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MISSION STATEMENT

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 works 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:

- Raises 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 through outreach and community development efforts.
Highlights

Accomplishments

Safe Zone Trainings

<table>
<thead>
<tr>
<th>Date</th>
<th>Group</th>
<th># attended</th>
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<tbody>
<tr>
<td>7/17/2007</td>
<td>Student Recruitment</td>
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<td>8/9/2007</td>
<td>Residence Hall Association RA Diversity Training</td>
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<td>Career Services</td>
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<td>10/22/2007</td>
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<td>Psychology Staff &amp; Faculty</td>
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<td>Psychology Staff &amp; Faculty</td>
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<td>3/10/2008</td>
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<td>4/2/2008</td>
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<tr>
<td>6/3/2008</td>
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Total Number Trained 508

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Class</th>
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<tr>
<td>10/29/2007</td>
<td>HPER North 238</td>
<td>Panel</td>
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<tr>
<td>11/2/2007</td>
<td>SLCC</td>
<td>SLCC Class</td>
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<tr>
<td>11/16/2007</td>
<td>MBH 112</td>
<td>Multicultural Issues Class</td>
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<tr>
<td>1/31/2008</td>
<td>Heritage Center</td>
<td>Residence Halls</td>
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<td>2/7/2008</td>
<td>CRCC 205</td>
<td>Business School</td>
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<td>2/20/2008</td>
<td>AEB 320</td>
<td>Human Sexuality class</td>
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<tr>
<td>2/27/2008</td>
<td>BUC 211</td>
<td>Human Sexuality class</td>
</tr>
<tr>
<td>3/3/2008</td>
<td>OSH 102</td>
<td>Panel</td>
</tr>
<tr>
<td>3/4/2008</td>
<td>OSH</td>
<td>Human Sexuality class</td>
</tr>
<tr>
<td>3/5/2008</td>
<td>Annex B</td>
<td>Human Sexuality class</td>
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<tr>
<td>3/12/2008</td>
<td>BEHS 104</td>
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<td>3/24/2008</td>
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<td>Human Sexuality class</td>
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<td>4/4/2008</td>
<td>MBH 114</td>
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<td>4/7/2008</td>
<td>Annex B</td>
<td>Health and Human relations</td>
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<td>6/16/2008</td>
<td>BEHS 102</td>
<td>Health Promotion and Education</td>
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<td>6/25/2008</td>
<td>JTB</td>
<td>Human Sexuality class</td>
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<td>6/26/2008</td>
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<td>Psychology</td>
</tr>
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</table>
The goal of these presentations is to help facilitate a productive dialogue between students on various LGBT issues and to raise awareness of issues regarding sexual orientation/identity and gender identity/expression.

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Presentations</th>
</tr>
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<tbody>
<tr>
<td>8/10/2007</td>
<td>Union 161</td>
<td>Rape Crisis Training - Serving the LGBT Victim</td>
</tr>
<tr>
<td>8/29/2007</td>
<td>Union Den</td>
<td>Women's Resource Center</td>
</tr>
<tr>
<td>11/5/2007</td>
<td>Bldg 619</td>
<td>Honors class</td>
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<td>11/6/2007</td>
<td>SW 131</td>
<td>Social Work</td>
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<td>11/26/2007</td>
<td>SW 301</td>
<td>Policy class</td>
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<td>Math Bldg</td>
<td>LGBT Presentation</td>
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<td>1/9/2008</td>
<td>UUCC</td>
<td>Transgender therapy</td>
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<tr>
<td>1/12/2008</td>
<td>Union</td>
<td>LGBT History, COSA Conference</td>
</tr>
<tr>
<td>1/12/2008</td>
<td>Union</td>
<td>High School Conference: Sports Team Mentors, Mini-SZ</td>
</tr>
<tr>
<td>1/14/2008</td>
<td>UT.Pride</td>
<td>Transgender therapy</td>
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<tr>
<td>1/29/2008</td>
<td>SLCC</td>
<td>Transfer student presentation</td>
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<tr>
<td>3/8/2008</td>
<td>Union Den</td>
<td>Preview Day</td>
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<tr>
<td>4/8/2008</td>
<td>BUC 305</td>
<td>Ethical Dilemma class</td>
</tr>
<tr>
<td>4/22/2008</td>
<td>LS 101</td>
<td>LGBT History, COSA Conference</td>
</tr>
</tbody>
</table>
Large issues/events that were significant

