



THE UNIVERSITY OF UTAH

LGBT Resource Center

ANNUAL
REPORT

July 1, 2019—June 30, 2020

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Overview

Accomplishments

The LGBT Resource Center's (LGBT RC) major accomplishments in FY20 include maintaining and innovating the center's services and programs in a tumultuous year. Prior to COVID-19, we implemented changes to many of our signature programs to broaden student engagement. We hosted Pride Week in October 2019, which involved collaboration between 15 campus and community partners, providing a diverse week of programming celebrating LGBTQIA+ lives and histories. We revamped our educational and leadership programs with the hire of a new Coordinator of Education and Outreach, Shelby Hearn, in October 2019. We raised a record amount of funds at our annual Gay-la and during U Giving Day to support our scholarships, emergency funding, and programs for students. Six undergraduate students completed the Emerging Student Leadership program, a half-semester program that involved travel to Creating Change, the largest LGBTQ+ conference in the country. We also continued our graduate student community building efforts and saw an increase in participation in social events from students of diverse degree programs. After COVID-19 forced campus to limit in-person interactions, we transitioned all our services and programs into virtual formats. While this was challenging to do on short notice, our staff was prepared to make this shift as an office due to the time we had already spent the year prior transitioning our office communication and operations online, including adopting collaboration software, online communication tools, and online document storage solutions. Additionally, we quickly learned new tools to provide direct student support and creative programming. This has been a challenging year, but our staff has risen to the challenge of how to serve students during this time.

Advancing “One University”

Working as one university is essential to the work of the LGBT RC. We know that LGBTQIA+ students are learning and leading in every academic college and accessing services across the university. This means that LGBTQIA+ inclusion and support is *all* of our work. Thus, we continually collaborate with campus partners to make sure our programs and resources are responsive to meet the needs of a large, diverse student body. Our collaborations are not merely programmatic in nature, we also advocate for structural changes at the university that support LGBTQIA+ students and historically marginalized students more broadly. Please see our core objective of “Consultation” for more details about collaborations we participated in this year.

Advancing Equity, Diversity and Inclusion

The LGBT RC's mission is driven by a commitment to advancing equity, diversity, and inclusion. We provide support resources, community building programs, and leadership development programs to support LGBTQIA+ students of diverse, intersecting identities. Additionally, we provide educational opportunities and cultural events for students, faculty, and staff to learn about LGBTQIA+ histories and lives, gender and sexuality foundational concepts, and inclusive practices. We also change the institution to be a more equitable place through our advocacy work.

COVID-19 Impacts

COVID-19 impacted every facet of our work, including daily office operations, staff supervision and communication, how we deliver programs and which programs we decided to offer, how we connect with students, and so on. There was not a single program, service, or office procedure that we did not have to rethink or restructure in response to our center space closing and our work transitioning online. This has created significant challenges, such as increased difficulty in communicating with and engaging students. We also struggled at times to have access to tools and training that would help us serve students in these new circumstances. Additionally, we saw students navigating barriers in even contacting our office through lack of access to technology, Wi-Fi, or privacy in their living environments. Despite this, we have also seen new opportunities emerge, such as students who formerly could not engage with our office because of schedules or privacy concerns about being seen in our center space, and some of these students are now making contact with us for the first time. Our staff is also gaining many new skills in the realm of online facilitation and getting savvier about how we use our social media. As we move into FY21, we forecast the financial impacts that COVID-19 will have on our ability to fundraise or secure grant funding in amounts comparable to past years to support our work and growth. We are prepared that COVID-19 will continue to impact our work dramatically for the foreseeable future.

LGBT RC Core Objectives

I. Education

Alignment

Our educational programs are a resource for the entire campus—including students, faculty, and staff—to learn about inclusion, equity, and social justice practices. This aligns with the Inclusivity and Equity objective in the Student Affairs Strategic Plan: “Lead, advocate, partner, and implement educational programs aimed at increasing inclusive practices on campus and validating students’ lived experiences.”

These programs also offer ongoing professional development opportunities for faculty and staff, aligning with objective 6 of the Student Affairs Strategic plan, staff excellence: “Ensure timely and comprehensive on-boarding and that training programs are maintained.”

Gender and Sexuality Workshops Program

Goals

1. Participants will explore personal relationships with (a) gender, (a) sexuality, privilege, and oppression in small and large group discussions.
2. Participants will trouble arbitrary binaries wrapped around gender and sexuality identities.
3. Participants will reflect on *internalized* and *institutionalized* privilege and oppression.

4. Participants will disrupt internalized and institutionalized privilege as we reimagine current, better, and best practices relevant to our specific contexts.

Desired Outcomes

1. Deliver up-to-date, intentional information that participants can use to advocate and empower the LGBTQIA+ people in our campus community.
2. Provide at least 3-4 workshops per month. Workshops may be requested directly by a department/class/organization. Additionally, we hold 1 workshop open to the entire campus per semester.

During FY20, the LGBT RC received 19 workshop requests. Of those requests, staff were able to complete 13 workshops. This steep decline from past years in both requests and number of completed workshops is due to the program being put on hiatus twice during the year. In the Fall 2019 semester, the workshops program was put on hiatus while the Coordinator of Education & Outreach position was vacant. The program was re-opened in Spring 2020. Due to COVID-19 forcing campus' closure, all trainings scheduled after mid-March were cancelled and the program was once more put back on hiatus as the LGBT RC moved to online engagement and shifted training curriculums to better suit remote learning. We were able to resume online trainings in SU 20. We also decided not to host open workshops this past year due to these challenges, and will be reviewing more efficient ways to provide training opportunities for our campus community.

Our assessment strategy for workshops remained consistent, utilizing a single online evaluation that gathered qualitative feedback from participants. Unlike the previous year, a survey was offered at the end of every training, which resulted in a higher completion rate, 45% percent response rate as opposed to 1% last year. Getting this feedback was important as the workshops program has been through revisions and will continued to be revised over FY21.

How Program Supports Retention and Graduation of Students

Evidence suggests that training efforts increase visibility, improve the environment and conversations, and increase the comfort level of campus members who attend trainings. This leads to an environment where LGBTQIA+ students feel more invested, increasing retention (Poynter and Tubbs 2008).

Direct Quotes

Sample reasons & goals for a workshop, taken from our online request forms...

- Surgical staff at the University Hospital seeking guidance on best serving trans patients
 - *“Address any concerns and educate our staff when encountering patients seeking care during gender affirmation surgery.”*

- Union staff requesting facilitated dialogue about inclusive restrooms:
 - *“As the community center of campus, we are receiving more requests for Gender Free bathroom availability. During this workshop, the Union Administration department wants to learn about strategies to ensure that, when Gender Free restrooms are available, we are promoting them correctly, ensuring safety, and offering the correct signage.”*

- A communications professor wanting students to have structured conversation about LGBTQ experiences:
 - *“I teach an intercultural communication course wherein students learn about aspects of culture such as values, norms, language, etc. This is a chance for the students to learn a bit more about the LGBTQ community in a safe place where they can ask questions, even if they feel uncomfortable.”*

Things workshop attendees liked best about workshops, taken from FY 20 workshop evaluations...

“I loved how Shelby tied in discussions on how we can utilize our influence as peer health educators to create a more inclusive environment”

“How welcoming the environment was and our discussion about being intersex and intersex individuals.”

“Shelby was a great communicator and answered all my questions respectfully”

Things workshop attendees would have changed about workshops, taken from FY 20 post-workshop surveys...

“I wish there was more time”

“More interactive discussions”

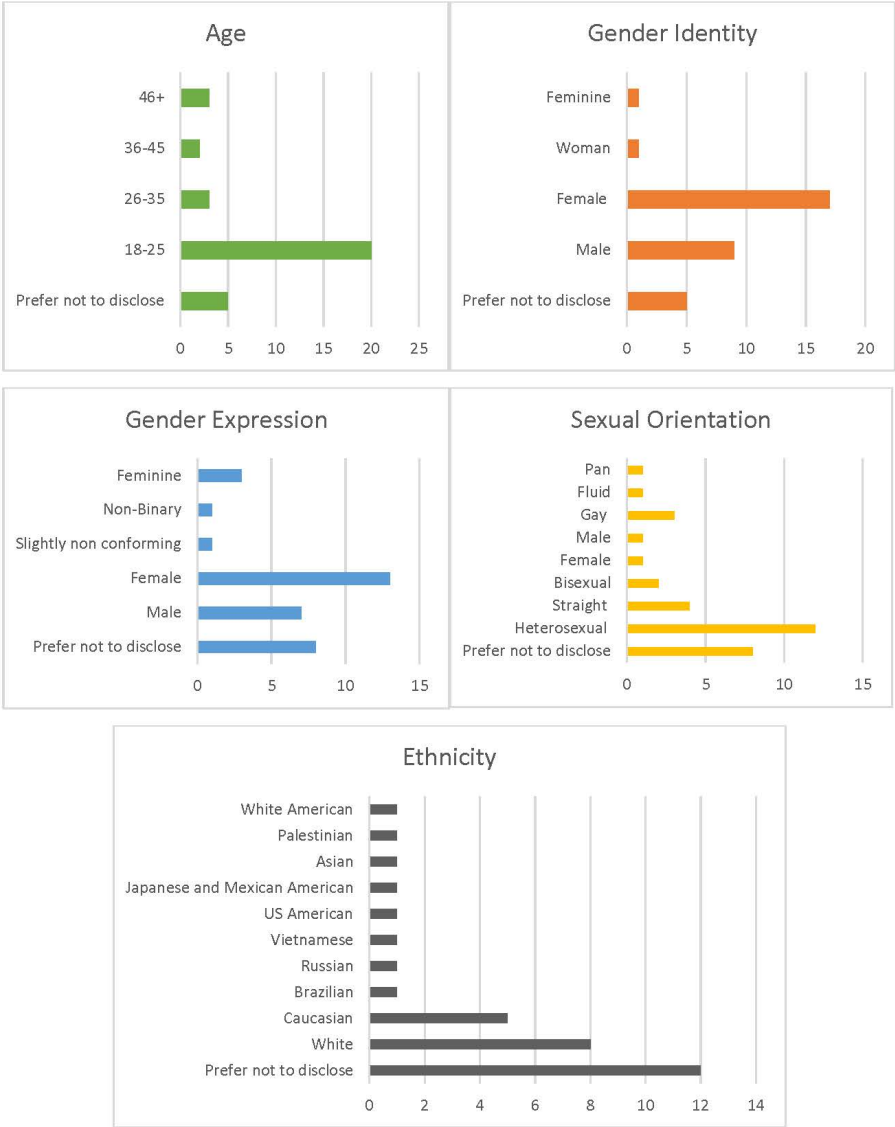
“Holding questions to the end”

Utilization Data

1. Approximately 374 workshop participants, including students, staff, and faculty in FY20
2. In FY20, we received 33 total responses to the post-training Qualtrics survey. In addition to the usual Qualtrics form, there were 2 workshops that were special requests for student staff training that were assessed with paper surveys and then entered into a separate Qualtrics form. There were 139 responses to these paper surveys. These

sessions had tailored learning outcomes, which is why the post-survey was different. Demographic data was not collected in the paper surveys, and these participants are not included in the charts below.

3. Demographic information about respondents of the Qualtrics forms is as follows:



4. In our workshop evaluation, we continue to make the disclosure of demographic data optional, with the rationale of protecting participant privacy. Privacy concerns for LGBTQIA+ communities are particularly salient as some may not want to be potentially identified via their survey responses. We also want to encourage candor in the qualitative evaluation responses. We are working with AER to update questions and evaluation methods to best measure participant learning over time and will likely return to utilizing a pre-assessment in addition to the post-workshop evaluations given out for some workshops.

Podcast

Goals

1. Create educational content highlighting LGBTQIA+ and/or social justice topics to connect with students and broadened community via remote means.
2. Produce 2 podcast episodes per semester.

The InQueering Minds podcast is produced by student staff in the LGBT RC. The students come up with topics, identify and communicate with individuals to interview, edit the content and publish the episode in collaboration with K-RUE. The LGBT RC did not produce any InQueering Minds podcast episodes in FY20 initially due to changes in staffing requiring greater student focus on community building, and then later in the year due to obstacles presented by COVID-19 and campus' closure. Staff are currently revisiting the logistics and efficacy of producing podcast episodes in FY21.

Desired Outcomes

1. Disseminate topical and engaging information relating to LGBTQIA+ lives, histories, and social justice concepts more broadly, including to those who may not have the opportunity to engage with our center in-person.

