



Thriving On Campus: 2024 Pride Webinar Series

Promoting the inclusion, wellbeing, and academic development of 2SLGBTQ+ students through research and practice innovations

2:00 pm - 4:00 pm (EDT)

Day 1: June 4, 2024

Day 2: June 5, 2024

Day 3: June 11, 2024

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Social Sciences and Humanities
Research Council of Canada

Conseil de recherches en
sciences humaines du Canada



DETAILED SCHEDULES

Day 1: June 4, 2024

2:00 pm	• Welcome & Territorial Land Acknowledgement	
2:10 pm	• Presentation 1: Examining campus support systems for LGBTQ+ college students' mental health and well-being	Steven Feldman & Allison BrckaLorenz
2:30 pm	• Presentation 2: "I have had several providers who recognize my humanity": Exploring the overall health and positive healthcare interactions of transgender and gender diverse college students	E.B. Gross
2:50 pm	• Break	
2:55 pm	• Presentation 3: School of social welfare transgender justice group: Student-led advocacy to promote justice and equity for gender diverse college students	Briana McGeough & Eli Shafaf
3:15 pm	• Presentation 4: Students' perceptions of all-gender restrooms after implementation	Anna Pope & Jacob Randall
3:35 pm	• Q & A	
3:55 pm	• Wrap Up	

Day 2: June 5, 2024

2:00 pm	• Welcome & Territorial Land Acknowledgement	
2:10 pm	• Presentation 1: They don't owe you their story: Conceptualizing racialized queer care through protective spaces	Christina Arayata & Vanessa Vigneswaramoorthy
2:30 pm	• Presentation 2: Queer and trans Black, Indigenous, and People of Color (QTBIPOC): The sun of LGBTQ + rainbow	Trung Nguyen
2:50 pm	• Break	
2:55 pm	• Presentation 3: Beyond gender inclusive housing: Building a trans and nonbinary residential experience [WITHDRAWN]	Chris Stone-Sewalish
3:15 pm	• Presentation 4: Belongingness, connectedness & engagement: The impacts of an LGBTQ+ residential learning community [WITHDRAWN]	Brittanie Atteberry-Ash
3:35 pm	• Q & A	
3:55 pm	• Wrap Up	



DETAILED SCHEDULES

Day 3: June 11, 2024

2:00 pm	• Welcome & Territorial Land Acknowledgement	
2:10 pm	• Presentation 1: Queer crip enrollments	Andrew Ives & Becki Elkins
2:30 pm	• Presentation 2: Identifying stressors inhibiting belonging, visibility, and peer inclusion for college students with MloSG in STEM [WITHDRAWN]	Orianna Carvalho
2:50 pm	• Break	
2:55 pm	• Presentation 3: The misgendering and deadnaming survey: An innovative, co-designed campus change project to catalyze improvement	Chris Woods & Allison Smith
3:15 pm	• Presentation 4: The mental health needs of sexual and gender minority collegiate clients at university counseling centers	Lisa Platt
3:35 pm	• Q & A	
3:55 pm	• Wrap Up	

2024 PRIDE WEBINAR SERIES

This webinar series presents research featured in a recent special issue of the *Journal of LGBT Youth* dedicated to fostering the inclusion, wellbeing, and academic development of 2SLGBTQ+ students on campuses, especially often-overlooked groups within this community, such as nonbinary students and asexual students, and those who are also marginalized because of race or disability. The special issue includes research articles, conceptual discussions, and case examples of innovative campus initiatives that promote 2SLGBTQ+ students' belonging, success, and wellbeing.

This webinar series is an opportunity to learn about some of the research and programs presented in the special issue. We thank the authors who accepted our invitation to share their work through this webinar series. We also thank you for joining us. We hope you will gain new insights and ideas about ways to support diverse 2SLGBTQ+ students on campuses and beyond. Happy Pride!

