Name: Mr. William Wibowo Liem

ACLS Digital Justice Seed Grants

Deadline: 12/3/2024

PROJECT

Project Proposal Title

Co-designing equitable generative AI tools for inclusive sexual health education with queer teens

Project Proposal Abstract

This project addresses critical gaps in sexual health education for sexual and gender minority (SGM) teens by co-designing an inclusive, affirming AI tool using a custom large language model (LLM). Through participatory workshops and an iterative design process with a Youth Advisory Council of SGM teens, the project integrates their lived experiences to develop a dynamic resource tailored to their unique needs. The LLM is complemented by an AI literacy toolkit that equips teens with skills to engage critically with AI technologies, fostering empowerment and equity. This initiative not only tackles systemic biases in AI but also challenges the exclusionary structures of traditional education systems, advancing frameworks for responsible, community-centered AI development.

If there is a web page associated with your project, please provide the URL here:

https://isgmh.northwestern.edu/news/2024/isgmh-trainee-awarded-e

Please identify up to THREE digital tools and/or methods, in order of relevance, that are most significantly engaged within your project. Do not choose "other" unless none of the options is close to your tool or method. For your first selection, please choose the primary digital tool or method that is most utilized within your project.

1.	**Generative AI**	Other
2.	**Public Humanities Collaborations And Methods**	Other
3.	**Website Design**	Other

Please identify up to THREE disciplinary areas, in order of relevance, that best describe your research project.

1.	**Medical Humanities**	Other
2.	**Gender Studies**	Other
3.	**Sociology**	Other

Name: Mr. William Wibowo Liem

EDUCATION

Degree to be received from	**Northwestern University**
Country of PhD Institution	**USA**
PhD department	**Medical Social Science**
PhD major discipline	**Social Science and Health**
Date of completion (or expected completion) of all requirements for the PhD except the dissertation (ABD status).	**1/2025**
Dissertation defense	**8/2026**
Dissertation title	**CO-DESIGNING EQUITABLE GENERATIVE AI TOOLS FOR INCLUSIVE SEXUAL HEALTH EDUCATION WITH QUEER TEENS**
Name of dissertation supervisor	**Andrew Berry, PhD**
Master's degree received from	**Washington University in St. Louis**
Degree	**Other**
Date master's degree received	**5/2020**
Master's degree major discipline	**Social System Design**
BA/BS received from	**University of British Columbia**
Date BA/BS received	**5/2017**
BA/BS major discipline	**Sociology**
List any additional degrees	

List up to six non-English languages you can use, indicating proficiency in reading, speaking, and writing. *(Use E=Excellent, G=Good, F=Fair or less, N/A=Not applicable.) If you are either a Native Speaker or Heritage Speaker of a language, please indicate by checking the appropriate box.*

Language	*Reading*	*Speaking*	*Writing*	*Native Speaker*	*Heritage Speaker*
Indonesian	**E**	**E**	**G**		**Y**

Name: Mr. William Wibowo Liem

CURRENT POSITION

Rank / Title	**Doctoral Student**
If you do not hold a faculty appointment, what is the exact title of your current position?	**PhD Student**
Discipline	**Human-computer interaction (HCI)**
Specialization	**Human-Centered AI, participatory AI, LGBTQ+ health, design justice**
Department	**Medical Social Science & HCI + D**
Institution	**Northwestern University**
Country of Institution	**USA**
Date you began this position	**9/2021**
Second Institution *(if applicable)*	
Date you began this position	

POSITIONS HELD

List positions held (professional, teaching, administrative, curatorial), beginning with the position immediately preceding the one you currently hold. Give the name of the institution, title, and approximate dates of employment for each.

Institution/Employer	**Google DeepMind**		
Title	**Research Collaborator**		
From	**5/2024**	To	
Institution/Employer	**Institute for Sexual Gender Minority Health and Wellbeing**		
Title	**Responsible AI Researcher**		
From	**2/2024**	To	
Institution/Employer	**Ipsos**		
Title	**Senior UX Researcher**		
From	**8/2022**	To	**12/2023**
Institution/Employer	**Google**		
Title	**System Dynamics Consultant**		
From	**7/2020**	To	**8/2021**
Institution/Employer	**SKIP DesignEd**		
Title	**Special Projects Researcher**		
From	**1/2019**	To	**7/2021**

For Collaborator Projects

Co-Principal Investigator

First Name	**William**
Last Name	**Liem**
Work/Organizational Affiliation	**Northwestern University**
Rank/Title	**PhD Student**
Email	**william-liem@northwestern.edu**
ORCID iD	**https://orcid.org/0000-0002-5873-6470**
Highest Level of Education	**Pursuing PhD**

Identify gender as **Gender fluid/male**

With which group or groups does collaborator most identify?

