University of Utah
Lesbian Gay Bisexual Transgender
Resource Center
Annual Report July 1, 2009-June 30, 2010
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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>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Participants</th>
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</thead>
<tbody>
<tr>
<td>7/1/2009</td>
<td>Open</td>
<td>6</td>
</tr>
<tr>
<td>7/20/2009</td>
<td>Student Equity and Diversity</td>
<td>6</td>
</tr>
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<td>ASUU</td>
<td>7</td>
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<td>100</td>
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<td>11/3/2009</td>
<td>Rape Recovery Center SLC UT</td>
<td>10</td>
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<td>11/13/2009</td>
<td>Human Resources</td>
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<tr>
<td>11/30/2009</td>
<td>Social Work as a Profession</td>
<td>31</td>
</tr>
<tr>
<td>12/5/2010</td>
<td>Training the Trainers</td>
<td>3</td>
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<tr>
<td>1/6/2010</td>
<td>University Advisory Committee: Vickie Morgan</td>
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<tr>
<td>1/22/2010</td>
<td>Human Resources; Leadership Training</td>
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<td>1/28/2010</td>
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<td>4/19/2010</td>
<td>Jeanne Jacobson’s Class</td>
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<td>Kate Canas &amp; Diversity Students</td>
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<td>6/3/2010</td>
<td>Feminist Therapy</td>
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<tr>
<td>6/22/2010</td>
<td>Upward Bound Staff</td>
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Total # Trainings: 23
Total Participants: 413

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.
### Speakers Bureau Panels

<table>
<thead>
<tr>
<th>Date</th>
<th>Place</th>
<th>Target Audience</th>
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</thead>
<tbody>
<tr>
<td>7/2/2009</td>
<td>BEHS 116</td>
<td>Human Sexuality</td>
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<tr>
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<td>BEHS 108</td>
<td>Social Work Diversity</td>
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<td>7/20/2009</td>
<td>OSH 135</td>
<td>Gender Studies Diversity</td>
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<td>10/2/2009</td>
<td>HPER N 236</td>
<td>Human Sexuality</td>
</tr>
<tr>
<td>10/21/2009</td>
<td>SBS 107</td>
<td>Gender Studies 1100</td>
</tr>
<tr>
<td>10/21/2009</td>
<td>PAB 103</td>
<td>Gender Studies 1100</td>
</tr>
<tr>
<td>11/2/2009</td>
<td>HPER N 236</td>
<td>Human Sexuality</td>
</tr>
<tr>
<td>11/9/2009</td>
<td>BU C 106</td>
<td>Managing Diversity in Organizations</td>
</tr>
<tr>
<td>11/10/2009</td>
<td>HPER N 242</td>
<td>Exercise science diversity credit</td>
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<td>OSH 131</td>
<td>Gender Studies 3690</td>
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<td>11/16/2009</td>
<td>HPER W 117</td>
<td>PRT: Diversity and Leisure behavior</td>
</tr>
<tr>
<td>11/23/2009</td>
<td>HPER N 236</td>
<td>Health and Human Relations</td>
</tr>
<tr>
<td>12/7/2009</td>
<td>SW 254</td>
<td>Social Work as a Profession</td>
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<td>2/1/2010</td>
<td>PAB 103</td>
<td>Queer Theater</td>
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<td>2/6/2010</td>
<td>BU C 206</td>
<td>COSA Conference</td>
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<td>2/18/2010</td>
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<td>OSH 113</td>
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</tr>
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<td>3/3/2010</td>
<td>AEB 320</td>
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<td>3/9/2010</td>
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<td>Business Management</td>
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<tr>
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<td>Promoting Physical Health in Community</td>
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<tr>
<td>4/1/2010</td>
<td>HPER W 117</td>
<td>Promoting Physical Health in Community</td>
</tr>
<tr>
<td>4/5/2010</td>
<td>MBH 105</td>
<td>Health and Human Relations</td>
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*Table Continued on Page 6*
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>
</tr>
</thead>
<tbody>
<tr>
<td>4/7/2010</td>
<td>HPER E 206</td>
<td>Leisure Behavior and Human Diversity</td>
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<tr>
<td>4/14/2010</td>
<td>Union Den</td>
<td>Allies in the Workplace</td>
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<tr>
<td>4/21/2010</td>
<td>SW 251</td>
<td>Social Work as a Profession</td>
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<td>6/9/2010</td>
<td>HPER N 236</td>
<td>Human Sexuality</td>
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<tr>
<td>6/21/2010</td>
<td>HPER N 236</td>
<td>Health Promotion</td>
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<td>6/24/2010</td>
<td>BEHS 114</td>
<td>Human Sexuality</td>
</tr>
<tr>
<td>6/30/2010</td>
<td>HPER N 242</td>
<td>Health Promotion</td>
</tr>
</tbody>
</table>

