Executive Summary: Overview of past Academic Year successes and challenges – no more than one page.

**Successes**

- **Successful Event Programming** – In collaboration with many other campus departments, our event programming this year was pretty spectacular!
  - For our Bi/Pan/Fluid Awareness Day, we hosted Eliel Cruz, the Executive Director of Faith In America, and an organization dedicated to ending the harm from religion based bigotry to LGBT persons, especially youth, in media. Cruz is a prolific speaker and writer on religion, (bi)sexuality, and culture. His work has been found in the Advocate, Religion News Service, Huffington Post, Mic, Sojourners, Washington Post, Patheos, Everyday Feminism, DETAILS Magazine, Rolling Stone, VICE, and Slate.
  - National Coming Out Day was a collaboration among many different campus departments, and focused on the influence that art has on Activism. Called Day of Art in Action, the day was filled with many speakers, panels, and art workshops focused on activism within the LGBTQ community.
  - Our Transgender Day of Awareness event featured Mara Keisling, who is the founding Executive Director of the National Center for Transgender Equality. As one of the nation’s leading voices for transgender equality, Mara has appeared on news outlets including CNN, MSNBC, and Fox News. Mara is regularly quoted in national and local print and broadcast media.
  - We were able to secure the funding for 28 students to attend the Creating Change conference held in Chicago in January, which is the largest group that we’ve ever had traveling to a conference.
  - For our Transgender Day of Visibility event, we hosted a student performer and spoken word artist, Joseph Do. We were also fortunate to host Lady Dane Edidi as our keynote speaker for the day. Lady Dane is an African, Cuban, Native American trans performance artist, author, teacher, choreographer, healer, advocate, co-host of the Inside Out radio show, founding member of Force Collision, blogger, a regular contributor to Queer of Gender, a member of the leadership team of TWOCC (Trans Women of Color Collective), and a 2016 Helen Hayes award nominee for her choreography.
  - Finally, we hosted MSU alum Zander Keig as our keynote speaker. Zander has conducted over 400 public presentations on issues related to diversity, nonviolence, cultural humility, trauma-informed care and conflict resolution. He is currently employed as a licensed clinical social worker with the U.S. Department of Navy and designated a National Association of Social Workers and US Department of Veteran Affairs Office of Diversity and Inclusion diversity subject matter expert.

- **Community Outreach** – We are working to expand our presence into the Denver metro community. Community in the LGBTQ world is incredibly important. We work on both sides of that visibility: reaching out to the community to let them know that our campus is safe, inclusive, and has a resource center; and bringing the LGBTQ community to campus, so our students know of other resources within their local community. This past year, we were very successful in our community outreach efforts. As in the past, we participated in the PrideFest Parade, and had a large contingent of Auraria students, faculty and staff. We continue to support the efforts of Colorado AIDS Project by participating in the annual AIDS Walk Colorado. As part of a local community, we were involved in hosting Equality Night with the Colorado Rapids. Additionally, we host space on campus for two annual events: a fundraising banquet for Souls Organizing for Liberation (an LGBTQ anti-violence program), and the Queer Prom for Rainbow Alley, so that area LGBTQ youth have a prom that is inclusive of their identities.

- **Our Program** – There have been many major, positive changes for our program this year!
  - **Assistant Director** – After many years of advocating for additional professional staff, we were finally able to hire an Assistant Director, Rachel Green, this year. Rachel joined us in January, and has made a huge impact on both the program, as well as the students and staff that she comes into contact with.
Office Remodel – With the additional professional staff member, we had to reconfigure our physical space to provide this person a private office. This led to a complete office remodel, thanks to the generosity of the Provost’s Office. Our new space is much more modern, efficient, open, and inviting to our visitors.

New Name and Logo – There has been much discussion the past few years about the name of our office, and how the name excluded certain identities. While there is not a way to list all of the identities within the community, we surveyed constituents, and landed on the name: LGBTQ Student Resource Center. This new name is more inclusive of identities, and better describes what we do for the campus. We also held a contest for a new logo design, which has been implemented.

Challenges

- **Lack of Physical Space** – Through the generosity of the Provost’s Office, we were able to undertake a complete remodel of our space. The new space is a lot more “user-friendly” for the students who utilize it. The library is condensed and in one area, and the lounge area for students has been expanded. However, we are still at the same 700 square feet that we’ve been, which limits the programming and resources we are able to offer students.

- **Inability to Identify Students** – This is an ongoing frustration that we’ve been dealing with since I took over this position in 2010. We have gone through multiple iterations of ideas that, in theory, could have worked to help us identify our students, but we continue to run into roadblocks. These roadblocks are varied, but most of the lack of movement in this area has to do with the restrictions that Banner has in adding additional fields. Security and privacy concerns must be taken into account as well.

- **Student Involvement** – We saw a drop in the number of visitors to our center this year, as seen in the statistics below. We attribute a majority of this drop to the office remodel. We were in a temporary space for the first month and a half of the spring semester, and we feel that the students who normally would utilize our space found other spaces on campus as they established their daily routines. However, being a commuter campus, this is a larger, ongoing problem. Finding innovative ways to involve students and entice them to attend programming is a challenge for everyone.

