

Resource Guide 2013

New Paltz ALLIES



**This document is ever-changing to accommodate new resources, terminology, and ideas. The Allies Program remains open for comments and suggestions for on-going updates.*

Support of this program comes from the Executive Director for Compliance and Campus Climate/ Affirmative Action Officer in HAB 602A. The College is committed to ensuring a community that is safe for all who study, live, work, and visit here. Notification of harassment or discrimination is critical to fulfilling our commitment to you. The college's title IX website can be found at <http://www.newpaltz.edu/titleix/index.html>. The Title IX Coordinator/ Affirmative Action Officer (AAO) can be contacted at 845-257-3172.

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INTRODUCTION

Mission Statement:

The New Paltz Allies are a network of faculty, staff, and students who offer support, communication and dialogue on issues surrounding sexual orientation and gender identities. We aim to educate and foster greater respect and understanding for a diverse LGBTQ community. The New Paltz Allies work to promote a safe and inclusive campus.

New Paltz Allies:

All students, faculty, and staff at New Paltz, regardless of their sexual orientation or gender identity, are welcome to participate in the Allies program. Together, allies take a stand against social injustice. Allies promote fair and equitable treatment for all people, educate others on issues in the LGBTQ community, provide empathetic and

compassionate assistance to anyone who seeks it, and/or offer support on matters concerning sexual and gender identity in the New Paltz community.

Commitment:

New Paltz Allies are consistently committed to becoming educated on LGBTQ issues and are dedicated to creating an environment free of homophobia, biphobia, transphobia, heterosexism, and any other biases. The information in the guide and the mandatory 1-2 hour training will help provide Allies with key information, resources, and ideas. Trainings are offered at the start of each semester. Allies must complete a training session before they can hang a logo on their door. Allies only need to attend one training, but must reconfirm their commitment to the program each year.

Logo:

The rainbow triangle logo of the New Paltz Allies is used as a symbol to identify LGBTQ Allies in residence halls and offices around campus. Displaying the logo tag allows others to recognize you as someone who is open and willing to discuss LGBTQ issues/concerns and promotes visibility about LGBTQ issues on campus.

EXPECTATIONS AND COMMITMENT

Allies *are* expected to:

- Provide support, information, and referrals to people who approach them
- Respect privacy and confidentiality
- Become educated on the issues, concerns, and realities of the LGBTQ community

- Remain open, honest, and persistent in eliminating biases regarding the LGBTQ community in both yourself and others

Allies are *not* expected to:

- Act as a counselor
- Be experts in areas regarding sexual orientation or gender identity
- Provide a psychological support group
- Know the answers to all questions about the LGBTQ community

Some benefits of becoming a New Paltz Ally:

- Learn more accurate information about the realities of being lesbian, gay, bisexual, transgender, or other non-conforming sexual and gender identities
- Become a role model and help others gain courage to speak up in support of the LGBTQ community
- Empower yourself by taking a more active role in creating an accepting environment and educated community
- Become less locked into gender-role expectations and stereotypes
- Make a difference in the lives of young people who may be experiencing feelings of confusion or fear.
- Contribute to the creation of an accepting and welcoming LGBTQ campus climate at New Paltz

Some risks of becoming a New Paltz Ally:

- You may feel discriminated against or experience ridicule from others who do not share your open acceptance of the LGBTQ community
- Others may speculate about your sexual orientation or gender identity
- You may be labeled as gay/lesbian/bisexual/queer/transgendered
- Some members of the LGBTQ community may not accept you as an Ally in the way in which were expecting

SPEAKING THE SAME LANGUAGE: A GLOSSARY

Asexual – A person who is not sexually attracted to anyone or does not have a sexual orientation.

Bisexual – A person emotionally, physically, and/or sexually attracted to males/men and females/women. This attraction does not have to be equally split between genders and there may be a preference for one gender over another.

Cisgender – A person whose sex assigned at birth aligns with his or her gender identity, i.e., a male/man, a female/woman. Someone who is not transgender.

Cis-sexism - The positioning of cisgender identities as better or more real than transgender identities.

Coming Out – May refer to the process by which one accepts one’s own sexuality, gender identity, or status as an intersex person (to “come out” to oneself). May also refer to the process by which one shares one’s sexuality, gender identity, or intersex status with others.

