

9th Annual



March 10th & 11th, 2022

Organized & Hosted by:



Co-sponsored by:



2022 Full Conference Agenda at a Glance

Thursday, March 10th:

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

Friday, March 11th (virtual sessions):

- **9:00-10:20 am: Welcome & Session 1 (Zoom Room A)**
 - Clark, S., Muehlenhard, & Zangari.: *How Permanent are Sexual Identity Labels? Is Label Permanency related to changes in Sexual Attraction?*
 - Azubuike, C.: *Are Women Leading Other Women On? The Capitalism of Online Kayan Mata Aphrodisiac Dealers in Nigeria*
 - Wilson, D.: *Splitting Privilege: Gender and Sexuality Privilege Discussions among Students Participating in a "Split the Room" Activity*
- **10:40-11:40 am: Session 2 Workshops**
 - **Breakout 2a (Zoom Room A)** – Clark, H., & Muehlenhard: *Navigating the Double Bind: Exploring Sources of Pressure to Engage in Painful Sexual Activity*
 - **Breakout 2b (Zoom Room B)** –Neihaus, A. & Jones: *Trans 101 for Educators: Information on how to support and include trans, non-binary, and gender non-conforming kids*
- **11:40-12:40 pm: Lunch**
- **12:40-2:00 pm: Session 3**
 - **Breakout 3A (Zoom Room A): Fostering more Inclusive Campus Environments**
 - Beck, M. et al: *Assessing the Barriers to Female and Minority Faculty in STEM*
 - Levitt, R. & Vaughan: *LGBTQ Student Retention: A Corrective and Call for Resourced Solutions*
 - Clark, N.: *Maybe Don't "Strip Your Letters," A K-State Case Study: When Disaffiliation is More Problem than Solution*
 - Wiesner, S. & Hertzog: *Building Connections for Addressing SADVS on Campus through Curriculum Infusion*
 - **Breakout 3B (Zoom Room B): Strategies for incorporating Gender Affirming Approaches within the Healthcare System**
 - Gutsch, W.: *Disparities in Gender-Inclusive Health Care: The Transgender Gap*
 - Greenwood, E. et al.: *LGBTQ Youth in Kansas: Findings from the Kansas LGBTQ Youth Health Needs Assessment*
 - Moore, D.: *LGBTQ+ Inclusive Language and Terminology in the Healthcare System*
 - Brunner, C.: *Treatment of Eating Disorders in Transgender Populations: Problem, Impact, and Alternatives*
- **2:20-3:20 pm: Session 4 Workshops**
 - **Breakout 4A (Zoom Room A)** – Pacey, M. et al.: *Advocating for Transgender and Gender Diverse Youth in Kansas: A Workshop on Anti-TGD Policies, Civic Engagement, and Advocacy*
 - **Breakout 4B (Zoom Room B)** – Clawson, C. & Estrada: *I Carry This in Me (interactive Dance Performance)*

Keynote Presentation Details

Thursday, March 10th at the Marcus Welcome Center on the campus of Wichita State University

5:30-6:30 pm: Community Organization Showcase and Networking (in person)

Participating Campus & Community Organizations include:

Equality Kansas	FOCUS: Feminists on Campus
GLSEN Kansas	Spectrum: LGBTQ & Allies
M-Care	WSU Office of Diversity & Inclusion
Positive Directions	WSU Shocker Sociology
WASAC: Wichita Area Sexual Assault Center	
Wichita LGBT Health Coalition	

6:30-7:30 pm: Keynote Presentation (in-person & live-streamed via Facebook Live)

Lessons from Decades of Reporting on LGBTQ Kansas

C.J. Janovy, award-winning author



C.J. Janovy is a veteran journalist with deep roots in the Midwest. She is currently director of journalism content at KCUR, Kansas City’s NPR affiliate, where she has also been a digital managing editor and an arts reporter. In 2020, she was founding opinion editor at the Kansas Reflector, part of the national States Newsroom network of state-capital-based nonprofit journalism sites. She also spent more than a decade as editor of The Pitch, Kansas City’s alt-weekly newspaper.

