Georgia Institute of Technology
LGBTQIA Resource Center
Strategic Plan

2016-2021



Table of Contents

Introduction and Board Members…………………………………………………………………………………………….2

Guiding Principles…………………………………………………………………………………………………………………….4

Pre-Plan Assessments………………………………………………………………………………………………………………6

Student Initiatives…………………………………………………………………………………………………………………….12

Employee Initiatives…………………………………………………………………………………………………………………18

Community and Alumni Initiatives…………………………………………………………………………………………….22

Center Initiatives………………………………………………………………………………………………………………………26

Introduction & Board Members

**Background**
The Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, Asexual, and Ally Resource Center opened on April 1st 2014 as a joint initiative between Institute Diversity and the Division of Student Life. The Center serves students, faculty, and staff, and also works with LGBTQIA alumni to engage them in programs, events, and fundraising. The Center has been staffed by one full-time professional Director since it opened, and has employed one part-time Graduate Assistant at 15-20 hours per week and one part-time undergraduate assistant at 10 hours per week since the fall semester of 2014. The Center relocated to a bigger office in June 2016 due to demand for increased meeting and storage space.

**Purpose**The purpose of the strategic plan is to ensure that the Center is pursuing growth and efficacy through goals and strategies that respond to and address the needs of the Institute’s LGBTQIA students, employees, and alumni. Further, the plan is intended to align the work of the Center with the goals and vision of Student Life, Institute Diversity, and the Institute as a whole.

The plan will serve the Center for the next five years and will encompass goals and strategies relating to student and employee programming and support, financial management, community and alumni engagement, training and education, and marketing and communications. The plan will not serve as a directive but rather as a guide; as new challenges and opportunities present themselves, the Director and Advisory Board can and should opt to make amendments to the plan that best address the changes in situation, resources, and community needs.

**Assessment**
The Director of the Center, with the support of the Graduate Assistant, conducted a mixed-method needs assessment for students in 2014-2015, and open feedback sessions for employees in 2015-2016. The data from these needs assessments informed the structure and process for the strategic planning process.

**Advisory Board and Strategic Plan Committee**
The Director convened the Advisory Board in fall 2014. Comprised of four faculty, four staff, two graduate students, two undergraduate students, two alumni, and two ex-officio administrators, the Board meets once a semester to advise the Director on procedures and strategies related to the Center’s operations, goals, and mission.

In fall 2015, the Advisory Board was divided into three subcommittees, and each subcommittee was tasked with identifying goals and strategies to support the growth and sustainability of the Center’s initiatives. These subcommittees met twice between November 2015 and March 2016 to give their input. The Director and Graduate Assistant drafted a strategic plan using the information provided by the subcommittees, and then the full Board met in April 2016 to give feedback that would shape the final draft.

The three subcommittees were Employee Initiatives, Student Initiatives, and Communications, Outreach, and Partnerships. The Director of the Center, the Associate Vice President for Institute Diversity, the Associate Dean of Students/Director of Student Diversity Programs, and Communications Managers for Student Life and Institute Diversity developed the fourth part of the plan that addressed capacity building. Selected additional members of the Georgia Tech community were invited to attend the subcommittee planning meetings to bring additional expertise to the process.

The individuals who participated in the strategic planning process were:

Dr. Drew Adelman, Counseling Center
Dr. Julie Ancis, Associate VP, Institute Diversity
Jonathan Duke, alumnus
Annette Filliat, Communications Manager, Institute Diversity
Dr. Jennifer Hasler, Professor, School of Electrical and Computer Engineering
Elizabeth Henry, Graduate Student, Chemistry
Brett Hulst, Associate Director, Residence Life
Connor Hutcherson, Undergraduate Student, Industrial Engineering
Roger Jewell, Undergraduate Student, College of Architecture
Quinn Mabry, Graduate Assistant, LGBTQIA Resource Center
Dr. Aby Parsons, Director, LGBTQIA Resource Center
Dr. Manu Platt, Associate Professor, Department of Biomedical EngineeringAtira Rochester, Corporate Relations Manager, Institute Diversity
Christopher Ruiz, Area Manager, Department of Housing
Arionna Russell, Undergraduate Student, Mechanical Engineering
Rachel Shekitoff, Graduate Student, Computer Science
Dr. Jenny Singleton, Professor, School of Psychology
Dr. Lena Ting, Professor, School of Mechanical Engineering
Sara Warner, Communications Manager, Division of Student Life
Eli Whisnant, Undergraduate Student, Chemical and Biomolecular Engineering

**Implementation and Review**The Center will begin implementing the strategies outlined in the plan in September 2016. A review subcommittee comprised of select Advisory Board members will convene annually to review the Center’s progress through the plan and make suggestions for amendments as appropriate. Center staff will aim to fulfil the plan by September 2021, and a new strategic planning process will begin shortly thereafter.