Gay – A broad term sometimes used to refer to the LGBTQ community as a whole, or as an individual identity label for anyone who does not identify as heterosexual or for male-identified people attracted romantically, erotically, and/or emotionally to other male-identified people.

Gender – A social identity usually conflated with biological sex in a binary system that presumes one has either male/masculine characteristics and behaviors or female/feminine characteristics and behaviors.

Gender Expression – How one presents one’s gender identity. Masculinity and femininity are culturally specific definitions, and many people fall “in between” or beyond those cultural expectations.

Gender Binary – The idea that there are only two genders – male/female or man/woman and that a person must be strictly gendered as either/or.

Gender Non-conforming – A term to describe someone whose gender identity and/or gender expression do not align with social prescriptions based on a binary model (a masculine woman, a feminine man, an androgynous person).

Heterosexism – The belief that heterosexuality is the norm and is the preferred lifestyle.

Heteronormative –The assumption, in individuals, social settings, or actions, that everyone is heterosexual and that heterosexuality is the preferred lifestyle.

Homophobia—Encompasses a range of negative attitudes and feelings toward homosexuality or people who are identified or perceived as being lesbian, gay, bisexual, transgender, or queer (LGBTQ). It can be expressed as antipathy, contempt, prejudice, aversion, or hatred, may be based on irrational fear, and is sometimes related to religious beliefs.

Intersex –A variation in sex characteristics including chromosomes, gonads, and/or genitals that do not allow an individual to be distinctly identified as male or female by the medical establishment. Such variation may involve genital ambiguity and combinations of chromosomal genotype and sexual phenotype other than XY-male and XX-female.

Lesbian – Term used to describe female-identified people attracted romantically, erotically, and/or emotionally to other female-identified people.

LGBTQ -A common abbreviation for lesbian, gay, bisexual, transgender, and queer. Variations on this abbreviation might include “I” for intersex or “A” for ally.

Pansexual—A sexual attraction, sexual desire, romantic love, or emotional attraction toward persons of all gender identities and biological sexes and refer to themselves as gender-blind, asserting that gender and sex are insignificant or irrelevant in determining whether they will be sexually attracted to others.

Polysexual—The attraction to multiple genders. Bisexuality and pansexuality are forms of polysexuality; polysexuals reject the idea of a gender binary, only two genders (male and female), rather than a spectrum of genders.

Queer—An umbrella term used by individuals who do not conform to heterosexual and/or gender binary norms. It is also a reclaimed derogatory slur taken as a political term to unite people who are marginalized because of their non-conformity to dominate gender identities and/or heterosexuality.

Sexual Orientation –Refers to the enduring pattern of emotional, romantic, and/or sexual attraction to other individuals. Sexual orientation refers to a person’s sense of identity based on such attractions, related behaviors, and membership in a community

of others who share those same attractions. Typically, sexual orientation is discussed in terms of three categories: heterosexual, gay/lesbian, and bisexual, but increasingly includes other identities such as queer and pansexual.

Trans—An abbreviation that is sometimes used to refer to a gender variant person. This use allows a person to state a gender variant identity without having to disclose hormonal or surgical status/intentions. This term is sometimes used to refer to the gender variant community as a whole.

Transactivism—The political and social movement that aims to create equality for gender variant persons.

Transgender—A person who lives as a member of a gender other than the one culturally expected based on their sex assigned at birth. Sexual orientation varies and is not dependent on gender identity.

SEXUAL ORIENTATION

What is Sexual Orientation?

Sexual orientation refers to an enduring pattern of emotional, romantic, and/or sexual attractions to men, women, or both sexes. Sexual orientation also refers to a person's sense of identity based on those attractions, related behaviors, and membership in a community of others who share those attractions. Research over several decades has demonstrated that sexual orientation ranges along a continuum, from exclusive attraction to the other sex to exclusive attraction to the same sex.

The concept of sexual orientation refers to more than sexual behavior. It includes feelings as well as identity. Some individuals may identify themselves as gay, lesbian, or bisexual without engaging in any sexual activity. Some people believe that sexual orientation is innate and fixed; however, sexual orientation develops across a person's lifetime. Individuals may become aware at different points in their lives that they are heterosexual, gay, lesbian, or bisexual.