- On October 15-20, 2007 the LGBTRC put on the most extensive Pride Week ever. Our theme was “Culture with a Q”. We had over twenty-five different event ranging from an Ally’s Panel to a sold out Gay-la and Silent Auction. Some of our sponsors included the Guest House, Ethnic Studies, the Business School, Student Development and Gastronomy. For the first time ever we raised money, $4,203.00 to be exact. Our keynote included Andrew Jolivette from San Francisco State University and entertainment by Troy Lennard and the Salt Lake City Kings. It was an amazing event. The event sold out at 190 people. Judy Madgid from the Salt Lake City Tribune as well as a reporter from the Desert News was on hand. Both publications highlighted the event in there respected papers.

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

- On February 13, 2008 the LGBT Resource Center held its first ever Winter Social in the Panorama East room. Because it was so successful, we have decided to hold this event annually. This event attracted people from on campus as well as people from off campus such as Peter Corroon, the Salt Lake County Mayor. Even though we thought we would get snowed out, sixty people managed to attend.

  The goal of the winter Social was to bring together the campus community as well as the larger community.

- From March 31-April 4th we held our Awareness Campaign. During this week, we focused on our Ally support and held a social with the Center for Ethnic Student Affairs (CESA). Dr. Lisa Diamond gave a talk about bisexuality and we held a Minority in Communication panel that was well attended. On the 4th we broke the Silence at 1pm with different people giving speeches. That evening we held our first ever Break the Silence Drag Show at Club Sound. It too was well attended and raised about $360.00 by and for the student groups.

  The goal of the Awareness Campaign was to thank and acknowledge our LGBT allies for their commitment to the LGBT community on campus. The goal of Break the Silence was to give a voice to those who had been silenced in the past year and to address the cloud of homophobia and heterosexism.
New Projects/Collaborations

In the spring of 2008, the LGBTRC partnered with CESA and held our first ever Allies Social. This social attracted about 60 people from all over campus and was so successful and well received that we plan on holding it every spring and will invite a different office or department to host this event with us.

An Ally Social was held in the Center for Ethnic Student Affairs, room 318 of the Student Union on March 31, 2008 4pm-6pm.

The two new projects that we have been working on and that will start 2008-2009 academic are a mentoring program and an alumni association.
Service Delivery

- The LGBTRC is a safe place for LGBT 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 of charge.

- Program components include Safe Zone training, Speakers Bureau, Presentations, and tabling.
  
  - Safe Zone Trainings: 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, same-sex marriages, 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.
  
- When we can, we assist the students with academic advising and retentions issues. Occasionally we see student in crisis and will refer them to the Women’s Resource Center as well as the Counseling Center.

Changes made to programs:

- There were some minor changes made to our Safe Zone Program. We added a stronger allies section to our training and officially made it three hours long.

- We made our services more professional by requiring a higher level of professionalism of the LGBTRC staff. Training and supervision was done to ensure that expectations were met and policies were followed.
Assessment

- From January 4, 2008 to June 30, 2008 the LGBTRC served 665 students in our office. 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).

- Since February 2, 2008 we have been conducting a needs assessment that is located on our website. We have had 105 start the survey and 72 complete the survey. Two areas we wanted to track with the needs assessment were why people access the center and if they don’t why not. Another area we wanted to know was what activities would interest people (see appendix B for results).

