As a core value, the NCAA believes in and is committed to diversity, inclusion and gender equity among its student-athletes, coaches and administrators. We seek to establish and maintain an inclusive culture that fosters equitable participation for student-athletes and career opportunities for coaches and administrators from diverse backgrounds. Diversity and inclusion improve the learning environment for all student-athletes and enhance excellence within the Association.

The Office of Inclusion will provide or enable programming and education, which sustains foundations of a diverse and inclusive culture across dimensions of diversity including, but not limited to age, race, sex, class, national origin, creed, educational background, disability, gender expression, geographical location, income, marital status, parental status, sexual orientation and work experiences.

Adopted by the NCAA Executive Committee, April 2010

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NCAA web page for this and other LGBTQ resources: www.ncaa.org/lgbt (NCAA membership login required)

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All photos from NCAA Photos.

This resource was commissioned by the LGBTQ Subcommittee of the NCAA association-wide Committee on Women’s Athletics and the Minority Opportunities and Interests Committee in 2012. The subcommittee’s charge is to provide leadership and advocacy, raising awareness of and providing resources to address issues related to equitable opportunities, fair treatment and respect for LGBTQ student-athletes, coaches, administrators and all others associated with intercollegiate athletics.

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Introduction

Where the public discussion of lesbian, bisexual, gay, transgender and questioning (LGBTQ) issues was once taboo, the mainstream and educational media now address these topics with increasing frequency. Likewise, the inclusion of LGBTQ students on college campuses is now an integral part of the institutional diversity and inclusion mission in schools across the United States. LGBTQ issues join institutional efforts to address race, gender, disability and other issues of diversity designed to ensure that all students have equal opportunities to achieve their academic goals in a climate of respect.

Reflecting changes toward greater visibility and acceptance in the larger culture, more LGBTQ student-athletes are open about their sexual orientations and gender identities. At the same time, their heterosexual peers are increasingly comfortable with LGBTQ teammates and coaches. These changes are, in part, the result of more student-athletes having attended high schools in which LGBTQ students, teachers, parents and coaches are visible members of the community. Consequently, more student-athletes know LGBTQ friends, teachers, coaches and family members.

In addition, increasing numbers of professional and college athletics programs are speaking publicly in support of LGBTQ inclusion in sport and against anti-LGBTQ bullying in schools. The visibility of these athletes, both nationally and in their local communities, provides role models for younger student-athletes and sets examples of respect and support for coaches and parents. At the same time, when professional or collegiate student-athletes and coaches make anti-LGBTQ comments or use derogatory language in competitions or in social media, they are much more likely to encounter public disapproval and negative sanctions from fans and sports league officials.

Ten years ago few resources were available for college athletics programs, coaches or athletics administrators to assist them in developing policies that promote respect for and inclusion of athletes of different sexual orientations and gender identities. At the same time, their heterosexual peers are increasingly comfortable with LGBTQ teammates and coaches. These changes are, in part, the result of more student-athletes having attended high schools in which LGBTQ students, teachers, parents and coaches are visible members of the community. Consequently, more student-athletes know LGBTQ friends, teachers, coaches and family members.

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Champions of Respect

inclusion and against bullying and other forms of harassment or discrimination. In addition to this responsibility, coaches and student-athletes have a responsibility to ensure that all student-athletes are responsible for upholding existing institutional nondiscrimination policies, as well as enforcing laws prohibiting discrimination based on sexual orientation or gender identity/expression. As an integral part of the athletics department, regardless of sexual orientation or gender identity/expression, are responsible for creating an environment where student-athletes can participate in a safe, respectful and inclusive climate.

Athletics departments have a responsibility to ensure that all student-athletes have an opportunity to participate in a safe, inclusive and respectful climate where they are valued for their contributions as team members and for their individual commitment and character, regardless of their sexual orientation or gender identity/expression. As an integral component of higher education, intercollegiate athletics departments have an important role to play in creating a nondiscriminatory and anti-harassment policies, as well as enforcing laws prohibiting discrimination based on sexual orientation or gender identity/expression.

In addition to this responsibility, coaches and student-athletes have opportunities to be advocates speaking out for diversity and inclusion and against bullying and other forms of harassment or discrimination. College sports teams compete in the public arena and coaches and student-athletes are highly visible members of the school and local communities. They are role models for young people and their beliefs and actions can be an example of force for valuing diversity, respect and inclusion in their schools and communities. As such, coaches and student-athletes have a unique opportunity to assist in broad-based community efforts to promote and encourage respect on and off the field.

The purpose of this resource guide is to provide NCAA membership institutions, athletics conference leaders, athletics administrators, coaches and student-athletes with information, policy and best practice recommendations and resources to ensure that all members of the athletics department, regardless of sexual orientation or gender identity/expression can participate in a safe, respectful and inclusive environment. The NCAA has offered educational programming on LGBTQ issues for individual member schools, provided assistance at NCAA-sponsored annual conferences for several years and, in 2011, provided policy guidance for the inclusion of transgender student-athletes in sports2. This resource guide is another step in ongoing efforts to provide all NCAA member institutions with the resources and information they need to create an intercollegiate athletics climate in which all participants can succeed as valued members of their teams.

