

# Annual Report 2021

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## Overview

### **Accomplishments**

Our accomplishments include shifting to a nearly 100% virtual delivery of services and programs to provide students with quality experiences in all our of core areas, including support, community, education, and leadership development. While we were not able to engage a number of students similar to past years in FY 21, those students who did connect with our office reported having experiences that felt affirming and helpful, and appreciating the care staff took to make programming feel special and fun. Some of our more notable accomplishments were:

- Creating our Discord student lounge which became an active online community of over 100 students.
- The largest cohort of our leadership program ever, with 10 students total participating.
- Nearly tripling the amount of scholarship funds we awarded with a partnership from U Alumni.
- A vibrant Pride Week consisting of 10 events planned with students, faculty, and staff across campus. Pride Week also included a successful scholarship fundraiser and a wildly popular “Pride U”: the Block U on campus wrapped in the progressive Pride flag. This became a point of pride for many students, faculty, and staff taking their photo with the U and garnered media attention for the week. The image has been repurposed by University marketing as a Zoom background and a lapel pin sold at the Campus Store.
- 44 Lavender Graduates, which is a larger cohort than typical year (usually about 30-35 graduates in an in-person ceremony).

### **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 Advocacy for more details about collaborations we participated in this year.

### **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. We provide educational opportunities for all students and cultural events for the entire campus. We also change the institution to be a more equitable place through our advocacy work.

This year we were able to complete several objectives in our Racial Justice Action Plan, including revising applications for our scholarships, leadership programs, and employment to reduce barriers and bias. We also laid groundwork for establishing affinity programming for queer and trans students of color and hiring a staff person to focus on this programming for FY 22. See our updated Racial Justice Action Plan for more details.

### **COVID-19 Impacts**

COVID-19 impacted every aspect 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 the pandemic. Our office went to a mostly virtual delivery of services and programs, keeping limited front desk hours. We also had a couple in-person events planned within safety guidelines in SP 21 for Pride Week and Lavender Graduation. However, we were not able to have our student lounge in 409 Student Union open or meet with students in person, and this dramatically reduced the number of students connecting with our staff. We observed students navigating barriers to engaging with our office related to the pandemic such as lack of access to technology, Wi-Fi, or privacy in their living environments, and general overwhelm and screen fatigue that made them have less energy to reach out to our staff or to participate in community building events.

We did see some areas of growth, including our virtual student lounge on Discord and our virtual drop-in hours offered in collaboration with the Basic Needs Center. We hope to continue to grow these areas to reach students for whom it may be easier to meet with our staff or find community online than coming to our in-person space.

Overall, our staff feel that the ability to have in-person meetings and programs resume with some restrictions in FY 22 will greatly benefit our ability to forge relationships with students. We anticipate FY 22 being a year in which we have to rebuild our presence on campus as many students may not have had experience with our office.

## Core Objectives

### Student Support

This core objective includes **support** services for LGBTQIA+ students. Activities that fall under this objective include one-on-one meetings with students and LGBT RC staff (for help navigating the university, support around identity, finding community and leadership opportunities, crisis intervention and so on), drop-in virtual hours, scholarships, academic mentorship program, Queer Peers anonymous email service, our online resource library and social media campaigns related to resources.

This core objective aligns with the Student Affairs strategic plan Student Engagement and Support objective, specifically by “Meet[ing] 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.”

#### **Goals:**

1. Provide support to students in navigating the university, overcome barriers (personal, financial, institutional), and support student retention and success at the university.
2. Enhance students’ knowledge of resources and give them tools to bolster self-advocacy skills.

#### **Desired outcomes:**

##### *Short term:*

1. Students get questions answered and are more aware of resources on campus and in community.
2. Students receive scholarships and support funding.

##### *Intermediate:*

- 1) Students are equipped with tools and touch base with LGBT RC staff occasionally for help.
- 2) Students who received funding stay enrolled.
- 3) Students feel cared by LGBT RC staff and campus partners.

*Long-Term:*

- 1) Students develop stronger self-efficacy to address challenges in their lives
  - 2) Students graduate and meet other goals in they have for their time at college
- Initial data shows success in meeting short- and intermediate-term goals for student support. A newly implement pre- and post- survey for students meeting with staff asks students to state their awareness of resources before and after meeting with LGBT RC, to rate their stress level at time of survey, how confident they feel about finding resources and problem solving in their lives, and how cared for they feel by faculty and staff. Overview of these pre- and post-meeting surveys includes:
    - 100% of post-meeting survey respondents stated that they learned about resources they were previously unaware of during a meeting with LGBT RC staff.
    - 41% of respondents had followed up with resources at the time of the survey and 58% reported they had not yet followed up with but they planned to do so. 0% reported that they would not follow up with resources.
    - 91% reported feeling very cared for by LGBT RC in the meeting and 8% felt somewhat cared for. 0% felt little or no care.
    - The post-meeting survey had an approximately 50% response rate, which does not provide insight how the other half of students who met with staff experienced these meetings. The post-meeting surveys were emailed to students a week after the meeting. Changes will be implemented in the future to collect feedback earlier while students are still in the office to increase response rate.
  - While we collected data and anecdotal stories to support that students who connected with our staff this year found these interactions helpful, we saw far fewer students scheduling meetings with staff or attending events this year than in a typical year. When our student lounge in 409 Union was not open in 20-21, we asked students attending virtual events and meetings to “check in” using an online form, those results discussed more fully in Community. That check in form shows 165 total check ins, as opposed to 486 check ins to our physical center space the previous year. Our check in process has always been an approximation of how many student we see, as some students might decide not to check in when visiting our space in the Union. Additionally, students using the virtual check in form had even less oversight since the link to the form was dropped

into a Zoom chat box, and may have been even less motivated than usual to check in. However, this data clearly shows a significant dip in how many students were interacting with our office in 20-21.

- We conducted a survey at two points during FY 21 to learn more about how students were experiencing the academic year and so we could respond to their needs in this unique year. We distributed the survey via our social media and our email list in December 2020 and March 2021. The results show additional challenges students were experiencing in this year than created more barriers to connecting to our office for support services. Significant findings from these surveys include:
  - Students reported greatest needs for services related to mental health and financial assistance in both FA and SP semesters.
  - At least a third of students responded they did not have privacy or comfort in their home to participate in an LGBT RC event or meeting or they were unsure if they did.
  - The switch to inline instruction proved difficult for many students, at least a third of respondents reported failing one or more classes at the time of the December survey, and almost half reporting they were in danger of failing a class or unsure if they were in March.
  - Other common challenges students reported included housing insecurity, not being out in a living situation, fatigue and feeling overwhelmed, and isolation. See examples of challenges students shared in quotes below.
  - We followed up with 19 students in January and 4 students in March who requested follow up after the survey from staff to discuss issues and resources.
- Overall, survey results give a snapshot of a range of barriers and stressors students were navigating in 20-21 that could have impacted their motivation to engage with campus resources. Based on these survey results, we implemented different strategies, including more aggressive outreach to students, offering more evening programming, offering more asynchronous programming students could do on their own time, increasing engagement activities in our virtual student lounge on Discord, and offering a few physically distanced in-person engagement opportunities as part of Pride Week and Lavender Graduation in SP 21.
- We exceeded short-term outcomes for student support this year by expanding our scholarship offerings via a partnership with U Alumni. New scholarships focused on marginalized populations that may experience more financial need, including students leading in trans communities and students experiencing a loss of family or community

support. These additional funds allowed us to award 11 students a \$3,000 scholarship, or \$33,000 total in scholarships.

**How Support Services Support Retention and Graduation of Students**

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). By providing scholarships, we support students’ continued enrollment and their goal to graduate.

**Utilization Data**

<b>Program</b>	<b>Goals/Desired Outcomes</b>	<b>Utilization Data</b>
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"> <li>Program was put on hiatus in FY21</li> </ul>
Bohnett Cyber Center	Provide computer usage and free printing services that support student academics	Computer lab was closed in FY 21 due to COVID-19 safety protocols.
Emergency Funding	Provide one-time, critical financial assistance to students on an emergency basis	Program was put on hiatus in FY 21 due to changes in how the university manages emergency funding. Students

		<p>were directed to a streamlined emergency funding application for the entire university.</p>
<p>One-on-One Consultations with Staff</p>	<p>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.</p>	<p>26 students completed pre survey before meeting with staff</p> <p>All meetings conducted via Skype, Zoom, phone, or email/chat.</p>
<p>Drop-in Office Hours on ConexEd</p>	<p>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.</p> <p>No appointment needed, hours were scheduled regularly throughout the week, including some</p>	<ul style="list-style-type: none"> <li>• Our staff had 5 student meetings in ConexEd in FY21.</li> </ul>

	<p>evening hours. We also collaborated with the Basic Needs Center to be on call during some of their virtual drop-in hours.</p>	
<p>Queer Peers</p>	<p>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.</p>	<p>24 unique individuals emails answered</p>
<p>Scholarships</p>	<p>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.</p> <p>This year included collaboration with U Alumni to offer 2 additional scholarships: U Alumni Trans Futures and U Alumni</p>	<p>272 applied 11 awarded totaling \$33,000</p>

	Community Care Scholarships	
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**Quotes from Students Related to Support Services Impact and Suggestions:**

- *It was a great meeting and thank you so much for the info. I feel a lot more knowledgeable about the ways I can connect with the center and university as a whole. (Student response to post-meeting survey with staff)*
  
- Challenges students shared in surveys about their experiences during FA 20 and SP 21 semesters:
  - *I am losing my university housing in one week, and after making multiple attempts to receive accommodations from housing I am still unsure of where I will be living for 6 weeks. (Dec 2020)*
  - *I currently live with my parents (and I'm not out to family), but I will be moving into university housing in January. (Dec 2020)*
  - *I will not be able to take courses next year because of tuition. (Dec 2020)*
  - *I'm really struggling with depression and OCD right now, and it feels almost impossible to be motivated to do classwork. (Dec 2020)*
  - *Are we really not getting a break in the spring? This has been exhausting I don't know if I can do it again without a break :( (Dec 2020)*
  - *Rent is too high I have no money for anything else (March 2021)*
  - *I don't know if I will be able to live on campus next year because of how expensive the rent is. (March 2021)*
  - *I don't know if you're supporting students after graduation but I'm concerned about how I'm going to find housing after it can't be covered by my student education plan. (March 2021)*

## Community Building

This core objective fosters **community building** and mentorship for LGBTQIA+ students. This involves creating opportunities for students to be in community, build meaningful relationships, and find an affirming community of peers and mentors at the University. Programs included in this core objective are Big Q-T Welcome (annual); Fab Fridays (weekly); our student lounge in 409 Student Union, our virtual student lounge on discord, Famtorship Program (mentorship); Queer and Trans Students of Color affinity programming; Pride Week; Lavender Graduation and other community building efforts as they arise throughout the academic year, including collaborations with campus partners' programming.

### Goals:

- 1) Facilitate opportunities for students to be in community, build meaningful relationships, and find mentors at the University.
- 2) Students feel like they belong to an LGBTQIA+ affirming community at the university made up of peers and mentors.

### Desired Outcomes:

#### *Short term:*

- 1) Students connect with staff and feel "at home" in community spaces.
- 2) Students attend community building events and return to more than one over the course of the academic year.
- 3) Students make new friends and meet LGBT RC staff and campus partners at events.

#### *Intermediate:*

- 1) Students form a sustained community beyond single events: they meet other students inside and outside of the LGBT RC on their own, they exchange social media and other contact information with each other, etc.
- 2) Students have a sense of belonging at the University in which they feel welcomed and seen as LGBTQIA+ people.

#### *Long-Term:*

- 1) Students want to engage with the university, including taking on leadership and volunteer roles.

- 2) Students help other students get connected to LGBTQIA+ community at the university, including connection to the LGBT RC.
  - 3) Students have positive relationship with the university and want to stay connected as alums.
- Utilization data and anecdotal feedback from students show some success in meeting our short-term goals and to a lesser extent our immediate-terms goals for community building. This was despite many of the challenges in connecting to students during a pandemic. (See Student Support section for a fuller discussion of challenges).
  - Overall, the number of students who “check in” to our virtual spaces using an online form was much smaller than the number of check ins we would have in a typical year to our student lounge in 409 Student Union. Whereas past years show 200-400 unique individuals checking into our physical lounge, this year the total number of check ins was 165. Our staff also saw fewer students requesting 1:1 meetings with staff and this lead to some more aggressive outreach tactics.
  - See “LGBT RC Office Visits—Student Characteristics” and “LGBT Sign in—Self –Identified Student Characteristics” in the Appendix for full reports from our check in form data. Some larger insights from the reports include:
    - The report shows the majority of individuals checking in only once, which is counter to our goal of students returning for more than one community building event in an academic year. However, we suspect that this may be in part that students were not repeatedly checking in as they attended multiple online events, as it was at their choice to click a link in a Zoom chat box, rather than being asked to check in each time when they arrived to our physical lounge.
    - The most common reasons students completed the check in form included Fab Friday, our weekly community building program, with the second most popular reason being “hang/out meet people.” This shows a majority of students who connected with our office in FY 21 were motivated to do in hopes of finding community.
    - While we do collect a more diverse range of gender and sexual identities than the university currently reports on, demographic data shows that most students completing the check-in form align with trends in the overall student body: majority of students tend to be under 25, residents of Utah, white, and undergraduate students.
    - We see participation from HRE students and Honors students, but have seen far less to no participation from international students, Veteran students, student athletes,

and TRIO students. Our staff and our campus partners know from experience that these populations experience different privacy concerns and stressors than their peers, and may require a more targeted outreach approach from our office to better engage these student populations. See plan for the future for discussion on how we plan to better engage a broader range of students moving forward.