How Program Supports Retention and Graduation of Students

While we do not currently have data to speak to the correlation between the podcast and retention of students, we believe there is a value in providing educational programming in multiple modalities. For those students who may be unable to engage with our center in-person—due to scheduling conflicts, risk of being associated with our center, etc.—an online podcast may provide an anonymous way to learn about LGBTQIA+ community at the University. This may have some effect on combating feelings of isolation and supporting student's sense of belonging. Furthermore, with plans to continue mostly virtual forms of engagement for the foreseeable future, to podcast could be a growth area to explore.

Website

Goals

1. Provide up-to-date information about the LGBT RC events, services, resources, and programs
2. Provide information about resources for LGBTQIA+ students. Provide additional resources for faculty and staff in how to support LGBTQIA+ students.

Desired Outcomes

1. Website enhances access to educational resources for students, faculty, and staff.
2. Website can be used to disseminate educational resources more efficiently than one-on-one meetings with LGBT RC staff and/or trainings alone.

How Program Supports Retention and Graduation of Students

In studies of how LGBTQIA+ students form a sense of belonging at the University, researchers have found that these students often feel invisible and not represented in campus culture, marketing, or messaging (Nicolazzo 2016). Hence, university-wide messages and the mere presence of LGBTQIA+ offices and organizations have been found to be influential in students' sense of belonging (Vaccaro and Newman 2016). As it is important for students to see LGBTQIA+ messages and resources, the LGBT RC website plays a role in fostering students' sense of belonging, which we know is critical in retention and graduation rates (Strayhorn 2012).

Utilization Data:

- From July 1, 2019 to June 30, 2020 there were 30,735 page views on lgbt.utah.edu

II. Outreach

Alignment

Core objective of Outreach aligns to Student Engagement and Support in the Student Affairs Strategic Plan: "Build community through optimizing existing and creating new defined spaces that engage students in emotional, physical, social, and psychological development."

Tabling and Other Outreach Events

Goals

1. Promote the services and resources offered by the LGBT RC.
2. Increase understanding of LGBTQIA+ experiences and effect positive, queer-informed changes in the campus community via conversations between LGBT RC staff, volunteers, and participants.

Desired Outcomes

1. Increase campus awareness about the LGBT RC, the services we provide, and the opportunities we offer.

The LGBT RC's outreach efforts inform the campus community about our services and programs. Most of our requests for tabling are for University outreach events and resource fairs, though some requests come from non-university community organizations often also serving LGBTQIA+ populations. We also receive requests for staff to give brief outreach presentations to campus departments or student groups about the services and resources we provide.

Outreach event numbers are much lower in FY20 than previous years due to Spring and Summer outreach opportunities being cancelled in response to COVID-19. Additionally, our outreach presentation requests are typically funneled through the workshops request form on our website, which was on hiatus while we were without a Coordinator. Outreach presentations were also cancelled or rescheduled with campus closure of in-person activities in Spring, as many professors reassessed their classes.

We regularly evaluate our tabling events and experiences to measure efficacy and fit for the LGBT RC. The evaluation collects feedback about location, group/event details, how much material has been distributed, how many visitors, and overall impression of whether we should return to that event in the future. While we continue to collect this data on paper during tabling sessions this year we began to regularly enter the data into an online Qualtrics form. We have successfully used this data to remain in consistent conversation about where and how we do outreach, including if there is enough engagement with our office to merit returning to specific events in the future, and/or if the type of questions received at an event evidence that a different University office might be a better fit.

How Program Supports Retention and Graduation of Students

In studies of how LGBTQIA+ students form a sense of belonging at the University, researchers have found that these students often feel invisible and not represented in campus culture, marketing, or messaging (Nicolazzo 2016). Hence, university-wide messages and the mere presence of LGBTQIA+ offices and organizations have been found to be influential in students' sense of belonging (Vaccaro and Newman 2016). As it is important for students to see LGBTQIA+ messages and resources, the LGBT RC outreach plays a role in fostering students' sense of belonging, which we know is critical in retention and graduation rates (Strayhorn 2012).

Utilization Data

- Gave 4 outreach presentations to student groups & campus departments in FY20
- Tabled at 29 events in FY20
- Many events were Orientation and Weeks of Welcome events, but we were invited to table at events throughout the year, not associated with Orientation. 2 of the events we tabled at were events with community partners outside the University.

- 533 visitors recorded at tabling events (data not collected for 11 of the 29 events)
- 55.75 hours spent tabling by LGBT RC staff and volunteers.
- 127 LGBT RC informational brochures given out.
- We will continue to work with AER to discuss how we might enhance data collection related to tabling, while keeping in mind the privacy concerns of working with LGBTQIA+ populations, as well as the limited ability to collect detailed information in short interactions during tabling.

Social Media:

Goals

1. Promote the services and resources offered by the LGBT RC.
2. Increase understanding of LGBTQIA+ experiences and start critical conversations in the campus community.
3. Tell the story of the LGBT RC and our daily work to connect with students, alums, donors, and university stakeholders.

Desired Outcomes

1. Grow campus and community awareness about the LGBT RC, the services we provide, and the opportunities we offer.
2. Engage with students and others who might not be able to connect with our space or our staff in-person, due to location, privacy concerns, schedules, etc.
3. Engage a base of supporters who are aware of what our staff is working on.

Our social media presence is a powerful outreach tool that can be used to “give a face” to our office, potentially reaching students, staff, faculty, alums, donors, and university stakeholders. As our numbers of followers show, we have a much greater potential for quickly reaching hundreds of followers through one post than through print flyers, the university calendar, or other means of campus communication alone. We also know anecdotally that most students connecting with our center use at least one social media platform.

In FY19, we began to expand our use of social media for community-building and educational purposes, in addition to general outreach about the center and our events. This included 90’s Week, a series of “get to know our staff” posts, and a Pride month campaign. Most of these we created to replace in-person engagement opportunities that we canceled in response to COVID-19. The engagement rates for each of these campaigns were higher than average post views.

How Program Supports Retention and Graduation of Students

In studies of how LGBTQIA+ students form a sense of belonging at the University, researchers have found that these students often feel invisible and not represented in campus culture, marketing, or messaging (Nicolazzo 2016). Hence, university-wide messages and the mere presence of LGBTQIA+ offices and organizations have been found to be influential in students’ sense of belonging, (Vaccaro and Newman 2016). As it is important for students to see LGBTQIA+ messages and resources, the LGBT RC social media plays a role in fostering

students' sense of belonging, which we know is critical in retention and graduation rates (Strayhorn 2012).

Utilization Data

1. 3 social media accounts:
 - Facebook: 1,471 page likes as of Sept. 2020, up from 1,413 page likes as of August 2019.
 - Instagram: 1,194 followers as of Sept. 2020, up from 666 followers as of August 2019.
 - Twitter: 1,004 follows as of Sept. 2020, up from 846 followers as of August 2019.
2. No data on individual users or demographics of followers
3. Anecdotally, we have found our Instagram account is engaged with most often, with individual posts receiving between 15-20 "likes" on average.
4. See engagement information for specific campaigns in the Community Building section of Student Support.

III. Student Support

Alignment

Student support is central to the LGBT RC mission and services we provide. Our primary purpose as an office is to provide support services, community building programs, and leadership development for LGBTQIA+ students. These include programs and services that approach student success from a holistic perspective, bolstering students' academic and personal success as learners, engaged community members, and leaders both on and off campus.

This core objective aligns with the Student Affairs strategic plan Student Engagement and Support objective, specifically by:

- "Build community through optimizing existing and creating new defined spaces that engage students in emotional, physical, social, and psychological development."
- "Meet the evolving needs of the full student. Including their mind, body, spirit, identities and relationships throughout their academic career to promote timely degree completion, develop lifelong skills, and prepare them for their first destination."
- "Prepare students for professional and public roles as engaged citizens, community leaders and part of a productive workforce, by integrating a variety of deeply engaged learning experiences into their college education."

We approach our student support core objective via multiple programs and initiatives that can be described as the following: Student Support Services, Community Building Programs, Leadership Programs, and the resource of having LGBT RC student space itself.

Student Support Services

Goals

1. Provide material resources and direct support services that bolster student success, including intervening during a crisis or emergency, referral to campus and community resources, and support around LGBTQIA+ identity development and finding community on campus.

Desired outcomes

- Address immediate issues/concerns; students get referred to helpful resources.
- Students learn self-advocacy skills to navigate university systems and solve challenges.
- Students develop a sense of belonging on campus knowing that there are staff and peers on campus that affirm and celebrate their LGBTQIA+ identities and journeys.
- Students connecting with the LGBT RC make use of resources that support their persistence at the university and completion of graduation.

For the sake of efficiency, student support services are listed in the chart below. Notes about services that were transitioned online or created in response to COVID-19 have been provided:

Program	Goals/Desired Outcomes	Utilization Data
Academic Mentor Program	Sponsor students who do not initially meet University of Utah admissions requirements for acceptance. Meet with students monthly in their first year of enrollment to provide additional support in navigating the university and utilizing resources for academic success.	<ul style="list-style-type: none"> • 4 mentees in FY19 • 3 still enrolled as of Fall 2020.
Bohnett Cyber Center	Provide computer usage and free printing services that support student academics	45% of all visitors who signed in to the LGBT RC (220 out of 486 total sign-ins)
Emergency Funding	Provide one-time, critical financial assistance to students on an emergency basis	<p>6 applied</p> <p>4 awarded totaling \$2,136</p> <p>\$4,000 of LGBT RC funds submitted to University of Utah Emergency Funds administered by the Office of Financial Aid and Scholarships. 6 students awarded with these funds.</p>

One-on-One Consultations with Staff	Students may meet with full-time LGBT RC staff to receive support in a number of ways including, support related to identity, finding community, referral to campus and community resources, support in navigating university processes and policy, student organization support, etc.	No data recorded. All meetings conducted via Skype, Zoom, phone, or email/chat from mid-March onward. Drop-in Office Hours on ConexEd were implemented mid-June.
Queer Peers	Anonymous email support service. Most common questions relate to LGBTQIA+ resources on campus and in community. Service especially important for those who may not be comfortable access physical LGBT RC space and/or may have privacy concerns making it unsafe for them to do so.	29 unique individuals emails answered
Scholarships	Committee made up of faculty and staff who are not LGBT RC staff select students to award based on financial need, academics, and involvement in LGBTQIA+ community.	114 applied 5 awarded totaling \$13,000

How Programs Supports Retention and Graduation of Students

By providing material and monetary support to students in need, be it in form of scholarships or emergency funding, we support students' continued enrollment and their goal to graduate. In meeting one-on-one with students, we bolster students' sense of belonging and kinship networks on campus in assisting them in navigating university processes, policies, and other structures that may be confusing or intimidating without staff support (Nicolazzo, Pitcher, Renn, and Woodford 2017).

Utilization Data

- See above chart.

- It was more challenging to communicate with students as a virtual office. We found students having barriers accessing technology, Wi-Fi, and privacy to meet with our staff. We also heard from students that mental health challenges and overwhelm caused by the pandemic made it difficult for them to reach out for help when they needed it or to keep appointments. We became more aggressive in our outreach with students, including calling and texting students when possible and increasing “check ins” with students of concern. While the overall numbers of students we were meeting with decreased in SP and SU 20, we found that those who were connecting with us needed support in navigating critical situations, including: advocating for online learning solutions, safety concerns in their home, reporting discrimination at the university, mental health concerns and feelings of isolation, housing insecurity they or their loved ones were experiencing.
- In response to the COVID-19 pandemic, the university created a student Emergency Fund that departments were asked to streamline all requests to emergency funding as of March 2020. The LGBT RC contributed our remaining emergency funds to the larger university fund, \$4000 in total. We paused awarding emergency funding directly through our office at that time and directed students to the larger fund. The Office of Financial Aid and Scholarships reported that 6 students were awarded with the funds we contributed. We will explore the process for awarding emergency funds through our office in the future.
- For gaps in data we will continue to work with AER to discuss how we might enhance data collection related to student support services, while keeping in mind the privacy concerns of working with LGBTQIA+ populations. We have created a new pre-and-post survey process for student meetings with staff that we will pilot in FY 21 to determine if outcomes for one-on-one meetings are being met and to capture how much of our staff time is devoted to such support meetings.

Community-Building Programs

Goals

1. Provide students with opportunities to find a community of peers and mentors on campus.

Desired Outcomes

- Provide diverse programming to welcome and affirm LGBTQIA+ students.
- Students are paired with a “Famtor” who assists them in meeting goals related to navigating the university, applying to graduate school, and/or employment in their desired field.
- Facilitate opportunities for students to connect with each other and larger LGBTQIA+ community on campus.
- Providing opportunities for all of campus to learn about and to celebrate LGBTQIA+ lives, histories, and cultures.