Total Panels: 36
Total Panel Respondents: 747
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 3-9, 2009 the LGBTRC put on a great Pride Week. Our theme was “Justice for all...IF NOT NOW, WHEN?”. Our keynote for the week was Lt. Dan Choi an Iran war veteran and LGBT activist. In addition to Dan Choi, Thea Hillman spoke at our annual Gay-la. Ms. Hillman is a queer writer from the San Francisco bay area. She addressed the issue facing intersex people. The Gay-la bright in over 1,000 and the money was used to give out three scholarships to LGBTQA students at the University and to start an emergency fund.

The goal of the Winter Social is to bring together the campus community as well as the larger community.
- On February 16, 2010, the LGBT Resource Center held its third annual 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 is 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 12th -April 16th we held our Awareness Campaign entitled “Together We Can Break the Silence.” The ally award for the academic years was presented to The Barbara L. & Norman C. Tanner Center for Nonviolent Human Rights for their support of the LGBTQA community on campus. Events held were the screening of “Out in the Silence ” in the Union Theater, an Allies Panel discussion and The Day of Silence on April 16th. That evening we held the third annual Break the Silence Drag Show cosponsored by the Queer Student Union (QSU).

The goal of the B.W. Bastian Foundation is to support University Pride Week.
- The LGBTRC received a grant from the B.W. Bastian Foundation in the amount of $10,000.
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 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.

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, 1667 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

**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.

**Jenny Leffler—BSW Intern**

Jenny Leffler is a BSW student at the University of Utah and will graduate in the summer 2010. She intends to get her Master's Degree in Social Work and wants to work for the Department of Defense in the future to help returned soldiers. Jenny works full-time in addition to her academic pursuits. She loves traveling with her husband and riding her motorcycle. She is a voracious reader and history buff, and finds "useless trivia" fascinating. Jenny’s pride and joy are her "children"—her English Bull dog, Hermione, and her two cats. Her personal philosophy is: "Know me as a person before passing judgment.

**Evangeleena Manzanares—Student Staff**

Vangie was born and raised in Salt Lake City, Utah and is currently a junior pursuing biology and chemistry degrees at the University of Utah. She plans to attend medical school when she graduates in. In her free time she enjoys anything from volunteering with the Inclusion Center for Community and Justice, to practicing martial arts or playing video games. You can find Vangie anywhere from a coffee shop drinking boba tea, to the movie premier of the new Harry Potter movie dressed as Bellatrix Lestrange. She believes that “Everyone should have an ally.”
Kip Rishton — BSW — Intern

A senior in the Social Work program, Kip is looking forward 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.

Ian Vilisoni Palu — Student Staff

Ian Vilisoni Palu is a senior majoring as a BS Geography Education student at the University of Utah and will graduate in spring 2011. He plans to finish his Master’s Degree in Education/Leadership and Policy at the U in 2013. He enjoys traveling (especially to Canada), volleyball, reading, hiking, snowshoeing, and making Madagascar Hissing Cockroaches hiss. He is also a humanoid GPS system, so if you need directions and he’s a passenger, you’ll never get lost! Ian cherishes nothing more than his beloved mum, his loyal friends, and being a co-ed here at the University of Utah.

