A. Introduction

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. In order to fulfill this mission, the Center works to:

- foster a safe and inclusive environment for students, staff, faculty, and alumni of all genders and sexualities, for individuals exploring their sexual orientation and gender identity/expression, and for allies of the GLBT community;
- affirm the identities of GLBT and questioning students, staff, faculty, and alumni while also acknowledging and helping to raise awareness about the way the lived experiences of GLBT individuals vary and are influenced by their race, religion, ethnicity, age, ability status, social class, and other social characteristics;
- collaborate with departments, offices, and organizations across campus to engage members of the NC State community in conversations about issues of identity, diversity, community building, advocacy, and social justice;
- promote awareness and provide education with respect to the issues faced by GLBT individuals and their allies in order to enable members of the campus community to play an active role in helping to combat sexism, genderism, transphobia, homophobia, biphobia and heterosexism;
- advise administrators on issues related to GLBT campus climate and advocate for inclusive policies and practices;
- provide information and resources to help staff and faculty develop GLBT-inclusive work and classroom environments and course curricula; and
- maintain an active and engaged community for GLBT and allied students, staff, faculty, and alumni of NC State while networking with GLBT groups and organizations in the local area and throughout North Carolina.

B. Programs and Initiatives

Education and Awareness

The GLBT Center continued to offer ongoing, open-enrollment workshops as part of the GLBT Advocate Program, including existing workshops such as “Project SAFE,” “Trans 101,” “Interpersonal and Sexual Violence in the GLBT Community,” “Cultural Values about Gender and Violence in the Trans Community,” “What is Racial Justice?” and
“Recognizing and Responding to Microaggressions.” Center staff also developed and piloted six new workshops for the Advocate Program: “Internalized Oppression,” “Community Accountability,” “Addressing Harassing Behavior,” “Shifting Our Framework for Supporting Students with Disabilities in the Classroom,” “Recognizing Our Role in Classism” and “Creating Accomplices: Supporting Queer and Transgender Students of Color.”

In an effort to continue to expand the GLBT Advocate Program and increase its capacity for impact, the GLBT Center launched a new Program component called the Lunch and Learn series. These one-hour presentations, facilitated by faculty and staff members of the Advocate Program, are intended to showcase the way Advocates are being intentional about foregrounding social justice in the work they are doing on campus. Seven Lunch and Learn presentations were offered during 2017-2018: "The Social Justice Syllabus: Tools for Integrating Inclusion into the Curriculum," "Ungendering Language: Examining the Impact of Language in the Construction of Gender," "Advocating for Student Activism: Supporting Student Engagement in Social Justice," "Designing Social Justice Initiatives within Your College," "Promoting Service without Evoking the 'White Savior Complex,'” “Leveraging Your Privilege in Support of Marginalized Communities” and “Foregrounding Intersectionality in Your Work with Students.” Overall, these seven Lunch and Learn presentations were attended by 183 participants.

Another area of capacity building for 2017-2018 included the development of four train-the-trainer workshops for staff members from the OIED Campus Community Centers. These workshops introduced Centers staff to four social justice workshops for students that they can facilitate for campus partners by request. The workshop topics included "Unlearning Diversity: Unpacking the ‘Cultural Baggage’ We’ve Been Taught," "Recognizing and Responding to Microaggressions," "Living in a World of Words: Conversations about ‘The Other’ and the Cultural Creation of Oppression,” and “Unpacking Privilege.”

The GLBT Center facilitated a wide range of workshops for campus partners by request, including “Project SAFE” for University Libraries, the College of Veterinary Medicine and the College of Natural Resources; "Recognizing and Responding to Microaggressions" for University Libraries, DELTA and the College of Humanities and Social Sciences; "Providing Inclusive Support Services for Students" for the Counseling Center; “GLBT 101” for the College of Natural Resources; “Trans 101” for University Libraries; “Doing Social Justice Work in Higher Education within the Context of State and National Politics” for the Women’s Center; “Shifting Our Framework for Supporting Students with Disabilities in the Classroom" for Exploratory Studies; “Trans Inclusion in the Workplace” for the Department of Materials Science and Engineering; “Teaching Circle: Inclusive Practices” for the Department of Parks, Recreation and Tourism Management; “Advocating for Equity in Academic Departments" for the College of Natural Resources Women in Science Faculty Cohort; “GLBT Violence, Threat Assessment, and Safety Planning” for the Behavioral Assessment Team; “Careers in Student Affairs” for the Higher Education Association and “Embedding Equity into Everyday Work” for the NC State College Advising Corps. Center staff also provided by-request presentations for specific events hosted by campus partners, including “Gender and Sexuality Abroad” for the Pre-Departure Study Abroad Conference; “LGBTQ-Inclusive Youth and Family
Programming" for the 4-H/Family and Consumer Science (FCS) Institute; "Taking Accountability for our Past, Showing up for our Future: A Call for Intersectional Social Justice Movements" for the College of Agriculture and Life Sciences' Women's Equality Day; "How Many Times? Examining Our Role in Rape Culture" for Take Back the Night; "Power: An Exploration of Multidimensionality" and “The Intersectional Revolution of Being Black, Gay, & Male in Elitist Higher Education” for the Gender & Equity Research Symposium and “Recognizing and Responding to Microaggressions,” “Intersectionality: Creating Space at the Table” and “Indistinct Distinctions: Sexism, Heterosexism, and Trans Oppression” for the inaugural Sisterhood Day hosted by the Women’s Center.