LGBT Sexual Orientation, American Psychiatric Association, www.psychiatry.org, 2013

Recognizing Heterosexual Privilege and Heterosexual Assumption

Privilege is the right or immunity granted as an advantage or favour to some but not to others. Heterosexual privilege confers unearned and unchallenged advantages and rewards on heterosexuals solely as a result of their sexual orientation. Heterosexual assumption includes the belief that all people are heterosexual, that heterosexuality is the preferred sexual orientation and all other orientations are considered deviant from this norm.

Heterosexual privilege takes many forms. Here are some examples of heterosexual privilege:

- Showing affection in public safely and comfortably, without fear of harassment or violence
- Openly talking about one's partner and relationships to others without considering the consequences
- Benefiting from societal "normalcy": the assumption that heterosexual individuals and relationships are valid, healthy and non-deviant
- Assuming that all people and relationships are heterosexual, unless otherwise known
- Not facing rejection from one's family and friends because of one's sexual orientation or gender identity
- Easily accessing positive role models and media images for one's gender identity and sexual orientation
- Not being asked to speak on behalf of all heterosexuals
- Using gender specific pronouns when referring to one's spouse or partner without discomfort or fear of reprisal
- Having automatic recognition of one's spouse as next-of-kin in emergencies
- Easily selecting print or viewing materials in which heterosexuality is the predominantly reflected orientation
- Having families similar to one's own represented in children's literature
- Raising children without fear that they will be rejected or harassed by peers because of their parents' sexual orientation or gender identities
- Receiving support and validation from a religious community
- Not risking being denied employment, housing or other services because of one's sexual orientation or gender identity

- Not being seen as needing therapy to “cure” one’s sexual orientation or gender expression
- Federally recognized marriages with all legal protections and benefits of marriage.

*Adapted from UBC’s Equity Office’s “Recognizing Heterosexism and Homophobia”,
www.ucalgary.ca/positive_spaces*

UNDERSTANDING THE COMING OUT PROCESS

Coming out is the process of recognizing, accepting, and sharing with others one’s sexual orientation and/or gender identity.

Coming out is not a single event, but a life-long process, which may begin at any age. There are many stages for coming out, and the process is NOT the same for everyone.

Coming out can be a long and difficult struggle because it involves confronting the constant assumption that one is heterosexual and/or one’s gender identity is based on one’s sex, but also facing fears of or actual rejections by others., homophobic attitudes, restrictive gender norms, and discrimination.

Ultimately coming out can be a freeing experience because it allows a person to live an honest life and develop more genuine relationships.

There are various levels to “being out.” An individual may be out to some people but not others, in some situations but not in others. The choice to be out is up to the person and should not be assumed.

Stages of Coming Out

- Begins with coming out to oneself : the internal process that lesbian, gay, bisexual, and/or trans persons go through in recognizing and accepting their sexual orientation and/or gender identity.
- Involves becoming consciously aware of one’s feelings for and attractions to people of the same sex or both sexes.

- May involve “unlearning” myths, misinformation, and stereotypes.
- May involve some grieving for the loss of one’s heterosexual or previous gender identity and working through fears about how others will respond and rejection by family and friends.

Adapted from Northern Illinois University Ally Program Volunteer Handbook, *Understanding the Coming Out Process*

MODEL OF LESBIAN, GAY, AND BISEXUAL IDENTITY DEVELOPMENT

Based on D’Augelli’s model of lesbian, gay, and bisexual identity development. D’Augelli identified six interactive processes involved in lesbian, gay, and bisexual identity development.

Exiting heterosexual identity:

- Recognizing that one’s feelings and attractions are not considered heterosexual.
- Informing others that one is lesbian, gay, or bisexual.

Developing a personal lesbian, gay, or bisexual status:

- Obtaining a sense of personal stability that coincides with one’s personal thoughts, emotions, and desires.
- Challenging internalized myths about what it means to be gay, lesbian, or bisexual.
- Developing a personal identity status in interpersonal relationships with others who can confirm ideas of what it means to be lesbian, gay or bisexual.