- Our most successful community building program this year was the implementation of our virtual student lounge on Discord. This online student community now has **115 members** (as of August 20, 2021), and new members sign up weekly. Considering the overall number of students who “checked in” to our online events and meetings in FY 21 was 165, this number of students participating in the Discord lounge is significant.
  - See “LGBT RC Discord Server—Student Characteristics” in the Appendix for a report of demographic data of students signing up for our Discord lounge. Comparing a report on student demographic information for students signing up to Discord to students completing our general check in form there are no notable shifts in demographics. Meaning we seem to be connecting with a similar type of student on Discord as we are in our general programming. The one exception is a slightly larger representation of 1<sup>st</sup> year students in our Discord lounge than in our other programming.
  - When asked to explain what they hoped to get out of joining the virtual student lounge, students largely expressed wanting to find a sense of community and to connect to other LGBTQIA+ students. (See quotes at end of this section for examples). This included students who expressed missing our lounge in 409 Student Union as well as those who had been unable to come to our on-campus lounge for not being “out” or for having other barriers preventing them to come to campus even when not during a pandemic. Hence, our lounge on Discord became not only a lifeline for our staff to maintain connections to students we already worked with, but also to forge new relationships with students who may have been hesitant to come to our space or met with our staff in person.
- Our virtual lounge on Discord allows us to connect with students in the following ways:
  - Weekly engagement activities lead by student staff: a weekly icebreaker question, ongoing spotlights of queer and trans artists, tv and film screenings, an astrology hour, announcements about our office, and so on.
  - Students often used the space to ask questions related to finding resources at the university, finding LGBTQ-affirming services in the local area, advice for navigating issues related to coming out and transition and so on. Students can use a “bulletin board” channel to share information about events their organizations were hosting,

- calls for research participants for their class projects, yard sales, gamer groups, looking for roommates, etc.
- Staff became aware of issues students were experiencing at the university that we would not have learned about without the use of the Discord lounge, including receiving misinformation from other offices about university policy and practices, being confused about how to find information about trans resources on campus, challenges with professors, students receiving communication from university offices using a dead name (a name they do not identify with), and safety concerns.
  - Private channels for queer and trans students of color and graduate students. Students can opt into these communities when they sign up, which allows them a space to connect with other students who identify similarly as themselves and may have experiences in common.
  - Channels to deliver asynchronous programming, which was used for Emerging Student Leadership Program and our Queer Conversations education program (see Education and Leadership sections for more details).
- Pride Week 2021 was another highlight for student engagement this year, as well as engaging campus as a whole. See Utilization data below for specific attendance of Pride week events. Pride Week was planned by a volunteer committee of approximately 30 students, faculty, and staff working from August to April, which in and of itself was our most participated in leadership/volunteer opportunity during FY 21. See quotes for some examples of impact shared by Pride Week participants in a post-Pride Week feedback survey.

### **How Community Building Supports Retention and Graduation of Students**

In a study of how first-year LGBQ (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 Data

<b>Community Building Programs &amp; Services</b>		
<b>Program</b>	<b>Goals/Desired Outcomes</b>	<b>Utilization Data</b>
Student Lounge in 409 Student Union	In person space for students to connect with each other, socialize and ask LGBT RC questions. Can function as a place students study, socialize, eat, relax, etc. while they are on campus.	<ul style="list-style-type: none"> <li>Lounge was closed in FY 21 to help prevent spread of COVID-19. LGBT RC front desk was open limited hours for students who wanted to ask questions in-person and/or pick up activity materials for an online event.</li> <li>Students were asked to “check in” to virtual events and meetings. 165 unique check ins recorded.</li> </ul>
Virtual Student Lounge on Discord	<p>Virtual space for students to connect with each other, socialize and ask LGBT RC questions.</p> <p>Includes private channels for affinity groups to meet. Current affinity channels are queer and trans students of color and graduate students.</p>	<ul style="list-style-type: none"> <li>There were 115 students on our Discord server as of August 20, 2021. This includes 17 members of the QTSOC Channel, 13 members in the Graduate Student Channel, 10 members of the ESLP channel, and 2 members of the Queer Conversations summer book club.</li> </ul>
Big QT Welcome	<p>A welcome event the first week of classes for new and returning LGBTQIA+ students and their allies.</p> <p>Was conducted virtually over Zoom in August 2020.</p>	<ul style="list-style-type: none"> <li>43 Students registered for this virtual event, approximately 20 attended.</li> </ul>
Fabulous Fridays	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"> <li>30 virtual Fab Fridays in FY21 with in between 1-10 students in attendance at</li> </ul>

	Was conducted virtually over Zoom during FY 21.	each event.
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 First Gen Scholars. Was conducted virtually during FY 21	<ul style="list-style-type: none"> <li>• 31 undergraduate famtees paired with famtors in FY21.</li> </ul>
Lavender Graduation	Celebrate graduating students in our community. Increase visibility of LGBTQIA+ students at the university.  Was conducted virtually in FY 21 with in-person photo shoot for graduates who signed up ahead of time for appointments.	<ul style="list-style-type: none"> <li>• 44 Graduates (up from 21 in FY20)</li> <li>• Graduates were honored in a “yearbook” on our website and in a social media campaign, as well as a socially distanced photoshoot event. 22 Graduates participated in the photoshoot event.</li> <li>• There were 43 total posts to celebrate graduates on each of our 3 social media platforms. We received 39 retweets/shares, 3,261 likes, 153 comments, and 626 video views over 3 social media platforms.</li> <li>• Packages containing a stole and gifts were mailed to graduates.</li> </ul>
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.  Was conducted virtually in FA 20. Was put on hiatus in SP 21 due to low engagement.	<ul style="list-style-type: none"> <li>• 3 graduate student social events in FY21.</li> <li>• Attendance varied, 1-5 attendees per event.</li> </ul>

Pride Week	<p>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> <p>Was conducted mostly virtually in FY 21, with one event with option of in-person pick up (clothing pop-up).</p>					
Event	Event Date	Virtual Event?	Platform	Registrations	Attendees	Other Details
Uniquely U Art Competition Meet up #1	3/16/2021	Yes	Zoom	10	10	
Uniquely U Art Competition Meet up #2	3/18/2021	Yes	Zoom	10	10	
Uniquely U Art Competition Facebook Live	4/3/2021	Yes	Facebook/website	N/A	13	<p>17 people applied for grants to participate in the art show event, and 5 grants to artist with a total of \$550. Competition submissions were featured on our website for voting. There were 4 winners selected for the art competition, and they were each awarded \$500 for a total of \$2,000 awarded to winners.</p>
Gaymer Night	3/29/2021	Yes	Discord	N/A	70	
Out at Work	3/30/3031	Yes	Zoom	158	99	
Gender Expansive Clothing Pop-up Shop	3/31 and 4/1 2021	No	Union West Ballroom	82	70	<p>Out of the 70 attendees 31 attended in person, 24 picked up a “mystery box” with clothing items selected in their size and style, and 15 were mailed mystery boxes. Attendees were an estimated 90% students,</p>

						5% staff and 5% community members.
Trans Day of Visibility "What I Wish I Knew" Conference	3/31/2021	Yes	Zoom	117	109	
Watch Party: But I'm a Cheerleader	4/1/2021	Yes	Kosmi	121	25	
QTSOC Mixer/Networking Event	4/2/2021	Yes	Zoom	19	5	
Black Benatar's Black Magic Cabaret	4/2/2021	Yes	Utah Presents	277 Tickets sold	512	

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

- *“Thank you for everything!! I really appreciate your work and promptly showed my whole family! Send our love to the whole staff!” (Lavender Graduation)*

**Examples of reasons students joined LGBT RC Discord server:**

- *I'm hoping to find an LGBTQ+ community on campus. I recently came out as trans and I haven't really been involved with the LGBTQ+ community around the U before. I'm currently a part of some other supportive communities on Discord but none that are localized to the University so I want to relate more to my fellow students!*
- *Community. I often feel I'm the only LGBTQ+ person at the U because I'm a freshman and because of COVID-19 I don't get to really meet people.*
- *I'd love to check it out and see what is available. I'm a grad student, working mostly remotely at the moment, so I'm not really on campus.*
- *I am hoping to meet some other LGBT students at the U. I am not "out" and I don't think I want to be so it is hard to seek connections with other LGBT students offline.*
- *Meet other POC and LGBT people (it's hard to find others in UT)*
- *Connecting virtually with LGBTQ+ students outside of my major/college.*
- *I moved here from [out of state] and had a strong queer community and queer support. Since moving to Utah, that seems lacking and so I am looking for support, community, and friends (:*
- *I hope to find resources for my transition as well as meeting fellow lgbtq+ folks at*

*first digitally and potentially also offline.*

Pride Week feedback from participants:

- *I really appreciated the pop up store. I don't have many clothes I feel comfortable in especially for work but the staff there was extremely kind and welcoming and I was able to get a lot of new things that fit me and help me feel more confident. Thank you so much for making this possible, I think it would be a good idea for next year as well if possible.*
- *The pop up shop was awesome! I think it would be nice to have a talk on queer people of faith.*
- *I am going to be really bummed when people stop doing Zoom events. I have been able to attend and learn way more this year because I don't have to travel to get to talks and events. I would appreciate a hybrid version of Pride Week. Some in person, some virtual.*
- *I really liked the trans conference and always looking to learn more about being a good ally*
- *The TDOV conference could've had more people of color on the panels*
- *I wanted more LGBTQ+ history stuff! Esp. Black LGBTQ history because of how much changed due to the Black community*
- *I think it was very inclusive and accessible! I liked that events were virtual and that you even mailed a party bag! It made me feel special and included.*
- *This year's format was fabulous. The topics covered and events I think were the best yet*
- *I was very impressed with the accessibility efforts during the events! I've not seen an ASL interpreter on zoom meetings before. The event pages on the Diversity site aren't well navigated by keyboard. Also there is some reliance on using images to convey important event info which can't be detected by screen readers.*
- *It would be great if it was still accessible online next year!*

## Leadership Development

This core objective involves **leadership development** initiatives for LGBTQIA+ students. These involve opportunities and formal programs for students to learn about leadership practices, build leadership skills, and develop and explore their identities as LGBTQIA+ leaders. Programs included in this core objective are the Emerging Student Leadership Program (12-weeks in Spring), undergraduate work-study positions, internships, graduate assistantships, and our volunteer program. Our leadership development objective aligns with Student Affairs' mission to "prepare students for professional and public roles as engaged citizens, community leaders

and part of a productive workforce” with our different opportunities “integrating a variety of deeply engaged learning experiences into [students’] college education.

**Goals:**

1. Facilitate programs and opportunities for students to develop their leadership skills with a social justice lens, and to explore their identities as LGBTQIA leaders.
2. Provide hands-on experience that students can apply in future work and leadership roles.

**Desired Outcomes:**

*Short Term:*

1. Student employees gain professional skills to be utilized in employment and leadership positions after graduation.
2. Students learn communication and event planning skills.
3. Students develop leadership efficacy skills.

*Intermediate-Term:*

1. Student employees seen as leaders and resource in the campus LGBT community.
2. Committee members leading in LGBTQIA+ issues throughout the University.
3. Students understand themselves as leaders and see their identities as strengths highlighting their abilities as leaders on and off campus.

*Long-Term:*

1. Students take what they’ve learned and apply it in roles after college.
  2. Students have a stronger leadership identity informed by a queer lens.
- Pre- and post-assessments used for the Emerging Student Leadership Program indicate successes for both short-term and some intermediate-term outcomes.
  - A majority of student participants showed development in some or all assessment areas related to leadership efficacy and professional skills, including adaptability, communication across differences, collaboration, and articulation of personal values and ethics.
  - In the pre-assessment, over half of students indicated that they did not view themselves as leaders or they viewed their leadership capabilities as circumstantial or limited. In the

post-assessment 100% of students claimed a firm understanding of themselves as leaders and what made them strong leaders, overwhelmingly meeting the outcome of students understanding themselves as leaders.

- As we had nearly 100% virtual delivery of services and programs in FY 21, it was difficult to find volunteer opportunities outside of the Pride Week committee/Pride Week activities. Despite having fewer projects and tasks for volunteers to complete, we saw an enthusiastic response to call for volunteers when we did have a need. We had 45 volunteers in total in FY 21, compared to 19 total volunteers in FY 20.

### How Leadership Development 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.

### Utilization Data

Leadership Development Programs		
Program	Goals/Desired Outcomes	Utilization Data
Emerging Student Leadership	Foster students’ leadership identity development through a queer lens.	<b><u>12 students applied</u></b> for the 2021 ESLP Cohort. <b><u>12 were accepted</u></b>

Program (ESLP)		with <b>10 ultimately completing</b> the program.
Work-Study & Graduate Student employment	Provide opportunities for students to develop leadership and professional skills that can be applied in roles beyond college.	Employed <b>2 undergraduate work-study</b> students, retained for <b>2 and 1 academic year</b> respectively.  Employed <b>1 graduate assistant</b> for <b>2 academic years</b> .
Volunteer Program	Provide opportunities for volunteers to gain skills to be utilized in employment and leadership positions on and off campus. Create a culture in which the whole campus feels buy-in for the work of the LGBT RC.	2 volunteers assisted with Virtual Silent Auction.  43 volunteers for the Pride Week Gender-Expansive Clothing Pop-Up Shop.
Pride Week Committee	Involve students, faculty, and staff volunteers across the university in a collaboration to plan Pride Week.	38 students, faculty, and staff participated in the Pride Week committee in various roles. Committee led by a leadership team of 9, chaired by LGBT RC Director.

