



1969 - 2019
YEARS OF PRIDE
"We're Not Done Yet!"





YEARS OF PRIDE:
We're Not Done Yet

THANK YOU

The Big 12 LGBTQIA & Allies Summit at Texas Tech University would not be possible without the commitment and talents of so many people. Please join us in thanking the Planning Committee for their vision and resources, as well as the supportive working groups for their attention to detail. Turning even the best made plans into action requires many volunteers and to them we are most sincerely appreciative. If you see someone wearing a Planning Committee, staff, volunteer, and/or sponsor ribbon on their name badge, recognize their efforts.

Amber Acklie
she/her/hers
 Student Government
 Association

Morgan Allen
she/her/hers
 Tech Women's Leadership
 Initiative

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 University Student Housing

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 Glamour & Fame

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Schedule at a Glance

Friday, March 22, 2019

- 3:00 – 5:30 p.m. Check-in
- 5:30 – 7:00 p.m. Dinner Dates Program
- 7:00 – 7:20 p.m. Summit Welcome by Senior Vice Provost Rob Stewart and Vice President Carol Sumner
- 7:20 – 8:30 p.m. PLENARY 1: Conversation and Dessert with Stonewall Veteran Judy Bowen: A Trans Pioneer
- 8:30 – 10:30 p.m. Dancing at the Stonewall
- 9:30 – 11:30 p.m. Film: Mary Queen of Scots

Saturday, March 23, 2019

- 8:00 a.m. Summit Central Opens
- 8:00am – 4:15 p.m. Hospitality Lounge
- 8:30 – 8:40 a.m. Welcoming Remarks by Vice Provost Genevieve Durham DeCesaro
- 8:40 – 9:00 a.m. Welcome Circle Activity
- 9:00 – 9:10 a.m. Welcome by Vice Provost Catherine Duran
- 9:10 – 10:00 a.m. PLENARY 2: "Ask Not What the Movement Can Do for You"
- 10:10 – 11:10 a.m. Educational Sessions Round 1

- 11:15 – 12:15 p.m. Educational Sessions Round 2
- 12:15 – 1:10 p.m. Lunch and Caucus Opportunities
- 1:15 – 2:45 p.m. Educational Sessions Round 3
- 2:45 – 3:15 p.m. Book Sale and Signing Opportunity
- 3:00 – 4:00 p.m. PLENARY 3: "Stonewall at The Intersections: Implications for non-Black and Cisgender Allies"
- 4:15 – 5:15 p.m. Educational Sessions Round 4

Sunday, March 24, 2019

- 9:00 a.m. Summit Central Opens
- 9:00 – 11:00 a.m. Hospitality Lounge
- 9:30am – 10:30 a.m. Educational Sessions Round 5
- 10:30 – 12:00 p.m. Book Sale and Signing Opportunity
- 10:45 – 12:00 p.m. PLENARY 3: "Cultivating and Enhancing Positive LGBTQIA+ Identities"
- 12:00-12:15 p.m. Closing

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The Big 12 LGBTQIA & Allies Summit provides an opportunity to explore and share our many identities, where and how they intersect with the communities where we live, work, and study. Each session is rooted in theory and framed as educational sessions so as to help each of us move from discussions and conversation to active engagement and practice. We are fortunate to have gathered here today a level of expertise that will lead us through plenary, workshop and caucus sessions. We are all here to learn and to share and it is through this coming together as a community we ensure that diversity, equity and inclusion remain fundamentally practiced. Let's get to learning and doing!!!

Carol A. Sumner, Ed.D., *she/her/hers*
Chief Diversity Officer and Vice President
Division of Diversity, Equity & Inclusion



Welcome to the Big 12 LGBTQIA & Allies Summit, at Texas Tech University. I hope you find the diversity and depth of this year's program to be engaging and beneficial to your personal and professional development. I encourage all attendees to truly listen to each other's experiences, share observations, and discuss ways to strengthen inclusive practices in your organization, institution, and/or community. I am excited be part of the journey with you this weekend and for the future!

Catherine A. Duran, Ph.D., *she/her/hers*
Vice Provost
Student Affairs



Thank you for joining us at the 2nd Big 12 LGBTQIA & Allies Summit! 2019 is a milestone anniversary for the LGBTQIA community as we march towards a more equitable society. I say we march because every step forward matters. Admittedly, it sometimes feels like we are marking time, but in those moments we persist. We survive because we know through our collective journey – we thrive! Throughout the Summit, let us celebrate our progress and forge deeper understandings of each other and our experiences. We're not done yet!

Jody C. Randall, M.S., *she/her/hers*
Director
Office of LGBTQIA



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YEARS OF PRIDE:
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Office of LGBTQIA



Mychael Solis-Wheeler, *he/him/his*
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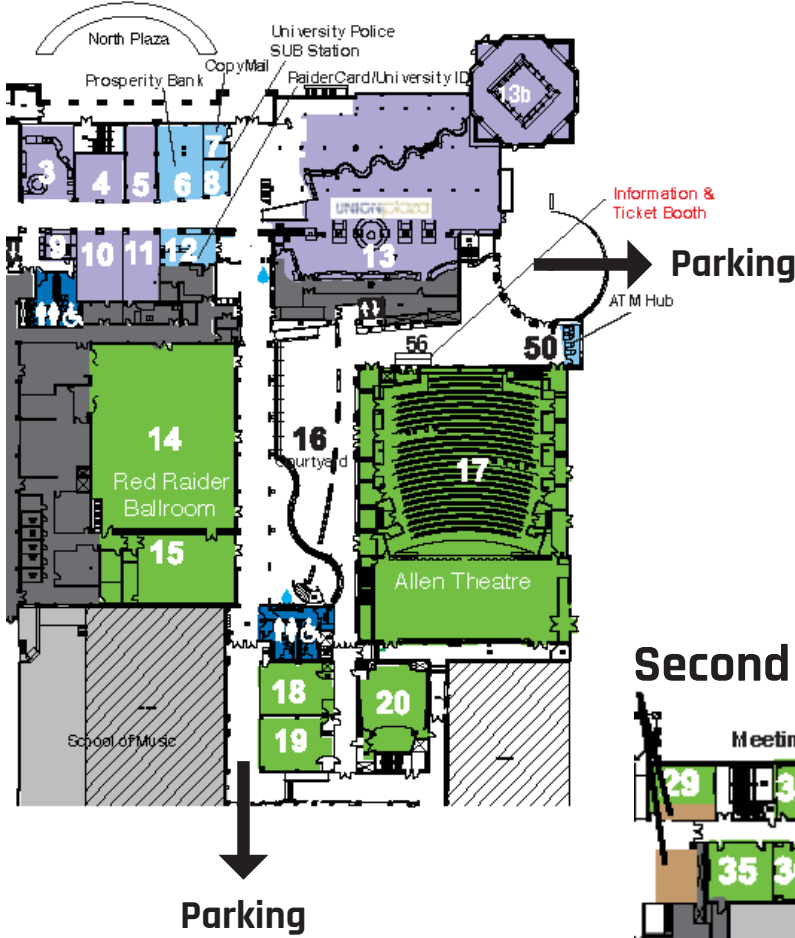
Matthew Hernandez, *he/him/his*
Peer Education

