

UNC-Chapel Hill LGBTQ Center 5-Year Administrative Review 2012-2013

**Submitted by:
Ben Bolling, Chair
Rebecca Balter
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I. Executive Summary

This document offers a five-year review of the UNC-Chapel Hill LGBTQ Center conducted by a committee of faculty, staff, undergraduates, and graduate students. The Administrative Review Committee has based its report on the analysis of three primary forms of data: institutional documents, survey information, and focus group feedback.

The committee's Administrative Review resulted in the following findings and recommendations:

A. Effectiveness of LGBTQ Center Staff and Programming

- 1) The current staff of the LGBTQ Center are seen as culturally competent and provide much-needed contributions to our campus culture.
- 2) The current programming offered by the Center, in particular Safe Zone training, is integral to creating a safe and inclusive campus environment.

B. Visibility of the LGBTQ Center

- 1) The current visibility of the LGBTQ Center does not adequately meet the needs of our campus community in two important ways: location and outreach.
- 2) These limitations regarding visibility appear to be the result of a lack of resources at the center, specifically full-time staff. Additionally, the current staff might find ways to improve the Center's marketing efforts.

C. Need for Additional Resources

- 1) The need for additional resources to strengthen and further develop the work of the LGBTQ Center was evident throughout the Review Committee's findings, particularly the need for additional staff and a more visible location.

II. Introduction

In the spring of 2012, Associate Vice Chancellor of Student Affairs, Bettina C. Shuford, Ph.D., charged a committee comprised of faculty, staff, undergraduate, and graduate/professional students with completing a five-year administrative review of the LGBTQ Center at UNC-Chapel Hill. The committee's findings should provide information to help guide and prioritize resource allocations from Student Affairs and the Provost's Office to the LGBTQ Center. The review process should also assist the LGBTQ Center staff in determining its own priorities and managing its resources in the coming years. Particular attention in this review has been paid to the following questions:

- Is the LGBTQ Center providing programs and services appropriately?
- Does the LGBTQ Center provide programs and services efficiently?
- Is the LGBTQ Center sufficiently resourced in terms of staffing and funding?

A. Organization of the Department

Terri Phoenix, Ph.D., is the LGBTQ Center Director and **Danny DePuy** is the Assistant Director. Their CVs are in Appendix A. The staffing of the LGBTQ Center is as follows:

- One Full-Time Director
- One Full-Time Assistant Director
- One Graduate Assistant (20 hours per week)
- Two Contractual Facilitators for Q Group (Peer Support & Discussion Group)
- Six Part-time Student Employees (each at 5-7 hours per week, subsidized by the Federal Work Study Program)

Position descriptions for each of the above are included as Appendix B. The LGBTQ Center organizational chart is included in Appendix C.

B. Brief History of the Department

The LGBTQ Center works to foster a safe, inclusive environment for UNC-CH community members of all sexual orientations, gender identities, and gender expressions.

The LGBTQ Center was founded in Spring 2003 as a program of the Office of the Dean of Students. At that time it was then called the LGBTQ Office. In 2007, it became its own free-standing department and the scope of service was broadened to include services for and advocacy on behalf of faculty and staff.

C. Overview of Review Process

The Administrative Review Committee has based its report on the analysis of three primary forms of data: institutional documents, survey information, and focus group feedback. The committee analyzed the Annual Reports filed by the LGBTQ Center from AY 2005-2006 through AY 2010-2011, as well as the LGBTQ Center's Fall 2011 Self-Assessment (Appendix D). The committee also reviewed the quantitative and qualitative data provided by the 2012 LGBTQ Center Administrative Review Campus Survey (Appendix E). In the fall of 2012, members of the committee conducted focus groups with four different constituencies served by the LGBTQ Center: 1) undergraduate students; 2) graduate students/professional students/postdoctoral researchers; 3) faculty and staff; and 4) members of the Provost's Committee on LGBTQ Life. Qualitative and quantitative data gleaned from these focus groups constitute the remaining information reviewed by this committee (Appendix F).

III. Findings and Recommendations

A. Effectiveness of LGBTQ Center Staff and Programming

1) The current staff of the LGBTQ Center are seen as culturally competent and provide much-needed contributions to our campus culture.

There is a general consensus that one of the LGBTQ Center's greatest strengths is in the critical services and support it provides to students, especially undergraduates. The Center is a haven for LGBTQ undergrads at Carolina, who find it to be a "safe, welcoming, and affirming" place on a campus where only 56.7% of survey respondents viewed the current campus climate as "inclusive" (51.6%) or "very inclusive" (5.1%).

Both the survey and the focus groups overwhelmingly affirmed that Center staff members are knowledgeable and eager to help constituents (graduate students as well as undergraduates) with useful advice and counsel. In spite of its limited staff and resources, participants generally agreed that the Center does commendable and important work in advocacy and education. In particular, respondents to the survey overwhelmingly viewed professional staff at the Center as culturally competent in working with people of various racial/ethnic identities; gender identities; gender expressions; sexual orientations; physical or mental abilities; and faith traditions. One respondent noted that "[b]oth staff members are not only excellent resources to our LGBTQ community but are outstanding resources to all identity groups as well." Another said, "I've never met two people more devoted to inclusivity and more willing to stay open-minded/hearted to learning." Significantly, multiple comments indicated a view summarized in the statement that the Center staff's "knowledge regarding multicultural issues [is] as high as any other resource on our campus."

The Center's recognition of various intersecting identities is important to our campus and also represents possibilities for continued and enhanced

collaboration with campus and community partners. Increasing this needed collaboration would require increased capacity in the form of additional LGBTQ Center staff.

2) The current programming offered by the Center, in particular Safe Zone training, is viewed as integral to creating a safe and inclusive campus environment.

The survey and focus groups showed that the Center provides crucial education in the form of awareness-raising initiatives. When asked “How important do you find the following program or services?” the highest-scoring programs or services in percentage included: Advocacy for Equitable Benefits and Policies; the Safe Zone Program (Education and Visibility Program); Educational Presentations for UNC-CH faculty, units, or student organizations; and Drop-In Support Hours.

Advocacy for Equitable Benefits and Policies scored highest, with 92.71% of respondents believing that this is very or critically important. These statistics are supported by the narrative comments reported in the survey. One respondent stated, “I think there have been a number of public initiatives that have improved the climate, but discriminatory actions, comments, policies still remain. The campus still has room to grow, particularly in areas related to gender identity.” It is clear that the UNC-CH LGBTQ Center’s continued advocacy for equitable benefits and policies is of the utmost importance.

Overall, a number of focus group participants noted that the Center provides programming that is appropriate to the needs of its constituents. Chief among these is its Safe Zone training, which has played an important role in improving the campus climate for LGBTQ students. One survey respondent stated, “I have been here only a couple months, but have already been able to participate in safe zone training. It was a great experience, and very well run and organized. There was a small problem with where currently scheduled safe zone training

times are located, but I believe staff have already corrected the issue. I am very impressed by [the] center so far!” This quote specifically speaks to the accessibility and timeliness of the program. This is important because someone new to the UNC-CH community was immediately given the opportunity to become educated and become a better ally. In addition, this respondent addresses how Center staff corrected a problem that had arisen with Safe Zone training locations.

In addition, the Center’s assessment efforts have provided data to help raise awareness regarding harassment and bigotry against LGBTQ members of the campus community. The Center provides many educational presentations for UNC-CH faculty, units, or student organizations, in order to equip the UNC-CH community to better understand the LGBTQ community; these educational programs help facilitate campus community members’ building of culturally competent relationships. One respondent stated, “Faculty may often be perpetuating stereotypes and gender expectations in classrooms without realizing that their language matters. The Safe Zone training is one way to expose faculty to the variety of people that might be coming through their classes.” This highlights the need for and importance of educational presentations for UNC-CH faculty, units and student organizations: 90.7% of survey participants said that Safe Zone training and educational presentations for University organizations were “very important” or “critically important”; 82.8% of survey participants indicated that the Center’s Healthy Relationships and Interpersonal Violence Prevention Programs were “very important” or “critically important”; and 82.1% of survey participants indicated that the Center’s Educational presentations for community organizations were “very important” or “critically important.” In addition, the Center’s Drop-in Hours (in collaboration with Counseling and Wellness Services) were seen by 88.1% of respondents as “very important” or “critically important.” These programs and initiatives should be supported and/or expanded if possible.

Programs that were less supported by survey participants were Lavender Graduation (seen by 46.4% of respondents as “very important” or “critically important”); Study Breaks at the Center (seen by 50.3% of respondents as “very important” or “critically important”); and Graduate and Professional Student Social Hours (seen by 58.9% of respondents as “very important” or “critically important”). We do not suggest that these programs should be cut, but that their apparent relative value might be considered in future prioritizing of the Center’s resources.

B. Visibility of the LGBTQ Center

1) The current visibility of the LGBTQ Center does not adequately meet the needs of our campus community in two important ways: location and outreach.

- i. Location: The focus groups were in unanimous agreement that the Center’s current location in the Student and Academic Services Building is unsuitable; this South Campus location is inconvenient for Center constituents, the 5:00 p.m. “lockout” at SASB makes evening programming there impossible, and the general remoteness of this site is an impediment to the Center’s visibility on campus. As participants in the undergraduate focus group noted, the current location gives the unfortunate impression that the Center is being “short-changed” by the University. In the survey, 3.5% of respondents said they had difficulty finding the space, and qualitative responses echoed focus group findings that SASB is too remote, lacks visibility, and is limited by a 5:00 p.m. closing time.
- ii. Outreach: Several focus group participants suggested that the Center ought to publicize itself and its services better. It is worth noting that a number of focus group participants did not know where the Center is

located, and seemed uncertain about the services it provides (and to whom). Furthermore, a number of participants were surprised to learn that the Center serves not only undergraduates, but also staff, faculty, and graduate/professional students, and five of them indicated that they did not even know that the Center existed.

2) These limitations regarding visibility appear to be the result of a lack of resources at the center, specifically full-time staff. Additionally, the current staff might find ways to improve the Center’s marketing efforts.

- i. Staff/Resource Limitations: It appears that the Center staff is over-extended, and would benefit from another permanent employee to provide essential administrative support and/or to increase the Center’s outreach efforts and collaboration. 11.46% of respondents said that the resources the University provides to the LGBTQ Center are “inadequate” or “very inadequate” and only 55.41% said they were “good” or “excellent.” One survey respondent noted that the Center is “severely understaffed and, based on their website, their programming budget is only supported through donations. Their ability to effect positive, lasting change through sustainable initiatives is limited due to these two areas.”
- ii. Collaboration: Participants in the undergraduate focus group expressed a desire to see the Center collaborate more with other student organizations on campus, in particular the Sexuality and Gender Alliance (SAGA); additionally, the Center might better facilitate connections among LGBTQ members of diverse racial groups. The idea that the Center might extend its reach (“build bridges”) was expressed in other focus groups as well. It was suggested that the Center might work to develop (or, more realistically, co-develop) strategic programming and alliances that would bring together groups that are not in its traditional key constituencies, such as athletics programs and the faith-oriented community; for example, one

participant in the Provost's Committee focus group suggested that the Center might co-organize with other student groups a "fitness day" or a 5K run, which could help strengthen the Center's effectiveness and visibility.

C. Need for Additional Resources

1) The need for additional resources to strengthen and further develop the work of the LGBTQ Center was evident throughout the Review Committee's findings.

The Center does commendable and important work in advocacy and education in spite of its limited staff and resources; however, in order for the Center to meet its mission to serve the entire campus community, more resources are needed.

- i. Staff: The Center staff is over-extended and would benefit from another permanent employee to provide essential administrative support and/or to increase the Center's outreach efforts and collaboration. Much of the Center's current work is focused on the student population; we believe that this has much to do with their limited staff. One respondent shared, "It would be nice to have even one full-time person who could dedicate time to bringing faculty and staff together and focusing more on what our concerns are, hearing what our needs are.... We face discrimination within our own place of employment as well."
- ii. Location: The current location of the LGBTQ Center in the Student and Academic Services Building does not adequately meet the needs of our campus community. The South Campus location is inconvenient for Center constituents, the 5:00 p.m. "lockout" at SASB makes evening programming there impossible and the general remoteness of this site is an obstacle to the Center's visibility on campus. The Review Committee

strongly recommends moving the Center to central campus and providing the necessary office and meeting space for faculty, staff and students.

IV. Appendices

APPENDIX A CVS FOR TERRI PHOENIX, PH.D. & DANNY DEPUY

Terri L. Phoenix, Ph.D.
2 Kara Place
Durham, NC 27712
919-843-5376
tphoenix@email.unc.edu

EDUCATION

The University of Georgia (2008) Counseling and Human Development GPA 4.0	Doctor of Philosophy
The University of North Carolina at Greensboro Parks and Recreation Management Concentration: Therapeutic Recreation GPA 4.0	Master of Science (1999)
East Carolina University Psychology Magna cum Laude (GPA 3.8)	Bachelor of Arts (1989)

HONORS and AWARDS

- R. Randy Rice Service Award (2011)
- Best LGBT Leader (Female) 2009 (Q Notes Magazine)
- Outstanding Teaching Assistant Award 2002 (University of Georgia)
- Outstanding Graduate Student Award 1999 (Department of Recreation, Parks, and Tourism-UNCG)
- Lucille and Derby Dustin Future Scholar 1998 (Academy of Leisure Sciences and Society of Parks and Recreation Educators)
- Peg Connolly Scholarship 1997 (American Therapeutic Recreation Association)
- Future Scholars Program Alternate 1997 (Academy of Leisure Sciences and Society of Parks and Recreation Educators)
- James B. Lovelace Award 1996 (AMBUCS)
- Teacher of the Year 1991 (Wright School Re-Education Center)
- Gamma Beta Phi Honor Society 1987 to 1989 (East Carolina University)

- Academic and Athletic Scholarships 1985 to 1989 (East Carolina University)

PROFESSIONAL SERVICE

- Executive Board Member for the Consortium of Higher Education Resource Professionals (2010-2012)
- Reviewer for Leisure Sciences (2002-2003)
- Reviewer for Journal of Adolescence (2002-2004)
- Co-advisor for RLST undergraduate recreation organization (2001-2002)
- President of Graduate Recreation Organization (2001-2003)
- Reviewer for Therapeutic Recreation Journal (2000-2001)
- North Carolina Recreation and Park Society - Therapeutic Recreation Division Conference Planning Committee (1997-2000; responsible for conference evaluation)
- Department of Recreation, Parks, and Tourism representative to the Graduate Student Association (1997-1999)

UNIVERSITY SERVICE

- University of North Carolina at Chapel Hill Provost's Committee on LGBT Life (2007-2012)
- University of North Carolina at Chapel Hill Department of Housing and Residential Education Multicultural Competency Committee (2007-2012)
- University of North Carolina at Chapel Hill Student Affairs Inclusion and Accessibility Committee (2010-2012)
- University of North Carolina at Chapel Hill Harassment and Non-Discrimination Committee (2011-2012)
- University of North Carolina at Chapel Hill Sexual and Relationship Violence Training and Education Committee (2007-2012)
- University of North Carolina at Chapel Hill Student Affairs Assessment Committee (2009-2012)
- University of North Carolina at Chapel Hill Student Affairs Council (2006-2012)
- University of North Carolina at Chapel Hill Office of Diversity and Multicultural Affairs Diversity Education Team (2007-2011)
- University of North Carolina at Chapel Hill Office of Diversity and Multicultural Affairs Cultural and Community Celebrations Committee (2006-2008)
- University of Georgia Safe Space Executive Committee (2002-2005)

SELECTED PUBLICATIONS

Phoenix, T.L. (2011). Campus climate: Regarding sexual orientation, gender identity, and gender expression. Available from the University of North Carolina at Chapel Hill,

Provost's Committee on LGBT Life website:
<http://provost.unc.edu/opportunities/lgbtq>

- Phoenix, T. L. (2009). Challenging the gender binary. *Carolina Women's Center Newsletter (Spring Issue)*. University of North Carolina at Chapel Hill, Chapel Hill, NC.
- Phoenix, T. L. (2008). *Can I be out here? Heteronormative discourse and safety in leisure settings*. (Unpublished doctoral dissertation). University of Georgia, Athens, GA.
- Phoenix, T. L., Miller, K. D., & Schleien, S. J. (2002). Better to give than receive. *Parks & Recreation*, 37(10), 26-33.
- Phoenix, T. L. (2001). Who am I? Identity formation, youth, and therapeutic recreation. *Therapeutic Recreation Journal*, 35, 348-356.
- Phoenix, T. L. (2000). It's up to all of us!: NCRPS-TR Annual Conference. *North Carolina Recreation and Park Review*, 53(5), 14.
- Bedini, L. A., Stone, C. F., & Phoenix, T. L. (2000). Increasing diversity among students in recreation, parks, and leisure studies curricula: A case study. *SCHOLE*, 15, 47-62.
- Bedini, L. A., & Phoenix, T. L. (2000). Recreation programs for caregivers of older adults: A review and analysis of literature from 1990 to 1998. *Activities, Adaptations, & Aging*, 24(2), 17-34.
- Phoenix, T. L. (1999). [Review of the book *A social psychology of leisure*]. *Therapeutic Recreation Journal*, 33, 251-253.
- Phoenix, T. L. (1999). Identity status and perceived freedom in leisure. Abstracts from the 1998 Symposium on Leisure Research, 89.
- Phoenix, T. L. (1999). Identity status and perceived freedom in leisure. Unpublished master's thesis. The University of North Carolina at Greensboro.
- Bedini, L. A., & Phoenix, T. L. (1999). Addressing leisure barriers for caregivers of older adults: A model leisure wellness program. *Therapeutic Recreation Journal*, 33, 222-240.
- Bedini, L. A., & Phoenix, T. L. (1998). Leisure, by any other name....: An integrative review of caregiver leisure. Abstracts from the 1998 Symposium on Leisure Research, 82.

SELECTED PEER-REVIEWED AND INVITED PRESENTATIONS

- Phoenix, T.L. (2012). Supporting healthy relationships and addressing interpersonal relationship violence. National Gay and Lesbian Task Force Creating Change Conference, Baltimore, MD.
- Przewoznik, J., & Phoenix, T.L. (May, 2011). How do we talk about the primary prevention of sexual violence in LGBTQ Communities? Presented at North Carolina Coalition Against Sexual Assault iLEAD (Living Every Day Advocating for a Difference) Conference, New Bern, NC.
- Phoenix, T.L., & Berry, K.P. (May, 2011). Organizational accessibility toolkit for working with LGBTQI survivors. Presented at North Carolina Coalition Against Sexual Assault iLEAD (Living Every Day Advocating for a Difference) Conference, New Bern, NC.
- West, Tim'm T., & Phoenix, T. L. (2009). Queer masculinities. Presented at Southeastern Unity Conference, Chapel Hill, NC.
- Jeffers-Brown, D., Phoenix, T. L., & Powell, G. (2003). Benefits and Challenges of Service Learning. Presented at Society of Park and Recreation Educators Teaching Institute, Stillwater, OK.
- Bedini, L. A., & Phoenix, T. L. (2002). The Leisure Of Female Family Caregivers: A Profile. 10th Annual Canadian Conference of Leisure Research, Edmonton, Alberta, Canada.
- Phoenix, T. L. (2001). Diversity in Recreation. Presented at Georgia Recreation and Park Association Hands on Workshop, Athens, GA.
- Phoenix, T. L., Miller, K. D., & Schleien, S. J. (2000) Building Community Through Inclusive Volunteering. Presented at the meeting of National Recreation and Park Association, Phoenix, AZ.
- Phoenix, T. L. (2000). Contributions of Recreation and Leisure to Identity Development. Paper presented at the meeting of the North Carolina Recreation and Park Society-Therapeutic Recreation Division, Hickory, NC.
- Bedini L. A., & Phoenix, T. L. (2000). Differentiating Perceptions of Entitlement to Leisure of Caregivers of Older Adults. Presented at the meeting of National Recreation and Park Association's Symposium on Leisure Research, Phoenix, AZ.
- Miller, K.D., Phoenix, T. L., Schleien, S. J., & Hall, C. (2000). Building Community Through Inclusive Volunteering. Paper presented at the meeting of the North Carolina Recreation and Park Society-Therapeutic Recreation Division, Hickory, NC.

- Bedini, L. A., & Phoenix, T. L. (2000). Integrative Review of Literature on Caregivers and Leisure. Paper presented at the meeting of the Southern Gerontological Association, Raleigh, NC.
- Phoenix, T. L. (1999). Identity Status and Perceived Freedom in Leisure. Presented at the meeting of National Recreation and Park Association's Symposium on Leisure Research, Nashville, TN.
- Phoenix, T. L. (1999). Invited speaker at the annual Career Conversations of the School of Health and Human Performance, UNC-Greensboro, Greensboro, NC.
- Bedini, L. A., & Phoenix, T. L. (1998). Providing leisure to caregivers: Developing workable intervention models. Paper presented at the meeting of the Southeast Therapeutic Recreation Symposium, Savannah, GA.
- Bedini, L. A., & Phoenix, T. L. (1998). Providing leisure to caregivers: Developing workable intervention models. Paper presented at the meeting of the North Carolina Recreation and Park Society-Therapeutic Recreation Division, Atlantic Beach, NC.
- Bedini, L. A., & Phoenix, T. L. (1997). Providing leisure to caregivers: Developing workable intervention models. Paper presented at the annual meeting of the American Therapeutic Recreation Association, Nashville, TN.

