University of Utah
Lesbian Gay Bisexual Transgender
Resource Center
Annual Report July 1, 2010-June 30, 2011
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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>Type of Safe Zone Training</th>
<th>Attended</th>
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<tbody>
<tr>
<td>07/15/2010</td>
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<td>Open</td>
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Total # Trainings: 22
Total Participants: 396

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>
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<tr>
<th>Date</th>
<th>Place</th>
<th>Target Audience</th>
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<tbody>
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<td>9/13/2010</td>
<td>PAB 103</td>
<td>Queer Theatre</td>
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<td>Managing Diversity in Organizations</td>
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<td>Gender and Contemporary</td>
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<td>03/17/2011</td>
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<td>Promoting Physical Activity in the Community</td>
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<tr>
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<td>03/28/2011</td>
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<td>General Association Meeting</td>
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<td>06/20/2011</td>
<td>HYPER N 236</td>
<td>Human Sexuality</td>
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</tbody>
</table>

Total Panels: 28
Total Respondents: 630

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.
**Office Volunteer Program**

- 1138 hours by 38 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**

- 97 hours by 25 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**

- 11 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.*
Large issues/events that were significant

**Campus Pride Week**
The goal of Pride Week was to make visible the LGBT community on campus by holding various events.
- October 18-22, 2010 the LGBTRC put on a fantastic Pride Week. The theme for the week was “Shades of Queer: Connecting through Difference.” The keynote address was given by Judith Jack Halberstam.

**Transgender Awareness Month**
The goal of Transgender Awareness Month is to raise visibility and understanding of an often ignored or forgotten part of the LGBTQ community.
- November 12-18, the LGBT Resource Center collaborated with several other organizations to hold several events on and off campus, including: a screening of “Harsh Beauty,” a community panel, and a Transgender Monologues/dinner event.

**World AIDS Day**
The goal of World AIDS Day is to build a global coalition of national and international groups dedicated to spread the awareness of AIDS.
- The LGBT Resource Center partnered with several organizations to provide events like our AIDS research speaker series, a sexual health discussion,

**Winter Social**
The goal of the Winter Social is to bring together the campus community as well as the larger community.
- On February 9, 2011, the LGBT Resource Center held its fourth annual Winter Social in the Student Union Parlor A. This event attracted people from on campus as well as people from the Salt Lake City community.

**Bisexual Awareness Month**
Bisexual Awareness Month attempts to raise awareness about bisexuality as a vital part of the LGBT community.
- On January 12th, we showed the film, “The Borstal Boy,” with a short discussion afterward. We were also pleased to present two of our distinguished professors as “Two Queers in Conversation,” speaking on the topic of “Who’s Afraid of Bisexuality?”
Large issues/events that were significant (continued)

**Ally Awareness Campaign**
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 11th -April 15th we held our Awareness Campaign entitled “Come out as an Ally!” The ally award for the academic year was presented to Claudia Gomes this year for her support of the LGBTQA community on campus. Events held were the screening of “Bullied” in the Union Theater, an Allies Panel discussion, a Safe Zone training, a service activity at the Sill Center community Garden, and The Day of Silence on April 15th.

**Lavender Graduation**
The LGBTRC hosted our annual Lavender Graduation for LGBTQ students and their allies at the University of Utah who graduated Spring/Summer 2011.

- The ceremony this year was on May 5th, and 31 graduates received a certificate as well as 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 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 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 LGBTA 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, 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 15 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, a BSW student at the University of Utah and will graduate in August 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.

Kathleen Boyd—Office assistant/finance/assistant to the director

Kathleen Boyd is senior at the University of Utah and will graduate in May of 2011 with a Bachelor of Science degree in Economics and a minor in Business. She plans to continue her graduate studies in Econometrics with the dreams of working for the Federal Reserve, an investment bank, or a proprietary trading firm. Kathleen’s interests include finance, architecture, sports, music, and dancing. When she’s not Ricky Bobbyin’ it on the dance floor, you can find her deeply involved in her academic studies, playing Call of Duty Zombies, or curled up on the couch on a Saturday morning watching her favorite Lifetime movies.
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.*

Kathleen Covington—Graduate Intern

Kathleen Covington is from Nova Scotia Canada. She has a BA in International Development Studies and Social Anthropology and a BEd. in Secondary Education. She is currently attending the Educational Leadership and Policy Masters programme at the U where she plans to specialize in policy analysis and student rights. She would ultimately like to be involved in the improvement of student rights policy and legislation. In her free time Kathleen can be found traveling, reading (she loves Ayn Rand), rollerblading or taking pictures in the mountains.