- **Lack of Racial Diversity** – This has been an ongoing issue as well. We realize that we are not reaching our students of color on this campus, as we do not see their faces in our office or at our events. It is perhaps difficult for students to feel a sense of belonging in an office or program where the leadership is white. We are working on being very intentional in our outreach to communities of color on campus, partnering and collaborating with other student affairs and academic departments that focus on race. Additionally, for the coming year, we have undertaken an initiative that we call Centering People of Color. In addition to increased outreach efforts, all of the speakers at our events will be people of color. We realize that this is a fairly superficial, initial step, but we have to start somewhere.

b. Unit Accomplishments:

1. Review your completion and progress toward the previous academic year’s goals in line with the institution’s Strategic Plan and current initiatives.

   1. **Advisory Committee** – This has been put on temporary hold. Much of this past year was spent on efforts toward program expansion, including a complete office remodel, and the hiring and onboarding of our first Assistant Director.
2. **Assessment** – Thanks to the leadership from the AVP for Student Engagement & Wellness, we finally received some training and direction on how to create and implement effective assessment activities. For this year, we worked on assessing our Safe Zone Ally Trainings, and took a hard look at the learning outcomes, and what we truly wanted the participants to gain. We redesigned the evaluation to measure these learning outcomes, and we were pleased with our results. Additionally, we received praise from the AVP for our assessment planning and execution, so I guess I did learn something!

3. **Gender Inclusivity** – We feel that we have been somewhat successful in accomplishing this goal, but there is always room for improvement when working toward full equality:
   a. **Gender inclusive locker room facilities in the PE Events Center** – The new MSU Athletic Complex does have a gender inclusive locker room. We are still waiting to see if any remodels or renovations of the PE Events Center will be funded. However, we have been told that all of the plans have included gender inclusive facilities. Finally, the new UCD Wellness Center will have gender inclusive facilities.
   b. **Gender inclusive restrooms in all campus buildings** – This is somewhat difficult to accomplish, but will be something that we continue to advocate for. Without the capital funds for building renovation, this goal can be fiscally difficult. With any renovation that happens, we attempt to be a part of the conversation to advocate for inclusive restrooms.
   c. **Updating all campus forms to be inclusive of non-binary genders** – This is a very large undertaking for one office, trying to review forms at all three institutions here on campus. With the addition of the Assistant Director, we hope to move closer to this goal.
   d. **Student health insurance plans that include transition related coverage** – With student tuition and fees continuing to rise, implementing a student insurance policy that includes transition-related coverage does not seem to be of the highest priority. As more institutions across the nation begin to offer this benefit, we will continue to advocate for an inclusive policy on our campus. We are also hopeful that recent interpretations of Title IX that call for trans inclusion will prove to be the impetus to move this issue forward.
   e. **Procedures and systems that allow a student to choose a preferred name, and have that name show up on all college systems, including Banner, Blackboard, and ConnectU** – This has been partially accomplished. While MSU does have a system in place, some of the systems, like Blackboard and ConnectU, will sometimes revert back to a student’s legal name. We are working on trying to find a solution to this. The student information system at UCD does seem to work correctly. At CCD, because they are part of the larger Colorado Community College System, this task is a bit more difficult, as many of the rural community colleges do not have many trans students enrolled, so making a system-wide change in their student information system does not seem to be a priority.

4. **Recruitment** – As mentioned above in the Challenges section, we continue to hit road blocks in our efforts to include an LGBTQ-identifying question on admissions materials, mostly due to limitations with Banner. We have fairly good engagement on our Facebook page. We continue to add people to our internal listserv, which now numbers over 2,800 email addresses. Finally, we have taken a new look at the brochure we had designed to use as a marketing and recruitment tool. We are currently in discussions with Marketing & Communications to update this flyer.

5. **New Office Structure** – Through a long search process, we were able to hire an amazing Assistant Director, Rachel Green, who joined us at the beginning of January. Rachel immediately fit in, and took on many responsibilities, making our operations more efficient and smooth. She has done an outstanding job with the trainings and student supervision. However, Rachel resigned her position at the end of July to join her family in relocating to Chicago, so we will be opening the search again. While the continuity of having her in this position is lost, we now have an idea of how to distribute responsibilities. The remodel of the office also
brought some efficiencies to our operations, helping us to organize better. Our library is now in one spot, instead of being stuck behind couches and tables. The new student lounge area is much larger, and includes a small kitchen area for students to utilize. We’ve also increased confidentiality in our space with frosted windows and room dividers.

c. Supporting Metrics:

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1. Program Metrics (data obtained from OIR):
   a. 5-year CHP and head count trends by Department or program if applicable and by faculty type (e.g., 60/40 goal of full-time: part-time).

   Not applicable.

   b. 5-year enrollment and/or participation trends.

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c. 5-year number of majors and minors.

   Not applicable.

d. 5-year retention rate trends.