For the sake of efficiency, community building programs are listed in the chart below:

Community Building Programs		
Program	Goals/Desired Outcomes	Utilization Data
Black and Pink Holiday Card Party	Decorating and writing holiday cards to incarcerated LGBTQIA+ people; collaboration with national organization Black and Pink	<ul style="list-style-type: none"> • ~20 attendees, ~75 cards were sent.
Fabulous Friday	Provide informal, regular social programming to give student the opportunity to connect to each other and LGBT RC staff.	<ul style="list-style-type: none"> • 23 in-person Fab Fridays in FY20, 10-50 students per week, 20 on average. • 4 virtual Fab Fridays in FY20, 1-5 students per event. • “90s Week”—a Fab Friday engagement idea that was turned into a social media campaign when our center closed. “90s Week” posts garnered a total of over 300 likes and 10 comments on Instagram, Facebook, and Twitter.
Famtorship Program	Students paired with a famtor who identifies as either first-generation, low-income, students of color, undocumented/DACAmented, and/or LGBTQIA+. Famtor supports famtee in navigating the university, preparing for grad school, or preparing professionally for the workforce. Collaboration with CESA and Beacon Scholars.	<ul style="list-style-type: none"> • 25 undergraduate famtees paired with famtors
Lavender Graduation	Celebrate graduating students in our community.	<ul style="list-style-type: none"> • 21 Graduates • Graduates were honored in a “yearbook” on our website and in a social media campaign. • 26 total posts to celebrate graduates. Received 33 retweets/shares, 1,508 likes, 61 comments, and 604 video views across our 3 social media platforms.

		<ul style="list-style-type: none"> • Packages containing a stole and gifts were mailed to graduates.
LGBTQIA+ Graduate Student Community Building (Grad Mixers)	Opportunity for LGBTQIA+ graduate students across all academic colleges to meet each other and learn more about the LGBT RC.	<ul style="list-style-type: none"> • 5 graduate student social events in FY20 • Attendance varied, 2-20 attendees per event
Pride Week	Annual week-long program honoring LGBTQIA+ histories, cultures, and lives. Pride Week is planned by a volunteer committee of students, faculty, and staff collaborating across the university.	<p>Events:</p> <ul style="list-style-type: none"> • 9/30/10 Gaymer's Night event with keynote speaker Lenore Gilbert. ~100 attendees • 10/1/19 Keynote Speaker: Tourmaline, The Importance of Sharing Histories of Queer and Trans Women of Color. ~60 Attendees • 10/2/19 Careeroes: LGBT Alumni Panel and Networking Event: ~50 attendees • 10/3/19 Farmer's Market: live music, photo booth, free STI testing: ~200 attendees. • 10/4/19 Pride Week Drag Show: ~150 attendees. • 10/28/19 Mayoral Candidate Town Hall on LGBTQ Issues. ~50 attendees.
Queercare	Online support space to discuss LGBTQIA+ wellness topics. Created in response to campus rapidly moving online and student challenges. Sessions hosted with campus partners: University Counseling Center, Trans Health Program, and Student Success Advocates.	<ul style="list-style-type: none"> • 4/8/20: How are You Coping Right Now? 4 student attendees • 4/14/20: Trans Well-Being and Healthcare. 1 student attendee • 4/21/20: LGBTQIA+ Self-Expression & Community

		<p>Connection. 3 student attendees</p> <ul style="list-style-type: none"> • 6/1/20: Community Care: How LGBTQIA+ Communities Take Care of Each Other. 6 student attendees
Queer Conversations	Provide opportunity for in-community discussion about topics that impact LGBTQIA+ people. Host 2 events per semester.	<ul style="list-style-type: none"> • 10/30/19 Queer Conversations: LGBTQ Media Representation. About 15 attendees, led by Student Staff Moani Tuitupou, in partnership with Professor Sarah Sinwell and her students in Film and Media Arts. • 11/12/19 Queer Conversations: Going Home for Break while LGBTQIA+, about 30 attendees, done in collaboration with the Black Cultural Center and University Counseling Center. • 3/5/20 Queer Conversations: Zine Making Workshop, about 5 attendees, led by student staff Comstock, in partnership with local arts organization GridZine
Social Media Campaigns	Campaigns on 3 social media platforms that we created or participated in to create awareness and conversation about critical, timely topics.	<ul style="list-style-type: none"> • Wash the Hate <ul style="list-style-type: none"> ○ 1 post ○ Instagram: 563 views, 83 likes ○ Facebook: 67 views, 3 likes ○ Twitter: 1,700 views, 13 retweets • Check on Your U Crew <ul style="list-style-type: none"> ○ 5 posts total

		<ul style="list-style-type: none"> ○ Instagram: 879 views, 120 likes ○ Facebook: 294 views, 20 likes ○ Twitter: 287 views, 16 likes, 5 retweets ● Pride Month <ul style="list-style-type: none"> ○ 23 posts total ○ Instagram: 2,059 views, 512 likes ○ Facebook; 409 views, 45 likes ○ Twitter: 294 views, 94 likes, 19 retweets
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How Program Supports Retention and Graduation of Students

In a study of how first-year LGBTQ (lesbian, gay, bisexual, queer) students forge a sense of belonging, Vaccaro and Newman (2016) found that participating in LGBTQIA+ events and group meetings decreases feelings of shame and depression. Additionally, they found that students forming authentic LGBTQIA+-affirming friendships (as opposed to casual friendships) were essential in students' ability to develop a strong sense of belonging during the first year of college. Similarly, studies on trans students' resiliency and success have found that kinship networks and the ability to connect with other students (especially other trans students) is key (Jourian 2017; Nicolazzo 2016). As such, our community building programs play an important role in helping LGBTQIA+ students connect to each other, connect to the LGBT RC, and build a community on campus. Research shows this is critical in LGBTQIA+ students' ability to navigate the university and persist to graduation.

Utilization

- See above
- In response to COVID-19, our center space was closed and our staff worked entirely remotely from mid-March to mid-August. This required us to quickly move services and programs online. Our staff found creative solutions and learned new technological tools quickly in order to keep communication with students consistent and to offer students ways to engage, find support, and build community
- While attendance for virtual events was lower than what we typically experience for in-person events, anecdotal feedback from students indicated that those who attended virtual events really appreciated having a community space during a difficult time. For instance, in our first Queercare session, students shared feeling depressed, overwhelmed, and having trouble adapting to online learning. Students shared that they made the effort to attend Queercare because they really needed a community space that day. At the second Queercare session on trans wellbeing, only one student attended but they shared that they had recently been forced to move and had been self-isolating for almost a week in their room to protect older family members. While they were going through an overwhelming time, they wanted to learn more

about resources for medical transition. This student was able to connect to staff in the Trans Health Program and continue making progress on their goals even during a challenging, isolating moment. This type of feedback has motivated our staff to continue to offer community building programming virtually, even if attendance is lower than what we have typically seen for in-person programs.

Quotes from Students Related to Community Building Programs Impact and Suggestions:

- *“super awesome, only place where I’m called [chosen name]”* (Fab Friday)
- *“so thankful for these opportunities and events”* (Fab Friday)
- *“It was fun. I like the inclusivity”* (Fab Friday)
- *“Liked that the setting allowed for personal, 1-on-1 conversation. However, middle of the day is a tricky time; I know other people who wanted to come but couldn't make it in the middle of the day/week.”* (LGBTQIA+ Grad Mixer)
- *“Some of the events that I chose were more about fun and celebrating my identity. The career one was because I’m graduating soon, and nervous about the workforce.”* (Pride Week)
- *“The Drag Show was such a great event, I wish they had more time!”* (Pride Week)
- *“The events that were later in the day were inaccessible to people who live off campus and rely on public transportation. (many of my friends don't like to take public transit at night)”* (Pride Week)
- *“Better physical marketing that lists the dates, times, locations of each event and links to Campus Connect.”* (Pride Week)
- *“I’m really grateful for experiences that help me challenge my white privilege.”* (Queercare)
- *“I think I felt more isolated afterwards (thanks, COVID), but there wasn't anything that could've been done about that.”* (Queercare)
- *“I saw it and promptly showed my whole family! Thanks so much it’s gorgeous! My mom says thanks as well!”* (Lavender Graduation)
- *“I don’t have many people in my life to celebrate my success with, the gifts and recognition from the LGBT Resource Center mean so much... Thank you for helping me celebrate this achievement, I am very grateful.”* (Lavender Graduation)

Emerging Student Leadership Program

Goals

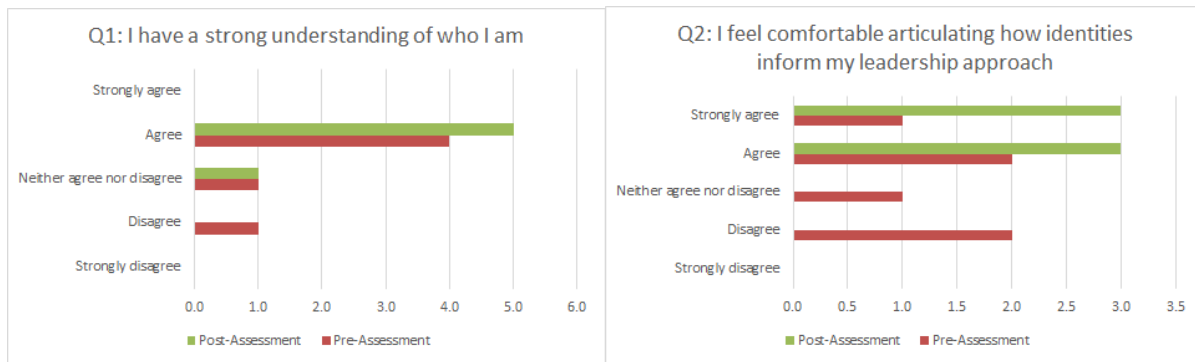
The Emerging Student Leadership Program is a leadership development opportunity for LGBTQIA+ and allied students to explore the ways in which their social identities impact their identities as leaders and vice versa. This 9-week program asks the cohort to engage in intentional community creation and leadership skill building through dialogue, personal reflection, and problem-solving activities.

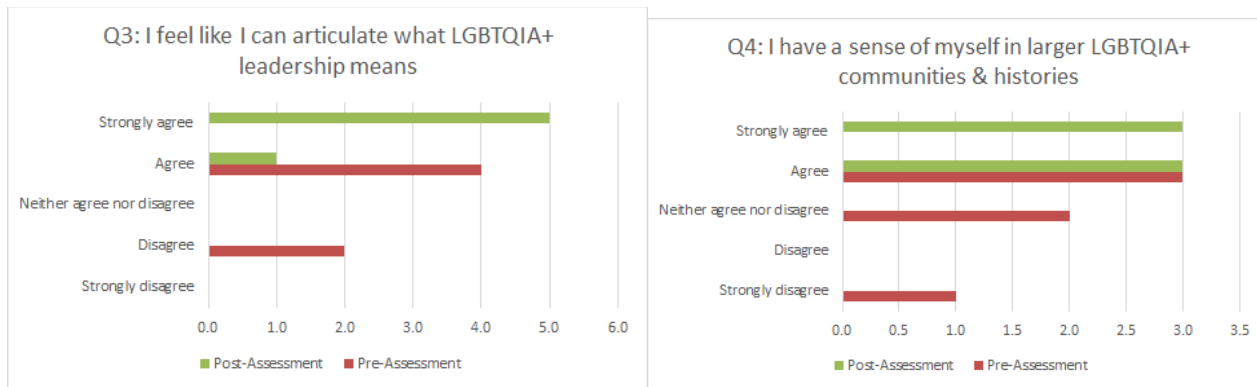
1. Provide a structured program, informed by multiple leadership development frameworks, to develop LGBTQIA+ students' identities as leaders in their communities.
2. Students build a community among other cohort members.
3. Approach discussions of leadership with a queer lens and encourage students to challenge cissexist, homophobic, sexist, racist, and ableist norms about who can be a successful leader.
4. Give students an opportunity to attend a national LGBTQIA+ advocacy conference and see LGBTQIA+ leadership in action.

Desired Outcomes

1. Develop a greater understanding of their identities through critical self-reflection
2. Be able to communicate across and about differences in creating and working towards common goals
3. Be able to create community through building trust, engaging in teamwork, and development of group processes
4. Examine their roles in the broader LGBTQIA+ community and how they can affect positive change

The achievement of these learning outcomes was measured through pre- and post-assessments administered to the students, which measured their personal sense of understanding or achieving the stated outcomes. The data comparing students' overall learning between the pre- and post-assessments is below.