In terms of student development and leadership, the GLBT Center provided presentations and trainings for student leaders from across campus, including “GLBT 101” for Summer Start, Triad Area Council and Housing student staff; “Trans 101” for Housing student staff and Mental Health Ambassadors; “Project Safe” for Housing student staff, Living and Learning Village Mentors, IRC and Mental Health Ambassadors; “Understanding Microaggressions” for Summer Start; “Recognizing and Responding to Microaggressions” for Housing student staff; “Sitting with Privilege” for Housing student staff and Orientation Leaders; "Understanding Gender and Sexuality" for Orientation Leaders; "Unlearning Diversity: Unpacking the ‘Cultural Baggage’ We’ve Been Taught" for Computer Science Peer Mentors; “LGBT Pronouns 101” for Symposium for Multicultural Scholars Counselors; “Acceptance vs Tolerance: What Does Inclusion Look Like?” for UAB; “Navigating the Coming Out Process” for the GLBT Community Alliance; “History of the GLBT Rights Movement” for Delta Sigma Theta; “SAFE Chapter” for Alpha Omega Epsilon, Omega Phi Alpha and Lambda Pi Chi; “Understanding Identity and Inclusion” for IFC; “Creating Space for Gender and Sexuality in Social Justice Movements” for the Oak Scholars Program; “Campus SaVE Act” for Orientation; “Microaggressions: Understanding Why We Feel Excluded from Spaces and How We Exclude Others,” “Intersectionality: Understanding Who’s at the Table and How to Make Space for Them” and “Bridging Community: Supporting Queer and Transgender Students of Color” for the Symposium for Multicultural Scholars and “Historical and Social Legacies that Inform Systems of Oppression” and “Dismantling White Supremacy in the GLBT Community” for the Queer Youth Leadership Summit.

GLBT Center staff also provided diversity and social justice education for students through requested in-class undergraduate and graduate presentations: “Campus Community Centers” for USC 223; "Understanding Microaggressions" for ECD 225; "Understanding Gender and Sexuality" for SOC 203, SOC 710, ECD 225 and PSY 491; "Diversity in the Workplace" for USC 401; “Social Movements, Social Change” for SW 501; “Project SAFE,” “Trans 101,” “Heterosexism and Trans Oppression” and “Recognizing and Responding to Microaggressions” for SW 505 and “Advocacy and Allyship in Higher Education" for EAC 595.

