), Brian Lain (he/him/his), Rachita Sharma (she/her/hers)

**Track: Academic**

**Keywords:** Identity (Disability, Ethnicity, Gender Identity & Expression, Race, Sexuality, etc.), Institutional Change, Changing Institutional Practices, Diversity and Inclusion

The Community of Respect (COR) Workshop is based on a nationally recognized program and aims to provide a more welcoming and inclusive environment for UNT’s international community of students, faculty, staff, and visiting scholars. By using an international intercultural communication framework, this workshop provides UNT faculty, staff, and students with enhanced intercultural awareness and competence within an international context.
Inclusive Teaching Through Multimodal and Culturally Relevant Course Content
Room: University Union, 339
Aubree Evans (she/her/hers), Bettye Lopez (she/her/hers)
Track: Academic
Keywords: Access and Equitable Practices, Identity (Disability, Ethnicity, Gender Identity & Expression, Race, Sexuality, etc.), Institutional Change, Changing Institutional Practices, Diversity and Inclusion, Equal Opportunity

In this session we will examine components of inclusive course content such as tips for diversifying readings as well as offering multimodal and culturally relevant content. Participants will discuss strategies and barriers to diversifying reading lists on course syllabi. The session will culminate with a workshop in which participants will apply a tool for assessing visual materials for diversity and inclusivity to course images with the goal of adding culturally relevant, multimodal content to courses.

Bridging the Gap: A Collaborative Approach to Advising Neurodiverse Learners.
Room: University Union 394
R. Curtis Sparling (he/him/his), Cathy Kennemer (she/her/hers)
Track: Academic
Keywords: Access and Equitable Practices, Identity (Disability, Ethnicity, Gender Identity & Expression, Race, Sexuality, etc.), Institutional Change, Changing Institutional Practices, Diversity and Inclusion, Equal Opportunity

Inclusive Leadership: Beyond Buzzwords & Into Action
Room: Virtual
Elena Joy Thurston (she/her/hers)
Track: Academic or Corporate
Keywords: Institutional Change, Identity (Disability, Ethnicity, Gender Identity & Expression, Race, Sexuality, etc.), Organizational Culture and Development, Social Justice Education, Anti-Racism, Diversity and Inclusion, Coalition Building

By learning the Four Pillars of Inclusive Leadership, participants will identify the highly effective skills needed to speak up and influence and develop a culture of allyship, while centering and elevating marginalized voices. These skills directly inform how leaders will influence their organization's ability to succeed in today's world.

A Virtual Reality Workshop in Understanding Blindness
Room: University Union 401
Track: Academic or Corporate
Regina Kaplan-Rakowski (she/they), Tania Heap (she/they), Audon Archibald (he/him/his)
Keywords: Access and Equitable Practices, Diversity and Inclusion, Changing Institutional Practices, Equal Opportunity

In this hands-on, interactive workshop, attendees will be given a chance to experience the immersive non-fictional narrative ‘Notes on Blindness’ using a virtual reality (VR) headset. The narrative will take the attendees on an emotional journey intending to enhance empathy and reduce bias towards blind and visually impaired individuals. The attendees will be encouraged to provide reflections on the cognitive and emotional impact of the VR experience.

At the Intersection: Exploring Identity & Wellness Among Black Women
Room: Virtual
Rebecca Werts (she/her/hers)
Track: Academic or Corporate
Keywords: Identity (Disability, Ethnicity, Gender Identity & Expression, Race, Sexuality, etc.), Intersectionality and Intersected Identities, Privilege, Self-Care and Mindfulness Social Justice Education, Anti-Racism, Diversity and Inclusion, Coalition Building

Cynthia Ekhator (she/her/her)
Track: Academic or Corporate
Keywords: Identity (Disability, Ethnicity, Gender Identity & Expression, Race, Sexuality, etc.), Diversity and Inclusion, Coalition Building

This presentation aims to explore the cultural stereotypes and barriers faced by people who identify as gender non-binary in Nigeria, particularly concerning the use of personal pronouns. Despite the growing displays of non-conforming gender identities and sexual orientations, the debates and politics of gender representation are still predominantly shaped by the
male-female gender dichotomy in Nigeria. The construction of gender identity in Nigeria is largely influenced by gender-biased socialization, a lack of distinction between gender identity and sexual orientation, and a patriarchal system that criminalizes non-conforming gender ideas. As such, we will examine acceptability and challenges of integrating personal pronouns in gender identity discourse and representation within the Nigerian socio-cultural context. Adopting a discourse analysis approach, it further compares the use of personal pronouns in the global north and south, focusing on creating awareness and respect for its usage in various cultural contexts. Consequently, this session will deepen the understanding of how culture shapes identity and the cultural barriers to using preferred pronouns in Nigeria.

**Challenging Ableist Practices in Higher Education**
**Room: Virtual**
Jessica Stone (she/her/hers)
Brenda E. Avilés
**Track: Academic or Corporate**
**Keywords: Access and Equitable Practices, Identity (Disability, Ethnicity, Gender Identity & Expression, Race, Sexuality, etc.), Institutional Change, Changing Institutional Practices, Diversity and Inclusion, Equal Opportunity, Promising Practices, Organizational Culture and Development**

As higher education professionals across community colleges and universities, we aim to foster a positive and inclusive campus culture for ALL of our students. Anti-ableism practices are extremely important to keep at the forefront in this work. This program will begin with a discussion of what ableism truly is and then identify policies and practices that perpetuate ableism. We will then generate ideas for change.

**Are We There Yet? DEI in 2023**
**Room: Virtual**
Rosylin Johnson (she/her/hers)
**Track: Academic or Corporate**
**Keywords: Access and Equitable Practices, Identity (Disability, Ethnicity, Gender Identity & Expression, Race, Sexuality, etc.), Institutional Change, Changing Institutional Practices, Diversity and Inclusion, Equal Opportunity, Promising Practices, Organizational Culture and Development**

Are we there yet? Can I really bring my whole self to the office? As a Black female, both are fair questions to ask entering 2023. Progress has been made in diversity, equity and inclusion, but as much as somethings have changed others have stayed the same and, in some instances taken a troubling turn.

**Concurrent Session 2**
**(11:15-12:30)**
Sense of Belonging for APIDA College Students
Room: University Union 394
Sense of Belonging... cont.
Ananya Malik (she/her/hers), Sul Boyun (she/her/hers)
Track: Academic
Keywords: Access and Equitable Practices, Identity (Disability, Ethnicity, Gender Identity & Expression, Race, Sexuality; etc.), Inclusive Language and Microaggressions, Privilege and Systemic Oppression, Self-Care and Mindfulness, Social Justice Education, Diversity and Inclusion, Intersectionality and Intersected Identities, Privilege

APIDA (Asian, Pacific Islander, and Desi American) students are often aggregated as one group, but this lack of distinction erases cultural context and unique challenges faced by each community within the diaspora. This presentation will teach the importance of disaggregated data, highlight challenges faced by APIDA students, and bring to light the stories of diverse APIDA students’ lived experiences.

