

 **LGBT RESOURCE CENTER**  
EQUITY, DIVERSITY, & INCLUSION/STUDENT AFFAIRS  
THE UNIVERSITY OF UTAH

# ANNUAL REPORT 2022



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**Table of Contents**

[Mission and Purpose..... 3](#)

[Departmental Outcomes..... 3](#)

[Support ..... 3](#)

[Community ..... 3](#)

[Education ..... 4](#)

[Leadership ..... 4](#)

[Advocacy ..... 4](#)

[Programs, Services, and Resources Outcomes..... 6](#)

[Support ..... 6](#)

[Community ..... 6](#)

[Education ..... 8](#)

[Leadership ..... 9](#)

[Advocacy ..... 11](#)

[Impact..... 13](#)

[Overall Contacts..... 13](#)

[Student Characteristics & Demographics ..... 14](#)

[Additional Demographic Data..... 22](#)

[Qualitative Data & Quotes on Impact..... 24](#)

[Major Accomplishments and Challenges..... 26](#)

[Growth Opportunities for FY 23..... 27](#)

[Strategic Initiatives for FY 23..... 27](#)

[Appendices..... 28](#)



### **Mission & Purpose**

The LGBT Resource Center supports student well-being and success by empowering lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual/aromantic (LGBTQIA+) students to grow as leaders and learners.

We live out our mission by supporting students in navigating university systems, provide space and tools for students to explore their identities, help students find community, and provide opportunities for students to develop as leaders with a social justice lens. We also work to change policy and practice at the university to be more inclusive of marginalized students.

### **Departmental Outcomes**

	<b>Description</b>	<b>Short-Term Outcomes</b>	<b>Intermediate Outcomes</b>	<b>Long-Term Outcomes</b>
<b>Support</b>	Provide support and resources for LGBTQIA+ students to aid them in navigating the university, overcoming barriers (personal, financial, instructional, etc.), and supporting their retention and success at the university.	1) Students get questions answered and are more aware of resources on campus and in community.  2) Students receive scholarships and support funding.	1) Students are equipped with tools and touch base with LGBT RC staff occasionally for help.  2) Students who received funding stayed enrolled.  3) Students feel cared for by LGBT RC staff and campus partners.	1) Students develop stronger self-efficacy to address challenges in their lives.  2) Students graduate and meet other goals they have for their time at college.
<b>Community</b>	Facilitate opportunities for students to be in community, build meaningful relationships, and find mentors at the University.	1) Students connect with staff and feel 'at home' in community spaces.  2) Students attend events.  3) Students make new friends/meet new people and staff.	1) Students experience sustained community beyond single events.  2) Students have a sense of belonging at the University, feeling welcomed and supported by institution.	1) Students have a relationship with the university and want to stay connected.

<b>Education</b>	Provide educational programming to students on campus including workshops about gender and sexuality as well as other educational opportunities addressing LGBTQIA+ cultures, histories, and identities.	<p>1) Participants learn about best practices and resources regarding gender, sexuality, and LGBTQIA+ experiences.</p> <p>2) Participants start having conversations about LGBTQIA+ issues within the workshop/training setting.</p>	<p>1) Participants use LGBTQIA+-related best practices in their campus work.</p> <p>2) Participants share knowledge with students and colleagues, and continue their learning.</p>	<p>1) Participants make changes in their areas of influence, and campus culture changes to be more inclusive of LGBTQIA+ people.</p>
<b>Leadership</b>	Facilitate programs and opportunities for students to learn about leadership, develop their leadership skills through a social justice lens, and explore their identities as LGBTQIA+ leaders.	<p>1) Student employees gain professional skills to be utilized in employment and leadership positions after graduation.</p> <p>2) Students learn communications and event planning skills.</p> <p>3) Students develop leadership skills, including self-efficacy.</p>	<p>1) Student employees are seen as leaders and resources in the campus LGBTQIA+ community.</p> <p>2) Students lead in LGBTQIA+ issues throughout the university.</p> <p>3) Students understand themselves as leaders and see their identities as strengths highlighting their abilities as leaders on and off campus.</p>	<p>1) Students take what they've learned and apply it in roles after college.</p> <p>2) Students have a stronger leadership identity informed by a queer lens.</p>
<b>Advocacy</b>	Collaborate with campus partners to advocate for LGBTQIA+-inclusive change at the university at the level of policy, systems, procedure, and practices.	<p>1) LGBT RC staff guides decisions made on aspects of policy, practice, produce, and systems that impact students.</p> <p>2) Annual fundraising events support programs</p>	<p>1) Policies, practices, procedures, and systems are changed in line with best practices for serving LGBTQIA+ students of intersecting identities.</p> <p>2) Campus partners are empowered to make</p>	<p>1) Campus climate becomes better for LGBTQIA+ students, and the U leads in fostering an inclusive and equitable campus culture.</p> <p>2) The LGBT RC is able to secure endowments and long-term financial support to ensure the</p>

	Be stewards to ensure the success and sustainability of the LGBT RC for years to come.	and scholarships of the LGBT RC.	change in their sphere of influence and have the tools to do so with minimal guidance from LGBT RC staff.  3) The LGBT RC develops a base of supporters made up of alums, donors, faculty and staff, and community partners.	success of the center for years to come.  3) The LGBT RC is able to operate in a continuous growth model of enhancing programs and services to best serve students.
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**Programs, Services, and Resources Outcomes**

Departmental Outcome	Program/Service/Resource	Evidence of Outcome Achieved/Relevant Data	Utilization Summary
<b>Support</b>	1:1 Meetings	In a post survey given to students after they meet with staff:  1) 88% of respondents (16/18) stated they learned of a resource they were unaware of before the meeting.  2) 50% of respondents (9/18) stated they felt “not stressed at all” after the meeting and 22% (4/18) described being a “little stressed.”  3) 88% of respondents (16/18) felt that staff very much cared about issues they brought up in the meeting and their overall wellbeing.	45 1:1 meetings with students recorded
	Scholarships		11 students were awarded a total of \$33,000. (1 student deferred their scholarship to FY 23.)
	Queer Peers		38 inquiries received
<b>Community</b>	Big QT Welcome	Program was not formally assessed this year.	112 attendees of the in-person event (129 registered)  16 attendees for virtual event (14 registered)
	Welcome Back Bash (Division of EDI event)	Program was not formally assessed this year; we are not the organizing department.	More than 350 attendees
	Fab Fridays	Program was not formally assessed this year, plans to assess every other year.	25 program sessions  Overall # of attendees: 159

			Typical # attendees per session: 6-12
	QTSOCs	<p>In an end of year survey, respondents shared:</p> <ol style="list-style-type: none"> <li>1) 92% of respondents (12/13) stated they met someone new at a QTSOC meeting</li> <li>2) 54% of respondents (7/13) stated they shared contact information with someone they met at a QTSOC meeting.</li> <li>3) 76% of respondents (10/13) stated that they learned something new about themselves at a QTSOC meeting.</li> <li>4) 92% of respondents (12/13) stated they learned something new about queer and trans people of color more broadly at a QTSOC meeting.</li> <li>5) 92% of respondents (12/13) that QTSOC is a space that allows them to explore intersections of their identity.</li> <li>6) 84% of respondents (11/13) stated that QTSOC is a place where they feel comfortable expressing their full self.</li> <li>7) 84% of respondents (11/13) stated that QTSOC was a community space they looked forward to attending.</li> </ol>	<p>15 program sessions</p> <p>Overall # of attendees: 81</p> <p>Typical # attendees per session: 5-8</p>



		8) 76% of respondents (10/13) said they plan to attend QTSOCs events in the future.	
	Pride Week	Program assessment focuses on marketing, accessibility, inclusivity, and suggestions for the future, not outcome. Formal program outcomes forthcoming next year.	448 attendees; 5 events total
	Lavender Graduation	Program was not formally assessed.	52 graduates participated in the ceremony (68 registered).
	Student Lounge	Lounge engagement was not formally assessed. Students are asked to check-in but are not required to, and are given option to share their uNID or sign in with a unique proxy ID that allows us to track unique check-ins without tracking specific students' data.	713 check-ins at the LGBT RC total 382 unique check-ins recorded.
	Discord Lounge (virtual)	Our Discord server grew by 46% compared to the previous academic year. We also added private channels for queer and trans student of color, graduate students, and aromantic/asexual students, based on student requests.  This is an online space for students to meet and make connections with other students they may not normally have the opportunity to interact with.	213 students in the server as of May 2022
<b>Education</b>			
	Workshops	<u>Gender &amp; Sexuality in Your Classroom</u> 1) 87.88% of respondents felt that the workshop provided a productive environment/process for useful, structured dialogue and learning  2) 75.75% of respondents felt equipped to participate  3) 93.94% of respondents the curriculum and handouts met the objectives outlined	514 students participated in workshops

		<p><u>LGBTQIA+ Solidarity for Student Leaders</u></p> <ol style="list-style-type: none"> <li>1) 94.74% of respondents have an understanding of the LGBT Resource Center's services</li> <li>2) 98.21% of respondents feel comfortable referring other students to the LGBT RC's services or staff</li> <li>3) 92.86% of respondents felt the training provided them with new or deeper knowledge regarding gender and sexuality</li> <li>4) 92.86% of respondents understand the unique needs and experiences of LGBTQIA+ students in relation to their leadership area</li> <li>5) 98.21% of respondents felt the training provided them with useful tools and best practices relevant to their work and/or life</li> </ol>	
	Queer Conversations	While surveys assessing outcomes for this program were sent to participants, the survey response rate was 0. We plan to reevaluate our assessment process for this program in FY23.	<p>7 program sessions covering 4 different topic areas.</p> <p>Overall # of participants: 44</p> <p>Typical # participants per session: 4-7</p>
<b>Leadership</b>	Emerging Student Leadership Program	<p><b>Post-Assessment Data*</b></p> <ol style="list-style-type: none"> <li>1) 88.89% of respondents** (8/9) have a strong understanding of who they are</li> </ol>	<p>15 applicants to the program</p> <p>11 students selected to the program</p> <ol style="list-style-type: none"> <li>1) 7 first-years</li> <li>2) 1 second-year</li> </ol>

