University of Utah
Lesbian Gay Bisexual Transgender Resource Center

Annual Report
July 1, 2012—June 30, 2013
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APPENDIX B: SAFE ZONE TRAININGS

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The mission statement of the LGBT Resource Center (LGBTRC) at the University of Utah is to provide a comprehensive range of education, information, and advocacy services, and work to create and maintain an open, safe, and supportive environment for LGBT students, staff, faculty, alumni, and the entire campus community.

We provide educational and social programs, support services, and resources intended to:

Raise awareness regarding lesbian, gay, bisexual, and transgender issues.

Affirm lesbian, gay, bisexual, and transgender identities and lives by fostering a safe, inclusive, multicultural environment for the University’s LGBT community.

Support the academic mission of the University of Utah by promoting the inclusion of LGBT topics in the curriculum and other academic programs.

Build linkages with other LGBT organizations and allied programs though outreach and community development efforts.
## General Trainings

<table>
<thead>
<tr>
<th>Date</th>
<th>Target Audience?</th>
<th>Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/18/2012</td>
<td>ASUU</td>
<td>36</td>
</tr>
<tr>
<td>9/26/2012</td>
<td>ASUU</td>
<td>13</td>
</tr>
<tr>
<td>9/27/2012</td>
<td>ASUU</td>
<td>17</td>
</tr>
<tr>
<td>10/31/2012</td>
<td>Gender Studies Students (gender and social change)</td>
<td>24</td>
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<tr>
<td>3/13/2013</td>
<td>Gender Studies students (Beyond the Gender Binary)</td>
<td>9</td>
</tr>
<tr>
<td>3/26/2013</td>
<td>Social Work Students</td>
<td>12</td>
</tr>
<tr>
<td>3/27/2013</td>
<td>Leadership Development faculty/staff</td>
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</tr>
<tr>
<td>6/4/2013</td>
<td>“Gender and Social Change” students</td>
<td>19</td>
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</table>

Total Trainings: 7  
Total Participants: 118

## Safe Zone Training

<table>
<thead>
<tr>
<th>Date</th>
<th>Group</th>
<th>Attended</th>
</tr>
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<tbody>
<tr>
<td>7/23/2012</td>
<td>Resident Hall Full Time Staff</td>
<td>13</td>
</tr>
<tr>
<td>8/13/2012</td>
<td>Resident Hall Student Staff</td>
<td>66</td>
</tr>
<tr>
<td>9/14/2012</td>
<td>Open Safe Zone training</td>
<td>16</td>
</tr>
<tr>
<td>9/18/2012</td>
<td>Nurse Practitioner students</td>
<td>36</td>
</tr>
<tr>
<td>9/29/2012</td>
<td>Recovery Ways staff</td>
<td>16</td>
</tr>
<tr>
<td>10/5/2012</td>
<td>Open Safe Zone training</td>
<td>7</td>
</tr>
<tr>
<td>10/9/2012</td>
<td>Union administration staff</td>
<td>13</td>
</tr>
<tr>
<td>10/15/2012</td>
<td>Union administration staff</td>
<td>7</td>
</tr>
<tr>
<td>10/26/2012</td>
<td>Union administration staff</td>
<td>7</td>
</tr>
<tr>
<td>10/29/2012</td>
<td>Center for Teaching and Learning Excellence staff</td>
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<tr>
<td>11/14/2012</td>
<td>Open Safe Zone training</td>
<td>4</td>
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<tr>
<td>11/28/2012</td>
<td>SW 1010 students</td>
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**Safe Zone (Continued)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Type of Safe Zone Training</th>
<th>Attended</th>
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</thead>
<tbody>
<tr>
<td>12/13/2013</td>
<td>Human Resources staff</td>
<td>27</td>
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<tr>
<td>12/18/2012</td>
<td>Health and Wellness ad-hoc LGBT team (SLCC)</td>
<td>13</td>
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<tr>
<td>1/25/2013</td>
<td>Open Safe Zone training</td>
<td>16</td>
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<tr>
<td>2/13/2013</td>
<td>Orientation and Leadership Development students</td>
<td>34</td>
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<tr>
<td>3/1/2013</td>
<td>Out for Business MBA group</td>
<td>10</td>
</tr>
<tr>
<td>3/6/2013</td>
<td>Disability Services staff</td>
<td>10</td>
</tr>
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<td>3/21/2013</td>
<td>Open Safe Zone training</td>
<td>5</td>
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<tr>
<td>3/26/2013</td>
<td>Educational psychology graduate students</td>
<td>27</td>
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<tr>
<td>4/11/2013</td>
<td>Mental health counselor students</td>
<td>8</td>
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<tr>
<td>4/15/2013</td>
<td>SW 1010 students</td>
<td>18</td>
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<tr>
<td>4/18/2013</td>
<td>Open Safe Zone training</td>
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<td>4/19/2013</td>
<td>Undergraduate Studies staff</td>
<td>3</td>
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<td>4/22/2013</td>
<td>Psychology Peer Advisors</td>
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</tr>
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<td>5/14/2013</td>
<td>Guest House staff</td>
<td>24</td>
</tr>
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<td>5/21/2013</td>
<td>Rape Recovery Center staff</td>
<td>11</td>
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<tr>
<td>6/13/2013</td>
<td>Open Safe Zone training</td>
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</table>