Jordan Butler, *he/him/his*
Strategic Initiatives





First Floor



Meeting Rooms

- 14. Ballroom
- 15. Red Raider Lounge
- 19. Lubbock
- 31. Caprock
- 32. Canyon
- 33. Double T
- 34. Hospitality Lounge
- 35. Playa
- 36. Brazos
- 37. Mesa
- 38. Matador; 38b - Matador Lounge
- 39. Stewie's Got Pride

Second Floor





Accessibility

On behalf of the Planning Committee, we would like to welcome all of our participants to our 2nd Big 12 LGBTQIA & Allies Summit. To guarantee that the Summit remains accommodating to all participants, we ensure that there will be:

- * Clearly marked and identified gender-inclusive restrooms (more information below);
- * Name badges for registered participants, as well as pronoun buttons;
- * Wheelchair accessibility for all plenary, caucus, and educational session spaces;
- * Sign language interpreters for plenary, caucus, and educational sessions, if requested in advance of the Summit;
- * Hospitality options that meet disclosed dietary needs; and
- * Staff and volunteers throughout the Summit to assist with any needs as they arise.

Guest Wifi Availability

Wifi availability is available for all participants throughout the Big 12 LGBTQIA & Allies Summit. Please use the following information to get connected.

Network: TTUguest

Password: theaterside

Gender-Inclusive Restrooms

Gender-inclusive restroom designations means those facilities are intended as a welcome space for people of all gender identities, including transgender, gender non-binary, and genderqueer. All of the restrooms selected for this year's Summit are multi-stall facilities. If you choose to use these facilities, you should be aware it is an inclusive space. If you are uncomfortable using gender-inclusive restrooms, please use any of the other restrooms available to you in the Student Union Building, as this is your privilege.

Gender-Inclusive Restrooms are located in the following places, days, and times:

- * Friday, 3:00-6:00 p.m. – Second floor nearest Summit Central and the Matador Room;
- * Friday, 6:00-11:00 p.m. – First floor between the Ballroom and the School of Music; and
- * Saturday, 8:00 a.m. – 5:30 p.m. and Sunday, 8:30 a.m. – 12:30 p.m. - Second floor nearest Summit Central and the Matador Room.



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Judy Bowen, *she/her/hers*

Conversation and Dessert with Stonewall Veteran Judy Bowen: A Trans Pioneer

**Introduction by Carol A. Sumner, Ed.D., *she/her/hers*,
Chief Diversity Officer and Vice President,
Division of Diversity, Equity & Inclusion**

Judy Bowen is a transgender activist who started two transgender support organizations in New York City in the early years after the riots at the Stonewall Inn. But Bowen was raised in the South in a religious home, and worked as a reporter for an evangelical newspaper. She was unable to conceal her transgender identity in her youth, and found support from her mother after an attempted suicide. Bowen moved to New York after witnessing racist and transphobic violence in Knoxville. She worried that if she stayed, she would be killed. In New York, Bowen lived in Greenwich Village before the Stonewall riots, and found joy in a community filled with trans people. She was an organizer and community activist, as well as a patient of the famous pioneer of transgender medicine, Harry Benjamin. She eventually moved to Las Vegas and is a veteran of the rich trans history of NYC in the mid-twentieth century.



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Student Affairs and the
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Development and Family
Studies

Brandie Balken, *she/her/hers*

Ask Not What the Movement Can Do for You

**Introduction by Catherine A. Duran, Ph.D., *she/her/hers*,
Vice Provost, Student Affairs**

As Deputy Director of the Impact Project at the Hopewell Fund, Brandie Balken manages five state teams in their work to build public support for, and secure passage of economic and democratic policies.

Previously, Brandie served as a senior director of programs for the Gill Foundation, and as the executive director of Equality Utah.

Brandie helped form and lead Utah's America Votes affiliate round table which worked to align labor, education, conservation, women's organizations, and the LGBT community in their endorsement and advocacy goals.

She has deep experience in the nonprofit sector having volunteered for a diverse array of organizations including Food Not Bombs, the Western Shoshone Defense Project, the Inclusion Center for Community and Justice and as a volunteer radio host for KRCL – Utah progressive public radio. She has provided board service to Seeds of



Peace Envision Utah, the Utah Pride Center, Funders for LGBTQ Issues, and the Equality Federation.

Originally from rural Utah, Brandie graduated cum laude from Weber State University. Post graduation, she traveled throughout the West, working for environmental justice and indigenous people's rights before coming out and returning to Utah to serve the LGBT community. She now happily resides in Colorado and shares her life with her wife, step-daughter and friends and four-leggeds. As Deputy Director of the Impact Project at the Hopewell Fund, Brandie Balken manages five state teams in their work to build public support for, and secure passage of economic and democratic policies.



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the Division of Diversity,
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Tracie Q. Gilbert, *she/her/hers*

Stonewall at the Intersections: Implications for non-Black and Cisgender Allies

**Introduction by Nefertiti Beck, M.Ed., *she/her/hers*,
Director, Council of Councils**

Tracie Q. Gilbert is an educator, writer and consultant, with nearly 25 years of experience providing dynamic educational opportunities for urban youth, young adults, and their advocates. Tracie received her Masters of Science in Applied Psychology & Human Development at the University of Pennsylvania, and her Doctor of Philosophy with the Center for Human Sexuality Studies at Widener University, focusing on sexuality and gender in African American communities.

Tracie began full-time work at the Interdisciplinary Sexuality Research Collaborative at Widener University, after serving a 6-year tenure as Health Resource Center Coordinator with the Family Practice and Counseling Network, located in Philadelphia. During that time she also taught as an Adjunct Instructor for the Gender, Women's and Sexuality Studies program at Widener, and worked as co-editor on several projects with the Center for Sex Education. She is the inaugural Minority Faculty Fellow at Murray State University, where she taught for 2 years in the departments of Psychology and Gender and Diversity Studies.

In addition to her work at Widener, Tracie conducts direct services for youth and teen audiences, as well as training and curriculum support for youth serving organizations as "Dr. Thembi", through her organization ThembiAnaiya LLC. Overall, she is dedicated to providing culturally-sensitive pedagogy for multicultural and under-resourced communities.



Sponsored by
the Texas Tech University
Health Sciences Center

Ellen D.B. Riggle, *she/her/hers*

Cultivating and Enhancing Positive LGBTQIA+ Identities

**Introduction by Elizabeth A. Sharp, Ph.D., *she/her/hers*,
Director and Professor, Women's & Gender Studies**

Ellen D.B. Riggle is Professor of Political Science, and Gender and Women's Studies at the University of Kentucky. Her research interests include positive identity, the effects of minority stress on the well-being of LGBTQ individuals and same-sex couples, and the impact of law, legal debates, and policy issues on LGBTQ individuals and same-sex couples.

Her articles have appeared in leading professional journals, including the American Journal of Political Science, Psychology of Sexual Orientation and Gender Diversity, Journal of Social Issues, and the Journal of Counseling Psychology.

She is co-editor (with Alan Ellis) of *Sexual Identity in the Workplace: Issues and Services* (Harrington Press, 1996) and (with Barry Tadlock) *Gays and Lesbians in the Democratic Process: Public Policy, Political Representation and Public Opinion* (Power, Conflict and Democracy: American Politics into the Twenty-First Century series, Columbia University Press, 1999).