### Quotes from Students Related to Leadership Development Programs Impact and Suggestions

Narrative examples of ESLP post-assessment **question Do you think of yourself as a Leader?:**

- *I do, though I'm not as comfortable calling myself one yet (props to imposter syndrome). I tend to hold myself to higher standards the more I learn and grow, so this program has demanded more out of my leadership. With that being said, that means I've also already become a better leader through the things I've learned here. Leadership is an intentional choice, and it's important to me to try uplift others wherever and whenever I can. I try to make that choice as much as I can.*
- *I do. I think that as long as you actively participate in a community or organization, you are a leader in your own way within it.*
- *Yes. I can be and am a leader in lots of different aspects of my life. Any place and in any way that I work to support and uplift others, build community, act in empathy, and push for positive change in our world I'm acting as a leader. I don't have to be out in the open making huge things happen. I now consider leadership more fluid in my role as a person*

*and more connected to my different identities. Since I started this class I also started participating or leading in different aspects of my life because now I know I can be a leader in a lot of different ways and that I already have this quality.*

- *Yes. I think that throughout this semester I've realized how much I actually do and the significance of the things I have accomplished, even if they seem mundane to others. I have felt a lot more empowered and comfortable in the concept of leadership and in being myself.*
- *I do think of myself as a leader. I feel that I have the ability to do the technical requirements of leadership such as decision making and delegating. More importantly, however, I feel that I am a leader because of my ability to work with others, be vulnerable, and ability create value in various situations. I think a big part of being a leader is doing things / going places people are less willing to do / go. Navigating that unknown and leading yourself / others through is something I feel confident in doing.*

What ESLP participants learned and how want to apply that learning:

- *This is tough because I learned so much. A huge thing that has and will stick with me is that you don't have to be a professional or a mogul or anything like that to be a leader. The world itself has taken on must softer connotations for me and I can see now where my values that I started to really define in this class work in conjunction with my new perception of leadership and the kind of leader I want to be and am.*
- *That my identity as queer is an important part of who I am as a leader, and that my values in that regard can be incorporated into my leadership in communities. In particular, I hope to use that queerness to make the places I am a leader in a more welcoming space for queer people and people of color.*
- *I don't know why it took me so long to see, but I'm coming around to the idea that big changes only happen from the compounding of many, many small ones. That is to say - no work is too small. I now know the impact I can have on my immediate communities is something that I should lean into, and that those changes inevitably fall into place in the larger scope of some grand objective.*

- *How being queer is not a negative in the space of leadership. Difference of person is critical for better outcomes*
- *That leadership is not a one size fits all approach. There are lots of ways to be a leader.*
- *I think one of the primary things I learned (if a bit abstract) is how to apply intersectionality to leadership. That's something that I will apply to leadership positions I currently have and new ones in the future by looking to intersectionality to help understand the best way to function as a leader within a specific space.*

What was meaningful about ESLP:

- *I think the most meaningful part of ESLP for me was getting to be in community with other queer people, and getting to hear a take on leadership that was different from some of the ones I have seen in the past.*
- *The content was exactly what I wanted and needed. The Creating Change conference was amazing and it's something I want to participate in again in the future.*
- *The most meaningful part of ESLP for me were the weekly meetings where we would discuss a variety of topics about leadership relating to being LGBTQ.*
- *Being in a space and learning with people I knew I could trust and rely on. It made the course that much more impactful to know I was in a welcoming space where I had the freedom to explore the things I was learning and never felt like I didn't know enough.*
- *Being in a space with other queer folks was relaxing. I am a "baby gay," as in I haven't been out for very long which has been a challenge to feel like I belong to the bigger community. Being with others who don't challenge or question my identity was refreshing*
- *Getting to meet fellow LBTQIA+ students and forming a community.*

What students would change about ESLP:

- *I would have loved for there to be a little more content before we were thrown into Creating Change. I had a great time at the conference, but I definitely felt like I went in completely blind, and I think a little preparation for us would have been amazing.*

- *Meeting in person! I know that that's not something that we could control, but take it as conformation that seeing each other physically would add so much more to the potential experiences of the program.*
- *Make it longer, honestly. Running till the last week of the semester would've been great.*
- *Something I would change is to perhaps enlarge the cohort? Still not sure how I feel about that because I do see the issues of that. I get that with more students, its more on your plate as our mentor. It can also mean that some people's voices are heard less in breakout rooms. But I also the opposite is just as likely to be possible. More people could mean more interactions, more stories, more perspectives, etc.*
- *I think I would like to dive more into certain topics. Ie more time on different facets of leadership. Focusing solely on what "leadership" is was a little abstract.*

## Education

This core objective provides **education** related to LGBTQIA+ histories, experiences, community norms, issues, etc. for all students. Programs that fall under this objective include gender and sexuality workshops and trainings, Queer Conversations, outreach presentations, educational social media campaigns, and our online resource library. This objective aligns with the Student Affairs strategic plan to "lead, advocate, and implement educational programs aimed at increasing inclusive practices on campus and validating students' lived experiences."

### Goals:

1. Explore LGTBQIA+ histories and cultures as well as timely, topical LGBTQIA+ issues.
2. Foster development of skills for building healthy relationships and communities, cross-cultural communication, etc. for LGBTQIA+ students.
3. Provide professional development for student employees and leaders in critical, student support roles on campus.

### Desired Outcomes:

#### *Short-Term:*

1. Participants learn about best practices & resources.

2. Participants start having conversations about LGBTQIA+ issues within the workshop/training setting.

*Intermediate-Term:*

1. Participants use best practices in their campus work.
2. Participants share knowledge with students and colleagues, continue their learning.

*Long-Term:*

1. Participants make changes in their areas of influence.
  2. Campus culture changes to be more inclusive of LGBTQIA+ people.
- Workshop participants are given an evaluation at the conclusion or shortly after concluding a workshop on gender and sexuality. Of those who participated in this evaluation, **94%** of participants found that they were given useful best practices and **90%** of participants found the trainings to be a productive space for their learning meeting our short-term outcome goals for this program.
  - Qualitative data collected in these evaluations indicates success in some intermediate-term goals in that many participants planned to utilize best practices in their campus work and that they looked forward to sharing what they learned with other colleagues and seeking out more information for themselves.
  - Anecdotally, many training participants reached out to Shelby individually to discuss more ways they could implement practices discussed in their training, or to schedule further educational opportunities in their areas of campus so they could educate others and contribute towards changing campus culture.

### **How Education 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).

### **Quotes Related to Education Programs' Impact and Suggestions**

What workshop & training participants liked:

- *I liked that it was current information and practices. Culture and language changes over time, so having info that was up to date and relevant to today was helpful.*
- *Shelby was very kind and inclusive towards educating the room*
- *very interactive, it was easy to stay engaged instead of just sitting and listening*
- *Shelby seemed genuinely interested in what the students had to say - was also very nonjudgmental.*
- *The practical tools that were given about what to do in certain situations to show the most respect possible.*
- *It was open and honest we need more like this because we are so oblivious as a society and there were some that showed plain ignorance and it was handled very nicely*
- *The way Shelby rerouted things that seemed negative. It showed how to do that in our personal life*
- *Breaking into groups to talk about some experiences.*
- *The opportunity to openly ask questions without being made to feel like I was interrupting.*
- *the immediate steps that can be taken. I think sometimes it can be overwhelming to think about how/where to start, so the immediate steps were great!*
- *I really appreciated the acknowledgement of accountability and attempting to push for a change/improvement in the moment in our roles that hold some power in this institution.*
- *Shelby has a way of teaching that makes it feel very casual - which I appreciate because this can be a difficult topic. She makes it not feel that way.*
- *Strong focus on the 'why' using gender affirming pronouns matters.*
- *Shelby's easy, comfortable approach to the content.*

What workshop participants would change:

- *Time for more small groups- although that can be polarizing for some. The one breakout was also good*
- *I would have liked more group interaction.*

- *I liked the binary exercise but it might have been confused on how it might be relevant to the discussion*
- *smaller break out rooms due to zoom platform*
- *interactions, play acting*
- *More structure for the breakout rooms. I am very comfortable talking to strangers but, many people are not.*
- *It felt like a safe place for people who agree with the subject but I'm not sure I'd have been comfortable offering differing opinions e.g., I'd prefer not to put pronouns in my email signature or request new employees to announce their gender preference before they have even met their new coworkers.*
- *More of them broken out to show more in depth on LGBTQ+ community and how we as a society can change how we think and show more compassion, no one wants to be treated differently but they do equally and it was great just wished it was longer or has more sessions.*
- *I think it's a subject matter that should be taught over the course of a few classes. Additional time would be beneficial for all.*
- *While a lot was covered in the hour and a half time, but I also feel like there was a lot more that could have been talked about. Perhaps extend the meeting to two hours but allow a short five minute break at the halfway mark?*
- *I wish this was an all day event.*
- *I wouldn't want to change anything, but I think in our role as advisors, I would love to hear more about how we can interrupt systems of power in our roles to better support our LGBTQ-identifying students. I would love to have a deeper conversation about accountability and how we can put that into action. Maybe this is something I also need to do my own work/research on as well.*

## Utilization Data

<b>Education Programs &amp; Initiatives</b>
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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"> <li>• This event was changed to a week-long social media campaign because of COVID-19. The 5 social media posts throughout 5 days received 80 likes on Instagram, 11 likes on Facebook, and 5 likes and 1 retweet on Twitter.</li> </ul>
Queer Conversations	Provide opportunity for in-community discussion about topics that impact LGBTQIA+ people.	<ul style="list-style-type: none"> <li>• Queer Conversations: What I never learned in sex ed, 9/30/21.               <ul style="list-style-type: none"> <li>○ Registrations: 16</li> </ul> </li> <li>• Queer Conversations Quarantine Viewing Party: Brown Girls. 2/16/21, 3/15/21, and 4/12/21.               <ul style="list-style-type: none"> <li>○ Registrations: 9</li> </ul> </li> </ul>
Social Media Campaigns	Campaigns on our 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"> <li>• Check on Your U Crew               <ul style="list-style-type: none"> <li>○ 1 Post, 14 likes on Instagram, 8 likes on Twitter.</li> </ul> </li> <li>• LGBT History Month               <ul style="list-style-type: none"> <li>○ 20 posts total</li> <li>○ Instagram: 401 likes, 456 video views</li> <li>○ Twitter: 37 likes and 12 retweets</li> <li>○ Facebook: 22 likes and 1 comment</li> </ul> </li> </ul>
Workshops & Trainings	Provide workshops and trainings on topics related to LGBTQIA+ identity, experiences, and inclusive practices to foster a campus environment accepting of LGBTQIA+ individuals.	<ul style="list-style-type: none"> <li>• Workshops/trainings facilitated: <b><u>30</u></b></li> <li>• Workshop/training participants: <b><u>Approx. 306</u></b></li> </ul>

	Trainings were facilitated virtually in FY21	(based on completed post-training evaluations) <ul style="list-style-type: none"> <li>• Workshop/training demographics:             <ul style="list-style-type: none"> <li>○ Students: <u>139</u></li> <li>○ Faculty: <u>55</u></li> <li>○ Staff: <u>134</u></li> <li>○ Other: <u>28</u></li> </ul> </li> </ul>
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## Advocacy

This core objective involves **advocacy** to change policy and practice at the university to be more equitable and inclusive. This includes financial stewardship to ensure the success and sustainability of the LGBT RC for years to come. Programs and activities included with this core objective are LGBT RC staff serving on university committees and task forces; collaborations with campus partners to change policy, procedures, forms, and practices; amplifying student concerns and systemic barriers for university leadership; and donor and alum engagement, including Gay-la, U Giving Day, and other fundraising.

This core objective aligns with the Student Affairs strategic priorities by “Strengthen[ing] 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. Collaborate with campus partners to advocate for LGBTQIA+-inclusive change at the university at the level of policy, systems, procedure, and practices.
2. Stewardship to ensure the success and sustainability of the LGBT RC for years to come.

### Outcomes:

*Short-term:*

1. LGBT RC staff guides decisions made on aspects of policy, practice, produce, and systems that impact students.
2. Annual fundraising events support programs and scholarships of the LGBT RC.

*Intermediate:*

1. Policies, practices, procedures, and systems are changed in line with best practices for serving LGBTQIA+ students of intersecting identities.
2. Campus partners are empowered to make change in their sphere of influence and have the tools to do so with minimal guidance from LGBT RC staff.
3. The LGBT RC develops of base of supporters made up of alums, donors, faculty and staff, and community partners.

*Long-Term:*

1. Campus climate becomes better for LGBTQIA+ students, and the U leads in fostering an inclusive and equitable campus culture.
  2. The LGBT RC is able to secure endowments and long-term financial support to ensure the success of the center for years to come.
  3. LGBT RC is able to operate in continuous growth model of enhancing programs and services to best serve students.
- We have met short-term outcomes for collaborating with campus partners to make changes to university policy, practices, and procedures that support the success of LGBTQIA+ students and make our campus more inclusive. See utilization data for the number and type of collaborations our staff have participated in during FY 21. Project status is listed as well to show if project is complete (one-time project), incomplete (one-time project), or ongoing (ongoing initiatives with no definitive end point). See plan for the future for plans to enhance reporting and data collection related to our advocacy work.
  - We met short-term and intermediate outcomes in terms of providing stewardship for the LGBT RC via fundraising events and donor engagement, which is especially encouraging in a year in which the COVID-19 disrupted our typical fundraising efforts. Due to the pandemic, we were not able to hold our largest fundraiser of the year, the Gay-la, in FY 21. We worked with University Advancement and Equity, Diversity, and Inclusion Marketing and Communications to create a new fundraising plan which

included online campaigns and events: a virtual silent auction (February 2021), U Giving Day (February 2021), and a scholarship fundraiser during Pride Week 2021 (March 29-April 3, 2021). See gifts/revenues in plan for the future section for amounts raised during these campaigns.

- Our fundraising efforts exceeded our expectations in two ways:
  - We acquired more funds for students during these 3 virtual events than we have historically raised during the Gay-la. This was because all funds raised went directly to student scholarships and programs, as opposed to having to use funds for the costs of the Gay-la, which typically about half of the proceeds are used to pay for the cost of the event itself.
  - We broadened our base of donors and saw new donor engagement in these virtual events. We believe this was due in part to strategic outreach done by campus partners on our behalf and the work of a new Student Support Alliance team in University Advancement. This team conducted outreach to the broader SLC and donor community on our office's behalf. This new partnership opportunity with Advancement greatly enhances the donor outreach and development capacity of our office.

### **How Advocacy 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.

Furthermore, financial stewardship is crucial to ensuring our office continues to exist in the future, and continues to grow and meet the needs of our large and diverse campus population.

## Utilization

<b>Collaborations: Changing Policy, Practice, Procedures &amp; Culture</b>		<b>Status of Project</b>
Admissions	Finding Your U Community Virtual Event	Completed
Admissions/Registrar	Creation of process to collect LGBTQIA+ student demographic data in the supplemental application for Admission and store in Peoplesoft self-service page.  Included creating content for informal webpages housed on the website of the Office of the Registrar.	Completed
Alumni Association	Trans Futures and Community Care Scholarships	Completed
Associated Students of the University of Utah (ASUU)	Pride Week collaboration; But I'm a Cheerleader Movie Screening	Completed
Basic Needs Center	Collaborative Virtual Office Hours	Ongoing
Career and Professional Development Center	Pride Week Collaboration (Out at Work)	Completed
Career and Professional Development Center	Career Fair readiness video	Completed
Center for Student Wellness (CSW)	Training for ACES Peer Health Educators	Ongoing
College of Health	LGBTQIA+ inclusion training for all staff and faculty in COH	Completed
Educational Leadership and Policy Program	Graduate Assistant	Ongoing
Equity, Diversity, and Inclusion	Welcome Back Bash; Famtorship Program; Wash the Hate campaign; Check on Your U Crew campaign; Pride Week Collaboration, Queering Utah Legacies Panel, Reframing the Conversation, Pre and Post election spaces for students, webinar for incoming students	Completed
Equity, Diversity, and Inclusion Marketing and Communications, UMC	Inclusive Style Guide	Completed
Financial Aid and Scholarships Office	Consultation and testing related to chosen name function in communications to students in AcademicWorks/Scholarship	Completed

	Admin Program	
HR.OEO/OIE/Registrar/Financial Aid/Admissions	Chosen Name in University Systems, including, informational webpages and outreach communication.	Completed
HRE	Training for RAs and other student leaders	Ongoing
Student Success Advocates	Info session for incoming students, pre and post-election spaces for students	Completed
University Counseling Center (UCC)	Info session for incoming students Recruitment for Beyond Binaries support group for trans and non-binary students	Completed
University Marketing and Communications (UMC)	LGBT RC Scholarship Recipient video	Completed
University IT	Consultation on training document for front desk staff on how to update Outlook display name for students	Completed

## Plan for the Future

### Student Support

#### Challenges

- The most significant challenge related to student support this year was that the stressors of living under a pandemic overwhelmed many students to the point of not having energy to reach out, or faith that university staff would have anything helpful to offer them.
- To complicate matters, our virtual program and service delivery model completely changed how we interacted with students, and many students shared that they were not motivated to meet with staff via phone or zoom when they already felt exhausted by the amount of screen time they had to do for classes.