Teaching in Prison: Lessons from the Inside-Out Program Room: University Union 401
Haley Zettler (she/her/hers), Lindsey White (she/her/hers)
Track: Academic
Keywords: Access and Equitable Practices, Identity (Disability, Ethnicity, Gender Identity & Expression, Race, Sexuality; etc.), Inclusive Language and Microaggressions, Self-Care and Mindfulness, Social Justice Education, Diversity and Inclusion, Intersectionality and Intersected Identities, Privilege

This session will provide an overview of higher education programs in prison, with a specific focus on the Inside-Out Prison Exchange Program at UNT. The session will discuss the particular considerations needed when teaching in prison/carceral settings and tips on navigating teaching individuals impacted by the legal system in conjunction with traditional university students. Further, the session will provide participants with further information as to how to implement similar programming.

Making Colleges Accessible for Fat, Disabled People: An Intersectional Approach
Room: Virtual
Amy Harth (she/they)
Track: Academic
Keywords: Access and Equitable Practices, Identity (Disability, Ethnicity, Gender Identity & Expression, Race, Sexuality; etc.), Inclusive Language and Microaggressions, Self-Care and Mindfulness, Social Justice Education, Diversity and Inclusion, Intersectionality and Intersected Identities, Privilege

Educators committed to inclusion and equity recognize the importance of accessibility.
In addition, accessibility takes on specific meaning for intersectional identities. This workshop focuses on accessibility for fat and disabled college students and workers explaining how stigma and myths impact individuals and groups. Workshop activities help participants create meaningful accessibility in various scenarios by identifying one’s role and methods that foster accessibility.

**Engaging Neurodiverse Students in Online Courses**

**Room: Virtual**

Sheryl Bergstahler (she/her/hers)

**Track: Academic**

**Keywords:** Access and Equitable Practices, Identity (Disability, Ethnicity, Gender Identity & Expression, Race, Sexuality, etc.), Changing Institutional Practices, Diversity and Inclusion, Equal Opportunity, Inclusive Language and Microaggressions, Diversity and Inclusion, Intersectionality and Intersected Identities, Privilege

Even as we face the challenges posed by the COVID-19 pandemic, climate change, political upheaval, make connections with our students and support their success. The presenter in this session will provide quick tips that can make on-site, and worldwide conflict, we educators get charged up when we’re online, and hybrid learning more accessible and inclusive of students with a broad range of characteristics that include disabilities. Learn a few practices to level the playing field and share resources for finding more.

**An Anti-Racism “Doing the Work” Continuum for Reflecting & Teaching**

**Room:** Virtual

Courtney Glazer (she/her/hers)

**Track:** Academic or Corporate

**Keywords:** Inclusive Language and Microaggressions, Privilege and Systemic Oppression, Social Justice Education

The development of a research-based continuum sprung from a need to talk about racism with preservice teachers after realizing that multiculturalism alone was not sufficient. The goal was to prepare them to work with diverse families while doing their part to recognize and address systemic racism. Using the resulting continuum helped meet students where they were, increase their racial literacy, and push them forward in “doing the work” of anti-racism.

**Building the Foundation: Strategies for Building the DEI Foundation for Your Organization**

**Room:** Virtual

Jasmine Willis-Wallace, Ph.D. (she/her/hers)

**Track:** Academic or Corporate

**Keywords:** Access and Equitable Practices, Identity (Disability, Ethnicity, Gender Identity & Expression, Race, Sexuality, etc.),
Inclusive Language and Microaggressions, Privilege and Systemic Oppression, Self-Care and Mindfulness, Diversity and Inclusion, Intersectionality and Intersected Identities, Institutional Change, Changing Institutional Practices

The purpose of this workshop is to provide participants with ideas and strategies for building the foundation of diversity, equity, and inclusion for their organization. Participants will be introduced to a number of strategies and ways to implement these strategies. Through interactive engagement and small group discussion participants will have the opportunity to learn practical steps that they can take away to begin building the foundation. A house with no foundation crumbles but a house with a foundation stands strong. Take time to build the foundation.

Learning While Uncomfortable Room: Virtual
Emily VanKirk (they/them/theirs/elle) Track: Academic or Corporate
Keywords: Identity (Disability, Ethnicity, Gender Identity & expression, Race, Sexuality, etc.), Inclusive Language and Microaggressions, Privilege and Systemic Oppression, Self Care and Mindfulness, Social Justice Education, Diversity and Inclusion, Intersectionality, and Intersected Identities

Growth often comes from uncomfortable moments, but only when we stay present and open. In conversations about social justice and equity, sometimes we are confronted with our own biases and ways we’ve caused harm. How we react when we are faced with this discomfort impacts how we move forward. Learn some ways to navigate this challenge, with ownership, accountability, and self-compassion and practice skills to help grow through the discomfort.

The Societal Benefit of Hiring People with Disabilities
Room: Virtual
Tania Heap (she/they), Devon West (he/him/his) Track: Academic or Corporate
Keywords: Access and Equitable Practices, Identity (Disability, Ethnicity, Gender Identity & Expression, Race, Sexuality, etc.), Changing Institutional Practices, Diversity and Inclusion, Equal Opportunity, Inclusive Language and Microaggressions, Diversity and Inclusion, Intersectionality and Intersected Identities, Organizational Culture and Development, Coalition Building

Across all ages, people with disabilities are more likely to be unemployed. Accessibility barriers lead to fewer people with disabilities being able to pursue education and training, and therefore to participate in the
Developing Effective Social Interactions in the Learning Environment: Virtual
James Kelley (he/him/his), Carol Wilson (she/her/hers), Tzefira Jones (she/her/hers)

Track: Academic or Corporate

Keywords: Access and Equitable Practices, Identity (Disability, Ethnicity, Gender Identity & Expression, Race, Sexuality, etc.), Inclusive Language and Microaggressions, Privilege and Systemic Oppression, Diversity and Inclusion, Intersectionality and Intersected Identities, Organizational Culture and Development

Bias awareness, identity development, social justice education, and identity-based topics such as race and ethnicity are important to establishing an effective learning environment. The session’s goal is to explore the way in which educators and support staff approach these issues and how their actions enable a sense of belonging among students in their social and intellectual communities.

Concurrent Session 3
(2:30 - 3:45 p.m.)