   Unknown, as we have no way to identify our students.

e. 5-year graduation rate trends, 4, 6, 8, and 10 years.

   Unknown, as we have no way to identify our students.

2. Employee Professional Metrics (digital measures reports):
   a. Professional Development (e.g., faculty/staff conference or workshop attendance – focus; internal/external, etc.)

1. NASPA Region IV-West Regional Conference – Beaver Creek, CO
2. ACPA National Conference – Montreal, QC
3. Creating Change – National Conference on LGBT Equality – Chicago, IL
5. MSU Denver Staff Professional Development Conference
6. UCD Student Affairs Conference

b. Grants written, funded and amount, purpose, and type (public/private).

   None.

c. Scholarly Activities (summary of publications, exhibits, performances, presentations, etc. Include one or two highlighted accomplishments)

   None.

d. Service Activities (summary of membership on boards/councils, etc.)

1. NASPA Region IV-West Gay, Lesbian, Bisexual & Transgender Knowledge Community Representative
2. Consortium of Higher Education LGBT Resource Professionals Southwest Regional Representative
3. Colorado Leadership for Equity, Advocacy and Discovering Social Justice Planning Committee Chair
4. Phoenix Center at Auraria Education and Outreach Committee
5. Auraria Homeless and Hungry Awareness Project Committee
6. Women’s Leadership Conference Planning Committee Chair
7. Sex Week Planning Committee
8. Higher Education Diversity Summit Planning Committee
9. Outstanding Student Awards Committee
10. CCD Faculty & Staff GLBT Alliance Committee
11. UCD GLBTI Symposium Planning Committee
12. Equality Night with the Colorado Rapids Planning Committee
13. CU Denver Bias Response Team member
14. CPAC Conference Panel Member – Diversity & Inclusion
3. Other

Below is a list of the events and programs that we hosted or co-sponsored during the past academic year:

- **AIDS Walk** – This past year, the office participated in the AIDS Walk, and raised over $500. With more planning and advertising, we hope to increase participation and fundraising to help this important cause.

- **Rapids Equality Night** – In collaboration with the Colorado Rapids soccer team, and many other area LGBTQ organizations, we helped to plan an LGBTQ night at one of the Rapids’ home games.

- **Welcome Back** – Each semester, we host an open house to welcome our LGBTQ students and our allies back to campus. This is one of our more popular events, and it allows us to showcase our office and the services that we provide. This is also a great opportunity to get the word out about our upcoming events.

- **High Tea** – Each fall, we gather to honor our allies, those individuals and offices who have assisted our program and our students over the past year.

- **Bi/Pan/Fluid Awareness Day** – In recognition of the middle sexualities, we host an event each year to bring awareness and education around non-binary sexualities. This year, we hosted Eliel Cruz, the Executive Director of Faith In America, and an organization dedicated to ending the harm from religion based bigotry to LGBT persons, especially youth, in media. Cruz is a prolific speaker and writer on religion, (bi)sexuality, and culture. His work has been found in the Advocate, Religion News Service, Huffington Post, Mic, Sojourners, Washington Post, Patheos, Everyday Feminism, DETAILS Magazine, Rolling Stone, VICE, and Slate.

- **National Coming Out Day** – National Coming Out Day was a collaboration among many different campus departments, and focused on the influence that art has on Activism. Called Day of Art in Action, the day was filled with many speakers, panels, and art workshops focused on activism within the LGBTQ community.

- **Cross Cultural Collaboration** – In collaboration with CU Denver’s Asian American Student Services, we screened the film “Beautiful Boxer”, which told the story of a Thai boxer who came out as trans, and continued to compete, becoming a national hero in the process.

- **Love Sex Lies: An Intimacy Checkup** – A tri-institutional event that we collaborate on with the Center on Domestic Violence, which brings awareness to interpersonal violence and dating violence, and aims at getting resources to those in need.

- **Souls Organizing for Liberation Fundraising Banquet** – This year, we again hosted the fundraising banquet for the Souls Organizing for Liberation Program, whose aim is to prevent violence in the LGBTQ community.

- **Colorado Leadership for Equity, Advocacy, and Discovering Social Justice (Co-LEADS) Student Summit** – Our director is the chair of the planning committee for this student summit, where discussions of social justice, privilege, oppression, and diversity occur. The planning committee is comprised of many campus departments, as well as social justice educators from other area campuses. Our theme this year was From Tweets to Streets: Intersections of Mass Media, Social Media, and Social Justice. Our keynote was Dr. Hillary Potter, an Associate Professor of Ethnic Studies at the University of Colorado at Boulder. Dr. Potter’s research focuses on the critical analysis of the intersections of race, gender, and class as they relate to crime and violence. She is currently researching men’s use of violence; intimate partner abuse against women of Color; and antiviolence activism in Black and Latin@ communities, with field research in Ferguson, Baltimore and Denver.