EMPLOYMENT HISTORY

Director of the LGBTQ Center	June 2007-present
Assistant Director	June 2006-June 2007
University of North Carolina at Chapel Hill	

- Supervise all office staff and manage all office programs and functions, including budget; Work with division development officer to identify grants and other funding sources for office initiatives
- Provide leadership in advocating for practice, policy, and procedural changes regarding LGBTQ issues within Student Affairs and the broader campus community (i.e.: help raise awareness and coordinate issues related to LGBTQ students with Campus Health Services, Career Services, Department of Housing, etc.)
- Serve as the liaison for campus LGBTQ issues to various boards or committees as appropriate (including collaboration with Sexuality Studies Program, student organizations and the LGBTQ Advisory Board) with particular attention to raising awareness and addressing the multiple identity needs of LGBTQ (racial, ethnic, socio-economic, ability status, etc.)
- Facilitate outreach to other colleagues/universities at the local, regional and national level, as well as to local, regional and national LGBTQ organizations

- Provide ongoing assessment and follow up related to the campus climate for LGBTQ issues
- Provide leadership in addressing LGBTQ bias related incidents, establishing strong working relations with campus and community police and other support providers
- Provide training for university students, staff and faculty, including Safe Zone and Safe Zone Challenge trainings; Develop new programs and initiatives;
- Serve in advising role to related student organizations as needed Coordinate outreach to graduate, professional and post-doctoral fellow programs to provide programs, resources and support for students specific to their needs
- Serve on Student Affairs and university committees (e.g., Student Affairs Leadership Team, Student Affairs Council, Provost Committee on LGBTQ Life; Search Committees)

Teaching Assistant August 2000 to May 2003
University of Georgia Athens, GA

- Taught core recreation and leisure courses (e.g., programming, leadership) and therapeutic recreation courses (e.g., facilitation techniques in therapeutic recreation; leisure education)
- Provided course related advising and guidance to undergraduate students

Research Associate/Visiting Lecturer August 1999 to June 2000
The University of North Carolina at Greensboro Greensboro, NC

- Designed and evaluated inclusive volunteer program to be implemented in Greensboro, NC
- Provided on-site technical support to agencies on including volunteers with disabilities
- Provided administrative assistance to goals of federally funded professional preparation grant
- Conducted statistical analysis of quantitative and qualitative data
- Taught course on inclusion of people with disabilities and underrepresented populations in community recreation programs and agencies

Leisure Educator in the Leisure Lifestyle Center May 1999 to August 1999
University of Wisconsin-La Crosse La Crosse, WI

- Facilitated leisure education groups at the Center and for various community agencies
- Provided individualized therapeutic recreation assessments
- Provided individualized leisure education services
- Assisted in production of Leisure Lifestyle Center video
- Assisted in development of therapeutic recreation assessment tool

Instructor January 1999 to May 1999
Department of Recreation, Parks, and Tourism Greensboro, NC

The University of North Carolina at Greensboro

- Taught course on inclusion of people with disabilities and underrepresented populations in community recreation programs and agencies
- Advised undergraduate students during spring academic registration

Graduate Research Assistant 1996 to 1998
Department of Recreation, Parks, and Tourism Greensboro, NC
The University of North Carolina at Greensboro

- Assisted in writing a U. S. Department of Education, Office of Special Education and Rehabilitation Services Grant Proposal (subsequently funded at \$555,000 3-year)
- Assisted in data collection and analysis of qualitative research study
- Assisted in preparation of federal, national foundation, and local grant proposals
- Co-author of peer reviewed publications

Mental Health Specialist 1992 to 1994
Charter Behavioral Health System Greensboro, NC

- Implemented treatment and education groups for youth with psychiatric and substance abuse diagnoses
- Documented client progress in medical record
- Evaluated client progress and participated in treatment planning as member of treatment team

Unit Leader Summer 1992
Camp Ginger Cascades Hickory, NC

- Planned and implemented unit recreation programs within budget and in accordance to goals of agency
- Supervised 3-4 unit staff (depending on the number of campers in unit)

Environmental Educator 1991 to 1992
Rock Eagle Environmental Education Center Eatonton, GA

- Facilitated low ropes course and non-competitive games
- Co-facilitated high ropes course
- Taught environmental education classes

Assistant Teacher Counselor 1990 to 1991
Wright School Re-Education Center Durham, NC

- Assisted in planning, implementing, and evaluating individual treatment plans of residents as member of treatment team
- Planned and implemented education and activity programs
- Planned and implemented recreation programs
- Documented residents' daily and monthly progress

- Planned and implemented in-service training programs
- Supervised the 1991 summer intern

Unit Leader Summer 1989
Camp Occoneechee

Lake Lure, NC

- Planned and implemented unit recreation programs within budget and in accordance to goals of agency
- Supervised 3-4 unit staff (depending on the number of campers in unit)
- Facilitated low and high ropes courses

Unit Leader
Camp Juliet Low

Summers 1987-1988
Savannah, GA

- Planned and implemented unit recreation programs within budget and in accordance to goals of agency
- Supervised 3-4 unit staff (depending on the number of campers in unit)
- Facilitated low and high ropes courses

Assistant Pool Manager
Kinston Country Club

Summer 1986
Kinston, NC

- Assisted pool manager in hiring, training, scheduling and supervising staff
- Responsible for pool maintenance
- Planned and coordinated special events

Danny DePuy

106 Hillview St * Carrboro, NC. 27510 * depuy@email.unc.edu * (919) 619-3809

EDUCATION

- BA from University of California Santa Cruz 1996-2000
Major: *Women's Studies*, focus on Movements, Culture and Social Change

AWARDS

- The Employee Excellence Award for SPA Employees (UNC Chapel Hill), May 2011

UNIVERSITY SERVICE

- University of North Carolina at Chapel Hill Student Affairs Council (2009-2012)
- University of North Carolina at Chapel Hill Office of Diversity and Multicultural Affairs Diversity Education Team (2009-2012)
- University of North Carolina at Chapel Hill Department of Housing and Residential Education Multicultural Competency Committee (2012)
- University of North Carolina at Chapel Hill Carolina Women's Center Women's Week Planning Committee (2008-2011)
- University of North Carolina at Chapel Hill Student Affairs Leadership and Engagement Theme Team Committee (2010-2012)

INVITED PRESENTATIONS

- DePuy, D. (2012). LGBTQ 101. Franklin Street Yoga, Chapel Hill, NC.
- DePuy, D. (2011). LGBTQ 101. Chatham County Department of Social Services, Pittsboro, NC.
- DePuy, D. & Messinger, J. (2010). Campus Activism and Coalition Building Toolkit Workshop. Equality North Carolina Conference, Greensboro, NC.
- DePuy, D. (2010). Biceps, Bodies and Desire. Men At Carolina Living Learning Community Conference, Chapel Hill, NC.
- DePuy, D. (2010). Diversity Training. Family Violence Prevention Center, Chapel Hill, NC.
- DePuy, D. (2010). LGBTQ 101. YMCA Chapel Hill, NC.
- DePuy, D. & Messinger, J. & Peterson, D. (2009). Campus Activism and Coalition Building Toolkit Workshop. Unity Conference, Chapel Hill, NC.

PROFESSIONAL EXPERIENCE

Assistant Director of the LGBTQ Center

2007-2012

University of North Carolina

Chapel Hill, NC

- Coordinate and facilitate Safe Zone trainings for the campus community
- Coordinate and manage social and educational programs – (e.g., Annual Theme Weeks, LGBTQ 101's, major speakers)

- Coordinate and facilitate office counseling drop-in support hours and speaker's bureau
- Work with student organizations and other groups to identify theme week programming and coordinate other outreach efforts
- Administer/manage use of LGBTQ Office library and resources
- Assist with development of publicity and outreach materials for LGBTQ programs
- Assist with on-going assessment and development of programs and services
- Assist with supervise/mentor Graduate Student Assistant(s) and Undergraduate Interns
- Assist with supervision of Work-Study students and Office volunteers

Director of Special Events & Director of Operations

2002-2007

The Women's Center of Orange County

Chapel Hill, NC

- **Director of Special Events & Director of Operations** 2006- present
 - **Director of Special Events-** Responsible for the two largest annual fundraisers and for two annual giving campaigns which bring in over 50% of non-grant related income. Under my lead, this year's annual giving campaign has brought in 220% more than last year in the first two weeks of giving.
 - **Volunteer Coordinator-** Recruiting, training and supervising volunteers. Trained 46 new volunteers and increased volunteer support by 15%. Supervised over 4,409 volunteer hours. Manage exhibit outreach for the Women's Center providing community outreach to 797 people. Supervisor to AmeriCorps Intern 2005-2006, Chapel Hill Summer Youth Employment Intern Summer of 2005 & 2006, and Chapel Hill High School Intern Fall Semester 2006. Annually supervise committee of 6 volunteers to plan Volunteer Appreciation Dinner which honors 180 people.
 - **Director of Operations-** Manage vendor contracts and relations, purchasing, and facility.
- **Volunteer & Operations Coordinator, The Women's Center-** 2004-2006
- **Administrative Assistant, The Women's Center-** 2002-2004

Accounts Payable

2001-2002

Ladyslipper Music

Durham, NC

- Manager of over 100 accounts, and the aging report.

LGBT Coordinator Assistant

2001

Center for Healthy Student Behaviors, UNC Chapel Hill

Chapel Hill, NC

- Helped to implement the first Safe Zone program at UNC, worked with student groups for social justice and community support for queer students.

Head Cashier Supervisor

2000-2001

Barnes & Noble

Durham, NC

- Key holder, responsible for daily drawer balances. Supervised staff of six.

Supervisor

1998-1999

Pizza My Heart (summer position)

Santa Cruz, CA

- Cashier- 1998 promoted to
- Supervisor- key holder, and responsible for staff of 5-7 people.

Administrative Assistant

1997

Stanford Hoover Archives (summer position)

Palo Alto, CA

Cashier

1995-1996

Pizza A Go Go (summer position)

Palo Alto, CA

Camp Counselor

1992-1994

YMCA Palo Alto (summer position)

Palo Alto, CA

- Leader In Training 1992- promoted to Counselor 1993

PROFESSIONAL DEVELOPMENT

- dismantling Racism WORKS Workshop. Durham, NC (2011)
- Food Justice Coalition Discussion, by dRworks, Carrboro, NC. (2011)
- Hear the Call Conference. NCCU, Durham, NC. (2011)
- One Act Training. UNC Chapel Hill, NC. (2011)
- Supporting Students who are Grieving Workshop, UNC Chapel Hill, NC (2011)
- MLK JR. Day of Practice, The Stone House, Mebane, NC. (2011)
- Haven Training, UNC Chapel Hill, NC. (2009)
- Creating Change Conference, National Gay and Lesbian Task Force, Denver, CO. (2009)
 - Unpacking Ableism Track
- It Takes all Types: Introduction to the MBTI. UNC Chapel Hill, NC. (2009)
- Creating Change Conference, National Gay and Lesbian Task Force, Detroit, MI. (2008)
 - Anti-Racism Track

VOLUNTEER EXPERIENCE

NC Dyke March,

Chapel Hill,

2002

Administrative Review
UNC-CH LGBTQ Center
2012

- To raise social awareness and advocate for social change, coordinated the first ever Dyke March in North Carolina which was attended by more than 200 people.

Cuntry Kings

2002-2006

Drag King Troupe

Durham, NC

- Primarily a social justice collective, that functions mainly to educate and inspire social, environmental, and economic justice for oppressed groups through performance art.

APPENDIX B
POSITION DESCRIPTIONS

Director Position

The LGBTQ Center works to create, maintain, and strengthen an open, safe and inclusive campus environment for people of all sexual orientations, gender identities, and gender expressions by providing:

Programming and workshops designed to enhance a climate of equality, understanding and respect for diversity;

Advocacy and support for students, faculty and staff of all sexual orientations, gender identities, and gender expressions;

Advocacy to ensure policies and practices of Student Affairs and the University are equitable and inclusive of people of all sexual orientations, gender identities, and gender expressions;

Resources, referrals and consultation services related to sexual orientations, gender identity, and gender expression for interested students, faculty and staff;

Trainings, materials and programs for both academic and administrative departments to enhance equity and inclusion for people of all sexual orientations, gender identities, and gender expressions;

The Director of the LGBTQ Center will report to the Associate Vice Chancellor for Student Affairs or senior designee and will be responsible for the overall management and operation of the office. This is a full-time, 12 month, EPA non-faculty position. (For information on benefits, policies, etc., please visit <http://hr.unc.edu/employees/epa-nf-employees/>) A diverse pool of applicants is strongly encouraged and welcomed.

The Director will:

Percentage of Time	Principal Functions
20	Supervise all office staff and manage all office programs and functions, including budget; Work with division development officer to identify grants and other funding sources for office initiatives
15	Provide leadership in advocating for practice, policy, and procedural changes regarding LGBTQ issues within Student Affairs and the broader campus community (i.e.: help raise awareness and coordinate issues related to LGBTQ students with Campus Health Services, Career Services, Department of Housing, etc.)

Percentage of Time	Principal Functions
10	Serve as the liaison for campus LGBTQ issues to various boards or committees as appropriate (including collaboration with Sexuality Studies Program, student organizations and the LGBTQ Advisory Board) with particular attention to raising awareness and addressing the multiple identity needs of LGBTQ (racial, ethnic, socio-economic, ability status, etc.)
5	Facilitate outreach to other colleagues/universities at the local, regional and national level, as well as to local, regional and national LGBTQ organizations
5	Provide ongoing assessment and follow up related to the campus climate for LGBTQ issues
5	Provide leadership in addressing LGBTQ bias related incidents, establishing strong working relations with campus and community police and other support providers
15	Provide training for university students, staff and faculty, including Safe Zone and Safe Zone Challenge trainings; Develop new programs and initiatives;
10	Serve in advising role to related student organizations as needed Coordinate outreach to graduate, professional and post-doctoral fellow programs to provide programs, resources and support for students specific to their needs
15	Serve on Student Affairs and university committees (e.g., SALT, SAC, Provost Committee on LGBT Concerns)

Successful candidates will have a Master's Degree (Doctorate preferred) in College Student Personnel, Counseling and Human Development, or a related field.

- Minimum three years administrative and programmatic experience in a similar setting (either higher education or a nonprofit organization that works for equality for LGBTQ, Two Spirit, or Same Gender Loving communities), including supervisory experience required.
- Planning, financial management and assessment skills required.
- Exceptional communication, negotiation, and interpersonal skills in a collaborative, multidisciplinary environment required.
- Demonstrated commitment to multicultural competency and an intersectional social justice framework in the delivery of all services and programs required.
- Demonstrated commitment to the highest ethical standards of professional practice, as well as personal and professional integrity.

- Active participation in national professional associations and scholarly activities preferred

Assistant Director Position

The University seeks an energetic, experienced programmer to assist in providing leadership, programming, and outreach for a growing center. The Assistant Director of the LGBTQ Center will report to the Director and will be responsible for assisting with programming, management, and resource support for the operation of the office. This is a full-time, 12 month, SPA position. For information regarding benefits, polices, etc., please visit:

<http://hr.unc.edu/employees/spa-employees/>

A diverse pool of applicants is strongly encouraged and welcomed.

The Assistant Director will:

- Coordinate and facilitate Safe Zone trainings for the campus community
- Coordinate and manage social and educational programs – (e.g., Social Hour and A Half, Lunch & Learn Seminars, major speakers)
- Coordinate and facilitate office counseling drop-in support hours and speaker’s bureau
- Work with student organizations and other groups to identify theme week programming and coordinate other outreach efforts
- Administer/manage use of LGBTQ Office library and resources
- Assist with development of publicity and outreach materials for LGBTQ programs
- Assist with on-going assessment and development of programs and services
- Assist with supervise/mentor Graduate Student Assistant(s) and Undergraduate Interns
- Assist with supervision of Work-Study students and Office volunteers

The successful candidate will have the minimum of a Bachelors degree (Masters Degree preferred) in a related field as well as experience working in an academic environment on issues of gender and sexuality

- Minimum 1-2 years administrative and programmatic experience in a similar setting.
- Strong communication, negotiation, and interpersonal skills in a collaborative, multidisciplinary environment required.
- Demonstrated ability to articulate effects of various systems of oppression (e.g., racism, ableism, sexism, heterosexism, classism) required
- Demonstrated ability to develop and implement services and programs that address intersections of identity required
- Demonstrated ability to work effectively with diverse cultural communities
- Demonstrated commitment to the highest ethical standards of professional practice, as well as personal and professional integrity.

Active participation in national professional associations preferred.

Graduate Assistant Position (9 month; 20 hours per week)

The Graduate Assistant will work closely with the Director and Assistant Director of the LGBTQ Center to coordinate programming for graduate and professional students, coordinate aspects of the Safe Zone program, assist with implementation of evaluation plan, and other administrative tasks. The position provides opportunities for the successful applicant to pursue projects or initiatives that are of special interest to him/her/hir.

Length and Time Requirements of Position:

August 21th, 2011 – May 10th, 2012

20 hours per week with occasional evening program responsibilities.

Stipend: \$12,000 (no tuition waiver is associated with this position)

Part Time Undergraduate Student Program Assistant

August through May; Hours/Week vary based on Amount of Work Study Awarded
Students have the opportunity to work anytime the LGBTQ Center is open or has programs being provided. Most students in this position work 5-10 hours per week and usually between 12p-7p.

RESPONSIBILITIES: The part time undergraduate student program assistant will assist in program implementation and provide administrative assistance for the services and activities of the Lesbian, Gay, Bisexual, Transgender & Queer Center on campus. Examples of programs include but are not limited to: lunch seminars, social events, discussion groups, special events and performances, film screenings, campus-wide orientation presentations, off- and on-campus educational outreach, and other programs as agreed upon by the Interim and Assistant Directors. For more information about the LGBTQ Center, visit our website at: <http://lgbtq.unc.edu/>

Q Group Facilitator Position

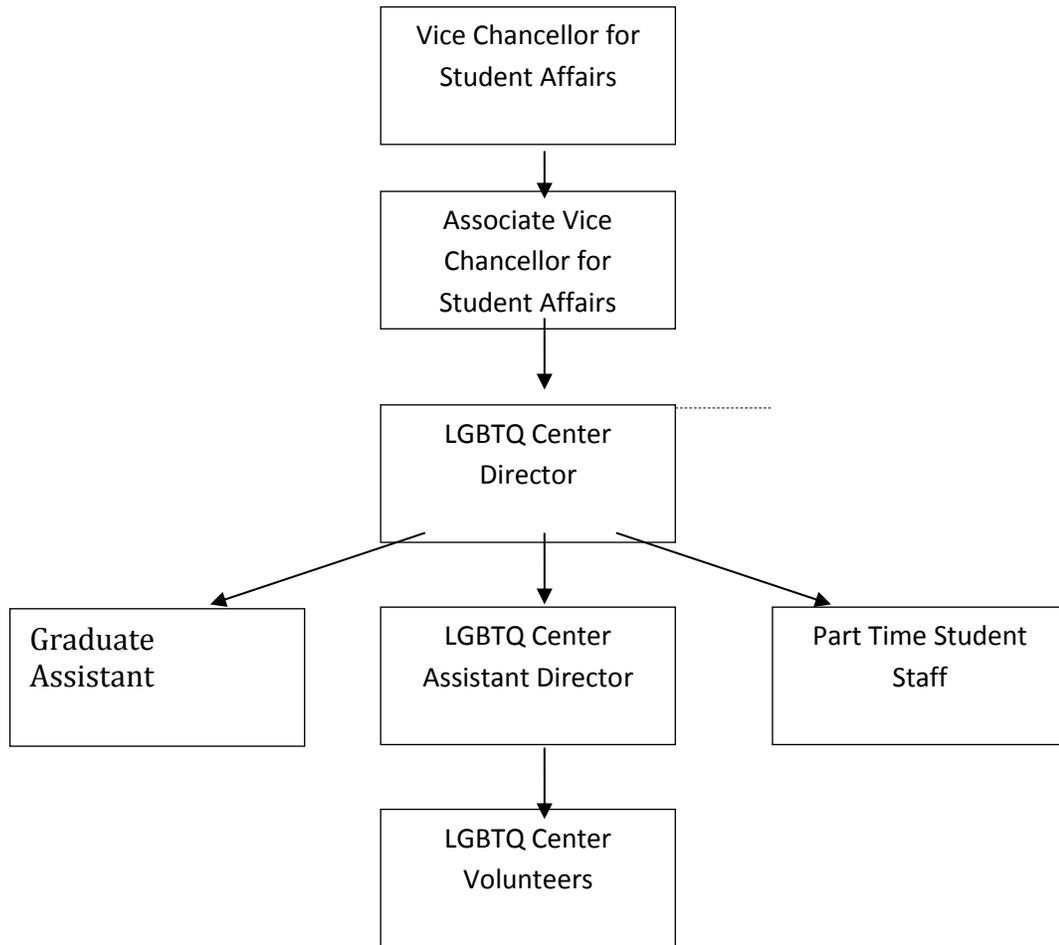
The LGBTQ Center is accepting applications for a Q Group co-facilitator. Q Group is a peer support and discussion group for undergraduate, graduate, and professional students. Q Group meets weekly on Mondays from 6:00pm-7:30pm. The group is a forum in which group members can talk about topics related to coming out as LGBTIQ; questions about sexual orientation, gender identity, or gender expression; coming out to friends and family; intersecting identities; relationships; and resources.

If you are interested in receiving more information about the Q Group facilitator position, contact Terri Phoenix at tphoenix@email.unc.edu or at 919-843-5376. If you would like to submit an application, please send Terri Phoenix an electronic copy of (a) your resume (including relevant volunteer work), (b) names and contact information for three professional references, and (c) a cover letter that addresses the following questions:

- Why are you interested in serving as a Q Group facilitator?
- What group facilitation skills and experiences (paid or volunteer) do you have that will inform your work?
- What experiences (paid or volunteer) do you have working with LGBTQQ, Two Spirit, Same Gender Loving communities that will inform your work?
- Describe your facilitation style and/or philosophy

This position is compensated with a \$1,500 stipend paid at the end of Fall 2011 & Spring 2012 semesters.

APPENDIX C
LGBTQ CENTER ORGANIZATIONAL CHART



APPENDIX C

LGBTQ Center at UNC-CH Self-Assessment

Council for the Advancement of Standards in Higher Education (CAS)

Fall 2011

What the University should provide in terms of LGBTQ Resources (according to CAS):

- A) All units must be responsible for meeting the needs of LGBT students within their functional areas
- B) Some identifiable unit must be responsible for addressing the needs of LGBT students globally

Part 1. MISSION & HISTORY

The LGBTQ Center works to foster a safe, inclusive environment for UNC-CH community members of all sexual orientations, gender identities, and gender expressions.

The LGBTQ Center was founded in spring 2003 as a program of the Office of the Dean of Students. At that time it was then called the LGBTQ Office. In 2007, it became its own free-standing department and the scope of service was broadened to include services for and advocacy on behalf of faculty and staff.