Becoming a lesbian, gay, or bisexual offspring:

- Disclosing one’s identity to parents/guardians and learning how to redefine one’s relationship after such disclosure.
- This process may be exceedingly difficult and may require extensive amounts of patience and education. This process may be especially troublesome for college students who rely on their parents for both financial and emotional support.

Developing a lesbian, gay, or bisexual intimacy status:

- This is another complex process. Achieving an intimate heterosexual relationship may be easier than establishing a lesbian, gay, or bisexual one due to the invisibility of lesbian and gay couples in our society.

Entering a lesbian, gay, bisexual community:

- Making varying degrees of commitment to social and political action. It is important to note that some individuals never take this step in fear of losing their job, etc. Others may only do so at great personal risk.

COMMON MYTHS ABOUT BISEXUALITY

The use of the word bisexual varies from group to group. Terms commonly used today include pansexual, polysexual, or bisexual.

Myth #1 There is no such thing as bisexual. People are either straight or gay/lesbian.

Bisexual erasure or invisibility is the tendency to ignore, remove or falsify the evidence of bisexuality. In its most extreme form, bisexual erasure can include denying that bisexuality exists.

Myth #2 Bisexuals are confused about their sexuality and need to make a choice.

This is the hardest myth to dispel because of the fact that many people transition from identifying as straight to identifying as gay or lesbian and use the label bisexual as an aid in their transition. Most self-identified bisexuals have made their choice in terms of a label, not in terms of choosing their sexual orientation.

Myth #3 To be bisexual you have to love both genders equally.

Identifying as bisexual does not set a limit as to how attracted one must feel towards a gender. Most bisexuals do not feel equally attracted. Some bisexuals are not attracted to a gender per se, but are instead attracted to a person's personality or other attributes. Gender is not the focus of the relationship.

Myth #4 You can't be bisexual and be faithful to one person.

A person's decision to be monogamous with a partner is an individual choice. Some bisexuals have open relationships, and others are in long term monogamous relationships, including faithful marriages.

Myth #5 Bisexuals are more accepted by straight society.

Bisexual activists fight for many of the same rights as gays and lesbians, and are not always made to feel welcome in either community.

Adapted from *Bi's and Allies*: Pride Office on the UIC campus, www.uci.edu

GENDER IDENTITY AND THE GENDER BINARY

What is Gender?

For many people, the terms “gender” and “sex” are interchangeable. This idea has become so common, particularly in western societies, that it is rarely questioned. Yet biological sex and gender are different; gender is not inherently connected to one’s physical anatomy.

Sex is biological and includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia. At birth, it is used to identify individuals as male or female. *Gender* on the other hand is far more complicated. Along with one’s physical traits, it is the complex interrelationship between those traits and one’s internal sense of self as male, female, both or neither as well as one’s outward presentations and behaviors related to that perception.

The Gender Spectrum – Gender Binary

Western culture has come to view gender as a **binary concept**, with two rigidly fixed options: male or female. When a child is born, a quick glance between the legs determines the gender label that the child will carry for life. But even if gender is to be restricted to basic biology, **a binary concept still fails to capture the rich variation observed. Rather than just two distinct boxes, biological gender occurs across a continuum of possibilities.** This spectrum of anatomical variations by itself should be enough to disregard the simplistic notion of only two genders.

But beyond anatomy, there are multiple domains defining gender. In turn, these domains can be independently characterized across a range of possibilities. Instead of the static, binary model produced through a solely physical understanding of gender, a far more rich texture of biology, gender expression, and gender identity intersect in

amultidimensional array of possibilities. Quite simply, the gender spectrum represents a more nuanced, and ultimately truly authentic model of human gender.

<https://www.genderspectrum.org/understanding-gender>

Who Are Transgender Students?

The term “transgender” encompasses a wide range of identities, appearances, and/or behaviors that blur or cross gender lines. Within this transgender umbrellas are: transsexuals, who live some or all of the time in a gender different from their biological gender; crossdressers (formerly transvestites), who wear clothes typically associated with the “opposite” gender; drag kings and drag queens, who crossdress within a performance context; and genderqueers, who identify outside of a binary gender system. Transgender students may be of any age, ethnicity, race, class, or sexual orientation. Some enter higher education open about being transgender, while others “come out” during college or graduate school. Still others may never use the term “transgender,” but will strongly identify themselves as a man, woman, transsexual, or another (or no) gender. Some students may choose to transition; that is, to live as a gender different from the one assigned to them at birth. Transitioning is a complex, individual process that often includes changing one’s name, appearance, and body. Identity development is a dynamic process for many transgender college students.