- **LGBT History Day** – We helped to host an event that was organized by a UCD student majoring in history. David Duffield is particularly interested in LGBTQ history, and put together an event that outlined and discussed the history of LGBTQ rights here in Colorado.
• **Transgender Day of Remembrance** – This is our annual event to memorialize those trans individuals who have been murdered simply for living as their true gender. This year, we were fortunate to host Mara Keisling, who is the founding Executive Director of the National Center for Transgender Equality. As one of the nation’s leading voices for transgender equality, Mara has appeared on news outlets including CNN, MSNBC, and Fox News. Mara is regularly quoted in national and local print and broadcast media.

• **World AIDS Day** – We again hosted our Pizza, Popcorn, & Prevention event, a resource fair aimed at educating participants about preventing HIV and other STIs. We also hosted a Rapid HIV Testing station so that attendees could be tested for HIV. Additionally, we screened the film “We Were Here”, a documentary about the AIDS crisis in 1980s San Francisco. The day wrapped up with a panel discussion of care providers and those affected by this disease.

• **Creating Change** – This year, Creating Change, the national conference of the Gay & Lesbian Task Force, was held in Chicago. With 28 students from all three schools in attendance, we had to get creative with our fundraising efforts. Creating Change is the premier annual organizing and skills-building event for the lesbian, gay, bisexual and transgender community and their allies. The five-day program features over 350 workshops and training sessions, four plenary sessions, and tons of networking opportunities.

• **Sex Week** – In collaboration with the UCD Women’s Resource Center, The Phoenix Center, and the Institute for Women’s Studies & Services, we offered a series of lectures on sex and sex positivity, including:
  o Up With Femmes – a panel of femme-identified LGBTQ people speaking about desire, femme-phobia and erasure, and power dynamics in relationships
  o Don’t Pass It On – a resource fair on communication, STI’s, and sexual health
  o Cards and Condoms – a discussion on consent and safer sex

• **Love Is A Drag** – Our annual drag show on or near Valentine’s Day raised over $300 for the Rainbow Alley, the youth program at the GLBT Center of Colorado. We hosted two community members as they presented a workshop on various aspects of drag, followed by a drag show and sex trivia.

• **Working it Out** – This program was designed to give students a broad understanding of workplace issues, including being out at work. The panel of local GLBT business leaders discussed the impact and ways that they deal with sexual orientation and gender identity in the workplace.

• **LGBT Tax Event** – Hosted by MSU alum Jules Tybor, this workshop aimed at educating our students on recent changes in tax laws that affected the LGBT community, particularly around the tax provisions secured when the Marriage Equality Act was enacted by the Supreme Court.

• **Transgender Day of Visibility** – In contrast to the Day of Remembrance, this purpose of this day was to celebrate the full diversity of the gender spectrum and the accomplishments of trans* people in our society. This year, we hosted a student performer and spoken word artist, Joseph Do. We were also fortunate to host Lady Dane Edidi as our keynote speaker for the day. Lady Dane is an African, Cuban, Native American trans performance artist, author, teacher, choreographer, healer, advocate, co-host of the Inside Out radio show, founding member of Force Collision, blogger, a regular contributor to Queer of Gender, a member of the leadership team of TWOCC (Trans Women of Color Collective), and a 2016 Helen Hayes award nominee for her choreography.

• **Holocaust Day of Remembrance** – This year, we hosted a panel that talked about oppression and genocide in various parts of the world throughout modern history. Our panelists included Dr. Winston Grady-Willis, Dr. Robert Hazan, and Sky Yarbrough. We also screened the movie “Watchers of the Sky”, which interweaves four stories of remarkable courage, compassion, and determination, while setting out to uncover the forgotten life of Raphael Lemkin – the man who created the word “genocide,” and believed the law could protect the world from mass atrocities.

• **Queer Symposium** – As part of the Higher Education Diversity Summit, an LGBT-specific track of workshops was offered for the attendees. This not only helped to expand the definition of diversity on this campus by going beyond race and ethnicity, but also drew a larger audience for our workshops. We were fortunate to help host the following workshops and presentations on LGBTQ issues:
o Katherine Martinez presented on gender and sexuality, as she explored queer utopias and how we can utilize the past to reimagine a queer future.

o Marsha Aizumi shared with us her journey as the mother of a transgender son and how she took steps to become an advocate for safe schools, and bringing greater visibility and support to the Asian Pacific Islander LGBT community, with emphasis on the transgender community.

o Transcending Gender Labels: Exploring the Experiences of Non-Binary Identifying Students - Politicization of GLBT civil rights at both the Federal and State levels of US government, especially those surrounding marriage and employment rights, has had positive and negative influences on the GLBT population. These influences play out on campus challenging our students’ identity development. Development which is complex and intersecting the psychosocial, sexual, gender, and emotional.

o “They Didn’t Just Get Here!” Acknowledging and Supporting LGBT International Students - This interactive workshop brings the audience on a journey with five international students who identify with the LGBT community. Audience and presenters will collaboratively develop strategies for supporting LGBT international students in American higher education.

o LGBTQ Students and College Admissions: Challenges and Best Practices - we will discuss the best ways to support LGBTQ students from both sides of the desk in the college search and application process. After building a solid understanding of the challenges facing LGBTQ students seeking post-secondary education, we will explore best practices around inclusivity and access in college admissions for queer and transgender students.

o Beyond the Binary: Deconstructing the Gender Binary System on Campus - We will visit the story of Lawrence “Larry” King, who was honored during the 2008 Day of Silence after his death, and invite attendees to participate in an active discussion on gender binary systems and how it affects students who are gender non-conforming. Attendees will learn a variety of terminology that encompasses many identities and intersections of these identities. Additionally, we will facilitate conversations on how we can potentially address these issues on campus and through the curriculum.