Additionally, students were asked to give a narrative description of their sense of self as leaders. At the beginning of the program, **5 out of 6** students indicated either no or very little sense of a personal leadership identity. In the post assessment, **all 6** students at least somewhat saw themselves as leaders, with **5 out of 6** indicating a shift in their self-perception from the beginning of the program.

Narrative examples from the post-assessment question *Do you think of yourself as a leader? Why or why not?*

“Yes. My definition of leadership has shifted over this program and I no longer see my quietness as a barrier in leadership. I can be a gentle leader even by just starting conversation and collaboration.”

“I think that my own insecurities make it hard to see myself as a leader, but I think I'm much closer. I now have seen queer leaders and am able to imagine myself as a leader.”

“I think of myself as more of a leader now than I did at the beginning. I feel more capable of starting a group or leading in groups I'm already in.”

- Based on learning seen in the assessments and on direct feedback from student participants, the 2021 ESLP program will be extended to cover the majority of the Spring semester in order to devote more time to individual learning outcomes and relationship building.
- Noting the impact the conference experience had on students’ understanding of how their identities informed their leadership and their sense of self within the broader LGBTQIA+ community (see outcomes 2 & 4), we will maintain a conference experience as a part of the program while also connecting students to LGBTQIA+ leaders in the Salt Lake City and greater Utah communities.

How Program Supports Retention and Graduation of Students

Studies of LGBTQIA+ student leadership argue that there is a gap in understanding of how such students develop their leadership identities, and that most college leadership programs do not reflect the needs, cultural strengths, or values of LGBTQIA+ students (Miller and Vaccaro 2016). Additionally, some scholars argue that there is a relationship between participating in LGBTQIA+- leadership and developing a stronger LGBTQIA+ identity for students, in effect becoming more comfortable with who they are as they learn to lead in LGBTQIA+ spaces (Renn 2007; Renn and Bilodeau 2005). These studies suggest a value in providing leadership

programs with a specifically LGBTQIA+ lens to support students' ability to forge a holistic identity, one that incorporates their LGBTQIA+ identities into their understanding of themselves as leaders. This may have impacts on deepening the learning students do in the classroom, as well as their goals for professional work after graduation. All of this suggests a value in LGBT RC leadership programs in helping students feel more comfortable as themselves, more connected to academic and professional goals, and more likely to stay motivated to persist to graduation.

Quotes from Students in the Emerging Student Leadership Program

"I learned a lot about taking action in my own communities and circles. While having hard conversations with people you care about is hard, it is so important to talk to each other and learn from each other" -- **Kay, 4th year Biology & Math major**

"The conference was the most meaningful part [of ESLP] for me because it gave me insight into my own identity. It also showed me the results of coordinated queer leadership. I also got to meet people I wouldn't have met otherwise who showed me new and memorable perspectives" - **-Amory, 1st year Undeclared major**

"Getting to know the other students in the cohort was really impactful because I now have friends within the queer community on campus. Also, going to Creating Change and being surrounded by queer folks was transformative and validating" --**Liv, 2nd year Social Work & Psychology major**

Utilization Data

- 6 undergraduate students participated in the Spring 2020 ESLP Cohort
 - 2 first year students
 - 2 second year students
 - 1 fourth year
 - 1 fifth year
- 11 majors and areas of study were represented in the Spring 2020 Cohort: Undeclared, Mechanical Engineering, Biology, Math, Social Work, Psychology, International Studies, Marketing, Asian Studies.

Other Leadership Programs

Goals

1. Volunteers assist with office tasks and events.
2. Pride Week committee plans and coordinates Pride Week with support from LGBT RC staff.

Desired Outcomes

- Students gain hands-on experience developing leadership skills via volunteer experience that can be transfer into work and leadership roles.
- Pride Week committee gains valuable experience that they can take into their daily roles/lives to do more LGBTQIA+-specific work.

For the sake of efficiency, leadership programs are listed in the chart below:

Program	Goals/Desired Outcomes	Utilization Data
Pride Week Committee	Group of students, faculty, and staff plan and coordinate Pride Week. Includes selecting theme, speakers, key events, and helping in the facilitation of events.	15 Committee Members
Volunteer Program	Assist with day to day office procedures (answer phones, distribute posters, filing, errands, etc.) Assist with events by request.	Front Desk Volunteers: 8 volunteers, 74 total hours Gay-la Volunteers: 11 volunteers, 37 hours

How Program Supports Retention and Graduation of Students

Studies of LGBTQIA+ student leadership argue that there is a gap in understanding of how such students develop their leadership identities, and that most college leadership programs do not reflect the needs, cultural strengths, or values of LGBTQIA+ students (Miller and Vaccaro 2016). Additionally, some scholars argue that there is a relationship between participating in LGBTQIA+ leadership and developing a stronger LGBTQIA+ identity for students, in effect becoming more comfortable with who they are as they learn to lead in LGBTQIA+ spaces (Renn 2007; Renn and Bilodeau 2005). These studies suggest a value in providing leadership programs with a specifically LGBTQIA+ lens to support students' ability to forge a holistic identity, one that incorporates their LGBTQIA+ identities into their understanding of themselves as leaders. This may have impacts on deepening the learning students do in the classroom, as well as their goals for professional work after graduation. All of this suggests a value in LGBT RC leadership programs in helping students feel more comfortable as themselves, more connected to academic and professional goals, and more likely to stay motivated to persist to graduation.

LGBT RC Student Center Space

Goals

1. Provide comfortable, welcoming, and inclusive space for LGBTQIA+ students on campus.

Desired Outcomes

- All students are aware that they may make use of the LGBT RC space and its resources.

- LGBTQIA+ students in particular feel that they have a space on campus that affirms and centers them.
- Students use the space to connect with LGBT RC staff and to build community and kinship networks with other students.

How Program Supports Retention and Graduation of Students

In studies of how LGBTQIA+ students form a sense of belonging at the University, researchers have found that these students often feel invisible and not represented in campus culture, marketing, or messaging (Nicolazzo 2016). Hence, university-wide messages and the mere presence of LGBTQIA+ offices and organizations have been found to be influential in students' sense of belonging, even if these do not facilitate deep community connections (Vaccaro and Newman 2016). As it is important for students to see LGBTQIA+ messages and resources, the LGBT RC space plays a role in fostering students' sense of belonging, which we know is critical in retention and graduation rates (Strayhorn 2012). Furthermore, for some students the LGBT RC becomes a home on campus; we see them every day and they articulate that the space is an important part of their campus experience.

Utilization Data

As our physical center space was closed from mid-March to mid-August 2020, utilization data captured in the sign-in form does not accurately reflect the number of students our staff served and met with mid-March onward. This likely explains why sign-ins to our space in FY20 were about half of the number of sign-ins from FY19.

Additionally, due to heightened privacy concerns for LGBTQIA+ populations, visitors to the LGBT RC are encouraged to sign in each time they visit our space, but this is not required. We believe a required sign-in process could create a barrier to students visiting our space who may be navigating complex privacy situations and who are hesitant to create any type of "paper trail" between themselves and our office (i.e. students not out to family, students whose country of origin criminalizes LGBTQIA+ identity, etc.). Therefore, this data is an approximation of how many students use our space and how often, and also not an accurate reflection of the number of students using our space regularly. For example, the high occurrence of "first time" visits may be explained by students who signed in the first time they used the space, but then did not sign in on subsequent visits.

Demographic information and individual student characteristics has not varied much since the previous year. Typically the students we see using our physical center space the most often are white, traditional college age (i.e. 18-22) undergraduate students, a notable portion of these being students who live on campus (approximately one third of our unique check ins this year), and a notable portion who are employed by the university (about one third of unique check ins this year). A diverse sample of gender and sexual identities were captured by our form, as this information has not historically been collected by the university.

While we have not typically collected demographic data at events or during one-on-one meetings with students, anecdotally our staff has noticed a more diverse group of students attend our events and make appointments with staff compared to who is predominately using

our space on a regular basis. We will continue to enhance opportunities to collect demographic data to better reflect which students connect with our office. More importantly, our staff will continue to discuss strategies for making our center space more welcoming, inclusive, and accessible to a broad range of students.

We have created a new sign-in form that we will pilot in our center and our (mostly online) events and meetings in FY21. Our new sign in process has the option to create an anonymous proxy ID that a visitor uses each time they sign in. We hope this will allow us to have more precise information about who is using the space, as student may be more comfortable signing in with an anonymous option. We will continue to work with AER to discuss how we might best collect utilization data for our space, and review the questions in our sign-in survey to question how helpful they are for gathering information with which to serve students.



LGBT RC Visits (2019-2020) – Student Characteristics

Report for LGBT Resource Center

Authored by AER

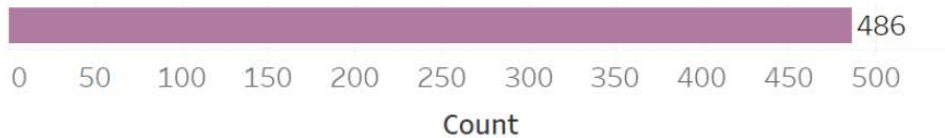
The following two charts show the number of sign-ins and the number of unique students for the LGBT Resource Center office visit sign-in during the 2019-2020 year. Generally, difference between these two numbers may be due to either of the following:

1. uNIDs for staff and faculty, or students who were not enrolled at the time of census for the semester,
2. Students who signed in more than once, and

The chart on the next page indicates how many times each person visited.

All

Count of all check-ins

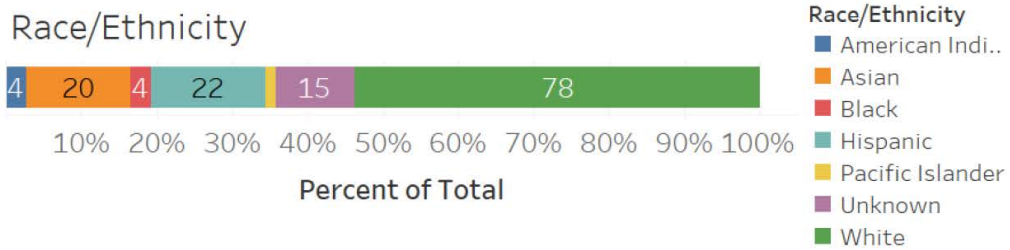
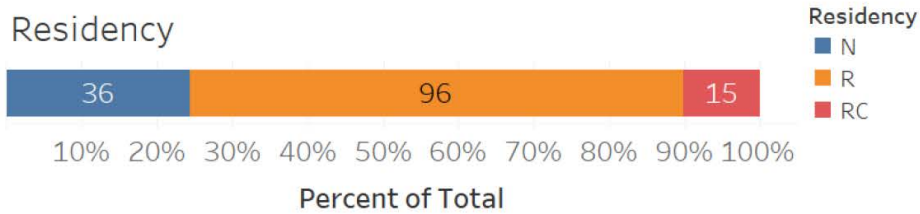
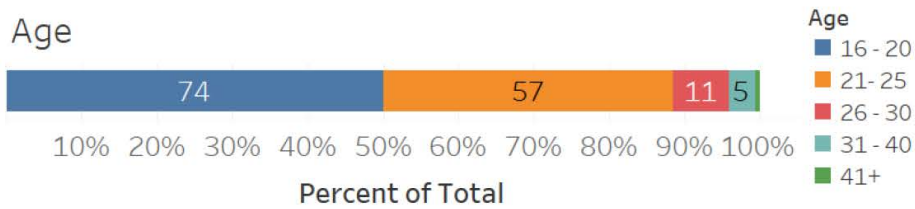
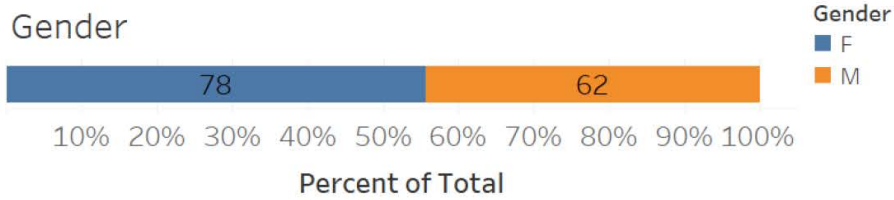


Count of unique, matched students

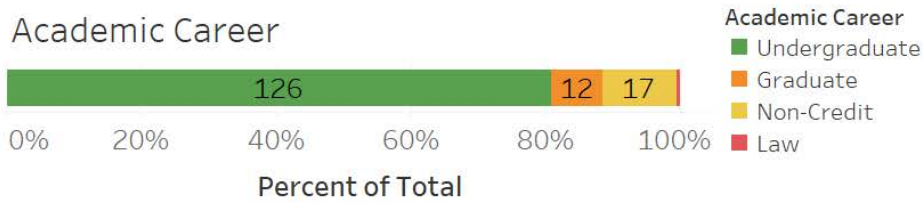


Student Demographics and Characteristics

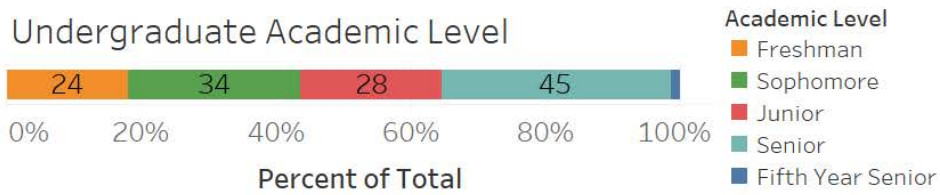
The following student characteristics and demographic details are based on the unique students, as their information exists in PeopleSoft.