**Total Trainings:** 28  
**Total Participants:** 445

*The goal of the Safe Zone training is to raise visibility, awareness, and understanding of sexuality and gender identity/expression and to build an active ally community.*
**Speakers Bureau Panels**

<table>
<thead>
<tr>
<th>Date</th>
<th>Place</th>
<th>Target Audience</th>
</tr>
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<tbody>
<tr>
<td>7/9/2012</td>
<td>OSH 233</td>
<td>Stereotypes w/sexuality</td>
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<td>7/18/2012</td>
<td>HPR N 238</td>
<td>Health in LGBT Community</td>
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<tr>
<td>9/10/2012</td>
<td>PAB 103</td>
<td>Gender Identity/ Transgender Experiences</td>
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<tr>
<td>9/12/2012</td>
<td>Marriott Library 1725</td>
<td>Diversity and Inclusion in the Classroom</td>
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<td>9/25/2012</td>
<td>SW 134</td>
<td>Experiences of LGBT Youth, Heteronormativity</td>
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<td>10/22/2012</td>
<td>OSH 132</td>
<td>Beyond the Gender Binary</td>
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<td>10/30/2012</td>
<td>OSH 234</td>
<td>LGBT General Panel</td>
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<td>11/1/2012</td>
<td>CON 2600</td>
<td>Healthcare Challenges and Insights</td>
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<tr>
<td>11/5/2012</td>
<td>HYR N 218</td>
<td>Gender studies 1100</td>
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<tr>
<td>11/6/2012</td>
<td>HYR N 242</td>
<td>Gender Studies 1100</td>
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<td>11/6/2012</td>
<td>FASB 250</td>
<td>Gender Studies</td>
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<td>11/8/2012</td>
<td>ANNEX 2036</td>
<td>LGBT Issues Relating to Athletics</td>
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<td>11/14/2012</td>
<td>BU C 206</td>
<td>General Information/Open Discussion</td>
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<td>11/14/2012</td>
<td>RHA/HRE</td>
<td>General Diversity Panel</td>
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<tr>
<td>11/30/2012</td>
<td>BEH S 132</td>
<td>Health, Illness, and Practice in LGBT Issues</td>
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<tr>
<td>1/22/2013</td>
<td>MDC 230</td>
<td>Gender Studies</td>
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<td>2/7/2013</td>
<td>CON 2300</td>
<td>LGBT Issues Related to Healthcare</td>
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<tr>
<td>3/6/2013</td>
<td>AEB 310</td>
<td>LGBT General Panel</td>
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<tr>
<td>3/18/2013</td>
<td>Westminster College</td>
<td>Gender Studies General</td>
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<tr>
<td>3/19/2013</td>
<td>HPR N 225</td>
<td>Exercise and Sports Science</td>
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<tr>
<td>3/26/2013</td>
<td>OSH 236</td>
<td>Gender Studies / Open Discussion</td>
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<tr>
<td>3/20/2013</td>
<td>HPR N 242</td>
<td>Exercise and Sports Science Creating Diversity</td>
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<td>3/21/2013</td>
<td>LS 107</td>
<td>Education Psychology and LGBT Experiences</td>
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<td>3/26/2013</td>
<td>HYR E 206</td>
<td>Parks and Recreation/Diversity in the workplace</td>
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<tr>
<td>3/28/2013</td>
<td>HYR N 225</td>
<td>Exercise and Sports Science Creating Diversity</td>
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<tr>
<td>4/1/2013</td>
<td>HYR N 218</td>
<td>Health and Relationships</td>
</tr>
<tr>
<td>4/2/2013</td>
<td>BU C 108</td>
<td>Educational Psychology General Panel</td>
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<tr>
<td>4/4/2013</td>
<td>BEH S 113</td>
<td>Promoting Physical Activity in the Community</td>
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<td>4/17/2013</td>
<td>Library 1725</td>
<td>Gender and Social Change</td>
</tr>
<tr>
<td>6/6/2013</td>
<td>OSH 236</td>
<td>Gender and Social Change</td>
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</tbody>
</table>

Total Panels: 30
Total Respondents: 614

*The goal of the Speakers Bureau is to be able to reach members of the university community in the classroom, office, or residence hall in order to create dialogue on sexual orientation and gender identity*
Overview—800 hours by 55 volunteers.  
*The goal of the Office Volunteer Program is to give the campus community an opportunity to be involved in the day to day functioning of the LGBTRC.*

Because we are a small staff, the center benefits a great deal from the work and effort of volunteers.

