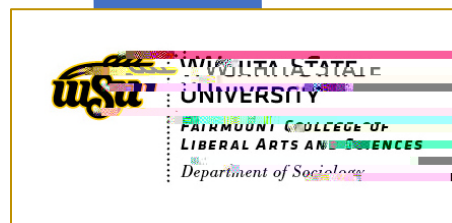


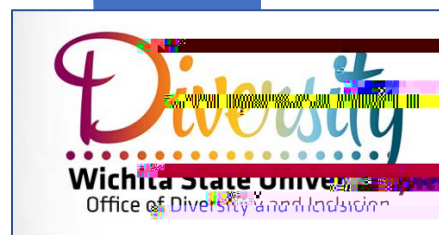


March 10th & 11th, 2022

Organized & Hosted by:



Cosponsored by:



2022 Full Conference Agenda at a Glance

Thursday, March 10th:

- 5:30-6:30pm: Community Organization Showcase and Networking
- 6:30-7:30 pm: Keynote Presentation (both live inperson and streamed)
 - CJ Janovoy, journalist/author *Lessons from Decades of Reporting on LGBTQ Kansas*

Friday, March 11th (virtual sessions):

Session 1 continued...

Are Women Leading Other Women On? The Capitalism of Online Kayan Mata Aphrodisiac Dealers in Nigeria

Presenter

10:40-11:40 am: Session 2 Workshops

Breakout Workshop 2a

Navigating the Double Bind: Exploring Sources of Pressure to Engage in Painful Sexual Activity

Presenters: Hannah Clark, M.A. student in Clinical Psychology with Dr. Charlene Muehlenhard

Affiliation: University of Kansas

Abstract:

Individuals who experience unwanted pain with sexual activity sometimes experience ambivalence about engaging in sexual activity. When deciding whether to engage in sexual activity, they may have to choose between avoiding physical pain and avoiding relationship conflicts or self loss. These competing pressures may feel like a double bind, in which individuals feel they must ultimately choose between two unappealing options. In this study, we aimed to explore the various pressures individuals report experiencing when making decisions about engaging in painful sexual activity.

METHOD:

li7 s4528n(o)-4e)0.8(h)-0.6)-0.6(e (c)e+2.5 ac (u)-0.6/(e)1,7 u(ly)-0.8 w(5.31(e)0.7 (1)g (

GNC students. This will include terminology, conceptual explanation, and the research on how best to include, support, and affirm trans, non-binary, and GNC students, as well as why this should be our stance as educators.

Our session does not assume prior knowledge of gender diversity and offers a space for entry into this conversation about gender in schools. We will engage with current questions about trans, non-binary, and GNC students that are common in the zeitgeist and dispel myths that are harmful. We will also offer an opportunity for educators to consider how to make their own educational spaces more inclusive, supportive, and affirming, and provide practical steps towards those goals. Lastly, participants will leave with ideas and resources on how to continue to learn about trans, non-binary, and GNC students, to continually grow personally and adapt their classrooms and schools.

11:40-12:40 pm: Lunch Break

12:40-2:00 pm: Session 3

Breakout 3a - Fostering more Inclusive Campus Environments

Assessing the Barriers to Female and Minority Faculty in STEM

Presenters: Dr. Moriah Beck, Associate Professor with Drs. Janet Twomey, Rhonda Lewis
Committee members also include Drs. Linnea Glenmayer, David Eichhorn, Jean Griffith, Gergana Markova, and Tiffany Franks and Stormy Malone

Affiliation: Wichita State University

Abstract:

The goal of the NSF ADVANCE Catalyst team at Wichita State University is to increase and retain the number of women and underrepresented minority faculty in STEM fields. We will present our comprehensive assessment of the systemic barriers that have led to the underrepresentation of women and minority STEM faculty at WSU based upon proven qualitative and quantitative methods. An examination of the distribution of WSU faculty reveals that men outnumber women at all ranks, especially when it comes to full professor, and more dramatically in the STEM. When examining hiring trends, we did note a 130% increase in STEM new hires who are women since 2018; however, a comparison of the national pool of applicants to those applying to WSU suggests there is room for improvement. Our efforts also involved examining barriers to advancement, which involved administering the COACHE survey of faculty satisfaction. This survey captured new insights into issues that are common to all WSU faculty, but specifically identified areas of concern for female and URM faculty. Our team also used qualitative information gained from several focus groups where consistent themes included extra work that goes unrecognized, unclear or inconsistent guidelines and expectations for advancement, and the lack of mentoring or affinity groups. After completing this fundamental assessment, we hosted a series of

Building Connections for Addressing SADVS on Campus through Curriculum Infusion

Presenters: Shelby Wiesner, M.A. student with Dr. Jodie Hertzog, Associate Professor

Affiliation: Wichita State University

Abstract:

Since the first enactment of the Violence Against Women Act in 1994, there has been growing legislative interest in the prevalence of sexual assault on college campuses. In subsequent years, and under the provision of the Cleary Act and Title IX, universities have received directives geared toward addressing issues of not only sexual assault but dating violence and stalking as well.

Existing research suggests the importance of building multi-level strategies focused on transforming the campus climate, educating campus leaders, and building strong relationships with students as necessary steps toward shifting campus culture.

cc t-1 (m)9 -2 (he-0.001 Tw on)(d)1J 0 Tc 0 Tw [()-1 (o)1 (n)1

healthcare needs and other prominent issues pertinent to queer health. Additionally, Kansas law does not require any diversity training in physician continuing education for licensing renewal. Recommendations for changing physician education as well as physician continuing education regulations to address this need are advocated. Additional implications and future policies will be discussed.

LGBTQ Youth in Kansas: Findings from the Kansas LGBTQ Youth Health Needs Assessment

Presenters: Emera (M) Greenwood, B.A. student, with Briana McGeough, Megan Pacey, & Michael Riquino

Community partners: Dawna Raehpour, Tori Gleason, Jennifer Pearson, & Liz Hamor

Affiliation: University of Kansas

Abstract:

Lesbian, gay, bisexual, transgender, and queer or questioning (LGBTQ+) youth are at risk of myriad physical, mental, and behavioral health concerns (Russell & Fish, 2016). These health disparities are a result of stigma and stress in LGBTQ+ youth social environments (Meyer, 2003). Although ample evidence exists on the health needs of LGBTQ+ youth, we lack research on the needs and experiences of LGBTQ+ youth in specific Midwestern states. This limits statewide organizations from having data to further their work to promote health equity and justice for LGBTQ+ youth. This study aimed to redress this gap by engaging in a statewide LGBTQ+ youth needs assessment in Kansas.

Breakout 3b continued...

LGBTQ+ Inclusive Language and Terminology in the Healthcare System

Presenter: Daria Moore, B.A. student

Affiliation: Wichita State University

Abstract:

This presentation is an examination of LGBTQ+ inclusive language and terminology within the healthcare system. Lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ+) individuals frequently report having negative noninclusive experiences within healthcare settings. This is largely due to a lack of proper education for healthcare workers, interdisciplinary issues, and prejudice on both personal and institutional levels, as well as a lack of cultural competency. This presentation will examine how inclusive healthcare settings are crucial to the equitable treatment and health outcomes of LGBTQ+ patients and how language is one of the most effective ways of achieving this. Using language that is inclusive of all identities can reduce the burdens and barriers that this community often faces and creates a more respectful and

