

The GLBT Center at NC State
presents...

Project SAFE: A Companion Manual



Thank you for your decision to participate in the Project SAFE Ally Workshop presented by the NC State GLBT Center. This companion manual will serve as a quick resource and reference guide for the concepts covered during our time together.

Contact Information: glbtcenter@ncsu.edu (919) 513-9742 <http://oied.ncsu.edu/glb/>

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Project SAFE Purpose and Guiding Assumptions:

- To foster a university climate in which each individual is treated with dignity and respect
 - Based on the assumption that all living, learning, and working environments should be safe and free from discrimination, prejudice, and harassment
- To educate faculty, staff and student employees about the needs of gay, lesbian, bisexual, and transgender students and how to serve as a resource for these students
 - Based on the assumption that it is possible to adhere to individual moral, ethical, and religious views while also ensuring that students are aware of and have access to necessary resources and support services
 - Based on the assumption that part of the responsibility of faculty, staff and student employees is to support the University's policy of inclusion and to address prohibited types of discrimination and that doing so requires knowledge of identity, needs, and resources

Goals of Project SAFE:

- Create awareness
 - Define unfamiliar terms and answer questions
- Build knowledge
 - Describe climate and discuss common concerns
- Develop skills
 - Identify resources, discuss ways to be an ally, and practice responding

NECESSARY DEFINITIONS

The words used to describe various aspects of gender, sexuality, the GLBT community, etc. will continue to evolve. We've done our best to capture the language currently used, but it's important to be aware that these words may change in the future. Adopt a flexible stance when it comes to GLBT terminology, and mirror the language used by the student(s) you are serving. Key points to remember about language surrounding gender and sexuality:

- Meanings aren't Static
- Meanings aren't Shared

SEX

Sex -- what sex actually is (chromosomes, hormones, external and internal sex organs)

Sex Assigned at Birth -- what we are labeled at birth based on our external genitalia

- **Male:** those assigned male at birth most likely have the following genitalia: penis, scrotum, and testes.
- **Female:** those assigned female at birth most likely have the following genitalia: vagina, labia, clitoris, uterus, and ovaries.
- **Intersex:** individuals whose sex cannot be classified as clearly male or female; this may be due to atypical combinations of X and Y chromosomes, insensitivity to certain hormones, or atypical formation of the genitalia; in the case of chromosomal or hormonal anomalies, individuals may not be recognized as intersex until later in life when atypical sex development occurs

GENDER

Gender -- a culturally and historically specific understanding of what it means to be masculine or feminine

Gender Attribution -- the process by which an observer "reads" our gender expression and "classifies" us as masculine or feminine based on their perception of how our gender expression corresponds to a culturally specific understanding of what it means to be masculine or feminine; since gender expression can be conscious or unconscious, an observer can "attribute" a gender expression to us that we are not intentionally expressing

Gender Binary -- the socially accepted belief that everyone should be either masculine or feminine, that these two genders are clearly distinct and that these two genders are the only options

Gender Expression -- the innumerable ways we exhibit gender through our clothing, voice, hair styles, body language, and behavior; our gender expression may or may not be consistent with socially prescribed gender roles and may or may not reflect our gender orientation or identity

Gender Identity -- what we label ourselves as in order to acknowledge and reflect our internal sense of gender orientation (or, in some cases, to hide that gender orientation from others)

Gender Orientation -- our deep, internal understanding of our gender (i.e., our sense of being a man, a woman, or trans*)

Gender Role -- a set of social expectations about which clothing, mannerisms, hair styles, behaviors, interests, personal characteristics, career choices, etc. are appropriate for a person based on their sex assigned at birth

Cisgender / Cis -- individuals who exhibit attitudes, feelings, appearance, and behaviors that are compatible with cultural expectations associated with their sex assigned at birth

Transgender / Trans* -- individuals whose gender expression, gender identity, or gender orientation differs from what is expected based on their sex assigned at birth; this umbrella term refers to a wide range of gender identities and expressions, but people must self-identify as transgender in order for the term to be appropriately used to describe them

Transsexual -- an older term that originated in the medical and psychological communities to refer to individuals whose gender orientation does not correspond to their sex assigned at birth (as opposed to cisgender individuals); not an umbrella term, and many people who identify as transgender or trans* do not identify as transsexual; because of the pathologizing history of the term "transsexual," most transsexuals prefer the term "transgender" or "trans*"

Agender -- individuals who reject the gender binary, the social construct of gender, and do not self-identify as being gendered

SEXUALITY

Sexual Behavior -- the sexual acts we engage in and with whom we engage in those acts

Sexual Identity -- what we label ourselves as in order to acknowledge and reflect (or to hide) our internal sense of our sexual orientation

Sexual Orientation -- the deep, internal sense of who we are attracted or "oriented" to in terms of our emotional, romantic, and sexual attractions

Asexual -- individuals who primarily do not experience sexual attraction and who may or may not experience emotional and/or romantic attraction

Bisexual / Pansexual -- individuals who are emotionally, romantically, and sexually attracted to both men and women OR whose emotional, romantic, and sexual attractions are not oriented towards individuals of any particular sex, gender expression, or gender identity; in other words, bisexuals/pansexuals can be attracted to individuals of any sex or gender; these terms are used interchangeably but can be seen as very distinct to some people

Gay -- men who are emotionally, romantically, and sexually attracted to other men; may be used as an umbrella term referring to all people, regardless of sex, who are attracted to people of the same sex; however the more inclusive term used now is GLBTQ/LGBTQ

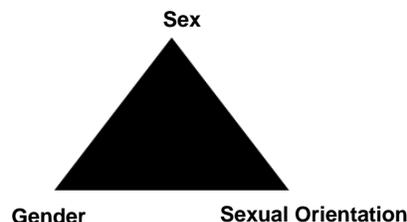
Lesbian -- women who are emotionally, romantically, and sexually attracted to other women