Guiding Principles

**Mission**The LGBTQIA Resource Center supports the Institute’s commitment to inclusive excellence by engaging the campus community in education, advocacy, and outreach for people of all genders and sexual identities.

**Vision**We envision a campus community where people of all genders and sexual identities are respected and affirmed.

**Core Values**

**Intersectionality**We recognize that gender identity, gender expression, and sexual orientation are interconnected and interdependent with race, ethnicity, disability, faith/spirituality, class, nationality, and immigration status. We work to create spaces where each person can fully embrace and express all facets of their identities and be their whole, authentic selves without judgment or condition by centering our work within an intersectional framework.

**Healing, Reconciliation, and Liberation**We strive to heal the rifts that homophobia, biphobia, transphobia, heterosexism, and cissexism have created within our own communities. We recognize the ways in which LGBTQIA oppression is interconnected with racism, classism, ableism, sexism, and ageism. We work to heal the damage that these systems of oppression have perpetuated by:

* Commemorating and celebrating LGBTQIA lives, experiences, accomplishments, relationships, and communities
* Creating and protecting closed/exclusive spaces for marginalized groups to gather, work, and heal together
* Centering queer voices in our work, including those that are the most silenced and marginalized
* Adopting and promoting a culture of self-care for both students and employees

**Intentional Community**We engage LGBTQIA people and allies in creating and fostering communities of belonging that sustain and uplift us by:

* Encouraging members to hold themselves and others accountable for their words, assumptions, and actions
* Uniting different groups under a shared vision of inclusion and justice
* Creating protected spaces for unique community needs to foster a larger culture and framework for inclusion
* Supporting our campus partners in creating inclusive and intentional communities across all areas of campus, including housing and residence life, Greek life, campus ministries, athletics, student organizations, academic and tutoring settings, offices, laboratories, and other work, study, and play spaces
* Promoting allyship as both a desirable and necessary practice in which students and employees are invited and expected to engage
* Striving for the highest degree of accessibility in all of our operations and spaces

**Development and Futurity**We work with our vision and values at the forefront of our efforts to ensure the strategic growth and development of the Center. We value both individual and collective growth within our LGBTQIA communities on campus, and we foster such growth by:

* Building a robust framework of allyship and accountability for our students, employees, and alumni
* Promoting opportunities for experiential leadership, cultivating leadership of different styles and experiences, and centering leadership from within communities
* Engaging alumni in fundraising, mentoring, leadership, and community building opportunities
* Creating sustainable practices and infrastructure for the Center, its programs, and its student organizations to thrive
* Pooling diverse resources with on- and off-campus partners
* Identifying emerging leaders and providing opportunities for them to develop the knowledge and skills to take on leadership roles within their community

LGBTQIA Resource Center Pre-Plan Assessments

In the summer of 2014, the LGBTQIA Resource Center embarked on a needs assessment process to ascertain the needs and concerns of LGBTQIA students and employees. This multi-phase, mixed-methods assessment captured feedback from a broad range of constituents across campus, with questions focused on desired program content and format, resources, and services, and on marketing and outreach strategies.

**Needs Assessment Timeline**

July 2014: Conducted pilot focus group with 4 LGBTQIA students to test questions and format.

November 2014: Conducted 7 student focus groups: 2 for queer men, 2 for queer women, 1 for transgender students, 1 for LGBTQIA students of color, and 1 for LGBTQIA students of faith.

April 2015: Distributed an online survey to LGBTQIA students.

June 2015: Conducted 2 feedback sessions with LGBTQIA staff.

September 2015: Hosted a feedback session with transgender students.

December 2015: Conducted 2 feedback sessions with staff who identify as allies.

February 2016: Hosted a feedback session with asexual and aromantic students.

**Student Focus Groups**

Students were recruited for focus groups via the Center’s listserv and social media sites, the Pride Alliance listserv and at the organization’s meetings, through personal outreach from the Director, and using snowball sampling via participants. Students had the option to attend as many focus groups as they wished, as long as the focus group aligned with their identities. We made the decision to offer two groups each for queer men and queer women as those had the highest levels of interest. There were 34 different student participants in total, with 6 of these participating in more than 1 group, resulting in 41 participations across the 7 groups.

Dr. Aby Parsons conducted each focus group while graduate assistants and staff served as note-takers. Audio recordings were also made of each discussion. Each focus group lasted for one hour and included discussion prompts regarding climate and safety on campus, experiences with existing LGBTQIA spaces and programs, preferred event topics and formats, and marketing strategies.

The main findings from the focus groups were that LGBTQIA students:

1. have a need for more spaces in which to build community with each other, particularly for minority and marginalized groups such as queer students of color and transgender students
2. requested that programs be grounded in an intersectional framework in order to address multiple identities at the same time
3. have an interest in examining topics not often discussed including non-monosexual identities, polyamorous relationships, faith and spirituality, queer relationships, mental health, and sexual health
4. want to see more education across campus on LGBTQIA issues, especially with populations that are student-facing such as faculty and Housing staff, and with areas that are perceived as being unsafe or unwelcoming for LGBTQIA people including athletics and Greek life
5. want the Center to provide support and resources for students in the coming out process and for students with mental health concerns

The full report from the focus groups can be found in Appendix A.