For example, Sky entered college as a lesbian. During her sophomore year, she realized she felt like neither a woman nor a man and began identifying as genderqueer. Over time, Sky identified as an effeminate gay man, but found it difficult to find male partners as a gender-different student. During Sky’s senior year, he initiated hormone treatment and lived as a man.

Many transgender students experience isolation and rejection from family and friends. Curt, an 18-year-old heterosexual male, had been placed into foster care after being rejected by his family when he came out as a female-to-male transsexual two years earlier. Now in his first year of college, Curt is legally changing his name and gender. He is frustrated that professors keep calling him by his female name even though he presents as male and has asked to be called Curt. He feels isolated and is considering leaving school.

Transgender students confront a number of challenges within campus environments, including a lack of access to health care and difficulties with sex-segregated facilities. Maria, a Latina student, was assigned male at birth. Although Maria would prefer that

no one know that she is a transsexual woman, she must negotiate with student health to ensure access to hormones and other services. Maria works extra hours so she can afford genital surgery some day.

These composite portraits represent but a fraction of the diverse identities of and challenges faced by transgender students. Transgender students offer unique contributions to the campus community. With the assistance of student service professionals, who can help them navigate campus resources and sex-segregated facilities, transgender students can fully realize their potentials.

Excerpt from Beemyn, B., Curtis, B., Davis, M., & Tubbs, N. J. (in press). Transgender issues on college campuses. In R. Sanlo, K. Renn, B. Zemsky, S. Collingsworth, & G. Hermelin (Eds.), *New directions in student services: LGBT issues in student affairs*. San Francisco: Jossey-Bass. Adapted from: *Transgender Resource Guide, NASPA & ACPA, 2006*.

HOW TO BE AN ALLY TO THE LESBIAN, GAY, AND BISEXUAL, TRANSGENDER, AND QUEER COMMUNITY:

- Use the words gay, lesbian, bisexual, or transgender, instead of the term “homosexual”, “transvestite” etc. Also be aware of other terms that people may identify with culturally that are not included in the LGBTQ labels. These terms can be offensive. The GLAAD Media Guide states, “Because of the clinical history of the word ‘homosexual,’ it is aggressively used by anti-gay extremists to suggest that gay people are somehow diseased or psychologically/emotionally disordered.”
- Use non-gender specific language. For example, ask, “Are you seeing anyone?” or “Are you in a committed relationship?” instead of “Do you have a boy/girlfriend?”
- Never assume the sexual orientation of another person.
- Do not assume someone who is transgender is also gay or that the individual is seeking a transition to heterosexuality.
- Do not assume that a gay, lesbian, or bisexual person is attracted to you because they have disclosed their sexual identity to you. If interest is shown, be flattered, not flustered. Treat any interest the same as you would a heterosexual advance.

- Remember that every individual is unique, regardless of their gender identity or sexual orientation. Not all individuals of a particular group are the same.
- Challenge your own biases and beliefs about gender-appropriate roles and behaviors.
- Do not share the sexual preference or gender identity of other individuals without their consent. The decision to share this information should be left to that person.
- Remember that members of the LGBTQ can hold prejudicial views themselves.
- Validate an individual's gender expression. It is important to refer to a transgender person by the pronoun they prefer. If you don't know, ask.
- Do not expect individuals to conform to society's beliefs about what is feminine or masculine.
- Speak out against statements, jokes, or actions that attack the LGBTQ community. Expressing that you find them offensive and unacceptable can help reduce homophobia.
- Educate yourself about the LGBTQ history, culture, and concerns.

