University of Utah
Lesbian Gay Bisexual Transgender
RESOURCE CENTER
Annual Report July 1, 2008-June 30, 2009
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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:

- 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.
Highlights

Accomplishments

Safe Zone Trainings

<table>
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<tr>
<th>Date</th>
<th>Event Description</th>
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<td>6/29/2009</td>
<td>Student Health Center</td>
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Total: 231

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 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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Place</th>
<th>Target Audience</th>
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<tbody>
<tr>
<td>7/9/2008</td>
<td>OSH 106</td>
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<td>11/17/2008</td>
<td>BUC 106</td>
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<td>3/24/2009</td>
<td>MBH 111</td>
<td>Managing Diversity in Organizations</td>
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<td>3/31/2009</td>
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<td>Health Promotion</td>
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<td>4/6/2009</td>
<td>MBH 105</td>
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<td>MBH 113</td>
<td>Intro to Multicultural Relations</td>
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<td>4/8/2009</td>
<td>SW Rm 237</td>
<td>Group Discussion panel</td>
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<tr>
<td>4/22/2009</td>
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<td>Parks and Recreation</td>
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</tbody>
</table>

Total Panels 2008-09: 16
Large issues/events that were significant

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

- During October 20-24, 2008 the LGBTRC put on a great Pride Week. Our theme was "Activate*Transform*Evolve." We had twenty-one different events ranging from a Drag Dash to a sold out Gay-la and Silent Auction. Some of our sponsors included the Guest House, ASUU, the Business College, Student Affairs and The Office of Equity and Diversity. For the second time ever, our Gay-la raised money, $18,232.00 to be exact. Our keynote for the week was human rights activist and former Black Panther leader Erika Huggins.

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

- On February 19, 2009, the LGBT Resource Center held its second ever Winter Social in the Student Union Parlor A. The welcome was done by Dr. Kathryn Bond Stockton. This event attracted people from on campus as well as people from the Salt Lake City community.

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.

- From April 13th -April 17th we held our Awareness Campaign. The theme of the week was “Together We Can.” We presented an ally plaque to the Psychology department for their ongoing support of the LGBTRC. Events held were the screening of “Speak Up” in the Union Theater, an Allies Panel discussion and The Day of Silence on April 17th. That evening we held the second annual Break the Silence Drag Show at Club Sound cosponsored by the Queer Student Union (QSU). It too was well attended and raised almost $300.00 for QSU.

The goal of the B.W. Bastian is to support University Pride Week.

- The LGBTRC received a grant from the B.W. Bastian Foundation in the amount of $10,000.
New Projects

In the fall of 2008, the LGBTRC launched its mentoring program. We recruited for this program by sending an invitation to our email list asking for mentors and mentees. We held a training for mentors where we highlighted important parts of the program like setting boundaries and following through with mentees. We held an individual meeting with mentees where we identified areas where they needed a mentor and the necessity of boundaries. By November, we had nine mentors and nine mentees.

In 2008-2009, Barb Snyder purchased a Utah Nonprofit Information Services (UNIS) for every student life office. The goal was to aid the offices in their search for finding outside funds. The LGBT Resource Center has been using UNIS since spring 2008 to help fund outreach programs and scholarships for students.

Our new Facebook networking site became active during ’08-’09. It has proven to be an excellent way to communicate with the LGBT community both on the University of Utah campus and within the community at large. At the end of fiscal year, our Facebook page had 245 members and had sent out invitations to 10 different events.

The Fiscal Year ’08-’09 was the first year that the LGBT Resource Center started tracking student volunteer hours. The total hours volunteered were 824.
Service Delivery

- 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 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 LGBTA 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 retention issues. Occasionally we see students in crisis and will refer them to the Women’s Resource Center as well as the Counseling Center.

Changes made to programs:

- There were 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

- **According to student sign-ins, the LGBTRC served 889 students. 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 conducted a needs assessment that is located on our website. We have had 296 start the survey and 180 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 learn about 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 303 people complete the pre-survey and 286 complete the post-survey since then (see appendix C for results—the appendix reflects the fiscal year).**

- **Since February 20, 2008 we have issued post-evaluations to monitor the effectiveness of our Speakers Bureau Panels. We have had 124 complete the post-survey (see appendix D for results).**

Staff

We had a turn over in staff in May 2009. One student staff decided not to return and to seek employment elsewhere and two chose to return for the 2009-2010 academic year. We hired a student for the open student-staff position. During spring semester, we had a BSW student who worked 20 hours a week.