Questioning -- individuals who are uncertain of or exploring their sexual orientation or gender identity

Queer -- a term that can be used in many ways:

1. Often used to refer to individuals who have a fluid sense of their sexual orientation and do not wish to be confined by more narrow labels such as “gay,” “lesbian,” or “bisexual”
2. Can be used by individuals as a way of labeling themselves as non-heterosexual without having to state whom they are attracted to
3. Often used as an umbrella term to refer to individuals whose sexual behavior, sexual orientation, gender expression, or gender orientation does not conform to societal expectation
4. Can be used to describe a political stance that anyone can adopt as a way of calling attention to their rejection of heteronormativity and the gender binary
5. Historically used as a derogatory adjective for gays and lesbians, but in the 1980’s it began to be used by gay and lesbian activists as a term of self-identification; many people—both those who are and those who are not members of the GLBTQ community—still find the term offensive regardless of who uses it or how they use it

PULLING IT ALL TOGETHER Factors that Affect Sexual Attraction



Sex is **physical**:

It refers to what is in your pants (or in your genes)

Gender is **cultural**:

It refers to what kind of pants you are (or are not) wearing

Sexual Orientation is **psychological**:

It refers to whose pants you would like to get into (or not)

PRACTICING WITH GENDER PRONOUNS

What are Pronouns?

- Pronouns are words that take the place of a name in a sentence (he/him/his, she/her/hers, they/them/theirs, zi/hir/hirs, etc). Here are a few examples.

Masculine	Feminine	Gender Neutral	Gender Neutral
he, him, his	she, her, hers	they, them, theirs	ze, hir, hirs
He went with me to the movies last night.	She went with me to the movies last night.	They went with me to the movies last night.	Ze went with me to the movies last night.
I went to the movies with him last night.	I went to the movies with her last night.	I went to the movies with them last night.	I went to the movies with hir last night.
This house is his.	This house is hers.	This house is theirs.	This house is hirs.

ACTIVITY 1

Tell a partner next to you about your student **Alex**. Read the paragraph below using masculine pronouns, then feminine pronouns, and then gender-neutral pronouns.

Alex is one of my new students this semester. When I introduced myself as Professor [your name] and said I use [your pronouns], Alex said _____ use(s) _____ pronouns. I'd like to tell you a little about Alex so I can practice using _____ pronouns correctly. _____ already said _____ understand if I make a mistake, but I want to do my best to get it right the first time. _____ is/are a sophomore in my course. During introductions, I asked the students to tell me about a talent they have. Alex said _____ like(s) to skateboard. _____ even made _____ own skateboard out of recycled

materials. *I didn't know you could do that! I am excited to see what other neat things I learn from _____ this semester.*

ACTIVITY 2

Ask a partner to read the following sentences about **Jamie**. Jamie has socially transitioned and uses feminine pronouns. Jamie has told you some teachers still call her “he” when referring to something she said in class. Practice interrupting and correcting the use of pronouns. (Switch to allow the other person to practice.)

Jamie is an excellent student. He always turns his work in on time, and it's always top notch. I really think he's got the potential to be a leader in civil engineering. I can't wait to see where he goes from here!

ACTIVITY 3

Now read the sentences about Jamie again, but this time practice using feminine pronouns instead of masculine pronouns. Often when we talk about a transgender student our brain wants to automatically assign pronouns based on the student's sex assigned at birth. This activity will help you practice slowing down and paying attention to what you are saying.

Jamie is an excellent student. He always turns his work in on time, and it's always top notch. I really think he's got the potential to be a leader in civil engineering. I can't wait to see where he goes from here!

ACTIVITY 4

Read the following sentences and practice correcting a misused pronoun or name. Read it out loud to a partner.

I'm concerned about Chris's performance in school. He, oh, I'm sorry, she has been scoring lower than usual on the quizzes I give. I wonder how she is doing in other classes.