		<p>2) 100% of respondents (9/9) can confidently identify their personal ethics and values</p> <p>3) 100% of respondents (9/9) feel confident articulating how their identities inform their leadership approach</p> <p>4) 100% of respondents (9/9) can articulate what LGBTQIA+ or queer leadership means</p> <p>5) 77.77% of respondents (7/9) have a sense of themselves in larger LGBTQIA+ communities and histories</p> <p>6) 88.88% of respondents (8/9) adapt easily to new circumstances</p> <p>7) 88.88% of respondents (8/9) see change as a new opportunity</p> <p>8) 88.88% of respondents (8/9) can communicate effectively with others whose opinions differ from theirs</p> <p>9) 88.88% of respondents (8/9) can effectively collaborate with others whose opinions differ from theirs</p> <p>10) 100% of respondents (9/9) can confidently identify how different systems of power and oppression impact people's lives</p> <p>*See <a href="#">Appendix A</a> for full Pre/Post comparisons</p> <p>**9 of 11 participants completed a post-assessment</p>	<p>3) 1 fourth-year</p> <p>4) 2 fifth-years</p> <p>5) 11 different majors/areas of study represented</p>
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	Interns		1 Gay-la intern from June-October in FY 22
	Volunteers		10 front desk volunteers in FY 22  2 Volunteer orientation sessions held in FA 21.  30 volunteers started on Pride Week committee, but 10-15 remained by the end of the Pride week.
	Student Employees		Employed 2 work-study students and 2 non-work study students in FY 22.
<b>Advocacy</b>	Consultations & Committee Work	<p>Engaged in consultations about policy and practice and work groups with the following areas:</p> <p>Basic Needs Collective</p> <p>EDI MarCom Coordinator Search Committee</p> <p>First-Year Experience Coordinator Search Committee</p> <p>Housing Residential Education</p> <p>Human Resources</p> <p>Inclusive Restroom Committee</p> <p>McClusky Center for Violence Prevention</p> <p>OEO/Title IX Liaisons</p> <p>Residency Appellate Committee</p>	

	<p>Senate Advisory Council on Equity, Diversity &amp; Inclusion</p> <p>Student Affairs Diversity Council</p> <p>Student Union Director Search</p> <p>Student Union Whit Hollis Scholarship Consultation</p> <p>Teaching and Learning Technologies</p> <p>U of U Police</p> <p>USHE (Utah System of Higher Education) LGBTQ Providers committee</p> <p>University Cabinet Proposal for Utah Pride Fest Funding</p> <p>Union Board</p> <p>Women's Week Committee</p>	
Gay-la 2021		<p>Raised \$9,477.30 (after costs)</p> <p>150 attendees</p>
U Giving Day		Raised \$4,144
Pride Week Scholarship Drive		Raised \$7,610
U Alumni Student Scholarships		Awarded \$24,000 grant in FY 22
B.W. Bastian Foundation		Awarded \$12,500 grant in FY 22
Parent Fund		Awarded \$4,500 grant in FY 22

## Impact Data

### Utilization Data

#### Overall Number of Contacts

Below are the number of total contacts for all LGBT RC programs and services in FY 22. These contacts are not individual students, but rather a single check-in. See the next section for data on the number of individual students represented in these contacts. Overall contacts are shown by month and include a comparison to number of registrations before a program or event occurred.

	# of Events/Program Meetings	# of Event/Program Attendees	# of Center Lounge check ins	# of Students in Discord Server	# of Check ins for 1:1 Meetings w/ Students
Aug	7	618	71	115	N/A
Sept	11	287	120	186	12
Oct	8	33	83	190	5
Nov	9	89	92	191	10
Dec	6	32	39	198	0
Jan	6	30	28	210	2
Feb	11	115	64	218	0
Mar	17	204	96	217	10
Pride Week (Mar 28- Apr1)	6	488	N/A	N/A	N/A
Apr	13	101	120	213	6
May	2	161	TBD	TBD	TBD
Total	96	2,158	713	213	45

**Commented [CL1]:** To add: reports from Tableau dashboard showing student check in data as well and discord server data

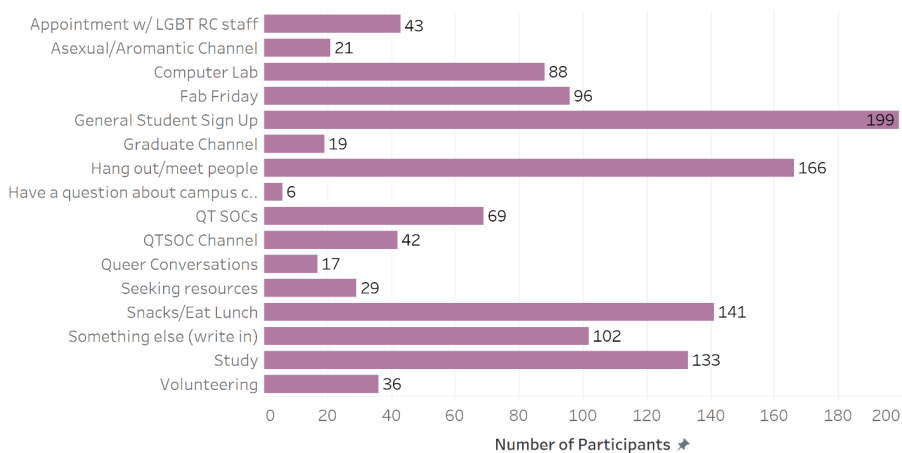
**Commented [CL2R1]:** Also once you have check in data, compare to last year. Are we seeing any changes in the student populations we are serving? For instance, are we seeing more SOC with the addition of QTSOC? A question to figure out might be are SOC engaging with all our programs more or just QTSOC? What about year in school? In the past we've struggled to connect with 1<sup>st</sup> year students, international students, etc.

### LGBT Resource Center Programs – Student Characteristics & Demographics

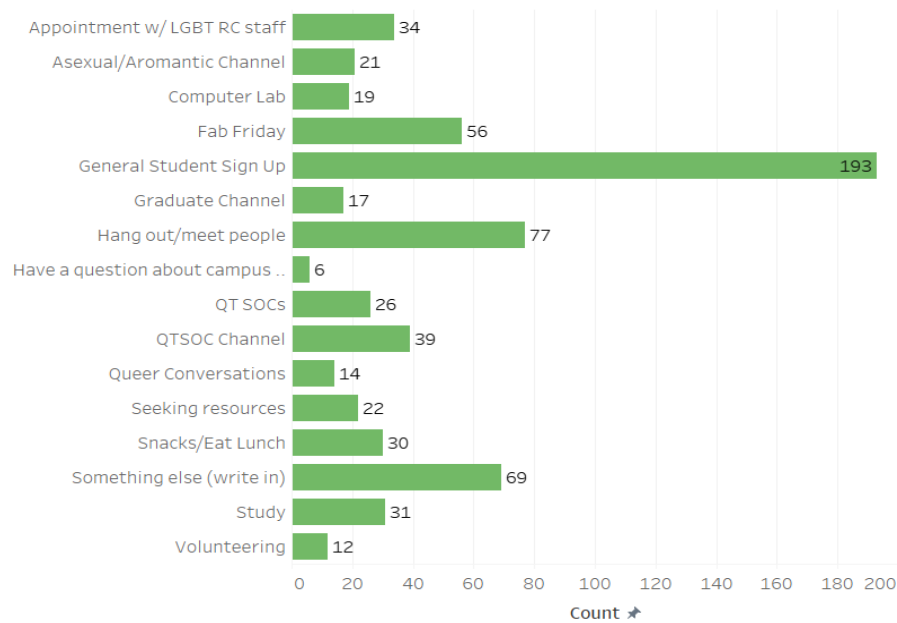
The following two charts show the number of attendees and the number of unique students attending LGBT RC programs or services. Generally, differences between these two numbers may be due to any of the following:

1. uNIDs for staff and faculty, or students who were not enrolled at the time of census for the semester,
2. Attendees/participants who signed in more than once, and
3. uNID entry errors by attendees.

Count of all individuals



Count of unique, matched students

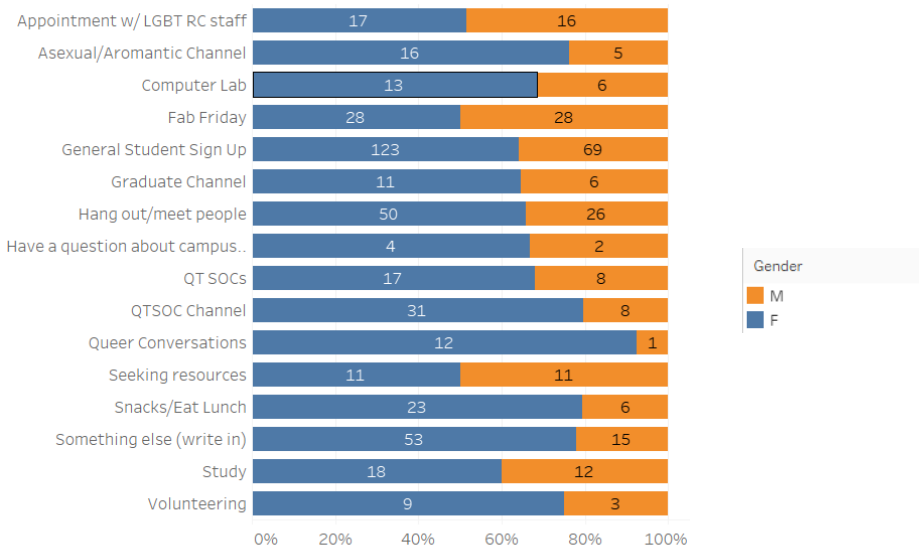






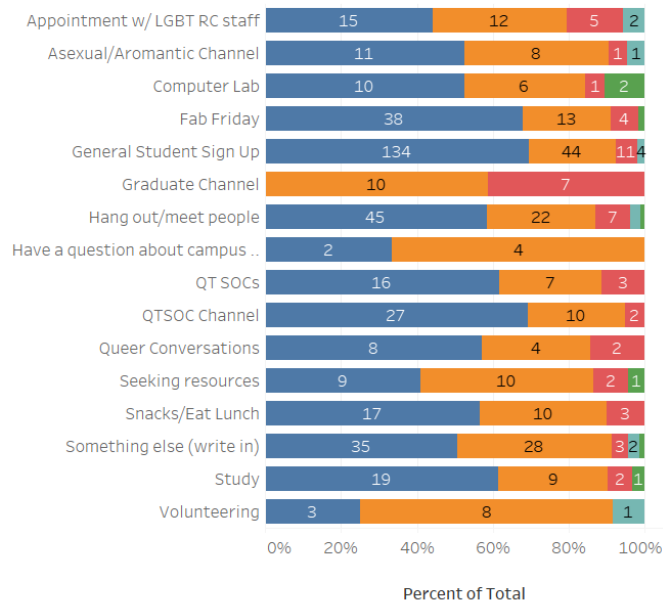
The following student characteristics and demographic details are based on the unique students. With fewer than 30 students, percentages should be interpreted with caution.

