DIVERSITY

Diversity and Inclusion is Important, Now What?

DaWon Baker
Diversity and Inclusion Director
University of Nebraska-Lincoln

Kristia Worthy
Associate Director of Academic
Services
University of Louisville

What Does It Mean?

- Gallery Walk Activity
  - Think, pair, share
- Definitions
  - Diversity
    - The state of being diverse, a range of human differences
    - Can include the dimensions of race, ethnicity, gender, sexual orientation, socioeconomic status, physical abilities, religious beliefs, and many
  - Inclusion
    - A collaborative, supportive, and respectful environment that empowers and values people by embracing their unique differences through involvement and appreciation
- Diversity is counting heads while inclusion is making sure every head counts
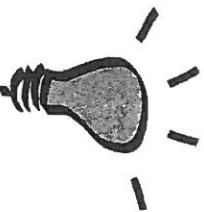
Session Overview

Attendees will......

- Learn about strategies to implement, engage, and sustain D&I programs

- Gain knowledge on how to differentiate between athletic administration and student-athlete programming

- Identify tangible examples of effective diversity and inclusion programming

Getting Started- Assessment

○ Assessment is the evaluation of the nature, quality, or ability of something

○ Understanding where your office is and the need is the first step

○ Collect data and different measures

○ Incorporate the perspectives of staff and student-athletes
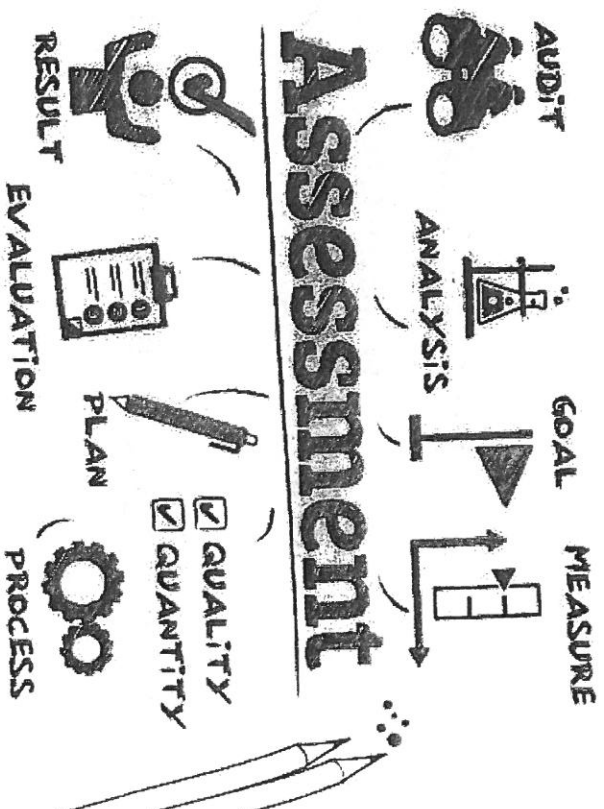
Conducting a Department Diversity & Inclusion Audit

- What needs to be done before conducting the audit:
- 5 W's: Why, Who, What, When/Where
- Why – Establish the 'why.' Why does your department want to conduct a diversity and inclusion audit? Ultimately, the organization needs to be able to specify what they are trying to uncover, and commit to addressing the problems that may surface.
- Who – Determine the necessary stakeholder participation for:
  - 1) The audit interviews (i.e. student-athletes, staff members, department heads, coaches, etc.)
  - 2) The Working group that will analyze, compile and create recommendations for the findings
  - 3) The audit dissemination – who will be presenting the final findings and recommendations, and what stakeholders need to receive this information (i.e. senior staff, athletic board, campus Chief Diversity Officer)?

Steps to Complete the Audit

- What – Create a process that will ensure that the audit is conducted, the information is analyzed, and that the recommendations are compiled, presented, implemented.

  - 1) What questions will be asked? (i.e. questions about: student-athlete experience, staff experience, athletic department culture, campus/community engagement, etc.)
  - 2) How will the information be analyzed and measured?
  - 3) Who will be involved in the interviews? (i.e. individual interviews or group/unit interviews?)

- When / Where – Determine audit time frame.

  - 1) What is the timeline, from start to finish? When will interviews take place? When will recommendations be completed?

Steps to Complete the Audit

- Step 1: Conduct audit interviews
- Step 2: Analyze data
- Step 3: Create recommendations
- Step 4: Prioritize recommendations
- Step 5: Presentation
- Step 6: Implementation

Sheridan Blanford
Director of Inclusion
Wisconsin Athletics

"Diversity, equity and inclusion are at the foundation of all college athletic department cultures. When an athletic department is assessing the culture, it is essential that they create an opportunity for various stakeholders (student-athletes, staff, coaches, administrators, campus affiliates, community partners, etc.) to reflect and give feedback on their policies, programs, procedures initiatives, etc. This ongoing action shows commitment to ensuring that a wide variety of experiences and perspectives are infused within the culture to fuel access, reach, and opportunity."
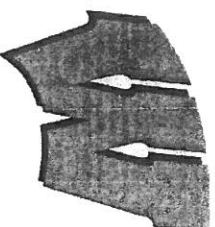
Getting Started- Connecting to Resources