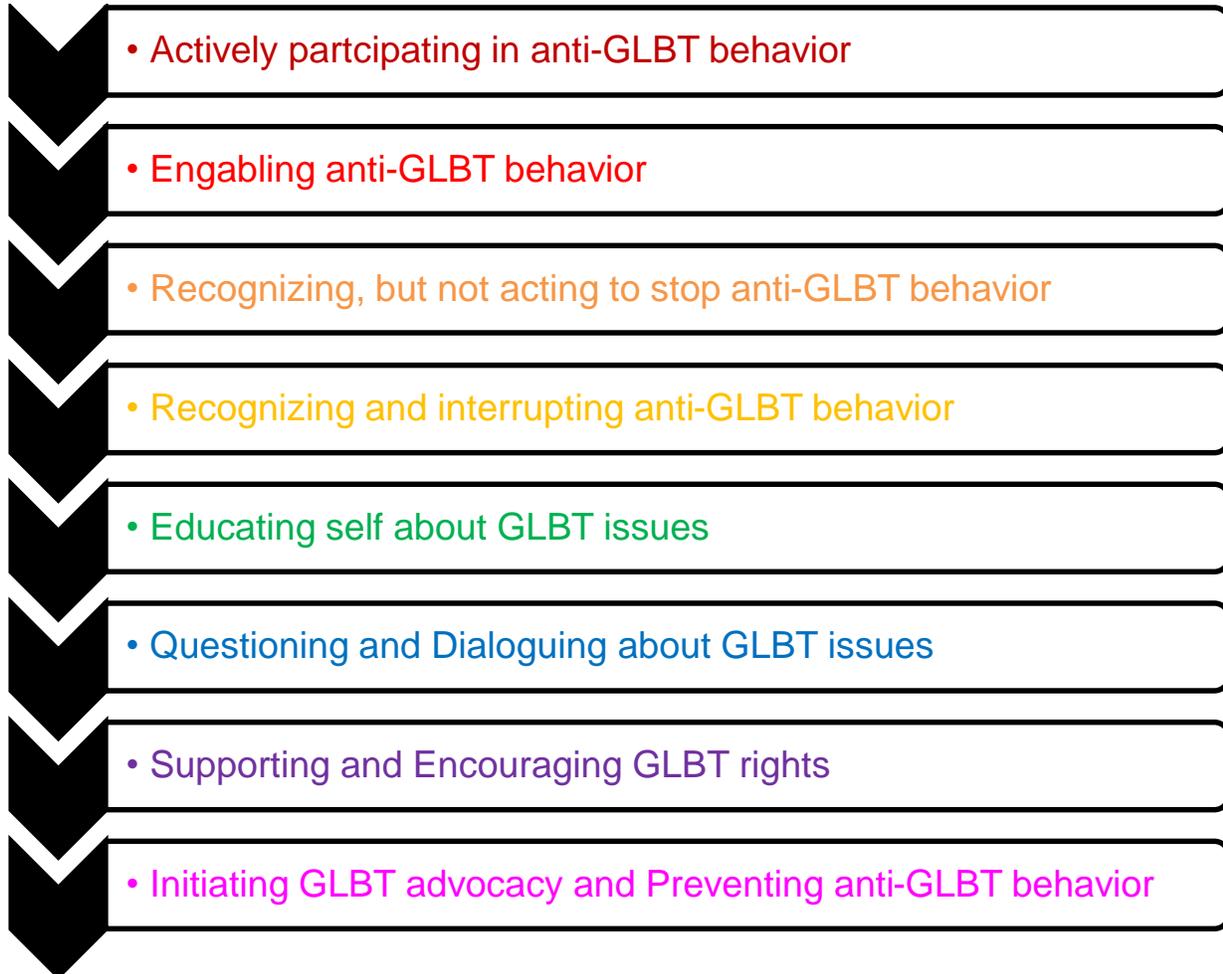
Brett, ah, I mean, Joanne mentioned the Tunnel of Oppression in my class this week. Did you hear about this event? He, ah, she said it'd be nice if her Resident Assistant and Director attended. She's performing in it.

Hello Miss Sandy, ah, I mean, hello Mister Patrick.

Hello Miss Alex, I mean, ah, just Alex, hello Alex.

BEING AN ALLY

Allies... ask questions, assist when needed, advocate for GLBT inclusivity and act when they witness discrimination. As part of your ally development, it is important to recognize where you are on the continuum of anti-GLBT oppression and GLBT-inclusive advocacy:



Part of being an ally includes...

- recognizing,
- interrupting,
- educating,
- preventing

...forms of oppression and discrimination (heterosexism, homophobia, transphobia, etc).

THE CULTURE IN WHICH WE LIVE

THE UNDERLYING CULTURAL ASSUMPTIONS

Heterosexism is a system of attitudes, bias and discrimination in favor of heterosexual behavior, orientation, and identity, including the dominant cultural belief that heterosexuality is “normal” and therefore superior, everyone *is* heterosexual, and everyone *should be* heterosexual

Examples of heterosexism include:

cultural assumptions ⇒ social exclusion ⇒ verbal slurs ⇒ denial of rights ⇒ criminalization ⇒ physical violence ⇒ death

Let's play “Find the Heterosexism!”

Read the vignettes below and discuss with a partner where you see heterosexism playing out in each situation.

Heterosexism operates on a social level:

- The check-out line is really long, so Greta, an elderly woman who is next in line turns to make conversation with Angelica, a young woman in her early twenties in line behind Greta. During the brief conversation, Greta asks Angelica her name, where she's from, and whether or not she has a boyfriend.

Heterosexism operates on a cultural level:

- Brian and Tim are out on a date. They have dinner, go to a movie, and take a stroll along Main Street. As they walk hand in hand in front of the window of the local diner, one customer remarks to another, “I don't have a problem with gay people, but I don't understand why they feel the need to throw it in our faces all the time.”

Heterosexism operates on an institutional level:

- Sally and Amanda have been together for 15 years. They were legally married in Vermont in 2010; however they live in Georgia where their marriage isn't recognized by the state. In 2011, Sally gave birth to their first child, Andrea, and in 2013, Amanda gave birth to their second child, Jessica. To ensure that both parents are able to make legal decisions for their children, Sally and Amanda tried to adopt each other's biological children, but Georgia would not allow it. Thus, Sally and Amanda have spent several thousand dollars in legal fees on documents designed to give them the same legal privileges that married parents are granted.

THE CLIMATE

National College Climate Data

(2010 Campus Pride National College Climate Survey):

- 68% of GLBT students reported that they were the targets of derogatory remarks
- 55% of GLBT students reported that harassment frequently occurred in public while walking on campus
- 49% of GLBT students reported that harassment frequently occurred in class
- 29% of GLBTQ students reported that they were the targets of physical violence

NC State Climate Data

(2012-2013 NC State GLBT Climate Survey):

- 75% of students/alumni and 46% of faculty/staff reported hearing derogatory remarks about the GLBT community on campus
- 13% of the student/alumni respondents indicated these derogatory remarks were directed at them
- Over half of all respondents have also reported seeing anti-GLBT graffiti on campus
- 31% of students/alumni reported feeling uncomfortable in class
- 29% of students/alumni reported feeling uncomfortable in public spaces such as Talley Student Center or the Atrium
- 27% students/alumni reported feeling uncomfortable in residence halls

National Middle and Secondary School Climate Data

(2013 Gay, Lesbian, & Straight Education Network National School Climate Survey):