In terms of metrics, the GLBT Advocate Program expanded to 312 individual participants during the 2017-2018 academic year (increasing from 249 during 2016-2017 and 109 during 2015-2016, which was the inaugural Program year). Although each Advocate is only required to attend one event and one workshop, the 312 Advocates attended a combined total of 276 events and 414 workshops (increasing from 142 events and 361 workshops during 2016-2017). In terms of Program requirement completion rate, 121 of the 312 Advocates (38.78%) completed both the
event and workshop requirement (increasing from 76 of the 249 Advocates—30.5%—
during 2016-2017). The Program offered 47 separate two- or three-hour workshops for
faculty and staff for a combined total of 981 workshop attendees (increasing from 41
workshops and 832 attendees during 2016-2017). In terms of education and training for
students, the GLBT Center offered 28 workshops and 27 presentations to a total of
1664 students during the 2017-2018 academic year (increasing from 25 workshops and
31 presentations attended by 893 students during 2016-2017). In addition, student
leaders from the Volunteer, Internship and Practicum (VIP) Program offered 17
presentations for a total of 309 student participants. Finally, the GLBT Center staff
facilitated 4 workshops for 52 participants from the local community.
Beyond trainings and presentations, The GLBT Center hosted a variety of educational events and programs. A major focus area continues to be intersectionality, and the Center hosted events for all of the heritage and history months to create space for learning and discussion about the lived experiences of members of the GLBT community who have multiple marginalized identities: a film screening and discussion of *Forbidden: Undocumented and Queer in Rural America* for Latinx Heritage Month, a lecture on “The Queerness of Native American Literature” for Native American Heritage Month, a panel discussion on “Exploring the Intersections of Queer Black Identity” co-hosted with the Black Male Initiative for Black History Month, a presentation on “Decolonizing the Native Body: Representations of Native Women in Film and Media”
and a lecture on “Decolonizing Feminism: Examining Native Feminist Theory” for Women’s HERstory Month and a film screening and discussion of I AM for Asian Pacific Islander Desi American (APIDA) Heritage Month. The Center also hosted collaborative events with campus and community partners throughout the year, including a film screening and discussion of The Hunting Ground in partnership with Raleigh NOW and Women NC, two Feminist Friday presentations on “Transfeminism” and “Pregnancy and Substance Use” in partnership with the Women’s Center, a Theory to Practice “Intersectional Discussion on Latinx Queer Identity, Coalitions & Solidarity” in partnership with the Women’s Center, a facilitated discussion on “Sexism: An American Disease in Black Face” as part of the Week on the Couch with Audre collaboration with the Women’s Center and a presentation on “Third Gender Identities in Meso-American and Indigenous Communities” in partnership with Latinas Promoviendo Comunidad/Lambda Pi Chi Sorority, Inc.

Another major focus area continues to be social justice and advocacy. The GLBT Center collaborated with the other OIED Campus Community Centers (Women’s Center, Multicultural Student Affairs, and African American Cultural Center) to host the fourth annual Social Justice January. Activist and educator Dr. Jamila Lyiscott provided a lecture on “How Broken English Made Me Whole: The Politics of Race and Language,” which addressed the impact of white privilege within and beyond the classroom, and facilitated a workshop on “Community Culture Circles: From Critical Analysis to Social Action,” which introduced students to strategies for moving to collective social action and toward the goal of individual and collective accountability. During the Fall 2017 semester, the GLBT Center piloted a new Social Justice Cohort. Held bimonthly, the Social Justice Cohort provided a space for students to come together to explore concepts of social justice as they overlap and intersect within society, to unpack the ways in which systems of oppression operate within our culture and to examine how we can move towards liberation as a community. The Social Justice Cohort discussed a wide range of historical and contemporary issues, including racism, immigration, colonialism, police violence, transphobia and Islamophobia.

In terms of advocacy, the GLBT Center hosted the third annual Week of Action, which included a Harm Reduction Supply Packaging Event, a workshop on “News Literacy: Strengthening Your Inner Skeptic,” a workshop on “Community Accountability” and a Frierian Culture Circles Event on “Finding Your Center, Expanding Your Circle.” The Center also took students to the 12th Annual Historic Thousands on Jones Street (HKonJ) People's Assembly March, sent students to San Francisco for the annual Alternative Service Break (ASB) Trip focusing on Intersectional Social Justice, and sent students to the annual, two-day Equity in Action Conference hosted by Appalachian State University.

In addition, the GLBT Center hosted a “Resistance through Existence”-themed GLBT History Month, which featured a celebration of National Coming Out Day, a workshop on “Navigating the Coming Out Process,” a workshop on “Internalized Oppression,” a film screening and discussion of Moonlight, a presentation on “Exploring the Evolution of Legal Protections in the GLBT Community” and a live-archiving event on “Mapping Queer History.” The theme for the 2017 Transgender Awareness Week was Dismantling Gender Roles, and events included a book discussion of Pushout, a workshop on “Queer Memoir,” a workshop on “Sexism, Heterosexism & Trans
Oppression," a workshop on "Cultural Values about Gender and Violence in the Trans Community," a presentation on “Navigating Barriers while a Target: NC Results of US Trans Survey” and a Transgender Day of Remembrance (TDoR) Vigil.