Her book *No Place Like Home: Lessons in Activism from LGBT Kansas* (University Press of Kansas, 2018) won the 2019 Stubbendieck Great Plains Distinguished Book Prize, was named a Kansas Notable Book for 2019, and was nominated for a Lambda Literary Award in LGBTQ nonfiction.

Janovy grew up in Nebraska, graduated from the University of California at Berkeley, and earned a master’s in creative writing from Boston University. She and her wife have two dogs.

Friday, March 11th: Virtual Breakout Sessions & Presentation Abstracts

9:00- 10:20am:

Welcome & Session 1

How permanent are Sexual Identity Labels? Is Label Permanency related to changes in Sexual Attraction?

Presenters: Samuel Clark (B.S. student) with Dr. Charlene Muehlenhard, and Nicolette Zangari

Affiliation: University of Kansas

Abstract:

Sexual fluidity is gaining greater acceptance and awareness in pop culture, yet not much is known about it. This study investigates the relationship between participants' sexual identity labels and their perceptions of the permanency of that label. Is sexual orientation permanent? Or are individuals' sexual attractions and sexual identity labels fluid? If so, is fluidity more likely among some groups than others?

Method:

424 participants with varied gender identities and sexual orientations were recruited by posting a survey link on websites popular with LGBTQA+ individuals. The survey consisted of open-ended questions about their gender identity, sexual orientation label, sexual attractions, and how these changed over time.

Results:

About a quarter of participants indicated that their targets of sexual attraction had changed over time. Such changes were least likely among participants whose sexual identity labels implied no sexual attraction (asexual) or attraction to only one gender (straight, lesbian, gay/homosexual). Such changes were most likely among participants whose sexual identity labels implied sexual attraction to multiple genders (bisexual, demisexual, pansexual, multiple labels, queer).

Among participants who reported changes in the genders of the individuals they were attracted to, around half reported attraction to additional gender(s) while only one-sixth reported attraction to fewer gender(s). Reporting changes to fewer genders was about as common as reporting that only the ratio of the genders they were attracted to has changed.

Discussion:

When interpreting these results, it is important to remember that this was not a random or representative sample and that this design did not allow us to assess causality in changes of attractions and sexual identity labels. Nevertheless, there is evidence that sheds light on the relative prevalence of sexual fluidity.

Session 1 continued...

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

Presenter: Chibuzor Azubuike, Ph.D. student in Leadership Communication

Affiliation: Kansas State University

Abstract:

In Hausa Language in Northern Nigeria, Kayan Mata translates to “women’s property” and refers to an aphrodisiac used to improve women’s sexual performances. The use of Kayan Mata dates back five centuries, however, its potency is questionable, especially as polygamy is dominant in Northern Nigeria. Recently, there has been a rise of women influencers who leverage social media to aggressively market Kayan Mata as a solution to getting men to do anything women want.

Scholars have looked at the health implication of using Kayan Mata stating that while it can nourish the body, it can also harm it. Others have argued that it is ineffective, especially as some of the ingredients are questionable. However analysis of its contemporary consumption is missing, a gap this research seeks to fill.

Using netnography and levels theory, this paper interrogates the factors that attract women to patronize online Kayan Mata sellers and proposes alternate uses for these platforms. Suggesting that rather than sell aphrodisiacs to women as a panacea to poverty, I draw from post-and anti-colonial theories to argue that the influencers using these platforms can and should work to empower women to build their own wealth and be self-reliant instead of trafficking in Kayan Mata.

Splitting Privilege: Gender and Sexuality Privilege Discussions among Students Participating in a “Split the Room” Activity

Presenter: Derek Wilson, Ph.D. student in Sociology

Affiliation: University of Kansas

Abstract:

For some time, the “Privilege Walk” was the go-to activity for social science courses to engage students in discussions on unearned advantages. This activity would separate students based on their privileges in life, leaving underprivileged students in the back and the most privileged students in the front. By objectifying those with less privileges in life, the activity’s purpose was to create a shock factor for the most privileged students by showing them how far ahead in life they were.

In recent years, this activity has rightfully come under fire for its unethical treatment and objectification of participants with less privileged. A new activity, “Split the Room,” allows students to engage in privilege discussions without objectifying themselves or directly revealing their own privileges through reacting to statements of privilege. Students are given the opportunity to discuss with each other why they think the statement is or is not representative of privilege.