Ellen is co-author of *A Positive View of LGBTQ: Embracing Identity and Cultivating Well-Being* (with Sharon Rostosky; Rowman & Littlefield, 2012). *A Positive View of LGBTQ* received the Distinguished Book Award for 2012 from Division 44 of the American Psychological Association. Her latest book, *Happy Together: Thriving as a Same-Sex Couple in Your Family, Workplace, and Community* (with Sharon Rostosky) was published by the American Psychological Association LifeTools Series in 2015.

Ellen received her B.A. from Purdue University and her M.A. and Ph.D. from the University of Illinois at Champaign-Urbana.



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Dinner Dates Program

Friday March 22, 2019 | 5:30-7:00 p.m.

As part of the Summit check-in experience, to sign up for a "Dinner Date." We have arranged outstanding dinner companions from our LGBTQIA-related student organizations, faculty and staff, and volunteers. They will meet participants at their designated restaurant and serve as ambassadors for the Summit and Texas Tech University. Participants will not want to miss this opportunity to swap experiences, plan their Summit experience (i.e. select the educational sessions on Saturday to attend), and more!

While each location participating in our Dinner Dates may offer discounts to Summit participants showing their name badge (confirmed discounts listed below), participants are responsible for their own meal expenses.

Twisted Root Burger Co.

(116 W Loop 289 #200)

10% Discount

with Tech Gender and Sexuality Association

Potbelly Sandwich Shop

(2402 9th St)

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Dion's Pizza

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Abuelo's Mexican Restaurant

(4401 82nd St)

20% Discount

with OUTLaw

On the Border

(6709 Slide Rd)

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with Queer Reads

Rockfish Seafood Grill

(413 University Ave #200)

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with Community Partners

Heff's Burgers

(5727 82nd St)

10% Discount

with Community Partners

Chili's Grill & Bar

(607 University Ave)

10% Discount

with Faculty and Staff



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Optional Social Activities



Late Night Movies

Friday, March 22, 9:30-11:30 p.m.
SUB Escondido Theater

DANCING AT THE STONEWALL

Friday, March 22, 8:30-10:30 p.m.
SUB Ballroom





EDUCATIONAL SESSIONS 1 **10:10-11:10 a.m.**

Smart Activism: The Evolution of Non-violent Protests

Jade Silva-Tovar, M.Ed., *she/her/hers*
Viet Nguyen, *she/her/hers*

Canyon Room

There has been a series of events that have taken place in America igniting a new social justice movement. Although, the movement appears to be new, the strategies look familiar. Where did the concept of sit-ins and die-ins originate? What were the leadership strategies originally utilized in these non-violent protests? What is the difference between rioting and protesting? How to be a smarter activist? These questions will be addressed in a session designed to empower participants with a proper cultural context for productive social justice advocacy. It also details how to utilize these historical platforms, so student leaders can manifest real-time, short-term and long-term change on their respective campuses and communities.

Law and Policy Impacts on LGBTQIA Health and Well-Being

Ellen Riggle, Ph.D., *she/her/hers*

Mesa Room

There are thousands of laws and policies (public, private, and institutional) impacting LGBTQIA people and their relationships. For example, laws recognizing relationships and nondiscrimination policies, and the discourse of the public debates about these issues, are part of the social context influencing interpersonal and individual well-being for LGBTQIA people and their family members and allies. In this talk, attendees will be introduced to several types of laws and

policies that impact LGBTQIA people; be presented with summarized findings from research on the impact of some of these laws and policies; be given examples of understudied impacts; and talk about proposed legal and policy changes that could create positive benefits for the well-being of LGBTQIGNC people and their families. Also, it is important to recognize and discuss the disproportionately negative impact that discriminatory laws and policies may have on LGBTQIA people of color.

Affirming all Identities: LGBTQ+ Inclusivity in the Classroom

Katarina Swaringen, B.A., *she/her/hers*
Jessica Pittman, B.A., *she/her/hers*

Caprock Room

Students thrive in academic environments that explicitly confront LGBTQ+ discrimination and change the heteronormative and cisnormative discourses (Linley et al., 2016). While instructors might have the best intentions for promoting an inclusive atmosphere in the classroom, understanding the techniques imperative for creating inclusive environments is not always intuitive. The present review provides attendees with valuable techniques and information regarding classroom inclusivity for LGBTQ+ students. The presenters aim to enable instructors to maintain a classroom that promotes diversity, creativity, and inclusivity, to initiate engaging discussions, and to handle potential conflicts that may arise.

I am an Ally... Now What? A Discussion for Community Members

JoAnn Larsen, Ed.D., *she/her/hers*
Hal Larsen, Ph.D., *he/him/his*

Playa Room

Continues to p.17...



EDUCATIONAL SESSIONS 2 11:15 a.m. - 12:15 p.m.

This presentation will inform attendees of what they can do to actualize 'Allyship' into a practice. Placing the magnet and placard in public places is a first step, but this eye-opening presentation will use guided research and testimonial truths about the importance of Allyship as a collective community. Attendees will leave this session with more well-rounded perspectives that help them answer basic, yet importance questions. Why is Lubbock, Texas a unique environment compared to other social locations? What can I do to actualize my agreement to be an Ally? Answering these questions is of utmost importance when serving the LGBTQIA community as a resource that promotes inclusivity and tolerance.

The New Cyborg: Trans* Identities, New Materialism, and Embodied Identity

Andrés Peralta, Ph.D., *he/him/his*

Brazos Room

In this presentation, attendees will explore new materialism and embodied identity as it relates to trans* identities. Trans* identities include issues of gender, race, and move beyond biological imperatives to a mind body relationship that is always in flux. Arguments in the presentation will explore the complex relationship of agency, identity, and subjectivity through feminist new materialist theory and the body as a product of discursive/material/nature/culture relations. This has implications for education, critical race studies, and ethnographic studies as it re-situates conversations about racial, cultural, and gender identities in the context of embodied spaces where defining the self is as important as how one is defined by others. The discourses presented in the paper show how the embodiment of identity via trans* identities affect how cultural practices are addressed in higher education coursework.

Transforming Difficult Conversations into Learning Conversations

Ben Braddock, M.Ed., *he/him/his*
AJ Hudspeth, B.A., *they/them/theirs*

Brazos Room

It's an image that is by no means uncommon: "the social justice conversation gone wrong," the sort of political and/or religious argument that escalates and ultimately fails to broaden either party's perspective. In this presentation, the presenters will illustrate: 1) what causes these "difficult social justice conversations," 2) why these conversations are ineffective, 3) recommended behaviors designed to change these difficult conversations into impactful and transformative social justice conversations, and 4) a scientific overview highlighting why the recommended techniques are effective for promoting belief change regarding social justice.

At the Corner of LGBTQIA People and Religion

Susan Loving, M.S., *she/her/hers*

Playa Room

This session will focus on the often-fraught relationship between the LGBTQIA community and Christian institutions. They will examine U.S. churches that have defined inclusivity, as well as the specific scriptures that have been utilized by many to defend their statements that oppress the "other." Lastly, we will consider a framework that offers support and resources for both allies and LGBTQIA people who may wish to seek out a new spiritual community.