The two biggest events the GLBT Center hosted during the 2017-2018 academic year were the Center’s 10th Anniversary Celebration and Archive Exhibit and the inaugural Queer Youth Leadership Summit. Celebrating its first decade, the GLBT Center hosted 153 students, staff, faculty, alumni and community members in the Talley Student Union Ballroom for a celebration of community, and exploration of history and a commitment to capacity building for the future. The Center partnered with the University Libraries Special Collections Department and its Wolf Tales Program to showcase materials from the GLBT Historical Archive and to capture the stories of past and present community members to be added to the archive. The inaugural Queer Youth Leadership Summit (QYLS), made possible by a $4,000 grant from the Alliance for Full Acceptance, brought 35 high school students to campus from Wake and Durham Counties for a day-long retreat focused on leadership development, social justice advocacy training, coalition-building and capacity-increasing opportunities for GLBT high school students. By bringing together high school youth, QYLS gave participants the opportunity to build connections with other pre-college students, build skills for social justice advocacy, hear about resources and tools that have helped NC State students transition to college and practice creating long-term and short-term action plans to enact change in their local communities. QYLS also enabled the GLBT Center to expand its outreach and engagement with community partners: GLBT Center staff members and VIP participants did targeted recruitment for QYLS at Broughton High School, Middle Creek High School, East Wake High School, Cary High School, Athens High School, Apex Friendship High School, the Durham School of the Arts, the Safe Schools NC Conference, Queernival and the Triangle Leadership Youth Summit. The GLBT Center also partnered with several community organizations who came to campus to present or table during QYLS, including Bull City Schools United, the Youth Organizing Institute, iNSIDEoUT, El Centro Hispano, the LGBT Center of Raleigh and the LGBTQ Center of Durham. The inaugural QYLS event was recognized by iNSIDEoUT with The New Game in Town Award at their 12th Annual Awards Banquet in May 2018.

Outreach and Engagement

In terms of on-campus outreach and engagement, the GLBT Center participated in the New Student Orientation Information Fairs, the International Student Information Fair, the Graduate Student Information Fair and Campus Connections in order to connect with incoming students and provide information about campus resources and support services. The Center hosted its fourth annual GLBT Symposium and its annual Open House during the 2017 Welcome Week to bring together new and returning students and help orient them to the Center and the campus. The Center also participated in University Open House, Experience NC State and the College of Humanities and Social Sciences Open House in order to engage prospective and accepted students and provide information about the Center’s resources and services. The Center and its supported student groups tabled at a variety of on-campus events in order to raise awareness about GLBT identity, issues, and the resources and services offered by the Center: members of the AcePack student group tabled for Asexual Awareness Week, members of Bi/Pan @ NCSU tabled for Bi/Pan Visibility Day, and Center staff and student volunteers tabled at Southern Smash, Fresh Check Wellness, the Wolf Village
Campus Partners Collaborative Event and the Department of Social Work Volunteer and Jobs Fair. The Center also did targeted outreach to members of Fraternity and Sorority Life in order to promote the SAFE Chapter Program by facilitating an “Understanding Identity and Inclusion” for the Interfraternity Council (IFC).

The Center hosted one luncheon during the fall and spring semesters for members of the GLBT Faculty and Staff Network as well as monthly meetings and socials in order to connect GLBT faculty and staff, help them form community, and provide a space for conversations about campus climate and ways to support both GLBT colleagues and students. The Center also hosted weekly Monday Movies and Mingling events; a Holiday Potluck that brought together GLBT faculty, staff and students prior to Thanksgiving break; and hosted its annual Lavender Graduation ceremony at the end of the academic year.

Resources and Support Services
The GLBT Center provides individual consultation for students to address a wide range of concerns, including identity development, the coming out process, coping with lack of support from family and friends, issues of harassment, academic success, accessing transgender-inclusive resources and services, and navigating the job search process as a member of the GLBT community. The Center's staff provide direct support services and refer students to on-campus and local resources. The Center also collaborates with campus and community partners by hosting weekly Drop-In Counseling Hours (provided by clinicians from the Counseling Center) and monthly free and confidential STI and HIV testing (provided by the Alliance of AIDS Services—Carolina). Students are able to obtain information and resources in the GLBT Center lounge related to identity development, advocacy organizations, safer sex, crisis support and welcoming faith communities in the area. In addition, the GLBT Center works with the Counseling Center to promote the GLBT-specific support services they offer, including the LGBTQ Counseling Group and the Transcending and Connecting Support Group. The Center also partnered with the Study Abroad Office and University Libraries to host Drop-In Hours for students who want to learn more about studying abroad or ways to utilize library resources for research or coursework.