Webinar Organizers:

Michael R. Woodford
Eric J. Van Giessen
Tin Vo
Antonio Duran
Simon Coulombe



PRESENTATION ABSTRACTS - JUNE 4

Presentation 1 - 2:10 PM (EDT)

Examining campus support systems for LGBTQ+ college students' mental health and well-being

Steven Feldman & Allison BrckaLorenz

In this study, we explore LGBTQ+ college students' experiences related to mental health and wellbeing, using the Proud & Thriving Framework. Our research utilizes a large-scale, multi-institutional, quantitative and qualitative data set that includes a variety of institutional types and geographic locations across the United States. We use a series of OLS regression analyses and descriptive analyses to explore LGBTQ+ students' difficulties, support networks, knowledge about institution-provided supports, and student-suggested ways that their institution has supported their mental health and well-being. We find that large portions of LGBTQ+ students do not know how to get help with various difficulties and that students within the LGBTQ+ community had differing relationships with risks and supports depending on their specific LGBTQ+ identity such as asexual students struggling less with workload-related issues and pansexual students struggling more with health-related issues than their LGBTQ+ peers. We conclude with suggestions for campus staff, faculty, and higher education researchers, outlining tangible ways that they can work to improve campus environments and experiences for LGBTQ+ college students.

Presentation 2 - 2:30 PM (EDT)

"I have had several providers who recognize my humanity": Exploring the overall health and positive healthcare interactions of transgender and gender diverse college students

E. B. Gross, Shanna K. Kattari, Monique Steel, Rachelle Wilcox, Susan Ernst & Diana Parrish

Presenting Author: E.B. Gross

This talk presents data from a mixed-method pilot study exploring health and wellness among transgender and gender diverse (TGD) students at the University of Michigan, conducted by a multidisciplinary team of researchers and TGD community members. Analyses investigate participants' (N=121) overall health, mental health, and access to trans-inclusive primary care providers, as well as students' qualitative responses regarding their health-promoting activities and positive healthcare experiences. Quantitative analysis identified significant differences in mental health and provider-inclusivity between students of different gender identities. Students' qualitative responses noted supportive provider practices that we themed into concrete actions (interpersonal, organizational, and institutional) and recognizing humanity/agency. Students reported a range of health-promoting activities, which we themed into traditional, self-reflective, and connective methods. We discuss these results and implications for campus health centers and related organizations.



PRESENTATION ABSTRACTS - JUNE 4

Presentation 3 - 2:55 PM (EDT)

School of social welfare transgender justice group: Student-led advocacy to promote justice and equity for gender diverse college students - WITHDRAWN

Emera Greenwood, Allison Colonna, Dani Novo, Samantha Walter, Eli Shafaf, Briana McGeough & Megan S. Paceley

Presenting Authors: Briana McGeough & Eli Shafaf

Transgender and gender diverse social work students experience microaggressions, stigmatizing curricula, and a paucity of inclusive facilities. The Transgender Justice Group (TJG) was founded by students in a School of Social Welfare to respond to these and other pressing issues on a public university campus. This presentation will describe the formation and activities of the TJG and provide recommendations for students, staff, and faculty who are interested in creating similar groups. Students and faculty used a nonhierarchical approach to define and implement advocacy goals, including creating trans-affirming classrooms and increasing supportive administrative responses to anti-trans laws.

Presentation 4 - 3:15 PM (EDT)

Students' perceptions of all-gender restrooms after implementation

Anna Pope & Jacob Randall

We explore students' perceptions towards all-gender restrooms on a college campus after implementation. Findings suggest that few students avoid all-gender restrooms and students feel comfortable and feel safe in inclusive restrooms even when aware they have been implemented. Right-wing authoritarianism, gender essentialism, and conservative political affiliation predicted less support of and comfort with all-gender restrooms. Correlations with transphobia-related individual difference factors are discussed. Findings provide insights for increasing support for all-gender restrooms.