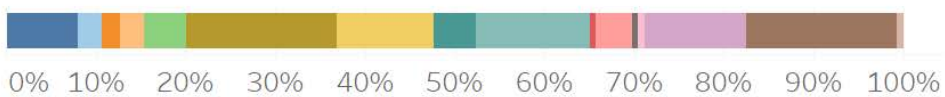
Academic Career



Undergraduate Academic Level



College



College

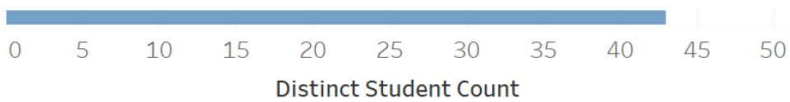


Additional Student Characteristics

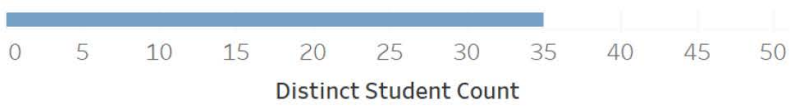
Fraternity and Sorority Members



HRE Housing



Honors



International Students

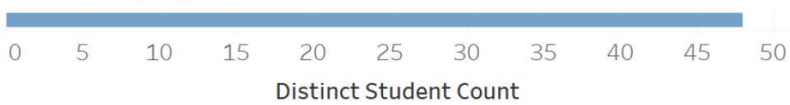


NCAA Student Athletes

TRIO Participants



U of U Employee



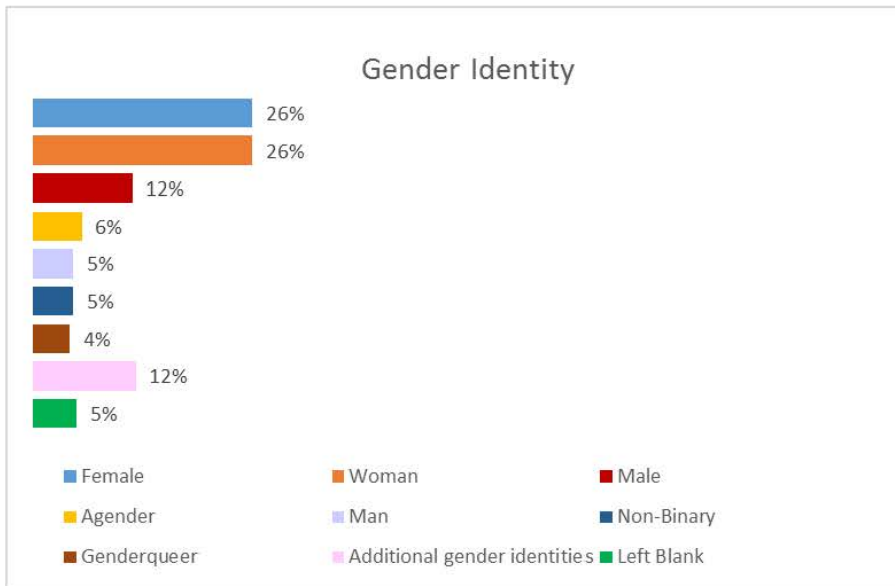
Veteran Students



Any student population where a chart is not displayed has a value of zero for that student population.

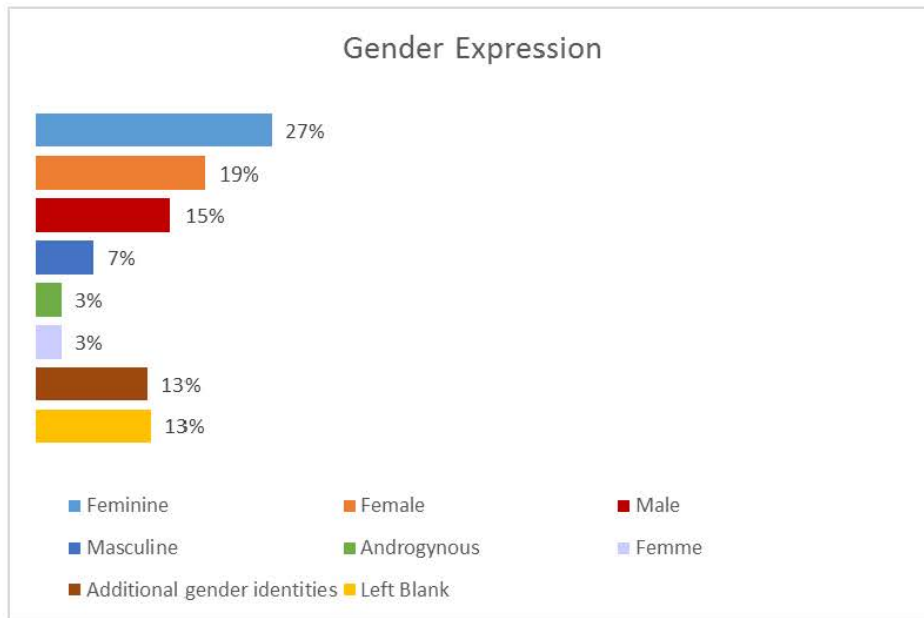
LGBT RC Sign-In – Self-Identified Student Characteristics

The following charts provide the demographics and student characteristics of students who visited the LGBT Resource Center during the 2019-2020 year. All questions are open-ended; LGBT RC staff grouped the responses into categories. Each chart displays all of the categories with at least 2% of the responses, with the identities less than 2% listed after the chart.



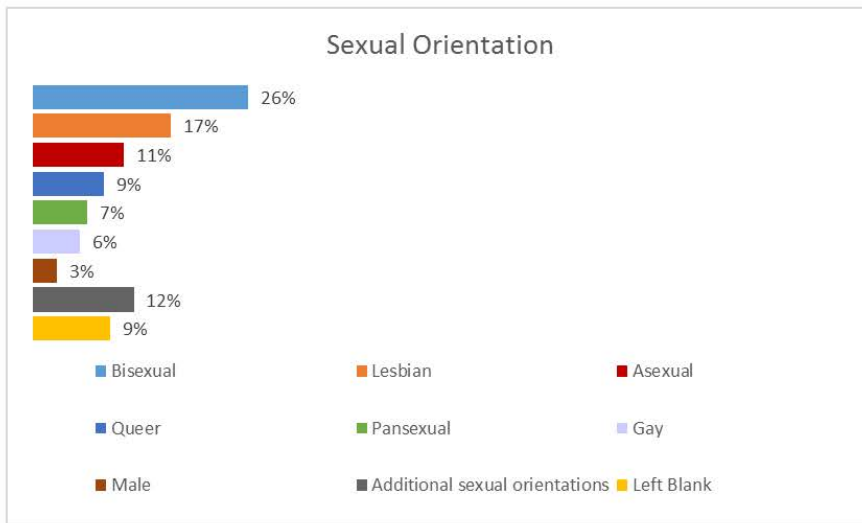
Additional gender identities under 2%:

- Nerd
- MTF
- Genderfluid
- Trans FTM
- Demigender
- Trans Masculine
- Cis Man
- Femme
- He
- She/her
- Trans Man
- Trans Women
- 2s
- Gender neutral
- Male?
- No clear
- Not Sure
- Queer
- Straight
- Trans Bigender
- Transgender Male
- Transgender woman



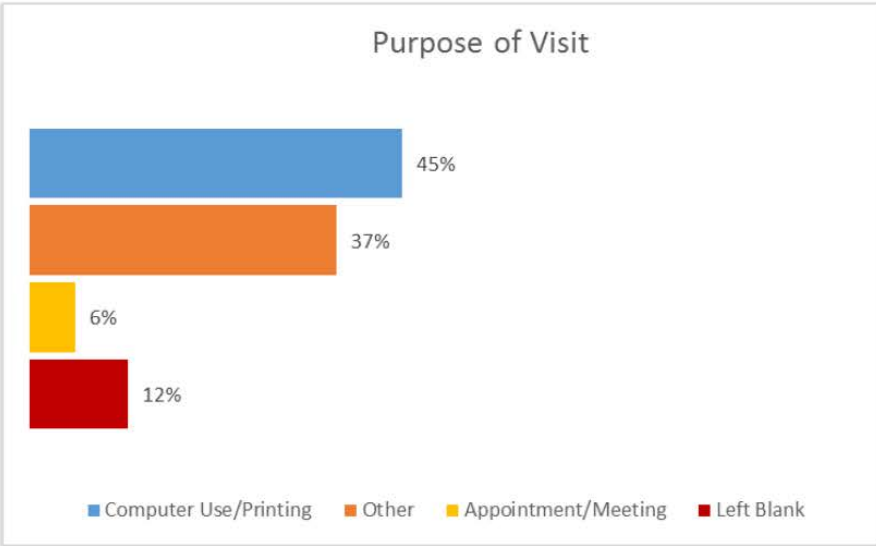
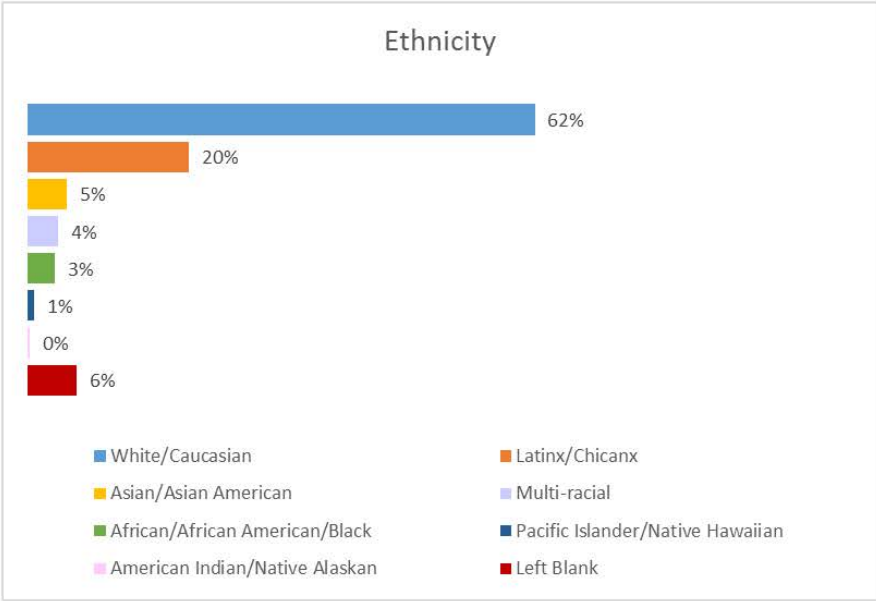
Additional gender expressions under 2%:

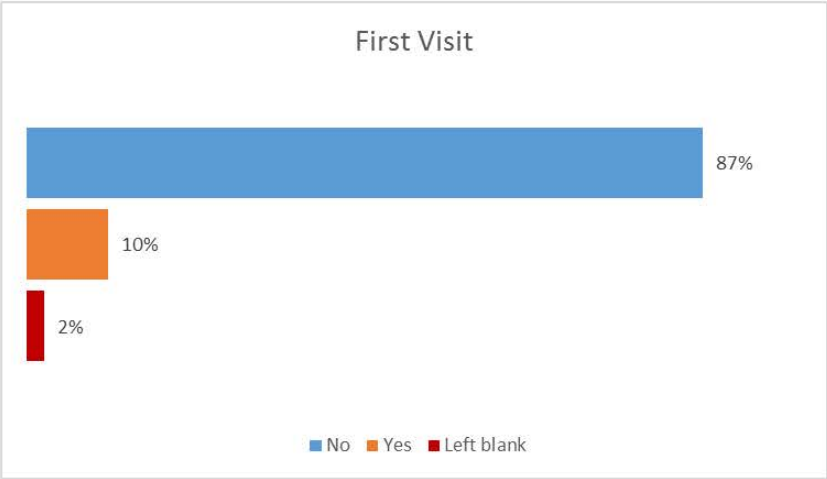
- Nerd
- He/Him/His
- Lipstick
- Butch
- GNC
- Man
- Mostly femme but occasionally masc or androgynous
- Cisgender
- Genderfluid
- She/her/hers
- Feminine androgynous
- Genderqueer
- Neutral
- Non-binary
- Andro/masc
- Fluid
- Present male but out
- straight
- Woman



Additional sexual orientations under 2%:

- Straight
- Nerd
- Heterosexual
- Romantic
- Mostly Hetero
- Bisexual/pansexual
- he
- Questioning
- Shaggy when he walks into an all you can eat buffet
- Something gay!
- ?
- Abrosexual
- Asexual Romantic
- Female
- Gay (homoromantic bisexual; gay is more practical.)
- Gay/bi/question
- Gray-a queer
- Uncertain
- Women





IV. Staff Development

Alignment

Professional development is essential to providing support, programs, and services that are up-to-date and applicable to the LGBTQIA+ campus community. This aligns with the Student Affairs strategic plan objective of Staff Excellence.