**Student Surveys**
Throughout April 2015, the Center made an online survey available to all students. In addition to the online survey, the same questions were asked in hard copy surveys that were distributed at a Pride Alliance meeting. The purpose of the survey was to gain more information about what topics students wanted the Center to address in its programs, what program formats students preferred, and what marketing strategies would be most effective.

A total of 56 students completed the survey. Students were given a list of program topics and asked how likely they were to attend events centered around each topic.

Table I. indicates the percentage of respondents who said they would definitely or probably attend programs related to each topic.

**Table I.**

|  |  |
| --- | --- |
| Topic | % Definitely/probably attend |
| Mental health | 91 |
| Transgender Identity/concerns | 84 |
| Asexuality | 75 |
| Navigating healthcare systems | 75 |
| Exploring off-campus resources | 75 |
| Sexual and relationship violence prevention | 73 |
| Information on pro-LGBTQIA companies/careers | 71 |
| Networking with alumni | 71 |
| Navigating internships/co-ops/jobs | 69 |
| LGBTQIA history/culture | 66 |
| Being a peer mentor | 63 |

Table II. indicates respondents’ preferences for single-gender or mixed-gender events, and Table III. Indicates respondents’ preferred program formats.

 **Table II.**

|  |  |
| --- | --- |
| **Event Type** | **%** |
| Women-only programs | 36 (n=20) |
| Men-only programs | 13 (n=7) |
| Mixe-dgender programs | 61 (n=34) |
| No preference | 30 (n=17) |

**Table III.**

|  |  |
| --- | --- |
| **Program Format** | **%** |
| Social/recreational | 78 (n=38) |
| Trainings/workshops | 69 (n=34) |
| Volunteering/service projects | 63 (n=31) |
| Coffee hour/study break | 61 (n=30) |
| Facilitated discussions | 55 (n=27) |
| Movie night/film screening | 55 (n=27) |
| Panel discussions | 51 (n=25) |
| Drop-in sessions with experts/professionals | 30 (n=15) |

The complete survey responses and report can be found in Appendix B.

**Student Feedback Sessions**
 **Transgender Students**
In September 2015, the Center hosted an open feedback session with undergraduate and graduate students who identify as transgender or gender-questioning. Announcements about the feedback session were distributed through the Center’s listserv, website, and social media channels, through in-person interactions with trans students who visited the Center, and through personalized emails to trans students known to the Director. Fifteen students attended the feedback session, which was facilitated by the Center’s Graduate Assistant.

The main requests and recommendations from the students who attended were:

1. Offer activities to better facilitate discussion, such as board game nights.
2. Set up an online channel for students to communicate with each other and the Center.
3. Add a trans group to the Q Chats program.

**Asexual and Aromantic Students**In February 2016, the Center hosted an open feedback session with undergraduate and graduate students who identify as asexual or aromantic.Announcements about the feedback session were distributed through the Center’s listserv, website, and social media channels, through in-person interactions with asexual students who visited the Center, and through personalized emails to asexual students known to the Director. Thirteen students attended the feedback session, which was facilitated by the Center’s Director.

The main requests and recommendations from the students who attended were:

1. Offer activities to better facilitate discussion, such as film screenings and game nights.
2. Set up a Facebook group for students to connect with each other and the Center.
3. Offer programs on a weekend so that more people can attend.
4. Provide space for asexual and aromantic students to have discussions and build community.

**Employee Feedback Sessions**

 **LGBTQIA Staff**In summer 2015, the Center conducted two feedback sessions with LGBTQIA staff. The Center Director facilitated both sessions. There were 10 participants in each session. Each session lasted for one hour. Staff were recruited for the feedback sessions via the Pride ERG listserv, the Center listserv, and word of mouth.

The main themes identified in the LGBTQIA staff feedback sessions were:

1. Mot staff felt safe and comfortable being out about their identity and relationships in their departments, but some were not out to their co-workers because they were not sure how their identity would be received. Some staff felt that their department had a “don’t ask, don’t tell” environment.
2. The founding of the Center has had a positive impact on the LGBTQIA community, and they felt the Center was doing well to create visibility and build community.
3. A few participants expressed some satisfaction with the Institute’s commitment to LGBTQIA inclusion, as demonstrated by the annual OUT Week reception. However, most felt that the Institute had not gone far enough to address inequity and exclusion on campus, stating that the Institute’s attempts to engage LGBTQIA employees had been “weird and forced,” “inauthentic,” “lip service,” “placating,” and lacking an intersectional approach. Trans people and LGBTQIA people of color in particular felt that the Institute’s leadership did not adequately understand or meet their needs.
4. Institute leadership should be confident, vocal, and visible in their support of LGBTQIA issues and communities. Staff expressed that the Institute was reactive when it came to making decisions about whether to move forward on LGBTQIAN equity issues, often asking, “what are other people doing?” instead of being courageous enough to lead the way.
5. Domestic partner benefits are still necessary and important, even now that marriage equality is legal. Staff found it disappointing that these were cut.