Part 2. PROGRAMS

A. Description of LGBTQ Center Programs and Services

The Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Center mission is to foster a welcoming and inclusive environment for UNC-Chapel Hill community members of all sexual orientations, gender identities and gender expressions. We accomplish this mission through three primary programmatic and service strategies: Education, Direct Support, and Advocacy.

Education

The Center provides a number of various educational and multicultural competency training programs to the University campus and surrounding communities. This includes programs such as Safe Zone, a program designed to create a network of visible allies who are knowledgeable about the impacts of heterosexism, strategies to disrupt heterosexism, and resources for people on topics related to sexual orientation, gender identity, and gender expression. In addition to Safe Zone, the Center provides tailored trainings for university departments, classrooms, student organizations, and community partners. Examples of topics include multicultural competency in

LGBTIQA communities in K-12 educational settings, university settings, mental health settings, health care settings, legal issues, and youth development.

The Center sponsors and co-sponsors speakers, film presentations, educational events, and other performances designed to raise awareness and educate the campus and community about a variety of topics. Sometimes these events are targeted to LGBTQ-identified people specifically (e.g., the Healthy Relationships programs) and sometimes these events are designed to address topics relevant to people of all sexual orientations, gender identities, and gender expressions (e.g., a speaker who addresses the simultaneous and intersecting impacts of racism, disability, and heterosexism across various identity groups).

The Center also assists with the main academic mission of UNC-CH by serving as a community partner for the APPLES Service Learning Program. Faculty who are teaching APPLES courses provide opportunities of practical application of concepts related to course content. Students who have APPLES placements at the Center typically spend three (3) hours per week for ten (10) weeks working on a program or a project for the Center. Examples of the types of programs or projects include the creation of professional-quality educational brochures, co-facilitation or lead facilitation of educational programs, or development of videos for use in educational programs.

The LGBTQ Center maintains a resource library with approximately 1200 holdings (books, audio, and brochures). Anyone with a PID number can check out these holdings (brochures are available for free and do not have to be returned). Research has indicated that people who are early in the 'coming out' process are more likely to utilize and check out books/materials when they are available through a facility that is known to be welcoming and affirming of LGBTQ persons and in which their confidentiality from non-LGBTQ people is protected. Resources are also available on smoking cessation, alcohol use and cessation, relationship violence, healthy relationships, LGBTQ community organizations, welcoming and affirming religious/spiritual organizations, and safer sex practices.

Advocacy

The Center's two full-time professional staff members serve on numerous Student Affairs committees as well as University wide, interdepartmental committees. Through participation on these committees, the Center staff members advocate for inclusive policies, practices, and procedures as well as for program and service designs that are inclusive of people of all sexual orientations, gender identities, and gender expressions. Examples of this kind of committee work include participation on committees such as the Student Affairs Inclusion and Accessibility Theme Team, Department of Housing and Residential Education Cultural Competency Committee, the Diversity Education Team, and the Provost's Committee on LGBT Life.

In addition to advocacy through committee participation, Center staff members also are available to support University staff, faculty, students, and alumni who are experiencing marginalization, harassment, discrimination or other negative situations due to their real or perceived sexual orientation, gender identity, or gender expression. Center staff can assist individuals in reporting negative experiences and or mediating discussions with individuals and/or supervisors involved in the situation. As staff members recognize any patterns regarding these types of incidents they make suggestions about education and training opportunities that might be useful for that department, organization, or area as well as recommendations regarding policy or procedural changes.

Direct Support

The Center provides direct social and developmental support programs and services primarily targeted to the needs and interests of undergraduate, graduate, and professional students. The Center also coordinates several programs designed to address identity development, leadership development, and employment skills development. Many programs and services are available to faculty, staff, postdoctoral, fellows, and alumni as well through their involvement as volunteers, mentors, or participants in programs. Direct support programs include the LGBTQ Center resource library, Q Group, Trans Talk Tuesday, Drop in Support Hours, and individual meetings with the Director or Assistant Director.

Q group meets weekly and are targeted to needs of individuals who are addressing identity development regarding sexual orientation, gender identity, or gender expression; wanting to learn how to deal with their own feelings about and be supportive to someone they know in that identity development process; addressing intersections of identity that are of concern in their identity development process (e.g., conflicts among their religious beliefs, racial/ethnic identity, and sexual orientation); or simply wanting to get connected to LGBTQ A communities on campus or in the community.

Trans Talk Tuesday is a peer support/discussion group for people who identify as transgender, intersex, or genderqueer. This space is meant to provide community and connection among folks on the basis of gender identity. The group is open to campus and community members that identify as transgender (in any respect), intersex, genderqueer, or who are questioning their gender identity or gender expression. This space is not meant to be an educational space—if a person is interested in learning more about these topics, but does not identify as part of these communities, they are referred to educational programs such as Safe Zone Challenge.

Drop-in Support Hours are weekly opportunities for students to have one-to-one, private conversations at the LGBTQ Center with counselors from Counseling and Wellness Services (CWS) about topics related to sexual orientation, gender identity, or gender expression. Examples of topics students may discuss include relationship or dating concerns, family of origin relationships, identity development (e.g., coming

out, identity synthesis) and other areas where an individual may need support. While the counselors are available to have private conversations, provide support, and provide resources drop-in support hours are not intended to be (nor should they be used as) individual therapy sessions

Appendix A lists program outcomes and student learning outcomes for each of the major programs offered by the LGBTQ Center.

- B. LGBTQ Center provides training and consultation vis-à-vis services offered by other functional units. For example, the Center provides annual training for Orientation Leaders (New Student Carolina Parent Programs), annual training for Resident Advisors and Community Directors (Housing and Residential Education), an outreach placement opportunity for Counseling and Wellness Services Internship Program, annual educational presentation to incoming first year football players (Athletics), and annual training to academic units such as UNC School of Medicine, School of Education, and History Department.
- C. Address Climate. The LGBTQ Center addresses climate issues via advocacy and education on university policies, practices, programs, and services. The most recent climate study was released in fall 2011. Phoenix, T. (2011). Campus Climate Regarding Sexual Orientation, Gender Identity, and Gender Expression: A Report Issued by the Provost's Committee on LGBTQ Life. Unpublished manuscript, University of North Carolina at Chapel Hill.
<http://provost.unc.edu/opportunities/campusclimatereport>)
- D. Address intersectional identities and systems of oppression. All programs are planned from an intersectional social justice framework and most programs address at least two systems of marginalization. See also the Center Values statement (Appendix B) and Collaborative Partners (Appendix C).
- E. Represent LGBT concerns on campus-wide committees. (See CVs and Committee Responsibilities of Terri Phoenix and Danny DePuy; Appendix D)
- F. Outreach to local, state, and federal leaders to effect positive change (the following list is representative but not exhaustive):
- Consulted on preparation of Guardian Ad Litem training for Transgender Youth
 - Consulted on revisions to training of UNC-CH Public Safety and Statewide Law Enforcement Training Curriculum
 - Provided consultation and training to Orange County Family Violence Prevention Center
 - Provided consultation and training to Orange County Rape Crisis Center (in 2011 was awarded the Margaret Barrett Advocacy Award)
 - Provided training to Chapel Hill Carrboro City School System
 - Provided training to Wake County School System

- Provided training to Orange County Planned Parenthood (Chapel Hill Office)
- Provided training to Carolina Outreach
- Provided training to Orange/Person/Chatham County Mental Health Services
- Volunteered with Orange County Social Services Toys to Tots Program
- Provided training to El Centro Latino
- Scheduled to provide webinar/distance learning training to all NC Legal Aid Offices in March 2012

Part 3. LEADERSHIP

Program leaders possess and/or are trained in the competencies essential for efficient operation of the programs, services, office or duties with which they are tasked. Opportunities for continuing, increasing levels of responsibility are provided. The LGBTQ Center is guided by the Leadership Philosophy document that was created by Student Affairs.

Part 4. HUMAN RESOURCES

This section sets forth competencies and credentials for professional staff members. The staffing of the LGBTQ Center is as follows:

- 1 Full-Time Director
- 1 Full-Time Assistant Director
- 1 Graduate Assistant (20 hours per week)
- 2 Contractual Facilitators for Q Group (Peer Support & Discussion Group)
- 6 Part-time Student Employees (each at 5-7 hours per week; Federal Work Study Program)

Position descriptions for each of the above are included as Appendix E.

Staff members are hired in equal and non-discriminatory manner. Effort is made to recruit applicants that represent the diversity present in the campus community. Employees and volunteers are educated on institutional policies and confidentiality of student records and university information. Privacy and confidentiality of students' sexuality orientation, gender identity and gender expression are protected. Staff members are educated on emergency procedure, crisis response, and prevention efforts-including reports to campus officials when necessary. Emergency procedures are outlined in the Policy and Procedures Manual. Staff members are provided opportunities for personal development through participation in programs, staff readings and discussion, and attendance at local or regional conferences.

Part 5. ETHICS

Staff members dealing with LGBT Programs and Services adhere to professional ethical standards (including the use of technology).

LGBT staff ensure privacy and confidentiality were maintained, adhering to ethical policy, except in crisis situations-including research data. All staff and volunteers participate in an orientation process where policies and procedures are reviewed. Confidentiality policies/procedures, expectations for continuing education in area of multicultural competency, and emergency procedures are reviewed as a separate component from functional tasks orientation.

Promotional and descriptive information is accurate and deception-free. Multiple formats and venues are used to promote programs and services. Promotional materials are prepared with attention to being representative of the diverse communities present at UNC-CH. Promotional materials include information about how to request reasonable accommodations.

Part 6. LEGAL RESPONSIBILITIES

Staff members informed users of Human Resources of the legal obligations and limitations set forth by federal, state/provincial, local, and institution mandates and policies. This information is posted on the LGBTQ Center Communication Station and is also found in the print/online policy and procedures manual.

Staff members neither participated in or condoned harassment or activity hostile, discriminatory, or offensive to individuals or the campus environment. The LGBTQ Center has the harassment reporting form online and available in the LGBTQ Center for people who need to file a report.

Staff members are informed about institutional policies regarding risk management, personal liability and related coverage options. Institution provides access to legal advice for staff members, as needed, to carry out assigned responsibilities. Institution informs staff and students, urgently and systematically, about extraordinary or changing legal obligations and potential liabilities.

Part 7. EQUITY AND ACCESS

LGBTQ Center completed an accessibility audit/review in partnership with Director Jim Kessler and Assistant Director Tiffany Bailey. All programs and services were deemed inclusive and accessible with appropriate information readily available for participants to request reasonable accommodations &/or materials in alternate formats as needed. Only a couple of online documents were not fully accessible (pdf documents) and LGBTQ Center staff is working with Design Services of the Student Union and Tiffany Bailey to remedy this problem. A suggestion was made to put in an automatic door at LGBTQ Center entrance or to prop open the door for maximal independent access by persons with mobility impairments.

Statement of Non-Discrimination is displayed prominently in the LGBTQ Center and online. Additionally, the Center Values Statement is displayed and posted.

Payment for student and professional staff is fair and competitive with market rates. The target for EPA non-faculty staff (Director) is to be paid at 80% of the comparable position at peer institutions. The target for SPA staff (Assistant Director) is to be equivalent of 100% of market rate as determined by the Office of State Personnel. The student staff is paid through the Federal Work Study program. Students are paid on a four (4) tiered structure based on position and program responsibilities. Experience and increasing levels of responsibility are rewarded with increased pay. There is currently one graduate assistantship for the LGBTQ Center whose pay is set by the Graduate School.

Part 8. DIVERSITY

LGBTQ programs, services, and resources are guided by Universal Design principles and an intersectional social justice framework in an attempt to be maximally inclusive and to meet the needs of and accurately represent the diverse populations served by the Center. Staff are expected and encouraged to continue their own personal growth in the area of multicultural competency. Programs are designed to address the ways multiple systems of privilege/oppression operate at interpersonal, social, and institutional levels. The annual assessment review process examines data to evaluate the extent to which all demographic group report a perception of inclusion in and representation by LGBTQ Center programs, services, resources, and staff.

Part 9. ORGANIZATION AND MANAGEMENT

The organizational chart is included in Appendix F. The LGBTQ Center operates on a modified consensus model of decision making. The LGBTQ Center Director has the responsibility of final decision but decisions are to be made in keeping with or at minimum be informed by the modified consensus procedures outlines in Appendix G.

The LGBTQ Center is represented on a number of Student Affairs committees as well as University-wide committees (refer to CVs of professional staff for committee assignments).

Through the committee assignments, Center staff influence policies, services, programs, and procedures of other functional units in the University. The goal is to ensure complete inclusion, access, and equity for people of all sexual orientations, gender identities, and gender expressions while also eliminating barriers or inequities that result from other systems of oppression (e.g., racism, classism, ableism, sexism).

Part 10. CAMPUS AND EXTERNAL RELATIONS

The LGBTQ Center works collaboratively and in partnership with many undergraduate, graduate, and professional student organizations, Student Congress, Executive Branch of Student Government, a variety of Student Advisory Councils, the Office of Diversity and Multicultural Affairs, University Centers and Institutes, the Employee Forum, Office of Faculty Governance, Equal Opportunity ADA Compliance Office, Ombuds Office, academic departments, Student Affairs units, and community partners. Appendix C provides information on the historical programmatic collaborations. The formalization of relationships with alumni is an area in which the LGBTQ Center could grow if resources allowed.

The LGBTQ Center established the LGBTIQ Roundtable in 2007. This group is comprised of representatives from undergraduate, graduate, and professional student organizations; the LGBTQ representative from the Graduate and Professional Student Federation, the Chair of the Provost's Committee on LGBTQ Life, and the Director of Sexuality Studies (Appendix I). The LGBTIQ Roundtable serves as an advisory group to inform the policy and programmatic initiatives of the Center. This group also serves as a mechanism to cultivate communication across all of the disparate groups whose purpose, policies and programs focus on sexual orientation, gender identity, and gender expression.

Part 11. FINANCIAL RESOURCES

LGBTQ Programs and Services must have adequate funding to accomplish their mission and goals. The program budget for the LGBTQ Center for the past seven years is depicted in Appendix J. The amount has ranged from \$23,969 (2005-2006) to \$34,000 (2008-2009). The program budget for 2011-2012 is \$30,000.

LGBTQ Center expenditures are allocated with priority given to the Educational Programs (e.g., Safe Zone, Safe Zone Challenge, educational brochures and materials) upon the rationale that educational programs have the greatest potential influence on the overall campus climate and the development of inclusive policies, programs, and procedures.

Part 12. TECHNOLOGY

The LGBTQ Center has wired and wireless internet access, printing and photocopy capabilities. There are three student computer work stations though two of the three have been experiencing technological difficulties (e.g., crashing, freezing, very slow processing speeds). There are multiple contact points including the LGBTQ Center web page (lgbtq.unc.edu), LGBTQ Center email address, LGBTQ Center Facebook page, LGBTQ Center Facebook Group, and multiple listservs.

The LGBTQ Center has identified the following items as the three most urgent IT priorities that need to be addressed:

1. Transition from Joomla to a new web site platform (one that has the ability to host videos, pictures, podcasts, etc.)

Our current platform does not allow us to enter repeating events (unless we add each individual events), when we enter in a time for an event (e.g., begins 4pm) the time defaults to am automatically (we have to reenter everything twice to have correct time listed), we would like to be able to post more dynamic content on the page (e.g., information quizzes for Safe Zone content)

2. Creation of an automated process for participants to sign up for Safe Zone registration

We currently spend an inordinate amount of staff hours manually entering name, email, and other info needed to register folks who want to participate in Safe Zone. If this process were automated we could dedicate these personnel resources to other tasks. We would like folks to be able to select the training for which they want to register, enter the information we need for registration, have the information automatically populate an appropriate Excel sheet (or other data base tool if IT recommends), and participant receive a confirmation or wait list email response.

3. We need a library database and check-in/check-out system that works reliably [e.g., We can add books to a database that people can then search on line, staff can check-in/out books (and the availability of books be known when patrons search for a book in the database), & type in a patron's PID and it populates with information needed].

Part 13. FACILITIES AND EQUIPMENT

The facility in which the LGBTQ Center is located is adequate in size for individual and small group meetings. The space is pleasant and is equipped with space for confidential meetings with the Director and/or Assistant Director. The only location available for group meetings is the main room of the LGBTQ Center. Thus if the space is used for a group meeting, the rest of the Center resources are not available for other patrons. There are no closets or storage units built into the space. There are no facilities for educational programs such as Safe Zone or Safe Zone Challenge. The lack of a designated training location near or in the LGBTQ Center presents challenges of time and logistics of transporting materials, time securing appropriate venue, ensuring accessibility of space, and participants finding the location for training.

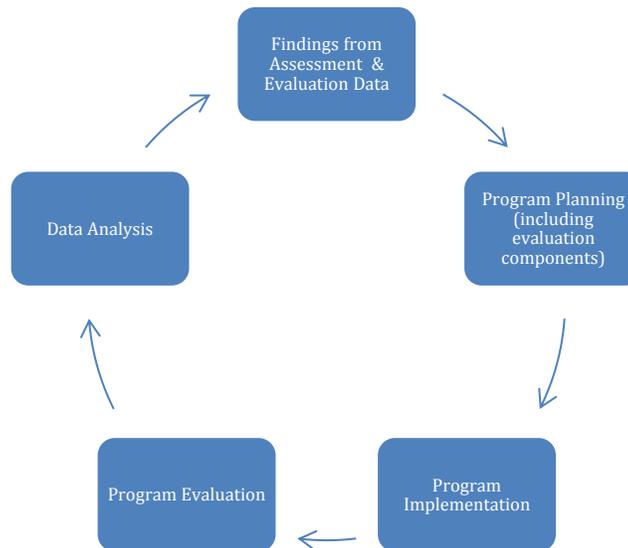
There are some challenges with access to the LGBTQ Center after hours due to the fact that the Registrar's Office mandates that the 3rd floor be locked down at 5pm (elevator and stairwells are locked; only staff have access). This makes the LGBTQ Center space

unusable after 5pm for programs or for student access to resources or meetings. This is problematic because the hours of 5-9pm are prime times for student programs, events, and meetings.

Another challenge with the facility is the location of the LGBTQ Center on South Campus, ½ mile from the central undergraduate academic and social spaces. Although many students reside in residence halls on South Campus, they typically are on main campus during the day for classes. Thus, accessing the Center during the day is logistically challenging. However, South Campus residents cannot access the Center in the evenings due to it being closed at 5pm. When the LGBTQ Center was relocated from Steele Building in fall 2007, there was a dramatic drop in daily use of the space by students, staff, and faculty. Students report that the relocation to South Campus not only hampers the ability to utilize the resources of the Center but that this relocation also had a negative impact on visibility of the LGBTQ Center.

Part 14. ASSESSMENT AND EVALUATION

The LGBTQ Center has an evaluation and assessment plan. Both formative and summative evaluation methods are used. A cyclical programming model is utilized to provide a continuous feedback loop as follows



See Appendix K for Evaluation Plan. The most recent annual evaluation data is available on Campus Labs. One example of how annual assessment data has been utilized to revise programs and services is that the data from last year indicated that respondents felt there was not a visible presence of the LGBTQ Center or of LGBTIQA, 2S, and SGL communities on campus. In response to this, we reallocated \$3000 from special events/speakers to be used instead on various visibility campaigns (e.g., posters, bumper

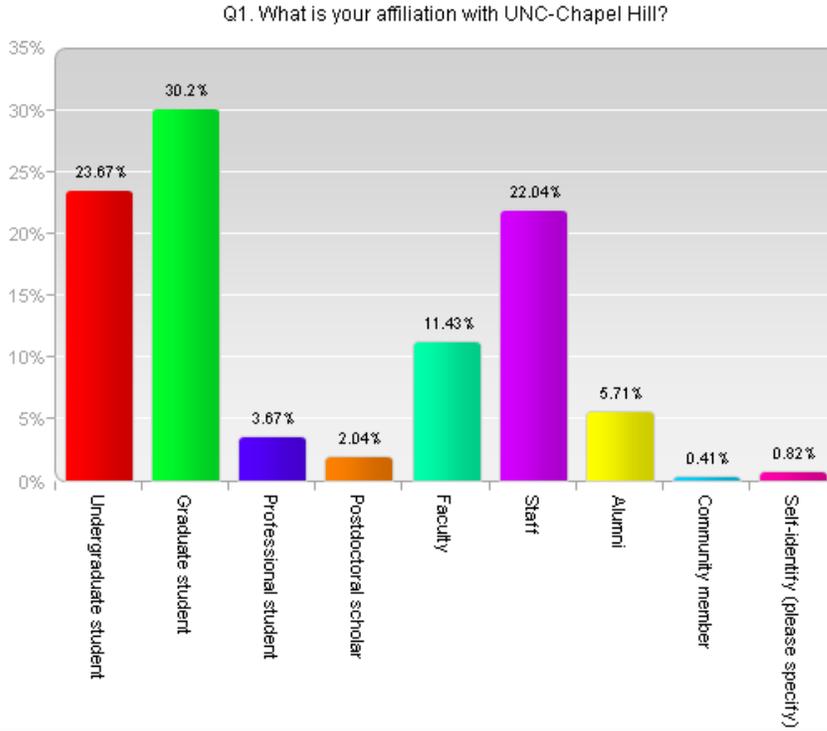
stickers, ActiviTV ads, and buttons). Additionally, the LGBTQ Center has been present in the Pit on a weekly basis (with exception of rainouts) distributing resources and raising awareness about various issues pertinent to these communities.

Another example was the realization that the increased demand for Safe Zone programs was resulting in unsustainable printing costs and a negative environmental impact. We surveyed Safe Zone participants to assess whether an electronic copy of the resource binder would be desired or accepted. As a result of the data, we transitioned to providing the Safe Zone resource materials in a CD format with a 24-page quick reference booklet. This has allowed us to reallocate funding to support other educational programs, be better environmental stewards, and provide materials in an easy to share electronic format.