Brianne Blanchard—Student Staff

Brianne Blanchard is an undergraduate in the Bachelor of Social Work and Gender Studies programs with a passion for social justice. Originally from Utah, she spent 6 years in the U.S. Air Force as an airborne linguist working in Korean and Japanese. She played the cello as a teenager, but now mostly plays the radio and loves listening to music or dancing with her two children. Her free time is spent with them and her Sweetheart of 10 years – watching movies, entertaining friends, and reading short stories.
**Kaden Krause—Student Staff**

Kaden Krause is a Sophomore at the University of Utah. Kaden is unsure of the direction his life is headed. For the moment he is exploring his options in school but leans toward doing something in the medical or social justice field. Kaden is from a small town in central Utah but decided to brave the big city. He could not live without his niece and his nephew. They are his entire life. He loves to be outdoors and to talk to people. If you ever see him just say hello!

**Brittney Vuong—Intern**

Brittney N. Vuong is a senior at University of Utah majoring in Speech Communication with an emphasis on Culture. She plans to finish her BA this Fall 2011. Her hope is to help people as much as she is capable of and wants to pursue a career with a non-profit organization such as Planned Parenthood or YWCA, or wherever her path may take her. In her spare time she enjoys being around people she loves, reading about something new, or sitting on the couch with three blankets, movie theatre popcorn, and is almost always in a mood for a movie that’ll make her laugh, cry, scream, or think.

**Sai Samineni—Student Staff**

Sai Samineni is a sophomore majoring as a BA Biology student at the University of Utah and will graduate in spring 2014. She plans to attend medical school and pursue a career in gynecology and obstetrics. She enjoys playing video games, loves to read, has fun volunteering with the Bennion Center, and hiking. She believes in making the lessons she learns a reality by creating “an equality for everyone that is blind to barriers of race, gender, sexual preference…”.

**Benjamin Cabey—BSW Intern**

Benjamin is a native of New York and a graduate of the University of Utah, College of Social Work 2011. He is a musician and visual artist who enjoys performing. Benjamin enjoys mentoring and is one of the first in his family to receive a bachelor’s degree.

**TenAce Moser—BSW Intern**

TenAce is a social work intern from Salt Lake Community College. Her plan is to attend the University of Utah Fall 2011.
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

National and Regional presentations and publications

- Cathy Martinez—Creating Change Conference February 2-6, 2011

Faculty/ Adjust Appointments

- Cathy Martinez—Graduate School of Social Work Spring 2011

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
- 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
- Joél 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—Business School
- Chris Hoglund—AAA
- Kyle Jones—Retired 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
Appendix A
Resource Center Usage
Visitors to the LGBT Resource Center  
2010-2011

Total number of log-ins: 2010-2011: 1010

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 a computer lab, studying area, social network, relaxation, and provides them with a safe and supportive place to accomplish these objectives.
Gender Identity

- Male 54.29%
- Female 35.03%
- Transgender 0.99%
- Gender Queer 6.99%
- Other 3.62%

Gender Expression

- Male 49.00%
- Female 25.97%
- Queer 9.67%
- Straight 7.22%
- BiGender 1.15%
- Masculine 1.15%
- Middle 1.88%
- Other 3.75%
Sexual Orientation

- Queer: 20.02%
- Gay: 40.12%
- Straight: 19.43%
- Lesbian: 11.69%
- Bisexual: 6.20%
- Questioning: 1.44%
- Asexual: 0.29%

Purpose of Visit

- Printing/Computers: 49.12%
- Visiting: 19.60%
- Staff Visit: 3.30%
- Volunteering: 6.17%
- Study: 5.95%
- Other: 3.53%
- Info: 3.08%
- Programming: 3.52%
- Research Help: 0.44%
- Safe Space: 0.44%
- Work: 4.85%
How Visitors Learned About the Center