Medical and Surgical Issues Involved with Transitioning Genders

Kelly Bennett, M.D., *she/her/hers*

Canyon Room

In this presentation we will define the relevant terms and review the epidemiology of the LGBT community for gender and sexual orientation. Attendees will be given an overview of the medical transition of male to female including the three main hormones: estrogen, progesterone and Aldactone are discussed with their expected outcomes and potential side effects. Surgical options of breast augmentation, pelvic surgery is also discussed. Likewise, there is an overview of medical transition of female to male with a thorough discussion of testosterone. The different surgical procedures of female to male is discussed. A short talk on halting puberty for children and young teenagers is provided. Legal, reproductive and STD prevention is also included. Local resources are listed as well as several teaching cases are reviewed for a better understanding.

Title IX and the LGBTQIA Community

Kimberly Simon, Ph.D., *she/her/hers*

Caprock Room

While Title IX is in flux nationwide, campuses can (and should!) proactively incorporate inclusive Title IX policies, procedures, and remedies on campus. This session will provide attendees with a brief overview of how the sex-discrimination law applies to the LGBTIA population, and how institutions can carve out explicit prohibitions on gender and sexual orientation discrimination under this umbrella. Join us as we discuss best practices for policies, investigations, resolutions and remedies that safeguard equal access to education for all students.

Teaching While Queer: Navigating Identity, Intersectionality, and Vulnerability in the Classroom

Jocelyne Scott, Ph.D., *she/her/hers*

Brazos Room

In this session, participants will discuss negotiating queer identity in the classroom as an instructor utilizing a queer feminist pedagogy. Dr. Jocelyne Scott will outline the rationale for using this pedagogy and compare the risks and rewards of making oneself vulnerable in the classroom through this educational framework. Participants will take an intersectional approach that interrogates the overlapping vectors of social position that contribute to classroom experiences including age, gender expression, campus climate, race, class, and (perceived) sexuality, among others. Using her own experiences “teaching while queer” as a foundation alongside scholars such as Stacey Waite (Teaching Queer, 2017) and bell hooks (Teaching to Transgress, 1994), Dr. Scott argues that a queer feminist pedagogy can be instrumental in working to create and maintain good faith on all sides through difficult conversations and discomfort in the classroom, when we feel safe enough to employ it. Participants can expect to practice bringing queer feminist pedagogy to life by fostering collective vulnerability firsthand through a classroom activity related to gender and sexuality (Murphy and Ribarsky).



The caucuses are meant to be an inclusive space to engage in healthy discussion and dialogue about lived experiences. Facilitators in each caucus will assist in guiding the discussion. They will also serve to offer perspective to the discussion as well as steer the group towards productive resolutions. Attendees are asked to enter caucus spaces for identities and/or roles they hold.

Grab your lunch from outside the Matador Room and start the caucusing.

Allyship – Mesa Room

Co-Facilitators: Brant Farrar, M.A., *he/him/his*, and Ben Braddock, M.Ed., *he/him/his*

During this caucus, participants will share thoughts on “what is allyship,” and discuss the ways one can practice “allyship” in everyday life. Co-facilitators Brant Farrar and Ben Braddock will lead the discussion on the many ways we see “allyship” in action today.

Asexual Sexuality - Brazos Room

Facilitator: Courtney Savage, B.S., *she/her/hers*

This caucus will focus on the variety of experience that falls under the umbrella term of ‘asexuality’ focusing on individuals who feel little to no sexual attraction to others. Included in this discussion will be identifiers such as demisexuality and gray asexuality or graysexuality. Facilitator Courtney Savage will share about some of the current issues faced by the asexual community.

Bi, Fluid, Pan, and Queer Sexualities Caprock Room

Co-Facilitators: Phoenix Crane, B.A., *she/her/hers*, and Katarina Swaringen, B.A., *she/her/hers*

This caucus will discuss the experiences of folks with bi, fluid, pan, and queer sexualities. The discussion will likely include open dialogue about experiences with invisibility and inclusivity within the broader LGBTQIA* community. The caucus will provide a safe and welcoming atmosphere for sharing any aspects of bi, fluid, pan, and queer experiences. Ultimately, attendees will have the ability to choose the direction in which the conversation will go, and the moderators are excited to explore this conversation with everyone.

Community Support and Partnerships Lubbock Room (First floor)

Co-Facilitators: Tricia Earl, M.F.A., *she/her/hers*, Mike McKay, M.P.A., *he/him/his*, and Grace Rogers, M.A., *she/her/hers*

Tricia Earl, Mike McKay, and Grace Rogers have decades of experience in building community and organizing for LGBTQIA populations in their own respective ways. In this caucus, they facilitate discussion on the importance of community organizing and activism, as well as what others can do in their lives to build inclusive communities. While there are many topics that attendees of this caucus may bring up, civic engagement, the state of political affairs, and concerns pertaining to aging while queer are certain for discussion.



Race, Ethnicity, and LGBTQIA Identities Playa Room

Co-Facilitators: Matthew R. Hernandez, *he/him/his*, and Nefertiti Beck, M.Ed., *she/her/hers*

50 Years of Pride marks the 50th anniversary of the Stonewall Riots. We must also remember that 1969 was a pivotal moment in history for race relations. This caucus will discuss our past in race relations and draw connections to those in the LGBTQIA community. During this time, co-facilitators will introduce ideas of hidden biases, systemic inequity, and common experiences among intersecting identities.

Staff and Faculty Supporting LGBTQIA Students

Matador Room and Matador Lounge

Co-Facilitators: Kirsten Cook, Ph.D., *he/him/his*, Catherine A. Duran, Ph.D., *she/her/hers*, and Elizabeth Karam, Ph.D., *she/her/hers*

Are you a staff or faculty member interested in discussing how to holistically support LGBTQIA students? If so, this caucus is for you. Co-facilitated Dr. Kirsten Cook, Dr. Cathy Duran and Dr. Elizabeth Karam, attendees will share lived experiences, consider recommended practices, and identify common challenges to the success of LGBTQIA students.

STEM Fields and LGBTQIA Identities Double T Room

Facilitator: Mychael Solis-Wheeler, M.B.A., *he/him/his*

Sexual minorities studying and working in STEM fields face unique and often undiscussed challenges. This caucus will bring together underrepresented participants to discuss the experiences of being LGBTQIA in STEM. How can we increase support and networking opportunities within the community? How can we support progress? Attendees will learn tools to assist in this work and better advocate for themselves and others.

Transgender and Gender Non-Conforming Canyon Room

Co-Facilitators: Alec Cattell, Ph.D., *he/him/his*, and Kent Smith, *he/him/his*

Transgender people are often either invisible or made to be in the spotlight. This caucus opportunity will include the sharing of experiences of transgender, gender non-conforming, and genderqueer participants, as well as how we each navigates spaces where we live, work, and study.



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Maya Angelou



Comma
Po Shu Wang, 2003



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Texas Tech exemplifies an unyielding commitment to diversity and inclusion throughout campus communities, across academic programs and at the highest administrative levels. Working collaboratively with other campus and community groups, the Division of Diversity, Equity and Inclusion provides services and resources for an increasingly diverse community of faculty, staff and students to provide an environment in which they can develop professional skills, individual creativity, personal excellence and social awareness.