This resource consists of three parts. Part 1 is an overview that includes key facts and figures about discrimination and in intercollegiate athletics, 2) Key misunderstandings about addressing LGBTQ issues in college athletics, 3) The role of athletes in making athletics inclusive and respectful for all sexual orientations and gender identities/expressions, 4) How LGBTQ issues are the same and different on women's and men's teams, and 5) How issues such as race or class affect the experiences of LGBTQ student-athletes. Part 2 includes best practice and policy recommendations. Part 3 includes an appendix of definitions of relevant terminology and additional resources for addressing LGBTQ issues in athletics.

Part 1: Overview

Why It Is Important To Address LGBTQ Issues in Intercollegiate Athletics

At its best, the collegiate experience is about more than completing a program of academic study and getting a degree. It is also about broadening one’s experience and choosing and affirming personal values that will guide one’s participation as a citizen, family member and worker. Intercollegiate athletics, even at the most intensely competitive levels, should be about more than winning. Athletics participation provides students with educational opportunities to learn about diverse groups of people and develop values that prepare them for work and life in an increasingly diverse world. The experience of competing with and against others of different races, cultures, religions, sexual orientations and gender identities/expressions provides student-
Addressing LGBTQ issues in athletics is not just for the benefit of participants who identify as LGBTQ. Creating a climate of respect and inclusion benefits everyone. Some straight athletes have family members or close friends who are LGBTQ, and when teammates or coaches make derogatory comments about LGBTQ people, it affects these straight athletes, too. Straight athletes also benefit from the ability to work towards inclusion as part of a team that includes diverse members. Straight athletes who embrace respect and inclusion as personal values gain confidence in their ability to incorporate these values in their team, work, and personal relationships.

The goals of inclusion and respect are sometimes misunderstood as promotion or approval of particular groups of people or value choices. In particular, some coaches or student-athletes express the concern that addressing LGBTQ issues as part of a team or athletics department’s diversity and inclusion agenda might offend some prospective high school recruits and their parents.

Straight athletes who embrace respect and inclusion as personal values gain confidence in their ability to incorporate these values in their team, work, and personal relationships. Some straight athletes have family members or close friends who are LGBTQ, and when teammates or coaches make derogatory comments about LGBTQ people, it affects these straight athletes, too. Straight athletes also benefit from the ability to work towards inclusion as part of a team that includes diverse members. Straight athletes who embrace respect and inclusion as personal values gain confidence in their ability to incorporate these values in their team, work, and personal relationships.
The Role of Straight Allies in Making Athletics Inclusive and Respectful for All Sexual Orientations and Gender Identities/Expressions

Allies, in the context of advancing diversity and inclusion, are people who are members of a majority group who speak up and take actions to ensure that all members of a community or team are treated with respect. For example, male allies are committed to gender equity in sports; white allies speak out to address the needs of coaches and athletes of color. Straight allies take actions to make sure that coaches and student-athletes of all sexual orientations and gender identities/expression are treated with respect.

While many straight coaches and athletes believe discrimination or harassment based on sexual orientation or gender identity/expression is wrong, straight allies take the next step by enacting this belief in their interactions with others, daily practices and team policies. The difference is that straight allies translate their personal beliefs into public action.

The participation of allies is an essential part of all diversity and inclusion efforts. In the past two years the emergence of straight allies in athletics has dramatically changed the conversation about the inclusion of LGBTQ people in athletics. Professional, college and high school teams and individual athletes are speaking out as straight allies in increasing numbers against anti-LGBTQ bullying and discrimination in and out of sports. These affirmative actions by individual athlete allies, teams and athletics departments reflect and reinforce a changing sports culture in which inclusion, diversity and respect are core values. Allies in athletics recognize that, when every member of a team is included and treated with respect, it benefits the team as well as every individual on the team. Straight allies take advantage of their leadership opportunities to provide positive examples and set the tone for a team climate of inclusion and respect for all.

How LGBTQ Issues Are the Same and Different on Women’s and Men’s Teams

Though homophobia, biphobia and transphobia in men’s and women’s sports are expressed in many similar ways, the inclusion of LGBTQ athletes and coaches on sports teams has, historically, been framed as an issue primarily of concern in women’s sports. Part of this mistaken assumption is due to differences in gender expectations for men and women and confusion about gender expression and sexual orientation. Though much has changed over the past 40 years, athletes are still perceived by many as a primarily masculine activity requiring characteristics associated with men: strength, competitiveness, courage and masculinity, to name a few. As a result, athletic women who exhibit these characteristics are sometimes viewed as masculine because of assumptions made about their sexual orientation and their accomplishments are sometimes disregarded as not as important, interesting or outstanding as those of male athletes and teams. Moreover, athletic women have historically been perceived as lesbians because of assumptions made about their sexual orientation based on their gender expression or their interest in sports.