Indirect Harassment

- 71.4% of GLBT students reported that they regularly heard other students in their school make homophobic remarks (e.g., “fag” or “dyke”)
- 56.4% of GLBT students reported that they regularly heard other students in their school make negative remarks about how someone expressed gender, such as comments about someone not acting “feminine” or “masculine” enough

Direct Harassment

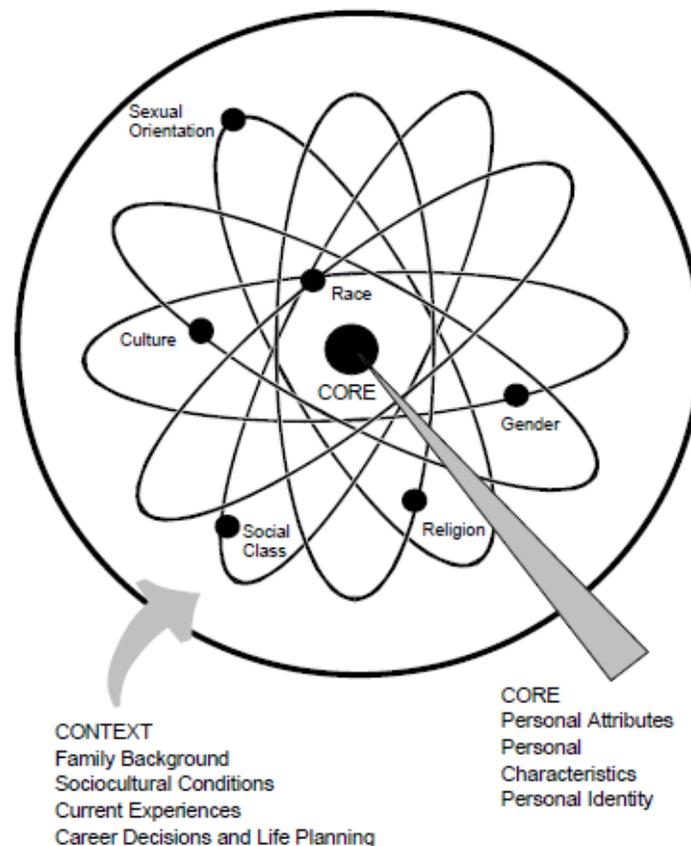
- 74.1% of GLBT students reported that they were verbally harassed (e.g., called names or threatened) at school because of their sexual orientation and 55.2% because of their gender expression
- 61.6% of GLBT students who reported an incident said that school staff did nothing in response

THE IMPACT OF AN UNSUPPORTIVE CAMPUS CLIMATE

Issues Faced by GLBT Students

- Discomfort with self-identity
- Discomfort with the GLBT community
- Rejection by others
- Loss of financial support
- Struggles with faith
- Harassment
- Safety
- Pigeonholed/stereotyped based on identity
- Discrimination (housing, employment, access)
- Conflation of sexual orientation and gender

It's also imperative allies understand the impact of intersectionality. **Intersectionality** refers to the ways in which systems of oppression (racism, sexism, homophobia, transphobia, ableism, xenophobia, classism, etc.) are interconnected and cannot be examined separately from one another. Intersectionality also refers to the fact that individuals have multiple identities (ex: black, able-bodied, working-class, female-identified, non-English-speaking lesbian) and that each of those identities impact the others (e.g., the lived experience of being black and working class is different from the lived experience of being black and middle class). Intersectionality recognizes that the impact of certain identities may be greater on individuals at certain times.



Issues Faced by GLBT Students of Color

- May “speak a different language” in terms of identity terminology
- May experience racism when with other GLBT people and/or may experience homophobia when with other people of color
- May experience overlapping forms of discrimination and harassment (homophobia, racism, sexism, classism, etc.)
- May resist coming out because they fear the loss of community support networks
- May feel they have to lead double lives (out with GLBT people, not out with people of color)
May feel pressured to “choose” which of their identities is most central to them
- May feel pressured to view one of their identities as more privileged or discriminated against than the others
- May feel pressured to conform to the “gender role binary” within LGBQ relationships
- May feel their sexuality is invisible because others only see their race

Issues Faced by Bisexual Students

- Stereotypes
- Isolation
- Invisibility
- Double standards
- Evolving ideas/language around bisexual/pansexual identities

Issues Faced by Trans* Students

- Self-consciousness about expressed and perceived gender
- Facing assumptions about sexual orientation
- Receiving access to businesses and services
- Obtaining knowledgeable/welcoming health care
- Having to educate everyone around them
- Finding and keeping jobs
- Using public restrooms
- Housing
- Documentation
- Safety
- Names and pronouns

COMING OUT

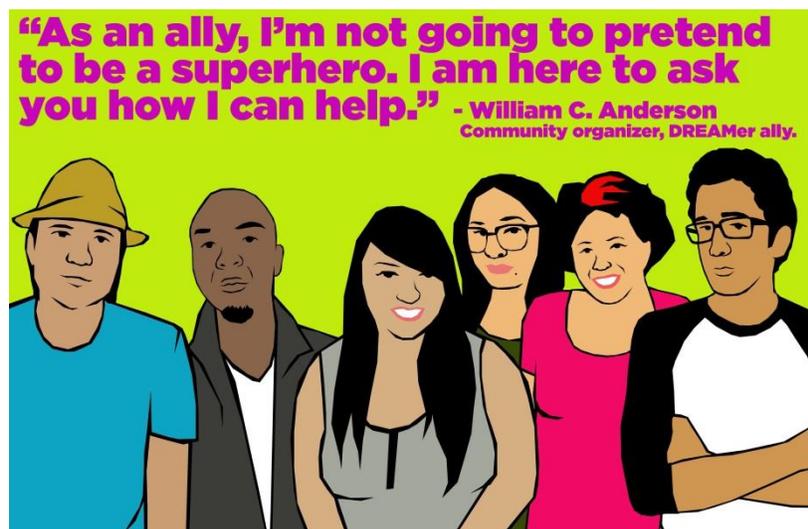
“Make no mistake, hiding one’s true self away in a closet and creating a facade of heterosexuality is not without its consequences... The damage of the fear, shame, guilt and self-loathing that exist inside a closet are often reflected unknowingly in the external life of the individual. In or out of the closet, there is a price to pay. Each individual must weigh up the consequences of honesty, openness, secrecy and deception for themselves.”