Goals

1. Hire and retain diverse full-time staff and part-time student staff.
2. Implement employee training for student staff and professional staff onboarding.
3. Set expectations for required University trainings and agreements all LGBT RC staff will complete upon hire.
4. Ongoing all staff training and development and well as individual staff development plans are set every year. Encourage activities that further knowledge and skills in best practices.

Desired Outcomes

1. Hire diverse, highly qualified student and professional staff.
2. Provide staff with continual professional development opportunities to build on their skills and acquire new knowledge to assist them in their role.

How Program Supports Retention and Graduation of Students

The recruitment, hiring, and continual development of diverse and highly qualified staff in the LGBT RC is critical to our success. We strive to continually challenge ourselves in how we can better serve students on this large, diverse campus.

Utilization Data

Conferences/Workshops/Retreats		
Date	Conference/Workshop	Attendees
7/31/2019	SADC Summer Retreat	1 Staff
8/1-8/2	Equity, Diversity, and Inclusion Staff Retreat	2 Staff
8/14-8/15 2019	LGBT RC Retreat	5 Staff
9/17/2019	Indigenous Education Webinar	1 Staff
10/10/2019	Stop the Bleed Training	1 Staff
10/24/2019	Mental Health First Aid Training	2 Staff
12/13/2019	Student Affairs Salaried Staff Retreat	2 Staff

1/3/2020	Reporting Sexual Misconduct and Supporting Survivors Training	6 Staff
1/8-1/9 2020	Equity, Diversity, and Inclusion Racial Healing Retreat w/ Campus Partners	3 Staff
1/15-1/18 2020	Creating Change Conference	3 Staff
1/30-1/31 2020	Student Affairs Director's Retreat	1 Staff
3/1-3/5 2020	ACPA Conference	1 Staff
3/12/2019	Student Affairs Non-Exempt Retreat	1 Staff
3/18-3/20 2020	AAC&U's Virtual Conference on Diversity, Equity, and Student Success	1 Staff

- While some conference and professional development opportunities were cancelled or postponed due to COVID-19 impacts, most planned staff professional development was able to occur this year. In the case of cancelled workshops/conference, we decided to have staff seek out online opportunities. Staff have re-routed their professional development opportunities to online engagement and personal research for the time being.

V. Consultation

Alignment

Throughout the year, the LGBT RC and its staff are asked to consult on the policies, procedures, projects, language, and programming of other departments to ensure equitable access for LGBTQIA+ people and other marginalized communities. This core objective aligns to the Student Affairs Strategic Plan objective of Inclusivity and Equity, particularly: “Strengthen leadership, transparency and accountability for ensuring a welcoming, inclusive and professional culture within the Division of Student Affairs “ as well as “Lead, advocate, partner, and implement educational programs aimed at increasing inclusive practices on campus and validating students' lived experiences.”

Goals

1. Establish relationships with campus partners centered on collective, effective, and informed decision-making that supports LGBTQIA+ student success.

Desired Outcomes

- Provide consultation and support to faculty, staff, or departments, either by request or when students make us aware of an obstacle at the university.
- Advocate for policy and practice change at the university which supports LGBTQIA+ students and aligns with best practices.

- Collaborate with campus partners to provide relevant and exciting programming for a diverse student body.

How Program Supports Retention and Graduation of Students

The Consortium of Higher Education LGBT Professionals has created policy and practice recommendations that expand across all sectors of the university (Consortium 2014; Consortium 2016). Thus, bolstering the recruitment, retention, and success of LGBTQIA+ student is a university-wide priority, and one that the LGBT RC cannot do alone. We must collaborate and consult with campus partners to ensure systemic and long-lasting change at the university that supports the success of students of all gender and sexual identities and expressions.

Utilization Data

Consultations/Collaborations	
Admissions	LGBTQIA+ student demographic questions collaboration for the supplemental application for admission
Alumni Association	Pride Week collaboration; Lavender Graduation
Asian American Student Association (A.A.S.A.)	<i>Saving Face</i> Movie Screening Collaboration
Associated Students of the University of Utah (ASUU)	Pride Week collaboration; CODE conference session
Black Cultural Center	Queer Conversation: Going Home for Break While LGBTQIA+
Career and Professional Development Center	Pride Week Collaboration (Out for Work)
Center for Student Wellness (CSW)	Discussion for starting Collaborative Virtual Office Hours
Educational Leadership and Policy Program	Graduate Assistant
Film and Media Arts Department	Queer Conversation: LGBTQ+ Representations in Media
Financial Aid and Scholarships Office	Consultation about AcademicWorks/Scholarship Admin Program Preferred Name Feature; University Emergency Fund
Hinckley Institute	Pride Week Collaboration (Mayoral Candidate Town Hall)

Housing and Residential Education (HRE)	Queer Conversations: Going Home for Break While LGBTQIA+
Human Resources	Preferred names in campus systems work group
Information Technology (IT)	Preferred names in campus systems work group
LGBTQIA+ and Allies in Medicine	Pride Week HIV testing event
Office for Equity, Diversity, and Inclusion	Welcome Back Bash; Famtorship Program; Wash the Hate campaign; Check on Your U Crew campaign; Pride Week Collaboration
Office for Inclusive Excellence	Preferred names in campus systems work group
Office of Equal Opportunity and Affirmative Action (OEO)	Preferred names in campus systems work group
Project Rainbow	Hosted clothing drive donation box in the LGBT Resource Center. Clothing donated to trans youth.
Registrar	LGBTQIA+ Student Demographic Questions collaboration
University Counseling Center (UCC)	4 Queercare Events, Queer Conversations: Going Home for Break While LGBTQIA+
University Marketing and Communications (UMC)	Diversifying content and outreach advising; consultation on Merit Pages names and student privacy; U of U Utah Pride Fest participation; Pride Week collaboration
University of Utah Sustainability Office	Pride Week Collaboration (Farmer's Market)
Utah Museum of Fine Arts (UMFA)	Day without Art/World AIDS Day Event

Plan for the Future

I. Education

Challenges

1. This year, our biggest challenges to our educational programming was the vacancy of our Coordinator role from July-October and the cancellation of in-person campus activities from mid-March through summer. Both of these events resulted in putting our educational workshops program on hold for several months at a time. When we did not have a Coordinator, requests from student organizations and/or classes were honored, with the intent to prioritize student learning. Requests for workshops with an audience with faculty or staff were rescheduled for another time, or cancelled if rescheduling was not possible.
2. In a typical year, keeping up with the volume of requests from both campus and community partners for workshops and trainings is challenging given current office staffing.
3. In its current format, our workshops program offers education on LGBTQIA+ topics broadly, with some possibility of requestors asking the Coordinator to tailor some content to the needs of the audience. We are finding that audiences are in very different places in their knowledge of LGBTQIA+ identities, and it is difficult to create content that supports the learning of participants in the same session who are starting from very different places in their understanding about LGBTQIA+ topics.
4. While we offer longer 2- and 3- hour trainings, most of our requests are for 1- hour presentations. The learning outcomes that can be achieved in this format are limited, but we find this is as much time as that majority of requestors are willing or able to give for education on LGBTQIA+ topics.

Opportunities

There is a great deal of opportunity for reviewing and reimagining our efforts related to educational programs going forward. In October 2019, Shelby Hearn was hired as our Coordinator of Education and Outreach after the former Coordinator departed for another position in July 2019. Shelby has begun to review and revise our educational curriculum, including beginning a process to update learning outcomes, testing new learning activities, and researching new assessment methods. In their short time in the role, Shelby has introduced learning activities that incorporate media and current events, and they have revised learning outcomes to be more specific and measurable. Shelby transitioned our entire workshop program online and has been testing methods for online engagement and learning activities that can be conducted over Zoom. Shelby has also begun the process of researching ideas, activities, and texts for training that de-center whiteness in discussions about LGBTQIA+ lives. This will continue to be a growth area for the program in the next 1-3 years.

Our largest opportunity in our educational efforts is to become more focused in our efforts to provide exceptional learning experiences about LGBTQIA+ topics by getting

more specific about who our educational programs are meant to serve and what we are able to offer. We will also consider what training formats and time lengths are most appropriate for meeting meaningful learning outcomes. Some of our more successful workshops this year were ones in which we had more time, including a collaboration with the ACES Peer Health Education Program in which Shelby was able to hold 2 training sessions a few weeks apart to build on the learning that happened in the first session.

We plan to work with AER to better determine what we need to meet our new learning objectives for the workshops program (i.e. time, space, technology) as well as our capacity for training (number of workshops a year, number of participants per session, audience we are focusing on, etc.).

Furthermore, there is potential for rethinking our educational efforts beyond workshops and to expand our educational uses of our website and social media. The website has great potential to expand upon the educational resources for students, faculty, and staff relating to LGBTQIA+ topics. By building an online educational resource library that aligns with peer institutions, the LGBT RC website has the potential to enhance current workshops and training efforts by incorporating the website more into these programs, and using the website to respond to common questions. We also will continue to use our social media for more educational campaigns, and not simply as a tool for marketing.

Lastly, as our educational trainings and resources will continue to be virtual for the foreseeable future, we have the opportunity to reach audiences that we have not before, as well as to disseminate information more widely through our social media than in a single in-person training.

Outreach

Challenges

1. The largest challenge to outreach this year was the cancellation of many in-person outreach events and tabling opportunities due to COVID-19.
2. In a typical year, keeping up with the volume of requests from both campus and community partners for outreach opportunities (tabling especially) given current office staffing is a challenge.
3. Assessment of impact of outreach beyond utilization numbers is challenging, given the brief nature of these encounters and privacy concerns individuals have about engaging with our office.

Opportunities

We see opportunity for revitalizing the ways we do outreach now that we are forced to outreach exclusively via virtual means as a result of COVID-19. We plan increase our use of social media for outreach to students, including the creation of more videos to disseminate information and engage students, and student takeovers of our social media accounts. We re-wrote one of our student staff positions to include a focus on outreach and communications to assist with revitalizing our social media, our newsletter, our online resource library, and with providing materials that can be shared post events for those who could not attend.

We will continue to work with AER to determine our outreach capacity and enhance our methods for assessing outreach efforts.

II. Student Support

Challenges

1. Overall, the largest challenges of the year related to the impacts of COVID-19, including the need to transition our services online, and supporting students during a pandemic. Most common types of support we saw students seeking related to financial help, mental health resources, academic and technological resources for completing online classes.
2. We experienced many challenges in acquiring the tools and training that we needed to transition our services and programs online in a short time line. In some cases, existing university resources and/or policy required that we be creative about how to deliver services when ideal/first choice tools were not available to us.
3. Engaging students in current circumstances has been a challenge. We have been diversifying our methods for outreaching and connecting to students, including using email, phone/text, mailing items to students, Zoom and Skype. We have found that students may be experiencing many challenges and barriers to engaging with our office virtually including: access to technology, access to high speed internet (especially in rural areas), privacy to discuss LGBTQIA+ topics in their living space (especially if living with family), mental health challenges that make it difficult to have energy to engage socially and/or ask for help when needed, financial and other stress that take priority over campus engagement. We have seen attendance at virtual events lower than they typically would be for in-person events. We have also experienced challenges in communication with individual students, and have needed to be more assertive and creative in our efforts to connect with students.
4. Raising funds to support scholarships, emergency funding, and student programs from year-to-year is not sustainable, particularly in this year in which COVID-19 has impacted many individuals, small businesses, and departments who typically give to our fundraising efforts.
5. Growing student community building and leadership programming with current limitations in office budget and staffing.
6. Not having academic advisors or a first-year experience program in our office makes it difficult to offer similar support to academic mentees as other offices who participate in the academic appeals process.
7. Assessing the impact of these programs on a students' ability to persist to graduation. Since the University has not historically tracked the retention of LGBTQIA+ students throughout their years in college, we have no larger pool of LGBTQIA+ students to compare our data to. It is difficult to assess if a student

participating in our student support programs has an impact on retention or not.