	Non-Hispanic White
	Black or African American
	Latina/o/x or Hispanic
	American Indian or Alaskan Native
X	East Asian American
X	South Asian American
	Native Hawaiian or other Pacific Islander
	Middle Eastern or Arab American
	Other:
	Prefer not to answer this question.

Does the collaborator identify as a first-generation college graduate? **Yes**

Has the collaborator ever served on active duty in the US Armed Forces, Reserves, or National Guard? **No**

Does the collaborator have a disability, including but not limited to a sensory, mobility, developmental, psychological, or other impairment? **Yes**

Co-Principal Investigator

First Name	**Federico**
Last Name	**Bobbio**
Work/Organizational Affiliation	**Northwestern University**
Rank/Title	**Postdoctoral Researcher**
Email	**federico.bobbio@northwestern.edu**
ORCID iD	**https://orcid.org/0000-0002-1524-4740**
Highest Level of Education	**PhD**

Identify gender as **Male**

With which group or groups does collaborator most identify?

- Non-Hispanic White
- Black or African American
- Latina/o/x or Hispanic
- American Indian or Alaskan Native
- East Asian American
- South Asian American
- Native Hawaiian or other Pacific Islander
- Middle Eastern or Arab American
- Other:
- **X** Prefer not to answer this question.

Does the collaborator identify as a first-generation college graduate? **Prefer not to answer**

Has the collaborator ever served on active duty in the US Armed Forces, Reserves, or National Guard? **Prefer not to answer**

Does the collaborator have a disability, including but not limited to a sensory, mobility, developmental, psychological, or other impairment? **Prefer not to answer**

Co-Principal Investigator

First Name	**Kathryn**
Last Name	**Macapagal**
Work/Organizational Affiliation	**Northwestern University**
Rank/Title	**Associate Professor**
Email	**kathryn.macapagal@northwestern.edu**
ORCID iD	**https://orcid.org/0000-0002-1208-6097**
Highest Level of Education	**PhD**

Identify gender as **Female**

With which group or groups does collaborator most identify?

- Non-Hispanic White
- Black or African American
- Latina/o/x or Hispanic
- American Indian or Alaskan Native
- East Asian American
- South Asian American
- Native Hawaiian or other Pacific Islander
- Middle Eastern or Arab American
- Other:
- **X** Prefer not to answer this question.

Does the collaborator identify as a first-generation college graduate? **Prefer not to answer**

Has the collaborator ever served on active duty in the US Armed Forces, Reserves, or National Guard? **Prefer not to answer**

Does the collaborator have a disability, including but not limited to a sensory, mobility, developmental, psychological, or other impairment? **Prefer not to answer**

Co-Principal Investigator

First Name	**Duri**
Last Name	**Long**
Work/Organizational Affiliation	**Northwestern University**
Rank/Title	**Assistant Professor**
Email	**duri.long@northwestrn.edu**
ORCID iD	**https://orcid.org/0000-0001-7613-0029**
Highest Level of Education	**PhD**

Identify gender as **Female**

With which group or groups does collaborator most identify?

- Non-Hispanic White
- Black or African American
- Latina/o/x or Hispanic
- American Indian or Alaskan Native
- East Asian American
- South Asian American
- Native Hawaiian or other Pacific Islander
- Middle Eastern or Arab American
- Other:
- **X** Prefer not to answer this question.

Does the collaborator identify as a first-generation college graduate? **Prefer not to answer**

Has the collaborator ever served on active duty in the US Armed Forces, Reserves, or National Guard? **Prefer not to answer**

Does the collaborator have a disability, including but not limited to a sensory, mobility, developmental, psychological, or other impairment? **Prefer not to answer**

APPLICATION PROMPTS

1.Please provide an overview of the project that explains how the project's primary lines of humanistic and social inquiry ethically engage and center the interests and histories of people of color and/or other historically marginalized communities.