TEXAS TECH UNIVERSITY
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EDUCATIONAL SESSIONS 3

1:15-2:45 p.m.

Peer Coaching

Arthur Valient, M.A., *he/him/his*

Patrick Byrne, B.S., *he/him/his*

Canyon Room

In this session, attendees will discuss what Peer Coaching is, and the ways it can be helpful to students. We want to educate students, faculty, and staff about the positive benefits that can result from a Peer Coaching program. Peer coaching models are malleable and can exist within any educational setting that requires or encourages peer partnerships. Information regarding principles of coaching, learning styles, coaching types, ethics, coaching plan of action, goal setting and reflection will be discussed. Peer coaching models can improve students' overall grade point averages and retention rates, helping them to make significant strides in their education.

Creating Transgender Education and Advocacy in Your Community

Kerry Manzo, M.A., *he/him/his*

Maureena Benavides, M.A., *she/her/hers*

Playa Room

In this session, Out In West Texas conveners will provide attendees with instruction on how to create transgender affirming practices for individuals from various professional backgrounds- including educational, journalistic, criminal justice, faith-based, or other community service backgrounds to gain knowledge and competency in serving, interacting with, and/or reporting on

transgender clients in currently underserved, small town or rural areas of Texas. Session participants will gain experience in understanding the obstacles of creating supportive networks for transgender clients as well as how factors such as race/ethnicity, ableness, socioeconomic status intersect, further impeding access for transgender clients and how to apply specific solutions in order to mitigate the impact of these factors.

Equality Project: Empowering Your Voice to be Heard

Robert Salcido, B.S., *he/him/his*

Mesa Room

This session will equip participants with the tools they need to become activist-citizens. With the anticipated onslaught of anti-LGBTQ legislation in the 86th legislative session in mind, presenter Robert Salcido will help to train attendees to become advocates for themselves and their loved ones, and to help the LGBTQ and ally communities learn how they can take positive, concrete steps to get engaged. The Equality Project is a public education and civic engagement program on policy issues and their effect on Texas citizens. The Project trains participants to establish relationships with their state representatives and senators, and to advocate for policy changes with their elected officials. We also help them to learn more about employment nondiscrimination, family recognition, LGBT-parented families, hate crimes, bullying & harassment, gender marker changes, public accommodations, and other pertinent issues. Discover how empowering it is to realize that, as a constituent, you have the right to be heard!



Navigating Legal Protections Based on LGBTQ Identities

Kali Cohn, J.D., *she/her/hers*

Caprock Room

This workshop will provide participants with a framework for understanding the protections currently in place for LGBTQ people under federal, state, and local law, and other policy. The presentation will overview the role of federal courts and administrative agencies in implementing federal civil rights laws; discuss the role of state civil rights protections; dig into local nondiscrimination ordinances; and explore the benefits of policy protections. The workshop will use interactive methods for participants to explore these protections. Following the workshop, participants will be able to: Explain sources of protections for their rights; Identify strategies for self-advocacy; and Connect these rights to the policymakers in office. The workshop will, to every extent possible, use current events as the entry-point to explore these issues.

Developing Gender and Sexuality Studies: Certificates, Minor, Majors, Oh My!

Faculty/Affiliated-Staff, and Graduate Student Participants Only

Tricia Earl, M.F.A., *she/her/hers*
Michael Faris, Ph.D., *he/him/his*
Elizabeth Sharp, Ph.D., *she/her/hers*
Emily Skidmore, Ph.D., *she/her/hers*

Brazos Room

Expanding opportunities in gender and sexuality studies is an important part of an institution's responsibility. This is done through various means, including: Making a concerted effort to incorporate feminist thought and queer theory

into existing courses; Expanding research opportunities; Designing new courses with cross-listing potential; and Developing sustainable certificate, minor, and major programs. This session is a facilitated discussion for faculty, affiliated staff, and graduate students engaged in this academic agenda.

Peer Learning: A Roundtable on LGBTQIA Campus Leadership

Higher Education Professionals and Graduate Students Planning to Work in Higher Education Only

Jody Randall, M.S., *she/her/hers*
Catherine Duran, Ph.D., *she/her/hers*

Matador Lounge

[A]dvising students, [B]eing visible, [C]reating opportunities, and [D]eveloping resources are dialogue. all part of LGBTQIA campus leadership. Sounds overwhelming, right? Those are only parts A, B, C, and D of our responsibilities. What about [E]xamining structures, [F]inding community partners, [G]iving grace, and [H]aving an ejection button readily available? This discussion will be by and for those working to strengthen LGBTQIA inclusivity on campus or studying to do so. There is a lot we can learn through sharing our experiences and intentional dialogue.



EDUCATIONAL SESSIONS 4 4:15-5:15 p.m.

Starting an LGBTQIA Organization on a Conservative Campus

Christian Alonso, B.S., *he/him/him*

Canyon Room

Starting an LGBTQ Organization from the ground up is already a challenge, but doing so on a Conservative Campus means that one will be met with a host of additional obstacles. In this presentation, attendees will discuss the struggles and learning lessons from starting an oSTEM (LGBTQ organization advocating for LGBTQ students/professional in the STEM field) chapter at Texas A&M University, one of the most conservative universities in Texas. The Presentation will cover the funding process for a new organization, how to find allies on Campus, how to help create a safe environment for LGBTQ students, the negative pressure you will inevitably face, and the general difficulties of starting a brand-new organization. The presentation will also cover how to become a leader and an advocate for fellow students. Finally, we will at where the organization stands one year later after leadership transitions and examine how the skills learned as a leader are applied in the "Real" World.

Beyond Community: Gender Transgressions in Rural Spaces at the Turn of the 20th Century

Emily Skidmore, Ph.D., *she/her/hers*

Playa Room

In this talk, participants will be exposed to previously hidden aspects of Queer History and

be presented with a narrative of living in the world while queer that challenges those we have been presented with. Dr. Emily Skidmore will draw on material from her book, *True Sex: The Lives of Trans Men at the Turn of the Twentieth Century* (NYU 2017), and explore several cases of individuals who were assigned female at birth but who lived as male between the 1890s and 1910s. Counter to prevailing assumptions about queer history, many such individuals chose to live in rural spaces. Her talk will ruminate on these choices and push us to think about what they might suggest about space and queer (especially trans) history.

Good Health is Sexy: An Inclusive Conversation on Sexual Wellness

Elena Sanchez-Freeman, B.S., *she/her/hers*

Mesa Room

How is gender expression different from gender identity? What is consent? Have you heard of internal condoms? Chlamydia...hard to spell, but easy to catch? Sexual health is much more than the act of sex. In this presentation, attendees will approach sexual wellness from an all-inclusive, nonjudgmental perspective. Participants will walk away with education on sexually transmitted infections, anatomy, consent, and other tools for their wellness toolbox!