- Get. Out. Of. The. Office.
- What resources are available on your campus?
- Build relationships
- Establish partnerships and collaborate
- Connect to resources available through larger associations and organizations
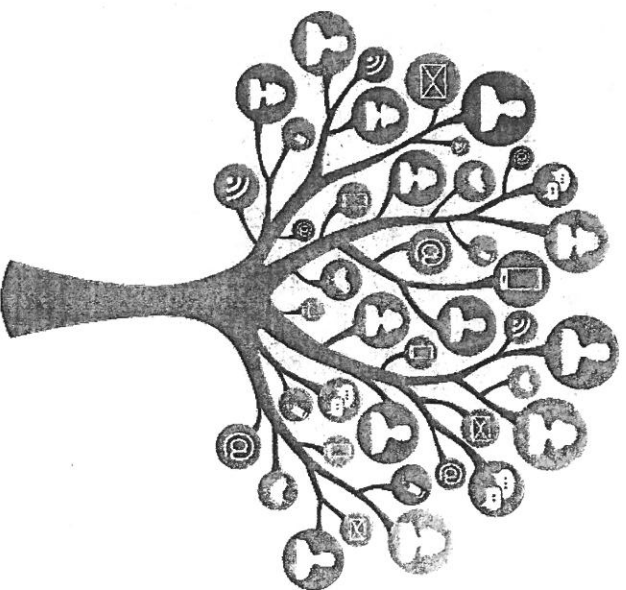
Resources

- NCAA Inclusion Forum (staff and students)
- Black Student-Athlete Summit (staff and students)
- NCORE
- RISE
- Out in Athletics
- LGBT SportSafe
- Athlete Ally
- Institute for Sport and Social Justice (Formerly NCAS)

- Local campus Social Justice/Inclusion based orgs (Women's Center, LGBT centers, Multicultural centers, figure out what's on your campus)
- Local community organizations and events
  - Nebraska-Inclusive Communities
  - Louisville- Dialogue on Diversity

Connecting to Resources

Resa Lovelace
Assistant AD for Student-Athlete Development
University of Maryland

"When working in athletics, you tend to think you have all the resources and knowledge to educate your student-athletes and staff within. I believe that when you are talking about diversity, equity and inclusion, you have to go outside yourself for some evaluation before you can build programming effectively.

During my time at Oregon, we had Nevin Caple come in and meet with various people in our department in order to evaluate where we were and where we needed to go in terms of LGBTQ programming and support. After seeing where we lacked in education and support, we were then able to provide education to the administration/coaches and student-athletes. We were able to create a community to support LGBTQ+ people, which then had a trickle down affect to discuss Race and Mental Health through the BEOREGON campaign. We worked with Nevin & LGBTSportsafe for my 4 year stint and they continue too, as well. So simply bringing in outside resources can have a tremendous affect on your department, if you create a partnership with the person/company that really has your best interest at heart."
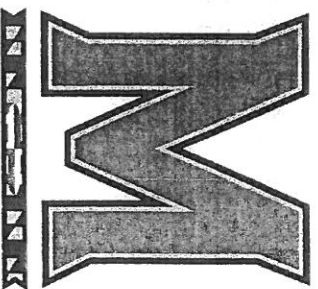
Getting Started- Buy-In from Senior Staff/Colleagues

- Everyone plays a part
- Leadership development
- Include data
- Athletic Department/Office values
- Internal position within athletic departments at various institutions
- N4A's guiding principles
  - Diversity, Equity, and Inclusion- Promote the highest standards of diversity, equity, and inclusion as indispensable elements of success.
- N4A's change in structure
  - Division Director of Diversity, Equity, and Inclusion

Buy-In from Senior Staff/Colleagues

Elliott Daniels

Associate AD of Student-Athlete Engagement

Michigan State University

"*Diversity is Leadership. This is our stance here at MSU Athletics through our Diversity and Leadership Committee by way of our Student-Athlete Engagement unit. Infusing Diversity as a necessary component of Leadership into every event, program and workshop really helped our student-athletes rally around the change from MCP to DLC (Diversity and Leadership Committee) as well as show staff that the need to rebrand was necessary.*

Change delivers its share of challenges, particularly regarding a topic that some student-athletes display a high level of passion while others tend to approach with caution. Casting a vision for our student-athletes that presented them with a more sustained culture around diversity that would not only help them grow but engage all student-athletes, proved to be critical."

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Getting Started- Low Hanging Fruit

Administration

1. Diversity statement on website
2. Incorporate D&I into department core values
3. On-boarding process of new employees
4. Add in D&I time to staff meetings/professional development
5. Ally list/stickers/free workshops on campus

Student-Athletes

1. SAAC/Leadership group D&I committee
2. Support for international SAs
   a. International SA mixer
   b. Student group/organization
   c. International week/recognition
3. Support for SAs of color
4. Training of tutors for diverse student-athlete interaction
5. D&I training

Implementation

- Committee/Working Group
- Connection to campus office for D&I
- Tie together with Title IX
- Incorporate various learning methods
  - Interactive workshops
  - Guest speakers
  - Books
  - Articles and newsletters
  - Movies/Videos
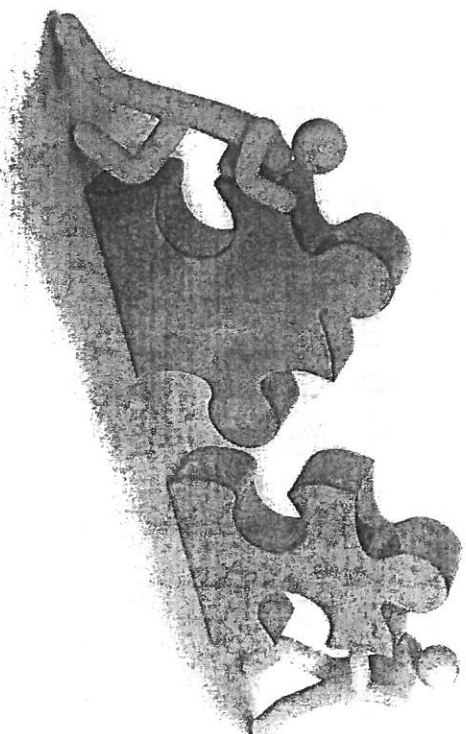
Implementation- Continued