Sexual and gender minority (SGM) teens face major disparities in sexual health education, often excluded from curricula designed around heterosexual and cisgender experiences.1 With over 70% of sex education programs omitting LGBTQ+ topics,2 queer teens lack accessible, affirming information, leading many to seek guidance online.3 This exclusion creates a form of hermeneutic injustice, where marginalized groups are deprived of language and frameworks needed to understand and express their experiences fully.4 For SGM youth, this limits their ability to navigate critical aspects of identity, relationships, and mental health,5 including challenges around gender dysphoria and internalized stigma.6

To fill these educational gaps, more teens are turning to AI-driven tools like large language models (LLMs) for personalized health guidance, with nearly one in three people under 24 now seeking such support through AI.7 However, many of these tools are trained on cisnormative data,8 which produces biased responses, leaving SGM teens underserved and isolated. Although LLMs offer potential for wider health information access, their design often reinforces exclusionary perspectives.

This project addresses these gaps by involving SGM teens in co-designing an interactive AI-based tool, enabling them to create an inclusive, affirming resource. Unlike static resources, this LLM-based tool offers dynamic, personalized support, meeting queer teens' nuanced needs as they explore identity and relationships. Centering SGM teens in development empowers them with tools to understand and express their identities while challenging the educational and digital inequities they face.

This project addresses hermeneutic injustice by empowering SGM teens to understand and express their identities, bridging critical gaps left by traditional sexual health education. Through a collaborative design process centered on queer youth, it creates a tangible resource while challenging the structures that perpetuate their exclusion. By advancing an ethos of responsible AI, the project contributes to a growing movement that positions AI development as a space where marginalized communities are centered as active collaborators. This approach recognizes the histories of erasure and the present-day needs of queer teens, positioning AI as both an empowering tool and a blueprint for equitable digital health resources.

2. What digital tools and methods are at the center of the project? Please detail how these tools and methods inform both the project's intellectual contributions and its advancement of equity and justice.

This project will create a custom LLM that will act as a sexual health resource that is inclusive, ethical, and responsive to SGM teens' unique needs. Central to this effort is the Youth Advisory Council (YAC)—20 diverse SGM teens from Northwestern University's Institute for Sexual and Gender Minority Health and Wellbeing (ISGMH). The YAC guides each project phase, ensuring it meets SGM teens' real needs. Their insights shape four key components: building a moral framework, conducting usability testing, fine-tuning the model, and implementing a community-in-the-loop adversarial model.

Building a Moral Framework: Using a process known as constitutional AI, the project embeds a moral framework directly into the model's design, acting as a "constitution" to guide ethical and affirming responses for SGM users.9 This framework is developed through co-design workshops to build YAC members' AI literacy–a set of skills that empower individuals to critically evaluate, interact with, and effectively use AI tools in various settings10–equipping them to become informed, active contributors. Individual interviews with YAC members will provide deeper insights into identity and representation issues.

Usability Testing: The YAC conducts usability testing, evaluating the model's language, tone, and responsiveness. Their feedback identifies and improves areas lacking affirming or inclusive responses, ensuring the AI becomes a valuable, sensitive resource for SGM teens.

Fine-Tuning the Model: Fine-tuning refines a base ChatGPT model to understand and respond to SGM health inquiries better. The YAC will be provided credible sexual health education resources (e.g., CDC, Planned Parenthood, etc.) and vet this training data to ensure the model will provide accurate sexual health information. Further, they will suggest specific language and identities to increase inclusivity while strengthening AI literacy. Sessions on Discord allow YAC members to provide direct input on a centralized communication platform.

Community-in-the-Loop Adversarial Model: To strengthen the model's resilience, we employ an adversarial model—a "stress test" using biased or harmful inputs. This approach reveals unintentional biases, ensuring the AI responds appropriately without reinforcing stereotypes. Through a community-in-the-loop approach,11 YAC members actively test edge cases, guiding adjustments to ensure the model remains sensitive and constructive, even under challenging interactions.

3. Please detail the project's digital deliverables/outcomes as well its anticipated intellectual contributions.

The project will produce two main digital deliverables: a custom LLM tailored for SGM teens and an AI literacy toolkit to empower them as informed users and contributors.

The LLM will offer inclusive, affirming responses to sexual health inquiries, filling knowledge gaps left by traditional health education systems. By centering SGM teens in the model's development and fine-tuning, this deliverable will be a responsive resource for exploring sensitive topics related to identity, relationships, and mental health.