The recommendations from these sessions were:

1. Work with OHR to ensure that their staff better equipped to provide resources for LGBTQIA people, including information on financial planning, wills, adoption leave, and LGBTQIA laws.
2. LGBTQIA people should be leading LGBTQIA initiatives and centered in the work on campus, with allies serving in supporting roles.
3. Offer more opportunities for LGBTQIA people to learn about LGBTQIA issues together.
4. Make information about LGBTQIA resources available to employees who are new to campus.
5. Institute leadership should be more visible and vocal in their support of LGBTQIA issues.
6. Create opportunities to highlight and make visible LGBTQIA people and their contributions to campus.
7. Provide intentional closed spaces for LGBTQIA people only.

**Allies**In fall 2015, the Center conducted two feedback sessions with staff who identified as allies. The Center Director facilitated both sessions with the Graduate Assistant taking notes to supplement the audio recording. There were seven participants in the first group and eleven in the second. Each session lasted for one hour.

The main recommendations identified in the ally feedback sessions were:

1. The Center should preserve closed spaces for LGBTQIA people to build community in addition to offering ally-inclusive events.
2. Allies should not be centered in the work of the LGBTQIA Resource Center; instead, the Center should ensure that the needs of LGBTQIA individuals take priority in its work.
3. The perception of Institute Diversity is that it is primarly concerned with race and, to a lesser extent, gender, and that its work is largely celebratory as opposed to educational. Participants indicated that they would like to see a continuing education series sponsored by Institute Diversity that tackled other diversity and inclusion issues, including LGBTQIA topics.
4. Allies would benefit from having access to resources and training materials that they can access freely, perhaps online, that relate to specific topics (e.g.: gender identity, pronouns) and are tailored for different audiences (e.g.: students, faculty, staff, named departments and divisions).
5. The Center should continue its strong work with allyship education while extending efforts to create new resources for self-education.

SWOT Analysis
The SWOT analysis was completed by the LGBTQIA Resource Center Advisory Board in Spring 2015.

|  |  |
| --- | --- |
| Strengths | Weaknesses |
| * A physical office in Smithgall
* Dual support from Institute Diversity and Student Life
* Location in a major queer-friendly city
* Significant employee interest in Safe Space and Trans 101
* Quickly increasing visibility of the Center
* LGBTQIA-inclusive Campus Partners
* Building strong reputation for success and collaboration
 | * Extremely small physical space
* Limited budget and finances
* Lack of campus awareness of the Center
* Antiquated and discriminatory policies regarding name change,
* Gender expression, domestic partner benefits, member benefits
* No formal tracking of LGBTQIA population
* Continued need for dynamic institutional support
 |
| Opportunities | Threats |
| * Aby Parsons- energy, background, and experience
* Decent amount of investment by GT community
* Liberal Ideologies in some STEM fields
* Recent trend toward LGBTQIA inclusion in STEM
* Breadth and influence of Institute Diversity
* GT focus on "innovation" and leadership
* Partnership opportunities with local colleges/universities
 | * Conservative state & USG Politics
* Poor or absent employee benefits
* Poor level of education/cultural competency campus-wide
* Lack of visibility in relation to other multicultural offices
* Competing funds and programming demands
* Restricted food and programming budgets
* Competing LGBTQIA community expectations
* STEM Culture as slow to change, conservative
* Intersecting oppressions for LGBTQIA people of color, of faith
 |

## Goals and Strategies

Student Initiatives

Support for Target Student Populations

# We recognize the unique challenges of students who live at the intersections of multiple marginalized

# identities, as well as those who feel disconnected from LGBTQIA communities on campus. We will create

# resources, programs, and services for those student populations so that they can live as their whole

# authentic selves without having to silence any part of their identity. We also recognize that students who

# are new to Tech may need additional targeted outreach in order to facilitate a smoother transition to

# campus.

|  |
| --- |
| 1. **Create opportunities to engage prospective, admitted, and current graduate students.**
 |
| Strategies  | Due Date |
| Disseminate informational resources to the Office of Graduate Studies, Graduate Admissions personnel, and Graduate Program Coordinators/Administrators. |  |
| Support Pride Grads in building organizational infrastructure. |  |
| Promote Safe Space: Peer Education to graduate students via departments, Graduate Studies, and orientation. |  |

|  |
| --- |
| 1. **Increase opportunities and resources available to students of color for personal development, leadership development, and community building.**
 |
| Strategies | Due Date |
| Provide targeted allyship trainings for cultural and race-based student organizations. |  |
| Establish Black Queer Lives Matter as an annual program series. |  |