This presentation reports findings from qualitative interviews with a group of students following this activity to investigate how this activity makes students feel compared to the negative feelings produced by the privilege walk. The goal of this research and presentation is to spread awareness of the unethical workings of the privilege walk while providing a replacement that encourages open discussion and learning related to unearned advantages developed from social identity.

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 can 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 conflict or self-esteem 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 potentially painful sexual activity.

METHOD:

Individuals with current or past experiences of pain during sexual activity were recruited on various social media platforms to participate in an online survey. Participants were 514 women, 41 men, and 31 nonbinary/genderqueer/trans* individuals (median age 27; range 18-65), who completed an online survey about the types and frequency of sexual pain they experienced; 342 of them also answered open-ended questions about a prior situation with a partner.

RESULTS:

Participants reported four sources of pressure to engage in painful sexual activity: pressure from themselves, from their partners, from situational factors, and from societal influences. These four themes were further broken down into 24 subthemes, including pressuring themselves to feel normal or to exert control over their bodies; complaints, denial, and anger from partners; pressure to take advantage of a rare opportunity or celebrate a special occasion; and experiencing pressure from societal norms about sex and relationships.

During the interactive workshop, attendees will explore their beliefs about how individuals navigate painful sexual activity and what types of pressure they may experience to engage in potentially painful sex. We will discuss the ways that some pressures align with prior research on motivations for non-painful sexual activity, while other pressures are unique to those navigating painful sex.

Breakout Workshop 2b

Trans 101 for Educators: Information on how to support and include trans, non-binary, and gender non-conforming kids

Presenters: Dr. Aubrey Neihaus, Assistant Professor with Hannah Jones, B.A. student in Secondary Math Education, *College of Applied Studies*

Affiliation: Wichita State University

Abstract:

In recent years, schools and educational policy have become a battleground for trans rights. For educators who have not yet had a chance to learn about trans, non-binary, and gender non-conforming (GNC) students, these political battles can be confusing. In this session, we will offer teachers, counselors, and other educators, foundational knowledge on gender identity--particularly related to trans, non-binary, and

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 spheres 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 need for mentoring or affinity groups. After completing this fundamental assessment, we hosted a series of deliberative dialogs with STEM department chairs and associate deans coalescing around suggestions from Stewart and Valian's "An Inclusive Academy." Thorough analysis of current policies and procedures, interpretation of our data, and discussions with both internal and external advisory boards has culminated in the creation of a 5-year strategic plan to systematically address barriers that prevent the recruitment, retention and advancement of women and URM faculty using documented best practices that fit our institutional context. We will present our three goals to increase the proportion of and advance faculty from URM groups, ensure that policies and processes are transparent, equitable and free from bias, and

create and foster a culture at all levels that supports recruitment, retention and advancement of women and URM.

LGBTQ Student Retention: A Corrective and Call for Resourced Solutions

Presenters: Dr. Rachel Levitt, Teaching Assistant Professor, and Mariya Vaughan, Assistant Director K-State First

Affiliation: Kansas State University

Abstract:

Universities consistently focus on recruitment and retention. Yet, because federally required data on student representation hasn't previously required queer identities be counted, LGBTQ students are often overlooked. What we know according to the US Transgender survey from 2015 is that here in Kansas, 83% of transgender youth experienced such mistreatment—including verbal harassment, being prohibited from dressing according to their gender identity, disciplined more harshly, and physically or sexually assaulted because people thought they were transgender—it led 11% to drop out before even getting to college. For those that make it to University, they face similar hostile climates. With this in mind, we proposed a program that paired a first-year seminar experience and Gender, Women, and Sexuality Studies curriculum that centered queer, feminist, trans community, belonging, and world making. Drawing on four years of data from our pilot program, we found that LGBTQ student retention was significant. We offer this first year seminar experience as a model for LGBTQ student retention but note it requires resourced backing and complimentary structural changes for institutions to support queer students.