• Lavender Graduation – Similar to the graduation ceremonies for African American and Latino/a students, we offered a Lavender Graduation ceremony, honoring the LGBTQIA students who were graduating. This year, we brought back Zander Keig, a distinguished alumus of Metropolitan State College of Denver. While at Metro State, he was elected to the Student Government Assembly as VP of Communication, worked in the GLBT Student Services Office as Outreach Coordinator managing the Safe Zone Project, Speakers Bureau, GLBT Awareness month activities and the Come out to Auraria event, was appointed to several LGBT and student focused task force groups by then President Sheila Kaplan and earned many awards recognizing his leadership abilities. Since then Zander has gone on to earn 3 graduate degrees: in conflict resolution, theology and clinical social work; continued his work with public speaking, advocacy and education; and has served on the board of directors for FTM International, TransMentors International and currently sits on the Transgender American Veterans Association board of directors. In 2011 Zander was recognized by MSUD as an Alumni of the year award recipient for his work with/for trans justice and earlier this year he was recognized as a Distinguished Alumnus and selected to represent the graduates of the 1990s at the MSUD 50th Anniversary Ceremony. Zander works as a senior social worker for the San Diego VA Healthcare System, serving the chronically homeless veteran population, and has been happily married for nearly 14 years.

• Centering People of Color – We recognize that not many students of color visit our office or come to our events. We know that these students are on campus, but we are not reaching them. We have committed to an initiative called Centering People of Color to work toward greater inclusion and equity for students of color in our program. Our staff underwent a two day training with a national consultant on the intersections of race and LGBTQ identities, in preparation for this initiative.

• Rainbow Alley Queer Prom – We continued our success of previous years in our partnership with the GLBT Center of Colorado. Again this year, we hosted the Queer Prom on campus, and had a great turnout!

• Pride Parade – Again this year, in conjunction with many campus departments, our office marched in the Pride Parade. We even had the mascots of all three schools joining us! With the Orlando massacre happening the weekend prior, our students made a poster for each of the victims, which we carried with us in the parade.
- **Safe Zone Ally Training** – We continue to refine and revise our training program. As we become more connected with colleagues in the field, we find more resources and activities that will continue to improve this program. We are also using assessment data to help create learning outcomes and measure our effectiveness of this important program.

- **Gender Neutral Facilities** – The director continues to work with campus space planners to include gender neutral restrooms in new construction projects, as well as to educate the campus community about the importance of these facilities.

- **Auraria Genders and Sexualities Alliance (AGSA) Student Organizations** - This year the office supported the students in continuing the success of the institutionally separate groups that support students dealing with sexual orientation and gender identity. While the office has no official role, we offer support through training and leadership development for the leaders in the group.

**Co-Sponsored Programs**
- Love, Sex & Lies
- Co-LEADS
- Red Flag Rally
- Higher Education Diversity Summit
- Auraria Hunger and Homelessness Awareness Week
- Women’s Leadership Conference
- Denim Day
- Clothesline Project
- World AIDS Day
- We Won’t Be That Campus
- Everyone is Gay
- UCD Diversity Networking Panel

**d. Measurements of Progress:**
1. Update on progress toward program or unit review outcomes. (Attach latest program review findings as Appendix A).
   a. **Advisory Board** – This has been put on temporary hold. Much of this past year was spent on efforts toward program expansion, including the hiring of our first Assistant Director, completing an office remodel, and changing our name and logo.

   b. **Assessment** – The AVP for Student Engagement & Wellness, where my unit is “housed”, has developed an assessment planning guide for our division. We have successfully completed an assessment of the learning outcomes that we devised for our Safe Zone Ally training program, and are very pleased with the results. Our assessment report is attached (Appendix B).

   c. **Physical Space** – Through the generosity of the Provost’s Office, we were able to complete a total renovation of our space, making it much more efficient and student-friendly. While we are still confined to our small square footage, we hope to continue to push for expansion to better serve students’ needs.

   d. **Staffing** – We were fortunate to onboard our first Assistant Director, Rachel Green, in January. Rachel made an immediate impact and impression on our students and the campus overall. Unfortunately, family circumstances arose, and Rachel recently resigned to join her family in Illinois. We are working with HR to reopen the search process to quickly find a replacement.

2. Update on accreditation specific issues, if applicable.
   Not applicable.
3. Program or unit assessment report. Please see Appendix B.

e. List the strategic priorities (goals) for your unit for the upcoming academic year.