Center Staff 2008-2009:

*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.
**Kip Rishton —BSW—Intern**

A senior in the Social Work program, Kip is looking forward to beginning graduate school the summer of 2009. A graduate of Jordan High School class of 1974, he has lived all over the country in places like Miami, New York City and San Francisco. Kip has become active in the fight for equal rights the LGBT community seeks. He campaigned for “No on 8” in Santa Rosa California and has become active with Equality Utah. “My idea of social work is seeking equality for everyone regardless of who they love.”

**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—ELP Intern**

A newbie to the Salt Lake City area, Katie Stiel is a 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.
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.
Committees

- Cathy Martinez—Presidential Commission on the Status of Women.
- Cathy Martinez—University Staff Counsel
- Cathy Martinez—Women's Week Committee
- Cathy Martinez—Pride Week Committee

Advisory Board

Board Chair
Lisa Diamond—Associate Professor in Psychology

Voting Members

- Cathy Martinez—Center Director
- Kay Harward—Sr. Associate V.P. for Student Affairs
- Alison Regan—Head Marriot Library TACC
- Katie Stiel—Intern, LGBTRC
- Donna Hawxhurst—Ph.D. Training Coordinator Women's Resource Center
- Boyer Jarvis—Professor Emeritus
- Becky McKeen—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
- Joél 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/Assessment
- *Jennifer Williams-Molock*—Assistant Vice President for Student Equity and Diversity
Appendix A
Resource Center Usage
School Year

- Freshmen: 21%
- Undergrad (from database): 29%
- Soph: 11%
- Senior: 17%
- Junior: 19%
- Grad: 1%
- Other: 2%
- Faculty: 1%
- Other/Communit: 1%
- Faculty: 0%

Sexual Orientation

- Gay: 50%
- Lesbian: 18%
- Heterosexual: 15%
- Queer: 6%
- Bi: 9%
- Male: 0%
- Other: 1%
- Unsure: 1%
- Homo: 1%
- Non-Gay: 0%
- Polysexual: 0%
- Mostly Gay: 0%
- Anarcho-Queer: 0%
- Does it matter?: 0%

- Mostly Male: 0%
- Mostly Female: 0%
Ethnicity

- Caucasian: 49%
- Mixed: 19%
- Latino/Hispanic: 5%
- African American: 2%
- Tongan: 1%
- Chicano: 1%
- US/American: 1%
- European American: 2%
- Persian: 1%
- Greek: 2%
- Other: 1%
- African: 0%
- Persian: 0%
- Native American: 0%
- Pacific Islander: 0%
- Chinese: 0%
- Japanese: 0%
- Scottish-American: 0%
- Indian: 0%
- Middle Eastern: 0%
- Hawaiian: 0%
- Middle Eastern: 0%

Purpose of Visit

- Friends/Hang Out: 39%
- Study: 18%
- Computer: 15%
- Volunteer: 11%
- Lunch: 4%
- Info/Learn More: 4%
- Library: 1%
- Coffee: 1%
- Meeting with Cathy: 1%
- Work: 2%
- Other: 4%

Heard About LGBTRC

Friends 38%
LGSU/QSU 6%
Walk-In 7%
Previous Experience 10%
Word of Mouth 10%
Internet 19%

Total by College
Engineering 9%
Undeclared 7%
Fine Arts 4%
Mines and Earth Sciences 2%
Architecture + Planning 1%

Science 9%
Business 6%
Education 14%
Social and Behavioral Science 30%
Humanities 12%
Other 4%

Undergraduate Studies 1%
Health 1%
Social Work 1%
Medicine 0%
Law 0%
Pharmacy 0%
First Time Visit

Yes
9%

No
91%
Appendix B
Needs Assessment
Total Respondents: 296
Total Complete: 180
Percent Complete: 60.81%

Q1. Do you currently use the LGBTQ Center and/or are involved in center activities?