- Scheduling/Awareness of schedule
  - Student-athlete programming: timely, not conflicting with other programming, practice, comps, etc. (won't be perfect, but pick most inclusive time)
  - Staff programming: timely, not conflicting with other programming, avoid big games, pre-planned staff meetings, etc.
- Evaluate/Assess efforts
- Take your time. It won't change overnight.

Implementation

Nnenna Akotaobi

Associate Athletics Director/SWA/Deputy Title IX Coordinator,

Swarthmore College

"The best advice I can give is that Diversity, Equity, Access and Inclusion (DEAI) efforts must be intentional, strategic, and broad. No series of educational programs or workshops on their own will allow these values to thrive. We must think of everything we do through the lense of DEAI. This creates space for DEAI education to have a longstanding impact in an environment where it is mission-critical to everything a department does.

I'd also advise campus to work with their institutional partners on the execution and delivery of comprehensive education. Many campuses have experts who live and breathe this work everyday, they are a great resource to lean on."
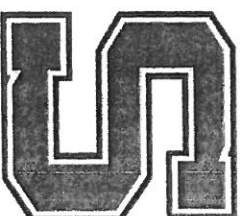
Barriers

- Financial barriers
- Commitment
- Time (who will be doing the work, busy schedules)
- Engagement
- Support
- Others?
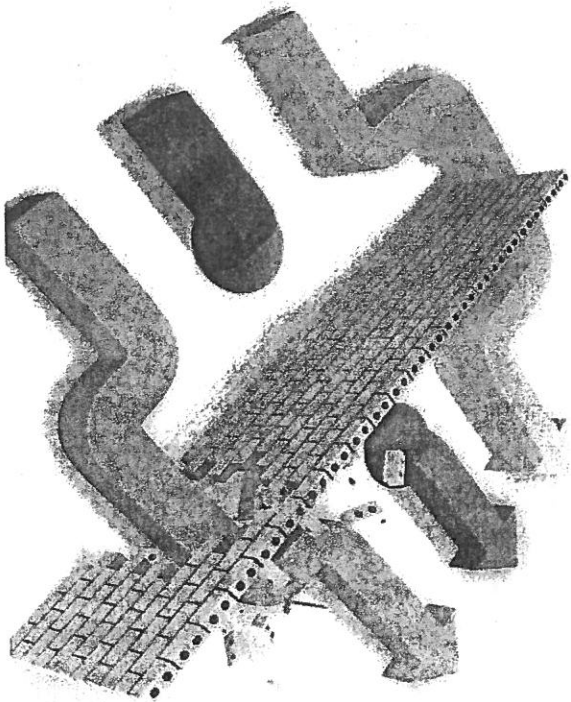
Barriers

Jennifer Hunter

Associate Director of Athletics, Diversity & Inclusion Initiatives

Brown University

"For true inclusion to be transformative, you must be comfortable with being uncomfortable. You can fairly assume that situations and difficult conversations will arise within DEI initiatives. When those issues occur, for some, the easier thing to do would be to skirt around it. However, by addressing shortcomings around inclusivity head on, we acknowledge it is only a temporary discomfort, and only by tackling that discomfort at its core will you ultimately make your organization stronger."
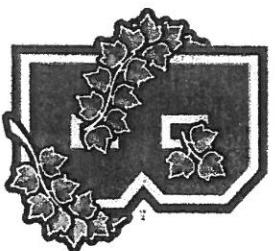
Advice for those in High Leadership Positions

Anthony Grant
Director of Athletics
Metropolitan State University of Denver

"It's very important to incorporate goals & objectives regarding Diversity and Inclusion into the overall strategic plan. We were very fortunate that my university president is an advocate for ensuring a diverse and inclusive environment, so our commitment in athletics is consistent with that of the campus."

"My work on the MOIC and RMAC Diversity and Inclusion Committee provides a broad and global perspective that is helpful in our campus conversations about diversity and inclusion." In addition, working on larger committees makes the statistics and overall diversity and inclusion picture much more clear, it forces you to think bigger about diversity and inclusion."

- Incorporate D&I into overall strategic plan.
- Working on multiple committees/work in D&I has significant value.
- Diversity Fatigue is real.