1. **Assessment & Learning Outcomes** – Now that we have a framework in place, we will continue to evaluate our programs and activities to assess student learning. We will revise the current assessment plan as outlined below to show changes in knowledge. We will also be adding an additional program (to be determined) to the learning outcomes we would like to achieve.

2. **Online Trainings** – We will seek to build an online Safe Zone Ally training program, modeled after a similar program at another institution. This training will cover basic terminology and concepts, so that the trainings we conduct in person are more conversational and designed to deepen the learning.

3. **Program Marketing** – We will be working to further promote our program via the following:
   a. **Website** – The director will seek training and assistance in maintaining and updating our website, which is in great need of updating.
   b. **Domain Name** – Because we are tri-institutional, we have maintained a separate domain name (glbtss.org) to be welcoming to students from all three schools. Now that we have a new name, we hope to work with IT and communications to secure a new domain name that more accurately reflects our new identity, and ensure that this domain name is replaced on campus websites.
   c. **Marketing Brochure** – We will be working with Marketing & Communications to finalize a brochure that can be used as a recruitment tool for the campus.

4. **Community Involvement** – We will seek to build stronger relationships with the Denver community by:
   a. Involving our program in community events such as Pride, AIDS Walk, and Queer Prom
   b. Reaching out to community agencies that we work with to discover more about their services, and seek collaborations that will benefit our students.

5. **Advisory Committee** – We will work toward building an advisory committee comprised of representatives from all three institutions to help guide the future direction of our program.

f. **Resource needs:**
   a. Attach updated 5-year staffing request
   b. Attach updated 5-year equipment request
   c. Attach updated 5-year technology request
   d. Attach updated 5-year space request
Appendix A
ASA Unit Review Outcomes

EXECUTIVE SUMMARY OF THE LGBTQ STUDENT RESOURCE CENTER
October 2014

Unit Description
Metropolitan State University of Denver’s LGBTQ Student Resource Center (LGBTQ SRC) is a tri-institutional office on the Auraria Campus serving the students, faculty and staff of Metropolitan State University of Denver, Community College of Denver and University of Colorado at Denver. The LGBTQ SRC is available to all Auraria students as a resource for exploring issues of sexual orientation and gender identity.

Key Issues Identified Through the Review Process
- LGBTQ SRC needs to expand its budget and physical space in order to serve more students.
- LGBTQ SRC is understaffed compared to other institutions that are similar in size.
- The unit review consultant reported that an alternative funding strategy might enhance and strengthen the LGBTQ SRC (e.g. two/three year cycle, and/or external, grant funding such as the Gill Foundation).
- An advisory board populated with representatives of each of the three Auraria institutions could advance the mission of the unit.

Student Satisfaction
- Feedback reports and conversations the unit review consultant had with students indicated a very high level of satisfaction among students involved in the LGBTQ SRC.

Unit Assessment of Student Learning Outcomes
- Not assessed

Strengths Identified Through the Review Process
- The LGBTQ SRC has an excellent location and the unit review consultant recommended it not be moved elsewhere on campus.
- The consultant emphasized the dedication, commitment, and work ethic of the Director as a key strength of the LGBTQ SRC.
- Successful relationships among the three institutions have been developed and maintained by the unit.
- The LGBTQ SRC outreach and activities positively impact faculty, students, staff and guests across the Auraria campus. They host many events each year, impacting over 12,000 participants.
- The LGBTQ SRC is highly efficient given their limited resources and small staff.

Concerns Identified By the Process, Observations, Recommendations, and Actions Taken
- The unit is hindered by the lack of an advisory board, which the consultant agrees would benefit the unit. 
  Recommendation: An advisory board will be implemented in spring of 2015.
- Enhanced assessment of student learning outcomes is needed.
  Recommendation: Collaboration between the Director and institutional leadership will strengthen unit assessment.
- Physical space is inadequate. Although the location is excellent, it is too small.
  Recommendation: Expand to the south to utilize part of the space occupied by the Ricoh.
- Consultant report indicates the potential for burn-out or a lack of sustainability under the current staffing model.
Appendix B
Annual Assessment Report
-Student Engagement + Wellness-

Program Name: Safe Zone Ally Training

Department Name: LGBTQ Student Resource Center

Staff member(s) completing report: Steve Willich, Director

Brief program description:

The purpose of the Safe Zone Ally Training program is to:
- Educate the campus community about sexual orientation and gender identity/expression issues.
- Create a visible network of allies to provide support to the Auraria lesbian, gay, bisexual, transgender, queer and questioning (LGBTQ) community.
- Provide accurate information about sexual orientation and gender identity/expression issues and resources within the community.
- Ensure that LGBTQ students are valued members of the campus community with visible allies who can help support them in their personal and academic endeavors.

Key program learning outcomes assessed:
As a result of participation in the Safe Zone Ally training, participants will be able to….

A. Differentiate between sexual orientation and gender identity.

B. Understand the concept of spectrums in relation to sexual orientation and gender identity, and give examples of identities on each spectrum.