|  |
| --- |
| 1. **Develop opportunities for exploring the intersections of faith and LGBTQIA identities.**
 |
| Strategies | Due Date |
| Host Dinner and Feedback Sessions to discern the needs and interests of LGBTQIA Students of Faith.  |  |
| Develop semesterly LGBTQIA Interfaith Lunch and Learn Series in Partnership with Campus Ministries and faith-based student organizations.  |  |

|  |
| --- |
| 1. **Develop practices which ensure accessibility and ease of use for all LGBTQIA students, with particular attention to students with disabilities.**
 |
| Strategies | Due Date |
| Create accessibility checklist for Center's programs. |  |
| Partner with the Office of Disability Services to review Center's programs and resources. |  |

|  |
| --- |
| 1. **Increase outreach to and engagement with LGBTQIA international students.**
 |
| Strategies | Due Date |
| Ensure visible presence of Center at FASET for incoming international students by tabling and having marketing materials available. |  |
| Add information about the Center and Center's resources to Office of International Education Website. |  |

|  |
| --- |
| 1. **Increase availability of print-based marketing materials and information about LGBTQIA resources aimed at incoming first-year undergraduate and graduate students and transfer students.**
 |
| Strategies | Due Date |
| Disseminate materials detailing available resources (including list of upcoming events) to key engagement areas: residence halls, FASET, Parent and Family Programs, GT1000, and Academic Advising.  |  |
| Create page on Center’s website specific to the needs of incoming first year and transfer students. |  |
| Include flyer about the Center in packets distributed to admitted students. |  |

|  |
| --- |
| 1. **Increase opportunities for incoming and transfer students to connect with LGBTQIA peers.**
 |
| Strategies | Due Date |
| Host annual LGBTQIA Student Welcome Recpetion.  |  |
| Launch Queer Peers mentoring/buddy program. |  |

|  |
| --- |
| 1. **Provide targeted support to students who are questioning their identities or who are considering coming out.**
 |
| Strategies | Due Date |
| Obtain print resources for students who are questioning and/or considering coming out and make them available at the Center and other key sites, including the Counseling Center, Stamps, and the Women’s Resource Center. |  |
| Create page on website targeting students who are questioning and/or coming out.  |  |
| Host regular discussion groups aimed at creating community and providing support for students who are questioning and coming out. |  |

Personal and Community Development for Students
Recognizing that LGBTQIA students are at an elevated risk of negative health outcomes relative to the general population, we will develop LGBTQIA-specific wellness initiatives to educate our students about strategies for optimizing their physical and mental health. We will also provide opportunities that empower LGBTQIA students to pursue leadership opportunities, thereby bringing more diverse voices to leadership roles on campus and increasing the effectiveness of LGBTQIA student organizations.

Health and Wellbeing

|  |
| --- |
| 1. **Develop sexual health education programming for LGBTQIA students specific to their identities.**
 |
| Strategies | Due Date |
| Expand resource guide on Center's website to include relevant and current sexual health information. |  |
| Collaborate with Health Promotion and external partners to continue development of LGBTQIA sexual health workshop series.  |  |
| Participate in the Get Yourself Protected program to ensure that sexual health supplies and information are always made available outside of the Center. |  |

|  |
| --- |
| 1. **Make digital and print resources on health and wellness topics available to students.**
 |
| Strategies | Due Date |
| Expand Center's library and digital resource guides to include relevant and current materials on LGBTQIA health and wellness, including: mental, physical, sexual, relationship, spiritual health.  |  |
| Obtain updated brochures and other print materials from community partners pertaining to LGBTQIA health and resources and make them available at the Center, in Stamps, and Health Promotion. |  |

|  |
| --- |
| 1. **Develop trainings and workshops about mental heath, including crisis intervention, suicide prevention, self-care, and community wellness and healing.**
 |
| Strategies | Due Date |
| Increase cross-promotion of events with Counseling Center. |  |
| Create page on Center's website with resources and information on crisis intervention, peer support, and suicide prevention.  |  |
| Incorporate LGBTQIA-specific crisis intervention and suicide prevention workshops into the Queer Health and Wellbeing Series. |  |

|  |
| --- |
| 1. **Develop programming related to healthy LGBTQIA relationships including violence prevention.**
 |
| Strategies | Due Date |
| Partner with Health Promotion and the Women's Resource Center to develop healthy LGBTQIA relationships program series.  |  |
| Make information about violence prevention and response available on the Center’s website and in the Center’s print resources. |  |

Professional Development

|  |
| --- |
| 1. **Provide support and information to students on navigating the job market and careers as an LGBTQIA individual.**
 |
| Strategies | Due Date |
| Develop system to match LGBTQIA students interested in academic and research careers with LGBTQIA faculty mentors in their field. |  |
| Host a brown bag series in partnership with Center for Career Discovery and Development on topics pertaining to LGBTQIA job seekers. |  |