Student Leadership and Professional Development
GLBT Center staff advised seven student groups during the 2017-2018 academic year: the GLBT Community Alliance (GLBTCA), T-Files (a closed group for transgender, gender non-conforming, genderqueer, non-binary, and gender-questioning students), Queer and Trans People of Color (QTPOC), AcePack (for asexual and aromantic students), Bi/Pan @ NCSU (for bisexual and pansexual students), the Lesbian Literature Club and Theta Nu Xi Multicultural Sorority, Inc. The Center hosted three leadership retreats, one for the GLBTCA e-board, one for the student leaders of Bi/Pan @NCSU and one for the members of Theta Nu Xi Multicultural Sorority, Inc. in order to provide team building opportunities, strengths-based learning related to collaboration, and skill-building related to student organization management and community building. In addition, the GLBT Center partnered with the LGBT Employee Resource Group from John Deere to host an Out in the Workplace panel discussion featuring John Deere employees who shared tips about how to tell if a prospective employer is inclusive.
In addition, the Center provided ongoing, structured leadership development to the two team leaders for the Alternative Service Break (ASB) Trip to San Francisco and to the participants and project leaders for the Volunteer, Internship and Practicum (VIP) Program. This included biweekly (fall) and weekly (spring) planning meetings with the ASB team leaders, weekly supervision meetings with the VIP interns, and 1:1 project review meetings with VIP participants as needed. Beyond their ongoing work on VIP projects, VIP participants also drafted the second annual GLBT Center Alumni Newsletter; catalogued materials for the GLBT History Archive; tabled for Southern Smash, Fresh Check Wellness, the Wolf Village Campus Partners Collaborative Event and the Department of Social Work Volunteer and Jobs Fair; and facilitated several peer education workshops, including “GLBT Center 101” for the University Ambassador Class; “Coming Out Stars” for Owen Hall; “Microaggressions and Allyship” for Syme Hall; “Pronouns and Popcorn” for Honors Quad; “Understanding Microaggressions” for the Women of Welch Village; “Understanding Gender and Sexuality” for Global Village, IRC, American Justice Corps, SOC 202 and PRT 238; “Becoming a Better Ally” for IRC, Wood Hall and Athens Drive Magnet High School; “The College Experience” for Cleveland High School; “Pregnancy and Substance Use” for Feminist Friday; and “Microaggressions and Coming Out” for University College.

Consultation and Policy Advocacy
The GLBT Center provided both consultation and policy advocacy for on-campus departments, individual faculty and staff members, and off-campus partners related to not only GLBT inclusion but also responding to racial bias and microaggressions broadly. In addition, GLBT Center staff facilitated trainings for off-campus partners, including “Project SAFE” for the USDA and Meredith College faculty and staff, “Trans 101” for Legal Aid and “Identity, Access, and Disparity of Outcomes: Centering Inclusion in Healthcare Practices” for the Campbell University College of Pharmacy and Health Sciences.

C. Staff

Renee Wells, Director, 1.0 FTE
In terms of professional development, Renee attended the NASPA Multicultural Institute, National Conference for Race & Ethnicity in Higher Education (NCORE), LGBTQ Consortium QTPOC Conference, Hot Topics in Higher Education Conference, Teaching Tolerance: Facilitating Critical Conversations Conference, and North Carolina Coalition Against Domestic Violence Conference. She was a graduate scholar of OIED’s Equal Opportunity Institute and completed QPR and Safety Planning for Survivors and Evidence Collection for Survivors of Sexual Assault. She presented "Leveraging Student Power: Action Planning for Change" at the NASPA Multicultural Institute, co-facilitated the “Gender Identity in Higher Education: How Technology Can Support (or Limit) Inclusiveness on Campus” webinar for EDUCAUSE and served as a panelist for “Designing for Accessibility and Inclusion” at the Designing Libraries Conference. In terms of service, she served on the University Diversity Advisory Committee (UDAC), Cultural Competence Committee, Diversity in STEM Symposium Committee, Bias Impact Response Team, and as an On-Call Advocate for the Sexual Assault Helpline. She also served on the search committee for the OIED Campus Community Centers Business Services Coordinator position, chaired the search committees for the Women's Center Assistant Director and African American Cultural
Preston Keith, Assistant Director, 1.0 FTE
In terms of professional development, Preston attended the National Conference for Race & Ethnicity in Higher Education (NCORE), LGBTQ Consortium QTPOC Conference, Black Communities: A Conference for Collaboration, Hot Topics in Higher Education Conference, Teaching Tolerance: Facilitating Critical Conversations Conference, North Carolina Coalition Against Domestic Violence Conference and graduated from OIED’s Equal Opportunity Institute. He co-presented “Filling the Gap of Queer and Ethnically Diverse Campus Programming” at the Black Communities: A Conference for Collaboration and “Creating Accomplices: Supporting Queer and Transgender Students of Color” at NCORE. In terms of service, he served on the Black Male Initiative Advisory Board, Masculinities Project Working Group, Black History Month Planning Committee, Collaborative Programming Committee, Leader of the Pack Selection Committee, and on the search committees for the Multicultural Student Affairs Assistant Director of Intercultural Initiatives and African American Cultural Center Program Coordinator positions. He also served as a campus partner for the New Student Programs program review and as an interviewer for Orientation Leader and Symposium for Multicultural Scholars Counselor selection. Finally, Preston served as staff facilitator for the Queer and Trans People of Color (QTPOC) and AcePack student groups, advisor for the GLBT Community Alliance (GLBTCA) and field supervisor for one BSW intern (Lillian Downing).