8. Furthermore, our ability to collect identifying information about students participating in our support programs (i.e. a uNID) is hampered by the privacy concerns of the population we serve. Collecting this type of information can potentially create a barrier to student participating in such programs for fear our being outed.

Opportunities

As COVID-19 will continue to impact our campus community in FY21 beyond, we have taken this as an opportunity to invest in online engagement strategies for students. Our hope is that even after we are not impacted by a global pandemic, we will have new tools and opportunities that make it easier for a diverse group of students to connect with our office, including students who may have work or family commitments that prevent them from being on campus, or students who are uncomfortable being seen in our campus center space. Plans we have include:

- Expand and refine our engagement and communication efforts with students, including the creation of a virtual student lounge on Discord, continuing virtual office hours, and continuing to enhance our community and educational virtual program offerings.
- Host Pride Week in SP21 in a virtual or mostly virtual format. In an effort to increase student participation in Pride Week planning, we will offer a grant competition for student organizations to hold an event as a Pride Week partner.
- Paying attention to student basic needs by continuing to offer emergency funding, supporting a “grab and go” table in the Union with free masks, safety tools, safer sex supplies, menstruation products, and snacks for student.
- Offering students the option of reserving a private space on campus to attend a virtual event or meeting, for those who do not have access to privacy or technology in their homes.

In addition to the above opportunities to be creative in how we serve students, we have plans for enhancing our student support efforts through our community and leadership programing. These plans include:

- Review current student support programs and services and evaluate our capacity of what we can and should offer based on current office staffing, funding, and priorities.
- Expanding our student leadership program, with the goal of a cohort of 10 students in SP21. As we will not be traveling this year to a conference with students, our focus will be on virtual and local opportunities for learning and growth.
- Expand our scholarship program by applying for funding via U Alumni and research other funding sources to increase number of scholarships and emergency funding we can offer, with a

focus on populations that are particularly financially vulnerable.

- In response to a gap in services and campus spaces/organizations specifically for queer and trans students of color (QTSOC), SU 20, we met with campus partners to discuss a long-term plan for offering sustaining community-building programming and affinity spaces for QTSOC. We also discussed needs for more education broadly for students about QTPOC experiences and race and racism in LGBTQIA+ communities. Starting FA 20, we will launch a private Discord channel specifically for QTSOC to meet each other and to be introduced to faculty and staff with identify as QTPOC by inviting campus partners to host intentional conversations on the channel throughout the semester. In SP 21, we plan to build upon these efforts by hosting events, in-person or virtually, that are QTSOC affinity spaces. We also plan to continue revising our community-building, educational, and leadership programs to include more discussion of QTPOC experiences, racism within LGBTQIA+ communities, and anti-racist practices.
- Creating more formal curriculum and community building opportunities for students in the Academic Mentor Program. Potential to partner in the future with offices that have established first-year experience programs to support these students. May need to pause program as we restructure.

Lastly, we see many opportunities to enhance the way we work by doing better at telling our story as an office through the assessment we conduct and our development strategy. We will work with our campus partners to create new tools and strategies that include the following:

- In Su 20, we worked closely with AER to reimagine our assessment strategy for the office. This included drafting a new mission, vision, and values; creating a new check in process for our center space and events, creating a new intake process and follow up for 1:1 meetings between students and our staff. With this new strategy and tools in place, we plan to gather more detailed and accurate data about student engagement and the impact our center has on students' development of self-advocacy skills and feelings of being supported on campus.
- Completing collaboration with Admissions to include questions about LGBTQIA+ includes optional supplemental application of admission (undergraduate only). Completing collaboration with the Registrar to add self-service area in which students may update this information themselves. This would allow us to have an approximate estimate of a larger population of LGBTQIA+ students at the university to compare with the population connecting to our office.
- Will be working with development partners to craft a strategic vision for sustainable development for the center that does not rely so heavily on year-to-year fundraising efforts.
- We are honored to have the generous support of donors to be able to continue to provide crucial student support resources and programs. The David Bohnett Foundation CyberCenter, a grant from the B.W. Bastian Foundation and the Parent Fund, scholarships, and emergency funding are entirely donor-funded, and ESLP is majority funded by grants and donors. See the grants, contract, and gifts section for more details. Without this crucial support from donors, we would not have the means to offer these support resources and programming. We will continue to build and maintain strong partnerships with donors and campus partners to discuss the long-term viability of these important resources for students.

III. Staff Development

Challenges

1. Ensuring consistent professional development funding is available for staff to attend opportunities such as conferences, workshops, classes and skills trainings, etc.
2. Finding trainings on virtual engagement tools in a timely manner when our staff needed to switch our programs and services online quickly.
3. Finding all-staff development and training opportunities that speak to critical topics such as violence prevention, student support, and program facilitation through an LGBTQIA+ lens.

Opportunities

We have been fortunate to receive support to ensure that all our staff can continually grow and learn skills to assist them in serving a large, diverse population of students at the university. Particularly with the inability to travel for professional reasons during a pandemic, we also plan to continue to make use of professional development opportunities that are low-cost, yet impactful, local, and virtual. This includes such as webinars and online conferences, individual research agendas for staff, professional book clubs, collaborating with campus partners to cost-share development opportunities, and so on.

We are also excited to introduce more shared staff development time that focuses specifically on trends in LGBTQIA+ communities and racially just practices in our work.

IV. Consultation

Challenges

1. Keeping up with the volume of requests from both campus and community partners for consultations given current office staffing and priorities.
2. Making progress in goals for creating more policy, procedures, and practices that are LGBTQIA+ inclusive. Many requests involve multiple university IT systems that may not “talk” to each other, and it can be time-consuming to work with the broad network of campus partners needed to make changes.
3. Communication on a de-centralized campus can be difficult to share information about policy and resources that LGBTQIA+ students commonly seek out (names in different systems, gender marker change, how to talk to professors, reporting policy violations/concerns, etc.)

Opportunities

We take our office’s advocacy role to create inclusive policy, practice, and larger cultural change on campus very seriously. Our staff will continue to collaborate with campus partners to ensure that the University of Utah is continually striving to serve

LGBTQIA+ students of diverse intersecting identities better. We plan to work with AER to be more precise in determining our capacity for consultation/collaborations with campus partners. Furthermore, we plan to expand our network of partners to share the responsibility of creating more LGBTQIA+-inclusive policy and practices on campus.

V. Grants, Contracts, and Gifts/New Revenue

Name	FY 2019	FY 2020
B.W. Bastian Foundation Grant Award	\$12,500	\$12,500
Employee Payroll Deduction	\$1,115	\$555
Gay-la and Silent Auction	\$13,885.26	\$17,923.42
Giving Tuesday	N/A	\$490
Loveloud Foundation Grant	\$500	N/A, did not apply
Off-Campus Gender and Sexuality Workshops	\$1,638	\$150
Ongoing Donations through Development Office	\$1864.61	\$625
Parent Fund Grant Award	\$2,000	\$5,000
Swag Sales at Utah Pride Festival	\$967.86 (sold buttons, flags, and fanny packs)	2020 Festival Cancelled
The David Bohnett Foundation	Donation of 5 desktop computers (valued at \$5,688.90)	N/A (We are able to apply for this grant every 5 years)
U Giving Day	\$3,050	\$3,425

Staff Excellence

Committee Memberships

<u>Staff</u>	<u>Committee</u>
Comstock	Union Board
Hearn, Shelby	Assessment Liaison
Hearn, Shelby	Basic Needs Collective
Hearn, Shelby	Deputy Title IX Coordinators
Hearn, Shelby	Residency Appellate Committee
Hearn, Shelby	SACD (Faculty Senate Diversity Committee)
Hearn, Shelby	Sexual Orientation Gender Identity Committee (U of U Hospitals)
Hearn, Shelby	Student Affairs Assessment Liaison
Hearn, Shelby	Women's Leadership Summit Planning Committee
Hernandez, Jessica	Famtorship for Social Justice Planning Committee
Lemke, Clare	Basic Needs Collective
Lemke, Clare	Deputy Title IX Coordinators
Lemke, Clare	Director of Marketing and Communications for Equity, Diversity and Inclusion search committee
Lemke, Clare	Executive Director of Admissions Search committee
Lemke, Clare	Famtorship for Social Justice Planning Committee
Lemke, Clare	Inclusive Restroom Taskforce
Lemke, Clare	Office of Health Equity, Diversity, and Inclusion Advisory board
Lemke, Clare	Residency Appellate Committee

Lemke, Clare	SACD (Faculty Senate Diversity Committee)
Lemke, Clare	Sexual Orientation Gender Identity Committee (U of U Hospitals)
Lemke, Clare	Student Affairs Diversity Council
Lemke, Clare	U of U Pride Week Committee
Peacock, Bree	Advance User Working Group
Peacock, Bree	Communications and Selections Staff Council Sub-Committee
Peacock, Bree	Student Affairs Assessment Liaison
Peacock, Bree	U of U Pride Week Committee
Peacock, Bree	U of U Staff Council
Tuitupou, Moani	Union Board
Tuitupou, Moani	Coordinator of Education and Outreach for LGBT Resource Center Search Committee

Additional Information

Professionalism

See core objective Professional Development for staff conference attendance and other professional development activities.

Recruitment and retention of highly qualified staff

We were thrilled to hire Shelby Hearn as our Coordinator of Education and Outreach in October 2019 after a national search. We were also happy to retain our highly qualified team of professional staff, one graduate assistant, and 2 student staff for the duration of the year.

VI. Racial Justice Action Plan

Position Statement

One of our core values in the LGBT Resource Center (LGBT RC) is that racial justice is central in the mission of working for LGBTQIA+ justice. Addressing systemic and interpersonal forms of racism must be part of our daily work. This value responds to the historical marginalization and erasure of

people of color within LGBTQIA+ community spaces, political movements, and higher education resource centers. This includes the marginalization of queer and trans people who are Black/African American, Indigenous, Asian/Asian American, Latinx, Pacific Islander, Arab/Arab American, Multiracial, and international community members who may or may not have been socialized to think of themselves as having a minoritized racial/ethnic identity in their country of origin, but who experience racism and xenophobia in the U.S.

While queer and trans people of color (QTPOC) have historically been leaders and change makers in the fight to expand life possibilities and civil rights for LGBTQIA+ people, our movements, cultural spaces, and organizations consistently privilege white LGBTQIA+ people. This occurs through a number of systemic practices, including, but not limited to:

1. Widespread centering of white people's experiences as representative of LGBTQIA+ experiences. I.e. when "LGBTQIA+" experiences are spoken about, typically white people's experiences serve as a (unnamed) default.
2. White people being hired for leadership positions in LGBTQIA+ organizations with a frequency that is not reflective of the diverse populations such organizations serve or should serve.
3. The unequal distribution of resources to white-led organizations in our communities compared to resources available to QTPOC-led organizations.
4. The pushing QTPOC out of community spaces through the racism and xenophobia in our communities. The perception of LGBTQIA+ resource centers as white spaces.

This history has deep roots in LGBTQIA+ community-building and continues to be perpetuated today.

The LGBT RC is not exempt from participating in these specific forms racism, and LGBT RC staff feels the responsibility of working to address racism and the marginalization of QTPOC within our own center and campus. Currently, all 3 of the professional staff at the LGBT RC are queer white people.