- Since February 20, 2008 we have issued pre and post evaluations to monitor the effectiveness of our Safe Zone trainings. We have had 131 people complete the pre-survey and 127 complete the post-survey (see appendix C for results).

- Because this is the first year an annual report has been done, we are unable to address trends from year to year.

Staff

We had a turn over in staff in May 2008. Two student staff graduated and one chose not to return. From April 2008 to July 3, 2008 we had a BSW student 40 hours a week. We were also able to hire two student staff that each put in ten hours a week.

Current Center Staff

Cathy Martinez—Center Director

Cathy Martinez, MSW, LCSW Director of the LGBT Resource Center has over 10 years in the field of social work. She received both her B.S. and M.S.W. from the University of Utah. In addition to her position at the LGBT Resource Center she has a limited private practice where she specializes in LGBTQ issues. She believes that "everyone...regardless of their color, ethnicity, religion, SES, education, or sexual orientation... deserves to be treated with dignity and respect". When not at work, she enjoys traveling with her partner and their son, biking, hiking, running and home improvement projects.
Nick Critchlow—Student Staff

Nick is a native Utahn from Price. He is currently a student at the University of Utah working towards a double major in both Mass Communication and Gender Studies. He has had a passion for LGBTQ and Social Justice Issues since his early years of high school and is active in many civil rights causes. He has also worked for the Planned Parenthood Association of Utah as a both a volunteer and student advocate for reproductive rights and health. He is also an active member of both the Queer Student Union and Students for Choice. His favorite things are movies, music, hanging with friends, and devising inventive ways to get out of Utah.

Cameron Hodgkin—Student Staff

Originally from Utah County, Cameron is working on his undergraduate degree in English and Philosophy with a minor in German. He is currently a junior and intends on graduating in 2010. He further intends on earning his Ph.D. in Philosophy and hopes to teach at the collegiate level. His personal philosophy is “Be happy; hurt no one” and he believes that everyone has that right. He enjoys reading (is a MAJOR Tolkien aficionado) and loves to play the piano.

Katie Stiel—Intern

A newbie to the Salt Lake City area, Katie Stiel is a first year graduate student in the Educational Leadership and Policy program. Katie grew up in eastern Idaho but journeyed to Montana for college. She graduated from Carroll College, a small Catholic Liberal Arts institution in Helena, Montana, where she also worked as an Admission Counselor for two years. Katie believes everyone should have equal rights no matter race, class, gender, or who they love. And that is why she would be a perfect Miss American (kidding).
Awards

- The student staff team gave the LGBTRC director an aware for serving the LGBT community.

Committees

- Cathy Martinez—Presidential Commission on the Status of Women.

Advisory Board

Board Chair
Alison Regan—Head Marriot Library  TACC

Voting Members

- Cathy Martinez—Center Director
- Kay Harward—Sr. Associate V.P. for Student Affairs
- Lisa Diamond—Associate Professor in Psychology
- Donna Hawxhurst—Ph.D. Training Coordinator Women's Resource Center
- Boyer Jarvis—Professor Emeritus
- Becky McKean—Administrative Assistant, CESA
- James E. Graves—Dean College of Health
- Matthew Siemionko—Graduate Student, Social Area Psychology Department
- Lindy Nielsen—Interim Residential Education Coordinator, Housing & Residential Education
- Joël Arvizo—M.Ed. CHES
- Melissa Schaefer—Instructor Department of Anthropology
- Dhiraj Chand—ASUU Director for Diversity
- Greg Hatch—Head Dumke Fine Arts & Architecture Library
- Annie N. Christensen—Dean of Students

Ex-Oficio Members

- Octavio Villalpando—Associate Vice President for Diversity and Associate Professor of Educational Leadership and Policy
- Kari Ellingson—Assistant Vice President of Student Development/Accessment
Appendix A
Resource Center Usage
School Year

- Freshman (27%)
- Sophomore (23%)
- Junior (31%)
- Senior (16%)
- Graduate (1%)
- Alumni (1%)
- Faculty (<1%)