C. Give examples of what to do if someone comes out to them.

Brief description of assessment activities:

In the Spring 2016 semester, our Center hired a new Assistant Director. One of her responsibilities was to update and revise the Safe Zone Ally training program so that the information the participants gained was more relevant. This, along with the assessment model introduced for Student Engagement & Wellness, prompted us to revise the instrument that we used to collect both demographic and learning outcome data from the participants.

At the end of each Safe Zone Ally 101 training, we asked the participants to fill out a form (attached- A) to allow us to measure their learning. We came to quickly realize that the length of time required to fill out the answers to the written questions was time-prohibitive, sometimes taking over 10 minutes, cutting into the time used to either present information or answer questions. We then revised the evaluation form (attached- B) to measure the same outcomes, but in a format that is more conducive to the time restrictions we often have.

On both versions of the evaluation, we were able to devise a numerical system of grading the answers to have quantitative data on our outcomes. On the questions that required participants to write in an answer, we have an answer key that contains a majority of the correct answers. With some of the answers, we had to extrapolate a score from the answers given by participants.
Results of assessment of student learning outcomes:

As explained in the Assessment Activities section, we had two different versions of our assessment. We quickly found that filling out so many write-in answers was time prohibitive. Regardless, the results of those training sessions are outlined below. The first two questions, which were presented on a Likert scale, were general questions not directly related to the learning outcomes we are assessing.

Version 1

In regard to Learning Outcome A (differentiate between sexual orientation and gender identity), Questions 3 and 4 asked participants to define both concepts in their own words. As seen in the results below, we were very pleased to see that our presentation allowed participants to define these concepts with 85% and 92% accuracy.

With Learning Outcome B (spectrums), Question 5 asked participants to define the concept of spectrums in regard to sexual orientation and gender identity, and again, our results show that a majority of the participants (91%) understood this concept. Further, with Question 6, participants were asked to give three examples of identities on the sexual orientation spectrum, and were generally successful (81%) in identifying these identities.

Finally, and of great importance, we asked participants to give us three examples of what to do when someone came out to them. We were very pleased that all participants were able to give three good examples.

Our goal, on each of the questions asked, was to have a 75% success rate in participants answering the questions asked, and we achieved this goal.

<table>
<thead>
<tr>
<th>Number of Participants</th>
<th>1. Learned about different identities (1-7)</th>
<th>2. Learned about campus resources (1-7)</th>
<th>3. Define Sexual Orientation (Y = 1, N = 0)</th>
<th>4. Define Gender Identity (Y = 1, N = 0)</th>
<th>5. Define Spectrum (Y = 1, N = 0)</th>
<th>6. Sexual Orientation Examples (0-3)</th>
<th>7. When someone comes out to me (0-3)</th>
</tr>
</thead>
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<tr>
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<td>6.57</td>
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<td>0.85</td>
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<td>3</td>
</tr>
<tr>
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<td>6.5</td>
<td>6.9</td>
<td>0.7</td>
<td>0.8</td>
<td>0.8</td>
<td>2.4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>6.75</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2.5</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4.45</td>
<td>6.54</td>
<td>1</td>
<td>0.88</td>
<td>1</td>
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</tr>
<tr>
<td>32</td>
<td>6.17 (88%)</td>
<td>6.69 (95.6%)</td>
<td>(85.2%)</td>
<td>(92%)</td>
<td>(91.3%)</td>
<td>2.43 (80.9%)</td>
<td>(100%)</td>
</tr>
</tbody>
</table>

Version 2

In the revised assessment, we revised the number of write-in questions to be more efficient with our time. In regard to Learning Outcome A, we devised a question (#4) that asked participants to match concepts to their definition. As seen in the table below, we achieved a success rate of 94%.

Learning Outcome B, which asks about spectrums and identities on those spectrums, is reflected in Questions 5 and 6. For each of the questions, we gave participants a list of identities that included examples of both sexual orientation and gender identity to see how well they were able to identify identities within each category. Our results, outlined below, show that participants’ comprehension of these different identities is not as high as with the rest of the questions. We tend to pack a lot of information into these short sessions, and realize that these concepts may be very new, and sometimes confusing, to many of the participants. Because the identity examples are duplicated in the two questions, participants may have difficulty in differentiating among those identities. While the results are quite as high as we had hoped, it shows that we may need to spend more time in defining sexual orientation and gender identity, and explaining the identities within each category.

The results for Learning Outcome C show that participants can consistently identify different ways to support another person during the coming out process. We feel that this is very important, as that understanding of ways to support another can make them feel more comfortable and welcomed, leading to feelings of belonging here on campus.
Next steps/closing the loop:

Overall, we were very pleased with our results! Amongst all of the questions on both versions of the evaluation, learning on all but one question was above the 75% success rate that we had set as a target. Identities within the LGBTQ community are constantly evolving and being added, so we always have room for improvement when explaining these social identity categories, and categorizing identities within them.