Young Forever: Evolution of Men of Color Student Leaders-to-Mentors
Room: University Union 394
Landon Ellison (he/him/his), Dillon Smith (he/him/his), Javier Santillan (he/him/his)
Track: Academic
Keywords: Access and Equitable Practices, Identity (Disability, Ethnicity, Gender Identity & Expression, Race, Sexuality, etc.), Organizational Development, Diversity and Inclusion, Changing Institutional Practices, Intersectionality and Intersected Identities, Organizational Culture and Development

Increasing the number of Black and Latin@ males with college degrees in Texas is a continuous topic of discussion on higher ed campuses. The Texas Higher Education Coordinating Board 60x30 strategic plan states that it is critical to increase degree attainment amongst this population because female-identifying degree earners are outpacing males. This presentation will discuss how supporting men of color through their undergraduate studies can assist with their transition to professionals and the importance of creating a mentorship pipeline for future students.

Reflections on Life in the Academic Small World
Room: Virtual
Daniella Smith (she/her/hers), Diane Gill (she/her/hers), Lydia Oladapo (she/her/hers), Ijay Kaz-Onyeakazi (she/her/hers)
Track: Academic
Keywords: Access and Equitable Practices, Identity (Disability, Ethnicity, Gender Identity & Expression, Race, Sexuality, etc.), Diversity and Inclusion, Equal Opportunity, Changing Institutional Practices

This panel will utilize the concepts of small worlds and information poverty to discuss their experiences while pursuing academic careers. The women identify as black and are first-generation scholars. The presenters will share their motivations for seeking education and observations about how their identities intersect with academia and articulate how information poverty impacts learning opportunities. They will also describe their support structures and information-seeking strategies utilized to counteract information poverty. Suggestions for supporting Black first-generation scholars who are navigating graduate studies will be included.

Home as Space and Place
Room: University Union 339
Alexandria Gurley (she/her/hers)
Track: Academic
Keywords: Access and Equitable Practices, Identity (Disability, Ethnicity, Gender Identity & Expression, Race, Sexuality, etc.), Diversity and Inclusion, Equal Opportunity, Changing Institutional Practices
An iconic workshop that bases its theme on participant’s geographical origin as a marker for a starting point in which identity is shaped in some ways. What are these ideas of home in the form of physical space or feeling of comfort? Texts explored will be Warsan Shire’s “Home” and Nikki Giovanni’s “Nikki Rosa.”

**Using Empathy and Perspective-Taking to Appreciate Blind Students’ Learning Experiences**
**Room: Virtual**
Tania Heap, (she/they), Ethan Ligon (he/him/his), Madasen Briggs (she/her/hers)
**Track: Academic**
**Keywords: Access and Equitable Practices, Identity (Disability, Ethnicity, Gender Identity & Expression, Race, Sexuality, etc.), Organizational Development, Diversity and Inclusion, Equal Opportunity, Changing Institutional Practices**

What are the most common accessibility issues in digital educational content? How do students with visual disabilities experience them? What can we do to break these barriers using techniques that are easy to learn and not too time-consuming? Join us in an interactive session where you will engage with inaccessible content from the perspective of a blind user. The session will conclude with an outline of digital accessibility tips, tricks, and techniques that do not require significant time and financial investment to learn.

**Ableism: What It Is and Why It Matters to Everyone**
**Room: Virtual**
Devin Axtman, (he/him/his)
**Track: Academic or Corporate**
**Keywords: Access and Equitable Practices, Identity (Disability, Ethnicity, Gender Identity & Expression, Race, Sexuality, etc.), Organizational Development, Diversity and Inclusion, Equal Opportunity, Changing Institutional Practices**

This interactive presentation will define ableism and its different forms, discuss where ableism comes from, identify how ableism contributes to barriers impacting disabled people on college campuses, and discuss how participants can use what they learned during the presentation to educate others and advocate for positive change. This presentation will include interactive discussions on examples of ableism participants have seen on their campuses and ideas on how to eliminate barriers disabled people face. This presentation will be ideal for attendees with all levels of experience but will be particularly useful for those new to the field who may have less experience discussing ableism and disability related barriers with others.

**Human Security Perspective on Climate-Induced Women**
Institutional Practices

Today, prevalent financial insecurity among American households threatens the future of our families, communities, and the nation’s economic prosperity. Almost half of all American households and two out of three households of color do not possess enough savings to sustain themselves for three months if their incomes were disrupted. This session will explore research findings into intergenerational economic mobility and ways we all can build personal financial security for ourselves and our loved ones.

UNT Bilingual Education Student Engagement with Latino Families in Dallas
Room: Virtual
Rosanna Boyd (she/her/hers), Ricardo Gonzalez (he/him/his)
Track: Academic or Corporate
Keywords: Access and Equitable Practices, Identity (Disability, Ethnicity, Gender Identity & Expression, Race, Sexuality, etc.), Organizational Development, Diversity and Inclusion, Equal Opportunity, Changing Institutional Practices

With the assistance of federal funding from Project SUCCESS in Language and Literacy Instruction: A Title III National Professional Development program, UNT Bilingual Education Students receive scholarships and engage with Latino Families of emergent
bilingual students in Carrollton Farmers Branch ISD. They promote equity and diversity through biliteracy development to help families establish a reading routine at home using culturally relevant bilingual books. This is in collaboration with PK-2 teachers from thirteen schools.

**Student Panel: The Neurodivergent Student Perspective:**

**Room: University Union 401**

Lauren Matthews, (she/her/hers)

**Track: Academic or Corporate**

**Keywords: Access and Equitable Practices, Identity (Disability, Ethnicity, Gender Identity & Expression, Race, Sexuality, etc.), Organizational Development, Diversity and Inclusion, Equal Opportunity, Changing Institutional Practices**

Neurodiversity is a concept where neurological differences are to be recognized and respected as any other human variation. Neurodiversity includes the autism spectrum, ADHD, learning differences such as dyslexia, Tourette Syndrome, and mental health disorders. This panel will feature neurodivergent students who will discuss their perspectives on neurodiversity, their campus experiences, and how to leverage their strengths and unique talents to create pathways and opportunities for neurodiverse individuals.

**Universal Design and Disability Etiquette**

**Room: University Union 406**

Lauren Taylor (she/her/hers)

**Track: Academic or Corporate**

**Keywords: Access and Equitable Practices, Identity (Disability, Ethnicity, Gender Identity & Expression, Race, Sexuality, etc.), Organizational Development, Diversity and Inclusion, Equal Opportunity, Changing Institutional Practices, Organizational Development**

This presentation addresses Universal Design - structural and functional design that is accessible to all. It will outline the seven principles of Universal Design, as well as provide a foundation for the audience to begin thinking through ways they can make their respective environments more universally designed. Additionally, audience will learn about both appropriate and inappropriate ways to interact with people with disabilities. Understanding how to interact with people with disabilities will help further the audience's comfortability and ability to implement elements of Universal Design in their everyday practices.

