

SHSSW ALLIES & ACCOMPLICES DIRECTORY











The SHSSW Allies & Accomplices initiative is designed to give our community members the opportunity to identify faculty and staff who pledge to use their power and privilege to confront and interrupt oppression. This initiative serves to:

- Support students who are marginalized through authentic and trusting relationships with a SHSSW ally or accomplice;
- Support students with privilege in becoming effective allies by working with a SHSSW ally or accomplice;
- Grow the presence of allies and accomplices within our school community.

The individuals listed below have volunteered to serve as SHSSW Allies & Accomplices, a commitment that requires acting intentionally with knowledge, self-awareness and accountability to disrupt oppressive systems. You may learn more about each person by reading below and by clicking on their photo.



THESE SYMBOLS INDICATE THAT THE PERSON IS FAMILIAR WITH ISSUES
RELEVANT TO THE FOLLOWING COMMUNITIES:

-  AAPI FOLX
-  AGEISM
-  ARAB/MENA FOLX
-  BLACK FOLX
-  DISABILITY
-  IMMIGRANTS
-  INDIGENOUS PEOPLES/NATIVE AMERICANS
-  LATINX FOLX
-  LGBTQIA+
-  OTHER RACIAL/CULTURAL IDENTITIES
-  RELIGIOUS MINORITIES
-  SEXISM
-  SUBSTANCE USE/ADDICTION RECOVERY

If you would like to connect with a SHSSW Ally or Accomplice, we welcome you to contact them directly or through the [Office of the Associate Dean for Equity and Inclusion.](#)

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Ari Acosta (she/her/ella) identifies as a Cisgender Latina woman who has lived experience as a recent immigrant in the US and in addressing issues and supporting others around gender, sexuality and culture. In her professional role, she works to ensure cultural and linguistic responsiveness on health and mental health care agencies.

Identities/issues that she is prepared to support:



Joan Asseff (she/her/hers) identifies as a White woman with a disability. In her teaching and clinical roles, she focuses on incorporating anti-racism/anti-oppression materials & practice into her curriculum. She regularly participates in trainings on various diversity, equity & inclusion topics, and affinity groups to further her personal growth as a disruptor of oppressive/racist systems.

Identities/issues that she is prepared to support:



Eboni Calbow (she/her) identifies as a Black and Native American woman. She has professional experience supporting students of color, and has facilitated and participated in diversity, equity and inclusion trainings around gender, race and identity. She engages in scholarship that incorporates the lived experiences of marginalized people and anti-racist and anti-oppressive practices.

Identities/issues that she is prepared to support:



Esther Calzada (she/her) is a second-generation Latina woman with lived experiences related to growing up in an immigrant and Spanish-speaking home. She has participated in and facilitated trainings on anti-racism practices, and engages in scholarship that explores marginalization based on race, ethnicity and immigration.

Identities/issues that she is prepared to support:



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Yessenia Castro, PhD (she/her) is a bilingual (Spanish-English) Mexican American clinical psychologist with lived experiences related to being an underrepresented minority at predominantly white universities. She has considerable experience mentoring students from underrepresented backgrounds.

Identities/issues that she is prepared to support:



Namkee Choi (she/her) identifies as a first-generation, bilingual (Korean-English) Korean American woman. She has experience with bystander interventions and training social work students in anti-racist practices.

Identities/issues that she is prepared to support:



Catherine Cubbin (she/her) is a non-Latinx white woman with lived experiences related to growing up in a single-parent home whose parents do not have a college degree. She is passionate about mentoring scholars from underrepresented groups in the sciences, and engages in scholarship that examines social inequalities in health based on race, ethnicity, social class, geography, and gender.

Identities/issues that she is prepared to support:



Cynthia Franklin (she/her) has lived experience related to issues facing women in academia, first-generation students and Indigenous communities. She has experience with anti-racism pedagogy and practice in social work, and in developing school-based interventions for Latinas who are pregnant and parenting.

Identities/issues that she is prepared to support:



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Rene Gaitan (he/his) is a 1st generation immigrant from the Central American country of El Salvador and identifies as a bilingual (Spanish-English) Latinx CIS gender male. He has participated and is supportive of trainings on disability, anti-racism, diversity, equity, and inclusion. In his professional role, he works to promote BIPOC leadership in community organizations through course instruction and community trainings.

Identities/issues he is prepared to support:



Naz Heydarian (she/her) is a blind woman who identifies as second-generation Middle Eastern-American and part of a religious minority. She conducts research on issues of prejudice and stereotyping related to racism and ableism.

Identities/issues that she is prepared to support:



Tres Hinds (she/her or they/them) identifies as a member of the LGBTQIA+ community and has lived experiences related to active duty military combat deployment. Tres' research explores substance use in sexual and gender minority communities, and her professional service has focused on bystander intervention, education and community building for the LGBTQIA+ community.

Identities/issues she/they is prepared to support:



Lori Holleran Steiker (she/her) identifies as a Jewish woman with a mental health disability and who is in long-term recovery from addiction. She grew up with family members with dual diagnoses and addiction recovery. She has an educational background in anti-racism, and is an active advocate for the rights of people with mental health struggles and substance use disorders. Her research/teaching focus on substance use disorders.