**LGBT Mentor Volunteer Program**—65 hours by 6 mentor volunteers.  
*This program pairs students who are exploring and developing identities including lesbian, gay, bisexual, and transgender identities with experienced individuals who are more comfortable with their self-identities.*

Mentoring helps individuals develop a positive LGBT identity by providing a supportive relationship, accurate information, and a safe person to talk with about coming out and LGBT related concerns.

**Academic Mentor Program**—6 students sponsored.  
*The goal of this program is to enable students who do not meet University of Utah admissions requirements the opportunity to attend.*

We offer this opportunity to students willing to participate in the LGBTRC mentor program which is intended to monitor student progress and ensure that students are accessing resources needed to succeed.
Campus Pride Week

The goal of Pride Week was to make visible the LGBT community on campus by holding various events.

October 1-5, 2012 the LGBTRC promoted and organized a fantastic Pride Week. The theme for the week was “Pride Has No Borders.” Some of the more notable events included: A special production of “Geography Club” was put on by the Theatre Department; bingo night with the Cyber Sluts; showing and discussion of the documentary “Transgender Basics—Gender Identity Project (GIP)”; a panel discussion on immigration; the annual Gay-la and Silent Auction.

Campus Pride Week events and programs are organized by the Pride Committee: a group of students, staff, faculty and community members who represent many departments on campus in order to guarantee that many perspectives are present when programming decisions are made.

Ashley Willingham - Student
Susie Porter - Gender Studies Director
Erika Church – Marriott Library
Irene Ota – School of Social Work
Mikiko Kumasaka – Office of Student Equity and Diversity
Amanda Madsen – Student and Scholarship Recipient
Ryan Randall – Dena of Students Office
Karl Jennings - Student
Duard Galindo – ASUU Diversity Board and Student
Kai Medina-Martinez – LGBT Resource Center Director
Katie Stiel – Center for Student Wellness
Amy Oakeson – Department of Theatre
Jimmy Lee – Student
Angie Makomenaw - Center for Student Wellness
Utah Pride Festival
_Utah Pride Festival is a program of the Utah Pride Center, a community-based organization that provides support, education, outreach and advocacy for gay, lesbian, bisexual, transgender, queer individuals and their allies, through programs, services and resources. The LGBT RC’s involvement in the parade fosters our mission statement._

The Utah Pride Festival was May 30—June 2, with the theme: “Gotta’ be Real.” The LGBTRC staffed a booth at the Utah Pride Festival, marched in the parade with around 30 people, and reached out to the community to promote the University of Utah as an identity-affirming institution.

Ally Awareness Campaign/Ally Week
_The goal of the Awareness Campaign is to and acknowledge our LGBT allies for their commitment to the LGBT community on campus._

Ally week is always held the week of the National Break the Silence Day to give a voice to those who had been silenced in the past year and to address the cloud of homophobia and heterosexism. From April 15th—April 19th, we screened “Fagbug” in the Union Theater followed by a Q & A with the star of the documentary, offered a Safe Zone training, and hosted the Annual Social where the ally award for the academic year was presented to Irene Ota for her support of the LGBTQA community on campus. We ended Ally Week with a successful “Silence is a Drag” fundraising event.
**Bisexuality Awareness Month**

*The goal of Bisexuality Awareness Month was to dispel myths surrounding bisexuality, increase awareness of queer identities and improve the atmosphere for bisexual individuals on campus.*

In January, Dr. Lisa Diamond held a presentation on sexual fluidity, the LGBTRC hosted a bisexuality panel discussion, and a screening was held for the documentary, “Bi the Way.”

**Lavender Graduation**

*The goal of Lavender Graduation is to celebrate the contributions of lesbian, gay, bisexual, transgender, queer, intersex, and allied graduating undergraduate and graduate students.*

The LGBTRC and the LGBTQA Alumni Association co-hosted our annual Lavender Graduation for LGBTQ students and their allies at the University of Utah who graduated Spring/Summer 2013. The ceremony this year was on May 1st, and 22 graduates received a certificate, graduation cords, and a rainbow tassel to acknowledge their hard work.

**B.W. Bastian Foundation Grant**

*The goal of the B.W. Bastian Foundation is to support University PrideWeek.*

The LGBTRC received a grant from the B.W. Bastian Foundation in the amount of $10,000.
The LGBTRC is a safe place for LGBTQA students, staff, and faculty, as well as community members. The LGBTRC does not charge for its computer and printing services. There is no age limit to be involved. The LGBTRC has a lending library and a lounging area. All services are free.

Program components include Safe Zone training, Speakers Bureau, Presentations, and tabling.

- **Safe Zone Training**: This is a three hour training that teaches students, staff, and faculty about LGBT issues—a historical perspective as well as a current one—and gives them an opportunity to discuss strategies on how to be a strong ally.