**Creating a Diverse Workforce of People with Disabilities**

**Room: Virtual**

Jessica Stone, (she/her/hers), Kelly Holloway (she/her/hers), A. Bud Houck (he/him/his)
Track: Academic or Corporate
Keywords: Access and Equitable Practices, Identity (Disability, Ethnicity, Gender Identity & Expression, Race, Sexuality, etc.), Organizational Development, Diversity and Inclusion, Equal Opportunity, Changing Institutional Practices

Through a brief review of research and literature, this presentation will address many of the concerns and misconceptions of hiring and retaining people with disabilities. The conversation will lead into the huge successes and advantages of hiring individuals with disabilities. These include improvements in profitability, competitive advantage, inclusive work culture, and overall awareness. Finally, various resources and supports for hiring and retaining individuals with disabilities will be discussed.
**Workshop Speakers**

**Alexandria Gurley**  
**she/her**  
Student Affairs Professional/DEI Strategist/Spoken Word Artist  
Alex Tha Great Inc. Alex Tha Great is an artist with a Master’s Degree in Cultural Studies and holds two professional careers simultaneously in student affairs and spoken word poetry. She lives at the intersections of her race and gender as being black and woman informs her work. Her work is rooted in her daily lived experience combined with her formal education. She is based in Dallas where she mothers a 5-year-old little girl, continues to seek joy, advocates for equity, and prioritizes rest daily. www.alexthagreat.com.

**Amy Harth. Ph.D.**  
**she/they**  
Assistant National Dean, Accreditation & Academic Quality DeVry University  
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.

**Ananya Malik**  
**she/her**  
M.Ed. student in Higher Education  
University of North Texas Ananya is a M.Ed. student in Higher Education (expected May 2023). She works for the UNT Honors College. Her interests include the intersection of higher education policy and diversity, equity, and access. Post-graduation she will enter a PhD program in Higher Education.

**Amanda Bennett, Ph.D.**  
**she/her**  
Amanda Bennett serves as the Director of Global Partnerships and Engagement working to advance campus internationalization at the University of North Texas (UNT) through global partnerships and international initiatives, faculty and student global engagement, and Fulbright and other global fellowships. She has worked in the field of international education since 2005. During her master’s degree, she interned for the Ministry of Foreign Relations in Panama. In 2014, she was a Fulbright Scholar to Japan. She holds a Ph.D. in political science from UNT.

**Ashton Gregory**  
Ashton Gregory, M.S., CRC, is the Digital Accessibility Specialist within the Office of Disability Access. She is brand new to this role at UNT but has been providing employment services to individuals with disabilities through Vocational Rehabilitation Services since 2015.
Audon Archibald, Ph.D.
he/him

Audon Archibald completed a Ph.D. in Psychology at the University of North Texas in 2022. Currently assisting the Research Team in the UNT Division of Digital Strategy and Innovation (DSI) as a data analyst, his research interests include media, technology, and the role they play in pedagogy and education.

Bettye Lopez
she/her

Bettye Lopez is the new Assistant Faculty Development Specialist in DSI CLEAR. Before transitioning into faculty development, she was faculty at Billy Ryan High School teaching Chemistry, Integrated Physics and Chemistry, as well as Biology, and Physics courses for English Language Learners. She has experience teaching in public K-12 and experience teaching higher education for four years with undergraduate microbiology labs as a graduate assistant.

Brandon Byles
he/him

Panelist Brandon Byles identifies as being a neurodivergent student with autism. Brandon graduated from Weather College and is an undergraduate Junior at the University of North Texas with an expected graduation in 2024 with a major in geography, and a minor in political science. Brandon hopes to work in the public service sector and research patterns and developments in the interaction with human-nature patterns.

Aubree Evans, Ph.D.
she/her

Aubree is the Senior Faculty Development Specialist in DSI CLEAR. She is also a sociologist who studies power in higher education and inclusive instruction. Before her eight-year career in faculty development, she was faculty at Zayed University in the UAE and taught at institutions in the U.S. for 12 years.

Prior to working in the employment services field, Ashton graduated from the University of North Texas with her undergraduate & graduate degrees in the field of Rehabilitation Counseling and obtained a certification as a Certified Rehabilitation Counselor. Using her experience, education and skills developed in the Vocational Rehabilitation field, she established her own employment services company under the name of Triumph Employment Services. Ashton is credentialed through UNT WISE to provide Supported Employment, Job Placement, Job Skills Training, Environmental Work Assessments, and Job Skills Training support services to individuals with various disabilities. Ashton has significant experience and exposure working with transition aged individuals with neurodevelopmental disorders. Specifically, Ashton has developed a strong passion for working with individuals on the Autism Spectrum and tailors a person-centered approach in her work with her students with disabilities.
Carol Wilson
she/her

Carol Wilson is Professor of Voice at UNT and Chair of the College of Music DEI Council. She has had a distinguished international performance career with major opera houses and concert halls throughout the world. A recipient of the Doctor of Musical Arts degree from the Yale School of Music, she taught at Oberlin, Vassar, Sarah Lawrence, and Mt. Holyoke. Her extensive career as a performer and voice teacher lends a unique perspective to the topic of social justice in the music world.

Cathy Kennemer
she/her

Cathy Kennemer is an Associate Director of Advising and Success Coaching at the University of Tulsa. She holds a Ph.D. in Apparel Merchandising from Oklahoma State University and a MABM in Agribusiness Management from Mississippi State University. Prior to working at TU, Dr. Kennemer was an Associate Professor & Department Head of Business at Rogers State University. Her experience as a faculty member and now student success coach has given her a unique perspective of the challenges that college students face.

Courtney Glazer
she/her

Courtney Glazer is UNT’s Director of the Core, overseeing the general education curriculum. Prior to joining UNT, she was a professor and director of teacher education at Cameron University in Oklahoma. Her bosses (and students) at Cameron readily admitted if anyone could tackle tough subjects, Dr. Glazer could.
Before making higher education her life, Courtney taught secondary English and technology in Allen, Texas. She is aware of the privileges she has and works to leverage them to teach people to be better human beings.

**Cynthia Ekhator**
she/her

Cynthia Ekhator is a dedicated special education resource specialist with a bachelor’s degree in information technology, a master’s degree in Web Design, and a Master’s degree from the University of North Texas in Women’s and Gender Studies. Cynthia’s passion for education and her commitment to diversity, equity, and inclusion are at the core of her work. As a SPED resource specialist, she works tirelessly to ensure all students have access to the resources and support needed to succeed. Her web design and technology expertise also allow her to develop innovative solutions to support students with special needs. In addition to her professional achievements, Cynthia is an avid traveler and enjoys exploring new cultures and meeting new people. She believes that travel is essential to personal growth and enjoys sharing her experiences with others.

**Daniella Smith**
she/her

Daniella Smith, MLIS, Ph.D. is the Hazel Harvey Peace Endowed Professor & Director of the Information Science Ph.D. Program at University of North Texas, where she has been a faculty member for 13 years. An author of over 50 publications, she is a multifaceted researcher whose research includes LIS education, STEM skill acquisition in K-20 environments, information-seeking behaviors, & leadership development.