#### Opportunities

- One area of growth we saw in FY 21 for student support was expanding our scholarship offerings via a partnership with U Alumni. We effectively doubled our scholarships awards from last year, increasing from \$13,000 to \$33,000, and from awarding 5 students in FY 20 and 11 in FY21.
- While online service delivery of support services was overall used less by students, we feel that part of this was due to the overwhelming circumstances the pandemic created in the lives of many students. We feel

that some of our online student support services, such as virtual drop in office hours, hold a lot of promise under more typical circumstances to meet the needs of students. This includes students with a lot of time constraints such as those who work multiple jobs, non-traditional students, student parents, as well as students with privacy concerns about being seen in our office.

- We put our Academic Mentor Program/academic sponsorship on hiatus in FY 21. We are waiting to learn more about how academic sponsorship at the university as a whole will function with a new process. Additionally, we felt that our office's current capacity to work with these students did not match the experience other departments with academic advisors and first year experience programs are able to provide. We believe there is potential for future collaboration with a department that has an established first year experience program to expand both of our offices' capacity to serve LGBTQIA+ students seeking academic sponsorship.
- Having depleted our emergency funding at the end of FY 20, we put our emergency funding program on hold as we are waiting to hear how the emergence of one university-wide emergency fund and the new Basic Needs Center will impact processes for emergency funds and critical needs funding. We are ready to allocate fundraised money to a single emergency fund and/or to another program that supports students' basic needs as soon as we are given guidance from university leadership on the best processes to do so.

#### Online Programs and Services

- We plan to continue to offer online drop-in hours and to continue to partner with the Basic Needs Center on these virtual office hours to see if students begin to make better use of this service in FY 22. We will review the efficacy of this service at the end of next year and brainstorm new outreach methods during FY 22.

#### Community Building

##### Challenges

- Similar to student support, the most significant challenge to community building in FY 21 was that students were dealing with stressors that made their day-to-day activities difficult and shared not having additional energy to engage in community building events.
- Additionally, students shared in our check in surveys and in conversations with our staff that virtual community building programs did not offer the same type of interaction that they were craving from in-person community

spaces, and they found themselves not motivated to participate after experiencing screen fatigue from coursework.

- Planning virtual and hybrid events for Pride Week created logistical work that overwhelmed many Pride Week committee members who volunteered their time to put on this week of cultural events for the whole campus. While the week as a whole offered compelling events that were well attended, many committee members shared being burned out by the end of the process and not sure if they would join the committee in future years because of how much work this year's Pride Week was to coordinate.

#### Opportunities

- Our greatest success in terms of community building in FY21 was the creation of our virtual student lounge on Discord. While students shared experiencing screen fatigue, they were more likely to engage in asynchronous, text-based programming on their own time and on their own terms by using the Discord server. We connected to students who would have never reached out to our office before via Discord. We saw a greater percentage of first year students engaging with Discord than those who typically visit our in-person lounge. We also learned about challenges students were having at the university that we would not have been aware of without the Discord lounge. We believe the Discord space we have begun building this year has a great amount of promise to enhance our in-person community building programs in the future.
- Based on feedback from this year's Pride Week committee, we plan to streamline the Pride Week planning to make it more manageable for volunteers. This is because we know that events will be more complex to plan than pre-pandemic times. We will decrease the number of Pride Week events and increase the amount of logistical support from Equity, Diversity, and Inclusion and Student Affairs to take some of the stress off of volunteers.

#### Online Programs and Services

- We will continue to host a virtual lounge on Discord even as our in-person lounge in 409 Student Union is open to students again. We will sync the engagement opportunities in both spaces. We will also continue to use Discord to create online discussion spaces for our Queer Conversations and Emerging Student Leadership Programs.

#### Education

#### Challenges

- The greatest challenge in providing much of our educational programming was the need to shift to an online format. Workshop curriculums had to be reviewed and adjusted to work within the limitations of Zoom while still providing opportunities for multiple styles of learning and comfort levels with the subject matter.
- Educational workshop requests for student leaders and student organizations noticeably declined this year, likely due to the overall difficulty students had with balancing extracurricular activities with academic and life commitments during the COVID-19 pandemic.
- A significant challenge for Queer Conversations similar to student support and community building was that students were dealing with daily stressors that impacted their ability and/or desire to engage in Zoom and virtual events outside of their classrooms.

#### Opportunities

- A major success for our office in education was the coordination of inclusive classroom and workplace trainings for the entirety of the College of Health and all staff in the University Medical Billing departments. These trainings were coordinated with multiple parties to provide a variety of opportunities for staff and faculty to participate according to their schedules and ensure every individual was able to learn.
- In our efforts to facilitate educational opportunities that were accessible to students who were unable to attend events, we significantly expanded both our educational social media and the Queer Conversations program. The entire staff worked together to provide a variety of educational material, videos, and resources to be shared on our social media and we plan to continue that focus moving forward. For Queer Conversations, we developed alternative forms of engagement beyond attending events through a Discord channel and providing discussion themes and questions for participants to engage with on their own time.

#### Online Programs and Services

- We will continue to develop educational social media campaigns related to LGBTQIA+ history and experiences, both in observance of historical days or national awareness periods and according to common questions and needs of our student body.

## Leadership

### Challenges

- It was abundantly clear that students' capacity for taking on extra work this year was incredibly low. Student employees and students participating in the Emerging Student Leadership Program regularly reported heightened stress, poor mental health, and feeling overwhelmed by academics and day-to-day activities in ways they haven't felt previously.
- Our office struggled initially to recruit for the Emerging Student Leadership Program, an initiative that typically garners significantly more applicants than we can accept. To solicit more applications, we extended our first deadline and ultimately still lost two participants due to concerns regarding time commitment and burn out. Throughout the program, participants were absent more frequently, citing academics, mental health concerns, and exhaustion.
- Leadership development requires learning environments based in community and trust. Building trust between student workers and supervisors, or among a cohort of student leaders and facilitators remotely proved challenging. Student workers noted that it took more time than it normally would to get to know one another and to feel comfortable in their roles. For ESLP students, one of the most significant community building experiences is conference travel and extended retreat time together; without those opportunities building a leadership community was a slower process.
- Without having a physical lounge space for the majority of the academic year, we were unable to connect more with our volunteer program. Additionally, similar to other programs, student volunteers often felt overwhelmed by typical academic and life commitments and could not spare the time for volunteer work.

### Opportunities

- Typical costs for ESLP were significantly reduced this year since the conference experience was online and no longer required travel and accommodations. As a result, we were able to offer students scholarships towards books, technology, or other areas that would make participation in the program alongside academics more accessible.

- This year we made an addition to the assessment process for ESLP including asking students if we can follow up with them about their experience with ESLP later in their time at the U or after graduation. We plan to use these contacts to be able to assess the long-term desired outcomes for this program in coming years.
- EDI & SA efforts to continue to hold conversations around topics of equity, diversity, and inclusion provided ample professional development opportunities for our undergraduate and graduate student staff, generating greater conversation among our whole team on these topics as well. We plan to continue pursuing such opportunities to build student leaders' capacities around EDI topics as an intentional learning goal for their employment with our office.
- We plan to expand our offerings for volunteer positions in the future to include more long-term projects, especially for volunteers seeking to make meaningful contributions to the work of the center.

#### Online Programs and Services

- We will continue to provide online space for ESLP students to connect with one another outside of meeting times via Discord.
- Student workers will have the opportunity to work remotely and build the skills unique to remote work related to communication, initiative-taking, and time-management.

### **Advocacy**

#### Challenges

- We are continually challenged with our staff having the capacity to respond to the number of requests related to making policy, practice, system, or procedure changes on campus. The number of requests we receive and the scope of the work that needs to be done far exceeds the time our staff can devote to these types of collaborations as a student facing-office.
- Additionally, often changes that need to be made are outside of the purview of our office, such as updates to IT systems, policies that exist outside of our office or the Divisions we report to, or changes that impact multiple areas at once. These types of collaborations can involve long-term discussion and negotiation, sometimes requiring involvement from leadership with greater decision making power than our staff.
- Another challenge related to advocacy is we do not currently have good metrics to understand what success means for these collaborations we commit to each year. A better understanding of the impact of these collaborations would help inform our staff's

efforts as to which projects need to be prioritized.

- Challenges related to stewardship for our office include that we are currently in the position of needing to fundraise 100% of our scholarships and approximately 60% of the overall costs of our programs each year. This places our staff in a challenging position to continuing secure a certain amount of funds via grants and fundraising each year in order to provide a level of programs and services that students have come to expect from us.
- Again, capacity is a challenge for our small staff in terms of coordinating fundraising and donor development efforts. In some cases the number of staff hours it takes to conduct a fundraising project not worth the outcome. A good example of this is the silent auction that has historically been part of our Gay-la and which we conducted virtually in FY 21. It is incredibly time-consuming for our staff to acquire approximately 100 donated items for the silent auction, and yet we have never raised more than \$5,000 with this activity.
- We also anticipate that the COVID-19 pandemic will continue to cause challenges for our fundraising efforts in FY 22 and possibly longer. While we will host a Gay-la in FY 22, it will be much smaller, about half of the size of a typical Gay-la, to help prevent the spread of COVID-19. Hence, we will need to continue to diversify our fundraising efforts and be creative in how to engage donors in ways that do not involve large, in-person events.

### Opportunities

- As we have revised our mission and begun to better define the scope of our work as an office, we have greater opportunities to work strategically with campus partners and our leadership to address necessary changes to campus policies, practices, procedures, and systems. We have begun talking more with partners about how to strategically delegate projects based on who is best positioned to take on the work in question. As a student-centered office, we are prioritizing projects which have an impact on how students navigate the university and how they experience campus.
- Larger changes to university structure are also creating new opportunities for how the LGBT RC approaches advocacy work. Via advisory committees in Equity, Diversity, and Inclusion we hope to see university-wide mechanisms to strategically address necessary changes with greater efficiency than individual offices working in silos from each other can. The LGBT RC looks forward to collaborating with campus partners in these efforts.
- The creation of the balance score card in Student Affairs also offers opportunities for better defining metrics for success for our advocacy efforts. We are excited to participate in the process of cascading the larger Student Affairs' strategic initiatives

and metrics to our office’s strategic planning and assessment plans in FY 22.

- The creation of the Student Support Alliance creates opportunity for our stewardship efforts, as already mentioned. This team dramatically expands the capacity of our office to identify and to engage donors, and increases the number and scope of fundraising activities we can participate in during a given year. The success of the Pride Week scholarship drive is an encouraging example of what this new team can do to grow our financial stewardship of the LGBT RC for years to come.

Online Programs and Services

- As already mentioned, we will continue to explore virtual options for engaging our donors. This is not only a necessity to prevent the spread of COVID-19, but is also necessary for expanding our base of donors outside of Salt Lake City/Utah.

**Grants, Contracts, and Gifts/New Revenue**

<b>Name</b>	<b>FY 2020</b>	<b>FY 2021</b>
B.W. Bastian Foundation Grant Award	\$10,000	\$12,500
Employee Payroll Deduction	\$555	\$840
Gay-la	\$17,923.42	N/A
Virtual Silent Auction	N/A	\$2,990
U Giving Day	\$490	\$5,974
U Pride Week Scholarship Fund	N/A	\$17, 915
Off-Campus Gender and Sexuality Workshops	\$150	\$0
Donations through Development Office	\$625	\$495
Parent Fund Grant Award	\$3,000	\$5,000
Swag Sales at Utah Pride Festival	2020 Festival Cancelled	2021 Festival did not have opportunities to sell swag

## Staff Excellence

### Awards, Invited Talks, Notable Achievements

<u>Staff</u>	<u>Name of Award/Achievement</u>
Hearn, Shelby	LGBTQ Student Success in Your Institution, Northwest Commission on Colleges and Universities, presenter (June 2021)
Hearn, Shelby	Whiteness in Higher Education, Loyola University Chicago, guest lecturer (March 2021)
Hearn, Shelby Hernandez, Jessica Lemke, Clare	Friday Forum workshop: Building a University for Queer and Trans Students of Color facilitators (January 2021)
Lemke, Clare	Reframing the Conversation: Queering Utah History, panelist (October 2020)
Lemke, Clare	Dean's Book Review, College of Law, panelist (June 2021)

### Professional Development

<u>Staff</u>	<u>Name of Professional Development Event</u>
Peacock, Bree	UNA Annual Conference
Peacock, Bree Hearn, Shelby	NASPA Virtual Conference
Hearn, Shelby Hernandez, Jessica Lemke, Clare	Creating Change Virtual Conference

Lemke, Clare Peacock, Bree Hearn, Shelby Hernandez, Jessica McEuen, Trey	Queering Racial Justice Virtual Conference
Lemke, Clare Peacock, Bree Hearn, Shelby Hernandez, Jessica McEuen, Trey Tuitupou, Moani	Strengthening Virtual Engagement Training
Lemke, Clare	A Generative Approach to Latinx Student Leadership Development Webinar
Lemke, Clare	Westminster College Bastian Diversity Lecture: LGBTQIA+ Students, Identity, Policies, and Climate
Lemke, Clare	ACPA Virtual Conference

### **Committee Memberships**

<b><u>Staff</u></b>	<b><u>Committee</u></b>
Hearn, Shelby	Assessment Liaison
Hearn, Shelby	Basic Needs Collective
Hearn, Shelby	Title IX Liaisons
Hearn, Shelby	McCluskey Center for Violence Prevention Working Group
Hearn, Shelby	Residency Appellate Committee
Hearn, Shelby	SACD (Faculty Senate Diversity Committee)
Hearn, Shelby	Inclusive Restrooms Taskforce
Hearn, Shelby	Student Affairs Assessment Liaison
Hearn, Shelby	Women's Week Committee

Hearn, Shelby	Center for Student Wellness Health Educator Search Committee
Hearn, Shelby	Student Leadership & Involvement Programming Advisor Search Committee
Hernandez, Jessica	Famtorship for Social Justice Planning Committee
Lemke, Clare	Council on Diversity Affairs (Salt Lake County)
Lemke, Clare	Office of Health Equity, Diversity, and Inclusion Advisory board
Lemke, Clare	Student Affairs Diversity Council
Lemke, Clare	U of U Pride Week Committee
Peacock, Bree	Advance User Working Group
Peacock, Bree	Equity, Diversity, and Inclusion Staff Council Sub-Committee
Peacock, Bree	U of U Pride Week Committee
Peacock, Bree	U of U Staff Council
Tuitupou, Moani	Union Board

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## LGBT Resource Center Racial Justice Action Plan—UPDATED

Below is a 3-year plan Racial Justice Action plan our office implemented in FY 21. Items in red indicate if a goal was completed, in-progress, or if a goal was updated to be different than the original goal. To see original plan and position statement, please refer to our FY 20 report found here: <https://studentaffairs.utah.edu/assessment/resources/documents/annual-reports/2019-2020/lgbt-rc-annual-repot-19-20.pdf>

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.