PRESENTATION ABSTRACTS - JUNE 5

Presentation 1 - 2:10 PM (EDT)

They don't owe you their story: Conceptualizing racialized queer care through protective spaces

Christina Arayata & Vanessa Vigneswaramoorthy

In this presentation, we demonstrate how whiteness, homonormative whiteness, and white heteronormativity alienates racialized queer students in both 2SLGBTQ+ and racialized counterspaces within universities. We then discuss our reconceptualization of protective spaces as defined by the Roestone Collective. Our reconceptualization is rooted in a love politic and involves moving from guilt to meaningful action embedded in accountability to develop love-centred solutions. These principles can be used in both individual action and collective organizing. The conceptualization mainly builds on the experiences of sexually diverse identities; therefore, we encourage researchers and practitioners to expand and build upon this work.

Presentation 2 - 2:30 PM (EDT)

Queer and trans Black, Indigenous, and People of Color (QTBIPOC): The sun of LGBTQ+ rainbow

Trung M. Nguyen & Cindy Konrad

Presenting Author: Trung M. Nguyen

Multicultural LGBTQ+ Support Network (SOL) is an initiative at Oregon State University (OSU) that uplifts students at the intersections of queer and trans identities and nonwhite racialized identities. Historically, OSU is a primarily white institution (PWI), with major student-led activism. SOL's goal is to highlight the voices and activism of QTBIPOC students. Structure-wise, SOL is designed to focus on the well-being of SOL student staff and the QTBIPOC students it serves. Through this presentation, will consider SOL practices to elevate the overall campus experiences of QTBIPOC students.



PRESENTATION ABSTRACTS - JUNE 5

Presentation 3 - 2:55 PM (EDT)

Beyond gender inclusive housing: Building a trans and nonbinary residential experience - WITHDRAWN

Chris Stone-Sewalish

The international proliferation of anti-trans propaganda on college campuses, particularly in the United States has become a flashpoint. Meanwhile, these college campuses are home to trans and nonbinary students that are already experiencing worse health outcomes than their cisgender peers. Building a housing program that supports trans and nonbinary students is a health imperative, going beyond the traditional notions of academic success. While gender inclusive housing is a start it does not go far enough. The trans and nonbinary residential experience at one large, public, midwestern university is a step in the right direction.

Presentation 4 - 3:15 PM (EDT)

Belongingness, connectedness and engagement: The impacts of an LGBTQ+ residential learning community - WITHDRAWN

Brittanie Atteberry-Ash, Jessica R. Williams, Hayden T. DuBois & Beth Pearson

Presenting Author: Brittanie Atteberry-Ash

University housing can play a significant role in undergraduate students' college experiences. Unfortunately, many LGBTQ+ students face a myriad of harmful experiences on campus, including in campus housing that can negatively impact their belonging and well-being. To address this issue and foster LGBTQ+ students' overall belongingness on campus and well-being, many universities offer LGBTQ+ inclusive housing initiatives, including some offering residential learning communities (RLCs). Through qualitative interviews, we examine the inaugural year of an LGBTQ+ RLC at a large state university. Consistent with the existing literature about RLCs in general, our findings suggest that the first year of the RLC fostered students' belongingness, connectedness, and engagement across multiple levels.



PRESENTATION ABSTRACTS - JUNE 11

Presentation 1 - 2:10 PM (EDT)

Queer crip enrollments

Andrew Ives & Becki Elkins

Queer crip enrollment patterns describe the ways Two Spirit, lesbian, gay, bisexual, transgender, questioning and disabled college students enter and persist in higher education. Elevating the voices of ten queer, mad, mentally ill, neurodivergent and/or disabled (QMMIND) college students, we highlight queer crip enrollment as a process that involves failing classes, withdrawing from institutions, and (in)voluntary hospitalizations. At the same time, QMMIND students dream of thriving and helping others thrive despite hostile campus environments. Using queer and crip theories, we dream about structural changes in admissions, crisis response, and basic needs infrastructure that promote queer crip success.