Presenter Success Stories/Examples

- University of Nebraska
  - Annual Diversity and Inclusion Summit for staff and SA's
  - Summer Lunch and Learns
  - HADIC (Husker Athletics D&I Committee)
  - Diversity and Inclusion Calendar
  - SAAC D&I Subcommittee Movie Screenings
- University of Louisville
  - Summer Bridge Programs
  - Athletics Department Diversity and Inclusion Committee
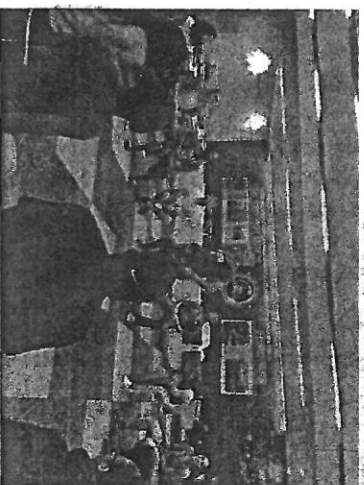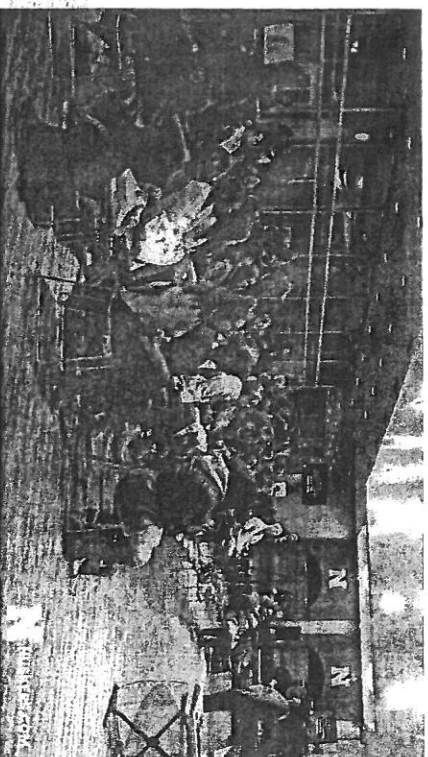 - Student Organizations
    - S.C.O.R.E.- Student-Athletes of Color
    - LIFE - International Student-Athletes
  - Staff trainings
  - Hot Topic Discussions
- Michigan State University
  - Training for freshmen
  - Multicultural Program
    - Celebrate Us Event
    - Minority Graduation Event
  - Spartan Talks

White Supremacy Culture

From Dismantling Racism: A Workbook for Social Change Groups, by Kenneth Jones and Tema Okun, ChangeWork, 2001

This is a list of characteristics of white supremacy culture which show up in our organizations. Culture is powerful precisely because it is so present and at the same time so very difficult to name or identify. The characteristics listed below are damaging because they are used as norms and standards without being pro-actively named or chosen by the group. They are damaging because they promote white supremacy thinking. They are damaging to both people of color and to white people. Organizations that are people of color led or a majority people of color can also demonstrate many damaging characteristics of white supremacy culture.

Perfectionism

- little appreciation expressed among people for the work that others are doing; appreciation that is expressed usually directed to those who get most of the credit anyway
- more common is to point out either how the person or work is inadequate
- or even more common, to talk to others about the inadequacies of a person or their work without ever talking directly to them
- mistakes are seen as personal, i.e. they reflect badly on the person making them as opposed to being seen for what they are mistakes
- making a mistake is confused with being a mistake, doing wrong with being wrong
- little time, energy, or money put into reflection or identifying lessons learned that can improve practice, in other words little or no learning from mistakes
- tendency to identify what is wrong; little ability to identify, name, and appreciate what is right

antidotes: develop a culture of appreciation, where the organization takes time to make sure that people's work and efforts are appreciated; develop a learning organization, where it is expected that everyone will make mistakes and those mistakes offer opportunities for learning; create an environment where people can recognize that mistakes sometimes lead to positive results; separate the person from the mistake; when offering feedback, always speak to the things that went well before offering criticism; ask people to offer specific suggestions for how to do things differently when offering criticism

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Sense of Urgency

- continued sense of urgency that makes it difficult to take time to be inclusive, encourage democratic and/or thoughtful decision-making, to think long-term, to consider consequences
- frequently results in sacrificing potential allies for quick or highly visible results, for example sacrificing interests of communities of color in order to win victories for white people (seen as default or norm community)
- reinforced by funding proposals which promise too much work for too little money and by funders who expect too much for too little

antidotes: realistic workplans; leadership which understands that things take longer than anyone expects; discuss and plan for what it means to set goals of inclusivity and diversity, particularly in terms of time; learn from past experience how long things take; write realistic funding proposals with realistic time frames; be clear about how you will make good decisions in an atmosphere of urgency

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Defensiveness

- the organizational structure is set up and much energy spent trying to prevent abuse and protect power as it exists rather than to facilitate the best out of each person or to clarify who has power and how they are expected to use it
- because of either/or thinking (see below), criticism of those with power is viewed as threatening and inappropriate (or rude)
- people respond to new or challenging ideas with defensiveness, making it very difficult to raise these ideas
- a lot of energy in the organization is spent trying to make sure that people's feelings aren't getting hurt or working around defensive people
- the defensiveness of people in power creates an oppressive culture

antidotes: understand that structure cannot in and of itself facilitate or prevent abuse; understand the link between defensiveness and fear (of losing power, losing face, losing comfort, losing privilege); work on your own defensiveness; name defensiveness as a problem when it is one; give people credit for being able to handle more than you think; discuss the ways in which defensiveness or resistance to new ideas gets in the way of the mission

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Quantity Over Quality

- all resources of organization are directed toward producing measurable goals
- things that can be measured are more highly valued than things that cannot, for example numbers of people attending a meeting, newsletter circulation, money spent are valued more than quality of relationships, democratic decision-making, ability to constructively deal with conflict
- little or no value attached to process; if it can't be measured, it has no value
- discomfort with emotion and feelings
- no understanding that when there is a conflict between content (the agenda of the meeting) and process (people's need to be heard or engaged), process will prevail (for example, you may get through the agenda, but if you haven't paid attention to people's need to be heard, the decisions made at the meeting are undermined and/or disregarded)

antidotes: include process or quality goals in your planning; make sure your organization has a values statement which expresses the ways in which you want to do your work; make sure this is a living document and that people are using it in their day to day work; look for ways to measure process goals (for example if you have a goal of inclusivity, think about ways you can measure whether or not you have achieved that goal); learn to recognize those times when you need to get off the agenda in order to address people's underlying concerns