Andy DeRoin, Program Coordinator, 1.0 FTE
In terms of professional development, Andy attended the Social Justice Training Institute, LGBTQ Consortium QTPOC Conference, North Carolina Coalition Against Domestic Violence Conference, Mental Health First Aid Seminar through Alliance Behavioral Health and completed Evidence Collection for Survivors of Sexual Assault. In terms of service, they served on the Women's HERstory Month Planning Committee, Sexual Assault Awareness Month Planning Committee, Social Justice Leadership Retreat Planning Committee, OIED Full Staff Meeting Planning Committee, Suicide Prevention Coordinator Search Committee, Rape Prevention Education Coordinator Search Committee, University Housing Advisory Committee and Department of Social Work Diversity, Retention, and Recruitment Committee. They also served as a campus partner for the Center for Student Ethics and Public Service (CSLEPS) program review and as a reviewer for the L.E.A.D. Awards and the Leader of the Pack Awards. Finally, Andy served as staff facilitator for the T-Files student group, advisor for the Bi/Pan @ NCSU student group, and as field supervisor for two BSW interns (Devin Malik and Ayla Dunbar) and one MSW intern (Anna Christopher).

Lynn Locklear-Fisher, Administrative Support Specialist, 1.0 FTE
In terms of professional development, Lynn attended the National Conference for Race & Ethnicity in Higher Education (NCORE) and was a graduate scholar of OIED’s Equal Opportunity Institute. In terms of service, Lynn served on the search committee for the African American Cultural Center Program Assistant position and as an interviewer for Multicultural Scholars Counselor selection.
Anna Christopher, 2017-2018, 18 hours/week
During the 2017-2018 academic year, Anna Christopher completed a 672-hour Master's of Social Work Field Placement with the GLBT Center under the supervision of Andy DeRoin, Program Coordinator. Anna launched a relationship-building initiative with the College Diversity Coordinators and increased the peer education capacity of the VIP Program through the development of a train-the-trainer presentation for peer educators. Anna also served as a Lead Student Coordinator for the first annual Queer Youth Leadership Summit, assisted with numerous events such as the GLBT Center's 10th Anniversary Celebration and Archive Exhibit, Transgender Awareness Week, Week of Action, and Lavender Graduation, and represented the GLBT Center at a variety of tabling events such as Fresh Check Wellness, Southern Smash, and the CHASS Open House. Anna also created the 2017-2018 GLBT Alumni Newsletter as part of the Alumni Outreach Project. In terms of professional development, Anna attended "Project SAFE," "Trans 101," "Community Accountability," "Creating Accomplices: Supporting Queer and Transgender Students of Color," "Indistinct Distinctions: Sexism, Heterosexism, and Trans Oppression," "Recognizing and Responding to Microaggressions," "Recognizing Our Role in Classism," "Shifting Our Framework for Supporting Students with Disabilities in the Classroom," "What is Racial Justice?," "Internalized Oppression" and three train-the-trainer cultural competency workshops for OIED Campus Community Centers Staff. Thank you, Anna, for your advocacy, voice, and ingenuity this year.

Devil Malik, Fall 2017, 30 hours/week
Devil Malik completed a 420-hour Bachelor's of Social Work Field Placement with the GLBT Center under the supervision of Andy DeRoin, Program Coordinator. Devil was instrumental in the planning and execution of the GLBT Center's 10th Anniversary Celebration and Archive Exhibit. Devil also assisted in planning for the first annual Queer Youth Leadership Summit and represented the GLBT Center at a variety of tabling events such as Fresh Check Wellness, Southern Smash, and the Department of Social Work Volunteer and Jobs Fair. Devil represented the GLBT Center on the Diversity, Retention, and Recruitment Committee in the Department of Social Work. Devil also assisted in the coordination of Transgender Awareness Week, especially events like Transgender Day of Remembrance and Queer Memoir. In terms of professional development, Devil attended "Project SAFE," "Trans 101," "Creating Accomplices: Supporting Queer and Transgender Students of Color," "Evidence Collection for Survivors of Sexual Assault," "Interpersonal and Sexual Violence in the GLBT Community," "Indistinct Distinctions: Sexism, Heterosexism, and Trans Oppression," "Recognizing and Responding to Microaggressions," "Shifting Our Framework for Supporting Students with Disabilities in the Classroom," "What is Racial Justice?," and "Internalized Oppression." Thank you, Devil, for bringing your energy and dedication to the GLBT Center.