Appendix E

2012 LGBTQ Center Administrative Review Campus Survey

2012 LGBTQ Center Administrative Review Survey Results



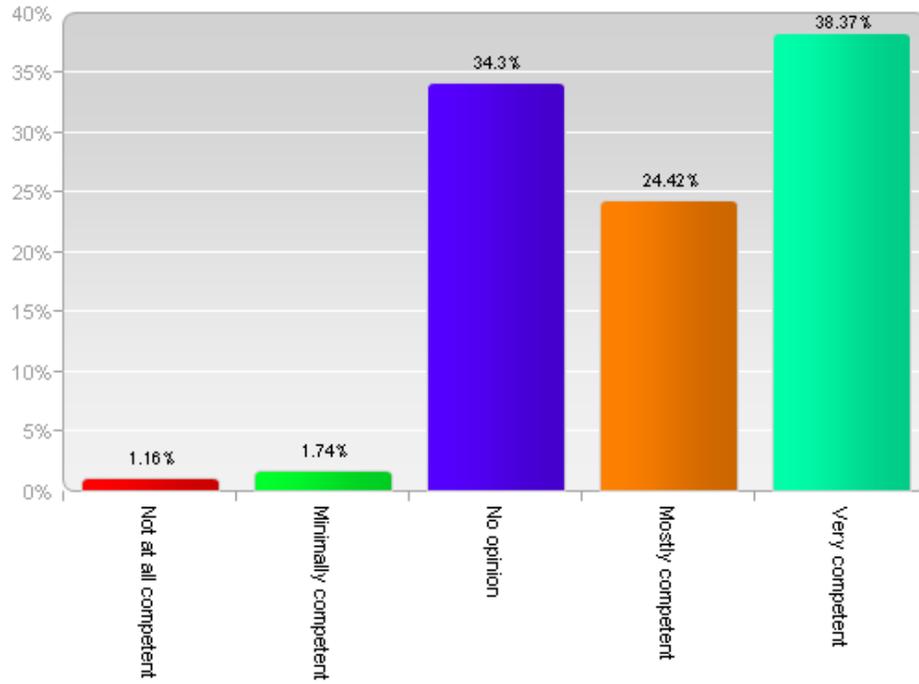
Q2. If an undergraduate student, what year are you currently?

<u>Count</u>	<u>%</u>	<u>Response</u>
5	12.20%	First year
6	14.63%	Sophomore
13	31.71%	Junior
15	36.59%	Senior
2	4.88%	Fifth year or more

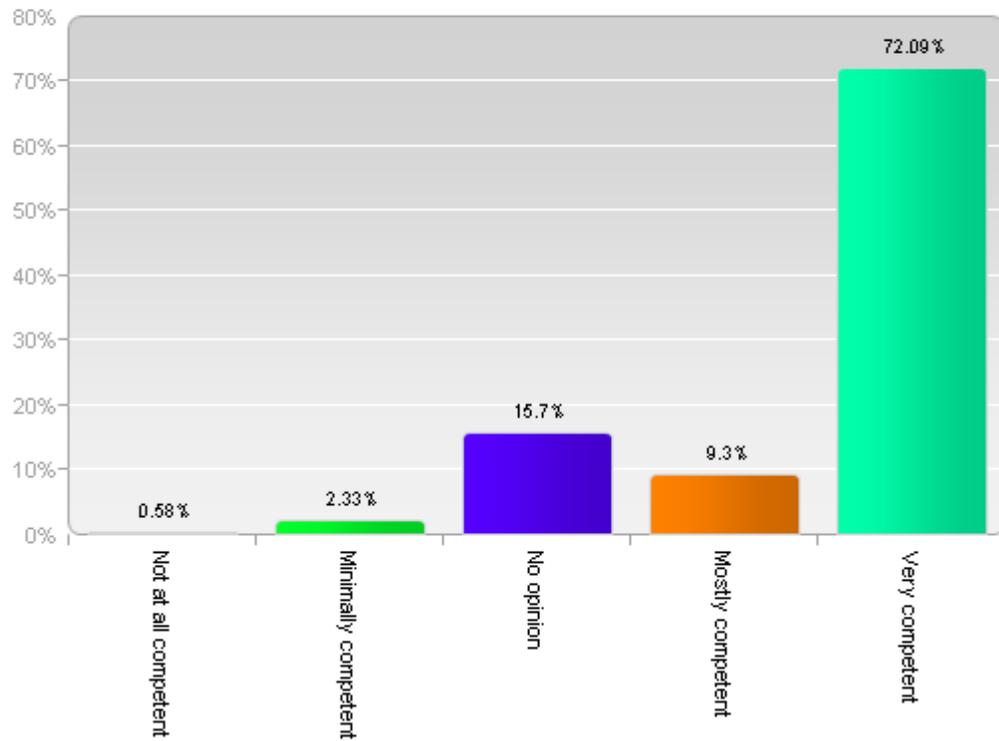
Q3. Do you live on or off campus? (Respondents n=89 24.72%)

Location	Count	Percent
On campus	22	24.72
Off campus	67	75.28%

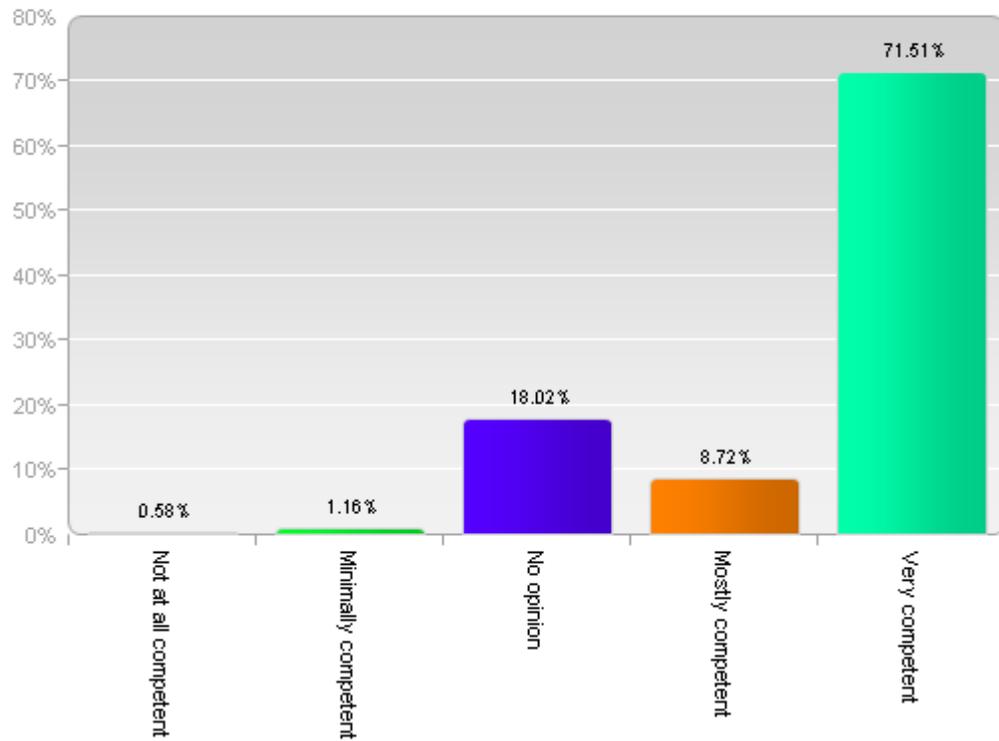
Q4. The LGBTQ Center strives to create a welcoming and inclusive environment for all people. As such continuing education in multicultural competency is an expectation for all staff members. Please rate your perception of LGBTQ Center professional staff members' effectiveness in serving or working with people of various: - Racial or ethnic identities



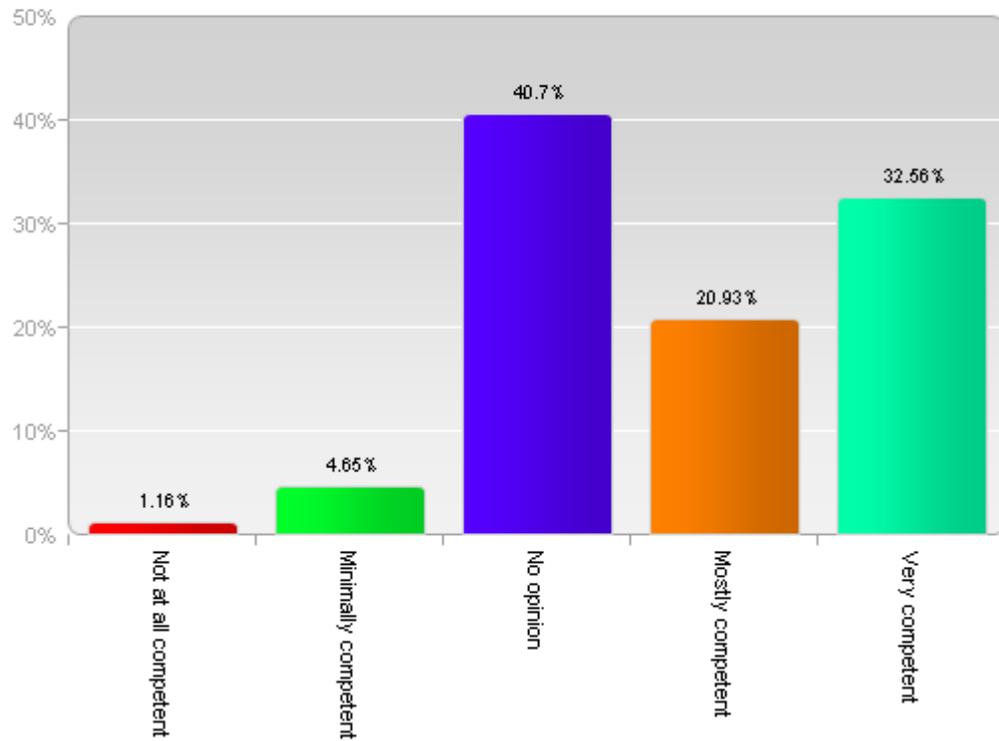
Q5. The LGBTQ Center strives to create a welcoming and inclusive environment for all people. As such continuing education in multicultural competency is an expectation for all staff members. Please rate your perception of LGBTQ Center professional staff members' effectiveness in serving or working with people of various: - Gender identities



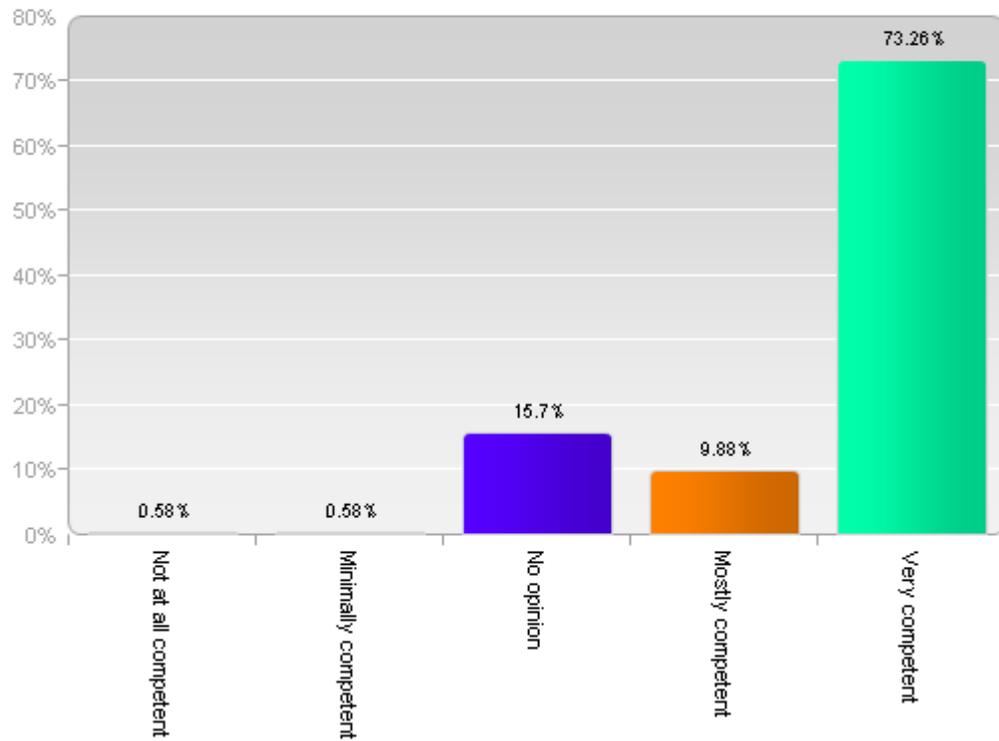
Q6. The LGBTQ Center strives to create a welcoming and inclusive environment for all people. As such continuing education in multicultural competency is an expectation for all staff members. Please rate your perception of LGBTQ Center professional staff members' effectiveness in serving or working with people of various: - Gender expressions



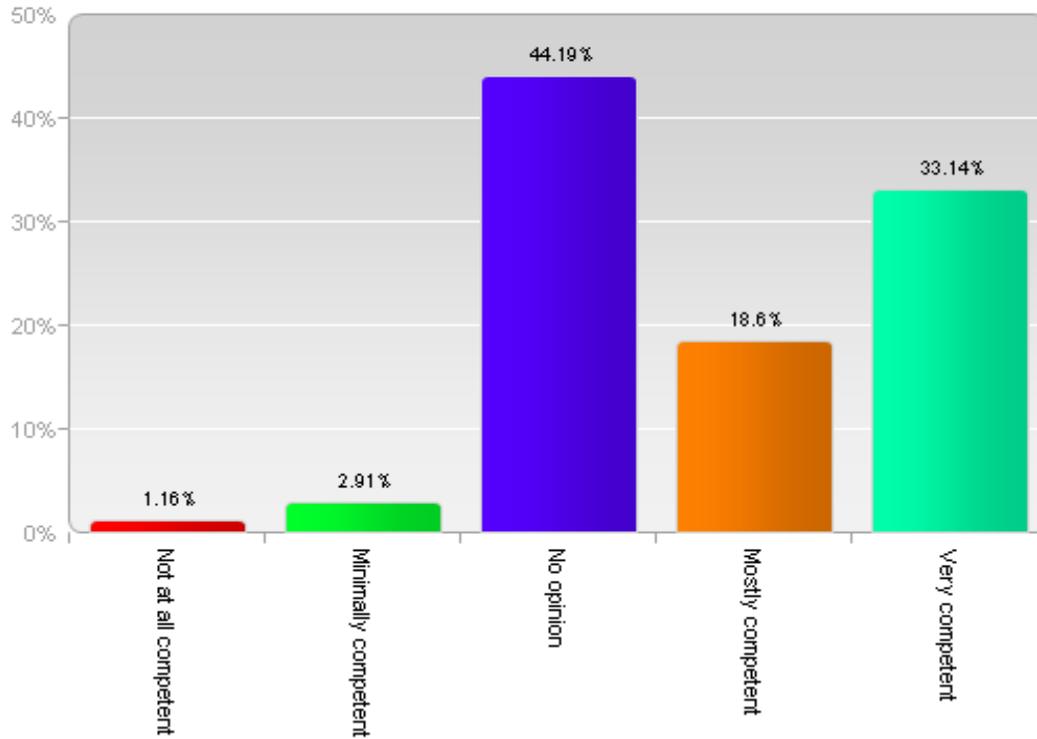
Q7. The LGBTQ Center strives to create a welcoming and inclusive environment for all people. As such continuing education in multicultural competency is an expectation for all staff members. Please rate your perception of LGBTQ Center professional staff members' effectiveness in serving or working with people of various: - Religious or faith traditions



Q8. The LGBTQ Center strives to create a welcoming and inclusive environment for all people. As such continuing education in multicultural competency is an expectation for all staff members. Please rate your perception of LGBTQ Center professional staff members' effectiveness in serving or working with people of various: - Sexual orientations



3. The LGBTQ Center strives to create a welcoming and inclusive environment for all people. As such continuing education in multicultural competency is an expectation for all staff members. Please rate your perception of LGBTQ Center professional staff members' effectiveness in providing or working with people of various: - Physical or mental abilities (or disabilities/medical condition)



Positive comments re Center services/staff (n=15)

- Both staff members are not only excellent resources to our LGBTQ community but are outstanding resources to all identity groups as well. I've seen both provide training on a wide range of multicultural issues. In particular, I consider Terri's knowledge regarding multicultural issues to be as high as any other resource on our campus.
- I enjoyed all of my experiences! And I self-ID as a queer cis Asian American female. Well, enjoy might not be the right word as I came to the LGBTQ center sometimes for support when I really needed it, but Terri/others definitely helped a whole bunch.
- I have always thought the center was extremely communicative and effective.
- I have been here only a couple months, but have already been able to participate in safe zone training. It was a great experience, and very well run and organized. There was a small problem with where currently scheduled safe zone training times are located, but I believe staff have already corrected the issue. I am very impressed by center so far!
- I have never been in contact with the office and only know the Director and Assistant Director.
- I have never had a negative experience working with the office and I often seek their help in working with any student or person because of their openness.
- I have witnessed and been part of discussions of almost all issues with the staff members and other students of UNC. Open and frank, the staff members welcome opinions and debate and the students have felt free to speak. The only "no opinion" I have is because I have not experienced or seen staff members interacting with individuals for that category.
- I'm particularly appreciative of the Center's work with faith groups--they've been active with NC Hillel in the past, and I hope that continues in the future. Also, at Safe Zone training, I found the staff to be very welcoming to people of different racial and ethnic backgrounds.
- I've never met two people more devoted to inclusivity and more willing to stay open-minded/hearted to learning. Identity/ability are not static, particularly at an educational institution of the caliber of UNC-CH, and the staff at LGBTQ Center works hard to stay close to the edge of new information.
- In the Safe Zone training I participated in, the staff and facilitators were incredibly aware of all the nuances involved in discussing sexuality and all kinds of differences.
- Ms. Phoenix was very happy to help me and my partner with legal questions about unmarried partnership in NC, even though we're straight.
- The folks at the center are the best! They treat everyone with respect and warmth.
- The LGBTQ center is the premier place for issues of gender identity and

expression as well as sexual orientation. AND - their staff is incredibly competent on all the issues of diversity mentioned above. They regularly help staff, students, faculty, and the community better understand how diversity should be valued and respected.

- This department does a very good job to help students and the rest of the campus community navigate challenging interpersonal issues.
- The members of the LGBTQ staff have always presented themselves and the ideas they are expressing in a way that is inclusive and thoughtful of people from all different aspects of our human culture.

“No opinion” re identities other than sexual orientation, gender identity, gender expression (n=15)

- I am simply not aware of the center's work with racial identities, faith traditions or those w/ mental disabilities.
- have no experience for those marked as no opinion
- I am white and nonreligious and generally considered able bodied. Ergo, I do not have opinions on these matters.
- I don't know the staff, but assume they would be very competent in working with people of various gender expressions, identities, and sexual orientation. I don't feel able to make an opinion of race, ethnicity, religion, or disabilities.
- I had some very useful conversations with LGBTQ staff, in which I found that matters of gender and sexuality were treated with very competent respect and understanding. However, issues of ethnic identity, faith traditions, and physical/mental abilities simply did not come up in my interactions with the Center.
- I have only attended events set to directly serve LGBTQ folks, so can not comment on programming for racial or mental/physical abilities.
- I have never heard of any services the center offers specifically to people with disabilities.
- I know the LGBTQ Center works well with people on issues of gender identity, gender expression, and sexual orientation. However, I have no idea how they relate to, deal with, or serve people of various religious or with disabilities. I've never seen it come up.
- I only participated in the safe zone training so it did not provide info about racial, religious or physical issues
- I ranked three as "mostly competent" because I believe the staff have been trained in these areas and are most likely both sensitive and competent in these areas, but I personally have not seen a whole lot of outreach/evidence to back up my claims. This may simply be a fault of my own!
- I rated 'no opinion' on the areas that I'm not personally familiar with.
- I haven't been here very long, but I marked "minimally competent" for what I haven't heard addressed.
- LGTBQ has not reached out to unite with the Latino, African American, and Asian American/Pacific Islander communities
- My only exposure has been through Safe Zone training, so I can't really answer all of the questions above and there's no N/A option. The last item and the religious/faith question really are N/A.
- The people & volunteers working there recently seem to be white/able-bodied and there hasn't been a big push to change that demographic and to do programing relating to those issues.

V. Comments re “I didn’t know about the Center or its work” (n=11)

- To my knowledge, I have never interacted with the LGBTQ Center.
- Have had no contact with Center.
- Have never interacted with staff members personally
- I didn't know we had a LGBTQ Center.
- I am embarrassed to say I have never heard of this Center
- I am not familiar with the work of the LGBTQ center. There should be better out-reach.
- I do not know much about the LGBTQ Center and what they have been doing to help the community, so that is why I answered "No Opinion."
- I haven't interacted with the LGBTQ Center at all, ever. I have very little opinions on the center, as I haven't had time to formulate any.
- I honestly know nothing about the center and have never met any of them, so I can't fairly say.
- Sorry, cannot provide any feedback as lgbt center opened after I left unc.
- It is hard for me to say, as I am a new doctoral student this semester and am not very familiar with your services.

VI. Negative Comments re Center programs/staff (n=5)

- In LBGTO training that I attended, the facilitators' assumption at the beginning of the class was that everyone there held sympathetic views on most of the issues. "...because why else would you come out to a voluntary session held in the evening." In fact, a few people were there to learn and ask our stupid questions. One facilitator, a student, made it clear that anything but agreement would be met with militant disapproval. I never got an answer to my questions about transgender issues... The other facilitator, a totally professional and competent woman, was engaged to a transgendered man, and this made it difficult to ask questions that could certainly have seemed offensive to her. I am straight and "get" being gay/lesbian, but I don't get the transgender thing, which is true of my lesbian friends as well. So at this point the inclusion of the transgender issues as mainstream seems a huge stretch, and the "all or nothing" approach offered to be an advocate was too much.
- I have heard one staff member say things that were patronizing and trivializing toward trans women, in the presence of trans women. It was pretty upsetting and surprising
- I wish there was more programming for ally development.
- Seem very closed off to religious beliefs.

- Sometimes, there seems to be a kind of reverse discrimination or anti-heterosexual bias - as if the heterosexuals have been the privileged oppressors for too long and need to know their place. There just seems to be an edge of negativity towards heterosexuals.