- Word of Mouth: 48.71%
- Website: 13.71%
- Walk By: 8.57%
- Other: 5.71%
- Orientation: 5.43%
- Frequent Visitor: 4.29%
- Class: 4.00%
- Flyers: 1.43%
- Service Learning: 1.43%
- Referral: 0.37%
- School Information: 0.37%
- WIRC: 0.57%
- Staff: 0.06%

*Center for Ethnic Student Affairs
**Women's Resource Center

Visits

- First Time: 11.81%
- Repeat: 88.19%
Appendix B
Safe Zone Trainings
The numbers reflect the Safe Zone trainings within the fiscal year, though the graph covers a larger range.
Q14. Sex:

Female: 67.17%
Male: 32.83%
Other (please specify): 0% 

Q15. Gender identity:

Female: 66.87%
Male: 32.73%
Transgender: 0.3%
Other (please specify): 0.3%
Q18. Sexual orientation:

- Lesbian: 2.11%
- Gay: 8.13%
- Bisexual: 5.12%
- Straight: 79.52%
- Queer: 1.81%
- Other (please specify): 3.31%

Q19. I am a (Check all that apply):

- University of Utah student: 71.69%
- University of Utah staff/faculty: 61.2%
- Community member: 30.72%
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**

- 1 - None: 1.21%
- 2: 4.83%
- 3 - Moderate: 21.15%
- 4: 35.65%
- 5 - High: 36.56%
- Prefer not to answer: 0.6%

**Post-Training**

- 1 - None: 0%
- 2: 0.4%
- 3 - Moderate: 6.85%
- 4: 23.11%
- 5 - High: 64.62%
- Prefer not to answer: 1.19%
Q5. Please indicate your familiarity with the following terms: Gender expression

Pre-Training:

1 - None: 4.24%
2 - Slightly: 9.7%
3 - Moderate: 27.27%
4 - High: 28.79%
5 - High: 29.09%
Prefer not to answer: 3.01%

Post-Training:

1 - None: 0.4%
2 - Slightly: 0.7%
3 - Moderate: 5.14%
4 - High: 26.09%
5 - High: 61.08%
Prefer not to answer: 0.79%
Q6. Please indicate your familiarity with the following terms: - Homophobia

**Pre-Training**

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<tr>
<td>2</td>
<td>3.03%</td>
</tr>
<tr>
<td>3 - Moderate</td>
<td>11.52%</td>
</tr>
<tr>
<td>4</td>
<td>30.91%</td>
</tr>
<tr>
<td>5 - High</td>
<td>53.03%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>1.21%</td>
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**Post-Training**

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<tr>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>3 - Moderate</td>
<td>7.14%</td>
</tr>
<tr>
<td>4</td>
<td>20.59%</td>
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<tr>
<td>5 - High</td>
<td>64.66%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>1.19%</td>
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Q7. Please indicate your familiarity with the following terms: Heterosexism

Pre-Training

1 - None: 3.93%
2: 10.88%
3 - Moderate: 21.15%
4: 32.02%
5 - High: 31.42%
6 - Prefer not to answer: 0.8%

Post-Training

1 - None: 0.79%
2: 0.4%
3 - Moderate: 7.81%
4: 34.78%
5 - High: 54.55%
6 - Prefer not to answer: 1.58%
Q8. Please indicate your familiarity with the following terms: - Queer

Pre-Training

<table>
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<th>Level</th>
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<tbody>
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<td>2</td>
<td>12.77%</td>
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<tr>
<td>3 - Moderate</td>
<td>21.87%</td>
</tr>
<tr>
<td>4</td>
<td>33.43%</td>
</tr>
<tr>
<td>5 - High</td>
<td>30.7%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>3.91%</td>
</tr>
</tbody>
</table>

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>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - None</td>
<td>0.4%</td>
</tr>
<tr>
<td>2</td>
<td>0.8%</td>
</tr>
<tr>
<td>3 - Moderate</td>
<td>8.37%</td>
</tr>
<tr>
<td>4</td>
<td>28.69%</td>
</tr>
<tr>
<td>5 - High</td>
<td>60.96%</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**

1. None: 0.91%
2. Moderate: 3.64%
3. High: 29.39%
4. Prefer not to answer: 50.61%

**Post-Training**

1. None: 0.4%
2. Moderate: 3.60%
3. High: 74.9%
Q10. Please indicate your knowledge of the following issues: LGBTQ civil rights movement in the U.S.

**Pre-Training**

1. None: 0.79%
2. None: 22.49%
3. Moderate: 36.26%
4. High: 24.01%
5. High: 8.21%
6. Prefer not to answer: 1.22%

**Post-Training**

1. None: 0.79%
2. None: 3.97%
3. Moderate: 19.44%
4. High: 42.88%
5. High: 31.35%
6. Prefer not to answer: 1.09%

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**

- 1 - None: 6.69%
- 2 - Moderate: 18.84%
- 3 - High: 36.4%
- 4 - Very High: 27.05%
- 5 - High: 14.89%
- Prefer not to answer: 2.13%

**Post-Training**

- 1 - None: 0.79%
- 2 - Moderate: 0.79%
- 3 - High: 11.51%
- 4 - Very High: 37.7%
- 5 - High: 47.22%
- Prefer not to answer: 1.96%
Q12. Please indicate your knowledge of the following issues: - Understanding of what it means to be an LGBTQ ally

Pre-Training

Post-Training
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.

- Strongly disagree: 0.4%
- Disagree: 2.7%
- Agree: 37.40%
- Strongly agree: 63.52%
- Prefer not to answer: 0.6%

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.

- Strongly disagree: 0.4%
- Disagree: 2.38%
- Agree: 33.73%
- Strongly agree: 61.9%
- Prefer not to answer: 1.59%
Q15. Please rate your experience in the Safe Zone Training.

Please indicate your experience with the following issue: - 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 issue: - 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.

![Bar chart showing responses for Q17]

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.

![Bar chart showing responses for Q18]
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
Q2. Please indicate your level of agreement with the following: - The panelists were organized and knowledgeable about the subject.
Q3. Please indicate your level of agreement with the following: - The panelists were respectful and appropriate in presenting information/experiences.

- Strongly agree: 87.8%
- Agree: 11.31%
- Disagree: 0.48%
- Strongly disagree: 0.22%

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

- Strongly agree: 78.15%
- Agree: 22.42%
- Disagree: 0.96%
- Strongly disagree: 0.48%
Q5. Please indicate your level of agreement with the following: - Hearing these personal experiences helped me to understand some of the issues faced by LGBTQ people.

- Strongly agree: 69.38%
- Agree: 28.23%
- Disagree: 1.59%
- Strongly disagree: 0.3%

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

- Strongly agree: 65.55%
- Agree: 30.46%
- Disagree: 3.35%
- Strongly disagree: 0.04%
Q7. Please indicate your level of agreement with the following: - Overall, the panel stayed focused and on topic.

- Strongly agree: 77.72%
- Agree: 21.47%
- Disagree: 0.48%
- Strongly disagree: 0.32%

Q8. Please indicate your level of agreement with the following: - There was an appropriate amount of interaction between panelists and audience members.

- Strongly agree: 73.75%
- Agree: 24.16%
- Disagree: 1.01%
- Strongly disagree: 0.48%
Q9. Please indicate your level of agreement with the following: The panelists challenged some of my opinions/beliefs regarding LGBT people.

Q10. Please indicate your level of agreement with the following: My perspective of LGBT people has changed because of this panel.
Q11. Please indicate your level of agreement with the following: - Overall, attending this panel was a good use of my time.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>70.33%</td>
</tr>
<tr>
<td>Agree</td>
<td>27.20%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1.44%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0.84%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mostly positive</td>
<td>52.83%</td>
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<tr>
<td>Somewhat positive</td>
<td>11.70%</td>
</tr>
<tr>
<td>Neutral</td>
<td>29.4%</td>
</tr>
<tr>
<td>Somewhat negative</td>
<td>4.88%</td>
</tr>
<tr>
<td>Mostly negative</td>
<td>1.29%</td>
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</table>