The AI literacy toolkit complements the LLM by equipping SGM teens with critical skills for understanding and navigating AI tools. This toolkit includes guides on AI basics, recognizing bias, and safely engaging with AI-generated information. Both the LLM and AI literacy toolkit will be publicly accessible on the ISGMH website, ensuring that SGM teens and allies can readily access these resources.

Intellectually, the project advances frameworks for responsible, community-centered AI development. By applying constitutional AI principles and engaging in community-in-the-loop adversarial testing, the project contributes to ethical AI practices that center marginalized voices. It also extends participatory design literature by clarifying AI literacies required for SGM teens to participate meaningfully in AI-based tool development and by developing methods for building this literacy into the co-design process. These contributions have the potential to influence future AI applications in health and education, promoting equity-focused AI innovations that prioritize historically marginalized communities.

4. Who are the primary audiences and/or beneficiaries of this project? How are they engaged and why?

Involving SGM teens as co-designers is essential to creating an ethical, community-centered AI tool. Their participation in design and testing builds a more accurate, sensitive model and empowers them to shape the resources they use. This participatory approach challenges traditional top-down methods, positioning SGM teens as active agents in creating technology for their community.

The primary beneficiaries of this project are SGM teens or those questioning their sexual orientation and gender identity, particularly from diverse backgrounds where inclusive, affirming sexual health resources are scarce. This tool is designed to provide a first step for teens who may lack local support or resources, offering space for reflection and exploration around their identities. While not a replacement for therapists, counselors, or other professional support, this AI tool is a supplemental resource, especially valuable in regions with a shortage of mental health workers or limited access to SGM-affirming community resources or networks.

This project actively engages the YAC, which participates in all phases of development, from building the moral framework and fine-tuning the model to usability testing and adversarial evaluation. Their input ensures the tool genuinely reflects SGM teens' unique needs and experiences, creating a responsive, representative resource.

The project also serves educators, healthcare providers, and advocacy groups working with SGM youth by offering accessible resources to support accurate, affirming health information. These secondary audiences can access the LLM and AI literacy toolkit on the ISGMH website, allowing them to incorporate these resources into their educational and support practices.

5. Does the project engage with any extramural community partners? If so, please describe the prior development and current status of those partnerships.

In 2022, Will Liem collaborated with YAC members to co-design PrEP4teens.org, a social campaign to raise awareness of PrEP—a once-daily HIV prevention medication—for queer teens. This work helped Will establish rapport with the YAC and gain insights into engaging SGM youth in technology-driven health interventions. Building on this, Will began planning this AI-focused participatory study with the YAC in early 2024.

Since February 2024, Will has engaged Teen Health Lab staff and the YAC in shaping study design and engagement strategies. Through Discord polls, he gauged the YAC's interests, concerns, and expectations, with most members expressing enthusiasm for queer-inclusive AI resources. This early input confirmed the need for an AI-based sexual health tool aligned with YAC members' interests.

Collaborating closely with Eva Minahan, Senior Research Coordinator and YAC manager, Will developed strategies to optimize YAC engagement. Eva provided essential guidance on communication, onboarding new participants, and creating an inclusive environment. To build AI literacy, Eva supports Will in co-designing Zoom workshops and preparing teen-friendly materials for Discord, empowering YAC members to shape the project's moral framework and engage in fine-tuning and testing.

This ongoing collaboration ensures that Teen Health Lab staff and YAC members play key roles in co-designing the study's structure, tools, and educational components. This collaboration builds AI literacy, strengthening the Lab's capacity for future digital health tools while empowering the YAC to contribute critically to inclusive design in their ongoing advisory work with organizations like Planned Parenthood on queer-friendly chatbots.

6. What, if any, software, hardware, and staff support is available for the project at the team's affiliated institution (s)? If applicable, please describe any significant resource constraints that might limit the project.

Northwestern University provides essential software, hardware, and staff support for this project, strengthened by the unique resources and expertise of ISGMH. As a leading research institute focused on advancing the health and wellbeing of sexual and gender minorities, ISGMH offers an ideal environment for this project. ISGMH's infrastructure supports innovative, interdisciplinary research and provides a strong foundation for developing inclusive digital health tools. Its resources include state-of-the-art facilities, secure data storage, and an experienced research team skilled in engaging with SGM communities.