	Year 1 (20-21)	Year 2 (21-22)	Year 3 (22-23)
<b>Goal</b>			
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	<ul style="list-style-type: none"> <li>Meeting w/ campus partners to discuss collaborative possibilities in SU 20.--<b>Complete</b></li> <li>Creating private channel on LGBT RC Discord server for QTSOC in FA 20. --<b>Complete</b></li> <li>Ongoing work group with campus partners to support channel. LGBT RC student staff who identify as QTSOC take leadership in</li> </ul>	<ul style="list-style-type: none"> <li>Discord QTSOC channel will continue until future notice [<b>Updated</b>]</li> <li>Part-time QTSOC Community Coordinator is hired to regular conduct affinity group programming in-person and on Discord.</li> </ul>	<ul style="list-style-type: none"> <li>Funding requested to expand QTSOC coordinator position to full-time Community Coordinator with benefits in FY 24. Position will have at least 50% duties associated with QTSOC affinity programming</li> </ul>

<p>potential mentors.</p>	<p>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. <b>[Completed]</b></p> <ul style="list-style-type: none"> <li>• Students who use the channel given the opportunity to be volunteer facilitators, if interest. <b>[In Process]</b></li> <li>• Spotighting faculty and staff who identify as QTPOC on the channel and inviting them to host specific conversations for students on the channel. <b>[Completed]</b></li> <li>• 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. <b>[Completed]</b></li> <li>• Discord channel continues in SP 21, if interest. <b>[Completed]</b></li> <li>• Queer Conversations restructured as a series of educational programming exploring race and racism in LGBTQIA+ communities. 3+ sessions on a given topic and synchronous</li> </ul>	<p><b>[Updated]</b></p> <ul style="list-style-type: none"> <li>• Funding requested to expand QTSOC coordinator position to half-time with benefits in FY 23 <b>[Updated]</b></li> <li>• Continued research and professional development for LGBT RC staff on support of QTSOC students</li> <li>• Queer Conversations continues as a series of educational programming exploring race and racism in LGBTQIA+ communities. 3+ sessions on a given topic and synchronous engagement opportunities offered.<b>[Updated]</b></li> <li>• Ongoing assessment of events and engagement opportunities.</li> </ul>	<p><b>[Updated]</b></p> <ul style="list-style-type: none"> <li>• Queer Conversations continues as a series of educational programming exploring race and racism in LGBTQIA+ communities. 3+ sessions on a given topic and synchronous engagement opportunities offered.<b>[Updated]</b></li> <li>• Continued research and professional development for LGBT RC staff on support of QTSOC students</li> <li>• Seeking continued resources from campus partners, grants, and donors sustain this programing as a core part of our center.</li> <li>• Ongoing assessment of events and engagement</li> </ul>
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	<p>engagement opportunities offered. <b>[Updated]</b></p> <ul style="list-style-type: none"> <li>Assessing program at end of FY 21 with survey to student who have used Discord channel, come to event(s), and campus partners who participated in work group. <b>[Not complete; concerns about over surveying students in FY 21]</b></li> </ul>		opportunities.
<p>Amplifying the work of QTPOC educators, artists, activists and change makers within Pride Week</p>	<ul style="list-style-type: none"> <li>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. <b>[Completed]</b></li> <li>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. <b>[Completed]</b></li> </ul>	<ul style="list-style-type: none"> <li>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 <b>[Updated]</b></li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Develop/continue strategies based on assessment in Year 1 and 2.</li> </ul>

	<ul style="list-style-type: none"> <li>Assess efficacy of above 2 strategies as close of Pride Week in Spring 2021 <b>[Completed]</b></li> </ul>	<p>that approach LGBTQIA+ with an intersectional lens. <b>[Updated]</b></p>	
<p>Revise leadership and employment application processes in the LGBT RC to limit bias and to de-center white norms of leadership in selection process.</p>	<ul style="list-style-type: none"> <li>Director and Coordinator research best practices and tools for limiting bias in hiring processes in FA 20.-- Completed</li> <li>Applications and processes for employment, leadership program, and scholarships are revised in SP 21-SU 21 (Director and Coordinator lead on this). <b>[Completed]</b></li> </ul>	<ul style="list-style-type: none"> <li>Assessment of applications and processes and continued revisions as necessary (Director and Coordinator lead on this)</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of applications and processes and continued revisions as necessary (Director and Coordinator lead on this.)</li> </ul>
<p>Revise and develop LGBT RC educational workshops and resources to de-center whiteness in dialogues about LGBTQIA+ experiences, and to enhance skills for thinking about gender and sexuality with a critical race lens.</p>	<ul style="list-style-type: none"> <li>Coordinator researches and tests critical race theory and anti-racist lenses in educational trainings and materials offered by the LGBT RC. <b>[In Process]</b></li> <li>Coordinator and Director assess initial efforts and discuss long-term curriculum development at end of FY 21. <b>[Not Completed]</b></li> <li>Creation of strategic partnerships and collaborations needed to support continues curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Coordinator researches and tests critical race theory and anti-racist lenses in educational trainings and materials offered by the LGBT RC. <b>[Updated]</b></li> <li>Coordinator and Director assess initial efforts and discuss long-term curriculum development. <b>[Updated]</b></li> </ul>	<ul style="list-style-type: none"> <li>Coordinator developments educational curriculum and resources on foundational LGBTQIA+ topics that use critical race theory and anti-racist lenses. <b>[Updated]</b></li> <li>Continued assessment and revision of curriculum as needed.</li> </ul>

	<p>development and facilitation. <b>[In Process]</b></p>	<ul style="list-style-type: none"> <li>• Ongoing Assessment</li> <li>• Maintaining of strategic partnerships and collaborations needed to support continues curriculum development and facilitation.</li> </ul>	
<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"> <li>• 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. <b>[Completed]</b></li> <li>• 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+ peers and mentors.- <b>[Completed]</b></li> <li>• Assessing outcomes at end of leadership program in FY 21. – <b>[Completed]</b></li> </ul>	<ul style="list-style-type: none"> <li>• Continued development and revision of leadership program based on assessment and research.</li> <li>• Maintaining of strategic partnerships and collaborations needed to support continues curriculum development and facilitation.</li> <li>• Office Manager researches practices for supporting engagement of QTSOC in volunteer program.</li> <li>• Volunteer orientation created by Office Manager which includes awareness of different cultural norms for interaction,</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing assessment and development of leadership and volunteer programs.</li> <li>• Potential to partner with sibling cultural centers in citing a collaborative student staff training.</li> </ul>

		<p>macroaggressions, etc.</p> <ul style="list-style-type: none"> <li>• Ongoing assessment of leadership and volunteer programs.</li> </ul>	
<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"> <li>• Prioritizing campus partner requests for collaboration in FY 21 which support educational dialogues about whiteness and challenging white privilege and white fragility. <b>[Goal Updated: efforts put into Queer Conversations]</b></li> <li>• Queer Conversations offering programming exploring race and racism in LGBTQIA+ communities that enhances white students' racial literacy and deeper understanding of their whiteness. <b>[Updated]</b></li> </ul>	<ul style="list-style-type: none"> <li>• Queer Conversations continues as a series of educational programming exploring race and racism in LGBTQIA+ communities. 3+ sessions on a given topic and synchronous engagement opportunities offered. <b>[Updated]</b></li> <li>• Ongoing assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Queer Conversations continues as a series of educational programming exploring race and racism in LGBTQIA+ communities. 3+ sessions on a given topic and synchronous engagement opportunities offered. <b>[Updated]</b></li> <li>• Ongoing assessment and development of programs.</li> </ul>
<p>Professional Development goals for staff prioritizing De-centering whiteness in LGBTQIA+ community-building, education, and advocacy and support of QTPOC students</p>	<ul style="list-style-type: none"> <li>• 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. <b>[Completed]</b></li> <li>• Assessment of progress on goals is part of staff annual reviews w/ supervisor. <b>[Completed]</b></li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• As office works virtually in FY 21, using tactics and tools in EDI toolkit for working online to address inequities in online work and the way white supremacy can thrive in an online office [Completed]</li> <li>• All-staff trainings and professional development opportunities include learning and discussion about racism and racial justice. In FY 21 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. [Completed]</li> <li>• Other opportunities for staff will be offered as found.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of progress on goals is part of staff annual reviews w/ supervisor.</li> <li>• All-staff trainings and professional development opportunities include learning and discussion about racism and racial justice.</li> <li>• Other opportunities for staff will be offered as found.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of progress on goals is part of staff annual reviews w/ supervisor.</li> <li>• All-staff trainings and professional development opportunities include learning and discussion about racism and racial justice.</li> <li>• Other opportunities for staff will be offered as found.</li> </ul>
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## LGBT RC Office Visits – Student Characteristics

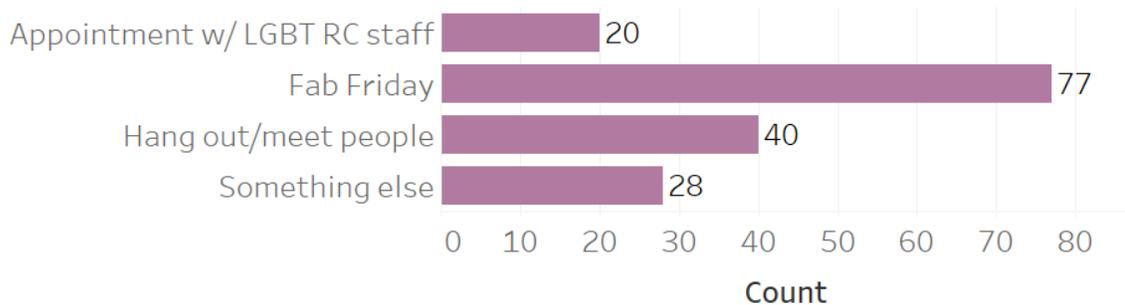
Report for LGBT Resource Center

Authored by Assessment & Analytics

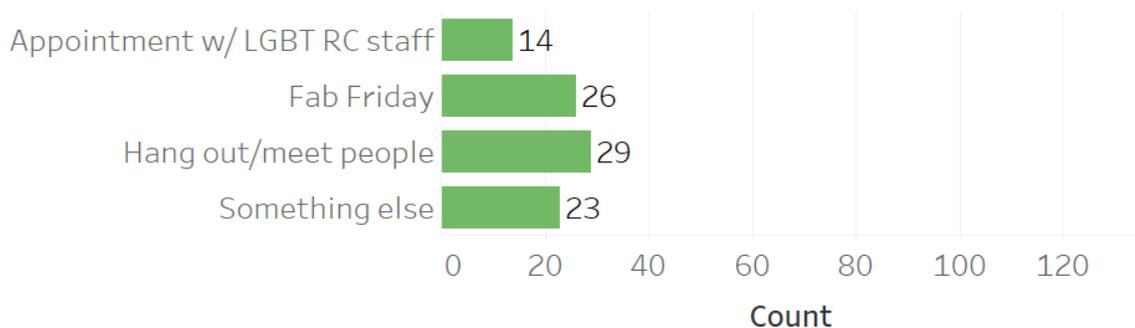
The following two charts show the number of sign-ins and the number of unique students for the LGBT Resource Center office visit sign-in during the 2020-2021 year, broken down by the reason for their visit. Generally, difference between these two numbers may be due to any of the following:

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
3. Typos or other errors in the entry.