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- if it's not in a memo, it doesn't exist
- the organization does not take into account or value other ways in which information gets shared
- those with strong documentation and writing skills are more highly valued, even in organizations where ability to relate to others is key to the mission antidotes: take the time to analyze how people inside and outside the organization get and share information; figure out which things need to be written down and come up with alternative ways to document what is happening; work to recognize the contributions and skills that every person brings to the organization (for example, the ability to build relationships with those who are important to the organization's mission)
- only one right way
- the belief there is one right way to do things and once people are introduced to the right way, they will see the light and adopt it
- when they do not adapt or change, then something is wrong with them (the other, those not changing), not with us (those who know the right way)
- similar to the missionary who does not see value in the culture of other communities, sees only value in their beliefs about what is good

antidotes: accept that there are many ways to get to the same goal; once the group has made a decision about which way will be taken, honor that decision and see what you and the organization will learn from taking that way, even and especially if it is not the way you would have chosen; work on developing the ability to notice when people do things differently and how those different ways might improve your approach; look for the tendency for a group or a person to keep pushing the same point over and over out of a belief that there is only one right way and then name it; when working with communities from a different culture than yours or your organization's, be clear that you have some learning to do about the communities' ways of doing; never assume that you or your organization know what is best for the community in isolation from meaningful relationships with that community

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Paternalism

- decision-making is clear to those with power and unclear to those without it
- those with power think they are capable of making decisions for and in the interests of those without power
- those with power often don't think it is important or necessary to understand the viewpoint or experience of those for whom they are making decisions
- those without power understand they do not have it and understand who does
- those without power do not really know how decisions get made and who makes what decisions, and yet they are completely familiar with the impact of those decisions on them

antidotes: make sure that everyone knows and understands who makes what decisions in the organization; make sure everyone knows and understands their level of responsibility and authority in the organization; include people who are affected by decisions in the decision-making

- things are either/or good/bad, right/wrong, with us/against us
- closely linked to perfectionism in making it difficult to learn from mistakes or accommodate conflict
- no sense that things can be both/and
- results in trying to simplify complex things, for example believing that poverty is simply a result of lack of education
- creates conflict and increases sense of urgency, as people are felt they have to make decisions to do either this or that, with no time or encouragement to consider alternatives, particularly those which may require more time or resources

antidotes: notice when people use either/or language and push to come up with more than two alternatives; notice when people are simplifying complex issues, particularly when the stakes seem high or an urgent decision needs to be made; slow it down and encourage people to do a deeper analysis; when people are faced with an urgent decision, take a break and give people some breathing room to think creatively; avoid making decisions under extreme pressure

Power Hoarding

- little, if any, value around sharing power
- power seen as limited, only so much to go around
- those with power feel threatened when anyone suggests changes in how things should be done in the organization, feel suggestions for change are a reflection on their leadership
- those with power don't see themselves as hoarding power or as feeling threatened
- those with power assume they have the best interests of the organization at heart and assume those wanting change are ill-informed (stupid), emotional, inexperienced

antidotes: include power sharing in your organizations values statement; discuss what good leadership looks like and make sure people understand that a good leader develops the power and skills of others; understand that change is inevitable and challenges to your leadership can be healthy and productive; make sure the organization is focused on the mission

Fear of Open Conflict

- people in power are scared of conflict and try to ignore it or run from it
- when someone raises an issue that causes discomfort, the response is to blame the person for raising the issue rather than to look at the issue which is actually causing the problem
- emphasis on being polite
- equating the raising of difficult issues with being impolite, rude, or out of line

antidotes: role play ways to handle conflict before conflict happens; distinguish between being polite and raising hard issues; don't require those who raise hard issues to raise them in acceptable ways, especially if you are using the ways in which issues are raised as an excuse not to address the issues being raised; once a conflict is resolved, take the opportunity to revisit it and see how it might have been handled differently

- little experience or comfort working as part of a team
- people in organization believe they are responsible for solving problems alone
- accountability, if any, goes up and down, not sideways to peers or to those the organization is set up to serve
- desire for individual recognition and credit
- leads to isolation
- competition more highly valued than cooperation and where cooperation is valued, little time or resources devoted to developing skills in how to cooperate
- creates a lack of accountability, as the organization values those who can get things done on their own without needing supervision or guidance antidotes: include teamwork as an important value in your values statement; make sure the organization is working towards shared goals and people understand how working together will improve performance; evaluate people's ability to work in a team as well as their ability to get the job done; make sure that credit is given to all those who participate in an effort, not just the leaders or most public person; make people accountable as a group rather than as individuals; create a culture where people bring problems to the group; use staff meetings as a place to solve problems, not just a place to report activities
- i'm the only one
- connected to individualism, the belief that if something is going to get done right, I have to do it
- little or no ability to delegate work to others

antidotes: evaluate people based on their ability to delegate to others; evaluate people based on their ability to work as part of a team to accomplish shared goals