Through ISGMH, we have access to high-performance computing clusters for training the custom LLM, as well as secure data servers that comply with rigorous data privacy standards. We also benefit from qualitative analysis software like Dedoose and machine learning frameworks such as PyTorch and TensorFlow, which streamline our analysis of YAC feedback and model training. YAC operations are managed on a private Discord server, and institutional Zoom licenses facilitate in-depth interviews.

The Teen Health Lab, housed within ISGMH, provides dedicated staff support, including research assistants, a Senior Research Coordinator, and a data security officer. This team manages YAC participant engagement, ensuring continuous communication and ethical oversight. However, due to frequent YAC interactions, grant funding is crucial for regular participant compensation, supporting sustained engagement. Additionally, grant funding would allow co-PI Will Liem to work full-time on this project, enhancing participant engagement, model development, and timely execution. Additionally, funding will support a ChatGPT Plus subscription, essential for creating the custom LLM tailored to SGM youth needs.

7. How might grant funds support the project's potential to bolster the ecosystem of digital scholarship within and/or outside the project's affiliated institution(s), e.g. through its intellectual contributions, innovative use of existing technology, and/or networks of skill-building and sharing?

Grant funds would significantly enhance this project's ability to bolster digital scholarship in SGM health and AI ethics within and beyond Northwestern University. Through its intellectual contributions, innovative application of AI technology, and a strong emphasis on skill-building and resource sharing, the project can impact a wide range of communities, researchers, and digital health practitioners.

The custom LLM and AI literacy toolkit will be publicly accessible on the ISGMH website, reaching SGM youth, educators, and health organizations nationwide. This open-access approach broadens the project's reach beyond Northwestern, providing affirming, accurate digital health information to any teen or organization in need. The Teen Health Lab will use its social media channels to further amplify these tools, building on successful campaigns like PrEP4Teens, which have effectively engaged the SGM community. The project is designed for broad visibility and impact through these established platforms.

ISGMH's reputation as an internationally recognized leader in SGM health further strengthens the project's dissemination potential. The institute's established networks with healthcare providers, educators, and SGM advocacy organizations will help cast a broad net to reach diverse audiences. This approach aligns with ISGMH's mission to advance SGM health and wellbeing through public scholarship, making the project's findings and tools available to all.

The project also advances digital scholarship by showcasing an innovative application adapting readily available AI tools through community design with a non-technical, historically marginalized community. These contributions will be shared through scholarly publications and presented at AI equity-focused conferences, such as Equity and Access in Algorithms, Mechanisms, and Optimization, to reach a growing network of queer AI scholars and those focused on responsible AI. Presenting findings at these venues advances AI ethics discourse, builds connections with Queer AI researchers, and fosters a community dedicated to responsible AI.

In sum, grant funding will allow the project to make meaningful intellectual contributions, leverage innovative SGM health technology, and expand skills-building and sharing networks. This project has secured two seed grants to support the development of the project's moral framework, and this additional funding will be instrumental in compensating participants for their involvement in the model-building and testing phases.

8. Please describe the project's approach to data ethics, including data management, security, and stewardship.

The project prioritizes data ethics, security, and participant privacy, implementing rigorous data management practices aligned with Northwestern University's standards. All data files will be de-identified, ensuring that identifying information such as email addresses is stored separately on Northwestern's secure server and used solely for participant tracking and payment purposes. Identifiable information will be retained for three years post-study before deletion, while de-identified data will be securely stored indefinitely on Northwestern servers.

Data will include interview transcripts, questionnaire data, and consent forms, which will be monitored regularly to ensure data quality and completeness. Any identifiable information is handled following Northwestern's protocols for secure electronic transmissions, utilizing Secure Socket Layer encryption to protect data during transfer and storage. These systems are further protected by password authentication and role-specific access controls to limit exposure to sensitive information.

Participants will interact with a private, secure ChatGPT Plus account dedicated solely to this project. They will test the custom GPT as hypothetical users, possibly including fictional information about gender identity or sexual orientation, but refraining from using their actual personal details. This setup limits the risk of inputting sensitive information into the model while allowing realistic testing to ensure affirming, inclusive responses.

Participants are reminded to complete interviews in private settings and are provided guidance on clearing browser histories and secure survey completion. Zoom interviews use Northwestern's licensed software, storing recordings directly on secure servers. Additionally, we hold a Certificate of Confidentiality to protect participants' data from subpoena, with its limitations explained during consent.