Gender

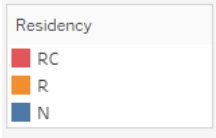
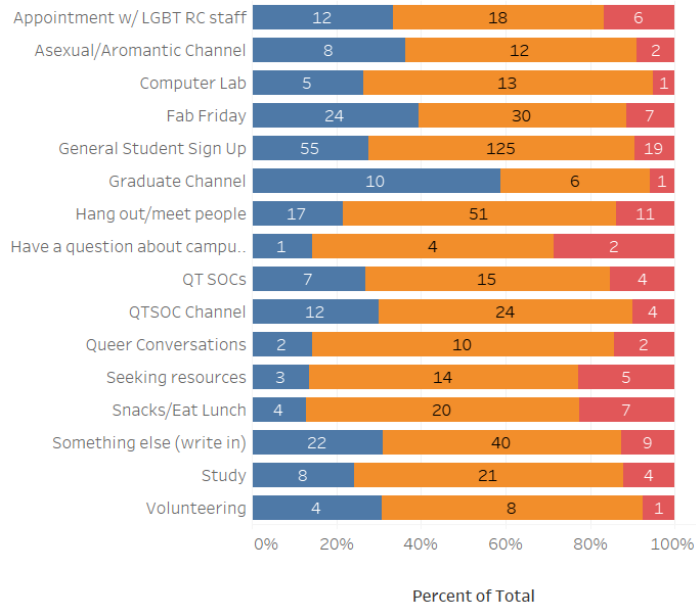


\*Note that the Gender demographic data depicted is based on data the University of Utah currently collects. The LGBT Resource Center collects additional gender demographic data through optional write-in questions in our program check-ins and assessments. See [additional demographics data section](#) below.

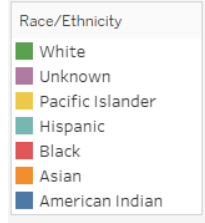
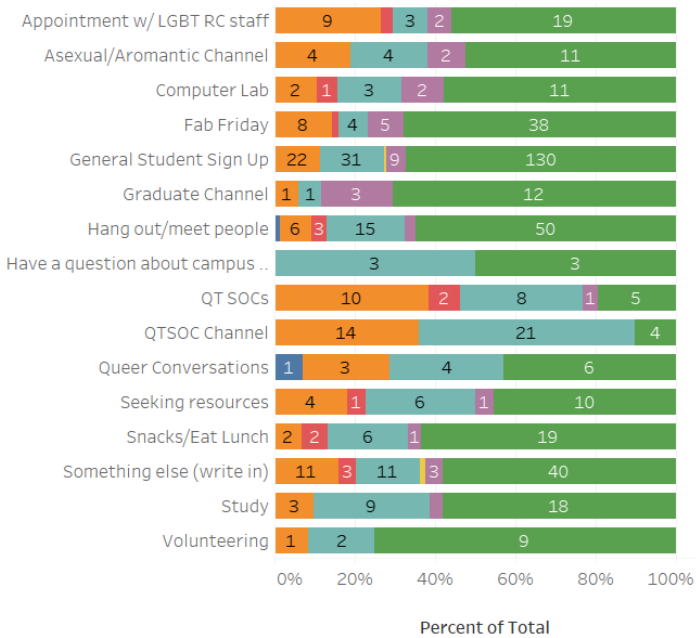
Age