### Count of all individuals

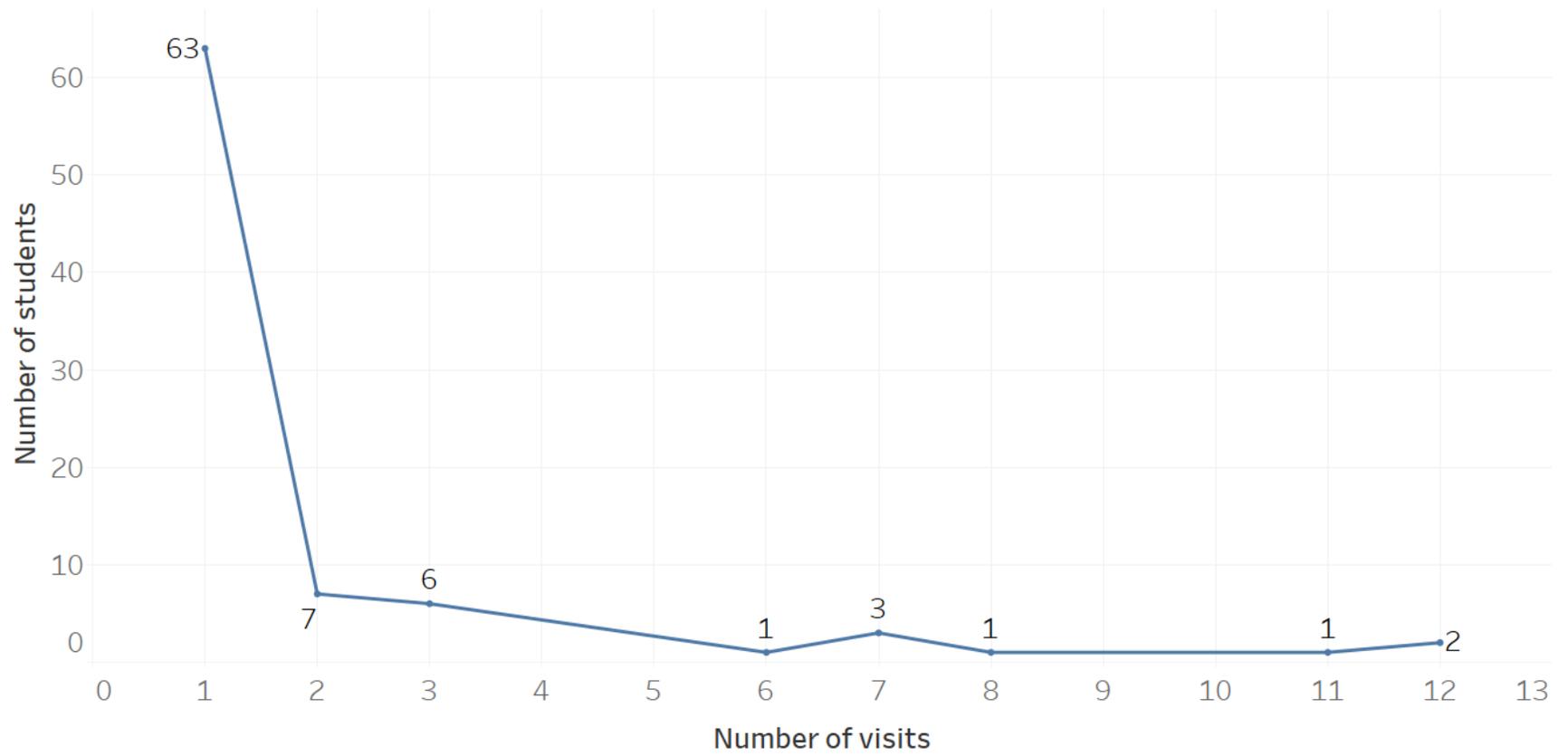


### Count of unique, matched students



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

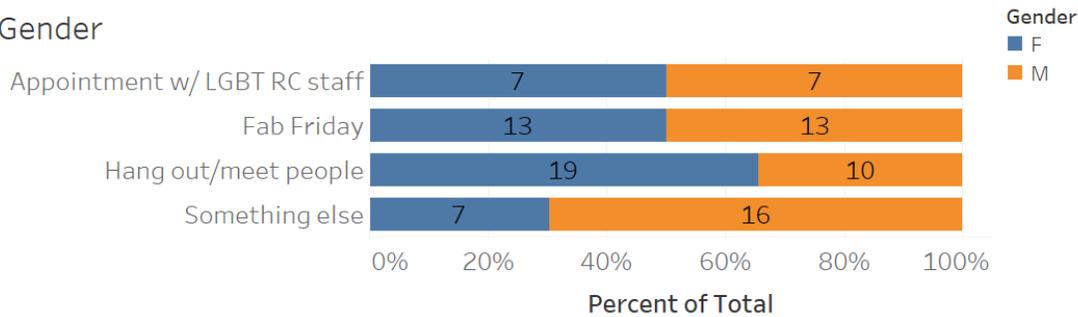
### Frequency of Students Visiting LGBT Resource Center



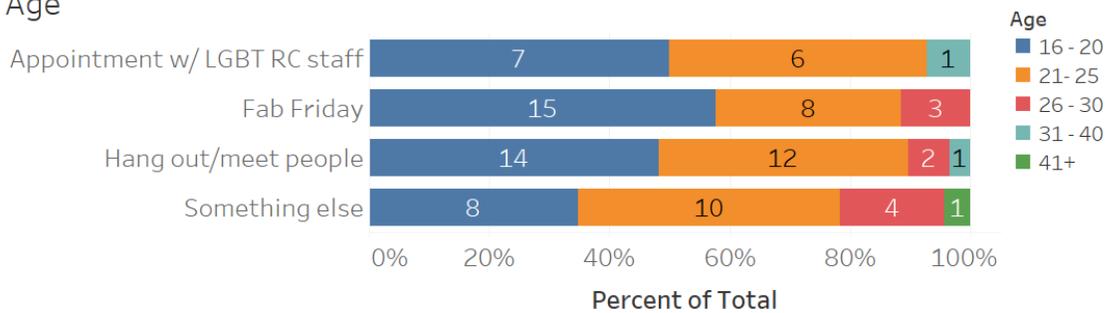
## Student Demographics and Characteristics

The following student characteristics and demographic details are based on the unique students, as their information exists in PeopleSoft. With fewer than 30 students, percentages should be interpreted with caution.