Diversity Recruiting Practices for LGBTQ+ Employees

Nicole Noble, Ph.D., *she/her/hers*

Logan Winkelman, Ph.D., *she/her/hers*

Ashley Penner, M.Ed., *she/her/hers*

Caprock Room

With global LGBT buying power estimated at \$3.7 trillion according to LGBT Capital, it's no wonder companies are seeking out opportunities to market to and support the LGBTQ+ community. One major way companies can demonstrate support for the *Continues to p.26...*



YEARS OF PRIDE:
We're Not Done Yet

Optional Social Activities

LGBTQ+ community is through their recruiting, hiring and training practices to promote a diverse workforce. This session will provide attendees with information based on a survey regarding companies' recruiting practices for diverse populations, particularly LGBTQ+ employees. Attend this session from the Texas Tech University Career Center to gain insight into employers' diversity hiring and training practices.

Dinner Dates Program Continued!



Need to re-charge with friends before A Night Out at Luxor? Join friends and a dinner companion Jackie Price, *they/them/theirs*, at The Gas Light (5212 57th Street Suite 100) at 6:00 p.m. to fuel up before your fun-filled night out.

All Summit participants receive a **20% discount** on your dinner (alcohol not included) at The Gas Light upon presenting your Summit name badge. This contemporary lakefront haunt includes an outdoor patio, weather permitting. Kick back and keep the good times rolling.

Sign up at Summit Central before 4:15 p.m. on Saturday and Jackie will see you there!

#BIG12LGBTQIA

A Night Out at Luxor



A Night Out at Luxor (2211 Marsha Sharp Freeway) with host and emcee



Emologie Raven

Free with Summit Name Badge Until 11:00 p.m.

\$5 Adults | \$10 Minors



EDUCATIONAL SESSIONS 5 9:30-10:30 a.m.

Ladies and Gentlemen, Boys and Girls: Unlearning Gendered Language

Marlena Jordan, B.A., *she/her/hers*

Canyon Room

This presentation will focus on the gendered language that we typically use in our everyday vernacular. Through the examination of common words and phrases and even occupations, attendees will be given alternatives to gendered language as well as information on how and when to use gender neutral pronouns effectively. Student leaders and higher education professionals alike will be given tactics on how to address these issues in the classroom, in student leader spaces, as well as within the broader culture in order to enact positive changes. Attendants will also be encouraged to examine how gendered language exists in the larger university culture and how we as advocates and allies can begin to dismantle some of the gendered issues in housing, assessment, intramural sports and other areas that can contribute to an unwelcoming culture to queer and transgender individuals.

Building Relationships between Rural LGBTQIA High School Students and College Students

Irissa Baxter, M.A., *she/her/hers*

Mesa Room

In this session, attendees will learn about the obstacles facing rural LGBTQ students, and how they can be tackled. Created by high school GSA advisor Kristy Self and college LGBTQIA advisor Irissa Baxter, the Oklahoma State GSA Leadership

Summit provides high schoolers a day of conversations with LGBTQIA leaders from across the state, presentations of key support structures and resources, and in-depth conversations with LGBTQIA college students. By creating meaningful connections between rural LGBTQIA high school students, college students, and their respective advisors – connections which are often inaccessible in a rural setting – students are given opportunities to improve their mental health, learn lifelong coping mechanisms, develop leadership skills, and increase interest in a college education.

A.L.L.Y. – Ambassadors & Leisure for LGBT Youth

Martha Garcia, *she/her/hers*

J. Garcia, *he/him/his*

Mesa Room

In this presentation, participants will learn about a newly created local organization, A.L.L.Y. A.L.L.Y. is a Lubbock Youth group that is teen-founded and led. The group's purpose is to provide a place for teens to meet and have fun in a circle where they are not only accepted; they are celebrated! It encourages students to have fun and be themselves, while providing positive representation for the LGBT community. Meetings are self-paid by members and are mostly in the \$7 per person range. The groups' purpose is to be seen, have representation and encourage self-expression, acceptance, friendship and PRIDE.

On Trans Dignity, Deadnaming and Misgendering: What Queer Theory Rhetorics Might Teach Us

Michael Faris, Ph.D., *he/him/his*

Mesa Room

This presentation argues that queer theory is often used rhetorically as a "will to truth" that privileges theoretical knowledge over lived experiences and frames queer and trans youth as overly sensitive, recalcitrant in their identity politics, ungrateful to their queer elders, and ultimately regressive in their



gender and sexuality politics. In addition to arguing that deadnaming and misgendering students constitutes harassment, participants will learn about renewing the need for empiricism in queer theory and turn toward understanding sensitivity and vulnerability as that which makes pedagogy (and rhetoric) possible.

Frankly My Dear, I Don't Give a (Dental) Dam

Jennifer Phan, B.S., *she/her/hers*

Matador Room

In this presentation, participants will be presented with data on the prevalence of STIs in sexual minority women; the risk of transmission for certain STIs; and discuss safe sex practices for women who have sex with women. The presenters will not only present statistics, but case studies and interviews of lesbian, bisexual, and queer women regarding their attitudes towards safe sex and what kind of education they've received about it, if any.

Bondage, Impact, Power... and Word Play? Language Use in Online BDSM Communities

Phoenix Crane, B.A., *she/her/hers*

Matador Room

Participants in this session will learn about the role of language in online BDSM communities, and how it can shape self-perception and identity. To many BDSM and kink practitioners, their role as "Dominant" or "Submissive" is an integral part of their sexual identity that informs not only their sexual behavior, but also their social interactions, intimate relationships, and personality traits. It is hypothesized that BDSM practitioners' role identification may correlate with their language use, specifically in content words, such as those related to power and drive, and linguistic style words, such as first person and third person pronouns. This session discusses a recent study that used computerized text analysis to explore this hypothesis.

The Effects of Heteronormative Socialization on Beliefs, Perceptions, Attitudes, and Behaviors Towards Non-Heterosexuals

Caleb Lawson, B.A., *he/him/his*

Caprock Room

In this session, participants will examine the effects of heteronormative socialization and the formation of beliefs, perceptions, and attitudes on homosexuality and behaviors toward non-heterosexual people. The presentation examines the association between three primary socialization agents (religion, family, and peers) and beliefs, attitudes, and perceptions about homosexuality and behavior toward homosexuals. The discussion of findings includes the impact of socialization on beliefs, attitudes, and perceptions of homosexuality and the likelihood and level of comfort interacting with LGBTQIA family members, friends, and acquaintances.

Living Art Out Loud: Performing a Dis/eased Queer Voice

G. Dean McBride, M.F.A., *he/him/his*

Caprock Room

Participants in this session will re-consider the traditional narratives of the HIV/AIDS crisis through LIVING ART. As an aging gay man, long-term survivor of HIV/AIDS, nontraditional scholar, and dramatist, G. Dean McBride will comment upon the production of LIVING ART: Performances at the TTU Public Art Collection, Spring, 2018. Inspired by a collection of stories celebrating first-hand experiences that uniquely embody the human condition under otherwise unimaginable circumstance, LIVING ART reflexively unmask far-reaching stigma, shame, and isolation of long-term survivors of the AIDS epidemic. LIVING ART has resulted in a commemorative book and soon-to-be-released documentary and serves as an ongoing creative mode for re-thinking the unthinkable and contemplating the un-meaningful toward performing a dis/eased queer voice of survivorship.