Ayla Dunbar, Spring 2018, 30 hours/week
Ayla Dunbar completed a 420-hour Bachelor's of Social Work Field Placement with the GLBT Center under the supervision of Andy DeRoin, Program Coordinator. Ayla served as a Student Coordinator with the first annual Queer Youth Leadership Summit, assisted with numerous events such as the GLBT Center's 10th Anniversary Celebration and Archive Exhibit, Week of Action, and Lavender Graduation, and
represented the GLBT Center at a variety of tabling events such as Fresh Check Wellness and Wolf Village Campus Partners Collaborative Event. Ayla represented the GLBT Center on the Diversity, Retention, and Recruitment Committee in the Department of Social Work. Ayla also developed a peer education workshop entitled "Fatphobia and Body Positivity in the GLBT Community" and an electronic billboard slide deck promoting healthy relationship skills for use in the GLBT Center Lounge. In terms of professional development, Ayla attended "Project SAFE," "Trans 101," "Community Accountability," "Interpersonal and Sexual Violence in the GLBT Community," "Indistinct Distinctions: Sexism, Heterosexism, and Trans Oppression," "Recognizing and Responding to Microaggressions," "Recognizing Our Role in Classism," "Shifting Our Framework for Supporting Students with Disabilities in the Classroom," "What is Racial Justice?,” "Internalized Oppression" and three train-the-trainer cultural competency workshops for Campus Community Center Staff. Thank you, Ayla, for bringing your perspective and passion to the GLBT Center.

Lillian Downing, Spring 2018, 40 hours/week
Lillian Downing completed 380 hours of a 420-hour Bachelor's of Social Work Field Placement with the GLBT Center under the supervision of Preston Keith, Assistant Director. Lillian assisted in the planning of the GLBT Advocate Program Lunch and Learn series by creating a database of faculty from across the institution who are engaged in scholarly research aimed at diversity, inclusion, identity development, social justice, and advocacy. Her work on this project identified researchers and departments who were engaged in work that aligned with the mission and goals of the GLBT Center and helped to further capacity-building opportunities across campus. She assisted with events such as “Decolonizing Feminism: Examining Native Feminist Theory,” “I Am Film Screening and Discussion” and Lavender Graduation. She developed a peer education workshop entitled "A Harm Reduction Approach to Partying" and gained skills in facilitation of workshops and groups by co-facilitating "Project Safe" for University Libraries and the AcePack student group. She also engaged in a multitude of professional development opportunities by attending "Decolonizing the Native Body: Representations of Native Women in Film and Media," "Project SAFE," "Trans 101," "Community Accountability," "Interpersonal and Sexual Violence in the GLBT Community" and two train-the-trainer cultural competency workshops for the Campus Community Centers Staff. Thank you, Lillian, for bringing your passion and insight to the GLBT Center.

D. Recommendations and Concerns for the Future

The primary concern for the GLBT Center continues to be the source and limitation of its funding. Unlike the other OIED Campus Community Centers, the GLBT Center is funded entirely by student fees. While this allows the GLBT Center much more flexibility in terms of how money is spent, it greatly limits the amount of money the Center has to spend. The GLBT Center’s operating budget is considerably less than the other OIED Campus Community Centers, but the population the GLBT Center serves continues to grow without any accompanying increase in resources. With the increase in the number of students participating in large-scale events such as the GLBT Symposium and Lavender Graduation, the costs for these events are soaring, which is making it difficult to find the resources to continue to provide programming throughout the academic year. In addition, the GLBT Center continues to deal with salary inequity compared to staff in
other OIED Campus Community Centers, and the GLBT Center lacks the ability to increase staff salaries without taking money from the already limited funding allocated for the Center’s operating budget. Given that the GLBT Center staff are high performing and keenly aware of opportunities for professional development and advancement, this will make it extremely difficult to fairly compensate and retain the Center’s staff moving forward. It is recommended that OIED identify an alternate source of funding for the GLBT Center that can be used to address pay inequities and to provide a reserve for years when the Center’s budget is decreased as a result of lower enrollment.