**Danielle Champagne**
she/her

Danielle Champagne, MBA, AFC®, CFSWE/C, is the Assistant Director-Financial Wellness of the Student Money Management Center at the University of North Texas. She has served as part of the Center’s leadership team since 2006, and has a passion to educate and counsel students to empower themselves to take control of their finances. She believes that your financial independence allows you to be able to fulfill your life’s dreams. Prior to her current position, she worked in academic support services, student conduct, and assessment and research. Her educational background includes finance, economics, strategic management, and student affairs and college administration. Danielle’s current research interests include low-SES student retention and success factors, assessment of student learning and outcomes, and the impact of debt on college students and recent graduates.

**Danielle Dumaine**
she/her

UNT New College, Danielle Dumaine is a Clinical Assistant Professor at New College and affiliated faculty with the Department of History. She received her Ph.D. in History and a certificate in Feminist Studies from the University of Connecticut in 2020. Her research focuses on the history of women, gender, sexuality, race, and capitalism.
Her current project examines the life and work of the poet Diane di Prima in the postwar United States. Her research and pedagogical interests align over questions of identity, representation, and opportunity.

**Devin Axtman**
he/him

Devin Axtman is a Student Services Coordinator (SSC) for the Office of Disability Access (ODA). Devin is also a Certified Rehabilitation Counselor (CRC). Devin has worked at the ODA since 2013 as a Graduate Assistant and now as a full-time SSC. Devin also proudly serves as advisor for UNT's Alpha Nu chapter of Delta Alpha Pi International Honor Society, an honor society for students with disabilities. Devin is a proud UNT alum receiving a BA in Political Science and a BS in Rehabilitation Studies in 2013 and a Master's in Rehabilitation Counseling in 2015.

**Devon West**
he/him

Devon West is a UNT alumnus championing accessibility in all forms through advocacy, consulting, and community efforts. Now working as an accessibility engineer at a large corporation he also founded a group on campus for blind & visually impaired students, proactively lobbied UNT's administration for more robust accessibility policies, and is now participating in several grassroots movements in the Denton community for people with visual impairments. He believes that accessibility requires technical expertise and action in tandem with advocacy efforts and puts this philosophy to practice daily through each of his endeavors.

**Diane Gill**

Diane Gill is an Assistant Professor of Professional Practice in School Librarianship at Louisiana State University and a doctoral candidate in the Information Science Ph.D. program at the University of North Texas. Her dissertation focuses on the inclusive behaviors of school librarians. After receiving her BA in History, she earned an MA in Education Curriculum & Instruction from the University of Texas at Arlington and an MS in Information Science from the University of North Texas. She has served in underrepresented communities as a classroom teacher, campus and district librarian in North Texas for over 15 years.

**Dillon Smith**
he/him

Dillon Smith is a recent University of North Texas graduate with a bachelor's in Political Science and minors in criminal justice and non-profit leadership studies. At UNT, he was heavily involved in many organizations, such as the Black Student Union, the North Texas 40, and an Eagle Ambassador and Orientation Leader. Dillon has a passion for leadership & mentorship, specifically in men of color, which is what he is working towards now by pursuing his Master's in Public Administration with a focus on Non-Profit at the university. He also works Full-Time in the UNT Office of Admissions on the Diversity, Outreach, and Recruitment Team.
Elena Joy Thurston
she/her
CEO, The Elena Joy Experience. Featured in the award-winning documentary, CONVERSION, Elena Joy Thurston is an inspirational Diversity & Allyship speaker, trainer, & author through a lens of LGBTQ+ inclusion. Elena Joy inspires her audiences to learn how Inclusive Leadership can improve company morale and productivity, changing members' lives in a practical way. A Mormon mom of four who lost her marriage, her church, and her community when she came out as a lesbian, her viral TEDx talk on surviving conversion therapy has been viewed more than 45,000 times and landed her media and speaking opportunities with ABC, CBS, FOX, Penn State, University of North Texas, Michael's, Logitech, and more.

Elizabeth Ranieri
she/her
Elizabeth Ranieri is Clinical Assistant Professor in UNT's new College. An art historian by training, she teaches courses in Creativity, Art Appreciation, and the art and architectural history of medieval and early modern Europe. She engages in Project-Based Learning, Reacting to the Past, and other non-traditional pedagogies. Ranieri is excited to be using her textbook, Rebirth and Reform (Cognella, 2023), in this semester's Renaissance Art History course. She enjoyed developing the active learning content for the textbook and making it accessible for all learners.

Emily VanKirk
they/them/elle
Student Development Specialist Tarleton State University Emily VanKirk is a nonbinary Student Affairs staffer and advocate who is passionate about serving students where they're at and getting all voices engaged in the conversation. They believe knowledge is power and questions are the first step to any journey.

Erica Bridges
she/her
Panelist Erica Bridges is a neurodivergent senior Integrated Studies major with a focus on psychology, sociology, and rehabilitation studies. She is obtaining an undergraduate certificate in rehabilitation studies and a minor in special education. She wants to be a special education teacher in public schools and eventually obtain her master's degree in special education and an Educational Diagnostician certification.

Ethan Ligon
he/him
Ethan Ligon is a Digital Accessibility Specialist at the University of North Texas. Ethan has been a native user of assistive technology for his entire life, and has a deep appreciation of such technology, and the benefits of its use.

Haley Zettler
she/her
Dr. Haley Zettler is an Assistant Professor in Criminal Justice at the University of North Texas.
She was the instructor for the first the Inside-Out Prison Exchange Program at UNT in Fall 2022. Prior to her time at UNT, she taught Inside-Out courses at the University of Memphis to incarcerated men and women. Her research interests are centered on the role that trauma, mental health, and substance use has among system-impacted individuals as well as programs and practices in community corrections. She currently is working on research pertaining to childhood trauma among drug-court participants as well as a program providing mental health counseling to pediatric trauma patients. Prior to academia, she was an adult probation officer.

Iljay Kaz-Onyeakazi

Iljay Kaz-Onyeakazi is a doctoral student in the Information Science Ph.D. program at the University of North Texas with a concentration in data science. Her research interest is in applied data science and AI Ethics. Prior to her enrollment in the program, she worked in the industry for over 15 years. She holds a master's degree in Computational Science from Texas A&M, Commerce, and a bachelor's degree in Electrical Electronics Engineering from the Federal University of Technology Owerri, Nigeria.

Jamey Kelley

Jamey Kelley is Assistant Professor of Choral Music Education at the University of North Texas. His research interests include antiracism in the music classroom, social psychology in music education, and gender issues in music. He teaches undergraduate and graduate classes in music education where he incorporates antiracist practices in his classroom. His research has been published in peer-reviewed journals such as Journal of Research in Music Education, Psychology of Music, and Research Studies in Music Education.

Jasmine Willis-Wallace, Ed.D.