YEARS OF PRIDE:
We're Not Done Yet

Educational Sessions

Private Loss, Public Outrage: Revisiting AIDS Activism in the Arts

Tricia Earl, M.F.A., *she/her/hers*

Caprock Room

Vocal, public activism through art is a longtime practice of social change movements. These movements share four major components to be influential; tell your story, disrupt power, have visions for transformation and stand in solidarity with others. In the new millennium, gay activism has increasingly become less galvanized by the specter of AIDS and has seemingly splintered into dozens of micro movements. This presentation will highlight what we can and have learned from our predecessors in the power and efficacy of activists that use art as their voice for change.



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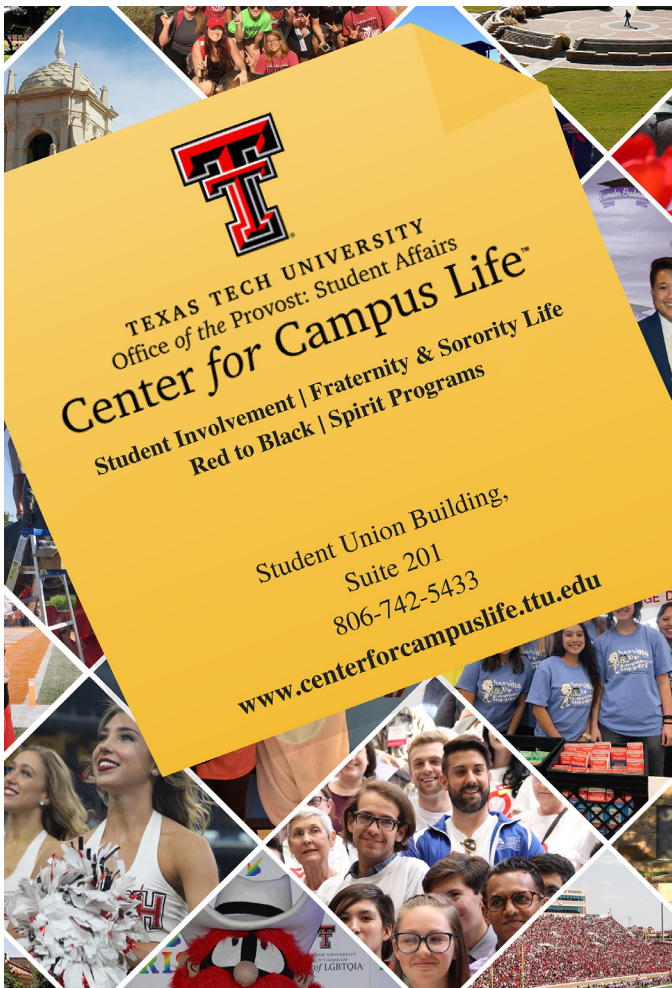
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TEXAS TECH UNIVERSITY
Department of Community,
Family & Addiction Sciences

Center for Family Systems Research & Intervention



Educational Session Presenters, Caucus Facilitators, and Other Noted Program Guests Brief Biographical Information

Cristian Alonso, *he/him/his*, is a Graduate Engineer with Dunaway Associates. He is the Region E Coordinator for Out in Science, Technology, Engineering, and Mathematics (oSTEM). He holds a Bachelor of Science degree in Civil Engineering from Texas A&M University.

Irissa Baxter, *she/her/hers*, is the Coordinator of Women's and LGBTQ Affairs at Oklahoma State University. She advises several student organizations, including Minority Women's Association and the Oklahoma State Queers and Allies. She holds a Master of Arts degree in Holocaust and Genocide Studies from West Chester University.

Nefertiti Y. Beck, *she/her/hers*, is the Director for the Council of Councils at Texas Tech University. She is a doctoral student in Counselor Education at Texas Tech University. She holds a Master of Arts degree in Community Counseling from Creighton University.

Maureena Benavides, *she/her/hers*, is a Licensed Professional Counselor based in Midland, Texas. She started Out in West Texas in 2017 to advocate for and empower gender diversity in the Permian Basin. She holds a Master of Arts in Counseling from the University of Texas at the Permian Basin.

Kelly Bennett, *she/her/hers*, is an Associate Professor of Family Medicine at Texas Tech University Health Science Center School of Medicine. She serves as the Co-Medical Director for the School of Medicine Free Clinic. She holds a Doctor of Medicine degree from Texas A&M University.

Benjamin V. Braddock, *he/him/his*, is the Residence Life Coordinator for Social Justice Education at Texas Tech University. He has delivered invited remarks on "Doing Social Justice Like Christ" (2018) and "Pulling Out of The Patriarchy Pit" (2017). He holds a Master of Education degree in College Student Personnel from Ohio University.

Patrick J. Byrne, *he/him/his*, is the Section Coordinator for First Generation Transition and Mentoring Programs at Texas Tech University. He is studying Higher Education Administration. He holds a Bachelor of Science degree in Interdisciplinary Agriculture from Texas Tech University.

Alec Cattell, *he/him/his*, is an Assistant Professor of Practice in Humanities and Applied Linguistics at Texas Tech University. He serves as the faculty advisor to the Classical & Modern Languages & Literatures Ambassadors. He holds a Doctor of Philosophy degree in German from the University of Waterloo.

Kali Cohn, *she/her/hers*, is a Staff Attorney with the American Civil Liberties Union of Texas. She is admitted to the Texas Bar, U.S. Court of Appeals for the Fifth Circuit, and U.S. District Courts for Northern, Western, and Southern Districts of Texas. She holds a Doctor of Jurisprudence degree from the University of Texas School of Law.



Kirsten Cook, *he/him/his*, is an Associate Professor of Accounting in the Rawls College of Business. Her serves as the Coordinator for the LGBTQIA Faculty/Staff Association. He holds a Doctor of Philosophy degree in Accounting from Texas A&M University.

Phoenix Crane, *she/her/hers*, is a doctoral student in Experimental Psychology at Texas Tech University. She is a Graduate Instructor and a Junior Investigator with the Stigma, Health and Applied Research Center (SHARC). She holds a Bachelor of Arts degree in Psychology from Ohio University.

Catherine A. Duran, *she/her/hers*, is the Vice Provost for Student Affairs at Texas Tech University. Previously, she served as Associate Dean for Undergraduate Programs in the Rawls College of Business. She holds a Doctor of Philosophy degree in Strategic Management from Texas Tech University.

Genevieve Durham DeCesaro, *she/her/hers*, is the Vice Provost for Academic Affairs at Texas Tech University where she is also Professor of Dance in the School of Theatre and Dance. She holds a Master of Fine Arts degree in Dance from Texas Women's University.

Tricia Earl, *she/her/hers*, is the Program Manager for Women's & Gender Studies at Texas Tech University. She received The Ted Jim Dotts, Jr. & Betty Shewbert Dotts Ally of the Year for 2017-2018. She holds a Master of Fine Arts degree in Photography/Sculpture from Texas Tech University.

Michael J. Faris, *he/him/his*, is an Assistant Professor of Technical Communication and Rhetoric at Texas Tech University. He serves as an affiliated faculty for Women's & Gender Studies. He holds a Doctor of Philosophy degree in English from the Pennsylvania State University.

Brant Farrar, *he/him/his*, is an Associate Professor of Sociology at South Plains College. He serves as the faculty advisor for the South Plains College Gay Straight Alliance. He holds a Master of Arts degree in Sociology from Texas Tech University.