Sexual Orientation

- Gay (45%)
- Lesbian (25%)
- Bisexual (10%)
- Queer (9%)
- Gay/Bi (6%)
- Heterosexual (3%)
- Unsure (2%)
- Fluid (.2%)
Gender

- Male (47%)
- Female (41%)
- Faggot (7%)
- Queer (2%)
- Boi Chick (2%)
- Either (.5%)
- Open (.5%)

Ethnicity

- Caucasian (45%)
- Latino (16%)
- Mixed Race (15%)
- Euronesian (10%)
- African-American (9%)
- Japanese/Caucasian (4%)
- Chicano (1%)
Hear About the Center

- Internet: 39%
- Friends: 29%
- Word of mouth: 16%
- Crossed upon: <1%
- U of U Pride: 2%
- Pride Center: <1%
- Campus Pride: 2%
- QSU: 2%
- CST: 2%
- U of U Pride: 2%
- Community: <1%
- Friends: 2%
- Internet: 0%

[Bar chart showing the distribution of how people heard about the Center]
Student Majors

College of Science
- Biology
- Math
- Geography
- Political Science
- Gender Studies
- Psychology
- Anthropology
- Sociology

College of Social and Behavioral Science
- Social Justice Policy
- Geology
- Nutrition
- Graduate
- Civil/Bio Engineering
- Early Adult Education

College of Fine Arts
- Music
- Art
- Choral Ed.
- Modern Dance
- Photography
- Film Studies

College of Humanities
- Communication
- Mass Communica-
- English
- Philosophy
- Interna-
- Studies
- International Relations
- Spanish
- Speech & Hearing
- Finance

Other Majors

Colleges
First Visit

- Yes (92%)
- No (8%)
Appendix B
Needs Assessment
Total Respondents: 106
Total Complete: 72
Percent Complete: 67.92%

Q1. Do you currently use the LGBTQ Center and/or are involved in center activities?
Q2. In what ways are you involved with the center? (Check all that apply)
Q3. What prevents you from being involved with the LGBTQ Center? (Check all that apply)

- Work schedule: 54.76%
- Other (please specify): 35.71%
- Do not want to be involved: 7.14%
- Perception that the center caters to particular groups of individuals: 14.29%
- Center's hours: 2.38%
- Don't feel welcome: 11.9%
- Course load: 28.57%
Q4. Would you be interested in being involved in the following activities? (Check all that apply)
Q5. What additional programming would you like the LGBTQ Center to provide? (Check all that apply)

- Speakers: 52%
- Films: 59.48%
- Dialogues (faculty/staff/students): 48.65%
- Social activities: 48.65%
- Support Groups (e.g., transgender, queer, lesbian): 59.48%
- Alternative spring break: 43.24%
- Other (please specify): 6.78%
Q6. Which of the following topics would you like to see addressed? (Check all that apply)

- Sexual orientation: 62.15%
- Gender identity/expression: 60.81%
- Queer Theory: 55.41%
- Issues of race/ethnicity: 41.83%
- Social Justice: 63.51%
- Parenting: 31.08%
- Spirituality: 29.73%
- Other (please specify): 6.76%
Q9. Gender identity:

- Female: 43.06%
- Male: 47.22%
- Transgender: 6.94%
- Other (please specify): 2.70%

Q10. Gender expression:

- Female: 44.44%
- Male: 50%
- Transgender: 1.39%
- Other (please specify): 4.17%
Q11. How do you identify?