Leadership

|  |
| --- |
| 1. **Implement training opportunities for LGBTQIA student organization leadership.**
 |
| Strategies | Due Date |
| Host annual retreat for Pride Alliance and oSTEM Executive Boards.  |  |
| Host check-ins for reflection and assessment for facilitators in Q Chats, Safe Space: Peer Education, and Greek Allies. |  |

|  |
| --- |
| 1. **Increase opportunities for LGBTQIA students to pursue off-campus leadership development.**
 |
| Strategies | Due Date |
| Sponsor a minimum of two students (annually) to attend a conference related to intersections of LGBTQIA identities and personal/professional development.  |  |
| Promote internships and leadership opportunties with off-campus organizations in Center's marketing newsletter and social media.  |  |

Community Education and Ally Engagement for StudentsEngaging the whole campus community in allyship and advocacy is central to protecting, supporting, empowering, and lifting up LGBTQIA students. We will engage in targeted outreach and education efforts to equip employees and students with the knowledge and skills necessary to create inclusive environments on campus.

|  |
| --- |
| 1. **Increase capacity of allied student leaders and student employees to support LGBTQIA students.**
 |
| Strategies | Due Date |
| Implement allyship training for targeted student leaders and student employees, including SGA, RHA, RAs, and PLs. |  |
| Create online educational resources for allies and other non-LGBTQIA students. |  |

|  |
| --- |
| 1. **Increase marketing efforts for existing student allyship training programs.**
 |
| Strategies | Due Date |
| Disseminate information for allies at FASET including semester calendar and list of ally involvement opportunities.  |  |
| Target specific student groups (via listservs, OrgSync) and student spaces (Residence Halls, Student Center, CRC, Campus Ministries) with information about upcoming trainings. |  |

|  |
| --- |
| 1. **Create opportunities to educate campus community about specific topics and populations within LGBTQIA communities.**
 |
| Strategies | Due Date |
| Create community events in participation with national commemorative and celebratory days to engage LGBTQIA and allied student communities (Trans Day of Visibility, Intersex Awarness Day, Asexuality Awareness Week, etc.)  |  |
| Create annual Queer + \_\_\_\_\_\_ program centering intersectional experiences of LGBTQIA communities/members.  |  |

Employee Initiatives

Support for Target Employee Populations
Recognizing that the needs for faculty and staff sometimes differ, the Center will develop programs and policies specifically for these two separate populations, in addition to providing services for the LGBTQIA employee community as a whole.

|  |
| --- |
| 1. **Develop strategies and partnerships for engaging faculty in LGBTQIA inclusion and education initiatives.**
 |
| Strategies | Due Date |
| Distribute resource cards to faculty with brief, succinct information on both compliance and providing support to LGBTQIA students/colleagues.  |  |
| Partner with CTL to offer workshops for faculty on LGBTQIA-inclusive classroom practices. |  |
| Make information about the Center available on the Office of Faculty Affairs and Office of Postdoctoral Services websites. |  |
| Host focus groups with LGBTQIA faculty to determine their needs and concerns. |  |
| Increase availability of information about LGBTQIA resources during new faculty and postdoc orientations. |  |

|  |
| --- |
| 1. **Pilot strategies for ensuring fair practices in the RPT review process.**
 |
| Strategies | Due Date |
| Partner with Institute Diversity to consult with RPT contacts in each college to learn about current practices, and make recommendations for reducing LGBTQIA-related bias.  |  |

|  |
| --- |
| 1. **Develop engagement strategies for underserved staff, including administrative, contract, hourly, and temporary employees.**
 |
| Strategies | Due Date |
| Work with OHR to explore strategies for release time for hourly employees to attend LGBTQIA events. |  |
| Increase availability of information about LGBTQIA resources during new employee orientation. |  |

|  |
| --- |
| 1. **Develop information and systems that facilitate gender transition in the workplace.**
 |
| Strategies | Due Date |
| Partner with OHR to develop a manual of transition guidelines for supervisors and transgender employees.  |  |
| Partner with OHR to provide training for OHR staff on working with transgender and transitioning employees. |  |
| Research potential to include transition-related benefits in current employee benefits packages. |  |

|  |
| --- |
| 1. **Increase availability of information regarding LGBTQIA workplace policies and initiatives.**
 |
| Strategies | Due Date |
| Review current health and lifestyle benefits offerings, and advocate for benefits specific to the needs of LGBTQIA employees.  |  |
| Collect and distribute information regarding benefits and policies for LGBTQIA employees on website for the Center and OHR. |  |
| Obtain coverage of the Center and Pride ERG in campuswide communications, including the Whistle and Daily Digest. |  |
| Partner with OHR and Institute Diversity to develop strategies for including LGBTQIA identities in diversity-based recruitment efforts. |  |