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Progress is Bigger, More

- observed in systems of accountability and ways we determine success
- progress is an organization which expands (adds staff, adds projects) or develops the ability to serve more people (regardless of how well they are serving them)
- gives no value, not even negative value, to its cost, for example, increased accountability to funders as the budget grows, ways in which those we serve may be exploited, excluded, or underserved as we focus on how many we are serving instead of quality of service or values created by the ways in which we serve

antidotes: create Seventh Generation thinking by asking how the actions of the group now will affect people seven generations from now; make sure that any cost/benefit analysis includes all the costs, not just the financial ones, for example the cost in morale, the cost in credibility, the cost in the use of resources; include process goals in your planning, for example make sure that your goals speak to how you want to do your work, not just what you want to do; ask those you work with and for to evaluate your performance

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- the belief that there is such a thing as being objective
- the belief that emotions are inherently destructive, irrational, and should not play a role in decision-making or group process
- invalidating people who show emotion
- requiring people to think in a linear fashion and ignoring or invalidating those who think in other ways
- impatience with any thinking that does not appear logical to those with power

antidotes: realize that everybody has a world view and that everybody's world view affects the way they understand things; realize this means you too; push yourself to sit with discomfort when people are expressing themselves in ways which are not familiar to you; assume that everybody has a valid point and your job is to understand what that point is

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Right to Comfort

- the belief that those with power have a right to emotional and psychological comfort (another aspect of valuing logic over emotion)
- scapegoating those who cause discomfort
- equating individual acts of unfairness against white people with systemic racism which daily targets people of color

antidotes: understand that discomfort is at the root of all growth and learning; welcome it as much as you can; deepen your political analysis of racism and oppression so you have a strong understanding of how your personal experience and feelings fit into a larger picture; don't take everything personally

One of the purposes of listing characteristics of white supremacy culture is to point out how organizations which unconsciously use these characteristics as their norms and standards make it difficult, if not impossible, to open the door to other cultural norms and standards. As a result, many of our organizations, while saying we want to be multicultural, really only allow other people and cultures to come in if they adapt or conform to already existing cultural norms. Being able to identify and name the cultural norms and standards you want is a first step to making room for a truly multi-cultural organization.

This document was put together based on a series of frequently asked questions by athletic administrators. We hope you will find this resource useful in developing LGBTQA+ policies at your institution or within your athletic department.

HOW DOES LGBTQA+ EDUCATION BENEFIT ALL ATHLETES? WHAT CAN I DO TO CHANGE THE CULTURE ON MY CAMPUS AND IN MY DEPARTMENT?

It's important for all students to understand the importance of LGBTQA+ respect and inclusion. When all athletes are able to live and compete openly as their authentic selves, **teams are able to excel.** We've heard repeatedly from LGBTQA+ athletes that being isolated and closeted has prevented them from fully competing and thriving in their sport. **Changing culture on campus takes time and often starts with open and honest conversations.** Education on LGBTQA+ respect and inclusion is an important step for all members of your athletic community.

HOW DO I EVEN GET STARTED IN CREATING LGBTQA+ INCLUSIVE POLICIES?

Identify your partners: Prior to initiating the conversation about creating policies, you must first identify current and potential department, campus, and community partners who could support you in developing and implementing these policies, as LGBTQA+ inclusion work cannot be done in isolation. These are individuals or groups who you would consider "powerful partners." Some examples of powerful partners include the campus LGBTQ center, your athletic director or associate athletic director, coaches, members of Student Athlete Advisory Committees, out athletes, and other faculty or staff who could provide important feedback or support to the process.

After you've identified your partners, **connect with them in person**. This could include individual or small group conversations, such as inviting folks for a coffee. After you've identified who is interested in working with you to create LGBTQA+ inclusive policies, a next step might be creating an interest group, a working group, or a committee that would focus on creating LGBTQA+ inclusive spaces either on campus or directly within the athletics department.

Develop a strategic plan: Consider using a **SWOT analysis** to identify Strengths, Weaknesses, Opportunities, and Threats regarding LGBTQA+ inclusive practices. Strengths and Weaknesses are internal; Opportunities and Threats are external. Be sure to complete this exercise with your "powerful partners." Once you have completed your SWOT, put yourself into action. Develop an action plan and execute.

Consult with your legal counsel: When developing new policies or revising existing policies, be sure to consult with your legal counsel and any other constituents that may need to review drafts or final policies.

Build a timeline: A reasonable timeline for policy development and implementation would be one calendar year. This process could feasibly take up to two years. It is important to set realistic expectations when developing and implementing LGBTQA+ inclusive policies.

Continue the Conversation: Each department has their own individual ways in which they educate student-athletes. The important thing to remember is that education should not be a one-time event, but continuous. Consider addressing your new policy during Student-Athlete Orientation, or pre-season Compliance Meetings. You may also want to partner with your Student-Athlete Development team or SAAC reps to host LGBTQA+ related programs, or bring in a guest speaker to address small or large groups of student-athletes.

HOW DO I BEGIN IMPLEMENTING LGBTQA+ PROGRAMMING WITHIN MY DEPARTMENT?

The level of engagement on and knowledge about LGBTQA+ issues within colleges and universities across the country varies. One of the primary obstacles to respect and inclusion for LGBTQA+ student-athletes is that some athletic departments do not believe that they have an LGBTQA+ student-athlete, or they may feel that the environment is already welcoming enough that they do not need proactive policies reflecting openness to and acceptance of LGBTQA+ athletes. **However, it's important to underscore that proactive policies create a more welcoming environment for athletes to come out, and make it clear to the full student body that LGBTQA+ athletes are to be included and welcomed.** Accessible policies and visible support matters.