— Anthony Venn-Brown, *A Life of Unlearning*

Each student goes through the process of the coming out in their own way at their own time. Each student will have to deal with the individual ways their family and friends respond. Some students choose to be out only to some people, only in some places, or only at certain times. Coming out is not a one-time event, which means each student must make constant choices about when, where, why, and how to come out to the people in their life.

WHAT TO DO WHEN A STUDENT COMES OUT TO YOU

- Be aware of your body language and facial gestures
- Let the student know you respect their confidentiality: “I’m glad you feel comfortable sharing this with me, and I want you to know I won’t share it with others.”
- Ask what you need to know to assist the student, but don’t be invasive or make it about what you want know
- Mirror the language the student uses to self-identify
- Don’t assume the student is in crisis
- Ask the student if there is anything they need from you; if necessary, refer them to the appropriate resources
- Touch base with the student regularly to make sure the student knows that their relationship with you is undamaged
- Commit yourself as an ally: Offer and be available to support the student as they come out to others



SUPPORTING STUDENTS ON CAMPUS AND IN THE CLASSROOM

- Understand that creating a safe space is an ongoing process
- Use inclusive language
- Address comments that are heterosexist, homophobic, or biased in terms of gender identity or expression
 - Respond to inappropriate comments politely: Rather than “calling students out” for being offensive, ask students to consider the implications or connotations of their language choice or comments, and ask them to reflect on how their comments might be perceived by others; engage others in the conversation and have them suggest other ways the students’ comments can be phrased
- Be patient with students exploring gender identity – they may change names & pronouns more than once
- Assume that in every class you will have students who self-identify as GLBT or who have family or friends who self-identify as GLBT
- Include the University’s nondiscrimination policy on your syllabus
- Include a Classroom Environment Policy on your syllabus
- Let students know that you are a Project SAFE Ally and what that means
- Share your name and gender pronouns, give students the opportunity to do the same, and make sure their name and pronouns are respected

RESOURCES AT A GLANCE

Campus Organizations

- **GLBT CommUNITY Alliance (GLBTCA):** the primary GLBT student organization
- **T-Files:** a peer-led support group for those who identify under the transgender umbrella
- **Out in Science, Technology, Engineering, and Mathematics (oSTEM):** for those who are LGBTQ and majoring or working in a STEM field
- **Graduate Student and Young Professionals Network (GSYPN):** for GLBT graduate students or those starting their professional careers
- **GLBT Faculty/Staff Network:** the NC State organization for GLBT faculty and staff

Sexuality and Gender Centers

GLBT Center

5230 Talley Student Union
Campus Box 7295
2610 Cates Avenue
Raleigh, NC 27695
(919) 513-9742
glbtcenter@ncsu.edu

Women's Center

5210 Talley Student Union
Campus Box 7295
2610 Cates Avenue
Raleigh, NC 27695
(919) 515-2012
womens-center@ncsu.edu

Health and Wellness

Counseling Center

2815 Cates Avenue, 2nd Floor
919-515-2423
919-515-3000 (after hours on-call counseling)

Health and Wellness Services

- Free Monthly HIV/STI Testing (at GLBT Center)
- Free safer sex information and supplies (at GLBT Center)
- Drop-In Counseling Hours (at GLBT Center)
- Individual and Group Counseling (Counseling Center)
 - On-Call Counselor after business hours: (919) 515-3000

Harassment Support / Response

OIED Title IX Coordinator

Jordyne Blaise
Winslow Hall, Room 231
919-515-7530
<https://oied.ncsu.edu/equity/complaint-form/>

Relationship and Sexual Violence 24-hour Phone Line

919-618-RAPE (7273)

Office of Student Conduct

300 Clark Hall
919-515-2963

University Police Department

Call 911 for emergencies
919-515-3000 (non-emergencies)

Community Resources

LGBT Center of Raleigh

324 South Harrington Street
(919) 832-4484
www.lgbtcenterofraleigh.com

Planned Parenthood

100 S. Boyland Ave
(919) 833-7526

PFLAG Triangle

www.pflagtriangle.org
pflagtriangle@gmail.com

Meetings:

1st Thursdays (7:30pm)
Pilgrim United Church of Christ
3011 Academy Rd., Durham, NC 27707

3rd Wednesdays (7:30pm)
Community United Church of Christ
814 Dixie Trail Drive, Raleigh, NC 27607

GUIDE TO HANDLING DISCRIMINATION AND HARASSMENT

University Policies

North Carolina State University is committed to providing an environment where students, faculty, and staff can live, learn, and work while being treated with respect. There are a number of statements and policies that prohibit discrimination and harassment at NC State, and the university takes violations of these policies very seriously:

Equal Opportunity and Non-Discrimination Policy
<http://catalog.ncsu.edu/undergraduate/aboutus/nondiscrimination/>

Discrimination, Harassment and Retaliation Complaints
<http://policies.ncsu.edu/regulation/reg-04-25-02>

Student Code of Community Conduct
<http://policies.ncsu.edu/policy/pol-11-35-01>

Title IX of the Educational Amendments of 1972
<http://oied.ncsu.edu/titleix/>

If you observe or experience behavior that you perceive to be discrimination or harassment, it is important to report it to a faculty or staff member. NC State University and Title IX protect against discrimination on the basis of sexual orientation and gender identity.