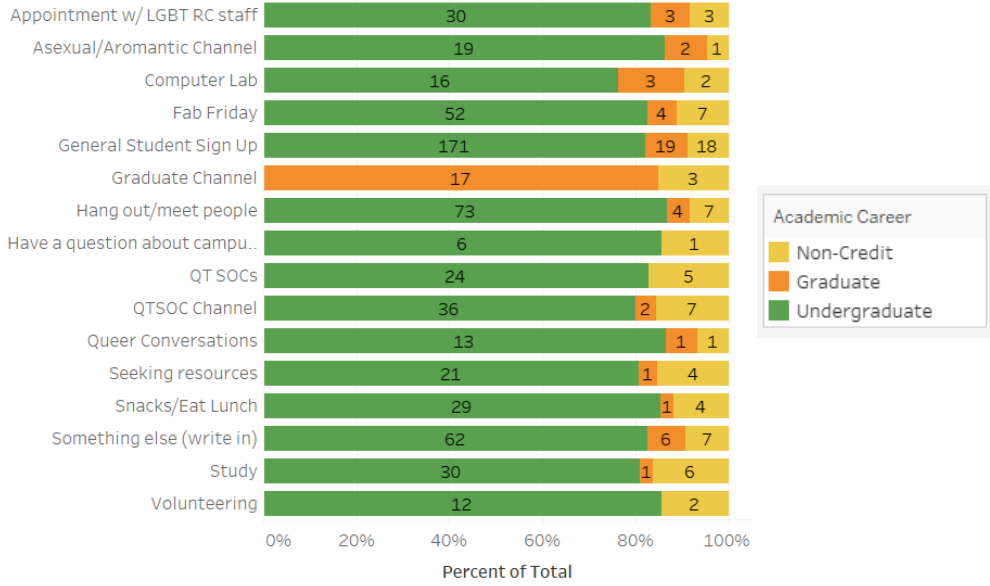
### Residency



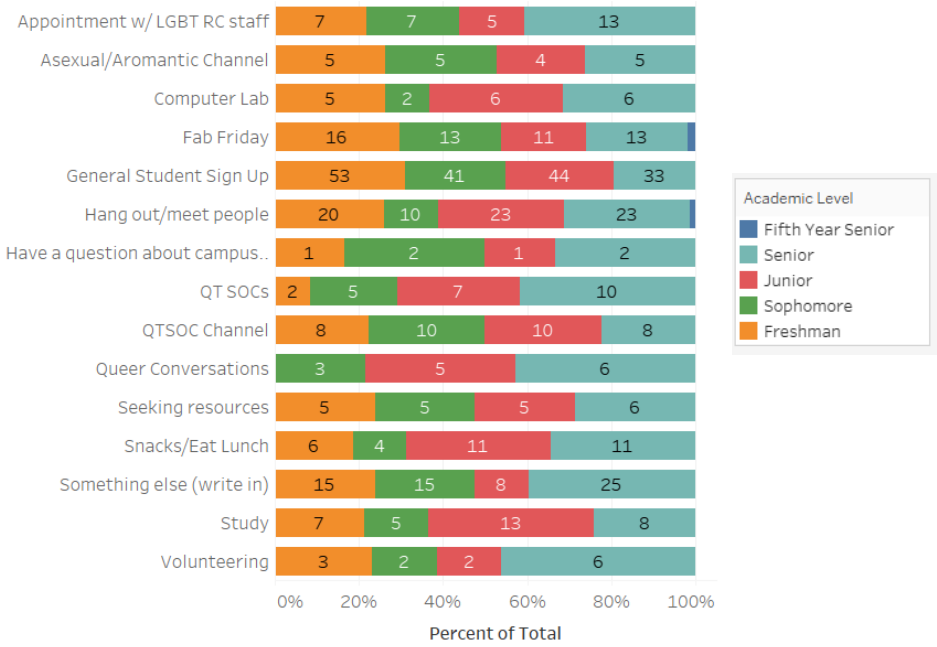
### Race/Ethnicity



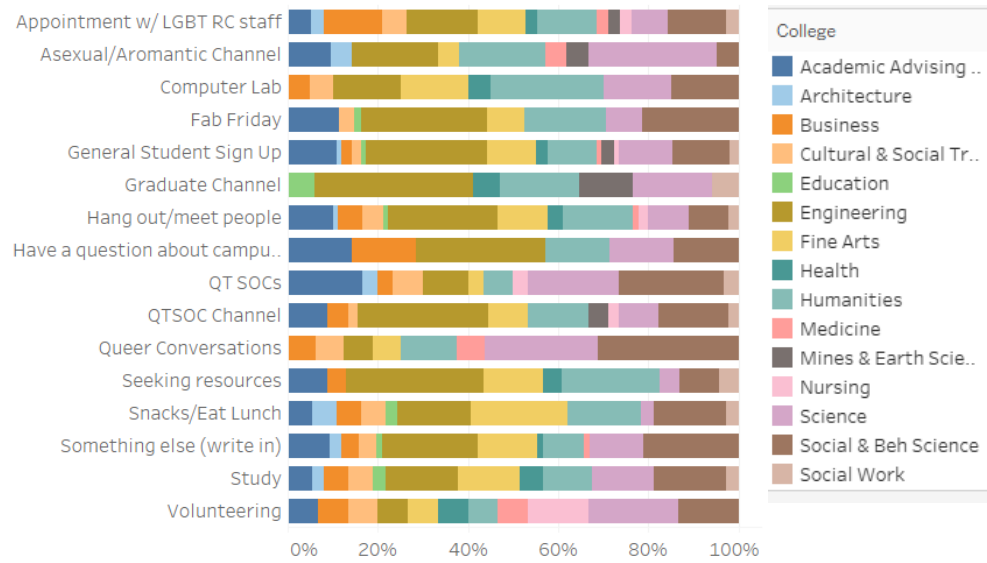
### Academic Career



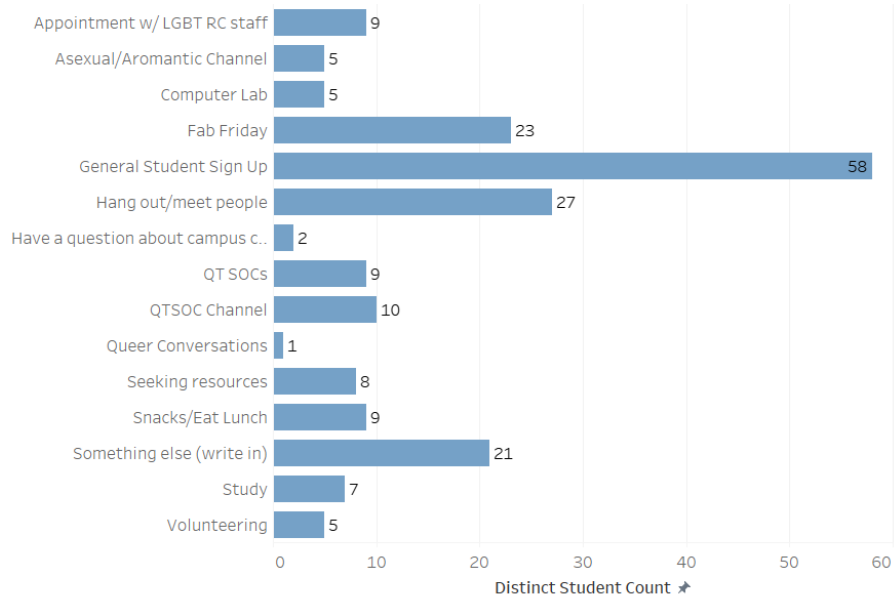
### Undergraduate Academic Level



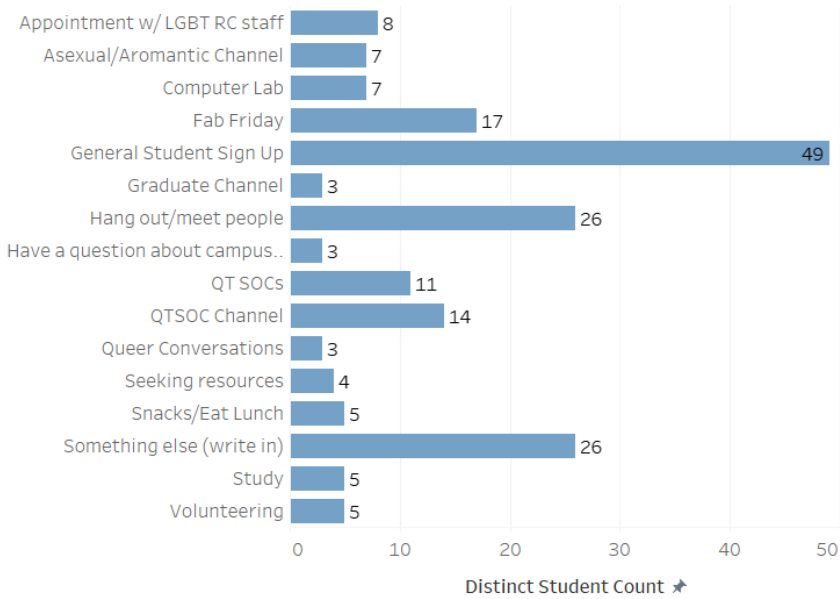
### College



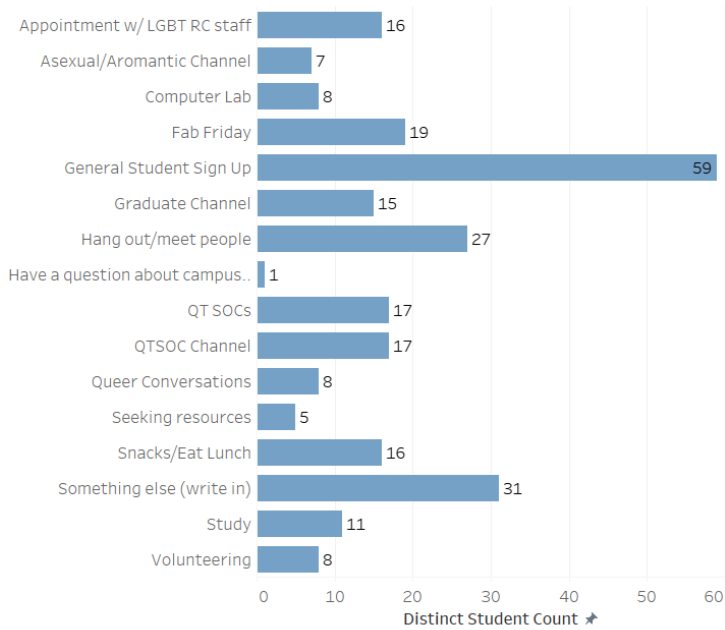
### HRE Housing



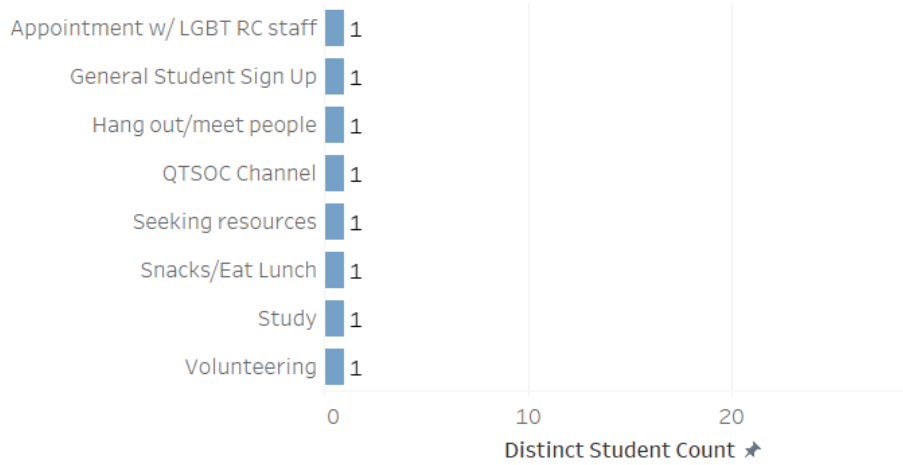
### Honors



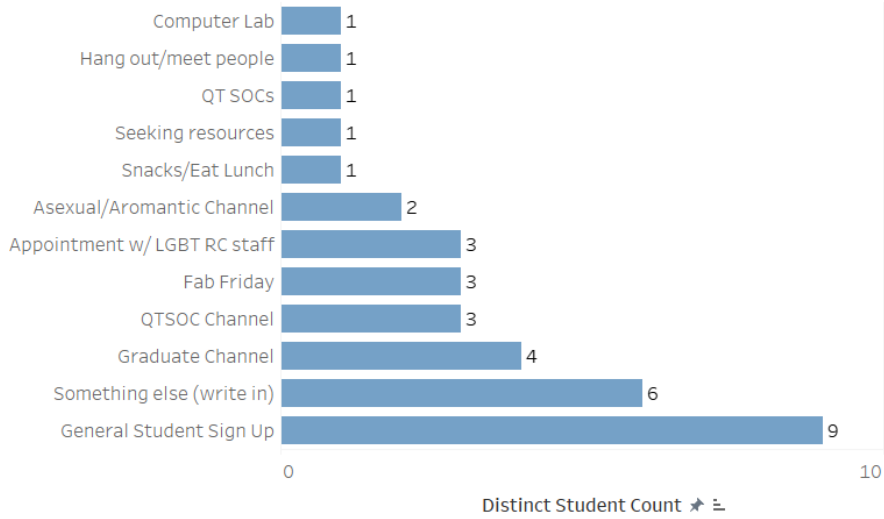
### U of U Employee



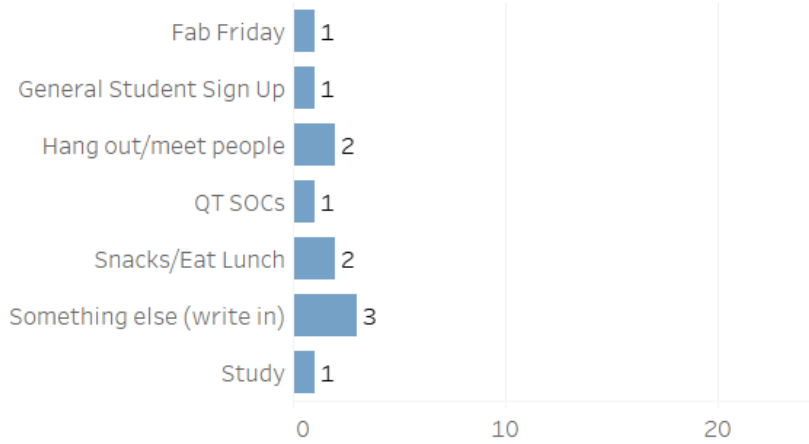
### Fraternity and Sorority Members



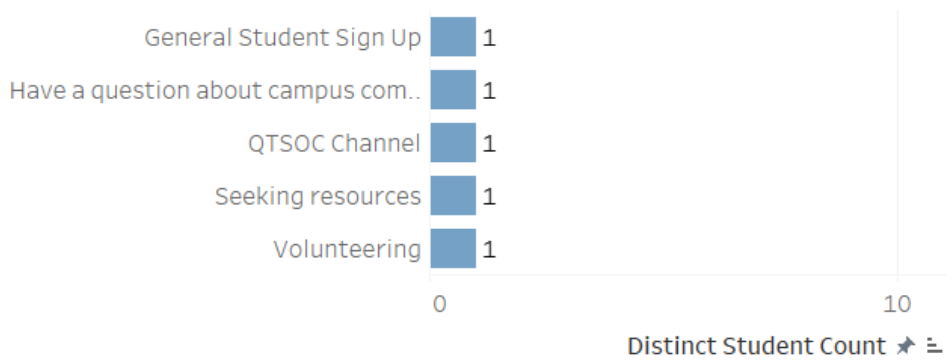
### International Students



### TRIO Participants



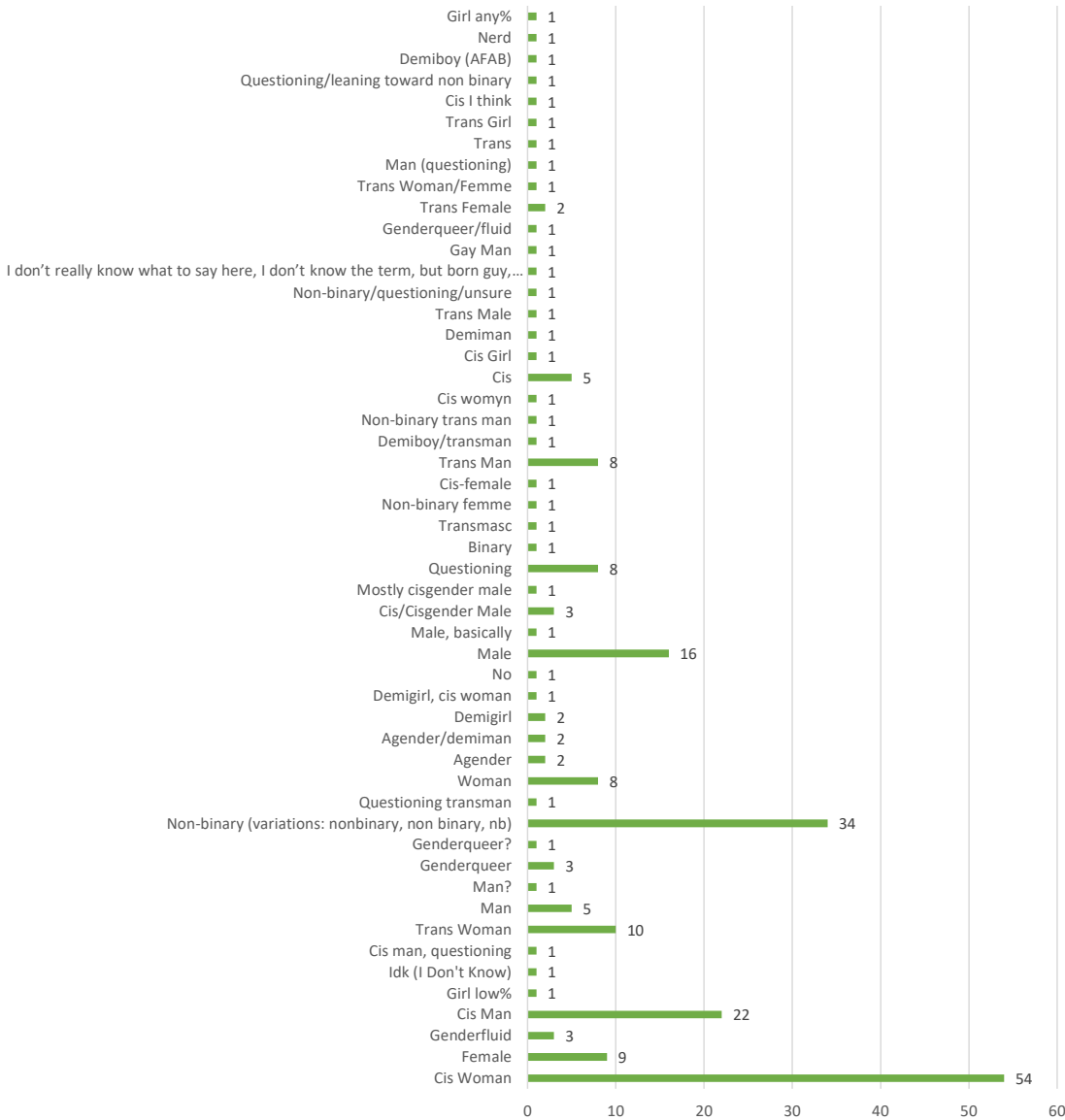
### Veteran Students



Additional Demographic Information

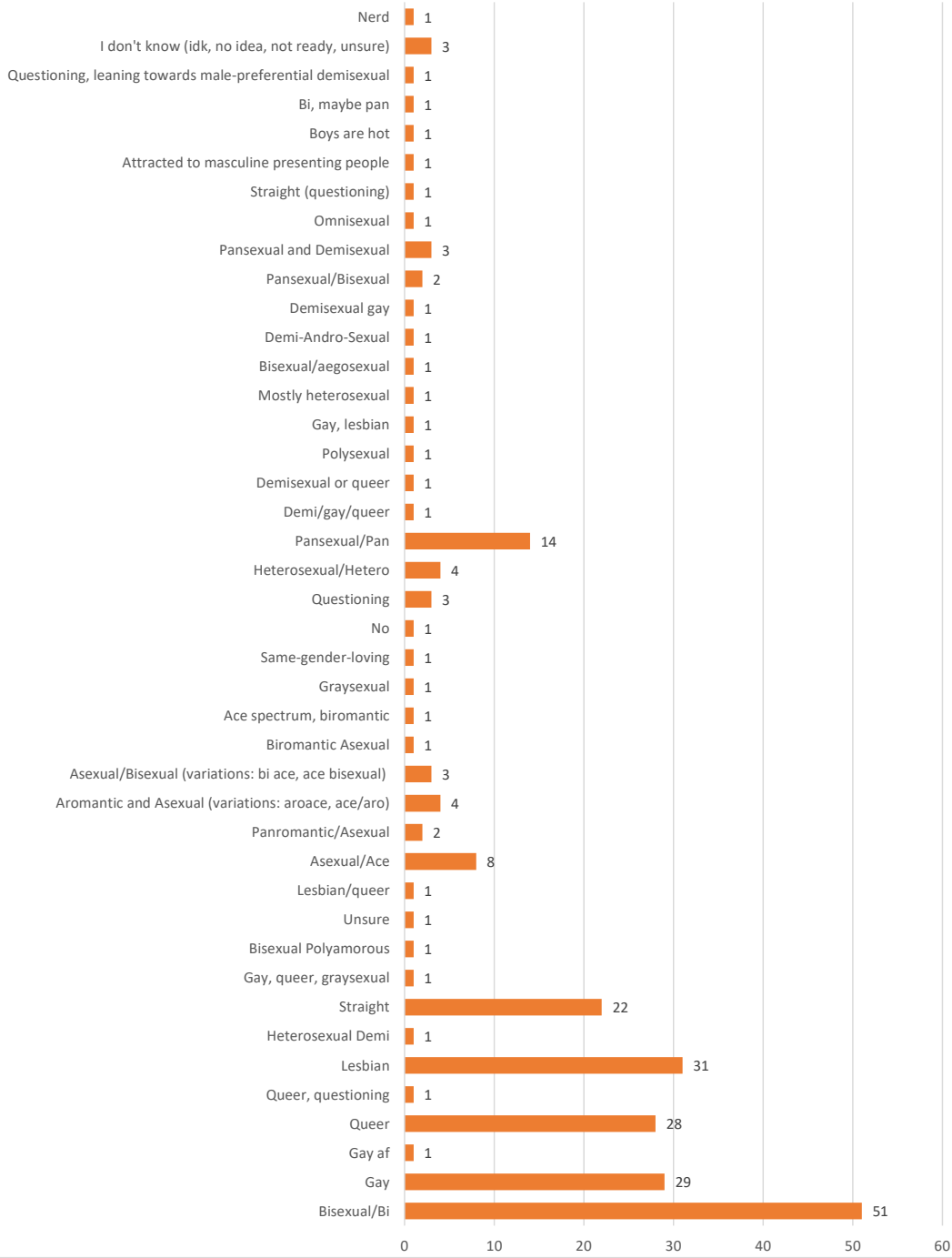
The following charts depict data collected from optional demographic questions in the LGBT Resource Center Check-in Survey. Respondents are prompted to write in their answer; therefore the recorded data captures the unique language, spelling, and experiences of each respondent's identity as they describe it.

How do you describe your gender? Ex: non-binary, trans man, agender, demigirl, questioning, cis woman, genderqueer, etc.





## How do you describe your sexual identity?





*Qualitative Data & Quotes from Students on Impact of Programs and Services:*

Meetings with staff

- “Shelby was amazing! It felt like they genuinely cared about me doing well in my interview, and were patient with me when I struggled to put my questions/thoughts into words. Shelby's help in formulating responses to possible interview questions, and in solidifying some of the ideas I had about forming community and being a queer leader were extremely helpful.”
- “It was a very chill atmosphere and I felt comfortable sharing my thoughts.”
- “I really value the personalized and professional attitude and care expressed by the staff towards me during my meeting.”
- “Very informative and am grateful Clare made the time to meet with me about the topic I had a question about.”

Emerging Student Leadership Program (ESLP)

*Post-assessment: What was the most meaningful part of ESLP for you?*