While the LGBT RC's inaugural Director for 10 years was a person of color, it should be noted that there has never been more than 1 professional, full-time staff member who was a person of color on the

LGBT RC staff. However, there have been many people of color who served as student staff, graduate assistants, interns, practicum students, and volunteers working and leading at the center since we opened in 2002. This perpetuates a pattern of inequity in which LGBTQIA+ people of color serve organizations in support roles but are not compensated at the same rate or afforded the same decision-making power as white colleagues in leadership roles. Furthermore, our staff has heard from current students, alumni, and faculty and staff that LGBTQIA+ students of color may not feel comfortable accessing services or going to events at the LGBT RC because the LGBT RC feels like a white space. These same students may also not feel comfortable being out as LGBTQIA+ in campus spaces that serve students of color students due to homophobia and transphobia in such spaces. This is a pattern that is prevalent in higher education in which queer and trans students of color are forced to choose which parts of their identity they will prioritize in order to engage with campus groups and spaces: their LGBTQIA+ identity or their racial/ethnic identity (Consortium 2016). Studies show that students rarely find community spaces, leadership programs, or services that allow them to bring their full selves, and that this can lead to queer and trans students of color experiencing higher rates of depression and isolation than their peers (Kulick et al; Miller and Vaccaro; Simmons and Nicolazzo). Studies also show that when universities create learning and leadership programs that reflect queer and trans students of color realities and make space for these students to use their strengths, the results can be transformative not just for individual students but for larger campus groups and climate (Miller and Vaccaro; Tijerina). Knowing that this is the context within which we do our work, addressing marginalization of queer and trans students of color on campus and racism within LGBTQIA+ communities is a priority that shapes our long-term planning for the LGBT RC.

Below is a summary of actions our staff have begun to take in this direction as well as an initial 3-year plan of how we will continue this work. This plan is evolving, can be altered based on assessment of the efficacy of initiatives and feedback from our campus community. This plan is intended to continue

past the 3 years outlined here, but these are first steps for address crucial gaps in our programs and services, as well as our campus culture more broadly. We will create a method for continued feedback about this plan/these efforts.

What are we already doing?

1. Collaborating with campus partners and student organizations to make our programs and services more relevant and accessible to students of color. Examples of this from the 2019-2020 academic year include:
 - November 2019 Going Home for Break event hosted with the Black Cultural Center and University Counseling Center.
 - LGBT RC staff co-facilitating a screening of *Saving Face* with Asian Student Association in November 2019.
 - Hosting cultural events amplifying the work of queer and trans people of color, such as our 2019 Pride Week keynote Tourmaline, who spoke on telling the stories of trans women of color through film.
 - Collaborating in Famtorship program to support students who are of color, un/DACA-mented, first generation and/or LGBTQIA+ in finding mentors who share their identities.
 - Our collaborative work with CESA, AIRC, BCC, TRIO, and WRC to streamline our emergency funding application processes to make it easier for students to apply for funds from multiple departments at once.
2. Working with QTPOC faculty and staff to learn about the history of QTPOC affinity spaces/student organizations on campus and to make a plan for creating more of such spaces.
3. Being intentional in sharing resources on our social media that amplify work of QTPOC artists, activists, educators, and change makers.
4. Creating activities in our leadership program in which students critically reflect on their identities and to begin to explore how their racial and ethnic identities impact their experience as an LGBTQIA+ person

What will we do?

This 3-year plan is evolving, can be alerted based on assessment of the efficacy of initiatives and feedback from our campus community. This plan is intended to continue past the 3 years outlined here, but these are first steps for address crucial gaps in our programs and services, as well as our campus culture more broadly. We will create a method for continued feedback about this plan/these efforts.

Goal	Year 1 (20-21)	Year 2 (21-22)	Year 3 (22-23)
<p>Create program in the LGBT RC that acts as an affinity space for queer and trans students of color (QTSOC), in collaboration with a network of QTPOC faculty and staff and other cultural centers on campus. Intent of such space will be for students to find networks of peers and potential mentors.</p>	<ul style="list-style-type: none"> • Meeting w/ campus partners to discuss collaborative possibilities in SU 20. • Creating private channel on LGBT RC Discord server for QTSOC in FA 20. • Ongoing work group with campus partners to support channel. LGBT RC student staff who identify as QTSOC take leadership in moderating channel, but create content and posts are collaboratively brainstormed and made by the work group so that all the work does not fall on these students. • Students who use the channel given the opportunity to be volunteer facilitators, if interest. 	<ul style="list-style-type: none"> • Discord channel continues, if interest. • Expanding QTSOC affinity programming based on assessment of Year 1. This could take many forms: a student organization, a retreat, a leadership board for the center, etc. Student participants have opportunity to shape direction of program. • Continued research and professional development for LGBT RC staff on support of QTSOC students • LGBT RC staff plans student workshop series or summit about race and racism within LGBTQIA+ communities in FY22, potential as part of 	<ul style="list-style-type: none"> • Expanding QTSOC affinity space programming based on assessment of Year 1 & 2. • Discord channel continues, if interest. • Continued research and professional development for LGBT RC staff on support of QTSOC students • Seeking continued resources from campus partners, grants, and donors sustain this programming as a core part of our center. • Ongoing assessment of events and engagement opportunities.

	<ul style="list-style-type: none"> • Spotighting faculty and staff who identify as QTPOC on the channel and inviting them to host specific conversations for students on the channel. • Social mixer/reception in SP 21 for QSTOC to meet each other and a larger networks of QTPOC faculty and staff, which they may have met through the Discord channel. • Discord channel continues in SP 21, if interest. • Assessing program at end of FY21 with survey to student who have used Discord channel, come to event(s), and campus partners who participated in work group. 	<p>Pride Week.</p> <ul style="list-style-type: none"> • Ongoing assessment of events and engagement opportunities. 	
<p>Amplifying the work of QTPOC educators, artists, activists and change makers within Pride Week</p>	<ul style="list-style-type: none"> • Continuing to prioritize centering of QTPOC voices in Pride Week, through selecting speakers and performers, event topics, and in inviting campus and community partners to join. 	<ul style="list-style-type: none"> • Develop/continue strategies based on assessment in Year 1. 	<ul style="list-style-type: none"> • Develop/continue strategies based on assessment in Year 1 and 2.

	<ul style="list-style-type: none"> • Offer grants to student organizations who would like to become involved in the planning of Pride Week, prioritizing organizations with a mission of supporting historically marginalized populations and/or ideas that approach LGBTQIA+ with an intersectional lens. • Assess efficacy of above 2 strategies as close of Pride Week in SP 21 		
Revise leadership and employment application processes in the LGBT RC to limit bias and to de-center white norms of leadership in selection process.	<ul style="list-style-type: none"> • Director and Coordinator research best practices and tools for limiting bias in hiring processes in FA 20. • Applications and processes for employment, leadership program, and scholarships are revised in SP 21-SU 21 (Director and Coordinator lead on this). 	<ul style="list-style-type: none"> • Assessment of applications and processes and continued revisions as necessary (Director and Coordinator lead on this) 	<ul style="list-style-type: none"> • Assessment of applications and processes and continued revisions as necessary (Director and Coordinator lead on this.)
Revise and develop LGBT RC educational workshops and resources to de-center whiteness in	<ul style="list-style-type: none"> • Coordinator researches and tests critical race theory and anti-racist lenses in educational trainings and materials offered by the 	<ul style="list-style-type: none"> • Coordinator developments educational curriculum and resources on foundational LGBTQIA+ topics that use 	<ul style="list-style-type: none"> • Continued assessment and revision of curriculum as needed. • Ongoing assessment.

<p>dialogues about LGBTQIA+ experiences, and to enhance skills for thinking about gender and sexuality with a critical race lens.</p>	<p>LGBT RC.</p> <ul style="list-style-type: none"> • Coordinator and Director assess initial efforts and discuss long-term curriculum development at end of FY 21. • Creation of strategic partnerships and collaborations needed to support continues curriculum development and facilitation. 	<p>critical race theory and anti-racist lenses.</p> <ul style="list-style-type: none"> • Ongoing Assessment • Maintaining of strategic partnerships and collaborations needed to support continues curriculum development and facilitation. 	
<p>Enhancing leadership program with a curriculum that intentionally focuses on strategies for anti-racist work in LGBTQIA+ communities.</p>	<ul style="list-style-type: none"> • Providing a supportive space with specific activities for student in the leadership program to critical self-reflect on their identities, including thinking about how their racial and ethnic identities impact their experiences as LGBTQIA+ people. • Collaboration with community partners who practice racially just LGBTQIA+ advocacy to increase leadership students' knowledge of diverse methods for this type of work and to expand their network of LGBTQIA+ 	<ul style="list-style-type: none"> • Continued development and revision of leadership program based on assessment and research. • Maintaining of strategic partnerships and collaborations needed to support continues curriculum development and facilitation. • Executive Secretary researches practices for supporting engagement of QTSOC in volunteer program. • Volunteer orientation created by Executive Secretary which includes awareness of 	<ul style="list-style-type: none"> • Ongoing assessment and development of leadership and volunteer programs. • Potential to partner with sibling cultural centers in citing a collaborative student staff training.

	<p>peers and mentors.</p> <ul style="list-style-type: none"> Assessing outcomes at end of leadership program in FY21. 	<p>different cultural norms for interaction, macroaggressions, etc.</p> <ul style="list-style-type: none"> Ongoing assessment of leadership and volunteer programs. 	
<p>Development of programming that teaches white students to develop greater racial literacy to understand the impacts of their whiteness and their racial privilege, esp. in LGBTQIA+ communities.</p>	<ul style="list-style-type: none"> Prioritizing campus partner requests for collaboration in FY21 which support educational dialogues about whiteness and challenging white privilege and white fragility. Beginning conversations with campus partners who host leadership programs about collaborating on specific programming discussing white privilege and white supremacy in future years. 	<ul style="list-style-type: none"> LGBT RC staff plans student workshop series or summit about race and racism within LGBTQIA+ communities in FY22, potentially as part of Pride Week. Ongoing assessment 	<ul style="list-style-type: none"> Ongoing assessment and development of programs.
<p>Professional Development goals for staff prioritizing de-centering whiteness in LGBTQIA+ community-building, education, and advocacy and</p>	<ul style="list-style-type: none"> Professional staff set goals related to de-centering whiteness related to the work they do in their role as well as their individual professional development goals. Assessment of progress on goals is part of staff annual 	<ul style="list-style-type: none"> Professional staff set goals related to de-centering whiteness related to the work they do in their role as well as their individual professional development goals. Assessment of progress on goals is part of staff annual 	<ul style="list-style-type: none"> Professional staff set goals related to de-centering whiteness related to the work they do in their role as well as their individual professional development goals. Assessment of progress on goals is part of staff annual

<p>support of QTPOC students</p>	<p>reviews w/ supervisor.</p> <ul style="list-style-type: none"> • As office works virtually in FY21, using tactics and resources for working online to address inequities in online work and the way white supremacy can thrive in an online office (Remote DEI Toolkit). • All-staff trainings and professional development opportunities include learning and discussion about racism and racial justice. In FY21 this includes required participation in Friday Forums hosted by Equity, Diversity, and Inclusion, as well as time to debrief about forum, and ongoing readings, video clips, and podcasts. • Other opportunities for staff will be offered as found. 	<p>reviews w/ supervisor.</p> <ul style="list-style-type: none"> • All-staff trainings and professional development opportunities include learning and discussion about racism and racial justice. • Other opportunities for staff will be offered as found. 	<p>reviews w/ supervisor.</p> <ul style="list-style-type: none"> • All-staff trainings and professional development opportunities include learning and discussion about racism and racial justice. • Other opportunities for staff will be offered as found.
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Community Partners Integral to Success

Our work is collaborative by nature and our whole campus has a responsibility to address racism and the support of QTSOC. However, there are particular campus partners that it will be especially important for us to work with to realize the goals above. This includes:

- American Indian Resource Center
- Black Cultural Center
- Center for Ethnic Student Affairs
- Center for Student Wellness
- Dream Center
- International Students and Scholars Services
- Office for Inclusive Excellence
- Office of Graduate School Diversity
- Student Leadership and Involvement
- Women’s Resource Center
- Outreach to academic colleges for support

Balancing Commitments

We are committed to prioritizing the goals in this racial justice plan, and will pause, sunset, or rethink current programmatic offerings and services to accommodate the work outlined above. We feel strongly that business as usual will not best serve our center or campus, and that is why we are open to doing things differently as we move forward.

The definition of “burnout” is stress without the correct resources to do what is asked of you.

Therefore, we understand that we will need to invest in staff training and development to be able to ask staff to realize the above goals. We also understand that we will need to acquire the resources necessary to carry out the above plan, which includes funding, staffing, partnerships, etc. If we find we have not fully prepared staff or acquired the necessary resources, we will readjust the plan as needed to make it more realistic and to gather what we need. We are ready to further prioritize the above goals if we need to focus on some with more urgency while delaying others to accommodate staff’s preparedness and energy to take on all above goals.

Recommendations for Divisional Priorities:

- Student Affairs adopts a guidelines for hiring practices that address racial biases and white norms of leadership in hiring processes, applications, and committees.
- Student Affairs commits a percentage of budget to invest in local, POC-owned businesses when selecting goods and services, caterers, speakers, etc.
- Student Affairs require that each department include setting goals related to racial justice practices and/or education about racism as part of annual goals/reviews for staff.

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