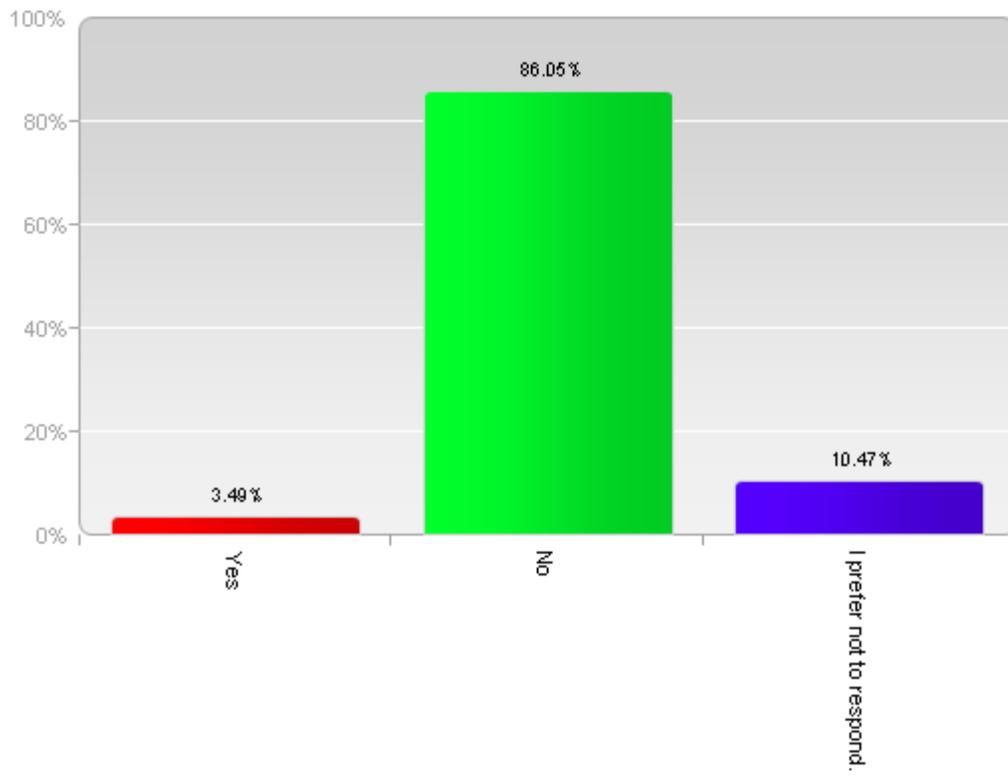
VII. “no interaction with LGBTQ people/community” (n=2)

- I don't have much interaction with the LGBTQ community.
- I've never met an LGBTQ staff member

1 Uncategorized Comment:

- I feel very competent in who I am as a whole person.

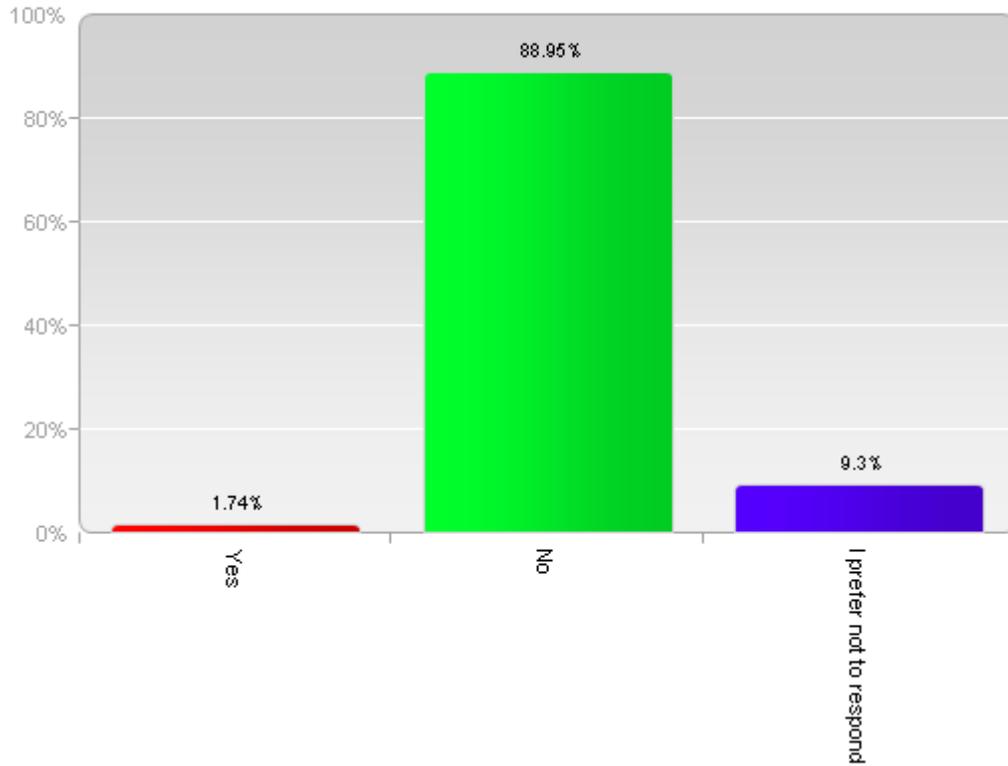
Q11. Have you experienced any barriers with trying to access the following? - LGBTQ Center office space



- It closes at 5. This makes it difficult to utilize the space.
- It's faaaaaar away for those of us whose classes are predominantly near the quad.
- Location and it not being open

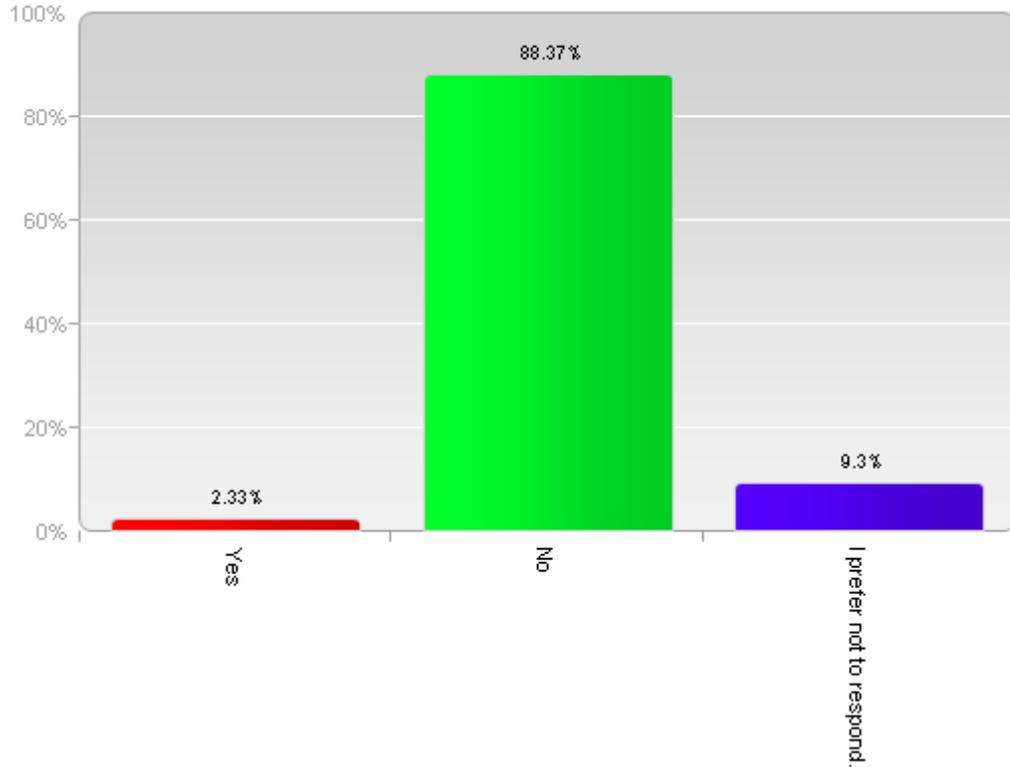
- Not knowing where it is!
- The Center is not always open during business hours and after hours the third floor of the SASB building is not accessible without an escort
- The fact that it's on South Campus on the 3rd floor of SASB is definitely a long way especially if you live on North Campus.

Q12. Have you experienced any barriers with trying to access the following? - LGBTQ Center programs



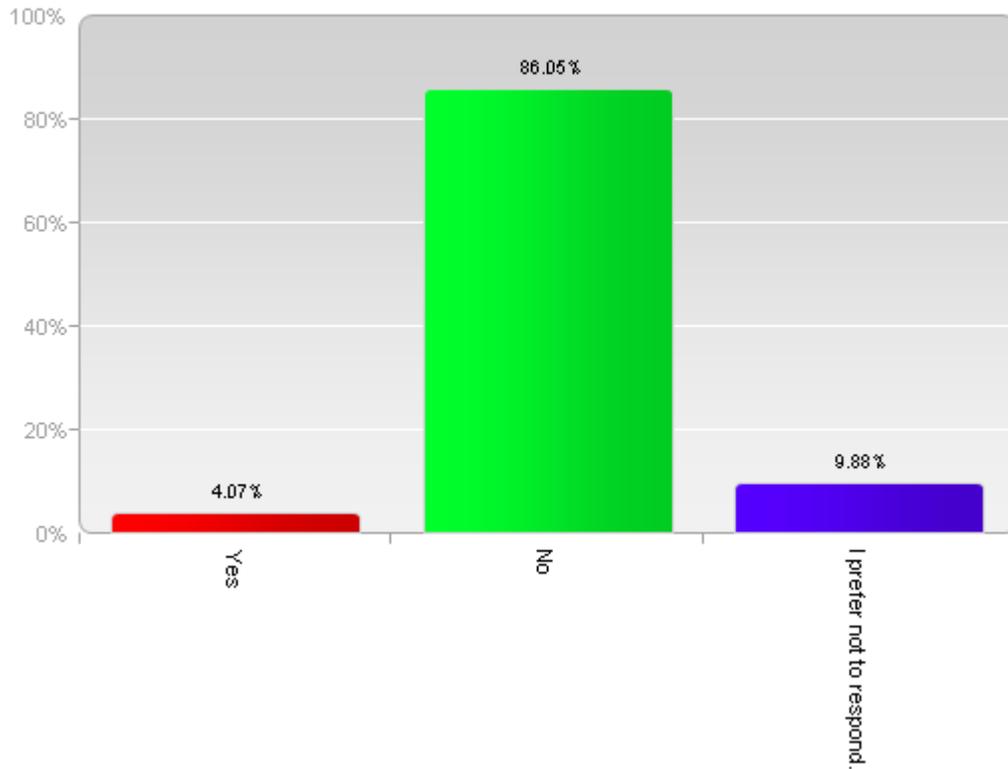
- As a TA I worry that socializing with undergraduates at LGBTQ center programs will lead to gossip or a sense of familiarity on their part that could undermine classroom dynamics and/or perceptions of fairness. Timing has also been an issue.
- I am new to UNC and would love to see more visibility about LGBTQ Ctr's activities around campus and especially at graduate schools. I and many other students use Facebook often and it would be great to see this used to announce Center events and networking more often. I'm disappointed to observe that the center isn't more widely used, and believe many students just don't know of its existence!
- I experienced a challenge when I was trying to sign-up for Safe Zone training several years ago from the information on the website. Either the contact email was no longer correct or the information was outdated, I don't recall which.

Q13. Have you experienced any barriers with trying to access the following? - LGBTQ Center resources:



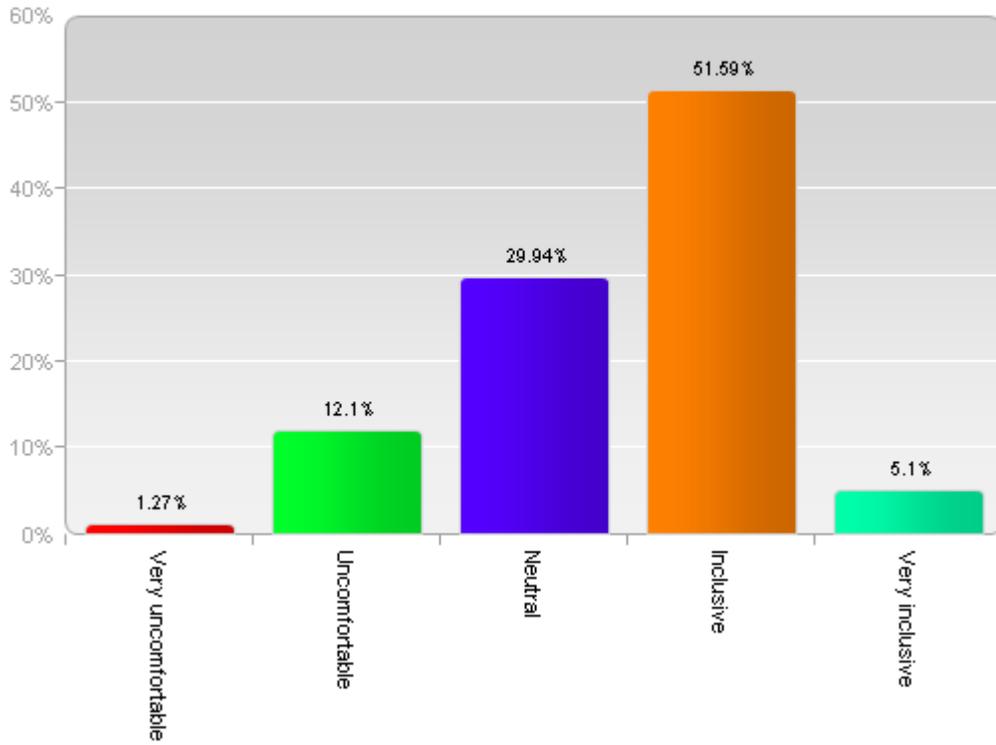
- I honestly don't know where they are on campus besides the LGBTQ Center.
- It would be nice if more was available online, especially regarding current faculty who work on LGBTQ issues
- Not knowing where/ when to find them, concern about alienating conservative students who might see me going in or coming out (so to speak).
- the office is very far away from main campus

Q14. Have you experienced any barriers with trying to access the following? - LGBTQ Center staff members



- I just don't know these people. I feel awkward just walking up to them and saying "Hey don't you work for the LGBTQ Center??". I feel like that would be awkward and creepy.
- Lag time responding to phone calls/emails.
- Phone calls and e-mails are not always returned promptly. They often are not in their office due to other commitments
- Staff can be difficult to get a hold of, and do not always respond to emails in a timely manner (1 week + response time).
- Terri is not very responsive to emails or phone calls
- They are difficult to get responses from via email - I don't know if this is also true for students. I've met them, and I would guess that they are hard for staff to access because they are too busy working with students! Maybe they need more staff? Maybe an admin?

Q19. How would you describe the current campus climate with respect to LGBTQ concerns?



A. Examples of Evidence of Negative Campus Climate (n=15)

- Administrators tend to "talk the talk" behind closed doors with respect to LGBTQ issues but are very slow to actually support LGBTQ concerns in concrete ways. This lack of public support affects students and contributes to this uncomfortability in campus climate. Although I think much of the student body is inclusive and aware of LGBTQ rights/concerns, a small minority of the campus population continues to make homophobic comments. The presence of pit preachers (perhaps on my mind because I just saw one during lunch) adds a note of extreme intolerance that doesn't help the overall atmosphere.
- Being straight myself, I'm probably not seeing the situation accurately, but: Although I haven't seen anything that looked like outright discrimination, I virtually *never* see gay hand-holding or other PDA.
- Campus climate seems to vary wildly. There are pockets that are totally comfortable and welcoming, pockets that are openly hostile, and a lot of territory in between that seems to be inhabited either by those who haven't given LGBTQ issues much thought or who pay lip service to LGBTQ rights/equality while continuing to engage in stereotyping or subtle exclusions (ostensibly pro-equality professors who refer to my partner of four years as my roommate, unofficial department-wide social events where every partner but mine is invited, etc.) The net result of this variation is that every situation is unpredictable with regard to climate and, without being sure that the climate will be positive, personal and professional safety requires a level of vigilance and readiness to adjust that is exhausting and sad, and makes me less interested in being - or makes me feel less able to be - part of the Carolina community.
- For the most part, the campus seems open, but I have seen signs of latent homophobia, and somewhat more overt transphobia.
- Have heard derogatory names and remarks
- I have not been here a very long time. There is some visibility of the LGBTQ community, which is very positive. I have certainly also heard negative comments about members of this community. There is certainly a lot of work to be done in improving the acceptance in general of the LGBTQ community at UNC.
- I like to hold hands with my girlfriend like any other couple on campus. However, I feel like we still get gawked at constantly and sometimes students may whisper comments at us.
- I think 75% of the campus either are either inclusive with a positive view towards people in general or are neutral in respect to LGBTQ concerns. I think the rest of the 25% are very against LGBTQ and they feel uncomfortable to engage in dialogue and are the ones who act out because of feeling excluded due to their non-inclusive views on the subject.
- I think that advances were being made institutionally but there was still prejudice and discrimination on the interpersonal level.
- I think the LGBTQ center and SAGA events and presence make the campus climate inclusive and friendly. I think the general UNC population is friendly and welcoming to LGBTQ students, less so to the T and Q groups though. I don't rank UNC as "Very Inclusive" because I feel like there is some definite hostility from the Greek

(fraternity/sorority) community and certain campus Christian communities, like the a capella group that ousted a gay member.

- I think the LGBTQ center does a fantastic job in fostering as good a climate as it can, but there are always going to be people and groups that contribute to a divisive or hostile atmosphere -- for example, the occasional preacher in the pit spewing anti-gay vitriol.
- I think there have been a number of public initiatives that have improved the climate, but discriminatory actions, comments, policies still remain. The campus still has room to grow, particularly in areas related to gender identity.
- I've lived in places much more inclusive than Chapel Hill, and see some of the stereotypical southern culture seeping into our campus. I don't see that as a negative towards the center - in fact, the center has done much to improve the climate on campus and in the community. That being said, one only needs to look at the DTH to find the issues around climate rear their ugly heads.
- In my department there are friendly and hostile cliques. Someone has declared in class that they are sick of hearing about lesbian (topic) because it has been done. It hasn't. Professor said so (good.) The pit preacher is scary. Someday is may snap, I have thought. His presence is a sign that UNC does not care about the constant homophobic harassment on our campus.
- Inclusive, but there are still issues especially regarding faculty recruitment.
- It seems that some people are closet "intolerants". They act like they are all about inclusivity but in reality; they have lots of negative views. This goes across all facets of diversity.
- Our mandated insurance policy doesn't cover the cost of my hormones. I have to take out a loan for any transgender health issues. That's morally wrong. Also, despite the hard work and loud acceptance of Gender Neutral Housing, it still seems to be an issue.
- People seem pretty accepting, but always startled, and I'm still a little afraid to kiss my girlfriend goodbye/hello publicly. There is definitely heteronormativity at work as well. I haven't seen any aggression, but people need to make fewer assumptions.
- Slightly inclusive; it is more inclusive than many areas in NC, but there are still many people/groups who are not inclusive; I would use the word "accepting" more so than inclusive
- while UNC is generally rather progressive I have definitely been met with a lot of resistance outside of queer centered spaces.
- The Office of Diversity and Multicultural Affairs last year performed a so called comprehensive assessment of the campus climate. Questions were asked about religious and ethnic identity and if the particular employee felt safe on campus, yet no thought nor concern was given to LGBTQ employees, nor were sexual orientation questions asked, therefore the University has NO REAL IDEA if LGBTQ members of staff feel SAFE AT WORK, only if religious and ethnic minorities do. It is crazy that OIRA and Multicultural affairs would ignore a demographic guaranteed equal treatment under the University's non-discrimination policy. Sometimes, this University makes me feel like an invisible minority
- The recent events with Amendment 1 have made everything a little more tense, but that's outside the control of our LGBTQ people.

- The whole non-gender specific housing debate has an overall negative connotation on campus.
- There certainly are people on our campus who are very welcoming to all of our LGBTQ identified students, staff, and faculty and others who are not. I think an LGBTQ identified person's interaction with our community has an equal chance of being positive or negative. I don't like 50-50 chances for positive interactions when our campus strives for inclusivity for all.
- There is a lot of work to do against bias!
- There is an attitude toward inclusivity. However, there needs to be a vigorous effort at policy level to support LGBTQ on campus given the overt discriminatory climate off campus. The recent vote for the constitutional amendment preventing LGBTQ marriage and associated negative financial effects on insurance, etc needs to be addressed on campus -- there should be an effort to supplement affected individuals who are employed by or studying at UNC.
- UNC feels very straight-laced to me. The saturation of Greek life in particular shouts "white heterosexual domination" to me. I realize that it's not as common to be Out in public here, but as a progressive college campus, it would be refreshing to see more queer visibility

B. Examples of Positive Climate

- As a staff person I don't hear alot about it.
- Campus climate itself is not bad, but not sufficiently proactive in view of very hostile climate in state.
- Can't convince everyone, but I haven't personally experienced or heard of anyone hating on the LGBTQ Center or their concerns.
- I have not personally seen any signs of campus not being inclusive and welcoming, although I have heard stories (from the Director).
- I have not yet encountered issues surrounding inclusiveness, but I have only been on campus a couple months.
- I was astonished when I first arrived at how queer-friendly campus is - great Ally program makes it really visible.
- I work in an office where most of the staff is Safe Zone certified.
- It can be better to be gay then be a person of color. The same stigma in regards to work ethics and academic expectations are not here.
- Most people on campus are at least polite, if not welcoming of LGBTQ people. Occasionally immature students (forgivable) or ignorant staff (not as forgivable) make unfortunate comments.