D. Gilson, *he/him/his*, is an Assistant Professor of English at Texas Tech University. He is the co-author of *Jesus Freak* (2018). He holds a Doctor of Philosophy degree in American Literature & Cultural Studies from George Washington University.

Matthew R. Hernandez, *he/him/his*, serves as the Student Assistant for Peer Education in the Office of LGBTQIA at Texas Tech University. He is the recipient of the Watland/Woody LGBTQIA Endowed Scholarship for 2019-2020. He is a sophomore Political Science Major at Texas Tech University.

Alexander J. "A.J." Hudspeth, *they/them/theirs*, serves as a Graduate Assistant for Residential Education and Academic Programming with Learning Communities at Texas Tech University. He studies Higher Education Administration. He holds a Bachelor of Arts degree in Communication Studies from the University of Northern Iowa.

Marlena Jordan, *she/her/hers*, is a Graduate Assistant in Orientation and Transition Programs at the University of North Texas. She is a graduate student in Student Affairs at the University of North Texas. She holds a Bachelor of Arts degree in Psychology from the University of North Texas.



Elizabeth Karam, *she/her/hers*, is an Assistant Professor of Management in the Rawls College of Business. Prior to returning to academics, she worked in human resource management for a Fortune 500 company. She holds a Doctor of Philosophy degree in Management from Michigan State University.

Hal S. Larsen, *he/him/his*, is a (ret.) Executive Associate Dean with the Texas Tech University School of Health Professions. He is a regular volunteer in the Office of LGBTQIA. He holds a Doctor of Philosophy degree in Medical Microbiology from the University of Nebraska Medical Center.

JoAnn T. Larsen, *she/her/hers*, is the (ret.) Dean of Students at Texas Tech University Health Sciences Center School of Medicine. She is a regular volunteer in the Office of LGBTQIA. She holds a Doctor of Education degree in Higher Education from Texas Tech University.

Caleb Lawson, *he/him/his*, is a teaching assistant for the Department of Sociology, Anthropology, and Social Work at Texas Tech University. He is a graduate student in Sociology at Texas Tech University. He holds a Bachelor of Arts degree in Sociology and a Bachelor of Science degree in Wind Energy from Texas Tech University.

Susan Loving, *she/her/hers*, is an adjunct faculty member in the College of Media & Communications at Texas Tech University. She holds a Master of Science degree in Communications in Human Relations from Texas Christian University.

Kerry Manzo, *he/him/his*, is a doctoral student in English Comparative Literature at Texas Tech University. He is a Dissertation Completion Fellow with Mellon/American Council of Learned Societies. He holds a Master of Arts degree in Linguistics from the University of Texas at El Paso.

Dean McBride, *he/him/his*, is an adjunct faculty in Theatre & Film at the University of Texas at Arlington. He is a doctoral student in Art Education at the University of North Texas. He holds a Master of Fine Arts degree in Arts Administration from Texas Tech University.

Mike McKay, *he/him/his*, is the (ret.) Regional Manager for Peace Corps. He is a long-time public policy advocate skilled in LGBTQIA nonprofit executive management. He holds a Master of Public Administration degree from Southern Methodist University.

Viet Nguyen, *she/her/hers*, is senior Human Development and Family Studies major with minors in Math, Electrical Engineering, and Political Science at Texas Tech University. She currently serves as President of Tech Gender and Sexuality Association and is a Senator for the College of Human Science within the Student Government Association.

Nicole Noble, *she/her/hers*, is the Associate Director of the Career Center at Texas Tech University. She currently teaches Qualitative Research in Education as part of the Educational Psychology Program. She holds a Doctor of Philosophy degree in Counselor Education from Texas Tech University.

Ashley N. Penner, *she/her/hers*, is the Assistant Director of the Career Center at Texas Tech University. She is a doctoral candidate in Counselor Education at Texas Tech University. She holds a Master of Education degree in Counselor Education from Texas Tech University.



Andrés Peralta, *he/him/his*, is an Assistant Professor of Art Education at Texas Tech University. He is extensively cited in art education publications on issues of identity negotiation and perception. He holds a Doctor of Philosophy degree in Art Education from the University of North Texas.

Jessica Pittman, *she/her/hers*, is a doctoral student in Experimental Cognitive Psychology at Texas Tech University. She is in the Cognitive Lab in the Department of Psychological Studies. She holds a Bachelor of Arts degree in Psychology from Virginia Wesleyan University.

Jennifer Phan, *she/her/hers*, is a medical student in the Texas Tech University Health Sciences Center School of Medicine. Her research interests include the experiences of sexual minority women. She holds a Bachelor of Science degree in Biomedical Sciences from Texas A&M University.

Jody C. Randall, *she/her/hers*, is the founding Director of LGBTQIA Life at Texas Tech University. She is the Public Policy Liaison for the Gender and Sexuality Knowledge Community of Student Affairs Administrators in Higher Education (NASPA). She holds a Master of Science degree in Human Development and Leadership from Murray State University.

Lori Rice-Spearman, *she/her/hers*, is the Dean of the School of Health Professions and Associate Provost at the Texas Tech University Health Sciences Center. Previously, she served as Associate Dean for Learning Outcomes and Assessment. She holds a Doctor of Philosophy degree in Family and Consumer Sciences Education from Texas Tech University.

Ellen D.B. Riggle, *she/her/hers*, is a Professor of Political Science and Gender and Women's Studies at the University of Kentucky. She is co-author of *A Positive View of LGBTQ* (2012) and *Happy Together* (2015). She holds a Doctor of Philosophy degree in Political Science from the University of Illinois, Urbana-Champaign

Grace Rogers, *she/her/hers*, is a (ret.) educator in Lubbock, Texas. She is a civil and human rights activist and a long-time active member of PFLAG Lubbock. She holds a Master of Arts degree in Interdisciplinary Studies English from Texas Tech University.

Robert Salcido, Jr., *he/him/his*, is the Statewide Field Coordinator with Equality Texas. He also serves as the Executive Director for the Pride Center San Antonio. He holds a Bachelor of Science degree in Business from West Texas A&M University.

Elena Sánchez-Freeman, *she/her/hers*, is the Program Manager for Health and Wellness in the Risk Intervention and Safety Education (RISE) Office at Texas Tech University. She holds a Graduate Certificate in Public Health from Texas Tech University Health Sciences Center.

Courtney Savage, *she/her/hers*, is the Graduate Hall Coordinator for Stangel Murdough at Texas Tech University. She is a graduate student in Higher Education at Texas Tech University. She holds a Bachelor of Science degree in Communication from the University of Utah.



Jocelyne B. Scott, *she/her/hers*, is a Visiting Assistant Professor of Women's & Gender Studies at Texas Tech University. She has delivered invited remarks on "Grappling with Anti-Femininity in Popular Culture Stereotypes of Sorority Women" (2016) and "Greek Sex: Sororities, Fraternities, and Sexual Assault" (2015). She holds a Doctor of Philosophy degree in Gender Studies from Indiana University.

Elizabeth A. Sharp, *she/her/hers*, is the Director of Women's & Gender Studies at Texas Tech University. She also serves as a Professor in the Department of Human Development and Family Studies. She holds a Doctor of Philosophy degree in Human Development and Family Studies from the University of Missouri.

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