- Lesbian: 20.83%
- Gay: 30.53%
- Bisexual: 16.67%
- Straight: 12.5%
- Queer: 11.11%
- Other (please specify): 8.33%
Q12. Sexual orientation

- Lesbian: 19.44%
- Gay: 30.53%
- Bisexual: 23.61%
- Straight: 15.28%
- Queer: 6.94%
- Other (please specify): 4.17%
Q13. Race/Ethnicity: (Check all that apply)

- African-American/Black: 0%
- American Indian/Alaskan Native: 1.39%
- Asian/Asian-American: 8.33%
- Hispanic-Latino(a): 12.5%
- Pacific Islander: 1.39%
- White/Caucasian: 77.78%
- Multiracial: 6.94%
- Other (please specify): 1.39%
Q14. My religious affiliation is.

- No religious affiliation: 45.99%
- Atheist: 13.89%
- Buddhist: 2.76%
- Hindu: 0%
- Latter Day Saint: 5.56%
- Muslim: 8.33%
- Protestant (Baptist, Episcopalian, Lutheran, Methodist, Presbyterian, etc.): 1.39%
- Roman Catholic: 1.39%
- Wiccan: 20.83%

Other (please specify):
Q16. Please indicate the number of credit hours you are currently taking:

- 6-12: 45.1%
- 13-18: 29.41%
- 0-5: 20.53%
- 16+: 1.96%

Q17. Do you live:

- Off campus: 84.31%
- On campus: 15.69%
Appendix C
Safe Zone Trainings
Pre-Evaluations

Respondents Over Time

Total Respondents: 131
Total Complete: 130
Percent Complete: 99.24%

Q2. Please indicate your familiarity with the following terms: - Currning out

- 1 - None: 0.76%
- 2: 4.58%
- 3 - Moderate: 6.11%
- 4: 31.3%
- 5 - High: 56.49%
- Prefer not to answer: 0.76%
Q3. Please indicate your familiarity with the following terms: - Sexual identity

Q4. Please indicate your familiarity with the following terms: - Gender identity
Q5. Please indicate your familiarity with the following terms:  - Gender expression

Q6. Please indicate your familiarity with the following terms:  - Hurnophobia
Q7. Please indicate your familiarity with the following terms: - Heterosexism

Q8. Please indicate your familiarity with the following terms: - Queer
Q9. Please indicate your familiarity with the following terms: - LGBT

Q10. 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.

![Bar chart showing percentages for different levels of knowledge.]

Q12. Please indicate your knowledge of the following issues: - Understanding of what it means to be an LGBTQ ally.

![Bar chart showing percentages for different levels of knowledge.]

1. None
2. 2.
3. Moderate
4. High
5. Prefer not to answer
Q19: I am a: (Check all that apply)

- University of Utah student: 88.46%
- University of Utah staff/faculty: 68.02%
- Community member: 10.22%
Q2. Please rate your knowledge/awareness in the following areas.

Please indicate your familiarity with the following terms: - Coming out
Q3. Please rate your knowledge/awareness in the following areas.

Please indicate your familiarity with the following terms: - Sexual identity

Q4. Please rate your knowledge/awareness in the following areas.

Please indicate your familiarity with the following terms: - Gender identity
Q5. Please rate your knowledge/awareness in the following areas.
Please indicate your familiarity with the following terms:
- Gender expression

Q6. Please rate your knowledge/awareness in the following areas.
Please indicate your familiarity with the following terms:
- Homophobia
Q7. Please rate your knowledge/awareness in the following areas.

Please indicate your familiarity with the following terms: - Heterosexism

Q8. Please rate your knowledge/awareness in the following areas.

Please indicate your familiarity with the following terms: - Queer
Q9. Please rate your knowledge/awareness in the following areas.

Please indicate your familiarity with the following terms: - LGBT

![Bar chart for Q9.](chart1)

Q10. 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.

![Bar chart for Q10.](chart2)
Q11. Please rate your knowledge/awareness in the following areas.

Please indicate your knowledge of the following issues: - Diversity within the LGBTQ community

Q12. Please rate your knowledge/awareness in the following areas.

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 issues:

- 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.
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.

![Graph showing percentage of responses to Q17.](image)

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

![Graph showing percentage of responses to Q18.](image)
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.

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.