Maybe Don't "Strip Your Letters," A K-State Case Study: When Disaffiliation is More Problem than Solution

Presenter: Natalie Clark, B.A. student

Affiliation: Kansas State University

Abstract:

This presentation will explore some of the structural and tacit cultural ways Kansas State University, Greek Life, and administrative policies support rape culture. Spring boarding off of the "No-Rape-At-K-State" campaign and the "Strip Your Letters" movement that swept across Kansas in 2021, this study offers a brief glimpse into the politics of institutional disaffiliation - the process by which a university cuts official ties with a student organization. While seeming like a solution that functionally bans a student group that engages in sexual violence, what Kansas State University has done is disaffiliate with all Greek Life. Using this dynamic as a case study, I ask: In what ways does disaffiliation help those who have experienced sexual assault? How does disaffiliation impact accountability for those who engage in sexual violence? And, are there alternatives to disaffiliation that work better? I offer a look at legal cases against Kansas State University (specifically Farmer v. K-State and Weckhorst v. K-State), the administrative policies Kansas State presently has, the impact those policies have had on sexual violence in Greek Life, and what alternative models there are for reducing sexual assaults on college campuses. I use queer feminist methods to interrogate what Dean Spade calls "the administrative violence" that Universities in general, and one of our Kansas universities, in particular, engage in. Ultimately I argue that disaffiliation is more problem than solution as it allows the University to abdicate responsibility for sexual and gender violence while benefiting from a robust Greek Life as a recruitment tool.

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. The current presentation is based on reflections on a service-learning project that evolved out of an innovative partnership geared toward aiding the student in developing hands-on skills related to planning and implementing evidence-based data-driven prevention strategies using a Sociological lens while also engaging in campus-specific prevention work. Drawing from prior research, publicly available webinars, and bi-weekly working meetings, we report on the potential benefits of developing service-learning-based courses that partner with campus-community prevention teams. The first semester of the course provided both a foundation within the social determinants of sexual assault, dating violence, and stalking (SADVS) while translating the knowledge gained through the creation of a set of prevention activities cards that could be infused into a number of interdisciplinary classrooms in the future, contributing to our campus' larger SADVS strategic plan.

12:40-2:00 pm: Session 3

Breakout 3b - Strategies for incorporating Gender Affirming Approaches within the Healthcare System

Disparities in Gender-Inclusive Health Care: The Transgender Gap

Presenter: Whitney Gutsch, MSW candidate in the School of Social Work

Affiliation: Wichita State University

Abstract:

The transgender community has many unique health care needs that are often not being addressed by medical professionals. This disparity is compounded by both direct and indirect barriers that exist within the health care system. Indirect barriers include fears of misgendering, stigma, discrimination, and other issues regarding social needs going unmet. Whereas, direct barriers include decreased financial capabilities and a lack of insurance coverage for example. Many transgender individuals have anxiety around receiving healthcare because of these barriers as well as a fear that providers may not be knowledgeable on the medical needs of the transgender community. This primarily stems from a lack of educated health care providers. Additionally, transgender discrimination in healthcare is not explicitly protected under the Affordable Care Act after Trump repealed a 2016 ruling in the summer of 2020. This decision has caused significant confusion regarding who is protected under gender discrimination laws and how transgender discrimination cases are to be processed. When transgender individuals are able to find a medical provider that is willing and available to treat them, the physician oftentimes has limited education on transgender

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

In partnership with the Wichita LGBT Health Coalition, GLSEN Kansas, and other statewide organizations and advocates, we developed and administered an online survey assessing health and healthcare needs, experiences, accessibility, and challenges. LGBTQ+ youth (13-18 years old) in Kansas were recruited to participate through organizational emails, social media advertisements, and personal contacts. The survey was live for six weeks in Fall, 2021. Data were cleaned to assess for fraudulent responses and descriptive statistics are currently being analyzed.

Preliminary findings reveal that of the 157 youth who participated: 28% endorsed having a diagnosed physical health condition; 55% endorsed having a diagnosed mental health condition; 34% endorsed experiencing depression symptoms most days and 48% endorsed experiencing anxiety symptoms most days. Additionally, 16% of respondents do not currently have health insurance; 20% endorsed experiencing discrimination from a healthcare provider; 60% shared having had an experience with a healthcare provider that was affirming of their sexual orientation and 50% endorsed an experience that was affirming of their gender. For this presentation, we will expand on these findings and suggest recommendations for healthcare across 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 non-inclusive 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 affirmative environment. Additionally, this project explores options for how to increase the LGBTQ+ cultural competency of healthcare workers, and gives suggestions as to how it can be implemented into the College of Health Professions at Wichita State University. Research for this presentation will consist of reviewing previous literature, and initial findings and implications show that there is a lack of LGBTQ+ inclusive language and terminology within healthcare settings and educational settings.