Understanding Discrimination and Harassment

POL 04.25.05 – Equal Opportunity and Non-Discrimination Policy:

1. POLICY STATEMENT

It is the policy of the State of North Carolina to provide equality of opportunity in education and employment for all students and employees. Educational and employment decisions should be based on factors that are germane to academic abilities or job performance. North Carolina State University (“NC State”) strives to build and maintain an environment that supports and rewards individuals on the basis of relevant factors such as ability, merit and performance. Accordingly, NC State engages in equal opportunity and affirmative action efforts, and prohibits discrimination, harassment, and retaliation, as defined by this policy.

2. DEFINITIONS

For purposes of this policy, the following definitions apply:

2.1 Discrimination is unfavorable treatment with regard to a term or condition of employment, or participation in an academic program or activity based upon age (40 or older), color, disability, gender identity, genetic information, national origin, race, religion,

sex (including pregnancy), sexual orientation, or veteran status. Discrimination includes the denial of a request for a reasonable accommodation based upon disability or religion.

2.2 Harassment is any unwelcome conduct based upon age (40 or older), color, disability, gender identity, genetic information, national origin, race, religion, sex (including pregnancy), sexual orientation, or veteran status that either creates a quid pro quo situation or a hostile environment.

2.2.1 Quid Pro Quo Harassment occurs when submission to, or rejection of, unwelcome conduct (e.g., sexual advances, requests for sexual favors) by an individual is used as the basis for an employment decision (for employees); or education decision (for students). It can also occur when an individual believes that he or she must submit to the unwelcome conduct in order to avoid an adverse employment action or to secure a promotion (for employees) or to participate in school program or activity (for students).

**Note: Though Quid Pro Quo Harassment typically involves conduct of a sexual nature, it can also result from unwelcome conduct of a religious nature. For example, a supervisor offers a subordinate employee a promotion if the employee joins the supervisor's religion.*

2.2.2 Hostile Environment Harassment occurs when unwelcome conduct based upon an individual's age (40 or older), color, disability, gender identity, genetic information, national origin, race, religion, sex (including pregnancy), sexual orientation or veteran status is sufficiently severe or pervasive to:

(For Students):

- deny or limit a student's ability to participate in or benefit from NC State's programs or activities; or
- create an intimidating, threatening or abusive educational environment.

(For Employees):

- create an intimidating, hostile or offensive working environment.

A Hostile Environment is determined by looking at whether the conduct is objectively offensive (i.e., a reasonable person would find it to be) and subjectively offensive (i.e., the person who is the object of the unwelcome conduct finds it to be).

All relevant circumstances are examined as part of this determination, including but not limited to, the type of Harassment (e.g. whether verbal, physical, electronic); the frequency of the conduct, the severity of the conduct, the protected group status and relationship of the individuals involved, whether the conduct was physically threatening or humiliating, whether the conduct unreasonably interfered with work performance (for employees) or academic performance (for students). When sufficiently severe, a single instance of unwelcome conduct (e.g., sexual assault) may constitute Hostile Environment Harassment.

2.3 Retaliation is any adverse action (including intimidation, threats or coercion) against an individual because that individual engaged in a protected activity.

2.4 Protected activity includes:

- opposing a practice believed to be a violation of this policy;
- participating in an investigation, proceeding or hearing involving a violation of this policy; or

- *requesting a reasonable accommodation based on disability or religion.*

3. COMPLAINTS

NC State will promptly, thoroughly and impartially respond to all complaints of Discrimination, Harassment and Retaliation.

Any individual with a complaint of Discrimination, Harassment or Retaliation should follow NCSU REG 04.25.02 (Discrimination, Harassment and Retaliation Complaint Procedure).

4. POLICY VIOLATIONS and CORRECTIVE MEASURES

Substantiated instances of Discrimination, Harassment and Retaliation, as defined above, are violations of this policy and will not be tolerated by NC State.

Appropriate corrective measures will be instituted for violations of this policy. Such corrective measures will be designed to stop the Discrimination, Harassment and/or Retaliation and to prevent future violations. Corrective measures may involve disciplinary action up to and including expulsion (for students) or discharge (for employees).

Disciplinary action for a violation of this policy will be the responsibility of the Office of Student Conduct (for students) and appropriate administrator (i.e. vice chancellor, dean, director, supervisor, etc.) (for employees), in accordance with applicable disciplinary procedures for students or employees.

5. AFFIRMATIVE ACTION

In addition to prohibiting Discrimination, Harassment and Retaliation, NC State works toward the full realization of equal opportunity through a continuing affirmative action program, in compliance with applicable federal and state laws.

Development of the university's affirmative action plan, called the Equal Employment Opportunity Plan (EEO Plan) at NC State, is assigned to the vice provost for institutional equity and diversity, who serves as the university's Affirmative Action Officer.

The head of each administrative/academic unit identified in the EEO Plan, and subunits as identified by the Affirmative Action Officer, shall be responsible for working with the Affirmative Action Officer to implement the requirements of the EEO Plan.

6. STATEMENT FOR PROGRAMS/PUBLICITY

The following statement may be used for programmatic or publicity purposes at NC State: NC State University promotes equal opportunity and prohibits discrimination and harassment based upon one's age, color, disability, gender identity, genetic information, national origin, race, religion, sex (including pregnancy), sexual orientation and veteran status.

7. RESOURCES

Questions concerning this policy may be referred to the Office for Institutional Equity & Diversity.