C. Examples of Mixed Climate

- I don't think that the campus is exactly uncomfortable with the LGBTQ concerns; however, there is a lot of room for improvement in terms of social awareness and responsibility as a collective body in regards to respecting and accepting LGBTQ rights and concerns.
- I feel that the campus is slightly inclusive, but I wouldn't say "inclusive".
- I think this is an area that is always evolving. The climate changes with certain population and incidents.
- I'm not actually comfortable with the choices. I would describe the climate as "hopeful" but not fully inclusive. I think we strive to be but aren't there yet. The Center and staff help move us there.
- My sense is that UNC is generally inclusive. On the other hand, the LGBTQ community and issues are not particularly visible on campus. For example, I was surprised at how little attention was paid to North Carolina Amendment 1 on campus leading up to the vote.
- While campus is certainly more accepting of all genders/sexes/races than other parts of North Carolina or this country, it feels as though there are still tensions both around issues of race and gender, especially among the undergraduate student body.
- Some students - you can guess which ones - are intolerant, but on the whole it's one of the best fits for LGBTQ students.
- still not sure how inclusive the whole campus is
- The center does a good job, but climate on campus is made of a very diverse population with lots of views.
- The environment that I am in is very neutral and while there are uncomfortable and

inclusive moments, I haven't experienced extremes at Chapel Hill.

D. Lack of Specific Policies or Resources

- Although I feel that the campus has come a long way in its inclusiveness, I still feel that it lacks a lot of necessary components that inclusive campuses possess. A list of things UNC still lacks to be inclusive: -Gender-neutral/nonspecific housing -Unisex/Gender-neutral bathrooms –
- Better interpersonally, worse systemically (e.g. discriminatory lack of benefits for faculty and staff with same-sex partners)
- I think the struggle to implement Gender Nonspecific Housing has brought some tensions to the surface that would have otherwise been left unnoticed.
- There is so much great effort and energy, but we still need inclusive/gender neutral housing, bathrooms & benefits

E. Specific Recommendations

- Compulsory Safe Zone trainings for all supervisors and professors
- I believe participants in Greek life - especially the men - could use more understanding of LGBTQ issues and concerns.

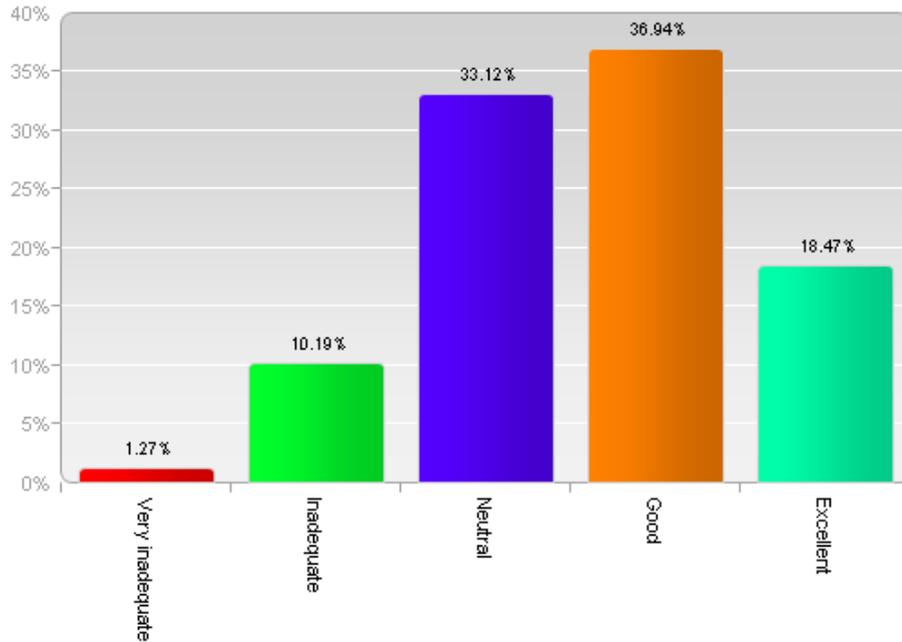
F. Comments about the Survey or Response Options Provided

- I don't care. I am completely unaffiliated and am wondering why I received this email and 2 why i am even filling this out.
- I really only know my small corner of the world, but the question is forcing me to answer for the entire campus.
- Would prefer to have the option "don't know" as that is closer than "no opinion" to what I would answer.

G. Uncategorized Comments

- Too long since I've been there, I graduated 2007.

I. How would you describe the support and/or resources provided to the LGBTQ Center by the University?



Raw Comments re Center Services—(open coded)

Positive Comments about the Center

- As an RA the LGBTQ center has been a fantastic resource.
- As noted above, I have had only limited interaction with the Center, but I found it to be extremely helpful.
- Given limited resources, I think the LGBTQ Center is doing an amazing job.
- Given that the University provides a Center with full time staff, and I know the VC for Student Affairs takes LGBTQ issues very seriously, I believe the University is providing at least "good" support.
- I think anyone who was scared, concerned, or interested could go to the LGBTQ Center and immediately get some very high-quality help, information, or referrals. That's great!
- I think for as lean as the office is, it does all that it can.
- I think that the LGBTQ Center is outstanding, but that like most resources on campus, students don't know enough about it in order to take full advantage of it. Having been a student at UNC-CH, I have been a member of the campus community for 7 years now, but did not have a concrete understanding of what the LGBTQ center did and its resources available until I completed Safe Zone training as a staff member.
- If students don't know about the center or its events, they can't feel supported by it. you need a big team of volunteers, student advocates, interns, whatever who can circulate the entire campus with signage, outspoken-ness about the presence and validity of LGBTQ students. It seems that Terri, Danny, Laura are the only

ones with this responsibility and thought they are wonderful advocates, their reach is limited!

- In my experiences with the center I have been impressed with the level of engagement with students and the willingness of staff to go out of their way to make sure everyone they interact with feels accommodated.
- Our in office go to person is very involved. I have always appreciated the hard work to keep us all in the loop.
- Program is not only an excellent depot for support and resources for students, but it is also very visible. Makes a huge difference in terms of students being able to use the resources available to them.
- safezone is a great tool to engage members of the carolina community in a safe and concentrated space to expand on the issues surrounding LGBTQ awareness and acceptance on campus. Also, the office itself is a very open space with different modes of engagement and expression.
- The Center is great about providing resources and support, but the office is sort of hidden away.
- the Center seems to do so much, I imagine they must be well-funded. (my impression as a student - I am sure there's more to the story, but it all seems v functional).
- The staff at the center are some of the most competent and engaged members of student affairs that I've encountered. If anyone has the ability to harness energy of students and create cultural shifts, it's them. I would strongly advocate for more resources and staffing because of this.
- They are the most knowledgeable and most resourceful center on campus about LGBTQI but one gets the impression (by their location) they're hidden by the institution.
- They have always been there when I needed them. Quick to respond and extremely professional

More Resources Needed

- Better office space would help.
- I don't hear about the resources that are provided. I would love to know more so that I can share them with the students I work with
- I have heard that their funding has not increased as their mission has expanded. If that is the case, it seems they should have more funding
- I would like to see more outreach done for university staff/faculty.
- It's not as if the University is abandoning the Center, but the funding cuts are hurting the Center's ability to provide much needed services to the campus community.
- More resources are always needed
- The LGBTQ Center is severely understaffed and, based on their website, their programming budget is only supported through donations. Their ability to affect positive, lasting change through sustainable initiatives is limited due to these two areas.

- the lgbtq center works with a very tight budget and they do the best with what they have but I know if they had more money they could do even more amazing things on campus.
- From what I was able to ascertain, the staff of the LGBTQ office voiced similar concerns to the campus diversity survey but were ignored by Archie Irvin (former VC for Multicultural Affairs). Hoping for better climate with the new VC.
- If there was more support for the center, I would know more about what they are doing. Also, I have not heard of a concrete institutional response to the recent constitutional vote.

Unaware or Don't Know

- As with a number of other questions on this survey, I really don't know.
- i am not aware of the resources provided by the university to the LGBTQ center
- I am unsure as to the extent of the support and/or resources provided by the University other than office space and some funding for programs/supplies/etc. which are obvious from entering the LGBTQ Center.
- I am unsure how adequate the resources are. I appreciate that the University supports a center.
- I don't know
- I don't know anything about anything.
- I don't know enough about support given to the LGBTQ center to answer the question.
- I don't know what the University does for the LGBTQ center.
- I don't know, honestly.
- I have no idea what the University gives the Center, and I don't know what the Center needs, so I chose "neutral" as the least-committal option.
- I haven't got a clue as to the extent of support/resources for the center, so my response has no value; there's no opportunity to indicate I don't know.
- I really have no idea.
- I suppose the question implies the resources are inadequate but I don't know whether they are or aren't. Many departments on the campus are under-resourced. I see opportunities to build a case to grow the LGBTQ center staff and resources in the future but this will likely take time.
- I'm not aware of funding successes or challenges.
- I am not aware of the support/resources provided to the LGBTQ Center nor am I really aware of their specific needs.
- Unaware what resources are provided.
- Generally I don't know, but the resistance to gender neutral housing by the university was stupid.

Uncategorized

- I went to a small (liberal) undergraduate institution, where the LGBTQ community was very visible and clearly supported by the university and the community. I regularly attended events sponsored by the LGBTQ center, and it definitely felt like a safe space for everyone.
- Too many resources

No Interaction with or Knowledge of LGBTQ Center

- Unfamiliar with their services
- Never been.
- never needed or wanted to use them
- Not very visible. I was not aware there was such organization
- I've never been to the LGBTQ center, so I really have no idea what the support/resources are like

- To my knowledge, I have never interacted with the LGBTQ Center.
- Nothing for Staff**
- Almost nothing for staff. I am on the job market now and not sure how / who to ask whether it is safe to apply to the kind of fundamentalist Christian schools where some of my classmates have got jobs. The careers apparatus apparently leaves it to the lgbt centre to deal with that.

Q23. How important do you find the following program or services? - Advocacy for equitable University benefits and policies

Count	Percent	
2	1.32%	Not at all important
5	3.31%	Minimally important
46	30.46%	Very important
94	62.25%	Critically important
4	2.65%	No opinion
151		Respondents

Q24. How important do you find the following program or services? - Safe Zone Program (Education and Visibility Program)

Count	Percent	
4	2.65%	Not at all important
7	4.64%	Minimally important
50	33.11%	Very important
87	57.62%	Critically important
3	1.99%	No opinion
151		Respondents

Q25. How important do you find the following program or services? - Safe Zone Challenge (Education and Visibility Program focusing on Transgender & Intersex Communities)

Count	Percent	
5	3.31%	Not at all important
16	10.60%	Minimally important
63	41.72%	Very important
61	40.40%	Critically important
6	3.97%	No opinion
151		Respondents

Q26. How important do you find the following program or services? - Q Group (Monday night peer support and discussion group open to anyone)

Count	Percent	
3	1.99%	Not at all important
11	7.28%	Minimally important
53	35.10%	Very important
56	37.09%	Critically important
28	18.54%	No opinion
151		Respondents

Q27. How important do you find the following program or services? - Trans Talk Tuesdays (Peer support and discussion group for transgender, genderqueer, and intersex people)

Count	Percent	
5	3.31%	Not at all important
12	7.95%	Minimally important
47	31.13%	Very important
58	38.41%	Critically important
29	19.21%	No opinion
151		Respondents

Q28. How important do you find the following program or services? - Resource Library (Books, Videos, Brochures, and Information Sheets)

Count	Percent	
4	2.65%	Not at all important
27	17.88%	Minimally important
71	47.02%	Very important
39	25.83%	Critically important
10	6.62%	No opinion
151		Respondents

Q29. How important do you find the following program or services? - Drop in Support Hours (Opportunity to talk with a counselor from Counseling Wellness Services)

Count	Percent	
2	1.32%	Not at all important
5	3.31%	Minimally important
36	23.84%	Very important
97	64.24%	Critically important
11	7.28%	No opinion
151		Respondents

Q30. How important do you find the following program or services? - Volunteer Committee (Meets weekly to plan, implement, and evaluate programs)

Count	Percent	
2	1.32%	Not at all important
20	13.25%	Minimally important
60	39.74%	Very important
28	18.54%	Critically important
41	27.15%	No opinion
151		Respondents

Q31. How important do you find the following program or services? - Welcome Back Event

Count	Percent	
4	2.65%	Not at all important
20	13.25%	Minimally important
71	47.02%	Very important
31	20.53%	Critically important
25	16.56%	No opinion
151		Respondents

Q32. How important do you find the following program or services? - North Carolina Pride Parade

Count	Percent	
5	3.31%	Not at all important
27	17.88%	Minimally important
52	34.44%	Very important
53	35.10%	Critically important
14	9.27%	No opinion
151		Respondents

Q33. How important do you find the following program or services? - Coming Out Week Programs (Annually, the 2nd week of October)

Count	Percent	
4	2.65%	Not at all important
14	9.27%	Minimally important
54	35.76%	Very important
57	37.75%	Critically important
22	14.57%	No opinion
151		Respondents

Q34. How important do you find the following program or services? - Transgender Awareness Week (Week of November 20th-Day of Remembrance)

Count	Percent	
6	3.97%	Not at all important
14	9.27%	Minimally important
52	34.44%	Very important
55	36.42%	Critically important
24	15.89%	No opinion
151		Respondents

Q35. How important do you find the following program or services? - World HIV/AIDS Day Programs

Count	Percent	
1	0.66%	Not at all important
13	8.61%	Minimally important
55	36.42%	Very important
67	44.37%	Critically important
15	9.93%	No opinion
151		Respondents

Q36. How important do you find the following program or services? - Study Breaks at the Center (during finals weeks)

Count	Percent	
8	5.30%	Not at all important
39	25.83%	Minimally important
55	36.42%	Very important
21	13.91%	Critically important
28	18.54%	No opinion
151		Respondents

Q37. How important do you find the following program or services? - Ally Week and Triangle Resource Fair

Count	Percent	
5	3.31%	Not at all important
18	11.92%	Minimally important
59	39.07%	Very important
40	26.49%	Critically important
29	19.21%	No opinion
151		Respondents

Q38. How important do you find the following program or services? - Graduate & Professional Student Social Hours

Count	Percent	
8	5.30%	Not at all important
23	15.23%	Minimally important
56	37.09%	Very important
33	21.85%	Critically important
31	20.53%	No opinion
151		Respondents

Q39. How important do you find the following program or services? - Healthy Relationships and Interpersonal Violence Programs

Count	Percent	
2	1.32%	Not at all important
7	4.64%	Minimally important
46	30.46%	Very important
79	52.32%	Critically important
17	11.26%	No opinion
151		Respondents

Q40. How important do you find the following program or services? - Lavender Graduation

Count	Percent	
5	3.31%	Not at all important
30	19.87%	Minimally important
44	29.14%	Very important
26	17.22%	Critically important
46	30.46%	No opinion
151		Respondents

Q41. How important do you find the following program or services? - Educational presentations for community organizations

Count	Percent	
3	1.99%	Not at all important
11	7.28%	Minimally important
65	43.05%	Very important
59	39.07%	Critically important
13	8.61%	No opinion
151		Respondents

Q42. How important do you find the following program or services? - Educational presentations for UNC-CH faculty, units, or student organizations

Count	Percent	
2	1.32%	Not at all important
4	2.65%	Minimally important
55	36.42%	Very important
82	54.30%	Critically important
8	5.30%	No opinion
151		Respondents

Q43. Please provide any comments to help us understand your responses regarding the programs listed above:

More Publicity

- all activities are great but need WAAYY more publicity!
- More publicity about the services and programs offered would be great!
- There are presentations for departments? Never heard of it.

Positive Comments re Programs

- Faculty may often be perpetuating stereotypes and gender expectations in classrooms without realizing that their language matters. The SafeZone training is one way to expose faculty to the variety of people that might be coming through their classes.
- Some of those are not things that I use as a staff person, but I remember them as being very important when I was a student, or know students who really value them.

Provide more ways to get involved

- As a grad student, I haven't been to the center very much. I would love the opportunity to get involved with the educational presentations the center provides, if that is possible. That would be a great way for grad student involvement, as I think most of us don't feel comfortable socializing at the undergraduate events.

Specific Program Recommendations

- From a social-ecological perspective, the programs that impact the culture (advocacy, train-the-trainer, etc.) have the most likelihood to create large scale cultural change.
- Graduate and professional social hours seem like the only opportunity (officially sanctioned, at least) to be out without worrying about the presence/impressions of undergrads and their effect on teaching/evals. Especially since grad school is so stressful and some departments are not as friendly or open as others, this could be an amazing opportunity to build community, lessen stress, and foster intellectual exchange. Except, it seems like they're always at the Station, which seems like it would be potentially awkward, plus not welcoming to non-drinkers, and not

always comfortable (no AC in June? What's that about?). Graduate and professional social hours could be so much more if the venue/mode of socializing got mixed up a bit — maybe some brown bags, talks on integrating LGBTQ/social justice issues into the classroom, presentations of work by LGBTQ graduate and professional students and/or about LGBTQ issues, presentations by out professors or professors who are working on LGBT issues (ally-spotting!), volunteer opportunities, even just classier bars — just stuff aimed at people who are probably happy holed out and have a lot to offer each other beyond barroom small talk

- I don't know enough about those programs to have an opinion. They sound useful, though. I didn't see anything on that list that looked like it happened during new-student orientation, which I would have expected to be a major event.
- Trans Talk Tuesday could use better moderation. Last time I attended, there was almost no moderation, and people were allowed to say things that were directly hateful/belittling to others present. The Safe Zone Ally Training program I attended was a joke. It was merely a guide on how to be politically correct in the presence of "LGBTQ people". I was outed by someone I know to be a Safe Zone facilitator, and that was an unpleasant surprise.
- I feel like reaching out to peers and even those younger in the community, then providing resources for peer support, especially when coming out, is very important. Almost everything is very important here.
- I feel that any program regarding community involvement, healthcare or wellness, community resources, programs and support by far exceed any other programs or services. Not to mention, I feel they would be utilized more.
- I haven't attended any of these, so I have no opinion. I do believe that outreach, particularly to undergraduates, is important.
- Ideally as the Center grows its staff, resources could be split toward student initiatives or faculty/staff initiatives or on educational outreach activities versus in office resources.
- Meeting in groups and getting to know others is important and allows for a network of support.

Unable to rate due to lack of knowledge

- I am most interested in students and faculty being aware of the sexuality and gender diversity on campus; and in campus providing support services for students. I am unable to rate the quality of any particular program.
- I don't know enough about each of these components to comment. They all seem to be important.
- Just because I'm a psych major does not mean I want these emails. K thanks.
- I haven't been personally involved in any of these programs, so my opinions are gathered from the small description beside it (if it is there).
- I'm not sure what some of these are—Lavender Graduation, for instance.
- I've only worked on campus for 2.5 months.
- There are some programs/services that I don't feel qualified or ethically justified to comment on, which is why some answers are "no opinion".

Accessibility Issues/Concerns

- I don't feel the service for disabilities is receptive to my needs. I filled out an online request ticket and no one responded to me. I already feel uncomfortable with having to ask for accommodations, and I think it is very disrespectful to not respond to a student in need.

N/A

- n/a
- Na

Q44. What do you think about the efforts by the LGBTQ Center to improve the campus climate? (n=83)**Positive Opinion of Center Efforts (n=51)**

- all star quality. Give the more funding and staff and time and we will only see further positive changes.
- As I said above, I think the LGBTQ Center does an excellent and extremely necessary job, especially given the fact that there will always be people/groups intent on fostering anti-LGBTQ ideas.
- Excellent efforts are being undertaken, but of course there is always more that we can do!
- Generally they've been effective, but as long as the Carolina Review puts out its childish editorials, there will be some discomfort for LGBTQ people on campus.
- glitter done
- Great - visibility of ally efforts around campus makes for a welcoming atmosphere. It's clear that homophobia is unacceptable, and this is a message spread by students.
- I am happy to hear that the LGBTQ Center has taken efforts to improve the campus climate.
- I am proud that UNC puts resources into this area, and I hope this will continue.
- I believe the LGBTQ Center tries hard and succeeds be available to provide information and in organizing support groups and other informational meetings.
- I do not know because I have not been on campus long, but they must. Having a wel-organized and visible program of support for both LGBTQ students and allies is amazingly helpful.
- I fully support them.
- I have seen them in the Pit but I'm just really busy so I have not paid attention to what they have been doing.
- I think efforts have been good, from what I have seen, but I have not experienced it much.
- I think it helps because having sessions that bring LGBTQ issues back up help us keep it at least present in our minds if not at the forefront.
- I think it helps tremendously to have an organized voice to not only respond to situations but to advocate up-front.

- I think it is great to see someone trying to make everyone feel comfortable on campus and with themselves.
- I think just the fact that they exist improves it! It's very important to have something like this as a statement that all sorts of people are present and welcome.
- I think Terri and Danny are wonderful resources and they have put 100% effort into creating an inclusive environment for our LGBTQ students. I know they don't always get the complete backing of staff, faculty or students however they are effective and should continue to receive the support needed to creating a truly inclusive environment for all!
- I think the campus, as a whole, remains a somewhat conservative and unaccepting environment (at least for undergraduates).
- I think the Center is doing a marvelous job in all its efforts, especially given the current political and social climate of the American South.
- I think the goal that is mind is vitally important and that the LGBTQ is making a great effort to improve the campus climate. In my opinion the climate isn't quite where it needs to be YET, but this is no fault of the effort given by the Center. I love that while the Center can be proud of everything it has accomplished so far, that as a whole they feel that there is still a lot of work to be done. Great Effort!
- I think the LGBTQ Center is doing a great job of improving awareness about different sexual and gender identities.
- I think there is a continued need to support the efforts being administered by the center because they not only bring awareness to LGBTQ issues but they create a foundation of respect and appreciation for all peoples and that environment challenges individuals to think deeper about their own congruence.
- I think they are a great thing and should continue.
- I think they are necessary, effective, and well-intentioned. I think they should continue.
- I think they're doing a great job.
- I think they're valiant considering the center is only staffed by two full-time employees.
- I'm pleased that the university supports this.
- important symbolically, to establish presence and to provide services-all of which it seems to do well
- It's needed, despite what I assume of popular opinion. I think we could be a little more involved, but again, I'm new, I'm no expert.
- Keep doing what you have been doing with the same passion and commitment.
- Make SafeZone training mandatory for anyone in an instruction position (Faculty, TAs etc)
- more outreach to incoming students before they arrive at school
- Overall the efforts are largely successful, at least in the limited space of a large research university campus.
- The center is always an important group for civil rights and progression.
- The LGBTQ Center has been a vocal advocate for concrete ways to improve the

campus climate.