ON CAMPUS RESOURCES

Residence Life: The Office of Residence Life is dedicated to having students live in a safe living/learning environment. Residence Life strives to enhance each resident student's University experience by providing a variety of participatory opportunities for personal development through creating a purposeful living-learning environment that fosters leadership development, citizenship, and civility, while embracing the celebration and understanding of diversity. If any concerns arise, there are paraprofessional staff members (Resident Assistants/Community Development Assistants) and a professional staff member available as a resource. The Office of Residence Life is located in Capen Hall and is open between the hours of 8:30A – 5:00P during the school year, and 8:00A – 4:00P during any breaks. The office can be reached at 845-257-4444 and more information obtained at newpaltz.edu/reslife.

There are options for students who are part of the LGBTQ community residing on campus including mixed gender suites, mixed gender floors (corridor style housing), and multiple resources within each residence hall to assist you with your needs. Bevier, Deyo, and Dubois are, “mixed gender suites” which are provided for

students looking for the opportunity to share a living space with other students of a different gender. The suite set-up consists of 3 or 4 bedrooms. Each bedroom is gender specific. 2 females will share a bedroom, 2 males will share another bedroom, and so on. The bedrooms are connected to a shared suite/living room area and a bathroom which are both gender inclusive. First year students are not eligible for this housing option.

OASIS/HAVEN: At times, students in distress initially feel more comfortable talking to a trained student rather than a mental health professional. OASIS and HAVEN are the two peer support services on campus, supervised by the Psychological Counseling Center (PCC). Lauren Burrier, SUNY New Paltz graduate student, is the Coordinator of OASIS/HAVEN.

OASIS is a student-staffed, crisis intervention center and telephone hot-line. OASIS volunteers are trained and supervised by the hotline Coordinator. Students may walk in or call the office.

- OASIS Office Location: Deyo Hall G13C
- Office Hours: 8PM – 1AM (closed during all breaks)
- 24-hour emergency cell: 845-802-3307 (closed during all breaks)

OASIS offers confidential crisis intervention to help students deal with difficulties in life areas such as:

- Suicide-related thoughts, feelings, and behaviors
- Depression
- Relationships
- Roommate hassles
- Academic problems
- Loneliness

Students also can call OASIS for information and referrals on:

- Drugs and drug identification
- Sexual issues and related diseases
- Campus and community services

HAVEN is a student-staffed, crisis intervention center and telephone hot-line. Peer volunteers are specifically trained to respond to issues around rape, sexual assault, other unwanted sexual experiences and relationship violence. HAVEN volunteers are

trained and supervised by the Hotline Coordinator. Students may walk in or call the office.

- HAVEN Office Location: Deyo Hall G13C
- Office Hours: Office Hours: 8P – 1A (closed during all breaks)
- 24-hour emergency cell: 845-802-3383 (closed during all breaks).

Psychological Counseling Center: The Psychological Counseling Center (PCC) staff provides assistance to students, friends, family members, administrators, professional staff, faculty, and other staff of the campus community regarding troubled students. Phone calls, and in-person consultation services with those who are concerned about a student, are a regular part of PCC's responsibility to the college community. Please contact the PCC promptly 845-257-2920 (after-hours call University Police at 845-257-2222 and ask for the counselor on call) if you have concerns about a student. Sometimes, a student's behavior may seem minor, but may indicate significant distress. PCC values a proactive approach in maintaining a safe living and learning community.

University Police: The University Police Department at the State University College at New Paltz is responsible for the protection of life and property, and the preservation of law and order on the College campus.

The University Police Department is a law enforcement agency oriented to serve the needs of our community. The Department strives to develop and maintain a positive relationship with all segments of the community in order to obtain their cooperation and support in conducting successful law enforcement and community policing programs. The Department is committed to the fair and equal administration of the law to all citizens of the State of New York. In an ever-changing society, the Campus is neither a sanctuary from criminal acts, nor a haven for those who choose to engage in disruptive, violent, and felonious conduct.

In the broadest sense, the mission of the University Police Department is to maintain and promote an atmosphere that is conducive to the educational mission of the State University of New York at New Paltz. Our first priority is to protect life, by insuring the safety and security of those who live, work, and study within the College's physical space. Of equal importance is our commitment to the protection of property, both public and private. University Police can be reached at 845-257-2222.