Begin by **incorporating LGBTQA+ issues into your student-athlete development programming or student-athlete curriculum.** When looking at the academic year calendar, consider scheduling at least one programming event during the academic year that relates to LGBTQA+ issues in athletics. Consider partnering with on-campus or community resources who offer safe zone trainings, or educational sessions on inclusive language. Many of these campus and community partnerships are free or very low cost.

There are many individuals and organizations available for hire whom specialize in LGBTQA+ inclusion in athletics. The cost of these resources varies and is dependent on the services they provide, but they can range anywhere from $500-$3,000.

When approaching an AD or supervisor regarding additional funding, or funding allocation for LGBTQA+ related programming (or any programming for that matter) consider putting together a budget request or proposal. AD's and supervisors appreciate when they can see you've done your homework and can present them with enough detail to make an informed decision, especially when it impacts budget.

WHAT KIND OF INTERNAL AND/OR EXTERNAL RESOURCES DO I HAVE AVAILABLE TO ME?

The short answer? A whole lot!

Here's the good news: you probably have more resources on your campus to learn more about LGBTQA+ respect and inclusion than you realize. Many student athlete development staff have already been working on LGBTQA+ respect and inclusion issues. In addition, try reaching out to departments or offices on campus who have already been doing work on LGBTQA+ inclusion. For example, many campuses have a **LGBTQA+ student center or student group, a campus diversity office, or alumni or donors who may have some expertise on LGBTQA+ issues.**

As mentioned previously, in terms of external resources, there are a number of organizations that you can bring to campus to facilitate trainings with your department or student-athletes. Some organizations include **LGBT SportSafe, Out in Athletics** and Athlete Ally.

HOW SHOULD WE BE ASKING ABOUT GENDER ON FORMS?

We suggest a **two step process** for asking about sex assigned at birth and gender identity. For example:

What is your current gender identity? (Check all that apply)
Female
Male
Trans male/Trans man
Trans female/trans woman
Genderqueer/gender-nonconforming
Different identity (please state):

What is your sex assigned at birth?
Female
Male

HOW CAN I GO ABOUT MAKING MY PROSPECTIVE STUDENT RECRUITING FORM INCLUSIVE WHEN ASKING ABOUT GENDER/SEX, WHILE STILL KNOWING WHAT TEAM THEY WANT TO BE ON?

Many recruiting forms or recruiting materials include questions regarding gender/sex. If possible, **be sure to include numerous options for student-athletes to choose their own answers, or provide an open-ended box where they can fill in the blank with an answer of their choice.** See above for suggested ways to ask for sex and gender on forms. Similarly, if you're asking about parents or other family members try to use gender neutral language. For example, instead of "Mother/Father" use "Parents" or "Parent."

You may also want to consider including a question about the student-athlete's pronouns. The same considerations above would apply to this question. You may also want to consider including a link or additional educational information on pronouns (i.e. **mypronouns.org**). It's important to remember that some prospective student-athletes haven't learned about the importance of pronouns. Before asking them what their pronouns are, it's helpful to first educate them by sharing a resource like the one above, so that they understand why you are asking the question.

HOW DO I HANDLE MEDIA?

Talking to media can be tricky and at times scary, especially if we don't feel well versed on LGBTQA+ issues. We love **GLAAD's Media Reference Guide** because it offers clear guidance on what terms to use and what terms to avoid when talking about the LGBTQA+ community. A few key tips:

Prepare: Understand what three key messages you want to get across in the interview on the issue at hand. Consult your colleagues in communications and at the LGBTQA+ center if you're unsure about messaging.

Say what you're for, not what you're against. For example, if a student comes out publicly, affirm that student's identity and your department's commitment to equality and access to sports for all. "We are proud to have [athlete] as a part of our department; we believe everyone should have the opportunity to be themselves on and off the field."

If you're not sure how to answer a question, pivot. You never have to answer something you don't want to. There are many ways to pivot away from a tough question:

> **Bridging:** Link the question to your point. "The real issue is..."
> **Flagging:** Steer the interview with a hook. "But, that's not the only important issue...."
> **Hooking:** Highlight the key point. "The most important thing is..."
> **Correcting:** Correct problematic questions. "A lot of people have that misconception, but...."

OUR TRAVEL SCHEDULE TAKES US TO STATES THAT ARE ACTIVELY DISCRIMINATING AGAINST THE LGBTQA+ COMMUNITY. DO WE NEED A POLICY OR A STATEMENT TO ADDRESS THIS?

No athlete should be required to travel to a city or state where their fundamental rights are not protected. It's important for your athletic department and all coaches to be aware of the political climate overall as it relates to LGBTQ inclusion, as there are no federal protections for LGBTQ people, and options for someone experiencing discrimination vary greatly from city to city. Since there are no federal protections, you should be aware of the protections in your state -- as it relates to non-discrimination, employment, access to gendered spaces like bathrooms and locker rooms, trans-inclusion, school climate, health-care, confidentiality, safe schools laws and more. If your state doesn't provide these protections, you can also look into these policies and laws at the city level.

While conference games are often locked and mandatory within a team's schedule, non-conference matches often allow for flexibility in scheduling. Consider proactively scheduling non-conference contests out of state only in states and cities that actively protect the LGBTQ community. This will send a powerful signal to LGBTQ student-athletes and all athletes that you take the issue of inclusion seriously.

Finally, **if your team travels, be aware of how these laws and policies change from city to city.** If you have LGBTQ athletes, fans, parents, coaches, or staff -- understand how their rights might be altered, and how you can go about mitigating that or ideally avoid spaces that put them in that situation. Be aware of this BEFORE you travel, and always have a plan in place.