Treatment of Eating Disorders in Transgender Populations: Problem, Impact, and Alternatives

Presenter: Cheyanne Brunner, B.S. student in Psychology/Gender, Women, & Sexuality Studies

Affiliation: Kansas State University

Abstract:

This presentation offers an exploration of how psychology and counseling programs train practitioners in the treatment of eating disorders, highlighting both (1) the need for and (2) the deficits in Transgender specific training. In terms of eating disorders, trans folks experience disproportionate rates. Given trans over-representation, yet the substantial lack of specialized training among those in the eating disorder field, I explore what, if any, targeted queer/trans training psychology and counseling programs provide students; the impact such training has; and what alternative education and accountability should be adopted. I call for: (1) specialized competency licensure requirements, (2) going beyond mere "cultural competency" or "queer informed" approaches, instead centering "trans specializing" care as the goal, and (3) a queer, trans, intersectional feminist approach that places eating disorder care within a critical race and structural framework for understanding power and oppression. Ultimately this study and presentation asks the question: How do we serve trans people better? What we know about trans treatment outcomes is that the core determinant of successful treatment and recovery is therapists' command of the structural dynamics of discrimination, oppression, and anti-trans violence their clients navigate.

2:20-3:20 pm: Session 4 Workshops

Breakout Workshop 4a

Advocating for Transgender and Gender Diverse Youth in Kansas: A Workshop on Anti-TGD Policies, Civic Engagement, and Advocacy

Presenters: Dr. Megan Pacey, Associate Professor with Liz Hamor & Tori Gleason

Affiliation: University of Kansas

Abstract:

The purpose of this workshop is to provide attendees with the background, history, resources, and tools to challenge anti-TGD policies at a state and local level.

First, an overview of the research on anti-TGD policies and their relationship to TGD youth well-being will be provided. Transgender and gender diverse (TGD) youth face stigma, discrimination, and victimization in their homes, schools, and communities (Hendricks & Testa, 2012). These experiences are associated with depression, suicidality, and other mental health issues (Connolly et al., 2016; Kuper et al., 2020; Reisner et al., 2015; Toomey et al., 2018). The sociopolitical climate in which TGD youth are situated contributes to these health disparities through hostile public attitudes and discriminatory policies and rhetoric (Kremen et al., 2021; Pacey et al., 2020; Perez-Brumer et al., 2015). Despite gains in TGD political and social progress, there is a recent and growing trend of anti-TGD policies proposed at state and local levels. In 2021, legislators in more than 28 U.S. states proposed over 50 bills targeting TGD youth through restrictions on gender-affirming healthcare and participation in sports. We anticipate the 2022 legislative season to continue this harmful trend. These policies, whether passed or not, are harmful to the mental health of TGD people. The rhetoric surrounding these proposed bills are related to increased depression and thoughts of suicide among TGD youth (Pacey et al., 2020). A study in Kansas in 2021 found that TGD youth reported that the proposed policies impacted them through: increased depression, suicidality, and fear and limited access to supportive resources (Pacey et al., 2021).

Next, community advocates and organizers will present a historical overview of anti-TGD bills in Kansas and share strategies for civic engagement and political advocacy. Hands-on practice and activities will provide participants opportunities to practice these skills.

Breakout Workshop 4b

I Carry This in Me

Presenters: Cheyla Clawson, M.A./MFA with Mina Estrada, MFA, *College of Fine Arts*

Affiliation: Wichita State University

Abstract:

I Carry This in Me is a structured improvisational workshop based on ancestral heritage. Presenters Clawson and Estrada are both community and university dance artists and choreographers focused on embodied research centered on their Mexican American heritage. The workshop will begin with guided community questions about matrilineal heritage and physical ancestral experiences. Next, Clawson and Estrada will perform a structured movement improvisation based on their heritage. The workshop will end with a community discussion focused on cellular histories and influences.