- **Speakers Bureau**: This consists of a panel of four or five people who are willing to talk about their personal experiences within and with regards to the LGBT community. This gives other students the opportunity to ask questions they may have not felt comfortable asking and allows them to gain insight into the LGBT experience.

- **Presentations**: These are intended to share specific information about the LGBT community—such as domestic partnerships, marriage, adoption issues, terminology, and history.

- **Tabling**: This allows students, staff, and faculty on campus to find out more about the LGBTRC and the different services it offers.

On occasion, we assist the students with academic advising and retention issues. Occasionally we see students in crisis and will refer them to the Women’s Resource Center as well as the Counseling Center.
ASSessment

According to the LGBTRC sign-in, 1635 individuals utilized the center. We tracked this by having students sign in each time they visited the LGBTRC. We had a series of questions they were asked to answer such as: gender, sexual orientation, year in school, ethnicity, etc...(see appendix A for results).

Staff

C. Kai Medina-Martinez—Director of the LGBT Resource Center
Kai (MSW, LCSW, Director) has worked over 15 years in the field of social work. They received both their B.S. and M.S.W. from the University of Utah. In addition to their position at the LGBT Resource Center, they have a small private practice where they specialize in LGBTQ issues. They are a doctoral student in Education Leadership and Policy, and they teach graduate courses in Social Work. They believe that everyone deserves to be treated with dignity and respect. When not at work, they enjoy spending time with their son, traveling, biking, hiking, eating pho, sushi, and Indian food, and doing home improvement projects.

Mariana Ramiro-Gomez—Graduate Assistant
Mariana is a student in the M.Ed. Education, Leadership, and Policy (ELP) program. She coordinates the office volunteers, the 5% Mentorship Program, and the Queer Buddies Mentorship Program. And then some. She hopes to graduate in 2014 and continue working to fight for equitable access, retention, and graduation of under-privileged and under-served students (undocumented, immigrants, queer, people of color, differently abled, etc.). She believes education is and should be a basic human right for everyone. If she's not on campus, Mariana could be sleeping, watching movies, hiking, playing basketball or board games.
Lauren Jensen—Student Staff
Lauren Jensen recently graduated with her second degree the first a B.S in Human Development and Family Studies and the second a B.S in Psychology. She is currently pursuing medical school and hopes to enter in 2014. Some other activities she enjoys include snowboarding, longboarding, the outdoors, reading, rock climbing, and sports.

Valerie Velarde—Student Staff
Valerie is currently pursuing an undergraduate degree in Psychology B.S. and Gender Studies B.S. and is the new Safe Zone coordinator at the University of Utah's LGBT Resource Center. She is a member of the Honors College and also a member of multiple honor societies across campus. She hopes to graduate in 2014 and attend graduate school for Clinical Psychology with a strong social justice background. When her nose is not buried in a textbook or a leisurely read, one can find her fist pumping at the local concerts with a handful of her closest friends. Val enjoys the night, a cup of coffee, and a good dialogue.

Mary Hatch—Intern
Mary is a Social Work student in her final semester at Salt Lake Community College. She hopes to continue her education here at the U in the BSW program in fall of 2013, but is also applying to Weber State. She would eventually like to work in social advocacy and social policy. When she isn’t in school or at work she enjoys cliff and high diving, aerial trapeze and hoop, anything outside spontaneous and crazy! She would love to travel the world someday and meet and experience as many different cultures as possible.

AJ Johnson—Alumni Association Intern, Student Staff
AJ is a sophomore in the computer engineering program at the University of Utah. He is the Alumni Development Coordinator for Spring 2013, focusing on further developing the LGBT alumni program. In his free time, AJ enjoys jamming out on guitar, playing board and video games, sketching, reading, practicing yoga, and spending time with his family and friends.
Committees

- C. Kai Medina-Martinez—Presidential Commission on the Status of Women
- C. Kai Medina-Martinez—Pride Week Committee
- C. Kai Medina-Martinez—Human Resources Diversity Counsel
- C. Kai Medina-Martinez—Student Affairs Diversity Counsel
- C. Kai Medina-Martinez—University Faculty Senate Diversity Sub-Committee

National and Regional presentations, recognition and publications

- Ranked in top 25 LGBT-friendly colleges by Campus Pride Index for 2012. The criterion for establishing the rankings included:
  - LGBT Policy Inclusion
  - LGBT Support & Institutional Commitment
  - LGBT Academic Life
  - LGBT Student Life
  - LGBT Housing
  - LGBT Campus Safety
  - LGBT Counseling & Health
  - LGBT Recruitment and Retention Efforts

The only category in which the University of Utah did not receive full marks was in LGBT Housing. As of Fall 2013, the LGBT Resource Center has worked with the University’s Housing department to implement a gender-neutral housing option for students living on campus. Despite the capacity limitations of the gender-neutral housing option, this is a large step that should help to build communities and foster inclusive environments.
Faculty/ Adjust Appointments

- C. Kai Medina-Martinez—Graduate School of Social Work

Advisory Board

The goal of the Advisory Board is to provide input and feedback regarding the LGBT Resource Center’s programming, as well as to support the Center’s endeavors in general. The Advisory Board is composed of ten members, with a board chair and a board co-chair.