Critical incident protocols are in place to handle disclosures of potential harm. If participants report abuse or threats of self-harm, trained staff follow scripted decision trees to assess and respond appropriately, including notifying the Principal Investigator as needed. Participants are also informed that reports of potential harm-to-self or others may require further action or reporting.

Our use of self-administered digital tools allows participants to answer questions in a safe and private environment. All project staff have undergone extensive Human Subject research and data security training, and all systems are regularly tested for quality assurance.

Bibliography

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Project Timeline: July 2025 - Dec 2026

Phase	Period	Activities	Outputs
Initiation and Preparation	Jul-Aug 2025	● Finalize recruitment and onboarding of YAC ● Finalize materials for workshops and AI literacy resources ● Conduct training on project goals, ethics, and AI literacy basics for YAC	● Onboarded YAC ● Finalized workshop and training materials
Co-design Workshops and Moral Framework	Sep-Nov 2025	● Host co-design workshops (3-4 sessions) to build a moral framework collaboratively ● Conduct in-depth interviews with YAC (n=10) ● Manuscript #1 (Moral Framework) preparation	● Moral framework to guide custom LLM
Model Development and Initial Fine-tuning	Dec 2025-Apr 2026	● Develop custom LLM, embedding moral framework as the guiding "constitution." ● Conduct initial fine-tuning sessions with YAC, enabling members to test and refine model responses. ● Incorporate YAC feedback on inclusivity and affirming interactions.	● Custom LLM with embedded moral framework ● Manuscript #1 (Moral Framework) for publication
Usability Testing and Fine-tuning	May-Jul 2026	● Conduct two rounds of usability tests (n=10 each) to gather feedback on language, tone, and inclusivity ● Refine model responses based on feedback ● Manuscript #2 (Custom LLM) preparation	● Improved model based on user feedback
Adversarial Testing, AI Literacy Toolkit, and Final Adjustments	Jul-Sep 2026	● Implement community-in-the-loop adversarial model to stress-test the AI with challenging output. ● Collect YAC feedback on how well the model responds to challenging or biased inputs ● Apply final adjustments to strengthen model performance and inclusivity. ● Conduct co-design workshops to develop AI literacy guidelines. ● Manuscript #3 (AI Literacy) preparation	● Finalized AI Literacy Toolkit ● Refined LLM with enhanced resiliency and inclusivity ● Manuscript #2 (Custom LLM) for publication
Project Wrap-up and Dissemination	Sep 2026-Dec 2026	● Finalize and publish the LLM and AI literacy toolkit on the ISGMH website ● Prepare a final report summarizing findings and future directions. ● Disseminate project outcomes through academic conferences and community networks.	● Published LLM and AI literacy toolkit ● Comprehensive final project report ● Manuscript #3 (AI Literacy) for publication

Project Staffing

Team Overview: The project will be led by Will Liem, a PhD student specializing in human-centered design and LGBTQ+ health, who will oversee all aspects of the study, including coordination with the Youth Advisory Council (YAC), data collection, model development, and the creation of AI literacy resources. Will is supported by a multidisciplinary team of advisors, including Dr. Andrew Berry (PI), an expert in human-centered design, Dr. Kathryn Macapagal, a specialist in sexual and gender minority (SGM) teen health, Dr. Duri Long, a leading researcher in AI literacy, and Dr. Federico Bobbio, a researcher in algorithmic equity. Senior Research Coordinator Eva Minahan will provide administrative support and ensure effective engagement with the YAC. Together, this team offers a strong foundation for the project, combining expertise in health, technology, and community engagement.

Andrew Berry, PhD

Assistant Professor, Department of Medical Social Sciences (MSS), Center for Behavioral Intervention Technologies, and Center for Human-Computer Interaction + Design | PI

Dr. Berry, an expert in human-centered design, serves as PI and will provide research oversight, advising Will on analysis approaches and methodological rigor. Dr. Berry is Will Liem's PhD advisor and dissertation chair.

William (Will) Liem, MSW

PhD Student Project Lead, Department of MSS and Institute for Sexual and Gender Minority Health and Wellbeing (ISGMH)

Will will lead all aspects of the study, including coordination with the YAC, data collection, model development, and the creation of AI literacy resources. This project will serve as Will's dissertation. Will Liem will devote 100% effort to this project over two years. Will's effort will be funded in part by project

funds (25%), with the balance funded through in-kind institutional support from the HSIP PhD program (75%).