It is important to appreciate that harassment is based on perception rather than intent. An alleged offender may perceive their behavior to be harmless, but their behavior may be perceived as harassment. It is also important to appreciate that not all harassment is actionable. While a comment or action may be considered offensive or harassing to an individual, in order to be considered discriminatory harassment—and therefore a policy violation—the harassment must be severe, pervasive and objectively offensive. If you encounter behavior that you perceive to be harassment, you should always report it to a faculty or staff member. In cases where the behavior is not actionable, faculty or staff members can still help you resolve the situation through a variety of methods including facilitated dialogue or mediation.

If you encounter behavior that you perceive to be harassment (even if the behavior does not target you specifically), you have several options:

1. If you feel comfortable doing so, you may address the behavior with the other person. Explaining why the behavior offends you may allow the other person to realize the consequences of their actions and may prevent them from behaving in the same way in the future.
2. If you do not feel comfortable addressing the behavior with the other person—or if you attempt to do so and you are unable to resolve the situation—you may report the behavior to any faculty or staff member.
3. While you may go to any faculty or staff member to report harassment, you always have the option to resolve these situations at the most local level; therefore, if you feel comfortable doing so, you can try to resolve the situation via the most appropriate reporting channel based on the context in which the behavior occurred:
 - a. If the other person is a faculty or staff member or a graduate assistant, then the most appropriate channel for addressing the situation would be through their direct supervisor.
 - b. If the other person is a student and the behavior occurred in a classroom, then the most appropriate channel for addressing the situation would be through your professor.
 - c. If the other person is a student and the behavior occurred in a residence hall, then the most appropriate channel for addressing the situation would be through a Resident Director for that hall.
 - d. If the other person is a student and the behavior occurred in the context of your on-campus job, then the most appropriate channel for addressing the situation would be through your direct supervisor.
 - e. If the other person is a student and the behavior occurred in an “unsupervised” area of campus (such as in the Talley Student Center, in a dining hall, or while walking across campus), then the most appropriate channel for addressing the situation would be through the Office of Student Conduct.
4. With many types of harassment—whether they are actionable or not—faculty or staff members often seek to resolve the situation informally through dialogue that is designed to help the alleged offender understand the implications of their actions.

5. If you wish to remain anonymous, your identity will be protected whenever possible. In many cases, the person you report the behavior to can pass along the information and/or act as a complainant on your behalf by summarizing the incident while leaving your name out of it.
6. If the source of the harassment is unknown (e.g., anonymous notes or emails), then the most appropriate channel for addressing the situation would be based on the context in which the harassment occurred: you can report anonymous harassment to your professor, your Resident Director, your direct supervisor, the Office for Institutional Equity and Diversity, Office of Student Conduct, or the NCSU Police Department.
7. It is important to report any behavior that you perceive to be harassment; NC State is committed to maintaining living, learning, and working environments where everyone on campus feels comfortable and is treated with respect. Do not be afraid to report harassment out of fear about how the alleged offender or any faculty or staff member might respond: NC State takes all reports of harassment seriously and prohibits retaliation against individuals who report harassment; any such retaliation will be dealt with swiftly and severely.

To report instances of discrimination, harassment, or Title IX compliance concerns, please contact Jordyne Blaise, OIED Title IX Coordinator (jblaise@ncsu.edu, 919-513-2099) or fill out a complaint form at <https://oied.ncsu.edu/equity/complaint-form/>.

PREVENTING AND DEALING WITH HOMOPHOBIA IN THE CLASSROOM

Setting the Tone:

There are a couple of preventative steps you can take before the semester begins. These steps involve the course policies listed on your syllabus. The first step is to include a non-discrimination policy on your syllabus. This will let students know that inappropriate, offensive, or harassing behavior or comments will not be tolerated.

It is the policy of the State of North Carolina to provide equality of opportunity in education and employment for all students and employees. Educational and employment decisions should be based on factors that are germane to academic abilities or job performance. North Carolina State University ("NC State") strives to build and maintain an environment that supports and rewards individuals on the basis of relevant factors such as ability, merit and performance. Accordingly, NC State engages in equal opportunity and affirmative action efforts, and prohibits discrimination, harassment, and retaliation, as defined by this policy. Harassment is any unwelcome conduct based upon age (40 or older), color, disability, gender identity, genetic information, national origin, race, religion, sex (including pregnancy), sexual orientation, or veteran status that either creates a quid pro quo situation or a hostile environment.

The second step is to let your students know that you are a Project SAFE Ally and what that means. This can be included within the section of your syllabus that relates to Office Hours. Below is a sample policy statement. Please feel free to use or adapt it.

If you would like individual help with any of the assignments in this course, you are welcome to set up a conference with me or to come by during my office hours. Keep in mind that office hours are times I have set aside specifically for meeting with students. You do not need to make an appointment to meet with me during those times, nor do you need to tell me in advance if you plan to come by. Just show up, and I'll be there. Also, please note that I am a Project SAFE Ally, one of many resource people on campus who provide an open door for individuals seeking information or assistance regarding sexual orientation, gender identity, harassment, and/or discrimination. Feel free to talk to me any time if you or someone you know has questions or concerns.

Negotiating Student Responses to Assignments and Course Materials:

If you are using assignments or course materials that deal with GLBT issues, you should explain to students in advance how you want them to approach the assignment/materials. For example, before beginning class discussion of an in-class reading assignment, you might offer the following overview for the students:

Today we're going to look at John Smith's article "Identity Development among Gay Youth." I realize that many of you have very strong beliefs and opinions about being gay; I also realize that it can be difficult to put those beliefs and opinions to the side and to read objectively. However, I am asking you to do just that as we read and

discuss this article. Our discussion will focus on the points Smith makes about identity development not on the morality of gay identity, the politics of the gay community, or the nature versus nurture debate. In other words, I'm asking you to put all of the major debate points out of your mind so you can find and discuss what the author is addressing in his article.