Advisory Board Chair

- Chair—Edwin Lyons—Referral Development l Public Affairs Marketing, University of Health Science
- Co-Chair—Ryan Randal—Behavioral Intervention Specialist

Voting Members

- C. Kai Martinez—LGBT RC Director, University of Utah
- Kay Harward—Sr. Associate V.P. for Student Affairs, University of Utah (retired)
- Donna Hawxhurst—Training Coordinator Women’s Resource Center
- Matthew Siemionko—Fourth Street Clinic, SLC, Utah
- Melissa Schaefer—Department of Anthropology, Salt Lake Community College
- Annie N. Christensen—Dean of Students
- Michelle Call—Westminster College
- Kari Dockendorff—Business School

LGBTQQA Alumni Association

of the Advisory. The LGBTQAAA was established with collaboration from the LGBTRC to expand the support and community that is core to the mission of the LGBTRC while encouraging Alumni to form stronger ties to the University of Utah and to the Center.

LGBTQQA Alumni Association Board

- President - Dhiraj Chand
- President-Elect—Christy Cushing
- Aaron Bryant
- Heather Franck
- Brittany Brumfield
- Gentry Boman
- Lindy Stokes
- Jordan Waite
The students, faculty, staff and community members that logged in at the LGBT Resource Center represented a very diverse population. Many ethnic backgrounds, sexual orientations, gender identities, and most academic departments were represented by the students that utilize the resource center.

Many students utilized the resource center regularly and their reasons for visiting varied; visit with friends to socialize, study, and utilize computers. This demonstrates what meaning the resource center has for students. It serves as their computer lab, studying area, social network, relaxation, and provides them with a safe and supportive place to accomplish these objectives.

It is important to remember that these numbers are only an accurate measurement of the visitors to the center that sign in. We cannot guarantee that all visitors log in at the front computer, despite the many reminders staff give to visitors. That being said, the large amount of overall sign-ins provide a relatively representative look at the numbers of who visits the center, when they visit, why they are visiting and more.
According to the graphs, it is clear that our highest usage is in the fall semester, and begins to decline after fall break. We have conjectured why this decline is and have listed some possible reasons:

- Visitors are scarce in the summer, so the fall surge may be people visiting the center because they have not visited all summer and have a much stronger “drive” to visit (to see old friends, regain their place of security, etc.)

- Students have extra free time at the beginning of Fall Semester, and that time gets taken up by classwork as the semester progresses.

- Many who come to the LGBT RC do so to find support and affirmation, and once they visit a few times, their needs for support have been met, and they no longer require the extra support from the center.

We will be working on higher retention of new and returning visitors to the center through a variety of programming, and continuing to maintain a positive atmosphere for all visitors.
As displayed in the graph above, it is clear that the large majority (91%) of visitors to the LGBT Resource Center are undergraduate students. Undergraduate students represent the largest population group at the University of Utah, so this is not necessarily surprising.

The visitors to the LGBT Resource Center represented every college on campus, with the exception of the College of Law. Like in past years, the majority of visitors to the center came from the College of Social and Behavioral Science, the College of Humanities and the College of Fine Arts. Our programs for the next year will try to reach out to the colleges and departments on campus that are not well represented by visitors to the center.
University of Utah

Gender Identity

- Male: 61%
- Female: 24%
- Non-Answer: 11%
- Queer: 4%
- Androgynous: 2%
- Other: 1%
- Transgender: 1%

Gender Expression

- Male: 56%
- Female: 23%
- Non-Answer: 14%
- Queer: 4%
- Androgynous: 2%
- Other: 1%
- Transgender: 1%
How Did You Hear About the LGBTRC?

- Friend/Word of Mouth: 39%
- Online: 28%
- Event: 10%
- Class: 5%
- Other Office/Group: 5%
- Repeat Visit: 3%
- Orientation: 3%
- Advertisement: 2%
- Volunteer: 2%
- Walked By: 1%
- Non-Answer: 1%

First Time Visiting the LGBTRC?

- Yes: 8%
- No: 86%
- No Answer: 6%
Appendix B—Safe Zone Training Overview

Project Summary—Safe Zone Training Evaluation 2012-2013

Brief description of program / project:
The Safe Zone Program at the University of Utah LGBT Resource Center strives to create an atmosphere of inclusion for lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) individuals on our campus and in the surrounding community. The program raises visibility and promotes ally building through:

1. Education of individuals on LGBTQ+ issues relating to gender and sexuality and how one may intervene when they witness discrimination.
2. Education Creating visibility of people who can provide resources to LGBTQ+ community members and their allies.
3. Creating a safe environment on campus and in the community free from transphobia, homophobia, heterosexism, and cisgender bias.