Presentation 2 - 2:30 PM (EDT)

Identifying stressors inhibiting belonging, visibility, and peer inclusion for college students with MloSG in STEM - WITHDRAWN

Annemarie Vaccaro, Orianna D. Carvalho, Meg C. Jones, Ryan A. Miller, Desiree Forsythe, Rachel E. Friedensen & Rachael Forester

Presenting Author: Orianna Carvalho

With constantly changing political landscapes affecting college students with minoritized identities of sexuality and/or gender (MloSG), higher educators must understand student-reported stressors to design inclusive learning environments. Building from minority stress theory and using data from a grounded theory study with 56 collegiate STEM students with MloSG, we documented stressors contributing to diminished wellbeing. We used constant comparative grounded theory analysis to identify stressors shared by all participants, including lack of belonging and invisibility in competitive STEM cultures and exclusionary interactions with STEM peers. Recommendations include delivering holistic education and support services on campus.



PRESENTATION ABSTRACTS - JUNE 11

Presentation 3 - 2:55 PM (EDT)

The misgendering and deadnaming survey: An innovative, co-designed campus change project to catalyze improvement

Chris Woods & Allison Smith

Misgendering and deadnaming can negatively effect the experiences and wellbeing of transgender, non-binary, and gender expansive (TGNB) students in higher education. In an effort to reimagine and redesign the pursuit of TGNB student health equity, the LGBTQ+ Center and Student Health Center at New York University (NYU) partnered to address misgendering and deadnaming as one of many barriers to the wellbeing and thriving of TGNB students at the university. This presentation will provide an overview of the development, implementation, and lessons learned from the Misgendering and Deadnaming Survey—a survey conducted over a two-year period to identify and improve root causes of misgendering and deadnaming at NYU.

Presentation 4 - 3:15 PM (EDT)

The mental health needs of sexual and gender minority collegiate clients at university counseling centers

Lisa F. Platt, Christine J. Schimmel, Jeneice Shaw & Christopher P. Scheitle

Presenting Author: Lisa Platt

University counseling centers (UCCs) are an important resource for sexual and gender minority (SM/GM) students. Using 2012-15 and 2020-21 Center for Collegiate Mental Health data, we compared the mental health needs of SM/GM clients across cohorts and explored the current mental health needs of asexual, pansexual, and gender non-binary clients. Notably, alongside demographic differences, SM/GM in 2020-2021 utilized UCC services at double or triple the rate. Concerning mental health needs, asexual clients showed acute needs compared to other SM groups, whereas pansexual and non-binary students had higher levels of reported symptoms. Implications for UCCs will be discussed.



SPEAKER BIOS

Christina Arayata, MA (she/her), Doctoral Student, Leadership, Higher and Adult Education, University of Toronto OISE

Christina's research has focused on access, race, student identity development, and data culture within higher education institutions. In 2022, she received the Canadian Society of Higher Education Master's Thesis Award for her work "Identity Navigation and Understanding in Demographic Surveys." Christina has held a variety of roles within higher education institutions, government, and non-profit organizations and these experiences continue to influence her work.

Brittanie Atteberry-Ash, PhD (she/her), Assistant Professor, School of Social Work, Colorado State University

Brittanie conducts research to better understand how best to support and build environments that are inclusive and affirming of LGBTQ+ people and communities. Brittanie also focuses on promoting social justice and inclusion within social work classroom experiences and identifies strategies for educators to more fully integrate a critical social justice lens into pedagogy. Believing in the power of social work education to transform students into practitioners dedicated to a just world, she is passionate about her work as a critical social work scholar.