Aaron Bryant — BSW Intern

Aaron is a BSW student at the University of Utah and will graduate in the summer 2010. He plans to apply for the MSW program in the near future and just published his first book A Synchronous Memoir of Addition and Recovery.
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
- Cathy Martinez—Human Resources Diversity Counsel
- Cathy Martinez—Student Affairs Diversity Counsel
- Cathy Martinez—University Services Corps
- Cathy Martinez—Student Affairs Assessment Committee
- Katie Stiel—University Pride Committee
- Katie Stiel—LGBTRC Advisory Board
- Katie Stiel—Student Affairs Veterans Conference Committee
- Katie Stiel—University Service Corps
- Cameron Hodgkin—Student Affairs Assessment Committee

Advisory Board

Board Chair
- Lisa Diamond—Associate Professor in Psychology

Board Co-Chair
- Ryan Randal—Outreach Coordinator, Counseling Center

Voting Members
- Cathy Martinez—LGBTRC Director
- Kay Harward—Sr. Associate V.P. for Student Affairs
- Katie Stiel—Intern, LGBTRC
- Donna Hawxhurst—Ph.D. Training Coordinator Women's Resource Center
- James E. Graves—Dean College of Health
- Matthew Siemionko—Graduate Student, Division of Public Health
- Joël Arvizo—M.Ed. CHES
- Melissa Schaefer—Instructor Department of Anthropology
- Annie N. Christensen—Dean of Students
- Nate Bassett—Alumni
- Michelle Call—Westminster College
- Kari Dockendorff—Assistant Residential Education Coordinator
- Chris Hoglund—AAA
- Katie Stiel—Graduate Assistant, LGBTRC
- Kyle Jones—Captain, SLC Policy Department
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

Awards and Recognitions

- Cathy Martinez—Pete Suazo Social Justice Award in area of individual and community Justice, April 9, 2010
Appendix A
Resource Center Usage
LGBT Resource Center
Total Log Number of Log Ins 2009-2010: 1667

The students that logged in at the LGBT resource center represented a very diverse population. Many ethnic backgrounds, sexual and gender orientations, 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 and 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.
Appendix B
Safe Zone Trainings
The numbers reflect the Safe Zone trainings within the fiscal year, though the graph covers a larger range.
Q16. Gender expression:

- Female: 63.46%
- Male: 32.88%
- Transgender: 0.61%
- Other (please specify): 3.65%

Q17. How do you identify:

- Lesbian: 3.05%
- Gay: 7.11%
- Bisexual: 4.08%
- Straight: 77.66%
- Queer: 2.54%
- Other (please specify): 5.68%
Q2. Please indicate your familiarity with the following terms: - Coming out

Pre-Training

Post-Training
Q3. Please indicate your familiarity with the following terms: Sexual identity

Pre-Training

Q3. Please rate your knowledge/awareness in the following areas.

Post-Training
Q4. Please indicate your familiarity with the following terms: - Gender identity

**Pre-Training**

- None: 1.01%
- Moderate: 3.03%
- High: 31.82%
- High: 40.4%
- Prefer not to answer: 1.01%

**Post-Training**

- None: 0.4%
- Moderate: 0.2%
- High: 72.03%
- Prefer not to answer: 0.8%
Q5. Please indicate your familiarity with the following terms: Gender expression

Pre-Training

- None: 3.54%
- Moderate: 15.66%
- High: 27.78%
- Prefer not to answer: 25.25%
- Other: 26.26%

Post-Training

- None: 0.2%
- Moderate: 0.8%
- High: 4.44%
- Prefer not to answer: 69.16%
- Other: 24.8%
Q6. Please indicate your familiarity with the following terms: - Homophobia

**Pre-Training**

- 1 - None: 1.52%
- 2: 3.55%
- 3 - Moderate: 11.68%
- 4: 23.35%
- 5 - High: 59.30%
- Prefer not to answer: 0.61%

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Q6. Please rate your knowledge/awareness in the following areas.

Please indicate your familiarity with the following terms: - Homophobia

**Post-Training**

- 1 - None: 0.6%
- 2: 1.01%
- 3 - Moderate: 2.82%
- 4: 18.31%
- 5 - High: 74.26%
- Prefer not to answer: 1.01%
Q7. Please indicate your familiarity with the following terms: - Heterosexism

Pre-Training

<table>
<thead>
<tr>
<th>Level</th>
<th>Pre-Training</th>
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<tbody>
<tr>
<td>1 - None</td>
<td>6.57%</td>
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<tr>
<td>2</td>
<td>10.1%</td>
</tr>
<tr>
<td>3 - Moderate</td>
<td>22.22%</td>
</tr>
<tr>
<td>4</td>
<td>22.13%</td>
</tr>
<tr>
<td>5 - High</td>
<td>37.88%</td>
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Post-Training