Who was asked to complete survey (e.g., “students who attended…”):
Students, faculty, staff, and community members who attended.

How many people were asked (if known)?
437 completed the pre-evaluation; 435 completed the post-evaluation.

Administration Type:
Paper and pencil and entered by office into StudentVoice.
Actions Taken:

There are constant minor changes and tweaking that goes on following feedback and results of training since this is a year-round program. There have been efforts to alter the handbook layout, while also refining the history and ally sections to be more interesting and applicable.

Which department strategic plan goals does this program align with?
1. Raise awareness regarding lesbian, gay, bisexual and transgender issues.
2. Affirm lesbian, gay, bisexual and transgender identities and lives by fostering a safe, inclusive, multicultural environment for the University's LGBT community.
3. Support the academic mission of the University of Utah by promoting the inclusion of LGBT topics in the curriculum and other academic programs.
4. Build linkages with other LGBT organizations and allied programs through outreach and community development efforts.

Which Student Affairs strategic plan goals does this program align with?
1. Develop students as a whole through the cultivation and enrichment of the body, mind and spirit.
2. Provide education that ensures all staff is properly trained to provide professional and competent service.
3. Promote diversity on campus through effective programming and active recruitment of staff and students.
This graph shows when the survey responses were entered into Student Voice, the online survey software used to track data.

All following graphs display the data as reported by Student Voice, based on the Safe Zone Training survey responses.
Q15. Gender identity:
- Female: 64.46%
- Male: 32.24%
- Transgender: 0.47%
- Other (please specify): 2.8%

Q16. Gender expression:
- Feminine: 59.61%
- Masculine: 38.6%
- Androgynous: 6.37%
- Other (please specify): 3.67%
Q17. Sexual orientation:

- Lesbian: 63.67%
- Gay: 4.22%
- Bisexual: 5.63%
- Straight: 69.67%
- Queer: 1.68%
- Other (please specify): 2.38%

Q18. I am a (Check all that apply):

- University of Utah student: 68.16%
- University of Utah alumnus: 30.47%
- Community member: 26.3%
Q2. Please indicate your familiarity with the following terms: - Coming out

**Pre-Training**

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - None</td>
<td>1.64%</td>
</tr>
<tr>
<td>2</td>
<td>3.04%</td>
</tr>
<tr>
<td>3 - Moderate</td>
<td>19.06%</td>
</tr>
<tr>
<td>4</td>
<td>25.93%</td>
</tr>
<tr>
<td>5 - High</td>
<td>66.31%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>0%</td>
</tr>
</tbody>
</table>

Q2. Please rate your knowledge/awareness in the following areas.

Please indicate your familiarity with the following terms: - Coming out

**Post-Training**

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - None</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>1.30%</td>
</tr>
<tr>
<td>3 - Moderate</td>
<td>8.33%</td>
</tr>
<tr>
<td>4</td>
<td>23.15%</td>
</tr>
<tr>
<td>5 - High</td>
<td>66.0%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>0.22%</td>
</tr>
</tbody>
</table>
Q3. Please indicate your familiarity with the following terms: Sexual identity.

Pre-Training:

- None: 0.47%
- Slight: 25.41%
- Moderate: 37.53%
- High: 32.11%
- Other: 0%

Post-Training:

- None: 0%
- Slight: 4.41%
- Moderate: 27.36%
- High: 67.65%
- Other: 0.23%
Q4. Please indicate your familiarity with the following terms: Gender identity

**Pre-Training**

1. None: 0.00%
2. Low: 0.00%
3. Moderate: 24.48%
4. High: 38.63%
5. Prefer not to answer: 31%

**Post-Training**

1. None: 3%
2. Low: 5.57%
3. Moderate: 26.45%
4. High: 67.63%
5. Prefer not to answer: 0.00%

Please indicate your familiarity with the following terms: Gender identity.
05. Please rate your knowledge/awareness in the following areas.

Please indicate your familiarity with the following terms: - Gender expression

Pre-Training

Post-Training
Q6. Please indicate your familiarity with the following terms: Homophobia

Pre-Training

Post-Training

Q5. Please rate your knowledge/awareness in the following areas.

Please indicate your familiarity with the following terms: Homophobia
Q7. Please indicate your familiarity with the following terms: - Heterosexism

Pre-Training

Post-Training

Please rate your knowledge/awareness in the following areas.
Q8. Please indicate your familiarity with the following terms: Queer

Pre-Training

Post-Training

Please rate your knowledge/awareness in the following areas.

Please indicate your familiarity with the following terms: Queer
Q9. Please indicate your familiarity with the following terms - LGBTQ

Pre-Training

Q9. Please rate your knowledge/awareness in the following areas.

Please indicate your familiarity with the following terms - LGBTQ

Post-Training
Q10. Please indicate your knowledge of the following issues: LGBTQ civil rights movement in the U.S.