If you are giving students an out-of-class assignment that deals with GLBT issues, you should still frame the assignment so students know what they will be expected to know or what they will be expected to discuss during the following class. It is also very helpful to give them a writing assignment that forces them to engage with the reading in the way you are asking. Below is a sample overview you might offer students:

For homework, you will be reading John Smith's article "Identity Development among Gay Youth." I realize that many of you have very strong beliefs and opinions about being gay; I also realize that it can be difficult to put those beliefs and opinions to the side and to read objectively. However, I am asking you to do just that. As you read, you need to identify Smith's main points and underline or highlight them. Once you've finished reading, go back to each main point and find the information Smith uses to support it. For Wednesday, you need to have a typed list of Smith's main ideas with a brief summary of his support for each point. We will discuss Smith's argument in class—not our beliefs or opinions about being gay, the politics of the gay community, or the nature versus nurture debate. Thus, you need to remain objective and focused as you read so you will be prepared to contribute to the class discussion.

Framing the Discussion and Facilitating Conversations between Students:

If you are discussing GLBT issues in class (either because an issue spontaneously came up or because you brought up the issue for discussion), it is important to provide students with guidelines for discussion to prevent things from becoming combative. It is particularly important to ask students to state their ideas as opinions rather than as statements of truth. Here is an overview of how you might frame the guidelines for discussion:

As we discuss the issue of gay marriage, I would like you to keep in mind that the classroom is a place for intellectual inquiry and for the respectful exchange of ideas. I realize that many of you have very strong beliefs and opinions about the issue of gay marriage; however, because not all of you agree on the issue, it is important to frame your comments as beliefs or opinions not as statements of truth. For instance, rather than saying "Being gay is a mortal sin and all gay people will go to hell", try saying "I was raised to believe that being gay is a mortal sin and that all gay people will go to hell." This makes it much easier for you to engage with each other since you are being asked to respond to each other's opinions, not to fundamental truths that cannot be changed.

If you are discussing GLBT issues in class, it is also important to ask students to rephrase each other's ideas before responding. This will ensure students are actually listening to each other's arguments and responding to what is being said rather than simply repeating their own position over and over again. Below is an example of how you can ask students to engage with each other's ideas:

As you discuss the issue of gay marriage, you need to engage with each other respectfully. One way to do this is to rephrase the idea you wish to respond to. For instance, if Tiffany said, "I was raised to believe that being gay is a mortal sin, and all gay people will go to hell," and Kate wanted to respond to her statement, then Kate would need to rephrase Tiffany's idea first—"You believe that gay people will be sent to hell because it is a sin to be gay"—before stating her own response—"But I believe that we are all who we are because God made us this way, so I don't believe he would send any of us to hell for being who we are."

Playing Referee and Handling Inappropriate Comments:

It will happen: students will make inappropriate and offensive comments during class. When it happens, it is important to be prepared to handle it. There are a number of things you need know as you deal with these situations:

1. All eyes will be on you. When someone makes an inappropriate comment, you won't be the only one to recognize that what was said was offensive. Everyone will turn to you, waiting to see how you'll react—sometimes even the student who made the comment. It is important to step up and deal with the comment quickly and tactfully.
2. It is your responsibility to respond to the comment. It's your classroom, and you're the voice of authority. You set the ground rules and someone broke them. You must deal with the inappropriate comment so everyone recognizes that the ground rules will be enforced.
3. How you respond to the comment sends a clear message—especially if you say nothing. Saying nothing (i.e., ignoring it or pretending you didn't notice) is the worst thing you can do because it sends one of two messages: Either that you didn't find the comment inappropriate and therefore such comments are acceptable in your class or that you aren't going to call attention to inappropriate comments, which turns your classroom into a space where "anything goes."
4. As referee, your main responsibility is to keep tempers from flaring, including your own. The comment may offend and/or anger you, but it is important to keep your cool, for several reasons. First, you don't want your students responding emotionally to the comments made during discussion, so it's important for you to set a good example and respond to the content of the comment rather than the feelings it evokes. Second, an emotional reaction from you could intimidate students and prevent them from engaging further in current or future class discussions. The last thing you want to do is make students uncomfortable. The point is to maintain an environment of open and respectful exchange, which means that you must frame your comments respectfully as well. Third, it is important never to appear angry at the student who made the comment since you don't want to create the impression that you are/will be hostile/biased toward the student.
5. It is important to address the comment without offending the student or "calling the student out" in front of the class. Rather than making a statement of truth such as "That's an inappropriate and offensive comment, John," try taking the comment apart and asking the student who said it (and/or the rest of the class) to consider its implications.
 - a. Try asking a question that forces the student(s) to reflect on what was said. For instance, "You believe that all 'homos' will burn in hell. 'Homos' is an

interesting choice of words. Why did you choose that? What is its connotation? What are the implications of choosing such a word? How do you think others will react to the word?" You could even ask the class to generate a list of words used to label gay people and then discuss the politics and implications of each choice.

- b. You could even refrain from directly addressing the student who made the comment. For instance, "Let me just jump in for a minute and ask a question about language. There are a lot of different words that get used when discussing members of the GLBT community, and they don't all have the same connotation or receive the same reaction. I've heard a number of different words used thus far in our conversation—gay, homosexual, queer, homo—and I wanted to ask everyone to think about the implications of word choice. What connotations do these different words have? How do others react when you use them? What does it imply about you when you choose one over the others?"

This can easily lead into the word list exercise mentioned above. The point is not to make a student feel embarrassed or uncomfortable for saying something inappropriate. The point is to get students to think about the implications of what they say—ideally before they say it, but if necessary afterwards—so that neither they nor the other students in the class will make the same mistake again.