Personal and Community Development for EmployeesThe Center will work in alignment with the Pride Employee Resource Group and Institute Diversity to maximize resources and provide holistic service to LGBTQIA employees. By centering the personal and professional development needs of LGBTQIA employees, we can create a workplace in which our constituents feel supported and included, which in turn will have a positive impact on employee recruitment, retention, and satisfaction.

|  |
| --- |
| 1. **Provide opportunities for LGBTQIA employees to mentor, support, and engage with LGBTQIA students.**
 |
| Strategies | Due Date |
| Host an LGBTQIA edition of Take A Prof/Staff Member to Lunch annually. |  |
| Coordinate workshops on mentoring LGBTQIA students for LGBTQIA faculty and postdocs. |  |

|  |
| --- |
| 1. **Provide spaces and opportunities for LGBTQIA employees to build community and engage in professional development.**
 |
| Strategies | Due Date |
| Partner with the Pride ERG to develop community-building activities including trivia/games, “getting to know you” table-top discussions, life mapping, and more.  |  |
| Host a professional development brown bag series with the Pride ERG. |  |
| Pilot a community service project for LGBTQIA employees in partnership with a local non-profit. |  |
| Develop annual LGBT History Month lecture series. |  |

Community Education and Ally Engagement for EmployeesWe will engage all faculty and staff in building and sustaining a vibrant, inclusive, and community that supports the recruitment and retention of LGBTQIA employees. Our outreach to faculty and staff will also encompass training, consulting, advising, and dissemination of information that will equip employees with the knowledge and skills to support LGBTQIA peers and students.

|  |
| --- |
| 1. **Increase opportunities for employees to engage in service and advocacy efforts for LGBTQIA issues and communities.**
 |
| Strategies | Due Date |
| Promote participation in community events (e.g.: Atlanta Pride) to employees.  |  |
| Include announcements about service opportunities with external community partners in the Center’s newsletter. |  |

|  |
| --- |
| 1. **Expand range of allyship education offerings for employees.**
 |
| Strategies | Due Date |
| Promote Safe Space, Trans 101, and other allyship and educational trainings to high-need areas, covering at least 10 in the next 5 years.  |  |
| Create digital training resources to assist faculty and staff with addressing issues that arise in the workplace and classroom, and make these available through the Center and OHR. |  |
| Partner with CTL to offer training for instructional staff on LGBTQIA inclusion in the classroom. |  |

Community and Alumni Initiatives

On-Campus Partnerships
Building and sustaining collaborative and reciprocal relationships with other departments and initiatives on campus is central to the Center maximizing its reach, scope, and resources. We will engage the broadest range of partners possible to ensure the Center is visible, represented, and supported across campus.

|  |  |  |
| --- | --- | --- |
|

|  |  |
| --- | --- |
| 1. **Increase the number of ways in which other departments and programs can interact with the Center and support its initiatives.**
 |  |

 |
| Strategies | Due Date |
| Increase the number of first-time sponsors for Lavender Graduation. |  |
| Develop an Ally List on the Center’s website featuring people who have gone through Safe Space training listed by department. |  |

|  |
| --- |
| 1. **Build relationships with departments and organizations that are well positioned to support the Center’s goals and connect students and employees to the Center.**
 |
| Strategies | Due Date |
| Host information sessions with key student-facing departments, including GTAAN, Center for Academic Enrichment, Housing, Center for Community Health and Wellbeing, Comm Lab, OIE, and others.  |  |
| Deliver information sessions about the Center’s services to SGA, RHA, Greek Council leadership, Student-Athlete Advisory Board, Student Alumni Association, and other high-profile student organizations. |  |

Off-Campus Partnerships
Georgia Tech is fortunate to be located in a major hub of LGBTQIA-serving organizations and LGBTQIA-supportive employers. We will build and capitalize on mutually beneficial relationships with our neighboring institutions, organizations, and corporations to maximize our programmatic and service output, connect our students and employees to their surrounding community, position Georgia Tech as a leader in LGBTQIA equity, and share collective expertise and resources.

|  |
| --- |
| 1. **Develop outreach to LGBTQIA prospective undergraduate students who are considering applying to or attending Tech.**
 |
| Strategies | Due Date |
| Reach out to high school GSAs to explore ways to distribute information to their members.  |  |
| Host open house on Gold Carpet Day. |  |
| Ensure the Center has a presence at Connect with Tech and FOCUS. |  |
| Include information about the Center in admissions materials and packets. |  |
| Provide Admissions with materials to distribute and a “cheat sheet” of FAQs for use at recruitment events. |  |

|  |
| --- |
| 1. **Develop outreach to parents and families of LGBTQIA students and provide them with resources to support their student.**
 |
| Strategies | Due Date |
| Make information about the Center available on Parent and Family Programs website. |  |
| Host information session and feedback session with the Parent Advisory Board to equip them with skills to support other families and be ambassadors for the Center, and to determine effective methods for reaching families. |  |