Allison BrckaLorenz PhD (she/her), Associate Research Scientist, Center for Postsecondary Research, Indiana University Bloomington

Allison helps people use data to make improvements on their campuses, uses data to highlight the experiences of traditionally marginalized subpopulations, and provides professional development opportunities and mentoring to graduate students. Her research interests focus on climate and environments for students and faculty, teaching and learning of college students and the accompanying issues faced by faculty, the socialization of graduate students, and the experiences of small and understudied populations with a focus on LGBQ+ students and faculty.

Orianna D. Carvalho, MA (she/her), Doctoral Candidate, Department of Psychology, University of Rhode Island

Orianna is a doctoral candidate in the Behavioral Science program at the University of Rhode Island. Her research interests include basic needs insecurity and how institutions such as colleges and universities can bolster their students' success by providing basic needs support. Her current research involves conducting a statewide assessment of mental health and substance use services offered, understanding how to best support LGBTQ+ STEM students, and investigating college student experiences with food insecurity.



SPEAKER BIOS

Becki Elkins, PhD (she/her), Associate Professor, Student Affairs Administration, University of Wisconsin-La Crosse

Becki is associate professor in the Department of Student Affairs Administration and director of the Ed.D. program in Student Affairs Administration and Leadership at the University of Wisconsin-La Crosse. Prior to joining the faculty at UWL, she worked in student affairs/higher education for roughly 25 years in such areas as women's and LGBT resource centers, housing, institutional research, and assessment, and as a registrar. Becki holds a Ph.D. in Student Affairs Administration and Research from the University of Iowa, a master's degree in higher education from Iowa State University, and a bachelor's degree in journalism from the University of Kansas.

Steven Feldman, MA (he/they), Doctoral Student, School of Education, Indiana University Bloomington

Steven previously worked in higher education in functional areas including LGBTQ Services, academic advising, and undergraduate admissions. Their research explores identity, equity, and social justice in higher education and focuses primarily on trans and queer communities in higher education, as well as Jewish identity and antisemitism.

E.B. Gross, MSW, (she/they), Doctoral Candidate, Joint Program in Social Work & Psychology, University of Michigan

E.B. is a doctoral candidate at University of Michigan in Social Work and Developmental Psychology. Her research focuses on gender identity development, how families come to understand and support TGD members, and LGBTQIA+ health and mental health. Prior to beginning doctoral work, E.B. earned an MSW from Simmons University and spent five years providing individual, family, and group therapy in Northern Rhode Island and New York City, working largely with homeless, low-income, and LGBTQIA+ people of all ages.

Andrew Ives, EdD, (he/him), Director, ACCESS Center, University of Wisconsin-La Crosse

Andrew currently serves as the director of the ACCESS Center (Disability Services) at the University of Wisconsin-La Crosse (UWL). Andrew's dissertation, "Queer Connection, Access, and Identity: Investigating the Lived Experiences of Queer Mad, Mentally Ill, Neurodivergent, and/or Disabled (MMIND) Students," was awarded ACPA: College Student Educators International Marylu McEwen Dissertation of the Year in 2023. Professionally, Andrew has worked in residence life, case management, academic advising, TRIO programs, and disability services. Andrew holds his doctoral and master's degree in student affairs administration from UWL and his bachelor's degree in history from Colorado State University.



SPEAKER BIOS

Briana McGeough, PhD, MSW (she/they), Assistant Professor, University of Kansas School of Social Welfare

Briana is the Director of the Center for LGBTQ+ Research and Advocacy at University of Kansas' School of Social Welfare. Her research and practice focuses on developing, implementing, and evaluating mental health and substance use interventions to support the mental health of LGBTQ individuals.

Trung Nguyen, MA (she/they/he), Doctoral Student & Graduate Student Employee, School of Language, Culture, and Society, Oregon State University

Trung's research and art practices are entrenched in interdisciplinarity with foci on feminist queer and trans studies in Southeast Asia and its diaspora. Their dissertation explores the indigeneity of Vietnamese marginalized gender subjects in Vietnam through various critical lenses of film studies, postcolonial critiques, and queer theories. Trung's most recent publications are with the *Journal of LGBT Youth*, *WSQ: Women's Studies Quarterly*, and *Ecumenica: Performance and Religion*. Besides being a researcher, Trung is also a poet, performer, feminist educator, language teacher, translator, and community activist.