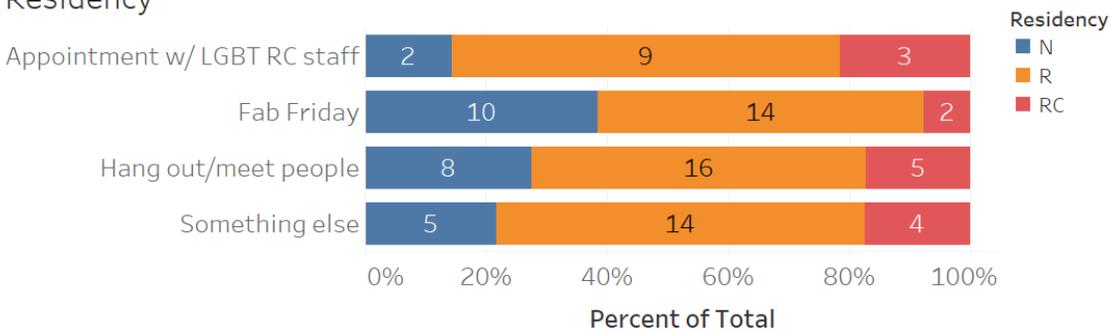
### Gender



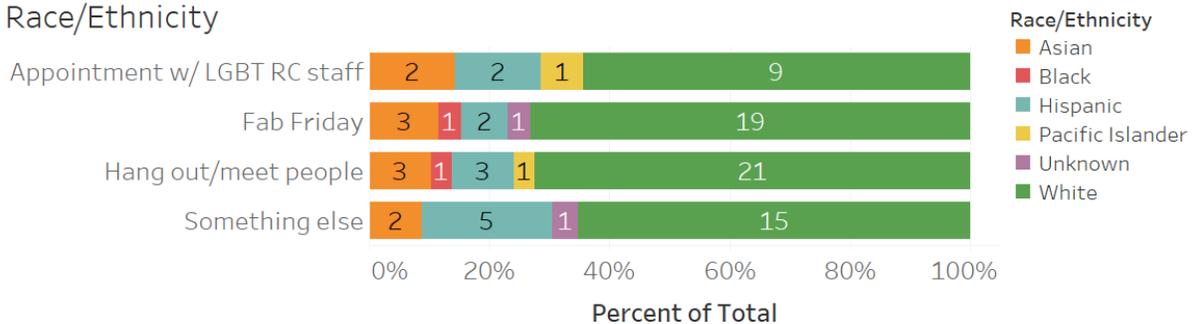
### Age



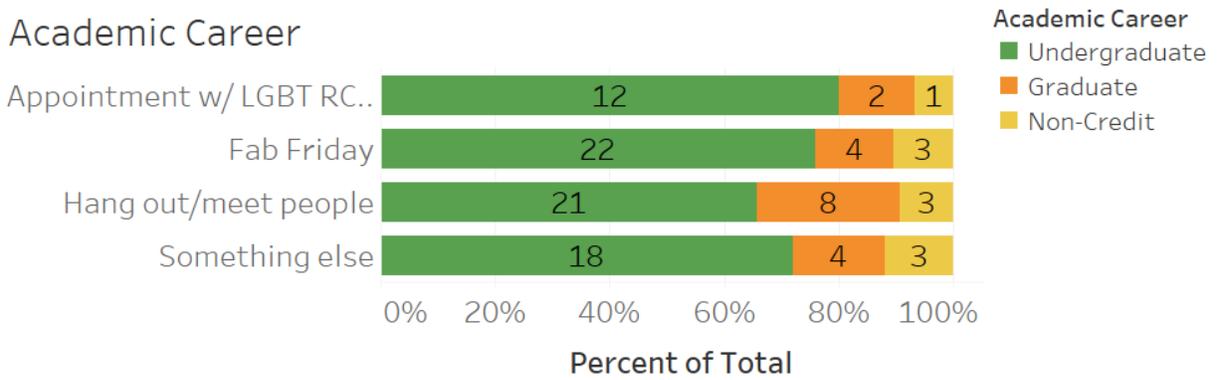
### Residency



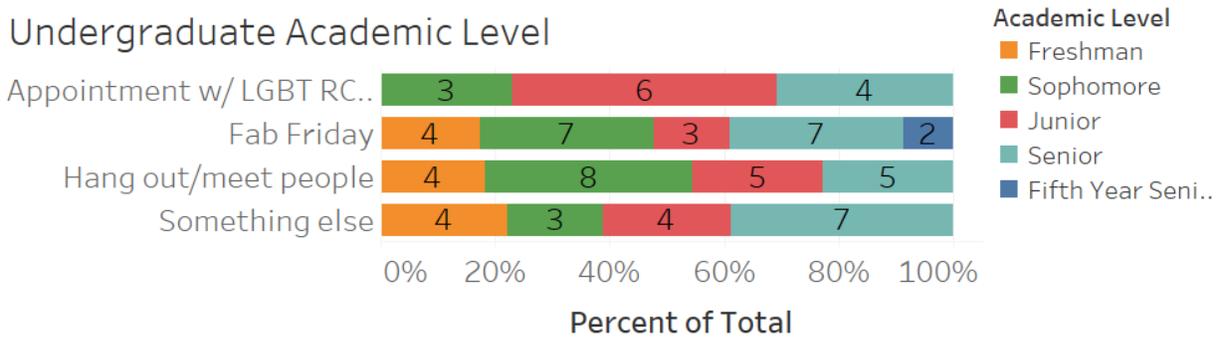
### Race/Ethnicity



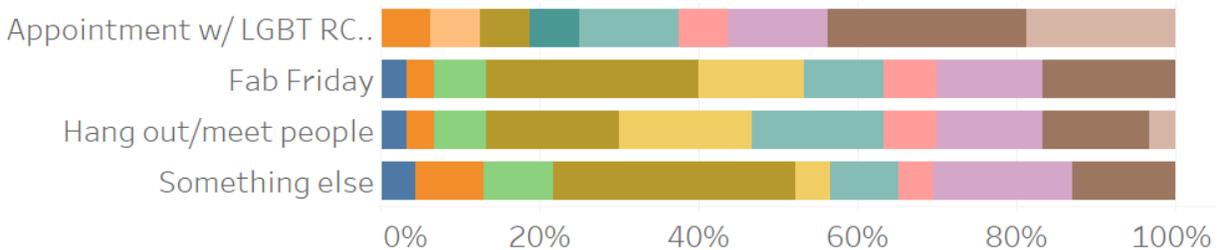
## Academic Career



## Undergraduate Academic Level



## College



## College

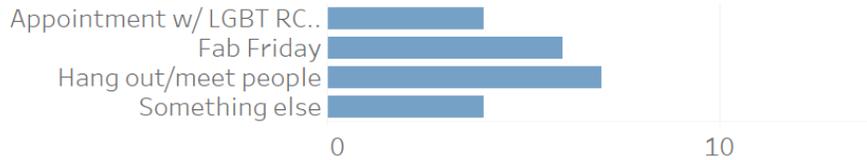


## Additional Student Characteristics

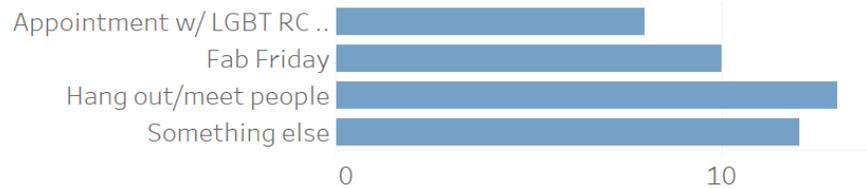
### HRE Housing



### Honors

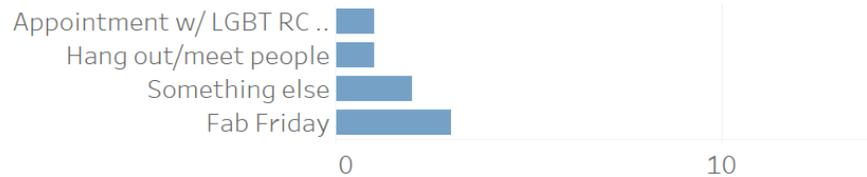


### U of U Employee



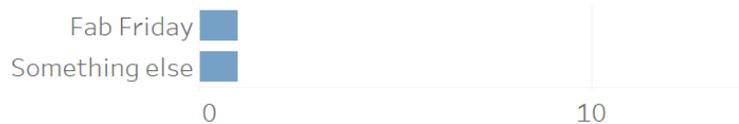
### Fraternity and Sorority Members

#### International Students

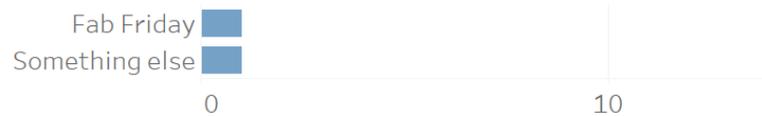


#### NCAA Student Athletes

#### TRIO Participants



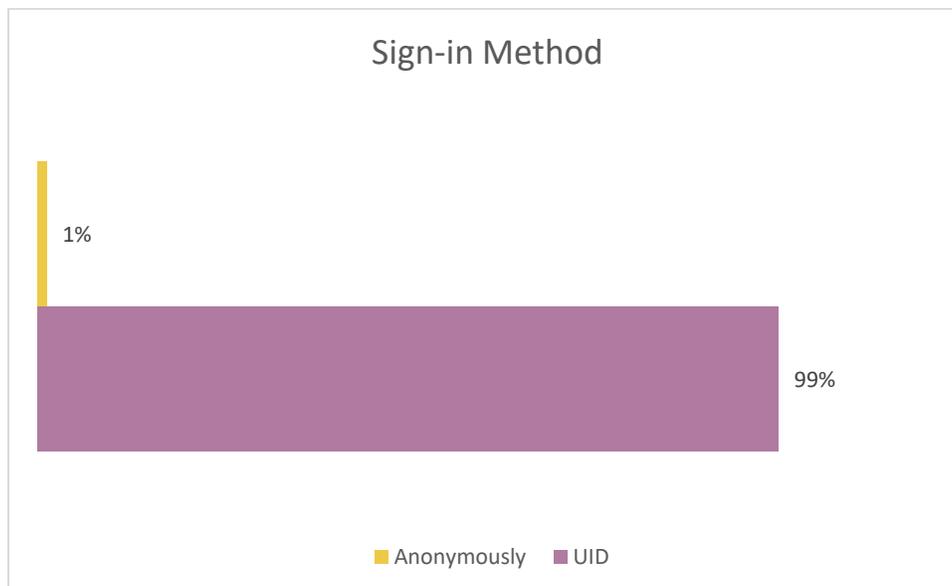
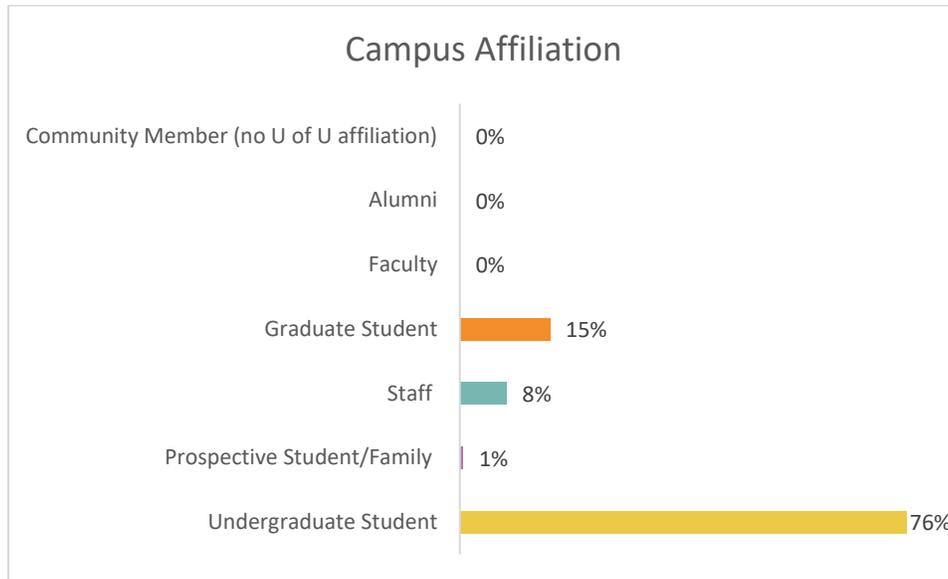
#### Veteran Students

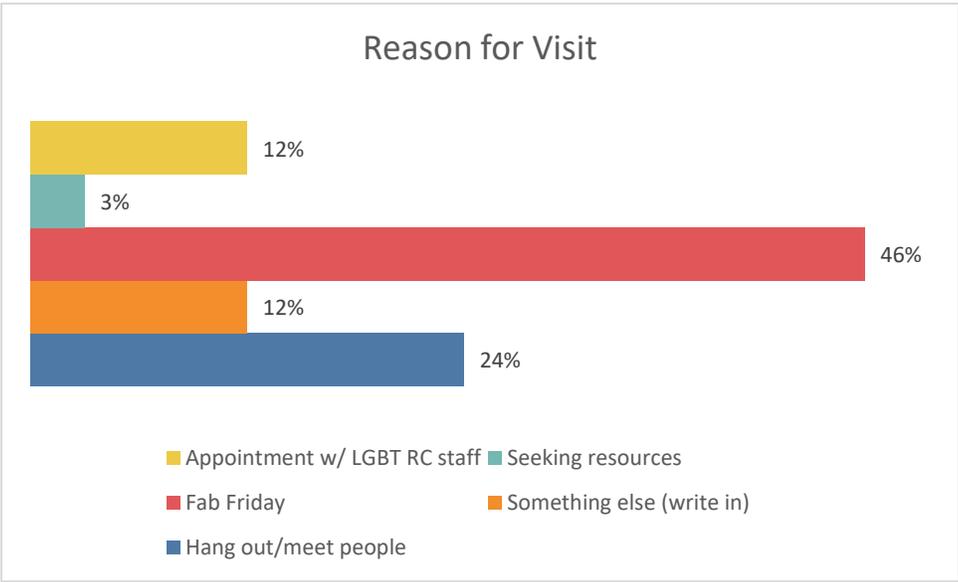


*Any student population where a bar is not displayed has a value of zero for that student population.*

## LGBT RC Sign-In – Self-Identified Student Characteristics 2020-2021

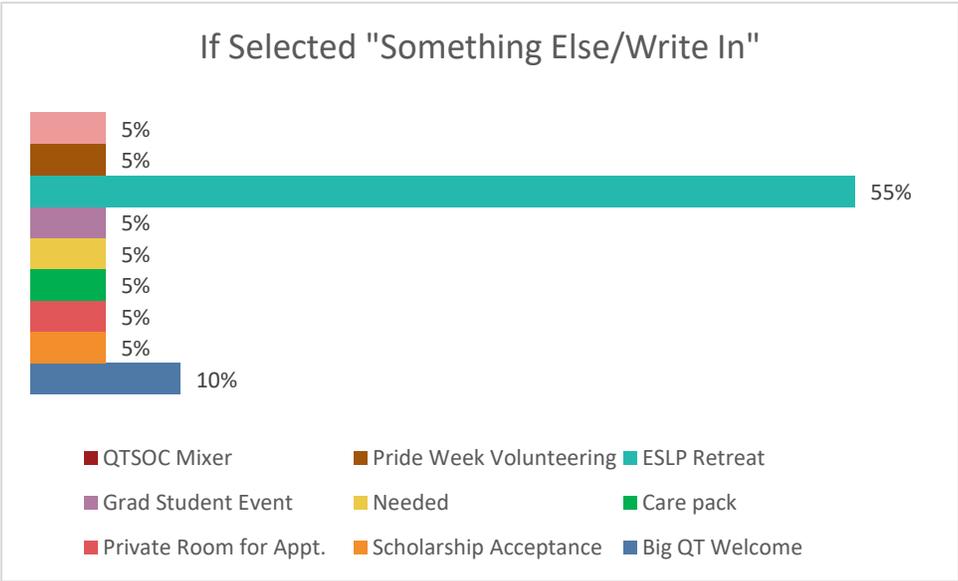
The following charts provide the demographics and student characteristics of students who visited the LGBT Resource Center during the 2020-2021 year. All questions are open-ended; LGBT RC staff grouped the responses into categories. Each chart displays all of the categories with at least 2% of the responses, with the identities less than 2% listed after the chart.

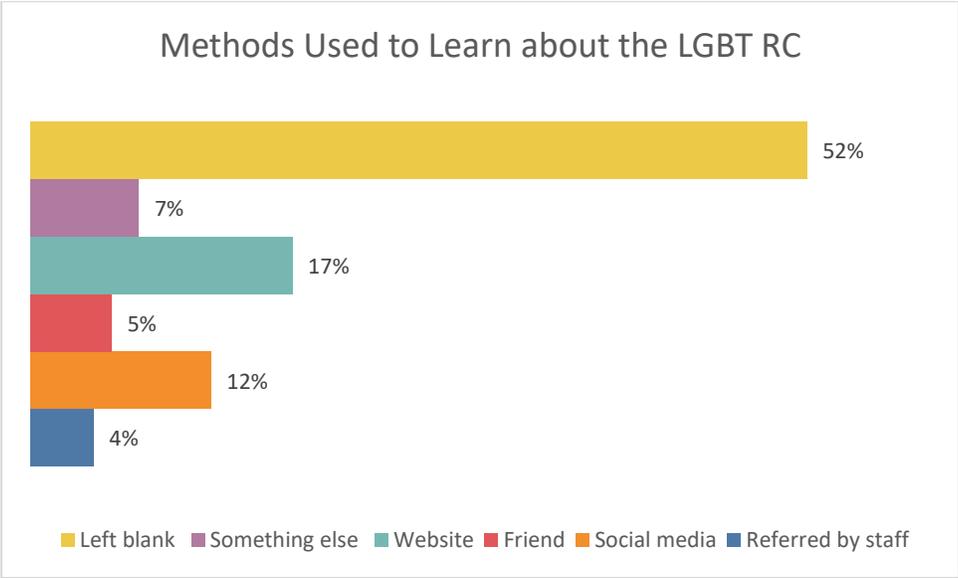
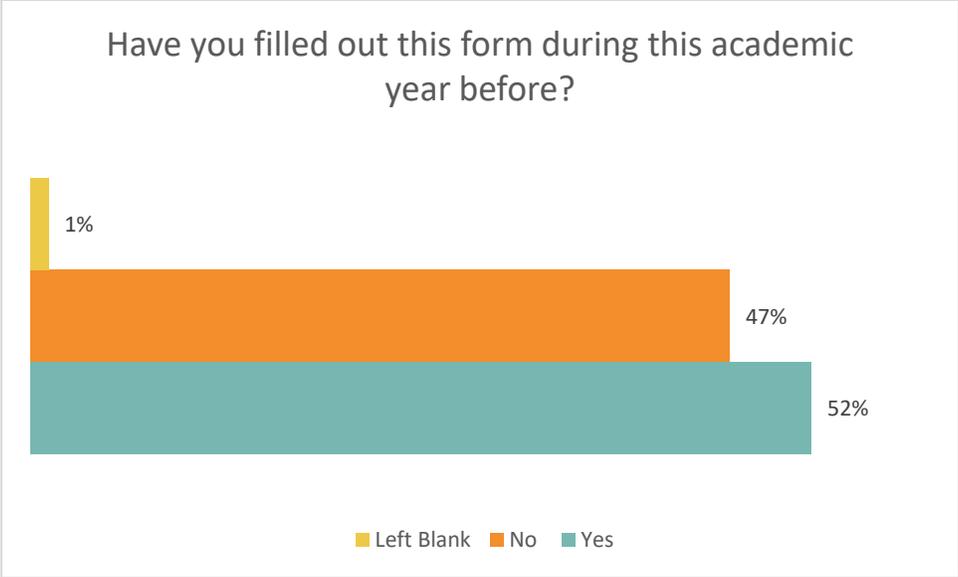




*Additional responses for Reason for Visit under 2%:*

- Have a question about campus community
- Computer Lab
- Study
- Snacks/Eat Lunch
- Left Blank

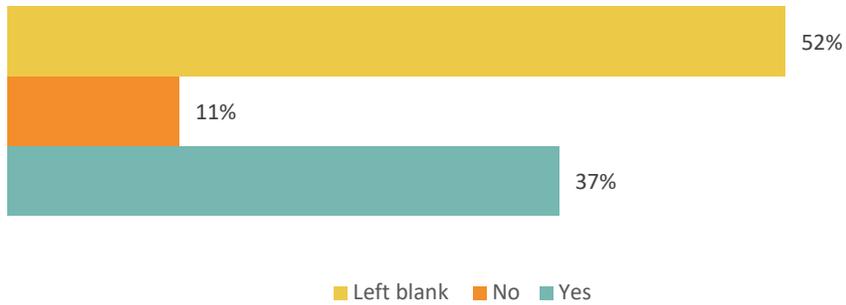




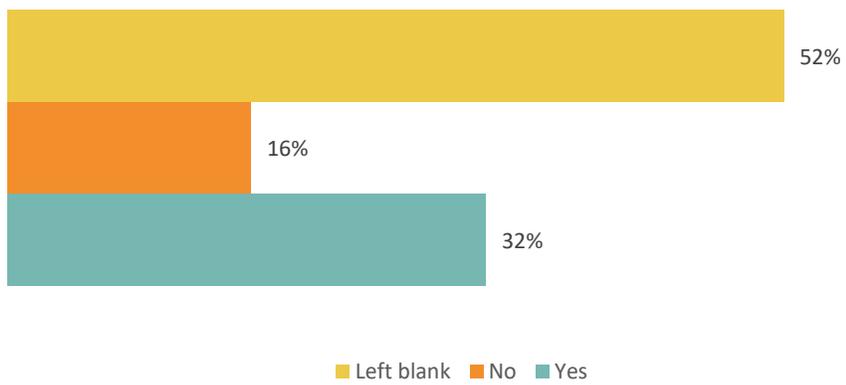
*Additional responses for methods of learning about the LGBT RC under 2%:*

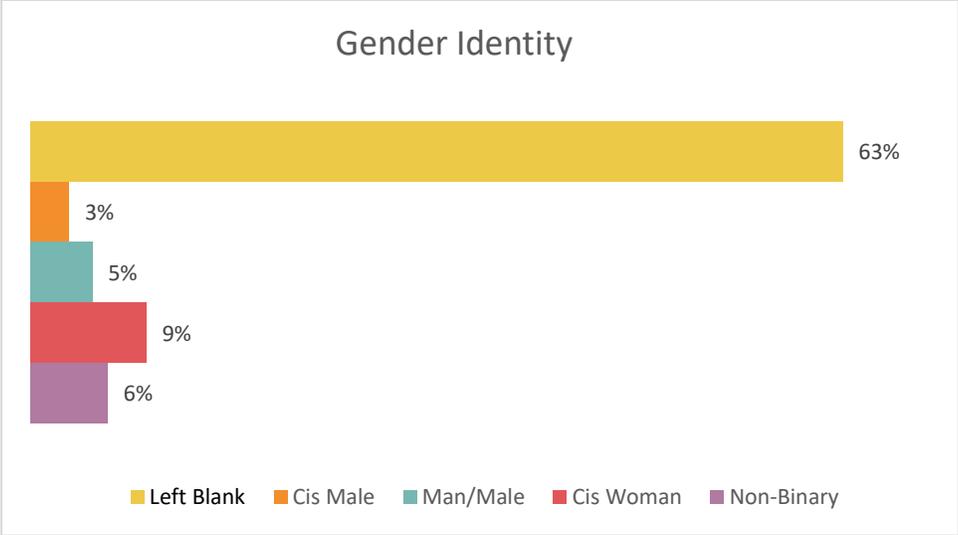
- Referred by professor
- Tabling
- Saw presentation in class