- The outreach efforts are exceptional but they can only impact the willing!
- The staff at the Center are the very best! Hard-working, passionate, caring, and vital for UNC's LGBTQA community!
- The staff seem very proactive, visible and not afraid to take on challenging issues. Nice job.
- There are lots of efforts!
- They are doing extremely well. I feel pretty welcome at Carolina thanks to the center
- They are doing their best.
- they are incredible important!
- They put forth amazing effort
- They work hard and are attentive to everybody.
- They're amazing and so critically important to making Carolina an acceptable place to be for a few years. Even without being actively involved in the center getting the emails, seeing the safe zone stickers, knowing that there's backup if things get messy all makes a huge difference. Moving to Chapel Hill was more of a (negative) culture shock than I had ever expected, and without knowing there were, are, always people working tirelessly to educate and persuade my students, peers, and professors it would have been pretty unbearable. Regardless of whether or how much climate has changed, having an active LGBTQ center at least gives me hope, and that goes a long, long way.
- To the extent that I'm aware of them, they're great.
- very good work
- Very important and the work of the LGBTQ Center has and continues to make a difference in changing and improving the campus climate.
- With their limited staffing, I believe the Center is exceptional in its efforts. It is at times a thankless, politically charged negative environment, requiring a balance of advocacy and astuteness ... at times very complicated. The staff there do very astonishing work, indicative of their strong commitment to the issues.
- Wonderful. Keep it up, please.

Critical of Center Efforts (n=14)

- I think too much effort has been spent on gender neutral bathrooms and dorms. I have a lot of concern for Trans students. Our gay and lesbian students also need attention and advocacy, many training sessions deal only with Trans issues
- At times these efforts can go a little overboard. We need to be careful to not marginalize or condemn Conservatives, people of faith, etc.
- Haven't seen much.
- I don't know. I think that sometimes people come on too strong and are too angry. I'm sure there are good reasons to be angry but change happens slowly via good work and strong relationships. It's hard to get close to people if they are angry.
- I know they are working hard, but really the LGBTQ efforts, in my opinion should be central to the WHOLE university, not just student affairs.

- i think it would be nice to reach out also to the non LGBTQ members of UNC community more. so that friends of LGBTQ have resources too. and make it clear that certain events are open to everyone regardless of orientation.
- I think the Center has done a tremendous job and the staff have a clear investment in students' lives.
- I think you could use more straight people, or less militant LGBTQ liaisons. It seems, from my limited experience, that those most involved in the center are more fanatical than my gay friends. Some of your current folks are difficult to approach for fear of condemnation if you don't agree with ALL of their views.
- Need more visibility.
- Not working. Where are our protections from amendment 1? From Gary birdsong? From the pope foundation... And my friends neighbors, who were allowed to harass them in campus housing for weeks before the amendment as a supposed threat to (straight) "families" and "america?" Dorms should be safe spaces. No need for a sticker.
- Only fairly visible.
- They are minority focused and not really accessible for people who do not identify as lgbtq etc, Or those who could be empowered to change the climate
- They don't hurt anything but have only minimal impact on the basic problems.
- they should be increased.

Don't Know (n=13)

- Don't know enough about them.
- Don't know enough to respond.
- I am not very familiar with their efforts.
- I don't have any idea.
- I don't know anything about anything.
- I don't know enough about the efforts being made to have an opinion
- I don't know much about them, but I am glad they are making efforts.
- I don't know much about them.
- I don't really know much about them. Which may just mean they are being subtle, and subtle is different from ineffectual.
- I don't see anything LGBTQ-related because I have classes one day a week and work at the hospital for the rest of the days.
- I have seen/heard them but am off campus so I cannot really say how they have effected the campus climate.
- I haven't heard about them! So I don't know
- Unaware of efforts.

Uncategorized (n=3)

- It is very progressive to gay people, but the old south is still here in regards to race. So much so that I have experienced a gay person expressing racist oppressive behavior when in power relationships
- They were all just starting when I left UNC

<ul style="list-style-type: none"> • While it is an excellent effort - we still need greater visibility.
<p>No Comment/No Opinion (n=2)</p> <ul style="list-style-type: none"> • no comment • No opinion.

Q45. Are there additional programs or services you would like to see offered by the LGBTQ Center?

Count	Percent	
36	24.32%	Yes
112	75.68%	No

Q46. If no additional resources were granted to support new programs/services, which existing programs/services should be cut in order to offer those suggested?

<p>Don't know (n=7)</p> <ul style="list-style-type: none"> • Don't know • Don't know enough about how much programs are used to make suggestions. • I cannot say as I have only utilized the library and the staff time in discussion. • I don't think I'm familiar enough with the all of the different programs that are administered to offer that kind of critique. • I have no idea • None • not sure
<p>Uncategorized Comments (n=5)</p> <ul style="list-style-type: none"> • Can we all get along, conversations on race and sexuality. How to deal with anger without oppressing other minorities • Football program Psalm 139 • Na • Something in the athletic department. Seriously. Have you SEEN Bingham or Dey? Does this campus not care about The Most Important intellectual program here, Communication Studies? Also, stop hiding the LGBTQ Center. It should be in the quad. There are so many gay/queer kids on campus it's ridiculous. • The list of other programs is no longer visible in my web browser, so I can't tell you. The only program I would suggest adding is the one I mentioned a couple of questions ago during the orientation program for new students ("Being queer at Carolina", "Getting along with a queer roommate", "How to handle 'phobes", etc.)
<p>Drop In Hours/Study Breaks at Center (n=2)</p> <ul style="list-style-type: none"> • Drop-in counseling (since CWS is still available) • I think things like study hours, while nice, don't do much to increase visibility and acceptance. More priority should be placed on welcoming new students.
<p>Those that have Low Attendance (n=2)</p> <ul style="list-style-type: none"> • Low-attended Social programs • those that aren't being used (I don't know what those are, but I don't think y'all have had major numbers for drop in hours).
<p>Awareness Weeks & Discussion Groups (n=1)</p> <ul style="list-style-type: none"> • Awareness weeks and discussion groups, only because those might be able to continue with funding from other departments/student groups/counseling & wellness. Basically, whichever would be able to continue with alternate funding sources or co-funding
<p>Keep Existing Programs/Don't Cut Programs (n=1)</p> <ul style="list-style-type: none"> • don't implement the new suggestions and keep the old programs.
<p>Graduate Social Hours (n=1)</p> <ul style="list-style-type: none"> • grad happy hour

Lavender Graduation (n=1)

- Perhaps Lavender Graduation. Although it is useful and lovely, it is not the most important of the LGBTQ Center's events. Of the most important, awareness and advocacy events come to mind, such as trans awareness and HIV/AIDS prevention/awareness.

Q47. Please provide any comments or suggestions you have regarding the professional staff of the LGBTQ Center:

Positive re Danny & Terri (n=46)

- All very competent and respectful of straight people.
- All very well informed and helpful.
- all-stars. They are both incredibly hard workers. They make wonderful advocates and co-workers. Always available to check-in with and always willing to partner on programming. LOVE them. My only suggestion would be if new staff is hired, to seek a bit more diversity in staff identities.
- Although my contacts haven't been frequent, they have been wonderful, and second hand reports from students have been consistently positive.
- Amazing and knowledgeable professional staff!
- Everyone is very professional and inclusive
- Exceptional and committed
- Experience at Safe Zone training was positive.
- Great Staff
- Great!
- I consider both to be two of my most respected colleagues at the University.
- I have been very impressed by the professionalism, dedication, and friendliness of Terri and Danny in my interactions with them.
- I have gone to Terri several times, and every time Terri gave terrific strategies and even more. Terri and Danny save lives. All the time. Believe me, I've seen it.
- I have had two conversations with Terri Phoenix that were extremely helpful; I was made to feel very welcome and was given useful resources to follow up.
- I love them. Always friendly, approachable, tireless. Pay rises recommended.
- I think Terri Phoenix is doing a great job.
- I worked with Dr. Phoenix to bring a discussion about issues impacting the LGBTQ community that were pertinent to the (off campus) field placement I was working at. I was incredibly impressed with Dr. Phoenix's presentation and facilitation of meaningful discussion. I am really grateful to Dr. Phoenix for his generosity of time and skill--thank you!!
- I'm sure they're wonderful
- keep up the good work.
- Lovely people, hard to get hold of.

- My interactions with Terri Phoenix have been very informative and positive.
- My limited experience has been fine.
- Overall they are great
- Professional without being intimidating. Challenging and welcoming.
- Terri and Danny are effective and savvy leaders. Any advocacy group would be lucky to count them as advocates and organizers.
- Terri Phoenix and Danny DuPuy are extraordinary resources and citizens of this campus community.
- Terry Phoenix struck me as very knowledgeable, efficient, and helpful; able to answer difficult practical questions in detail.
- Thanks for doing the best job possible with scarce resources. Hang in there if Thorp is succeeded by a pope family candidate. Please do something for lgbt staff and for grad students looking for jobs who don't know how out they can be or how to find a friendly department. Get rid of Gary before he decides to act on his gods hatred.
- The few times I have interacted with them, they seemed wonderful.
- The openness and knowledge of the professional staff is wonderful.
- The professional staff (Terri and Danny) are top notch.
- the staff are great. I love Danny and Terri. They are so nice and I feel so welcome by them.
- The staff members I have had the pleasure of meeting (Terri and Laura) have been very warm and thoughtful people, both in their office and in other settings on campus. I believe they truly respect people for who they are and that kind of understanding and commitment to integrity and individuality is something to be admired.
- they are awesome!!!
- They are awesome.
- They are superb, active, well-educated, and helpful!
- They are very good and very committed to their work. Applaud their efforts and resiliency.
- They are wonderful at what they do. They are invested and I consider them some of the best colleagues I have found on campus.
- They are wonderful people. :)
- they are wonderful. we need more of them!
- They are wonderfully welcoming. ^_^
- They do a great job, especially helping the young, undergrads. Some are away from home for the first time and need help figuring out personal issues.
- They're awesome
- Very impressed with professional staff.
- Very professional and kind.
- Very responsive and helpful.

No Comment (n=5)

<ul style="list-style-type: none"> • n/a • Na • No comment - haven't met them, sure they're awesome. • No opinion • No opinion.
<p>Don't Know Them (n=4)</p> <ul style="list-style-type: none"> • don't know them • I don't know any • I don't know them. • To my knowledge, I have not interacted with the professional staff of the LGBTQ Center.
<p>Uncategorized (n=4)</p> <ul style="list-style-type: none"> • A pairing of an upper class men with a lower one as a support system. A peer mentor if you will. • Be inclusive • See my previous comment • Unrelated comment- I tried to fill out info for the follow-up focus group, and it would not take my UNC email address. If this gets fixed, could you re-send that link in the next newsletter?
<p>Negative re Terri & Danny (n=2)</p> <ul style="list-style-type: none"> • please see 40. Terri could use some training in how to separate your personal self from your private self • Sometimes, they are a bit too blurry with the boundaries.

Q48. Please provide any comments or suggestions you have regarding the undergraduate and/or graduate student staff of the LGBTQ Center:

<p>Don't Know/No Opinion (n=17)</p> <ul style="list-style-type: none"> • don't know them • Don't know them. • Don't know. • I do not know enough to comment. • I don't know any • No comment - it is nice of them to volunteer and take time out of their day to help others with their identity struggles. • I don't know. • I'm not in a position to judge • I'm not familiar with any of them • n/a • N/A
--

- n/a/I don't see much of them.
- Na
- no experience here.
- No opinion
- No opinion.
- To my knowledge, I have not interacted with the undergraduate/and or graduate student staff of the LGBTQ Center.

Positive Comments (n=13)

- also awesome!
- Always receptive and helpful. I wish every student staff I encountered on campus were like the ones I've met from the center.
- No complaints at all --- quite helpful, didn't make me feel out of place for being straight.
- Always seem friendly and helpful whenever I call or enter the office.
- Enthusiastic and smart.
- Exceptional and committed
- I love them. Always friendly, approachable, tireless. Pay rises recommended.
- i only know Laura, and she is wonderful!
- Keep up the good work!!!
- The staff members I have had the pleasure of meeting (Terri and Laura) have been very warm and thoughtful people, both in their office and in other settings on campus. I believe they truly respect people for who they are and that kind of understanding and commitment to integrity and individuality is something to be admired.
- keep up the good work.
- Laura was incredibly welcoming and inclusive and the graduate student events.
- My contact with graduate student staff has been very positive.

Recommendations for Improvement

- More opportunities to engage and educate allies.
- Be open-minded

Uncategorized

- I would love to see more graduate student options other than GSHAH. GSHAH is great, but it would be nice to have other opportunities, particularly activist-oriented ones.

Q49. Please provide any comments or suggestions you have regarding the information on the LGBTQ Center website:

Positive Comments (n=9)

- Fine
- I think the website offers a good mix on hands on resources both provided directly by the staff and others within the community. It has an up to date and engaging calendar of events. Safe Zone is prominently placed. There is a tracking bar of current policy discussions. I think it could benefit from more testimonial engagement from students- but I could just be missing that section of the website!
- Info is great - in high need of a redesign so that it looks more up-to-date and relevant. I would love to see an FAQ section or chat option to ask some of the questions that come up - i.e. what's the best way to ask about gender ID and sexual orientation on a survey? where can I point a friend who's struggling to reconcile their religious beliefs and their sexual identity?
- It was pretty helpful for finding new events. Th facebook ground is easier than the listerv, as being invited to events on facebook is easier than sifting through a long email to find events.
- It's much much better than the first time I saw it - they've done a great job improving it.
- Resources available on the website are excellent.
- Sooo helpful!
- The picture on the front page of the website is fabulous!
- Thorough and within the politically charged environment, appropriately balanced. It's a shame that we have to live in the politically charged environment. All students deserve our support.

Negative or Critical of Website (n=5)

- I haven't visited in a while, but keeping the content up to date used to be a challenge.
- Hours the office is open would be a good thing to have on the site. The website needs a little bit more clean up for a more professional look. While it is a good website with easily navigable links, brushing up to a more professional level will only help as a department that is serious in their desire to be active and student-minded.
- I did notice that there was hardly anything under Resources: Resource guides. I would have expected more about legal issues (housing, partnership, etc.), University and government services, insurance, queer-friendly churches, etc. The resources seem to be focused on UNC itself --- is there some kind of policy about not mentioning off-campus entities on a UNC web site?
- it's sort of 2008. it needs to be more dynamic.
- Some of it's out-of-date and it's not always easy to find what you're looking for.

Specific Recommendations (n=4)

- Have not used. Why doesn't it come up in the alphabetical listing of departments on the university website?
- Maybe make the resource library more easily searchable? Promote all of the awesome titles you all have?

- more faculty-specific resources about current LGBTQ research
- The website is easy to navigate but could use a makeover. It doesn't look like the rest of the Carolina web presence.

Uncategorized Comments (n=1)

- Could be modernized since I left.

Haven't Been to It/No Knowledge of it (n=10)

- haven't been to it.
- I do not know enough to comment.
- I don't go on the website.
- I don't visit it often unless something from the emails strikes me as interesting.
- I haven't been there
- n/a
- Na
- NA
- No comment - haven't visited the website and haven't had a need to.
- No opinion
- No opinion.
- not sure since i don't use it

Q50. Is there anything else you would like to suggest, comment on, or convey to the review committee regarding the LGBTQ Center?

Positive Comments

- I truly believe that our LGBTQ Center is much more than a Center for LGBTQ students, staff, and faculty. Although their focus is on LGBTQ identified community members, their skills and resources are applied to much broader multicultural competency issues on our campus.
- Such an amazing resource - the services it provides are so necessary to the LGBTQ community on campus. It's enough to forget you're in the South! (sorry, I love the South really)
- keep up the good work LGBTQ!
- Thank you for your work
- The center does great stuff, just wish there was more of it. Educating TAs and professors about how to create welcoming classroom climates, introducing bystander trainings, the inclusion of anti-harassment language in the honor code, helping create an intellectual as well as social community around LGBTQ issues - there's just so much more the center could do to have even more positive impact.
- This center is very very important to welcoming and supporting students who need it, and its staff are dedicated and enthusiastic. I think they've done a great job!
- This is a very very important part of our community and I would hate to have its opponents given an excuse to shut it down
- This is very important office to support. This office is one of a kind and does a great job of advocacy, education, public policy and supporting students. This voice really needs to be heard and supported. Losing an office like this would be a huge step backwards for society as a whole. This group does a great job and we (entire campus) should be thankful for their service.
- An invaluable campus resource.
-

Recommendations

- If you can move out of SASB, please do. I never lived on South Campus, so the Center was always a long walk away from me and I never went as a result. Move into the Union or something where people can actually interact with you. More interaction with SAGA would be nice.
- I wish the Center had funds to disburse to trans people whose meds weren't covered by our ridiculous, insulting, insurance policy. We need a group for families-- many grad students have lgbtq families with kids, and issues related to queer parenting-- conception, adoption, lack of legal status for second parents, lack of benefits under UNC ra/ta health plan, gay stepparents, etc
- The Safe Zone/Challenge/Facilitator Trainings are CRUCIAL to the Center's mission, and if at all possible should be expanded. The resources contained therein are responsible for a lot of home-grown grassroots activism and education.

- Expand LGTBQ initiatives and support for their programs.
- I think any partnerships with the Office of Fraternity and Sorority Life or Greek community would be a next step in changing the culture of the University.
- I think the Center and Center staff are often seen as predominately in an advocate role and as effective in that role. I assume that there are many students (and others) on this campus who are struggling with their identity, coming out, understanding themselves or others - and are not ready to embrace the concept of strong advocacy for others (or even themselves). I would hope that there are efforts to promote the Center as a place to quietly and thoughtfully explore who they are and where they are in their lives, but I worry that the more public face of the Center might work against its being seen as this type of resource sometimes. That being said, it may well be happening and because it is quiet and private, I am not aware of it!
- I think the center needs to create a "face" that is warm, engaging, and understanding. It needs to present a face of acceptance of everyone and where we are with LGBTQ issues, working for change slowly, systematically, with warmth and positive regard for ALL communities on campus, even the pig-headed, republican frat boys (PHRFBs). Because the PHRFB's won't HEAR a message if that message is presented with anger. We need to build relationships with those who seem to be against us, one relationship at a time.

General Comment about Survey

- I responded that I would love to see additional programs and services, but there was never a place to indicate my thoughts on what those could be. Just wanted to let you know that - it might be intentional, but might not.

TP note to Committee: We do not have sufficient power/data to cross tab and examine results by demographic categories. However, I think it is useful to see whose voices are represented in the data. Out of respect for people’s right to self-identify and my effort to be as true as possible to that, I tried to group folks w/o necessarily ‘boxing’ them into hard lined categories. I also gave space for the fact that often a person’s use of one term over another is informed by the connotations or culturally specific meanings associated with terms that sometimes researchers will lump together. On each demographic question, I have provided examples to clarify.

Q51. How do you self-identify in terms of your racial or ethnic background? (n=125)
I did not combine terms like “African American” and “Black” or “Hispanic” and “Latino” into a singular category.

Black black.	AA	Afro-Caribbean
caucasian	white	White/Jewish

American of European descent Caucasian Caucasian Caucasian. Caucasian/White Caucasion Caucasion/white Causasian I'm caucasian and from the Mid-West with a large family.	White White (European) white male White middle class White southerner White, Caucasian White, European heritage (non-hispanic) white, male. White	Caucasian, half Jewish.
White Hispanic White, hispanic	Caucasian from Middle Eastern descent	Half Latino half Caucasian
hispanic	latina Latina	
Asian	Chinese	Asian and Chinese Asian multiracial
I don't.	Irish and Polish	mixed race
Native American	no comment	tan
white and Native American	Not sure - I recently discovered that I'm part Native American. Before I had identified as white; then my grandfather brings up that his mother's 'people' were French Cree. So now I'm not certain 'what' I am, really. Phenotype, I guess, is still white.	

Q52. How do you self-identify in terms of your gender identity?

I did not combine terms like “Woman” and “Female” or “trans.” and “nonbinary transgender” into singular categories.

I identify as a woman. Woman	Cisgendered female Cis female cis-female Cis-female cisgender female Cisgender female	female Female Female. Female/woman. heterosexual female
Masculine	Cis-gender male	male Male male, heterosexual. male, married heterosexual.

genderqueer Genderqueer	trans* genderqueer Nonbinary transgender	Trans.
Cis Cisgender	queer	Not really sure about this
Hetero heterosexual	I don't like the terms of this question. People who have not had to transition don't even think in terms of gender identity. "Gender identity" comes across as something "special" that exists only to talk about trans people.	

Q53. How do you self-identify in terms of your gender expression?
 I did not combine terms like “Femme” and “Female” (those are two very different things) or “Male” and “Masculine” into singular categories.

cis-gendered Cisgendered (I think that is the word??)	Fem. femme Femme. Femme. Femme/Feminine Femme/Hard femme Femme-ish, Practical Femme	femal Femal female Female Female / feminine Female Female. female/feminine feminine Feminine It's not hugely important to me, but female married heterosexual female mildly female mostly female Woman
female with occasional variance (binding, men's clothing)	Fluid Lazy hard femme/embracer of gender as performative and therefore open to changes in expression masculine and feminine	male Male male heterosexual Male, but I had to look up the difference between 'gender identity' and 'gender expression.' male, heterosexual.

		Male, though I don't go out of my way to emphasize it. Man
Straight-up girly girl.	somewhat feminine, sometimes more androgynous	The female-leaning side of queer?
Gay male	No specific identity. free Unlimited.	Hetero
masculine Masculine	queer Queer	Soft Butch Tomboyish with a hope for elegance when dressed up.
shrug	I don't know what this means. not sure what this means	I try not to.
straight		

Q54. How do you self-identify in terms of your sexual orientation?
I did not combine terms like “straight” and “heterosexual history” (those are two very different things) or “Bisexual” and “Pansexual” into singular categories.