Lisa F. Platt, PhD (she/her), Associate Professor, School of Counseling and Well-Being, West Virginia University

Lisa is an associate professor of counseling and counseling psychology at West Virginia University. Originally from Wyoming, she earned her PhD in counseling psychology from Penn State University. Her research specializes in sexual, gender, and racial minoritized individuals and the mental health implications of discrimination and oppression. She is also a licensed psychologist in the state of West Virginia.

Anna Pope, PhD (she/her), Associate Teaching Professor, Department of Psychology, The University of Kansas

Anna's research interests include stereotyping and prejudice, morality and religion, and the testing of interventions for diversity, equity, and inclusion. She is currently an associate teaching professor at the University of Kansas where she is involved in the diversity, equity, and inclusion cabinet. For the past seven years her primary passion has been testing and validating pre-existing interventions for inclusion so that those interventions can be shared and implemented by other campuses. Anna runs an all-undergraduate research lab with a focus on interventions and the reduction of prejudice and discrimination.



SPEAKER BIOS

Jacob Randall, BA (he/him), Research Assistant, Psychology, University of Kansas

Jacob received his BS in behavioral neuroscience from the University of Kansas in 2022. Jacob's research interests currently include prejudice and discrimination, as well as testing diversity equity and inclusion interventions. He is currently a research assistant in Dr. Pope's lab at the University of Kansas. Jacob plans on continuing his education in experimental social psychology.

Eli Shafaf, MSW (they/he), University of Kansas School of Social Welfare

Eli holds a BSW and MSW from the University of Kansas. Their focus is on organizing and advocacy around trans rights issues.

Allison Smith, MPA (she/her), Director, Health Strategy and Outcomes at New York University & Co-Lead, Action Network for Equitable Wellbeing (ANEW)

Allison has an extensive background in designing and leading networks, igniting innovation, building capability and capacity for continuous improvement, facilitating equity-centered co-designed approaches, and guiding diverse teams toward outcomes-driven systemic change. Allison has led several groundbreaking national improvement collaboratives, engaging over 100 higher education institutions. Allison has a track record of guiding institution-level systemic change at NYU, earning national recognition for innovation and excellence. Her recent accomplishments include facilitating university-wide efforts to address equity gaps among NYU students and developing opportunities to co-design and co-lead change efforts with students.

Chris Stone-Sewalish, MS (he/they), Doctoral Student, Higher, Adult, Lifelong Education (HALE), Michigan State University

Chris is a third year doctoral student as well as a full time housing administrator at Michigan State University. Chris seeks to better understand the impact of white christian nationalism on the trans and nonbinary religious, secular, and spiritual experience. In existing between scholarship and administration, Chris seek to unwind binary administrative systems by harnessing student voice in unique and pragmatic ways.



SPEAKER BIOS

Vanessa Vigneswaramoorthy, BA (she/her), Master of Arts Student, Leadership, Higher and Adult Education, University of Toronto OISE

Vanessa is a Tamil writer, artist, and researcher. She has previously developed content and/or programming for the Tamil Archive Project, Tam Fam Lit Jam, and Heritage Toronto, and her writing has been published in *Living Hyphen* and *NO NIIN*. She is currently completing an MA in Adult Education and Community Development at the Ontario Institute of Studies in Education at the University of Toronto. Her work mainly explores different facets of BIPOC, particularly Tamil/South Asian community organizing in what is now called the Greater Toronto Area.