Title IX/AAO: The College is committed to ensuring a community that is safe for all who study, live, work, and visit here. Notification of harassment or discrimination is critical to fulfilling our commitment to you. The college's title IX website can be

found at <http://www.newpaltz.edu/titleix/index.html>. The Title IX Coordinator/Affirmative Action Officer (AAO) can be contacted at 845-257-3172.

LGBTQ Courses Offered at New Paltz:

LGBTQ Related Courses

ANT421 Anthropology of Gender
CMM452 Communication and Gender
GEO310 Gender and Environment
POL356 Sex Discrimination and the Law
SOC360 Sociology of Gender
SOC362 Race, Class, and Gender
THE 421 Gay and Lesbian Identity in Contemporary Theatre
THE327 Race Gender and Performance
WOM222 The Queer Experience
WOM315 Women with Women
WOM318 Women, Love, and Sex
WOM319 Feminist Art and Culture
WOM322 Masculinities
WOM330 Intro to Queer Studies

On-Campus Clubs/Organizations at New Paltz:

- New Paltz Allies
- Queer Action Coalition
 - <http://npqac.weebly.com> Office: Student Union 331
- TRANSaction

On-Campus Gender-Neutral Restrooms—33 Existing as of July 2012:

- Child Care Center:
 - 1st Floor
- Crispell Hall
 - 1st Floor (2 Locations)
- Faculty Office Building
 - 1st Floor (2 locations)
- Faculty Tower (JFT)
 - Basement

- 2nd Floor
- 3rd Floor
- 5th Floor
- 7th Floor
- 9th Floor
- Grimm House
 - 2nd Floor
- Haggerty Administration Building
 - 3rd Floor
 - 4th Floor
 - 5th Floor
 - 7th Floor
 - 8th Floor
 - 9th Floor
- Hammer House:
 - 1st Floor
 - 2nd Floor
- Hasbrouck Dining Hall
 - 2nd floor
- Health Center
 - 1st Floor
- Hopfer House
 - 1st Floor
 - 2nd Floor
- Old Main:
 - 1st Floor
- Old Library:
 - 1st Floor
- Resnick Engineering:
 - Ground Floor
- South Faculty Building
 - 1st Floor
- Vandenberg Annex
 - 1st Floor

The New Paltz LGBTQ Faculty/Staff Group

Description: This is a group of LGBTQ staff and faculty working on various projects on campus to improve the campus climate for all LGBTQ members of the campus community. They sponsor occasional lecture, films, and events. If you or your group would like to communicate with this group, here is a list of contact information:

- Karl Bryant, Department of Sociology and Women's Studies, bryantk@newpaltz.edu
- Gregory Lewis Bynum, School of Education, bynumg@newpaltz.edu
- David Cavallaro, Depart of Art, cavallad@newpaltz.edu
- Mary Beth Collier, Academic Advising, collierm@newpaltz.edu
- Giordana Grossi, Department of Psychology, grossing@newpaltz.edu
- Morgan Gwenwald, Soujourner Truth Library, gwenwalm@newpaltz.edu
- Benjamin Junge, Department of Anthropology, jungeb@newpaltz.edu
- Lisa Ostrouch, Office of Institutional Research & Planning, ostrouchl@newpaltz.edu
- Mike Patterson, Student Activities and Union Services, pattersm@newpaltz.edu

COMMUNITY RESOURCES

Any resources provided in this section are not endorsed by the College

- **LGBTQ Center of the Hudson Valley:**
300 Wall Street, Kingston NY, 845-331-5300.
As a safe, supportive environment, the Hudson Valley LGTBQ Community Center provides services, professional resources, and programs that unite the lesbian, gay, bisexual, transgender, and queer community across lines of age, race, gender, and economics. Its purpose is to strengthen, support, and celebrate LGBTQ individuals, families, and groups in their efforts to achieve their fullest potential.

The Center strives for positive social change through advocacy, community education, cultural awareness, and wellness programs that assist in the creation, development, and growth of LGBTQ affirming organizations, institutions, and culture within the community at large.

- **TaQ: Trans & Queer: Hudson Valley LGBTQ Community Center:**
300 Wall Street, Kingston NY, 845-331-5300,
Facilitator: Kathleen OBrien: kathleenanneobrien@earthlink.net
Open to all (18+) who identify as trans*, genderqueer, or under the larger transgender umbrella.
- **The Trevor Project:**
866-488-7386.
The Trevor Project is the leading national organization providing crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender, and questioning youth.