**Pre-Training**

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>8.47%</td>
</tr>
<tr>
<td>Low</td>
<td>27.65%</td>
</tr>
<tr>
<td>Moderate</td>
<td>37.05%</td>
</tr>
<tr>
<td>High</td>
<td>21.85%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Post-Training**

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>3.74%</td>
</tr>
<tr>
<td>Low</td>
<td>16.89%</td>
</tr>
<tr>
<td>Moderate</td>
<td>33.38%</td>
</tr>
<tr>
<td>High</td>
<td>30.84%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>16.42%</td>
</tr>
</tbody>
</table>

Q11. Please rate your knowledge/awareness in the following areas.

Please indicate your knowledge of the following issues: LGBTQ civil rights movement in the U.S.
Q11. Please indicate your knowledge of the following issues: Diversity within the LGBTQ community.

**Pre-Training**

<table>
<thead>
<tr>
<th>Knowledge Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - None</td>
<td>37.99%</td>
</tr>
<tr>
<td>2</td>
<td>23.04%</td>
</tr>
<tr>
<td>3 - Moderate</td>
<td>23.4%</td>
</tr>
<tr>
<td>4</td>
<td>6.86%</td>
</tr>
<tr>
<td>5 - High</td>
<td>0%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Post-Training**

<table>
<thead>
<tr>
<th>Knowledge Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - None</td>
<td>1.16%</td>
</tr>
<tr>
<td>2</td>
<td>3.73%</td>
</tr>
<tr>
<td>3 - Moderate</td>
<td>16.14%</td>
</tr>
<tr>
<td>4</td>
<td>30.51%</td>
</tr>
<tr>
<td>5 - High</td>
<td>40.47%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>0%</td>
</tr>
</tbody>
</table>
Q12. Please indicate your knowledge of the following issues: Understanding of what it means to be an LGBTQ+ ally.

### Pre-Training

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>17.97%</td>
</tr>
<tr>
<td>Moderate</td>
<td>32.58%</td>
</tr>
<tr>
<td>High</td>
<td>26.71%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>14.03%</td>
</tr>
</tbody>
</table>

### Post-Training

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>3.81%</td>
</tr>
<tr>
<td>Moderate</td>
<td>15.26%</td>
</tr>
<tr>
<td>High</td>
<td>40.06%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>39.00%</td>
</tr>
</tbody>
</table>

Please indicate your knowledge of the following issues: Understanding of what it means to be an LGBTQ+ ally.
Q13. Please rate your experience in the Safe Zone Training.

Please indicate your experience with the following issues: - Overall, this Safe Zone Training was a valuable experience for me.
Q14. Please rate your experience in the Safe Zone Training.

Please indicate your experience with the following issue: - This Safe Zone Training provided me with useful tools and information to create a safe and comfortable environment in my office.
Q15. Please rate your experience in the Safe Zone Training.

Please indicate your experience with the following issues:
- This training helped me to dispel some myths/incorrect information I had about LGBT issues.
Q16. Please rate your experience in the Safe Zone Training.

Please indicate your experience with the following issues:

- This Safe Zone Training provided a safe environment/process for useful and structured dialogue and learning.

<table>
<thead>
<tr>
<th></th>
<th>0%</th>
<th>10%</th>
<th>20%</th>
<th>30%</th>
<th>40%</th>
<th>50%</th>
<th>60%</th>
<th>70%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>66.73%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>28.17%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>2.82%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3.29%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>0%</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Q17. Please rate your experience in the Safe Zone Training.

Please indicate your experience with the following issues:

- I felt respected and comfortable asking questions/participating during this training.

- Strongly disagree: 2.33%
- Disagree: 4.2%
- Agree: 26.11%
- Strongly agree: 67.37%
- Prefer not to answer: 0%
Q18. Please rate your experience in the Safe Zone Training.

Please indicate your experience with the following issues: - The length of the training was appropriate...
Q19. Please rate your experience in the Safe Zone Training.

Please indicate your experience with the following issues:
- The facilitators were well prepared, thorough, and effective.

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>3.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3.47%</td>
</tr>
<tr>
<td>Agree</td>
<td>21.21%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>74.83%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>0%</td>
</tr>
</tbody>
</table>
Q20. Please rate your experience in the Safe Zone Training.

Please indicate your experience with the following issues: - The handouts for this training were clear and effective.
Appendix C—Speaker’s Bureau Overview

Project Summary—Speaker’s Bureau Evaluation 2012-2013

Brief description of program:
The Speakers Bureau is a program that coordinates Panels on Lesbian Gay Bisexual and Transgender Concerns. It can be used in the classroom, staff training’s, residence hall programs, or any other forum where an educational program regarding sexual orientation or gender identity is desired. The goal of these panels is to create a dialogue between audience members and panelists, allowing for specific questions to be asked and personal answers to be shared.