Identities/issues that she is prepared to support:



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Cossy Hough (she/her) has lived experience in disability issues and has facilitated and trained in this area, including the history of the disability rights movement and critical disability issues. She also has experience addressing sexism and related issues including the evolution of the feminism in the U.S. She has training in Critical Race Theory in education and social work practice.

Identities/issues that she is prepared to support:



Alexis Kyle (she/her) is a Black and Latina woman. She has participated in trainings around LGBTQIA+ allyship. She also has lived experience in being multiracial, being a first generation student, being a woman in STEM, and leaving a religious group.

Identities/issues she is prepared to support:



Carol Lewis (she/her) identifies as a White woman who participates in anti-racism trainings, specifically efforts to undo White Supremacy.

Identities/issues she is prepared to support:



Tammy Linseisen (she/her) identifies as a White woman with a disability and lived experiences related to Latinx, adoption, military, and religious minority issues. She has facilitated trainings on gender-based issues, culturally-responsive supervision, and anti-racism in social work practice. She also participates in anti-racism and anti-oppression trainings on an ongoing basis.

Identities/issues that she is prepared to support:



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Sandy Magaña (she/her) identifies as a Latina woman whose scholarship focuses on the intersection of disability and race/ethnicity. She has experience teaching on issues of disability, race, ethnicity, immigration, and research methods in minoritized communities.

Identities/issues that she is prepared to support:



Yulanda McCarty-Harris (she/her) identifies as a Black woman. She has legal expertise on workplace discrimination based on gender, race, and ethnicity. She has participated in and facilitated trainings on equity and inclusion for minoritized populations, including LGBTQIA+.

Identities/issues that she is prepared to support:



Becky Morales (she/her/ella) is a Latinx woman with lived experiences related to growing up in a border city (El Paso). She has participated in anti-racism trainings and continues her growth and development in infusing anti-racist practices into the classroom. Becky focuses her clinical work in serving those who identify as members of marginalized communities, including folx who identify as BIPOC.

Identities/issues that she is prepared to support:



Yolanda C. Padilla (she/her), the daughter of Mexican immigrants, grew up in the culturally rich US-Mexico international border. She was trained in social inequality, her area of scholarship, at the University of Michigan's social work & sociology joint doctoral program. As director of the Council on Social Work Education's Center for Diversity and Social & Economic Justice she leads advances in content & pedagogy in these areas.

Identities/issues she is prepared to support:



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Ruben Parra Cardona (he/his) identifies as a bilingual (Spanish-English), immigrant Mexican-American man. His research and scholarship are primarily focused on the cultural adaptation of evidence-based parenting interventions for dissemination in Latinx immigrant communities in the US, as well as in Latin America.

Identities/issues he is prepared to support:



Thea Posel (she/her) identifies as a woman in the LGBTQIA+ community. She has participated in trainings on anti-racism practices and actively seeks opportunities to become a better ally and accomplice on a variety of issues.

Identities/issues that she is prepared to support:



Diane Rhodes (she/her) lives within the experiences of being considered old and disabled, being racialized as Black, and being a Cisgender woman. Her teaching and professional service includes considerable experience with “bottom-up” anti-racism and pro-belonging work in education and service settings.

Identities/issues she is prepared to support:



Sarah Sloan (she/her) identifies as a woman with a disability in the LGBTQIA+ community. She has significant training in LGBTQIA+ allyship, and has participated in trainings on disability allyship, anti-racism, and supporting undocumented immigrants.

Identities/issues that she is prepared to support:



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Robin Smith (she/her) identifies as a White, Cisgender woman. Through her professional role, she has experience working to support underrepresented students in the behavioral health workforce. She has 30+ years of 12-step recovery and welcomes the chance to advise/support any student in recovery.

Identities/issues that she is prepared to support:



Steve Sonnenberg (he/him) identifies as a White man with a lifelong commitment to social justice. He has participated in a number of trainings through UT's various offices of diversity and inclusion.

Identities/issues that he is prepared to support:



Jinane Sounny-Slitine (she/her) is a multi-racial woman with lived experiences related to growing up in an immigrant and religious minority home. She works towards dismantling oppressive/inequitable educational policies and creating equity-minded programming within higher education systems. She has training in Critical Race Theory in education and participates in various DEI trainings. In scholarly work, she is particularly interested in the Arab/MENA-American student experience.

Identities/issues that she is prepared to support:



Carrie Stephens (she/her) identifies as a White woman and a religious minority. She has an educational background in intersectional feminism, lived experience around accessibility issues, and has coordinated and participated in trainings on anti-racism, LGBTQIA+ accomplices, and gender-based oppression.

Identities/issues that she is prepared to support:



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Sarah Swords (she/her) identifies as a Cisgender White woman with lived experience facing sexism and ageism. She has participated in trainings on anti-racism practices, Critical Race Theory in academia and social work practice, dismantling white supremacist culture, and microaggressions in the classroom.

Identities/issues that she is prepared to support:



Carmen Valdez (she/her) identifies as a bilingual (Spanish-English) Latina woman. Her scholarship focuses on immigrant health, primarily in Latinx communities.

Identities/issues that she is prepared to support:



Mia Vinton (she/her) identifies as a multi-racial woman. She has lived experience and an educational background in Indigenous communities and personal knowledge of issues around immigration. She has participated in trainings on anti-racism and is an accessibility advocate.

Identities/issues that she is prepared to support:

