

## 2019-2020 OIED Annual Report

### 2019-20 Unit Annual Report: GLBT Center

Submitted By: Jonathan McCOREY, Director; Andy DeRoin; Assistant Director

#### A. Description of Unit

The mission of the NC State GLBT Center is to engage, develop, and empower members of the gay, lesbian, bisexual, and transgender communities and their allies. In order to fulfill that mission, the Center helps students connect to form social support networks, offers identity-based and health-related information and resources, consults with students individually and collectively on issues related to personal identity and academic success, refers students to a wide variety of resources on campus and in the local community, provides professional and leadership development opportunities, and hosts educational events and programs.

#### Impact Story

The GLBT Center experienced new and exciting changes this year with both staff and direction. The GLBT Center welcomed Jonathan MccCorey as the new director. In addition to a new director, the Center welcomed Andy DeRoin, who previously served as the Program Coordinator as the new Assistant Director. Geena Washington joined the team as well as the new Program Coordinator! Being fully staffed we were able to reflect, evaluate, and address the needs of students, faculty, staff and provide solutions. This included making the physical space more accessible by adding sensory friendly hours, enhancing the Advocate Program, and assisting with the start up of the student organization, Channel Blond.

After meeting with Jordan Bullock, a queer African American student, we discussed the lack of involvement of students who hold this identity with the GLBT Center. He disclosed the following with the Nubian:

“Black queer students didn’t feel comfortable coming into the GLBT Center because of how white it was and because of how uncomfortable most folks feel about embracing their own sexualities, with the added pressure of being outed by frequenting a space where people can see them walking in. I told him (Jonathan McCOREY, Director of the GLBT Center) that we exist on campus, but we’re spread out and most are closeted and don’t know how to identify other Black queer students on campus to develop a support system.”

As a result the Center was able to assist the creation of Chanel Blond, and provide programming that centered black queer students like The Read. This also gave insight to identifying others identities that may not frequent the Center or utilize our services.

On the institutional level the GLBT Center worked with the Office of the Registrar and Student Services to implement the use of pronouns and gender identity fields into

MyPack Portal. We recognize that a student's sex assigned at birth, or the sex by which they are legally recognized, does not necessarily align with their gender identity or the pronouns they use to express themselves. NC State has acknowledged that a student's personal pronouns and gender identity should be used wherever appropriate in the course of university business and education creating a more equitable, affirming, and inclusive institution.

It's been a year of great changes that continues to support the institution's mission of inclusive excellence! Additionally,

## **B. Unit Programs and Initiatives, Alignment with NC State's Strategic Plan Goals and Metrics**

- a. List your unit's key programs and activities for 2019-20. Please be as brief as possible while still providing complete information.
  - a. Student Leadership Retreat (Fall/ Spring): Our retreat with GLBT identified student organization leadership where we discuss campus climate, leadership development opportunities, and assistance with student org logistics like identifying an advisor. (1,4,5)
  - b. Fall/Spring Open House: During Open House we invite people to come and learn more about the Center, programs, and build community with others who access our space and utilize our resources. (1,3,5)
  - c. Advocate Program: The GLBT Advocate Program is a continuing education and engagement program for faculty and staff designed to provide participants with ongoing opportunities to learn and show their support as allies and advocates of the GLBT community. (2,4)
  - d. Symposium: The GLBT Symposium is our welcome and community-building experience designed to provide incoming students with information about the GLBT Center, annual events and ways to get involved. Students will learn about GLBT student organizations on campus, opportunities to volunteer through the GLBT Center, and GLBT resources in the local community. (1,3,5)
  - e. TDoR: Transgender Day of Remembrance (TDOR) is an annual observance on November 20 that honors the memory of the transgender people whose lives were lost in acts of anti-transgender violence. The NC State community was invited to reflect on the individuals we have lost and discussed ways we can prevent further loss. (3,4,5)
  - f. GLBTHM: GLBT History Month is an annual series of events held each October that are designed to engage students, faculty and staff in learning about the intersections of GLBT history and activism. (3,4,5)
    - i. Pride: We participated in the annual Pride celebration in Durham that pays homage to the Stonewall Riots. This was also a time for us to celebrate self acceptance, achievements, and determination of the GLBT community.

- ii. History Panel: Representatives from LGBTQIA+ organizations, business, and agencies offered their perspectives and shared their knowledge of the history of our communities in the Raleigh area.
- iii. Upstairs Inferno: On June 24, 1973, a gay bar in New Orleans called the Upstairs Lounge was deliberately set on fire, an event that for over 40 years was considered the largest gay mass murder in U.S. history. We parted with The Smokin' Cardinal Sisters of Perpetual Indulgence to discuss GLBT history and the future of the community.
- iv. Paris is Burning: Explore a snapshot of the history of voguing with the GLBT Center! This landmark documentary provides a vibrant snapshot of the 1980s through the eyes of New York City's African American and Latinx Harlem drag ball scene, from fierce contests for trophies, to house mothers offering sustenance in a world rampant with homophobia and transphobia, racism, AIDS, and poverty.
- g. Holiday Potluck: Each year the GLBT Faculty and Staff Network hosts a GLBT Holiday Potluck the week before Thanksgiving break. Network members provide all the food and host the event for current GLBT students. The event is designed to bring the GLBT community together and to ensure that all students have the opportunity to celebrate the holidays with a safe and supportive "family." (1,3,5)
- h. ASB: The GLBT Center has established an Alternative Spring Break (ASB) trip to San Francisco which gives students the opportunity to observe, process, and strategize about intersecting social justice issues (homelessness, inadequate mental and physical healthcare, interpersonal and community violence, the school-to-prison pipeline, food deserts, and targeted discrimination and harassment, among others). (1,3,5)