|  |
| --- |
| 1. **Develop relationships with other local and statewide campus LGBTQIA organizations and Resource Centers to share information and promising practices, cross-promote events, and provide opportunities for students to broaden their social and leadership circles.**
 |
| Strategies | Due Date |
| Establish a coalition of LGBT Resource Center personnel in Georgia that meets twice a year to share practices, resources, and expertise. |  |
| Conduct site visits to at least 10 other LGBTQIA Resource Centers for benchmarking and networking. |  |
| Cross-promote LGBTQIA events with neighboring institutions via newsletters, listservs, and social media. |  |

|  |
| --- |
| 1. **Develop relationships with corporate partners that can support the Center’s initiatives and provide professional development opportunities for students.**
 |
| Strategies  | Due Date |
| Work with the Corporate Relations Manager to produce sponsorship package materials. |  |

|  |
| --- |
| **V.         Collaborate with external LGBTQIA organizations to share expertise and resources and to build connections with off-campus entities that could benefit our employees and students.**  |
| Strategies | Due Date |
| Host a Queer Atlanta Bus Tour for students and employees. |  |
| Invite external organizations and educators to serve as panelists, speakers, and trainers for Center programs, including Q Chats, the interfaith lunch and learn series, and campuswide education events.  |  |

Alumni Relations
Fostering connections among LGBTQIA alumni will provide a broader support network for students as mentors and professional networking contacts, and will provide the Center with a vocal and visible community of advocates for ensuring the Center’s growth and success. We will develop a close relationship with both the GT Pride Alumni affinity group and the GT Alumni Association to perform effective outreach to LGBTQIA alumni and to engage them in efforts that support student wellbeing and the programmatic and financial expansion of the Center.

|  |
| --- |
| 1. **Engage alumni in advocacy, mentoring, and capacity building opportunities for the Center.**
 |
| Strategies | Due Date |
| Convene a working group to rebuild GT Pride Alumni. |  |
| Schedule at least 3 alumni-specific events per year with one of these dedicatd to fundraising for the Center. |  |
| Engage alumni in mentoring opportunities for current students and recent graduates. |  |
| Work with GT Alumni Association to update information on the GTAA website about GTPA. |  |
| Obtain coverage of GTPA in GT Alumni Magazine. |  |
| Promote GTPA events in Homecoming marketing. |  |

The Center

Capacity Building
The Center has established itself as a productive and necessary resource on campus in the first two years of its existence, but in order to fulfil the Center’s mission and the goals of the strategic plan, we must pursue opportunities for harnessing greater financial, physical, and human resources. Fundraising with alumni, corporate sponsors, foundations, families, and employees will be a key priority for the next five years in order to ensure that the Center has the funds it needs to make progress towards achieving its vision. Additional space and staffing will allow for greater output from the Center, as well as enhanced engagement of our target constituents.

|  |
| --- |
| 1. **Increase Center’s unrestricted financial resources.**
 |
| Strategies | Due Date |
| Establish $25,000 endowment. |  |
| Work with Development to pursue grant opportunities to fund Center programs. |  |
| Increase giving to expendable foundation account through promotion of employee giving initiatives and other small gift pledges. |  |

|  |
| --- |
| 1. **Increase capacity of Center to deliver high-quality programs that better meet the needs of students, faculty, and staff.**
 |
| Strategies | Due Date |
| Hire a full-time Coordinator. |  |
| Begin process of securing additional space. |  |

Marketing and Communications
We will increase awareness of the Center’s resources by stepping up marketing efforts and creating effective print and digital promotional materials targeted at different constituencies. Widespread and strategic marketing efforts will allow us to increase the number of people who engage with our programs and resources, ensuring that more people who need our services will be able to access them.

|  |
| --- |
| 1. **Increase information and communications to target populations.**
 |
| Strategies | Due Date |
| Develop one-pager aimed at Graduate Students to be included in their recruitment package. |  |
| Develop an alumni-focused brochure that contains giving information. |  |
| Create a page on the Center’s website aimed at prospective students. |  |
| Develop an employee-focused brochure. |  |
| Add information and resources to the Parent and Family Programs website, and add a Parents and Families section to the Center’s website. |  |

|  |
| --- |
| 1. **Implement pre-planned strategic processes for print and digital marketing of key events.**
 |
| Strategies | Due Date |
| Develop event marketing checklists, including a timeline for production and distribution of promotional materials. |  |
| Develop a social media plan. |  |

|  |
| --- |
| 1. **Increase availability of information about the Center to the Georgia Tech community.**
 |
| Strategies | Due Date |
| Develop new website. |  |
| Utilize search engine optimization (SEO) to track website usage and engagement.  |  |
| Aim to place feature articles in the Daily Digest and Whistle at least 3 times per year. |  |
| Develop the Center’s newsletter to include features, spotlights, and other content that highlights LGBTQIA accomplishments and news. |  |