- “When talking about leadership, we often think of grassroots activism or the like, and in a space where we are meant to learn how to lead you might think that that is the most valuable part of the curriculum. But instead, I found meaning in the space I had lacked prior to attending the program - community-building. Being able to share this journey of education with so many of my peers, and learn from their variety of experiences, showed me more than anything that community is at the heart of leadership.”
- “The ESLP retreat was the first time in my life where I didn't have to hide my queerness at any point in the day. I could be my full self for almost three days. It was a breath of fresh air. It was the first time I began to understand and experience queer joy, which had always been an elusive concept to me. The questions asked in our discussions forced me to rethink how I had viewed my queerness, they forced me to see the strengths and positives of being queer. The required introspection coupled with the new relationships formed with others in the community reframed my relationship with my queer identity.”
- “The connections I've made for sure is the most meaningful part. I was able to be vulnerable and real in front of my peers. While connections and friendships may not last, I know I have people if I need them. “
- “The most meaningful part of ESLP to me was the experiences I had with my peers. It meant a lot to me that my opinions were shared in a community and that my thoughts were not unique. Some of the others also offered insight into issues and ideas that I had never thought about which was really exciting.”
- “For me, ESLP meant the [chance] at actively creating community. Like, the lessons and what I learned were also amazing and are things that I think were super important, but not just talking about leadership, but actively practicing as leaders within our small cohort means a lot to me.”

*Quotes from students' Queer Leadership Philosophy Presentations*

Students were given a final assignment of presenting their personal queer leadership philosophies in whatever medium they saw fit. A variety of presentations were submitted including essays, poems, dance, paintings, embroidery, and graphic designs.

- “I always told myself I could never be a leader. I was too gay, too feminine, too brown. But, this semester was the first time I was being asked to think about how different parts of my identity, my race, my gender, and particularly my queerness influence me as a leader. This was a very novel idea for me. When I thought of leadership, the associations were often with power and masculinity. I felt that in order to be a leader I had to play the role of a man. Whether it was in my manner of dress or the way I spoke, I tried to exude what I thought of as masculine. This had often meant hiding away parts of myself I perceived were in opposition to that. I couldn’t be queer. I couldn’t be non-white. I couldn’t be a woman. In many ways this worked before. I walked into my majority male classrooms and asserted dominance, was impersonal, and serious. But it was exhausting. Throughout this semester, as I embraced who I was, as I saw my classmates do the same, as I saw examples of wonderful leaders from both past and present, I began to see leadership in a new light. My experience as a queer Latina did not hinder me from being a leader but instead made me more equipped to lead. I was reminded of a great quote by Black lesbian scholar and activist Audre Lorde which says “Nothing I accept about myself can be used against me to diminish me.” Because I always viewed my queerness as a weakness as opposed to a strength, it was used, often by myself, as a way to hinder my abilities. Self-acceptance was the crucial first step to redefining what I thought of as leadership.”
- “Queer leadership is leading with love. Leading with love, pride, strength, community, and confidence where you listen to others, disrupt and challenge norms, and stand for something more than yourself.”
- “Queer leadership to me is magical, trying, and an ever-evolving challenge. All eyes are on you, but you can cultivate and grow the community that surrounds you. Respecting names and pronouns, supporting those around you, and accepting support from others in return. I can embody small changes, planting the roots to a strong tree. I can encourage honesty with physical and mental health and further support my teams and community by accommodating to their needs. I can create, I can love, I am a part of the magic of life.

## Workshops

*Post-assessment (All Workshops): One thing I liked about this training was...*

- I like how it was very inclusive! The activities allowed me to get [to know] my coworkers better.
- Openness and inclusivity for all ideas and discussions
- I liked the comfortable atmosphere and the group discussions
- Shelby was very open and we discussed best practices to help everyone feel validated
- Shelby was great and very comfortable to talk to
- The facilitator was really kind and accepting and made it a really comfortable environment

*LGBTQIA+ Solidarity for Student Leaders Post-assessment: One thing I will apply to my work/life is:*

- “How to handle conflict with coworkers about bigotry”
- “Being more supportive of my peers and understanding not all of them want to be outed”
- “I will be more considerate of others & not use terms like “dude” or “bro” with people I just met. Be more open minded & not make assumptions of one’s identity based on how they look”

## **Major Accomplishments and Challenges**

### Major Accomplishments for FY 22

- We were proud to pilot a Queer and Trans Students of Color community-building program and add a part-time Coordinator for QTSOC Initiatives to our team this year.
- With the introduction of our QTSOC initiatives, we saw an increase in student contacts with students of color by approximately 83.33% from FY21
- We more than doubled the amount of scholarship funds we awarded in the 21-22 academic year through a collaboration with U Alumni.
- Our Discord server grew by 46% compared to the previous academic year. This is an online space for students to meet and make connections with other students they may not normally have the opportunity to interact with.
- We accepted 11 students into the Emerging Student Leadership Program this year, and each student was awarded a \$500 scholarship to support their success. We ran our first multi-day student leadership retreat for the Emerging Student Leadership Program, held in Midway, UT for students to build stronger relationships and a sense of community.
- Largest Lavender Graduation graduating class in history of our ceremony at the U, 52 graduates participated in the ceremony (68 registered).
- Queer Conversations was revised to be an educational program exploring race and racism within LGBTQIA+ communities. This year's program involved collaboration with the Black Cultural Center and the American Indian Resource Center.
- Following a historically low year for engagement in FY21, we were excited to record 666 unique students engaging with our center programs in FY22

Commented [CL3]: Anything else should we add?

### Major Challenges during FY 22

- As we held more programs outside of our lounge space due to COVID safety concerns, we saw fewer students frequenting the lounge in their down time, and conversely, fewer students scheduling meetings with our staff than in typical years. We attempted to address this by having more passive programs in the lounge space, study hours and crafting time, but did not see a significant uptick of students making use of the space or meeting with our staff. We also did some social media campaign videos to show students our space and where to find it. This may continue to be an issue as we have found it is better for most program outcomes to host programs in spaces larger than our small lounge, but it does mean students do not form the same relationship to our space or our staff if programs happen elsewhere.
- We saw a significant drop in front desk volunteers in SP 22, from 7 regular volunteers to 2. The fact that we had to close our Center the first week of SP 22 due to a COVID-19 surge and most of our staff being out sick could have impacted students' willingness to get involved.
- We experienced more drop-off and disengagement on the Pride Week committee this year than in the past. Most subcommittees were 1-4 people which lead to EDI Mar Comm team and LGBT RC staff having to step in last minute to support events. We are discussing ways to incentivize continued participation for students via scholarships and different methods for helping all committee members feel like they have buy-in to the work that is being done.

Commented [CL4]: Others to add?

- Our office had only 2 full time staff October-June 2022, after our Office Manager departed and we went through the process to hire a new Coordinator who started in June. Keeping up with programming, student staff supervision, and administrative duties was a challenge during this time period. We also found we had to close the physical lounge space more when both staff were in meetings and no student staff could cover the desk.

### **Growth Opportunities for FY 23**

- We have hired a full-time Coordinator for Community Development and Engagement, Flo Glynn, who started June 13, 2022. This role will strengthen collaborations with key campus partners and expand our affinity programming for underserved groups, including trans and non-binary student and asexual/aromantic students. This role will also explore possibilities for creating a beginning of the year retreat and partnership with first year experience programs.
- We have recruited a GA for next year who will take a leadership role in our educational and leadership programs.
- We received a \$10,000 grant in support of our QTSOC program for the 22-23 year. We plan to continue bi-monthly community building session and have a retreat for that program. Our QTSOC Initiatives Coordinator has also been changed from a 12hr/wk non-benefited position to a 20hr/wk benefited position.
- We are partnering with the Career and Professional Development Center on our Gay-la intern. We plan to continue this partnership in future years and to expand this partnership in the future to other student internships in our office.
- We are exploring enhancing our Emerging Student Leadership program through campus collaborations and the potential to make the experience a course.
- We will continue to explore partnerships to expand the number and type of scholarships and critical needs funding our office can provide to students.
- We will celebrate our 20<sup>th</sup> anniversary as a center on October 29, 2022, at our annual Gay-la.

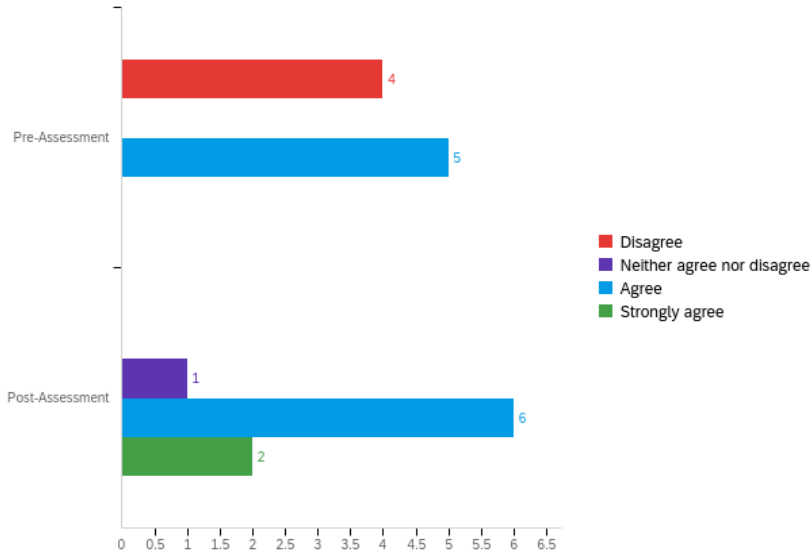
### **Strategic Initiatives for FY 23**

1. Begin tracking how much of our programmatic and office supplies costs are spent locally. Goal to invest 20% of LGBT RC programming and operations purchases in FY 23 from locally owned business and organizations in SLC and the state of Utah, prioritizing business and organizations lead by people of color, LGBTQIA+ people, and/or women.
2. Develop learning outcomes and assessment metrics for student employees' training and ongoing learning. Coordinators with supervision responsibilities will research theoretical frameworks and scholarship about learning in work-study, and pilot initial assessment of learning outcomes in FY 23. Plan to launch full training and assessment plan in FY 24.

**Appendices**

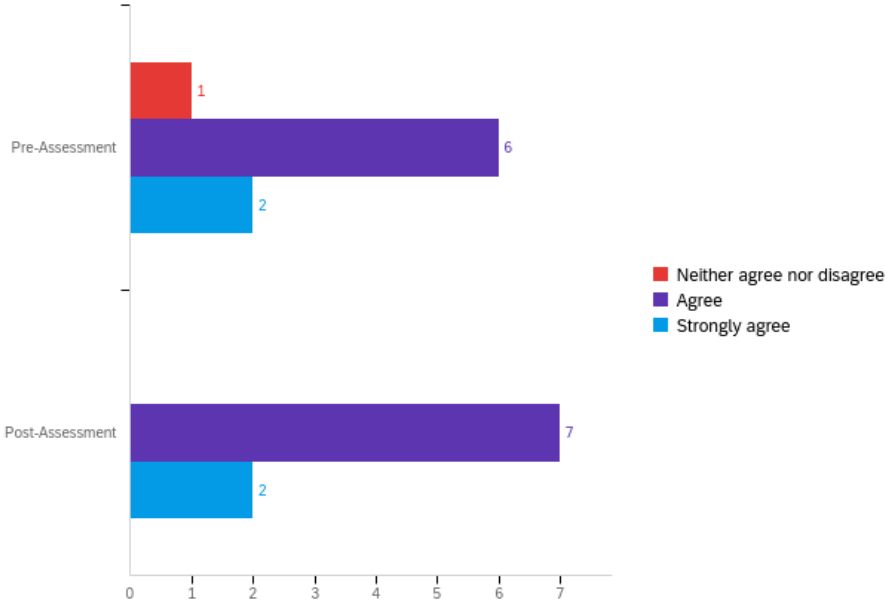
**Appendix A – Emerging Student Leadership Program Pre/Post Assessment Data**

Q1 – I have a strong understanding of who I am



#	Question	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
1	Pre-Assessment	44.44%	0.00%	55.56%	0.00%	9
2	Post-Assessment	0.00%	11.11%	66.67%	22.22%	9

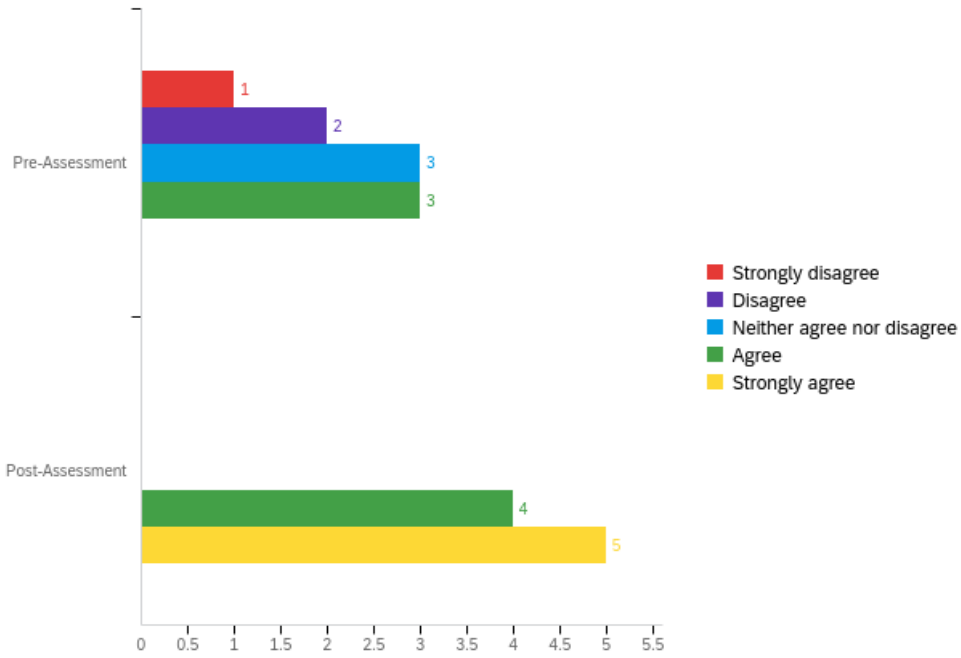
Q2 - I can confidently identify my personal ethics and values



#	Question	Neither agree nor disagree	Agree	Strongly agree
1	Pre-Assessment	100.00%	46.15%	50.00%
2	Post-Assessment	0.00%	53.85%	50.00%
	Total	Total	Total	Total

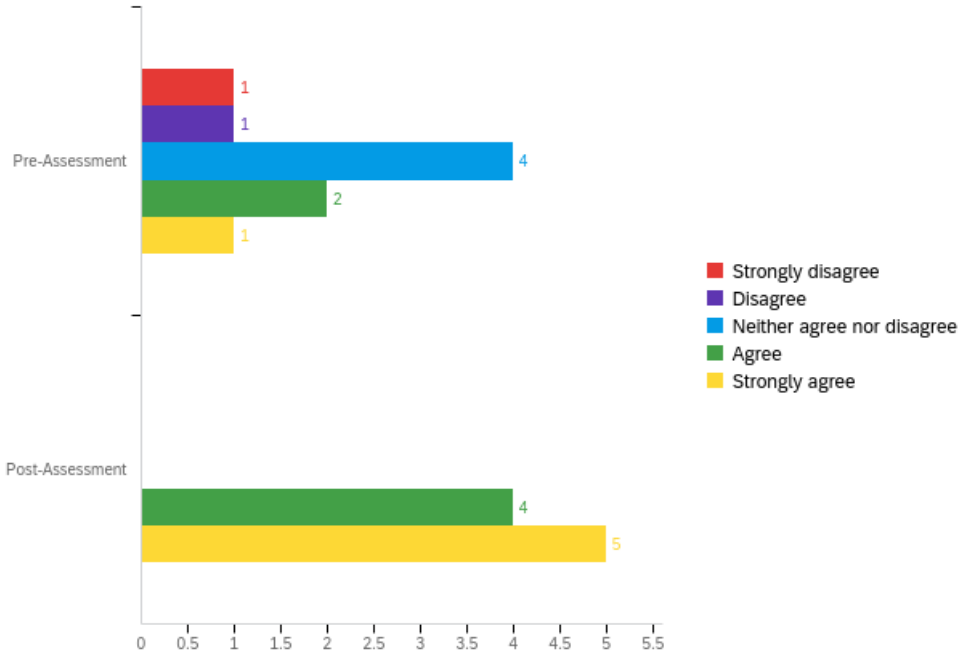


Q3 - I feel confident articulating how my identities inform my leadership approach



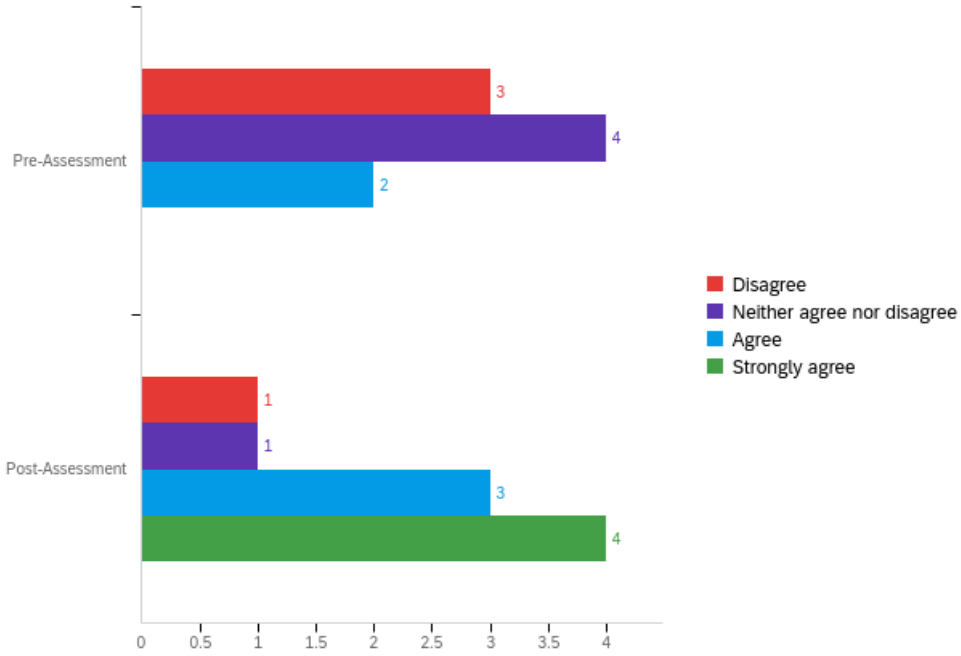
#	Question	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree					
1	Pre-Assessment	100.00%	1	100.00%	2	100.00%	3	42.86%	3	0.00%	0
2	Post-Assessment	0.00%	0	0.00%	0	0.00%	0	57.14%	4	100.00%	5
	Total	Total	1	Total	2	Total	3	Total	7	Total	5

Q4 - I feel like I can articulate what LGBTQIA+ or queer leadership means



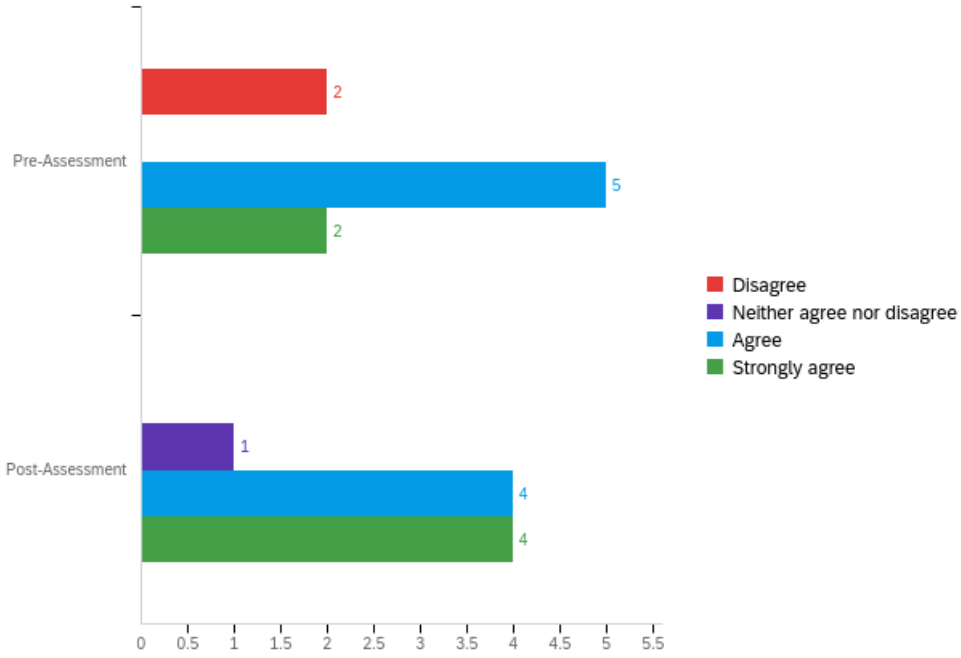
#	Question	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	Pre-Assessment	100.00%	1	100.00%	1	4
2	Post-Assessment	0.00%	0	0.00%	0	66.67%
	Total	Total	1	Total	1	Total
						4
						Total
						6
						Total
						6

Q5 - I have a sense of myself in larger LGBTQIA+ communities and histories



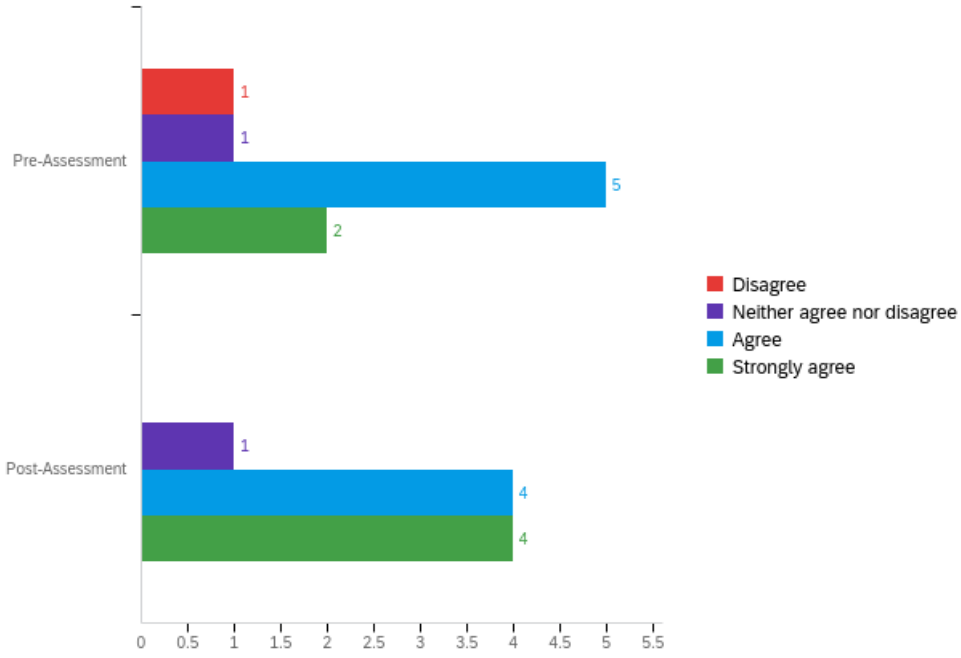
#	Question	Disagree		Neither agree nor disagree		Agree		Strongly agree	
1	Pre-Assessment	75.00%	3	80.00%	4	40.00%	2	0.00%	0
2	Post-Assessment	25.00%	1	20.00%	1	60.00%	3	100.00%	4
	Total	Total	4	Total	5	Total	5	Total	4

Q6 - I adapt easily to new circumstances



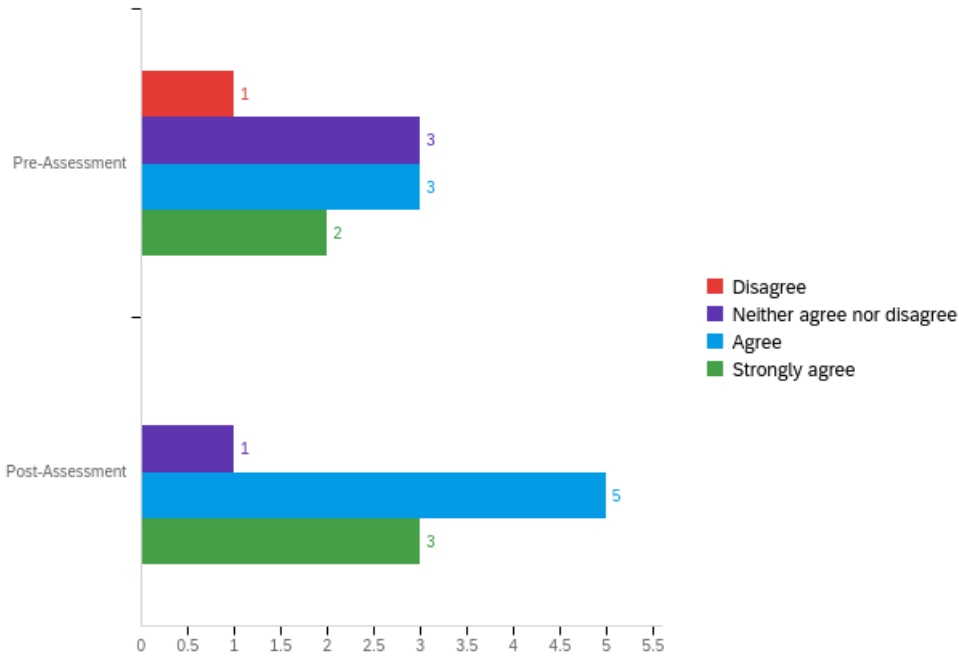
#	Question	Disagree		Neither agree nor disagree		Agree		Strongly agree	
1	Pre-Assessment	100.00%	2	0.00%	0	55.56%	5	33.33%	2
2	Post-Assessment	0.00%	0	100.00%	1	44.44%	4	66.67%	4
	Total	Total	2	Total	1	Total	9	Total	6

Q7 - I see change as a new opportunity



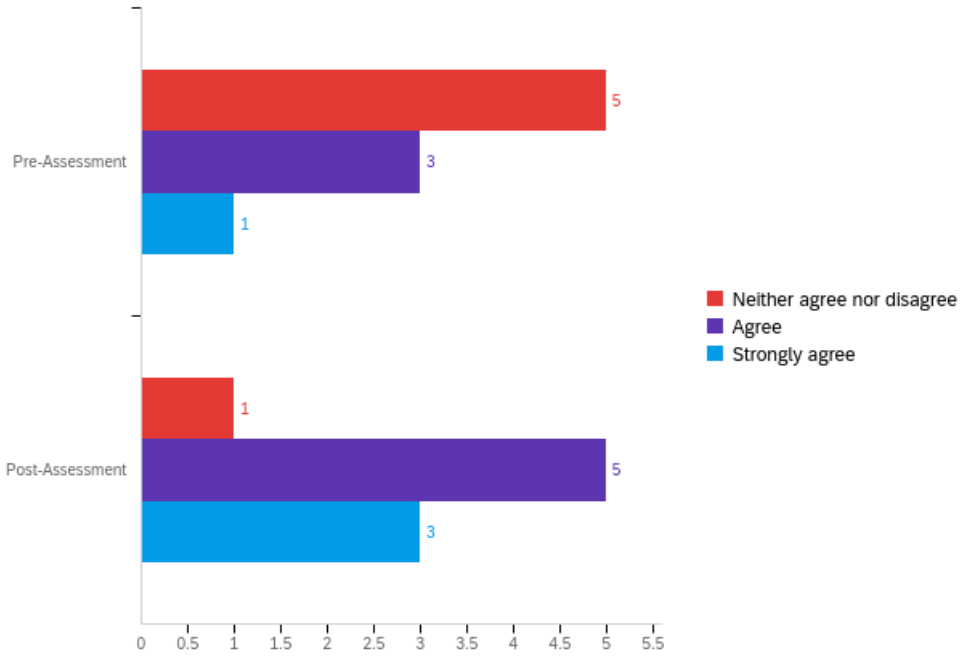
#	Question	Disagree		Neither agree nor disagree		Agree		Strongly agree	
1	Pre-Assessment	100.00%	1	50.00%	1	55.56%	5	33.33%	2
2	Post-Assessment	0.00%	0	50.00%	1	44.44%	4	66.67%	4
	Total	Total	1	Total	2	Total	9	Total	6

Q8 - I can communicate effectively with others whose opinions differ from mine



#	Question	Disagree		Neither agree nor disagree		Agree		Strongly agree	
1	Pre-Assessment	100.00%	1	75.00%	3	37.50%	3	40.00%	2
2	Post-Assessment	0.00%	0	25.00%	1	62.50%	5	60.00%	3
	Total	Total	1	Total	4	Total	8	Total	5

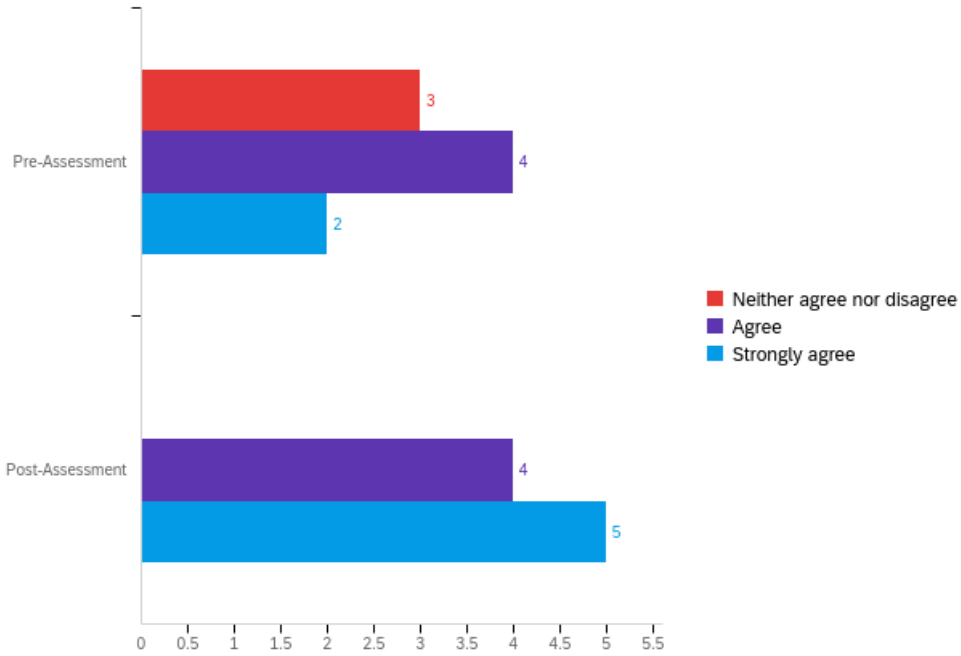
Q9 - I can effectively collaborate with others whose opinions differ from mine



#	Question	Neither agree nor disagree		Agree		Strongly agree	
1	Pre-Assessment	83.33%	5	37.50%	3	25.00%	1
2	Post-Assessment	16.67%	1	62.50%	5	75.00%	3
	Total	Total	6	Total	8	Total	4

Q10 - I can confidently identify how different systems of power and oppression impact people's lives

Done



#	Question	Neither agree nor disagree		Agree		Strongly agree	
1	Pre-Assessment	100.00%	3	50.00%	4	28.57%	2
2	Post-Assessment	0.00%	0	50.00%	4	71.43%	5
	Total	Total	3	Total	8	Total	7