Dr. Jasmine Willis-Wallace, Ed.D. is the Vice Chair of Equity, Diversity, and Inclusion (EDI) for Duke University’s Department of Pediatrics. As the Vice Chair of EDI, Dr. Willis-Wallace oversees the DEI initiatives across the entire department. She assesses and analyzes data and trends related to DEI efforts both internally and externally to help inform the department’s DEI work and strategy. Prior to joining Duke, she served as the Director of Diversity, Equity, and Inclusion at the University of Oklahoma-Tulsa campus.

Javier Santillan

Admissions Recruiter, University of North Texas. Javier Santillan is a recent University of North Texas graduate with a bachelor's in Project Design & Analysis. Javier has a passion for leadership and mentorship, specifically for men of color, which he is working towards now by pursuing his Master’s in Interaction Design at the university. He also works Full-Time in the UNT Office of Admissions on the Diversity, Outreach, and Recruitment Team.
Kelly Holloway
Vocational Rehabilitation Manager
Texas Workforce Solutions Kelly Holloway, MS, CRC, LPC serves as the Vocational Rehabilitation Manager (VRM) in the North Central Texas Management Unit for Texas Workforce Solutions Vocational Rehabilitation Services. She has been working in State Vocational Rehabilitation for 10-Years serving a variety of people with disabilities, but has specialized training working with customers who are neurodivergent. She earned a Master’s Degree in Rehabilitation Counseling and Bachelor’s degree in Rehabilitation Studies both from the University of North Texas.

Landon Ellison
he/him
Landon Ellison leads the strategic planning & implementation of recruitment & outreach strategies focusing on offering holistic and inclusive services to the DFW and the broader Texas community. Landon has worked full-time for UNT for 11 years and within Admissions & Outreach since 2016. He is a two-time UNT alumnus pursuing his doctoral degree in Higher Education Administration.

Lauren Matthews
she/her
Lauren Mathews MS, CCC-SLP, has been a Clinical Associate Professor in the Department of Audiology and Speech-Language Pathology at the University of North Texas since 2005 with primary responsibilities including teaching, clinical supervision, research, and administration. Mrs. Mathews has been instrumental in the development of the UNT Neurodiversity Initiative,

K. Vest
Panelist, K is an autistic first-year graduate student in the Masters in Speech-Language Pathology program at UNT. They received their B.S. from UNT and was a UNT Undergraduate Research Fellow in 2021-2022. They are interested in working in a preschool program for children with disabilities, in the public school system upon graduation and have a passion for working with students with special needs.

Jessica Stone
she/her
Jessica Stone, M.S., CRC, is the Director of the Office of Disability Access at the University of North Texas (UNT). Jessica is a Certified Rehabilitation Counselor (CRC), and Licensed Professional Counselor (LPC). She also identifies as someone who is blind. Jessica obtained her Bachelor of Science degree in Rehabilitation Studies and her Master of Science degree in Rehabilitation Counseling, both from the University of North Texas. Prior to coming to UNT, she was a Transition Vocational Rehabilitation Counselor assisting high school students with disabilities transition to a post-secondary institution or employment after graduation. Jessica is very passionate about advocacy efforts surrounding accessibility, inclusion, equal access, and belonging for individuals with disabilities, both in higher education and the workforce. Her work emphasizes not only promoting awareness, but how to take action toward these goals. Jessica’s specialization is working with individuals who are Blind/Visually Impaired, d/Deaf and Hard of Hearing, and individuals who are Neurodivergent.
especially in the development of three neurodivergent student support programs, UNT ENGAGE (Embracing Neurodivergent Groups in Academics & Gainful Employment), UNT EPIC (Empowering Personal Interactions in the Community), and Eagle Chat, a peer support group.

Lauren Taylor

Lauren is a graduate of the UNT Master’s level Rehabilitation Counseling program. She is currently employed by UNT ENGAGE as a Senior Program Project Coordinator where she works with Neurodivergent students to adjust to and navigate college. Lauren is also a Leader for the non-profit To Be Like Me, a program run by people of all disabilities designed to educate today’s youth and communities about disabilities. Lauren was born with Muscular Dystrophy and has been a full-time power chair user since the age of 3. Alongside her service dog Buchanan from Canine Companions, Lauren is an all-around advocate for people with disabilities and specifically educates people about the importance of Universal Design and Service Dogs. In 2019, Lauren was crowned Ms. Wheelchair Texas, an advocacy title that allowed her to travel the state of Texas to educate on and advocate for her platform of Universal Design. Lauren was appointed to the Texas Board of Architectural Examiners this year and will be serving as the disabilities representative to ensure accessibility everywhere.

Lee Ann Derdeyn, Ph.D.

she/her

Dr. LeeAnn Derdeyn, Clinical Assoc. Professor at UNT New College, is not writing on Eliot, Pound, Yeats, and Joyce, she focuses on interdisciplinary research, writing, and teaching examining 20th/21st Century Transatlantic (American, British, Irish) Literature and Human Justice, specifically the interrelation of women’s, minority, and environmental issues. Dr. Derdeyn is the UNT New College liaison for the Provost's Moving Forward Together DEI Initiative, and she believes that “Meeting The Student in Front of Me” doesn’t happen without attention to DEI.

Lindsey White

Graduate Student, University of North Texas Lindsey White holds a Bachelor of Science in psychology and minor in criminology from UT Dallas. She is a UNT graduate student in the College of HPS and will earn her master's degree in criminal justice with a concentration in theory and research this summer after defending her thesis. She will continue her education as a PhD student in UNT's clinical psychology program as a member of Dr. Craig Neumann's research lab. She hopes to become a licensed clinical-forensic psychologist so that she may continue working with the incarcerated population, administering court ordered mental health assessments. Lindsey has served as the Inside-Out program’s graduate teaching assistant the last two semesters, and it has been the most fulfilling experience she has had the privilege of being a part of. Outside of school, she enjoys spending time with her family and visiting the local park with her husband.
Lydia Ogbadu-Oladapo
Lydia Ogbadu-Oladapo is a doctoral candidate in the Information Science Ph.D. program at the University of North Texas with a concentration in data science. She previously received an MBA and MS in Agric Development Economics at the University of Reading, UK, and has 10+ years of experience working in the humanitarian space. Her research interests include Information Behavior, Health Informatics, AI, robotics, and the elderly and the information behaviors of marginalized populations, especially senior adults.

Madasen Briggs
she/her

Behavioral Science Doctoral Student
University of North Texas
Madasen Briggs is a third-year doctoral student in the behavioral science program at the University of North Texas (UNT) and a data analyst intern for the learning research team in the Center for Learning Experimentation, Application, and Research (CLEAR). Their research background is in workplace power, equity and discrimination. They also have a passion for promoting accessible educational practices within UNT and beyond.