<table>
<thead>
<tr>
<th>Level</th>
<th>Post-Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - None</td>
<td>1.01%</td>
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<tr>
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<td>0.4%</td>
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<tr>
<td>3 - Moderate</td>
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<td>4</td>
<td>19.72%</td>
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<td>5 - High</td>
<td>73.04%</td>
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<td>Prefer not to answer</td>
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Q8. Please indicate your familiarity with the following terms: - Queer

Pre-Training

<table>
<thead>
<tr>
<th>Level</th>
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<tbody>
<tr>
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<td>4.55%</td>
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<tr>
<td>2</td>
<td>9.6%</td>
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<tr>
<td>3 - Moderate</td>
<td>23.74%</td>
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<td>4</td>
<td>28.7%</td>
</tr>
<tr>
<td>5 - High</td>
<td>32.83%</td>
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<tr>
<td>Prefer not to answer</td>
<td>4.61%</td>
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Q8. Please rate your knowledge/awareness in the following areas.
Please indicate your familiarity with the following terms: - Queer

Post-Training

<table>
<thead>
<tr>
<th>Level</th>
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<tbody>
<tr>
<td>1 - None</td>
<td>0.6%</td>
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<tr>
<td>2</td>
<td>0.2%</td>
</tr>
<tr>
<td>3 - Moderate</td>
<td>2.82%</td>
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<tr>
<td>4</td>
<td>22.13%</td>
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<tr>
<td>5 - High</td>
<td>72.43%</td>
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<tr>
<td>Prefer not to answer</td>
<td>0.8%</td>
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</table>
Q9. Please indicate your familiarity with the following terms: - LGBT

Pre-Training

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

### Pre-Training

- **1 - None:** 11.73%
- **2:** 23.47%
- **3 - Moderate:** 37.24%
- **4:** 19.39%
- **5 - High:** 7.34%
- **Prefer not to answer:** 1.02%

### Post-Training

- **1 - None:** 0.8%
- **2:** 2.22%
- **3 - Moderate:** 17.34%
- **4:** 48.39%
- **5 - High:** 38.95%
- **Prefer not to answer:** 0.6%
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>
<td>1 - None</td>
<td>12.60%</td>
</tr>
<tr>
<td>2</td>
<td>21.32%</td>
</tr>
<tr>
<td>3 - Moderate</td>
<td>20.95%</td>
</tr>
<tr>
<td>4</td>
<td>21.83%</td>
</tr>
<tr>
<td>5 - High</td>
<td>13.2%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>1.02%</td>
</tr>
</tbody>
</table>

Post-Training

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - None</td>
<td>0.4%</td>
</tr>
<tr>
<td>2</td>
<td>2.22%</td>
</tr>
<tr>
<td>3 - Moderate</td>
<td>11.49%</td>
</tr>
<tr>
<td>4</td>
<td>39.72%</td>
</tr>
<tr>
<td>5 - High</td>
<td>46.77%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>0.4%</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**

1. None: 13.71%
2. Low: 16.24%
3. Moderate: 29.3%
4. High: 25.89%
5. Very High: 22.84%
6. Prefer not to answer: 1.07%

**Post-Training**

1. None: 0.4%
2. Low: 0.6%
3. Moderate: 66.06%
4. High: 28.81%
5. Very High: 0.5%
6. Prefer not to answer: 0.6%
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.

![Bar Chart]

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.

![Bar Chart]
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.

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.

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
Speakers Bureau
Q1. Please indicate your level of agreement with the following: - The panelists were organized and knowledgeable about the subject.
Q2. Please indicate your level of agreement with the following: - The panelists were respectful and appropriate in presenting information/experiences.

Q3. Please indicate your level of agreement with the following: - The panel format was an effective way to convey this information.
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: 71.24%
- Agree: 26.61%
- Disagree: 1.75%
- Strongly disagree: 0.4%

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

- Strongly agree: 83.86%
- Agree: 35.83%
- Disagree: 2.3%
- Strongly disagree: 0.27%
Q6. Please indicate your level of agreement with the following: - Overall, the panel stayed focused and on topic.

- Strongly agree: 67.28%
- Agree: 31.36%
- Disagree: 1.21%
- Strongly disagree: 0.33%

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

- Strongly agree: 89.36%
- Agree: 28.69%
- Disagree: 0.54%
- Strongly disagree: 0.0%
Q8. Please indicate your level of agreement with the following: - The panelists challenged some of my opinions/beliefs regarding LGBT people.