REPORTING HATE CRIMES OR BIAS INCIDENTS

What are Bias Incidents and Hate Crimes?

Bias or hate crimes are crimes motivated by the perpetrator's bias or attitude against an individual victim or group based on perceived or actual personal characteristics, such as their race, religion, ethnicity, gender, sexual orientation, or disability. Hate/bias crimes have received renewed attention in recent years, particularly since the passage of the federal Hate/Bias Crime Reporting Act of 1990 and the New York State Hate Crimes Act of 2000.

Bias-related incidents are behaviors which constitute an expression of hostility, against the person or property of another because of the targeted person's race, religion, sexual orientation, ethnicity, national origin, gender, age, or disability. According to New York Penal Law Section 485, a person commits a hate crime when he or she commits a specified criminal offense and either:

1. intentionally selects the person against whom the offense is committed or intended to be committed in whole or in substantial part because of a belief or perception regarding the race, color, national origin, ancestry, gender, religion, religious practice, age, disability or sexual orientation of a person, regardless of whether the belief or perception is correct, or
2. intentionally commits the act or acts constituting the offense in whole or in substantial part because of a belief or perception regarding the race, color, national origin, ancestry, gender, religion, religious practice, age,

disability or sexual orientation of a person, regardless of whether the belief or perception is correct.

Examples of hate crimes may include, but are not limited to: threatening phone calls, hate mail (including electronic mail), physical assaults, vandalism, and destruction of property.

Differences Between Hate Crimes And Bias Incidents:

- Bias Incident – any act directed against a person or property that includes the use of slurs or epithets expressing bias on the basis of race, color, national or ethnic origin, age, religion, disability, gender, sexual orientation, or gender identity and expression.
- Hate Crime – a hate crime is a criminal offense expressing those same biases.

Adapted from CUNY Hunter Bias and Hate Crimes:

<http://www.hunter.cuny.edu/publicsafety/policies-and-procedures/bias-and-hate-crimes>

Reporting Bias Incidents and/or Hate Crimes

If a student encounters a bias incident or hate crime, we encourage them to contact University Police at 845-257-2222. Students can also speak with paraprofessional/professional staff members if living within the residence halls about that incident that has occurred for additional resources. Students may also be asked to fill out a Complaint Options/Request form for additional resources. Some of these resources include filing a charge with University Police, the Office of Student Affairs, and the Title IX Coordinator. Relocation and No Contact (for resident students) options are also available upon request to ensure safety of each student.

If a professional staff/faculty member of the college is concerned about a student due to behavior they may be exhibiting after a bias incident/hate crime, they can contact the Psychological Counseling Center at 845-257-2920 (between the hours of 8:30A – 4:30P) or at 845-257-2222 (After hours, University Police – ask to speak to counselor on call for emergency situations).

If a staff member encounters a bias incident or hate crime, we encourage them to contact their supervisors or contact University Police at 845-257-2222.

Each employee of the College who believes he/she is being discriminated against or harassed should consider taking one or more of the following actions:

- Say it firmly, without smiling or apologizing. Do not ignore the situation.

- Keep a record of what occurred. Include direct quotes, witnesses, and patterns to the harassing behavior. Save any relevant cards, letters, or e-mail messages sent however harmless they may seem.
- Talk to the person involved if you feel you can. You might explain why you were offended by what occurred. Sometimes a clearing of the air is all that is necessary.
- Take action. Discuss the situation with your supervisor and/or the Executive Director for Compliance and Campus Climate/AAO/AAO. You can talk to any of these people as your first step or after you have tried to resolve the issue yourself. Anyone you speak to will maintain your confidence to the extent possible.

Support of this program comes from the Executive Director for Compliance and Campus Climate/ Affirmative Action Officer in HAB 602A. The College is committed to ensuring a community that is safe for all who study, live, work, and visit here. Notification of harassment or discrimination is critical to fulfilling our commitment to you. The college's title IX website can be found at <http://www.nenpaltz.edu/titleix/index.html>. The Title IX Coordinator/ Affirmative Action Officer (AAO) can be contacted at 845-257-3172.