Nuchakor "Pia" Nunbhakdi
she/her

Pia is an international graduate student in the International Studies program. Prior to moving to the United States, she spent a year working with refugees and asylum seekers at Asylum Access Thailand in Bangkok, Thailand. Through meaningful and respectful interaction, Pia has developed a better understanding of displaced people. She also volunteered at UN WOMEN, where she discovered that during the crisis context, women are the most vulnerable among marginalized members. Overall, it inspires her to extend existing privileges to displaced women.

R. Curtis Sparling
he/him

R. Curtis Sparling is an Assistant Professor, O.D. Mayor endowed chair and Department Head of Technology & Justice Studies at Rogers State University. He holds an Ed.D. in Higher Education Leadership from ORU and an MA in National Security and Strategic Studies from the Naval War College.

Rachita Sharma, Ph.D., LPC-S, CRC
she/her

Chair of the department of Rehabilitation and Health Services
University of North Texas
Dr. Rachita Sharma is currently the Chair of the department of Rehabilitation and Health Services at the University of North Texas. As a Clinical Associate Professor and the Clinical Director of the UNTWELL clinic she supervises the clinical training of graduate and undergraduate students. As a Licensed Professional Counselor Supervisor Dr. Sharma has extensive experience working in the field of mental health. Her research focuses primarily on addressing disparities and barriers in access to mental health treatment, and provision of culturally competent services and training.
Rebecca Werts

Rebecca Werts is a Licensed Professional Counselor-Associate, supervised by Dr. Leslie Jones, LPC-S, RPT, a National Certified Counselor, and third-year doctoral student in UNT’s Counseling program. Rebecca has almost 10 years of experience in higher education and over five years of clinical practice in the non-profit sector and community-based settings. Her work focuses on the lived experiences of BIPOC individuals and communities, with particular interest in the mental health and wellness of Black women. Her areas of interests include grief/loss, anxiety, self-esteem, and trauma.

Regina Kaplan-Rakowski, Ph.D.

Dr. Regina Kaplan-Rakowski is an Assistant Professor of Learning Technologies at the University of North Texas. Her research interests are at the intersection of three areas: immersive learning technologies (e.g., virtual reality, augmented reality, mixed reality), emotional responses to learning technologies, and computer-assisted language learning (CALL). Dr. Kaplan-Rakowski demonstrates her commitment to diversity, equity, and inclusion through research on emotional needs and mental health, on student performance anxiety, and projects focusing on blind and visually impaired individuals.

Ricardo Gonzalez

he/him

Associate Professor in Bilingual and ESL Education, University of North Texas. Dr. Gonzalez has a BA from Universidad de Leon, Spain, a M. Ed. and a Ph.D. from Northern Arizona University, Ph.D from Arizona State University. He has 20 years of experience as a lawyer, a teacher, and faculty member. Currently he is an associate professor in bilingual and ESL education at UNT in the Department of Teacher Education and Administration. He is co-principal investigator of Project SUCCESS: A Title III National Professional Development program funded by the USDOE.

Rosana Boyd

she/her

Principal Lecturer in the Department of Teacher Education and Administration at the University of North Texas. Dr. Rossana Boyd has a BA from the Universidad Nacional Autonoma de Honduras, a M.Ed. from Southeastern Louisiana University, and a Ph.D. in C&I from Louisiana State University. She has over 30 years of experience as a teacher, school administrator, and faculty member. Currently, she is a Principal Lecturer at UNT in the Department of Teacher Education and Administration. She teaches courses in bilingual and English as a second language education program and directs Project SUCCESS: A Title III National Professional Development grant.

Rosylin Johnson

she/her

President & CEO, the Corporate Advisors. Rosylin Johnson is a versatile senior leader with a diverse background in strategy, M&A, finance/accounting &
Sritha Darbha
Sritha is a Computer Science engineer, currently pursuing her Masters in College of Business at UNT, with work experience of around three years in multiple countries. Her professional experiences back home and here as an international graduate student garnered her life learnings from both sides of the globe.

Sul Boyun
Boyun Sul is a graduate student in the M.Ed. Higher Education program at the University of North Texas. They currently work as the graduate assistant for alternative breaks. After graduating this semester, they hope to become a counseling psychologist and practice at a college counseling center. Boyun hopes to pursue their research on QTBIPOC identity development, APIDA student needs, diversity and inclusion in higher education, and the impacts of systemic injustice on mental health.

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 & careers and (2) promote the universal design (UD) of learning opportunities; facilities; websites, media, documents and other IT; services to ensure that they are accessible to, usable by, and inclusive of individuals with disabilities.

Tania Heap
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.
Terrance Harris
he/him

Terrance Harris serves as the Director of Diversity, Equity, and Inclusion for the College of Engineering at Drexel University. Harris is responsible for the college's DEI initiatives supporting and promoting programs, policies, events and other activities for students, faculty, and staff. He previously served as Director of the LBH Black Cultural Center at Oregon State University, worked collectively with campus and community partners, advised multiple student orgs, and advocated for Black & brown faculty and staff. Terrance received a Master of Education from UNT 2012. Terrance is actively involved with the National Conference on Race & Ethnicity (NCORE), a member of the National Association of Student Personnel Administrators (NASPA), and a proud member of Kappa Alpha Psi Fraternity. Harris is a true southerner originally from Louisville, KY, he has lived all over the south in cities such as Dallas, Atlanta, and Orlando. Harris believes that his everyday mission is to be the vessel to foster student development while always being your authentic self.

Tzefira Jones
she/her

Tzefira Jones is a Ph.D. candidate and teaching fellow in the UNT College of Music. Her research interests include representation of historically minoritized groups in string education, and visual disabilities in music education. She taught orchestra in the Dallas metroplex where she established a new orchestra program and was awarded teacher of the year for her campus. Her article “Fracturing the Black Nucleus: Reflections on School Desegregation in Texas Through the Lens of Black Orchestra Students” was published in the Journal of Historical Research in Music Education.
Committed to Tier One research and education.

UNT’s College of Science is home to nearly 4,000 science and math majors and is a powerhouse for cutting edge research in natural, physical and mathematical sciences.
30% of G. Brint Ryan College of Business students are first-generation students in college.

42% female enrollment in the Fall of 2022.

24% of students enrolled at the G. Brint Ryan College of Business are Hispanic.

68% of students enrolled at the G. Brint Ryan College of Business are continuing students and nearly 10% of students are new undergraduate transfers to the college.
The Division of Research & Innovation remains dedicated to supporting, facilitating, and empowering the development of sustainable research at the University of North Texas.

Our core values of efficiency, innovation, integrity, interdisciplinary focus, individual growth, partnership, and diversity reflect our commitment to serve and support faculty and staff in our campus community.
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The Division of Inclusion, Diversity, Equity and Access would like to thank all of our external sponsors who helped make our 2023 Equity and Diversity Conference a success!