- Strongly agree: 20.1%
- Agree: 41.39%
- Disagree: 24.73%
- Strongly disagree: 4.78%

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

- Strongly agree: 22.16%
- Agree: 43.88%
- Disagree: 26.86%
- Strongly disagree: 7.02%
Q10. Please indicate your level of agreement with the following: - Overall, attending this panel was a good use of my time.

- Strongly agree: 86.52%
- Agree: 31.74%
- Disagree: 2.05%
- Strongly disagree: 0.88%

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

- Mostly positive: 53.18%
- Somewhat positive: 13.67%
- Neutral: 20.52%
- Somewhat negative: 5.41%
- Mostly negative: 1.22%
Q10. Please indicate your level of agreement with the following: Overall, attending this panel was a good use of my time.

- Strongly agree: 86.52%
- Agree: 31.74%
- Disagree: 2.05%
- Strongly disagree: 0.88%

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

- Mostly positive: 53.18%
- Somewhat positive: 13.67%
- Neutral: 28.52%
- Somewhat negative: 5.41%
- Mostly negative: 1.22%
Strategic Plan

The LGBTRC is currently working with the Assessment Office to formalize it’s five year strategic plan. The following is the 2010-2010 plan for the LGTRC:

Strategic Objectives

1. Support students in embracing their whole being to help enable student success and encourage an environment excepting of diversity.
   
   Goal/Objectives
   A. Raise awareness for LGBT issues by organizing LGBT Q&A panels, LGBT film series, and community event tabling.
   B. Provide self-exploration opportunities through mentoring program, creation of safe sharing environments and volunteer opportunities for students.
   C. Event planning to affirm LGBT identities by fostering an inclusive, multicultural community e.g. Lavender Graduation, Fabulous Fridays and LGBT Film series.
   D. Integrate educational opportunities with social interactions to affirm LGBT identities.

2. Provide education to university staff and faculty to ensure appropriate training, advocate for students and encourage the creation of a safe and inclusive campus community.
   
   Goal/Objectives
   A. Equip university staff and faculty with tools to encourage self-exploration of all students
   B. Offering Safe Zone Trainings and Speakers’ Bureau Classroom Panels.
   C. Planning the following programs: Transgender Training, Ally Training, Custom Training, LGBT office staff retreats.

3. Programming and active recruitment of staff/faculty and students to promote LGBT awareness and diversity, advocate for students and encourage an open safe and inclusive campus community.
   
   Goal/Objectives
   A. Continue planning events such as Pride at the U, Transgender Awareness Month, World AIDS day, Winter Social, Awareness Campaign, Ally Week, Day of Silence and Utah Pride Festival.

4. Ensure qualified and diverse staff to foster departmental accountability.
   
   Goal/Objectives
   A. Announce LGBT office position availability to all students on campus.

5. Create partnerships to enhance a sense of community between the LGBTQA community and greater university community.
   
   Goal/Objectives
   A. Seek out sponsorships and networks for the advancement of LGBTQA support and education.
   B. Advertise to create LGBTRC awareness, including services available.
6. Utilize data driven decision making and coordinated assessment to foster departmental accountability.
   Goal/Objectives
   A. Visit LGBTRC mission statement to ensure accountability through strategic objective creation.
   B. Demographic collection through resource center sign-in process.
   C. Utilization of assessments and evaluations to measure program effectiveness.

7. Provide and maintain technology to enhance services, assessment and communication.
   Goal/Objectives
   A. Database management to collect student information for the assessment of services.
   B. Provision of technological resources through the LGBT office lounge and David Bohnett Cyber Center.

8. Promotion of best practices to ensure objective attainment including departmental accountability.
   Goal/Objectives
   A. Active departmental staff meetings to encourage communication between employees.
   B. Creation of student dialogues regarding diversity and student needs
   C. Maintenance of a professional and supportive atmosphere to promote sharing and acceptance at the LGBTRC.
Summary

I think you will find that The Lesbian Gay Bisexual Transgender Resource Center at the University of Utah had a very productive year. We continue to receive the support of the entire campus community. The center is committed to providing a safe and inclusive space for all who visit the center. We strive to educate and collaborate with all university office and departments. We are proud of our legacy and we are looking forward to our future contributions to the university community. Thank you and if you have question, please let us know.

Cathy Martinez  
Director, Lesbian Gay Bisexual Transgender Resource Center