Again, not a huge part of my identity, but straight Heterosexual hetero Hetero heterosexual Heterosexual Heterosexual female straight Straight straight (happily married for many years) Straight.	heterosexual history (and now married to someone of the opposite sex) but not necessarily straight	
bi bi-curious- ally bisexual Bisexual Bisexual.	Bisexual. Pan if I'm honest (I love androgyny), but bi is easier for people to understand. Pansexual	It depends who I'm with queer/lesbian/dyke/gay/bi (depending on day)
gay Gay gay male Gay male	lesbian Lesbian Lesbian except I am not out to most on campus.	queer Queer

Gay. kinda gay		
male Male	homosexual	I don't
Love women	Queer/Bisexual	don't know
Sexual.	Femail	

Q55. How do you self-identify in terms of your ability status?

I did not combine terms like “temporarily able bodied” and “healthy” or “Invisible disability” and “LD” into singular categories.

<p>(I am not sure what this means) ? ? ???</p> <p>Don't know what this is? Eh?</p> <p>I am not sure how to answer this. I am unsure what an ability status is. I don't know what this means! I don't know what this means. I don't know what this question means. I have no idea what this is</p>	<p>? not handicapped able? fully able ? I don't know the options... fully abled? I don't know how to describe this! Capable?</p>	<p>able Able able bodied Able; non-disable. able-bodied Able-bodied Able-Bodied Ablebodied abled Abled conventionally able fully able Fully able fully able-bodied Healthy with no disabilities no disabilities No disabilities to report No disabilities. No known disabilities. No physical or psychological challenges No special needs? Non-disabled not disabled Not disabled Not limited in any capacity.</p>
<p>temporarily able bodied Temporarily able bodied</p>	<p>Disabled. I am disabled</p>	<p>Minor physical disability limiting my range of motion and physical abilities.</p>
<p>invisible disability.</p>	<ul style="list-style-type: none"> • LD • Learning disabled (I have a non-verbal learning disorder) but physically fit. 	<p>Physically able, non-neurotypical</p>
<p>Mostly Able partially able</p>	<p>Physically able. History of mental illness (severe depression).</p>	
<ul style="list-style-type: none"> • abilities sometimes limited by mental health 	<p>Average In the "normal" range Of average ability.</p>	

<ul style="list-style-type: none"> • Able-bodied with a (current) history of mental illness • Abled physically, dealing with mental health issues which affect me to the extent that I consider them a psychiatric disability • Bipolar, but able. 	<p>typical ability Typical. typically developing</p>	
acting, open, happy lesbian		Capable of everything
full	fine	None. *cheeky grin*
in a relationship	Neuro-atypical	single
I am unsure of what "ability status" means. If by "ability" you mean self-confidence, I have confidence in myself and my ability to do things I set my mind to. Or, if by "ability" you mean willingness to expand my repertoire of life, I consider myself a Jill of All Trades, Mistress of		
this is a strange way to ask it - I guess normal? (but really what abilities are you asking about?)		
White, male, married, heterosexual...top of the pile. I'm lucky to have status, ability and the right to marry and be treated more than fairly. I'm the first one to say this office is critical for our campus to realize we must level the playing the field, give everyone the same rights, equal status, marriage rights, fair pay, equal status jobs and so on. Our society is not where it needs to be and that is why it is important for this office to continue that discussion.		

Appendix F
Focus Group Data

LGBTQ Review Focus Group- SALT Group (10 participants)

1. What is the role of the LGBTQ Center? What should be the role of the LGBTQ Center?
 - Share a service to students
 - Look to the staff for their expertise. One person indicated that he has not always gotten that. He had reached out for their assistance on how to get students involved in a diversity initiative in UCS, but did not get any feedback.
 - Being a true partner – training advocate, how to speak and engage, respond to crisis, try to close the loop on issues in housing
 - Place for students, serves as an advocate to the rest of the campus, provides expertise and specialized knowledge
 - It is a daunting task for two staff to work with 30,000 students
 - Crisis management- a place to go for incidents involving LGBT students
 - It's a politically sensitive job to have – the Center staff are willing to go the extra mile. The office is way too small to take on all task
 - Advocacy role and teaching; representation on committees can be a full-time position in itself; its bailing water out of a battleship
 - Staff are working to capacity- we need to increase resources or narrow the task
 - The staff play and advocacy role with CHS on how to reduce barriers to services – how to change the language on forms
 - Advocacy, support, education. The staff are willing to tailor a course to fit the needs of the group, they address inclusive language, and provide support for families through PFLAG

2. Talk about your experience of or opinion about the multicultural competency of the LGBTQ Center staff, particularly as it relates to race/ethnicity and/or other social identity groups?
 - Terri and Danny serve all students. They are extremely aware of other identities
 - Terri challenges self and others
 - Provide trainings on competencies and micro-aggressions with the Housing staff
 - One person noted that none of us get it perfect all the time – under severe stress, you may see some perspectives taken from a narrow lens
 - One person stated he fears the staff will burn out
 - What is the history of the Center with ODMA?

3. Have you experienced any barriers to accessing the LGBTQ Center offices? Programs? Services? Resources?

- The location- no open access to the building after 5 p.m.
 - Terri and Danny are willing to go to events after 5 p.m.
 - Great public exposure
 - Great response to email, even after 5 p.m.
 - Accessible to staff with good follow-up
 - Available at the information fair for Orientation
 - Tailor trainings for each group
 - Provide on-going consultations
 - The office is a safe place
 - The staff will go where the students are
 - The staff have done an amazing job with their current resources
 - Terri and Danny are the Center
4. What (if any) are areas or topics to which you would like to see the LGBTQ Center devote resources (fiscal, time, personnel) over the next 5 years? If there are no additional resources with which to do this...should current services or topics receive less resources in order to pursue these additional areas?
- The Center needs an administrative assistant to answer the phone and meet walk-ins –customer service
 - Benchmarking with other institutions
 - Center identity – is it the staff or the unit
 - Need an additional graduate student
 - Need more staff
 - Need a more centralized office space
 - Need more train the trainer sessions – graduate assistant can assists with trainings
 - Access to the academic side- research
 - Terri is doing great work with assessment
 - Doing well with community outreach
 -
5. Talk about your perspective of the support and/or resources provided to the LGBTQ Center by the University.
- Answer provided in earlier questions

LGBTQ Center Administrative Review
Provost’s Committee on LGBTQ Life Focus Group

6. What is the role of the LGBTQ Center? What should be the role of the LGBTQ Center?
- a. A primary role of the Center is to provide a safe space for LGBTQ students (primarily undergraduates), and a support network—not

- counseling—but a network of support. A reference library. Someone to talk to. Someone to ask basic questions to/of. Resources for the coming out process for students—primarily undergrad, but also potentially graduate students.
- b. Place for mentorship. Graduate students might serve as mentors in the space.
 - c. The LGBTQ Center is primarily a place for students. Faculty are not as aware of the center, and as far as it offers resources that faculty might use to educate public officials, the faculty doesn't know about/ take full advantage of these resources.
 - d. The center sometimes seems invisible at the University. It seems that the center might assume a more visible public advocacy role. E.g.: The Pit Preacher is very visible, but the center's response may not be as visible.
 - e. At least in some quarters it is perceived more in terms of its advocacy role rather than its education role.
 - f. The location in SASB has pros and cons—it is hard to locate.
 - g. Is the Center an island or a refuge? Does it sit apart? Or is it an integrated part of the community? How often do non-LGBT folks SEE the center and know about it? Can it be integrated into UNC campus life more visibly?
 - h. Safe Zone addresses grad and faculty concerns as a part of the expanded focus of the center to support faculty and staff and grad students, as well as undergrads.
 - i. There is a problem with the integration of the center into campus life. The original space was inviting. The current space is beside the cashier's office. Small. Warm, inviting, and safe—but people have to work to get there, to find it.
 - j. The location in SASB is highly problematic.
 - k. What are considered to be best practices in the field? What are the best LGBT Centers nationally?
7. Talk about your experience of or opinion about the multicultural competency of the LGBTQ Center staff, particularly as it relates to race/ethnicity and/or other social identity groups?
- a. No experience with the staff.
 - b. Staff has always supported Latino(a) programming.
 - c. The Center sits outside the mainstream culture of the campus? How does it become integrated? Sponsor 5Ks? Be located in the Campus Y? Needs for bridge-building, so that the Center and its work might be integrated into the culture of UNC as a whole? Might the Center consider the culture of UNC and how to assert its place in the UNC community?

- d. This campus is very religiously-oriented. Should the Center attempt to work with religious groups—perhaps more conservatively-politically aligned groups—to find common ground or partnerships.
 - e. Programs that bring together grad students from different disciplines and schools are ideal resources for helping grad/professional students.
 - f. Strong, Southern, religious presence on campus. Can the center work to build bridges between this presence and LGBTQ folks? Can the center/does the center work with students to help think through issues of faith—particularly issues of faith based in the strong atmosphere of conservative spirituality on UNC’s campus.
 - g. Four kinds of culture on campus: undergrad, grad, faculty, staff – These should be thought of as different cultures that the center should be aware of as unique in their differences.
 - h. Interesting how little we know about the Center as interested parties: tells us a lot about the lack of visibility.
8. Have you experienced any barriers to accessing the LGBTQ Center offices? Programs? Services? Resources?
- a. Location. Location. Location.
 - b. Most programs happen in the evening—not good for single parents, maybe folks who don’t live close to campus.
 - c. Email responses from center staff are not always timely. Sometimes folks may reach out and not get a response.
 - d. Safe Zone is a good program, but a bit basic—and seems specific to folks with little/no experience with LGBTIQ folks. Maybe multiple tracks based on proficiency/skills desired might be more effective.
 - e. Didn’t know the center was the organizer of Safe Zone training.
 - f. People aren’t receiving information on Safe Zone trainings—not widely publicized.
 - g. Safe Zone trainings are not well-publicized.
 - h. Philosophical idea: not only my space should be a Safe Zone, the whole campus should be a Safe Zone.
 - i. Faculty often think they don’t need Safe Zone training—or that they can’t learn anything from Safe Zone training.
 - j. Why is Safe Zone optional? If we have a nondiscrimination clause, why isn’t the whole campus “Safe?”
 - k. There doesn’t seem to be comprehensive diversity training.
 - l. Lack of publicity.
 - m. Access, content, and publicity to specific constituencies might increase participation in Safe Zone training
 - n. Financial compensation for folks who might complete a Safe Zone training during regular business hours would be helpful.

- o. Critical strategic partnerships and collaborations might position the programming more effectively
 - p. If Safe Zone training were to be targeted to staff—how do you attract participants? Pull them in not on issues of rights, but on issues of compassion. Speak to the empathy and compassion of this particular group?
9. What (if any) are areas or topics to which you would like to see the LGBTQ Center devote resources (fiscal, time, personnel) over the next 5 years? If there are no additional resources with which to do this...should current services or topics receive less resources in order to pursue these additional areas?
- a. Not enough info to respond.
10. Talk about your perspective of the support and/or resources provided to the LGBTQ Center by the University.

Additional comments

- No faculty or staff LGBTIQ group. Why not?
- Great gulf between faculty and staff—pervasive.
- Homophobia in athletics—particularly in the big sports—is rampant. Could the center address homophobia in the athletics department? We should expect our athletic department to be BETTER than the national average. If the athletic department can't meet the standards of our discrimination policy, then it shouldn't be tolerated.
- Fitness day—sponsored in part by the LGBTQ Center, in part by Athletics, in part by CWS, etc. to integrate more into the campus community at large
- PFLAGG-sort of organization sponsored by the Center? Cultivating as large a network of straight allies as possible

**LGBTQ Center Administrative Review
Graduate/Professional Student and Post-Doc Focus Group**

Overall, the response from participants regarding the center was positive; the center has been an excellent resource for graduate groups to partner with (many respondents knew the center and its staff primarily through interactions surrounding targeted Safe Zone trainings and assistance with special programs like World AIDS Day HIV testing). The primary concern voiced by participants related to issues of communication—particularly accessing information about the Center's programming, both events and volunteer opportunities. Some concerns were raised

regarding the Center's timely communication of information. The prevailing opinion of participants was that the Center primarily exists to serve the undergraduate population. This was not a critique of the Center or its work, simply the dominant impression.

A few concrete recommendations that arose from the focus group forum include the following:

- Continuing to provide volunteer opportunities for graduate students, perhaps creating new volunteer opportunities that would utilize the special skills of graduate and professional students
- A major hurdle to access for the Center is location and hours of operation
- Ensuring that all first year graduate and professional students are aware of the Center's listserv and newsletter
- Continuing to have graduate and professional happy hours while supplementing these social opportunities with on-campus activities such as coffee breaks (events which would occur during the work day and would be non-alcoholic)
- Request for post-doc specific events or making a concerted effort to include post-docs in Center programming
- Facebook event invitations were suggested as the best way to reach graduate and professional students
- Respondents said they mostly read the table of contents of the "News and Notes" newsletter, so that portion of the email should be particularly strong and compelling
- Social programming is key for cultivating a community of graduate/professional students and post-docs
- Might the Center promote cross-disciplinary mentorship among graduate and professional students, especially creating opportunities for new students to interact with established students
- There is consensus on the need of the Center's website to be a particularly strong resource as it is often the first interaction that graduate and professional students have with the Center. There were suggestions for adding an FAQ on the website that might cover everything from best practices in research to members of the University community doing research on LGBTQ issues to resources for dealing with aspects of campus life (e.g. the Pit Preacher). In general, respondents felt that there was a high level of expertise among Center staff and that an FAQ page would allow a greater number of community member to have access to that expertise.
- Suggestions for grad-specific programming include how to deal with the emotional stress of doing academic work on identity, education on how to manage LGBTQ issues in work and classroom environment

LGBTQ Center Administrative Review
Faculty/Staff Focus Group

My overall impression from the staff/faculty focus group was that the group was extremely impressed with how much the Center has been able to accomplish, especially given its limited resources. The group felt that the Center had done an excellent job carrying out its primary mission, i.e., to support LGBTQ students in a variety of ways, including providing them with education, advocacy, meaningful group activities, and, most of all, a sense of community. Some members of the focus group wished that the Center could play a similar role for LGBTQ faculty and staff, but they understood that the Center has not had sufficient resources (dollars and staff) to expand its mission in this way.

11. What is the role of the LGBTQ Center? What should be the role of the LGBTQ Center?
 - a. Went to the center once because I had to go to the cashier's office.
 - b. Read all of my emails—began to volunteer.
 - c. Never heard back from email when I sent the message to offer to volunteer. Similar experience at the LGBT Center in Raleigh.
 - d. Good volunteer experiences. Wish there was better communication—wishes there was more lead-time when using volunteers.
 - e. Most of the LGBTQ Center's time seems to be geared toward undergraduates. Geographic location implies that—but there is something true to it.
 - f. As a professional student—med school—great interactions with staff of the Center. Mainly through the Safe Zone program. QSA at Med School requested Safe Zone—fantastic experience.
 - g. World AIDS Day—HIV testing
 - h. Didn't know email newsletter existed until second year.
 - i. Fine that Center is geared toward undergrads. Student groups (like QSA in med school) feel that the Center is doing its job by dealing primarily with undergrads. The organizations within schools keep the situation under control/ "are doing okay" for grad/prof students.
 - j. Center could step in to work more with established grad/professional groups.

12. Talk about your experience of or opinion about the multicultural competency of the LGBTQ Center staff, particularly as it relates to race/ethnicity and/or other social identity groups?
 - a. Good interactions with staff. (primarily through Safe Zone trainings)

13. Have you experienced any barriers to accessing the LGBTQ Center offices? Programs? Services? Resources?
 - a. Geographical location!
 - b. Don't know the hours the center is open.

14. What (if any) are areas or topics to which you would like to see the LGBTQ Center devote resources (fiscal, time, personnel) over the next 5 years? If there are no additional resources with which to do this...should current services or topics receive less resources in order to pursue these additional areas?
- a. Never been to the center. Wish the focus group has been to the center.
 - b. Knew there was a center and is connected via the listserv.
 - c. Most programming aimed at undergrads. Volunteer opportunities are welcome.
 - d. Being a single postdoc—happy hour time, opportunities to meet people.
 - e. Post-doc specific events.
 - f. Market to larger listservs—office of post-doctoral affairs, for instance.
 - g. Email is the best way to contact grad/prof/postdocs.
 - h. Facebook is a good way to communicate.
 - i. Invites via Facebook is a GREAT way to reach people.
 - j. Mainly read the table of contents of News and Notes.
 - k. Must be a way to let new grad/prof students know that the LGBTQ Center exists and that the News and Notes message is a THING
 - l. One email per year—at beginning of the year to let folks know about the center and the News and Notes exists
 - m. Safe Zone Allies list—could it be used to encourage folks to disseminate the info further?
 - n. Why are the offices for the Center not in the Student Union? They should be.
 - o. Location is a major obstacle for access.
 - p. Location suggests that the LGBTQ Center is on the margins.
 - q. Location suggests that the LGBTQ Center primarily services undergraduates.
 - r. I don't know what I would get from the center even if it was located somewhere else.
 - s. Might be a nice place to hang out. A safe place to nap.
 - t. Social programming is key for grad/prof/postdoc population. Ways to create community and networks across schools, departments, etc.
 - u. Having social events maybe not at a bar—maybe a lunch, coffee, even something on campus!!!
 - v. Opportunities for mentorship among grad students. Grad students further along in a program as mentors for those not as far along.
 - w. Cross-disciplinary mentorship.
 - x. Welcome event for grad/prof/post docs by the Center.
 - y. List of people doing LGBTQ research on campus—grad students, faculty: voluntary network

- z. It doesn't seem that there any expendable programs. No resources or programming that could/should be cut.
- aa. Advertising that the center is here for many different populations— staff, faculty, grad/prof students, AND undergrads.
- bb. The Center might offer social support groups to help people deal with the emotional stress of doing work that they are passionate about—that might be related
- cc. Education on how to recognize a crisis (esp. related to a person wrestling with LGBTQ issues) and address the crisis.

What is your opinion on the current campus climate? Are you aware of the efforts by the LGBTQ Center to improve the campus climate?

- Faculty member asking to remove “transgender” from survey
- Maybe the center might have links for faculty, students doing research—how to ask questions about gender, for instance?
- Maybe work with the library to create a resource for best practices in research/education re: LGBTIQ issues.
- Pit Preacher is a negative aspect of campus life.
- Overall, the climate is good.
- Mostly the center can offer support in the climate, but may not be able to CHANGE things.

Tell us about the relationships between your [department/student organization/unit/classification] and the LGBTQ Center.

Overall, the response from participants regarding the center was positive; the center has been an excellent resource for graduate groups to partner with (many respondents knew the center and its staff primarily through interactions surrounding targeted Safe Zone trainings and assistance with special programs like World AIDS Day HIV testing). The primary concern voiced by participants related to issues of communication—particularly accessing information about the Center’s programming, both events and volunteer opportunities. Some concerns were raised regarding the Center’s timely communication of information. The prevailing opinion of participants was that the Center primarily exists to serve the undergraduate population. This was not a critique of the Center or its work, simply the dominant impression.

A few concrete recommendations that arose from the focus group forum include the following:

- Continuing to provide volunteer opportunities for graduate students, perhaps creating new volunteer opportunities that would utilize the special skills of graduate and professional students
- A major hurdle to access for the Center is location and hours of operation

- Ensuring that all first year graduate and professional students are aware of the Center's listserv and newsletter
- Continuing to have graduate and professional happy hours while supplementing these social opportunities with on-campus activities such as coffee breaks (events which would occur during the work day and would be non-alcoholic)
- Request for post-doc specific events or making a concerted effort to include post-docs in Center programming
- Facebook event invitations were suggested as the best way to reach graduate and professional students
- Respondents said they mostly read the table of contents of the "News and Notes" newsletter, so that portion of the email should be particularly strong and compelling
- Social programming is key for cultivating a community of graduate/professional students and post-docs
- Might the Center promote cross-disciplinary mentorship among graduate and professional students, especially creating opportunities for new students to interact with established students
- There is consensus on the need of the Center's website to be a particularly strong resource as it is often the first interaction that graduate and professional students have with the Center. There were suggestions for adding an FAQ on the website that might cover everything from best practices in research to members of the University community doing research on LGBTQ issues to resources for dealing with aspects of campus life (e.g. the Pit Preacher). In general, respondents felt that there was a high level of expertise among Center staff and that an FAQ page would allow a greater number of community member to have access to that expertise.
- Suggestions for grad-specific programming include how to deal with the emotional stress of doing academic work on identity, education on how to manage LGBTQ issues in work and classroom environments

LGBTQ Center Administrative Review Undergraduate Focus Group

There were eleven people in attendance.

1. What is the role of the LGBTQ Center? What should be the role of the LGBTQ Center?
 - a. The role of the LGBTQ Center is to facilitate discussion about sexuality, gender identity, gender expression and the help with general social and personal problems.
 - b. It is about providing a safe, welcoming, and affirming space.
2. Talk about your experience of or opinion about the multicultural competency of the LGBTQ Center staff, particularly as it relates to race/ethnicity and/or other social identity groups.

- a. They try to be sensitive to multicultural issues and the staff is especially competent around race and disability issues.
3. Have you experienced any barriers to accessing the LGBTQ Center offices, services, programs, or resources?
 - a. Had trouble locating the office/didn't know where it was because once students move off campus or to north campus they rarely ever visit south campus. Very far when nearly everything else is on north campus.
4. What (if any) are areas or topics to which you would like to see the LGBTQ Center devote resources (fiscal, time, personnel) over the next five years? If there are no additional resources with which to do this, should current services or topics receive less resources in order to pursue these additional areas?
 - a. Would love to see the center dive into more racial issues and help bridge the gap between queer people of color and queer white folks.
 - b. Events/information about class issues as well as dating issues.
 - c. More collaborations with SAGA and student groups in general so that students can know the staff at the center and learn about it.
 - d. More collaborations with other university LGBTQ Centers in order to build that connection and support for one another.
 - e. No one really expressed what should be cut in order to make these events happen because they all felt as though what the center currently provides (safe zones, study breaks, etc.) is important. Mostly they felt like more money should be allocated to the Center.
5. Talk about your perspective of the support and/or resources provided to the LGBTQ Center by the University.
 - a. Seems as though the center is being shortchanged considering how much money other departments seem to have to spend at the university.
 - b. Also seems as though the Center is getting short changed because of its location.
 - c. Plainly put the center is not being used to its full potential because they do not have enough money to work with.

Appendix G

Committee Members for LGBTQ Center 5-Year Administrative Review

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