A Very Special Thanks to Our Presenting and Social Justice Sponsor

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Presenting & Social Justice

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Inclusive Excellence  Career Fair

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Eagle
Indigenous Cultures Institute

Directed by: LaRay Guerrero
Indigenousculturers.org

The Indigenous Cultures Institute was founded in 2006 by members of the Miakan/Garza Band, one of the over six-hundred bands that resided in Texas and northeastern Mexico when the Spaniards first arrived.

UNT African Percussion Ensemble

Directed by: Gideon Foli Alorwoyie
UNT Professor of Percussion and Affiliated Faculty, Ethnomusicology
Biography

A medley of drumming styles from the Dagomba people in the Northern Region of Ghana.
BD Wong is a celebrated actor and activist with over three decades of excellence on stage, on television, and in film, appearing in such hits as Bird Box, Law & Order: SVU, American Horror Story, Gotham, Jurassic Park, and Jurassic World. His Broadway debut in M. Butterfly earned him a Tony Award, Outer Critic’s Circle Award, Theatre World Award, Clarence Derwent Award, and Drama Desk Award – making him the only actor to ever win all five major New York theatre awards for a single role. BD has also received an Emmy nomination for his role as Whiterose and Minister Zhang in USA Network’s Mr. Robot. His experiences as an openly gay Asian-American actor in Hollywood have shaped his career and inform his ongoing advocacy work. Having faced rejection, typecasting, racism, and homophobia in his journeys through the entertainment industry, he has a sharp perspective on the importance and necessity of diversity and representation in the media and beyond.
A transgender native Hawaiian teacher and cultural icon who brings to life Hawaii’s traditional embrace of mahu — those who embody both male and female spirit. Her documentary, Kumu Hina, traces Hina’s evolution from a timid high school boy to her position as a married woman and cultural director of a school in one of Honolulu’s grittier neighborhoods. As she contemplates who should lead the school’s all-male hula troupe in their final performance, a surprising candidate presents herself: Ho’onani, a sixth grader who is proud to be seen as a mixture of boy and girl. As Kumu Hina helps Ho’onani to negotiate the mixed reactions of her classmates and her family, the power of culture to instill a sense of pride and acceptance becomes clear.

Hinaleimoana Wong-Kalu (Kumu Hina) is a kanaka maoli (Native Hawaiian) teacher, cultural practitioner, and community leader. Born in the Nu’uanu District of O’ahu Island, Kumu Hina was educated at Kamehameha Schools and the University of Hawaii. She was previously a founding member of Kulia Na Mamo, a community organization established to improve the quality of life for māhū wahiwe (transgender women), and Cultural Director at a public charter school dedicated to using native Hawaiian culture, history, and education as tools for developing and empowering the next generation of warrior scholars. Kumu Hina is currently a cultural advisor and leader in many community affairs and civic activities, including Chair of the Oahu Island Burial Council, which oversees the management of Native Hawaiian burial sites and ancestral remains. In 2014, Hina announced her bid for a position on the board of the Office of Hawaiian Affairs, the first transgender candidate to run for statewide political office in the United States.
Standing together to build a stronger UNT!

The UNT Together fund strengthens diversity and inclusion at the University of North Texas through programmatic support, scholarships and student-centered initiatives.

Every contribution makes an impact, and gifts made to eligible funds and scholarships will be matched 100% to the UNT Together fund by the university.

Give today in celebration of our Mean Green family!

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Michele Rodgers – Senior Engineering Manager
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PGA WORKS is designed to diversify the golf industry’s workforce. Funded by PGA REACH.

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2023 EQUITY & DIVERSITY CONFERENCE PLANNING COMMITTEE

Dr. Teresa McKinney (she/her) - Division of Institutional Equity & Diversity
Dr. Marcella Clinard (she/her) - Division of Institutional Equity & Diversity
Mayra Stone (she/her) - Division of Institutional Equity & Diversity
Dr. Vanessa Ellison (she/her) - Division of Institutional Equity & Diversity
Alisha Thomas (she/her) - Division of Institutional Equity & Diversity
Kathleen Hobson (they/them) - Division of Institutional Equity & Diversity
Joshua Hamilton (he/him) - Division of Institutional Equity & Diversity
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Michael Washington (he/him) - Division of Digital Strategy & Innovation Tech
Dr. Christine Hubbard (she/her) - North Texas Community College Consortium
Supporting Families. Protecting Youth.

Starting in 2021, the Division of Inclusion, Diversity, Equity and Access (IDEA) created an opportunity to provide a collaborative service project between all UNT departments and organizations and add even more value to campus sponsorships.

The 2023 Social Responsibility Partner is, Opening Doors International Services Inc. (ODIS). ODIS, Inc. is committed to providing humanitarian and legal immigration and naturalization services in a safe and supporting environment. ODIS, Inc. serves Denton and surrounding counties and is dedicated to serving clients, regardless of financial limitations and without regard to race, religion, gender, national origin, age or disability.

Opening Doors International Services has been offering immigration legal services to families and individuals in North Texas since 2003 as a nonprofit agency recognized by the U.S. Department of Justice.

Our Department of Justice accredited staff represent clients before United States Citizenship and Immigration Services (USCIS).

www.odisinc.org/
Pledge of Aloha

I believe that every person has a role in society, and deserves to be included and treated with respect in their family, school, and community.

I believe that every person should be free to express what is truly in their heart and mind, whether male, female, or in the middle.

I believe that every person should be able to practice their cultural traditions, and to know and perpetuate the wisdom of their ancestors for future generations.

I believe these values are embodied in aloha: love, honor and respect for all.

Therefore, I pledge to live aloha in everything I do, and to inspire people of all ages to do the same.

Take the Pledge at KumuHina.com
Diversity & Inclusion
Open-Enrollment Training
(UNT Employees)

Introductory
Developing Inclusive Attitudes
Dimensions of Diversity and Social Justice

Intermediate
Strategies for Inclusive Language and Policy
Interrupting Bias and Microaggressions
Bold Belonging

Advanced
Exploring Inclusion: Perspectives on Race
Exploring Inclusion: Building Interfaith Equity
Exploring Inclusion: Gender and Sexuality
(presented by the Pride Alliance)
Exploring Inclusion: Intergenerational Understanding

UNT Employee Resources Groups
(UNT Employees)

API-MENA Network
Asian Pacific Islander Middle Eastern North African Network

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UNT BPN

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NT Fellowship

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Thank you to everyone for attending the 2023 Equity & Diversity Conference, presented by Goldman Sachs, on March 23, 2023!

Mark your calendar now for the 2024 Equity & Diversity Conference scheduled for:

**March 21, 2024**

We are excited to offer:

*Sponsorship opportunities* with value-added benefits. Collect CEUs!

Keynote addresses and workshops from thought leaders, on topics related to: social justice, identity, equity, and inclusion.

Presentation of the Inclusive Excellence Award winner.
Continuation of both corporate and academic conference tracks.

We hope to see you there!

**WE WANT YOUR FEEDBACK!**

Please don’t forget to complete the post-conference survey.