This coming year, we may look at slightly revising this assessment to include a pre- and post-test, so we can measure the gain in knowledge acquisition. Additionally, the success in our initial results of student learning outcomes will be shared with faculty and staff across the campus, in hopes of being able to schedule more trainings campus wide.

This coming year, we will be working on implementing a module-based online Safe Zone Ally training, which was generously shared with us by another institution. This training, which is Blackboard based and customizable to our needs, covers all of the basic terminology and concepts of a basic Ally training. The system allows the facilitator to view individual and group results, as well as to see how long participants are spending on each question. From the results, the facilitator can see which questions or concepts that participants are struggling with the most. From here, one of our trainers can then schedule a workshop with a group to further explore these concepts, and deepen the conversations, which we believe will produce truer learning opportunities. Before a group training is scheduled, this other institution ensures that all of the participants pass the module with a 93% score, which will be another assessment tool that we can use to evaluate student learning.
Assessment Instrument A

I learned about many different identities within the LGBTQIA community.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<td>Strongly Disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

This presentation has made me aware of on-campus resources and centers for members of the LGBTQIA community.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

Please define sexual orientation in your own words:
________________________________________________________________________________________________________________
________________________________________________________________________________________________________________

Please define gender identity in your own words:
________________________________________________________________________________________________________________

What does it mean for identities to exist on a spectrum?
________________________________________________________________________________________________________________

Please give and define three examples of identities on the sexual orientation spectrum:

1. _____________________________________________________________________________________________________________
   _____________________________________________________________________________________________________________

2. _____________________________________________________________________________________________________________
   _____________________________________________________________________________________________________________

3. _____________________________________________________________________________________________________________
   _____________________________________________________________________________________________________________

Please list three things you can do to help support someone coming out to you:

1. _____________________________________________________________________________________________________________

2. _____________________________________________________________________________________________________________

3. _____________________________________________________________________________________________________________
Assessment Instrument B

I learned about many different identities within the LGBTQIA community.

1  2  3  4  5  6
Strongly Disagree  Strongly Agree

This presentation has made me aware of on-campus resources for members of the LGBTQIA community.

1  2  3  4  5  6
Strongly Disagree  Strongly Agree

Please list three things you can do to help support someone coming out to you:
1. ____________________________________________________________________________________
2. ____________________________________________________________________________________
3. ____________________________________________________________________________________

Matching: Please match the following terms with their definitions.

1. Gender Identity  A. The summary of a person’s physical, emotional, spiritual, etc., attraction to others.
2. Sexual Orientation  B. Assigned at birth based on biological factors, such as internal and external genitalia, hormones, and chromosomes.
3. Sex  C. One’s internal sense of their gender. This may be different than the gender they are perceived as by society and may be incongruent from the expectations of gender based on biological sex.

Multiple choice questions: please circle all that apply.

1. Which of the following are identities on the sexual orientation spectrum?
   a. Gay
   b. Transgender
   c. Bisexual
   d. Queer
   e. Man
   f. Woman
   g. Lesbian
   h. Heterosexual
   i. Genderqueer/Non-Binary

2. Which of the following are identities on the gender identity spectrum?
   a. Gay
   b. Transgender
   c. Bisexual
   d. Queer
   e. Man
Appendix C
5-Year Staffing Request

We are currently in the middle of the process to rehire for the Assistant Director position, as our initial A.D. resigned to be with her family in Illinois.

Ideally, we would like to also add a professional counselor that could meet with students in distress, and lead support groups on various topics of interest. Higher education is seeing a large increase in the number of students with mental health issues, and anecdotally, I believe the mental health issues in the LGBTQ community are even greater, due in part to the lack of acceptance and diminishment of basic human rights that this population faces. Having a counselor on staff would be very beneficial to the services that we are able to offer our students, as we receive many inquiries about counseling services. I do not know what the structure of this position would be. Perhaps it would be a shared position with the Counseling Center. But I feel that having someone be physically present and visible in our space would help a lot of our students feel comfortable in seeking counseling. We also see a lot of students with human service needs, so if this person could have a social work background or focus, that would be helpful as well.

We worked with Human Resources to get a rough estimate of salary ranges for this position, and received the following information:

- Professional Counselor: $44,000-$53,000

These figures do not include any benefit information, professional development funding, or technology needs.
Appendix D
5-Year Space Request

One of our biggest needs is an increase in the amount of physical space that we occupy. Securing additional space will need to involve support and negotiations from higher level administrators to negotiate for more space in the Tivoli. As the Unit Review consultant report pointed out, our high-traffic location within the student union is one of our greatest strengths, and we would like to maintain our location. In order to expand our capacity, we would ideally like to take over part of the space occupied by the Ricoh Copy Center, either expanding through our back wall to the outer wall of the Tivoli, or expanding through our south wall into the current lobby area of Ricoh, which is currently a severely underused space.

The increased physical space would be used to create an LGBTQ-friendly study space and computer lab, as well as meeting space for discussion groups and student organizations, all things that have been repeatedly mentioned as needed improvements to our offerings. Dreaming big, we would also like to include a gender-inclusive restroom within the space.