- Yes: 22.16%
- No: 77.84%
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)

- Course load: 26.25%
- Work schedule: 28.75%
- Center’s hours: 8.75%
- Do not want to be involved: 7.5%
- Don’t feel welcome: 12.5%
- Perception that the center caters to particular groups of individuals: 20%
- Other (please specify): 48.75%
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: 45.54%
- Films: 53.47%
- Dialogues (faculty/staff/students): 47.52%
- Support Groups (e.g., transgender, queer, lesbian): 53.47%
- Social activities: 54.48%
- Alternative spring break: 34.65%
- Other (please specify): 8.91%
Q6. Which of the following topics would you like to see addressed? (Check all that apply)

- Sexual orientation: 68.32%
- Gender identity/expression: 55.45%
- Queer Theory: 49.5%
- Issues of race/ethnicity: 39.6%
- Social Justice: 62.38%
- Parenting: 34.85%
- Spirituality: 47.52%
- Other (please specify): 4.95%
Q11. How do you identify?

- Lesbian: 24%
- Gay: 31%
- Bisexual: 14%
- Straight: 14%
- Queer: 11%
- Other (please specify): 6%
Q13. Race/Ethnicity: (Check all that apply)

- African-American/Black: 5%
- American Indian/Alaskan Native: 2%
- Asian/Asian-American: 7%
- Hispanic/Latino(o): 17%
- Pacific Islander: 0%
- White/Caucasian: 74%
- Multiracial: 7%
- Other (please specify): 4%
Q14. My religious affiliation is:

- No religious affiliation: 45%
- Other (please specify): 13%
- Muslim: 13%
- Latter Day Saint: 12%
- Buddhist: 5%
- Hindu: 0%
- Roman Catholic: 5%
- Wiccan: 3%
- Protestant (Baptist, Episcopal, Lutheran, Methodist, Presbyterian, etc.): 4%
- Other: 0%
Q15. I am a:

- University of Utah student: 46%
- University of Utah staff/faculty: 14%
- Both a University of Utah student and staff: 17%
- Community member: 23%
Q16. Please indicate the number of credit hours you are currently taking:

- 0: 3.23%
- 6-12: 43.55%
- 13-18: 51.81%
- 19+: 1.61%

Q17. Do you live:

- On campus: 24.19%
- Off campus: 75.81%
Appendix C
Safe Zone Trainings
The numbers reflect the Safe Zone trainings within the fiscal year, though the graph covers a larger range.
Q2. Please indicate your familiarity with the following terms: - Coming out

**Pre-Training**

- 1 - None: 1.15%
- 2 - Very Low: 3.45%
- 3 - Moderate: 10.34%
- 4 - Moderate: 25.67%
- 5 - High: 69.62%
- Prefer not to answer: 0.77%

**Post-Training**

- 1 - None: 0.8%
- 2 - Very Low: 0%
- 3 - Moderate: 4.19%
- 4 - Moderate: 17.13%
- 5 - High: 76.49%
- Prefer not to answer: 0.4%

Q2. Please rate your knowledge/awareness in the following areas.
Q3. Please indicate your familiarity with the following terms: Sexual identity.

**Pre-Training**

- 1 - None: 0%
- 2 - Low: 2.07%
- 3 - Moderate: 25.29%
- 4 - High: 36.02%
- 5 - Very High: 34.1%
- Prefer not to answer: 1.53%

**Post-Training**

- 1 - None: 0.07%
- 2 - Low: 5.18%
- 3 - Moderate: 22.71%
- 4 - High: 70.92%
- Prefer not to answer: 0.8%
Q4. Please indicate your familiarity with the following terms: Gender identity

Pre-Training

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
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<tbody>
<tr>
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<td>0.77%</td>
</tr>
<tr>
<td>2</td>
<td>6.13%</td>
</tr>
<tr>
<td>3 - Moderate</td>
<td>22.99%</td>
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<tr>
<td>4</td>
<td>36.02%</td>
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<tr>
<td>5 - High</td>
<td>32.95%</td>
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<tr>
<td>Prefer not to answer</td>
<td>1.15%</td>
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Post-Training