### Attendance Metrics

Program	Attendance
Student Leadership Retreat (Fall/Spring)	23 attendees, 25 attendees
Open House (Fall/Spring)	142 attendees, 61 attendees
GLBT Symposium	107 attended / 86 registered
Transgender Day of Remembrance	23 attendees
GLBT History Month	
<i>Pride: Durham, NC</i>	55 attended / 58 registered
<i>Paris is Burning</i>	11 attendees
<i>Upstairs Inferno</i>	13 attendees

<i>Community History Panel</i>	12 attendees
GLBT Holiday Potluck	87 attendees
ASB: San Francisco	11 attendees

**Number of Advocates Completing Program Requirements**

	2016-2017	2017-2018	2018-2019	2019-2020
Advocates Completing All Requirements	30.50% (76)	38.78% (121)	21.44% (74)	24.94% (113)
Advocates Completing One of Two Requirements	55.02% (137)	42.63% (133)	42.61% (147)	45.88% (178)
Total Number of Advocates	249	312	345	389

\* Please see the [2019-2020 GLBT Advocate Program Impact Survey Report](#) for additional details.

**C. OIED Pilot Assessment model**

The GLBT Center was able to complete the majority of the programs used in the OIED Pilot Assessment Model. The programs submitted include a) GLBT Symposium, b) The Read, and c) Student Lounge Workshop Series. The final scheduled events for The Read and the Student Lounge Workshop Series were cancelled due to COVID-19 precautions and response.

**a. GLBT Symposium**

- i. Learning Outcomes
  - 1. Participants will connect with and begin to build community with other GLBT students
  - 2. Participants will increase their understanding of resources and services provided by the GLBT Center
  - 3. Participants will increase their awareness of programs and events hosted by the GLBT Center
  - 4. Participants will increase their awareness of ways to get involved on campus and with the GLBT Center
- ii. Domain (s) of Learning - Intellectual, Emotional
- iii. Level of Learning - Interpersonal, Communal
- iv. Dimensions of Identity - Gender, Sexual Orientation, Students (Undergraduates)
- v. Target Audience - Undergraduate Students
- vi. Core Area - Campus Culture and Climate

**b. The Read**

- i. Learning Outcomes
    1. Students will have increased awareness of current events and issues that impact Black LGBTQ people
    2. Students will be able analyze how intersections of race, gender, sexual orientation, etc. impact a person's life
    3. Students will be able to create and share space that uplifts Black Queer people and their stories
  - ii. Domain(s) of Learning - Intellectual, Emotional, Physical, Spiritual
  - iii. Level of Learning - Communal
  - iv. Dimensions of Identity - Race, Gender, Sexual Orientation, Socioeconomic Status, Religion, National Origin, Body Shape/Size, First Generation, Immigration/Documentation Status, Ableism, Students (Undergraduate), Students (Graduate), Members of the Broader Community
  - v. Target Audience - Undergraduate student, Graduate student, Community member
  - vi. Core Area - Campus Culture and Climate
- c. Student Lounge Workshop Series**
- i. Learning Outcomes
    1. Participants will articulate the definitions of core concepts related to gender, sexuality, consent, safer sex, homophobia, transphobia, oppression and/or privilege.
    2. Participants will reflect on how these core concepts apply to their lived experiences
    3. Participants will identify strategies to serve as active allies, advocates, and supports to peers in the GLBT community
  - ii. Domain(s) of Learning - Intellectual
  - iii. Level of Learning - Interpersonal
  - iv. Dimensions of Identity - Gender, Sexual Orientation, Students (Undergraduate), Students (Graduate)
  - v. Target Audience - Undergraduate Students
  - vi. Core Area - Campus culture and Climate

**D. Impact of COVID-19**

The Center experienced prolonged distancing from students and their interactions with us. As we were finding out COVID plans in real time, students were more focused on classes and adjusting to the new reality for the remainder of the semester. We offered programs like tv show viewings with discussion and drop in counseling but they had little to no attendance. We did, however, see a steady participation number with students who attended T-Files. We also had

more than the anticipated amount of students, faculty, and staff participate in our virtual yearbook.

#### **E. Future Goals and Endeavors**

The GLBT will work towards providing educational opportunities for the faculty, staff and students and providing life experiences that aim to help with identity development in the upcoming year.

##### Education

After reviewing assessments of workshops and the Advocate Program we were better informed about the needs of the campus. We discovered that from our workshops (3 Year Workshop Assessment Review) that people are most uncertain about understating gender, sex, and the needs of the transgender population. With the Advocate program we discovered (2019-2020 GLBT Advocate Program Impact) we need to increase marketing efforts and make content available online for the 2020-2021 school year.

##### Life Experiences

GLBT Center Programming will include continued efforts around community building, engaging students of color, and a shift to virtual programming. We will have a mixture of programming that utilizes Zoom and limited in person meetings. The Center will continue to provide opportunities for student leadership and collaboration through partnerships with student organizations to create additional programming. The GLBT Center will also be partnering with the other Campus Community Centers to enhance intersectional programming and ensure quality student engagement.