### Interest in Being Added to the Monthly LGBT RC Newsletter



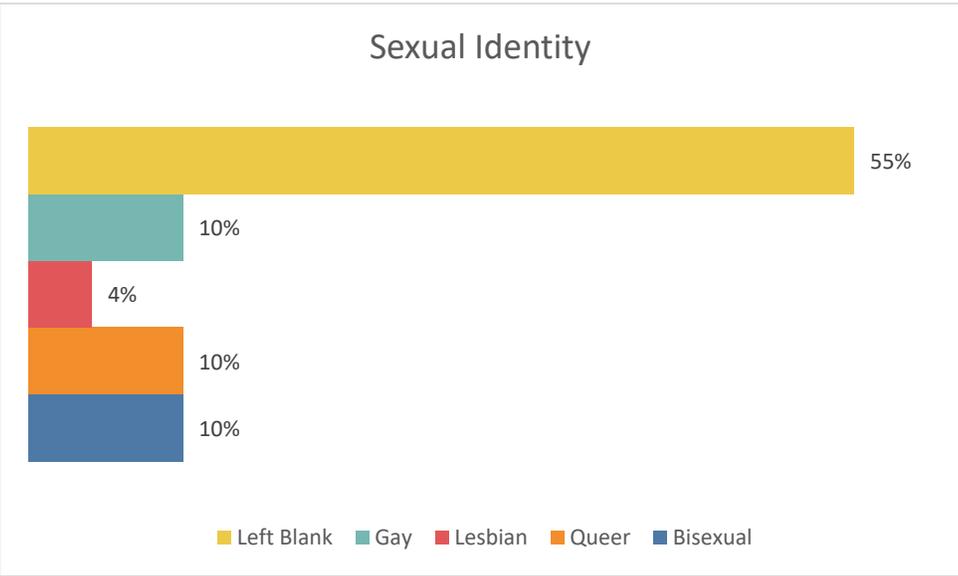
### Interest in Receiving an End of the Year Survey About Experience at LGBT RC





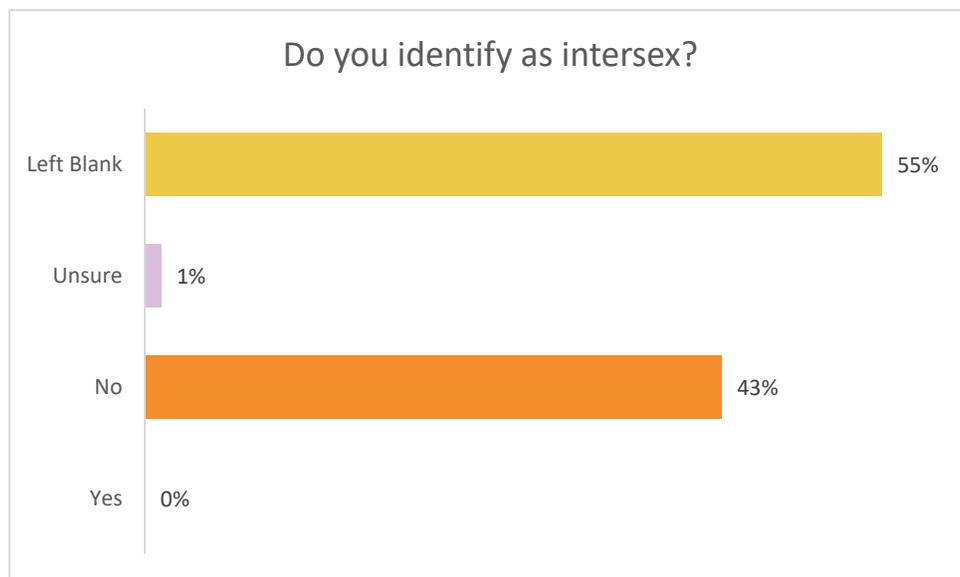
*Additional responses for gender identity under 2%:*

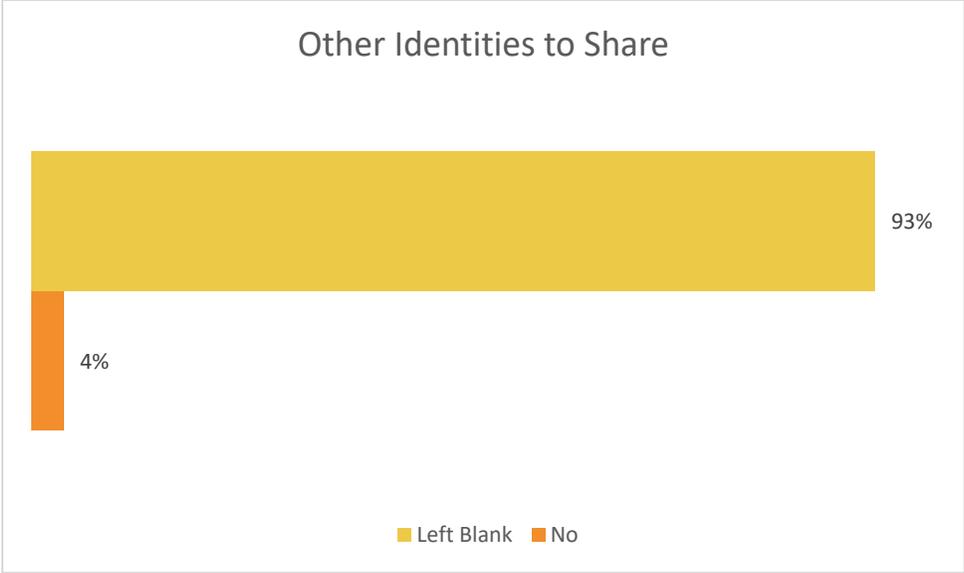
- Genderfluid
  - Trans Man
  - Transgender
  - Questioning
  - Agender
  - Female
  - Nonconforming
  - Exploratory
- Genderqueer
  - Trans Woman
  - Femme
  - Transmasculine
  - Fluid
  - Boy
  - Somewhere Between Woman and Non-binary



Additional responses for sexual identity under 2%:

- Asexual
- Lesbian
- Graysexual
- Asexual Panromantic
- Questioning
- Pansexual
- Asexual/Aromantic
- Bi/Demi/Gay/Pan (I really don't know)
- Autosexual
- Demisexual
- Straight





*Additional sexual orientations under 2%:*

- Polynesian, First-gen College Student
- Mexican, First-gen College Student
- Autistic and ADHD
- Pagan

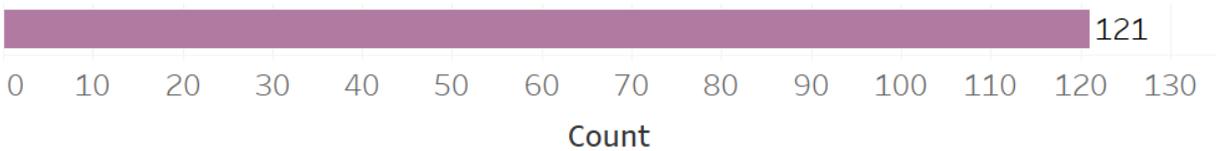
## LGBT RC Discord Server – Student Characteristics

Report for LGBT Resource Center

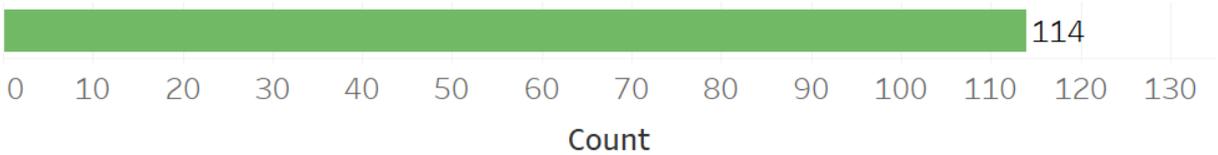
Authored by Assessment & Analytics

The following two charts show the number of people who participated in the Discord Server and the number of unique students for these activities. Generally, difference between these two numbers are likely due to students who were not enrolled at the time of census for the semester.

Count of all individuals



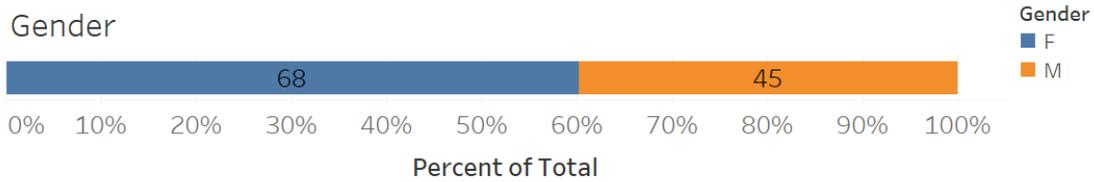
Count of unique, matched students



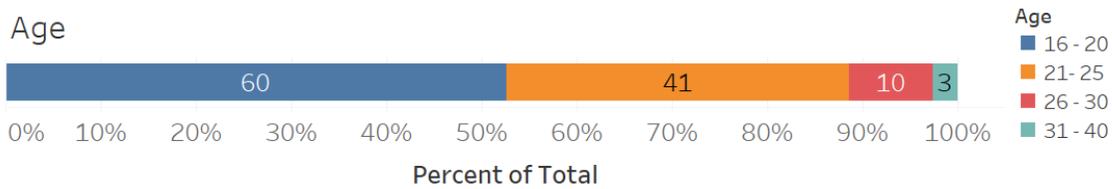
## Student Demographics and Characteristics

The following student characteristics and demographic details are based on the unique students, as their information exists in PeopleSoft. With fewer than 30 students, percentages should be interpreted with caution.

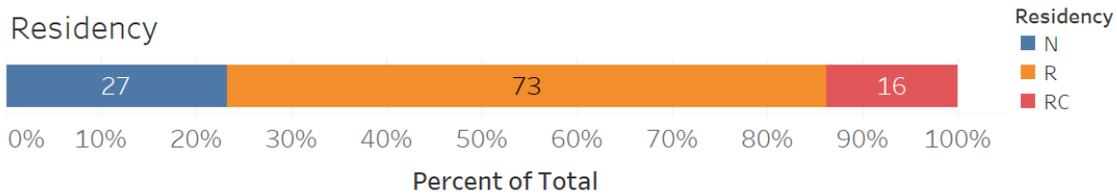
### Gender



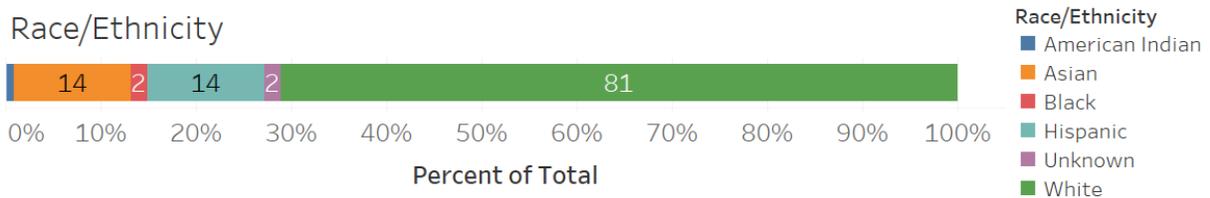
### Age



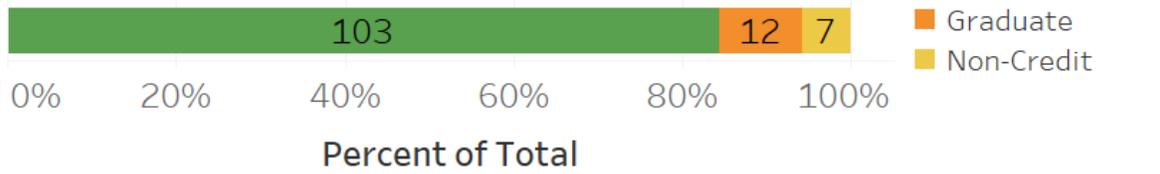
### Residency



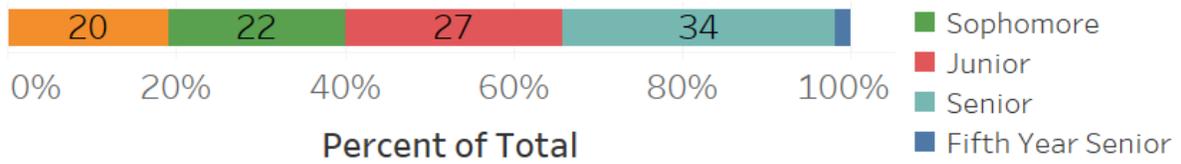
### Race/Ethnicity



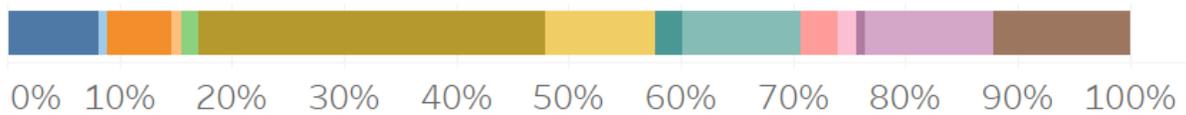
## Academic Career



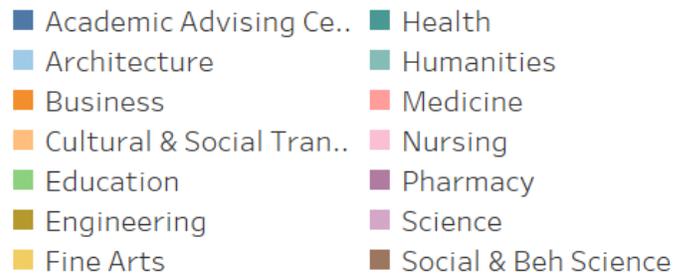
## Undergraduate Academic Level



## College



### College



## Additional Student Characteristics

### HRE Housing



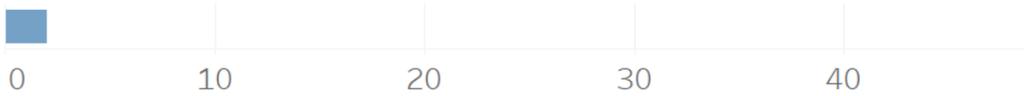
### Honors



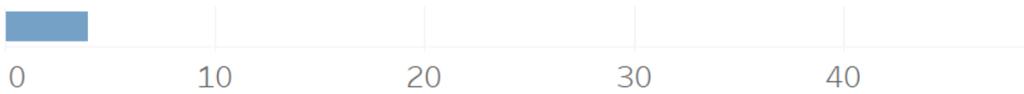
### U of U Employee



### Fraternity and Sorority Members



### International Students



### NCAA Student Athletes



### TRIO Participants



### Veteran Students



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