For the most up-to-date information about state nondiscrimination protections, safe schools laws, and city-level nondiscrimination protections, take a look at the **Equality Maps** from the Movement Advancement Project.

MY ATHLETES AND COACHES WERE TRAINED ON LGBTQ RESPECT & INCLUSION. WE HAVE POLICIES IN PLACE. NOW WHAT?

We get many questions about what happens after an institution hosts a speaker or has an LGBTQA+respect and inclusion training. One training or speaker does not change culture. There are a series of ways to show continued support for LGBTQA+ athletes and to continue your coaches' education:

Host a Pride Night: Many teams hold pride games or nights, where they partner with the on-campus LGBTQA+ Center. The team will showcase their commitment to equality throughout the night -- in the team uniforms, on the tickets, in sports media, on the field, and in the game day schedule. Give your team some ownership of planning what they want to do in conjunction with the game -- do they want to sell t-shirts to benefit a local LGBTQA+ rights organization?

Do they want to help write an inclusive fan code of conduct to roll out on the pride night? Do they want to invite LGBTQA+ youth to participate in halftime? Empowering your players to quarterback the planning process builds their leadership skills and creates a meaningful commitment to inclusion that is team-led.

Volunteer: Another great way to engage your team in continued LGBTQA+ respect & inclusion is through relevant volunteer opportunities. Check out your local nonprofits and city organizations, and see how your team can get involved. Maybe it's doing a clothing drive for homeless LGBTQA+ youth, visiting the local LGBTQA+ center and doing a field day, making a PSA to be played at your games, or just showing up at community events as a team.

Use Available Resources to Continue the Conversation: Organizations like Athlete Ally, Out in Athletics, LGBT SportSafe and the **NCAA Office of Diversity & Inclusion** have a number of resources that can be used with coaches to continue their education and as tools to facilitate further conversation. For example, **Champions of Inclusion**, the first free, comprehensive online curriculum on LGBTQA+ respect and inclusion in sports, is a great way to make sure coaches stay sharp on LGBTQA+ issues.

To ensure policies are consistently enforced, some schools have developed a **committee of coaches and administrators.** In addition to monitoring policy enforcement, this committee may also address policy violations.

In thinking about enforcement of policies, some schools have put together a committee of coaches and administrators to look at consistent enforcement of policies and to address disciplinary issues. In terms of disciplining student-athletes who violate policies, each athletic department has a perspective and procedure on disciplinary measures. For policies like athlete or fan codes of conduct that govern student behavior, it's important to be consistent in disciplining student athletes for violations. For example, if the captain on the highest performing team uses a homophobic slur, they should be disciplined in the same manner that any other student-athlete would. It's also important to recognize that high-profile athletes have a responsibility as role models to demonstrate respectful and inclusive behavior.

Many colleges and universities already have discrimination, harassment, and hate or bias related conduct policies, in addition to Title IX policies. Instead of creating a new reporting system for LGBTQA+ inclusive policies, partner with the individuals or offices on your campus that regularly handle violations to these policies.

If one does not exist already, it is important to develop an accessible reporting system which can be used to report any violations of LGBTQA+ inclusive policies.

Athletics departments should take precautions to prevent retaliation against a complainant.

RESOURCES

13th A Netflix documentary exposing racial inequality within the criminal justice system https://www.newsweek.com/13th-netflix-youtube-documentary-watch-ava-duvernay-race-movies-1511535

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López, Ian Haney. *White By Law: The Legal Construction of Race* https://nyupress.org/9780814736944/white-by-law-10th-anniversary-edition/

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Rothstein, Richard. *The Color of Law: A Forgotten History of How Our Government Segregated America* https://www.epi.org/publication/the-color-of-law-a-forgotten-history-of-how-our-government-segregated-america/

So You Want to Talk About Race by Ijeoma Oluo

How to be an Anti-Racist by Ibram X. Kendi

Pedagogy of the Oppressed by Paulo Freire

Me and White Supremacy by Layla F. Saad

Pigmentocracies: Ethnicity, Race, and Color in Latin America by Edward Telles

Manifest Destinies: The Making of the Mexican American Race by Laura Gomez

Recovering History Constructing Race by Martha Menchaca

Deep Denial by David Billings

This Bridge Called My Back by Cherrie Moraga & Gloria Anzaldua

Sister Outsider by Audre Lorde

White Fragility by Robin DiAngelo

10 RULES FOR THE RIDE OF YOUR LIFE

1. You're the Driver of the Bus.
2. Desire, Vision and Focus move your bus in the right direction.
3. Fuel your Ride with Positive Energy.
4. Invite People on Your Bus and Share your Vision for the Road Ahead.
5. Don't Waste Your Energy on those who don't get on your Bus.
6. Post a Sign that says "No Energy Vampires Allowed" on your Bus.
7. Enthusiasm attracts more Passengers and Energizes them during the Ride.
8. Love your Passengers.
9. Drive with Purpose.
10. Have Fun and Enjoy the Ride.

10 Rules to Fuel Your Life, Work and Team with Positive Energy!
www.TheEnergyBus.com

— ACTION PLAN —

My next bus is _____

I will continue to the races in the following days _____

I will try positive and hold the Positive Energy in the following way _____

I will now man only welcome to my comment by using the following action ____

Who comment now in or is _____

I will balance or am in the following three turn the person on this bus being so the comment now _____

My one word for the year is _____