Chris Woods, MA (he/him), Senior Director, Inclusive Policy; Director, LGBTQ+ Center, New York University

Chris has over a decade of professional experience in diversity, equity, and inclusion work in higher education, including a focus on LGBTQ+ center work. At New York University, he currently serves as the primary point of contact for inclusive policies, practices, and initiatives for LGBTQ+ students, faculty, and staff, in addition to leading the strategy, vision, and day-to-day management of the LGBTQ+ Center. Additionally, he collaborates with university leadership on inclusive policy development and operational work to advance New York University's core mission in support of global inclusion, diversity, belonging, equity, and access.



ORGANIZER BIOS

Simon Coulombe, PhD (he/him), Associate Professor, Industrial Relations Department, Université Laval

Simon's work lies at the intersection between several fields of psychology. His research aims to explore factors that should be leveraged to promote the positive wellbeing of people, particularly those from marginalized groups. He has partnered with Michael Woodford on several 2SLGBTQ+ campus climate studies. Simon holds the Relief Research Chair in Mental Health, Self-Management, and Work, powered by Beneva. He is also a member of the following centres: VITAM – Sustainable Health Research Centre, Cervo Brain Research Centre, Centre for the Study of Democratic Citizenship, Centre d'études et d'interventions en santé mentale, and Pôle d'expertise et de recherche en santé et bien-être des hommes.

Antonio Duran, PhD (he/him/él), Assistant Professor, Higher and Postsecondary Education, Arizona State University

Antonio's research has examined the experiences of queer and trans people in higher education contexts with a specific focus on those with multiple minoritized identities. He is the author of *The Experiences of Queer Students of Color at Historically White Institutions: Navigating Intersectional Identities on Campus* and has co-edited multiple books on topics pertaining to queer and trans issues in education. He is currently conducting a longitudinal study on queer and trans students at historically white institutions and Hispanic-serving institutions, together with doing research in biology postsecondary education classrooms.

Eric J. Van Giessen, MA (he/they), Project Coordinator, Thriving On Campus; Doctoral Student, Sociology, York University

Eric is the Project Coordinator for Thriving On Campus as well as a doctoral student at York University studying sociology. They are also currently enrolled in a five-year training program in Gestalt Psychotherapy at The Gestalt Institute of Toronto. They completed a master's degree in Social Justice & Community Engagement from Wilfrid Laurier University in 2016, where they researched LGBTQ+ identity and belonging in Christian faith communities. Their research interests span areas such as queer theory, sociology of religion, and sociology of emotion. Their dissertation work focuses on lived experiences of queer religiosity.



ORGANIZER BIOS

Tin Vo, PhD (he/they), Postdoctoral Researcher, Dalla Lana School of Public Health, University of Toronto

Tin's interdisciplinary, equity-focused research centres on social climate and exclusion as determinants of health. Using a critical lens, his research evaluates policies and systems, including sexual health and mental health care for diverse populations, and explores the intersectional lived experiences of historically marginalized communities to enhance their belonging and wellbeing in various contexts, including 2SLGBTQ+ leisure spaces and higher education institutions. He is a research fellow with the Canadian 2SLGBTQ+ Research Hub and a member of the International Partnerships for Queer Youth Resilience.

Michael R. Woodford, PhD (he/him), Professor & Associate Dean: PhD Program, Lyle S. Hallman Faculty of Social Work, Wilfrid Laurier University

Committed to social justice, Michael's research addresses the inclusion and wellbeing of 2SLGBTQ+ communities, primarily focusing on campus climate, microaggressions, and resilience. Notable studies include Thriving On Campus (TOC), engaging nearly 3900 2SLGBTQ+ university students across Ontario. In 2022-2023, Michael spearheaded a knowledge mobilization project with Ontario universities, sharing findings from TOC and other climate studies, along with strategies for enhancing diverse 2SLGBTQ+ students' inclusion, academic development, and wellbeing. He and his team have continued to mobilize research findings on these topics to advance equity and inclusion for 2SLGBTQ+ students, including through a special issue of the *Journal of LGBT Youth* and this webinar series.