<table>
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<th>Percentage</th>
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<tbody>
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<td>0.4%</td>
</tr>
<tr>
<td>2</td>
<td>0.4%</td>
</tr>
<tr>
<td>3 - Moderate</td>
<td>4.79%</td>
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<tr>
<td>4</td>
<td>24.7%</td>
</tr>
<tr>
<td>5 - High</td>
<td>58.92%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

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

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

**Pre-Training**

- 1 - None: 3.83%
- 2: 16.86%
- 3 - Moderate: 26.82%
- 4: 26.82%
- 5 - High: 23.75%
- Prefer not to answer: 1.92%

**Post-Training**

- 1 - None: 0.4%
- 2: 0.4%
- 3 - Moderate: 6%
- 4: 24.8%
- 5 - High: 67.8%
- Prefer not to answer: 6.8%
Q6. Please indicate your familiarity with the following terms: - Homophobia

Pre-Training

- 1 - None: 1.92%
- 2: 3.40%
- 3 - Moderate: 11.54%
- 4: 26.92%
- 5 - High: 55.38%
- Prefer not to answer: 0.77%

Post-Training

- 1 - None: 0.8%
- 2: 1.59%
- 3 - Moderate: 0.69%
- 4: 19.12%
- 5 - High: 74.1%
- Prefer not to answer: 0.8%
Q7. Please indicate your familiarity with the following terms: - Heterosexism

Pre-Training

Post-Training

Q7. Please rate your knowledge/awareness in the following areas.
Please indicate your familiarity with the following terms: - Heterosexism
Q8. Please indicate your familiarity with the following terms - Queer

### Pre-Training

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - None</td>
<td>4.6%</td>
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<tr>
<td>2</td>
<td>10.34%</td>
</tr>
<tr>
<td>3 - Moderate</td>
<td>25.29%</td>
</tr>
<tr>
<td>4</td>
<td>28.74%</td>
</tr>
<tr>
<td>5 - High</td>
<td>29.89%</td>
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### Post-Training

<table>
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<tr>
<td>2</td>
<td>0.4%</td>
</tr>
<tr>
<td>3 - Moderate</td>
<td>4.73%</td>
</tr>
<tr>
<td>4</td>
<td>21.01%</td>
</tr>
<tr>
<td>5 - High</td>
<td>71.01%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>0.8%</td>
</tr>
</tbody>
</table>
Q9. Please indicate your familiarity with the following terms: LGBT

Pre-Training

Post-Training

Please rate your knowledge/awareness in the following areas.

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.

**Pre-Training**

- 1 - None: 13.85%
- 2: 21.02%
- 3 - Moderate: 38.08%
- 4: 20%
- 5 - High: 5%
- Prefer not to answer: 1.15%

**Post-Training**

- 1 - None: 0.4%
- 2: 2.39%
- 3 - Moderate: 14.94%
- 4: 54.18%
- 5 - High: 28.69%
- Prefer not to answer: 0%
Q11. Please indicate your knowledge of the following issues: Diversity within the LGBTQ community.

Pre-Training

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
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<td>11.49%</td>
</tr>
<tr>
<td>2</td>
<td>21.46%</td>
</tr>
<tr>
<td>3 - Moderate</td>
<td>29.12%</td>
</tr>
<tr>
<td>4</td>
<td>26.05%</td>
</tr>
<tr>
<td>5 - High</td>
<td>10.73%</td>
</tr>
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<td>Prefer not to answer</td>
<td>1.15%</td>
</tr>
</tbody>
</table>

Post-Training

<table>
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<th>Level</th>
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</thead>
<tbody>
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<td>0.4%</td>
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<tr>
<td>2</td>
<td>1.59%</td>
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<tr>
<td>3 - Moderate</td>
<td>11.65%</td>
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<tr>
<td>4</td>
<td>43.03%</td>
</tr>
<tr>
<td>5 - High</td>
<td>43.03%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>0%</td>
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</tbody>
</table>
Q12. Please indicate your knowledge of the following issues:

- Understanding of what it means to be an LGBTQ ally

**Pre-Training**

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<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>1 - None</td>
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<tr>
<td>2</td>
<td>14.56%</td>
</tr>
<tr>
<td>3 - Moderate</td>
<td>22.22%</td>
</tr>
<tr>
<td>4</td>
<td>31.03%</td>
</tr>
<tr>
<td>5 - High</td>
<td>18.39%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>1.15%</td>
</tr>
</tbody>
</table>

**Post-Training**

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
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<td>0.4%</td>
</tr>
<tr>
<td>2</td>
<td>3.3%</td>
</tr>
<tr>
<td>3 - Yobab &amp;</td>
<td>5.16%</td>
</tr>
<tr>
<td>4</td>
<td>20.39%</td>
</tr>
<tr>
<td>5 - High</td>
<td>54.94%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>0%</td>
</tr>
</tbody>
</table>
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.

![Response Distribution Graph]

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.

![Response Distribution Graph]
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 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:
- 1. I felt respected and comfortable asking questions/participating during this training.

![Bar Chart]

Q18. Please rate your experience in the Safe Zone Training.

Please indicate your experience with the following issues:
- 1. The length of the training was appropriate.

![Bar Chart]
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>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>0.4%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1.2%</td>
</tr>
<tr>
<td>Agree</td>
<td>22.49%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>75.8%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>0.4%</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:

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>0.4%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1.69%</td>
</tr>
<tr>
<td>Agree</td>
<td>26.6%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>70.62%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>1.2%</td>
</tr>
</tbody>
</table>
Appendix D
Speakers Bureau
Q1. Please indicate your level of agreement with the following: - The panelists were organized and knowledgeable about the subject.

- Strongly agree: 83.06%
- Agree: 16.94%
- Disagree: 0%
- Strongly disagree: 0%
Q2. Please indicate your level of agreement with the following: - The panelists were respectful and appropriate in presenting information/experiences.

Strongly agree: 99.52%
Agree: 10.48%
Disagree: 0%
Strongly disagree: 0%

Q3. Please indicate your level of agreement with the following: - The panel format was an effective way to convey this information.

Strongly agree: 77.42%
Agree: 21.77%
Disagree: 0.81%
Strongly disagree: 0%
Q4. 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: 76.61%
- Agree: 22.58%
- Disagree: 0.81%
- Strongly disagree: 0%

Q5. Please indicate your level of agreement with the following: - I have greater understanding of the LGBT experience after this panel.

- Strongly agree: 66.94%
- Agree: 30.65%
- Disagree: 1.61%
- Strongly disagree: 0.81%
Q6. Please indicate your level of agreement with the following: - Overall, the panel stayed focused and on topic.

- Strongly agree: 83.06%
- Agree: 16.13%
- Disagree: 0.81%
- Strongly disagree: 0%

Q7. Please indicate your level of agreement with the following: - There was an appropriate amount of interaction between panelists and audience members.

- Strongly agree: 79.49%
- Agree: 20.16%
- Disagree: 0.81%
- Strongly disagree: 0%
Q8. Please indicate your level of agreement with the following - The panelists challenged some of by opinions/beliefs regarding LGBT people.

- Strongly agree: 38.77%
- Agree: 32.62%
- Disagree: 25.2%
- Strongly disagree: 4.4%

Q9. Please indicate your level of agreement with the following - My perspective of LGBT people has changed because of this panel.

- Strongly agree: 22.26%
- Agree: 30.65%
- Disagree: 26.61%
- Strongly disagree: 10.48%
Q10. Please indicate your level of agreement with the following: - Overall, attending this panel was a good use of my time.

- Strongly agree: 71.54%
- Agree: 26.83%
- Disagree: 0.81%
- Strongly disagree: 0.81%

Q11. Please indicate the best response to the following: - My perspective of LGBT issues prior to this panel was:

- Mostly positive: 52.46%
- Somewhat positive: 13.03%
- Neutral: 28.09%
- Somewhat negative: 4.62%
- Mostly negative: 0.00%
Q12. Please indicate the best response to the following: My perspective of LGBT issues after this panel is:

- Mostly positive: 59.17%
- Somewhat positive: 25.83%
- Neutral: 14.17%
- Somewhat negative: 0.83%
- Mostly negative: 0%