Eva Minahan, MA

Senior Research Coordinator, ISGMH

Eva, who manages the YAC, will assist Will by overseeing participant payments, consulting on best practices for YAC engagement, and providing administrative support.

Kathryn Macapagal, PhD

Associate Professor, Department of MSS and ISGMH | SGM Health Advisor

Dr. Macapagal, a specialist in SGM teen health, will advise Will on data analysis and engagement strategies. She also serves as a committee member for Will's dissertation.

Duri Long, PhD

Assistant Professor, Department of Communication Studies | AI Literacy Advisor

An expert in human-centered AI and leading researcher of AI literacy, Dr. Long will guide Will in building AI literacy among YAC members and developing effective AI literacy guidelines for the project.

Federico Bobbio, PhD

Postdoctoral Researcher, Department of Electrical and Computer Engineering | AI Modeling Advisor

Dr. Bobbio, an algorithmic equity researcher, will support Will in fine-tuning the custom LLM and developing the adversarial testing model to ensure inclusive and equitable responses.

Northwestern | Institute for Sexual and Gender Minority Health and Wellbeing
625 N. Michigan Ave | Suite 1400 | Chicago, IL 60611

Dear American Council of Learned Societies Review Panel,

I am pleased to support Will Liem's project to create an AI-driven health resource for LGBTQ+ teens. As the Senior Research Study Coordinator Senior overseeing the Youth Advisory Council (YAC), an asynchronous, Discord-based council of LGBTQ+ adolescents informing numerous Teen Health Lab studies, I have worked closely with Will to plan this project and can attest to his dedication to involving LGBTQ+ teens in every stage of development. Will has actively engaged the YAC, gathering input that has shaped the project's design and focus. His participatory approach aligns with our own, maintaining a space where teens feel safe, valued, and empowered to contribute to a tool designed specifically for their needs.

We have developed strategies to streamline YAC participation and ensure sustained engagement throughout the project. Will has also designed AI literacy workshops with my input to build teens' understanding of AI, enhancing their ability to contribute effectively. The Teen Health Lab will continue to support this project with secure data storage, software access, and mentorship, ensuring it aligns with our high ethical standards and commitment to the LGBTQ+ community.

Will's project represents an important step toward bridging the gap in affirming, accessible sexual health information for LGBTQ+ youth. I am confident in its potential impact and endorse it wholeheartedly.

Sincerely,

Eva Minahan

Eva Minahan, MA
Research Study Coordinator Senior
Institute for Sexual and Gender Minority Health and Wellbeing
Northwestern University
eva.minahan@northwestern.edu

Northwestern Medicine®
Feinberg School of Medicine

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Northwestern

11/14/24

Re: Funding Gap Coverage Confirmation for HSIP Student: William (Will) Liem

To Whom It May Concern,

This letter is in regard to Health Sciences Integrated Program (HSIP) Student: William (Will) Liem (EMPLID: 3327030), who is applying for the Digital Justice Seed Grant from the American Council for Learned Societies (ACLS) to fund participant expenses for his dissertation including a portion of his stipend.

In the event that Will is awarded the Digital Justice Seed Grant and it does not cover the full stipend amount, the program will cover the remaining balance of the funding gap.

If any additional information is required, please feel free to reach out.

Regards,

Lucy A. Bilaver

Lucy A Bilaver, PhD
Associate Professor of Pediatrics
Director, Health Sciences Integrated Program
Institute for Public Health and Medicine

ACLS Digital Justice Seed Grants

Institutional Verification

Applicant Name: **William Liem**

Referee's Name **Carrie Holbo**

Institution: **Northwestern University**

Department: **Sponsored Research**

Title:

Phone Number:

INSTITUTIONAL VERIFICATION

☑ I confirm that the institution's existing infrastructure—its enabling framework of hardware and software, communications, organizational units, rules, and personnel—will be available for the applicant(s)' use in the development of any technologies for the specified project.

☑ I confirm that the budget plan outlined by the applicant is acceptable to our institution and that the proposed grant funds will be administered by our institution in accordance with the project timeline.

☑ I confirm that the activities supported by this grant will be counted for purposes of promotion and tenure at our institution.

With regards to the ACLS's Intellectual Property Agreement, the project team indicates that they do not intend to utilize any third party IP, e.g. they will incorporate only their own independently developed code or code already available under a permissive open source license. On this basis, Northwestern certifies, to the best of its knowledge, that it can comply with these terms.