As noted in last three annual reports, transgender students still face significant obstacles on campus. Two of the main areas of concern are the lack of knowledge about transgender identity and related needs among students, staff and faculty and the limitations in terms of the accommodations that Housing can make when assigning rooms for transgender students. Transgender students feel burdened by having to constantly educate everyone around them about trans identity and issues and often express frustration at not being able to be housed on campus in accordance with their gender identity. The GLBT Center has been successful at increasing engagement in terms of education for faculty and staff through the GLBT Advocate Program and will continue to create more opportunities for education on campus. However, it is still imperative that other areas of campus (especially academic departments) recognize the need to be knowledgeable about trans identity and how and why to be trans inclusive. The barrier in terms of being able to provide inclusive on-campus housing for transgender students is the system-level requirement that students be housed in accordance with their sex assigned at birth. The ideal resolution to student concerns would be for a system-wide policy regarding trans-inclusive housing to be adopted in order to ensure that the needs of transgender students are being met and they aren’t experiencing marginalization or discrimination based on their gender identity or expression as prohibited under the university non-discrimination policy (POL 04.25.05 – Equal Opportunity and Non-Discrimination Policy).

E. Alignment with NC State’s Strategic Plan Goals

While the work of the GLBT Center is an ongoing effort to fulfill its own mission, vision, and goals, it is also designed to align with the university’s strategic goals.

1. Enhance the success of our students through educational innovation
The staff of the GLBT Center provide individual student support related to academic success, helping students develop effective study and time management strategies and referring them to on-campus academic resources. Because GLBT-identified students often face challenges that impact their academic performance and have higher rates of attrition, the GLBT Center recognizes the need to implement strategies to ensure these students receive the ongoing support they need. The GLBT Center continues to collaborate with student leaders from the GLBT Community Alliance (GLBTCA) to keep the Center open late two nights each week for study hours and has begun collaborating with University Libraries to host Drop-In Hours for students to get help with research projects and coursework.

2. Enhance scholarship and research by investing in faculty and infrastructure
Part of the mission of the GLBT Center is to provide ongoing support for GLBT faculty and staff on campus. To fulfill that mission, the GLBT Center continues its coordination of the GLBT Faculty and Staff Network which gathers each semester for a luncheon, holds monthly business meetings, and provides opportunities for faculty/staff and their partners/spouses to connect and form community through monthly socials. The Center also developed and piloted six new educational workshops for faculty and staff as part of the GLBT Advocate Program, a continuing education and engagement program.

3. Enhance interdisciplinary scholarship to address the grand challenges of society
One of the main goals of the GLBT Center is to provide education and resources for faculty and staff to increase their ability to provide inclusive classroom environments and to advocate for more inclusive policies and practices within their respective departments on campus. The GLBT Advocate Program launched a new component, the Lunch and Learn series, that engages faculty and staff Advocates from across campus as presenters who share with other Program participants the strategies they are using to intentionally foreground social justice in the work they are doing. During the 2017-2018 academic year, the new Lunch and Learn series included seven one-hour presentations which were attended by 183 program participants.

4. Enhance organizational excellence by creating a culture of constant improvement
The GLBT Center staff are committed to not only providing ongoing educational opportunities for faculty and staff from across campus but to their own learning and development as well. The staff offered twelve distinct two- or three-hour workshops (some offered multiple times) during the 2017-2018 academic year and engaged 312 individual participants in the GLBT Advocate Program. The GLBT Center staff also developed and facilitated four additional two-hour train-the-trainer workshops on social justice education for staff from the other OIED Campus Community Centers. Collectively, the GLBT Center staff attended 9 distinct conferences or institutes and presented at four more. Finally, the GLBT Center staff participate in ongoing professional development by engaging in a common reading and discussion for each of their bimonthly staff meetings and participate in regular mini retreats focused on skill building around topics chosen for internal capacity building.

5. Enhance local and global engagement through focused strategic partnerships
The GLBT Center engages with a variety of community partners. The Alliance of AIDS Services—Carolina collaborates with the Center to offer monthly free and confidential STI and HIV testing for members of the campus community in an effort to provide preventative education, increase safer sex practices, and ensure access to treatment. The Center also provides consultation and training to a wide range of community businesses and organizations to increase awareness and promote more inclusive policies and practices. Some of the community partners the Center provided educational outreach for during the 2017-2018 academic year include the USDA, Legal Aid, RTI International, Meredith College and the Campbell University College of Pharmacy and Health Sciences.