Who was asked to complete survey (e.g., “students who attended…”):
Students, faculty, staff, and community members who attended.

Respondents:
614 individuals completed the evaluation.

Administration Type:
Responses completed on paper and entered by office staff into Campus Labs

Summary of Key Findings:
Positivity was prominent in the evaluations of the Speaker’s Bureau. Most participants were very pleased with the openness of the panelist and the conflict free dialogue. The most common feedback topics for improvement were focused on improving the flow of the panel, and increasing anonymity for asking questions, and using a microphone.

Actions to be Taken for the Following Academic Year:
To improve the flow of the panel discussions and maximize the relevancy and benefits to students, there will be increased communication between the Speakers Bureau coordinator and the requester of the panel discussion (i.e., the professor). This communication would involve:
• Requesting that the class be told about the panel in advance and come prepared with questions to ask
• Providing the professor with a list of basic terms and definitions to distribute to students
• Learning if there are any specific topics the professor would like discussed during the panel
In doing so, we hope to tailor each panel to meet the needs of the specific classes. For example, if the panel discussion is for a nursing class, more effort can be made to attempt to gather panelists who have had experience with the healthcare system, and any specific topics that the professor would like to have discussed can be brought up with ease. With this more customized approach for each class, audience members should benefit greatly.

In order to make the panels more successful and to help students be more comfortable we asked professors to have the students ask questions a head of time or at the beginning of class write questions on a piece of paper so students could also ask questions anonymously. This was a theme that appeared on the evaluations that students wanted a way to ask questions in a more anonymous way.

Based on the feedback received, it seems it could be highly beneficial to employ a microphone and speaker system during panels with larger audiences. This should alleviate any issues that audience members have with hearing the speakers.

**Which department strategic plan goals does this program align with?**

1. Raise awareness regarding lesbian, gay, bisexual and transgender issues.
2. Affirm lesbian, gay, bisexual and transgender identities and lives by fostering a safe, inclusive, multicultural environment for the University's LGBT community.
3. Support the academic mission of the University of Utah by promoting the inclusion of LGBT topics in the curriculum and other academic programs.
4. Build linkages with other LGBT organizations and allied programs through outreach and community development efforts.

**Which Student Affairs goals does this program/project align with?**

Develop students as a whole through the cultivation and enrichment of the body, mind and spirit.
Provide education that ensures all staff is properly trained to provide professional and competent service.
Promote diversity on campus through effective programming and active recruitment of staff and students.
This graph shows when the survey responses were entered into Student Voice, the online survey software used to track data.

All following graphs display the data as reported by Student Voice, based on the Safe Zone Training survey responses.
Q3. Please indicate your level of agreement with the following: The panelists were respectful and appropriate in presenting information/experiences.

- Strongly agree: 82.48%
- Agree: 16.69%
- Disagree: 0.03%
- Strongly disagree: 3%

Q4. Please indicate your level of agreement with the following: The panel format was an effective way to convey this information.

- Strongly agree: 74.36%
- Agree: 24.42%
- Disagree: 0.03%
- Strongly disagree: 3%
Q5. Please indicate your level of agreement with the following. - Hearing these personal experiences helped me to understand some of the issues faced by LGBT people.

- Strongly agree: 74.26%
- Agree: 24.75%
- Disagree: 0.93%
- Strongly disagree: 0%

Q6. Please indicate your level of agreement with the following. - I have greater understanding of the LGBT experience after this panel.

- Strongly agree: 88.89%
- Agree: 29.19%
- Disagree: 1.81%
- Strongly disagree: 0.18%
G7. Please indicate your level of agreement with the following: - Overall, the panel stayed focused and on topic.

Q8. Please indicate your level of agreement with the following: - There was an appropriate amount of interaction between panelists and audience members.
Q9. Please indicate your level of agreement with the following: The panelists challenged some of my opinions/beliefs regarding LGBT people.

- Strongly agree: 29.32%
- Agree: 29.62%
- Disagree: 22.43%
- Strongly disagree: 4.87%

Q10. Please indicate your level of agreement with the following: My perspective of LGBT people has changed because of this panel.

- Strongly agree: 31.91%
- Agree: 22.06%
- Disagree: 22.06%
- Strongly disagree: 5.98%
Q11. Please indicate your level of agreement with the following: Overall, attending this panel was a good use of my time.

- 66.69%
- 27.54%
- 3.18%
- 0%

Q12. Please indicate the best response to the following: My perspective of LGBT issues prior to this panel was:

- Mostly positive (50.01%)
- Somewhat positive (10.76%)
- Neutral (20.84%)
- Somewhat negative (3.72%)
- Mostly negative (1.18%)
Q13. Please indicate the best response to the following: - My perspective of LGBT issues after this panel is:

- Mostly positive: 62.56%
- Somewhat positive: 20.74%
- Neutral: 14.84%
- Somewhat negative: 1.35%
- Mostly negative: 0.51%