The use of the lesbian label as a negative association for women athletes and coaches has a long history of discouraging and stigmatizing women’s participation in sports. This association makes some women and coaches defensive about their athleticism as they attempt to disassociate themselves and their sports from the lesbian label by accentuating their feminine appearance and heterosexual interests. In this climate, lesbians and bisexual women are encouraged or forced to hide their identities out of fear of discrimination or harassment based on sexual orientation. Though much has changed over the past 40 years, athletics during the 40 years since the passage of Title IX, the continuing inequality in the provision of resources to women’s and men’s athletics programs adds to fears that support for women’s sports will be jeopardized by an association with lesbians. These fears can intensify the effects of homophobia in women’s athletics.

In contrast, athletics participation and achievement are culturally approved and supported expressions of masculinity. Boys and men who do not have an interest in athletics as spectators or participants are often viewed as less masculine. This perception, in combination with the stereotype that gay men are not athletic or masculine, reinforces the notion that gay men are not tough or competitive enough to excel in sports, particularly team sports. When taken to extremes, these stereotypical gender and sexual orientation stereotypes for women and men lead to the assumption that all women athletes are lesbians and no male athletes are gay.

As noted earlier, changes in the larger culture with regard to the perceptions of LGBTQ people and the provisions of legal protections against discrimination or harassment based on sexual orientation or gender identity/expression are reflected in some positive changes in the athletics climate for LGBTQ student-athletes and coaches. Despite these positive changes, LGBTQ student-athletes and coaches continue to experience the negative impact of stereotypes based on gender or sexual orientation.

1. See Appendix 1 for definitions of homophobia, biphobia and transphobia.

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7
How LGBTQ Issues Are Manifested in Women’s and Men’s Athletics

Examples in Women’s Sports

Discrimination against lesbian or bisexual coaches or student-athletes or women who are perceived to be lesbian – coaches not hired or fired because of perceptions about their sexual orientation, student-athletes dismissed from teams, overlooked in the recruiting process or shunned by teammates because of perceptions about their sexual orientation.

High school student-athletes or coaches who are perceived as gay, lesbian or bisexual and participate in same-sex relationships or same-sex language during competition.

Students feel uncomfortable being around lesbian or bisexual teammates because of stereotypical assumptions that they are sexual threats to other women.

Student-athletes insist that lesbian and bisexual teammates remain invisible out of fear that having openly lesbian or bisexual teammates will cause the entire team to be perceived as lesbian or bisexual.

Lesbian and bisexual coaches leave the profession and lesbian or bisexual student-athletes leave sports because of pressures to hide or because of ongoing discrimination or harassment.

High school student-athletes and coaches believe that transgender women are not a problem in women’s sports.

Belief that transgender women should not be allowed to play on women’s teams.

Examples in Men’s Sports

Anti-LGBTQ actions and language accepted as a harmless, com- mercial use, or a means to motivate and in- spirer team members to greater effort.

Anti-LGBTQ actions and language used to recreate possible team cohesion and team morale.

Belief that it is dangerous for a gay or bisexual male athlete to come out, that no teammates or coaches would accept or support him.

Assumption that if you are a male athlete, you cannot be gay or bisexual.

Assumption that their is a thing to do. Every student-athlete and coach should have the opportunity to feel an additional imperative to succeed and, at the same time, are dependent on scholarship support to remain in college. When these student-athletes are LGBTQ, they may be additionally pressured to hide their sexual orientation or gender identity/expression.

In Summary

The introduction and Part 1 of this resource guide provide an overview and discussion of the importance of addressing LGBTQ issues in athletics. Perhaps the simplest and most compelling reason for intercollegiate athletics programs to take proactive steps to create and maintain an inclusive and respectful climate for student-athletes and coaches of all sexual orientations and gender identities/expressions is that it is the right thing to do. Every student-athlete and coach should have the opportunity to reach their athletic and academic goals in a climate of respect. No student-athlete or coach/administrator should fear discrimination or harassment in athletics because of sexual orientation or gender identity/expression. The focus of Part 2 is to identify specific best practices and policy recommendations toward the goal of making athletics inclusive and respectful for student-athletes, coaches, and administrators of all sexual orientations and gender identities.

Inclusion of LGBTQ Student-Athletes and Staff in NCAA Programs

For LGBTQ student-athletes on campus programs are not inclusive of the first generation in their families to attend college, many additional challenges if they fear that their sexual orientation or gender identity/expression will alienate them from other students of color, their families or their faith communities. These feelings of isolation may be intensified if campus LGBTQ support programs are not inclusive of the needs and concerns of LGBTQ student-athletes and campus support groups for students of color do not address LGBTQ issues.

Student-athletes who are the first in their families to attend college or student-athletes from low-income families often face additional challenges if they fear that their sexual orientation or gender identity/expression will alienate them from other students of color, their families or their faith communities. These feelings of isolation may be intensified if campus LGBTQ support programs are not inclusive of the needs and concerns of LGBTQ student-athletes and campus support groups for students of color do not address LGBTQ issues.

Student-athletes often experience athletics teams as “second families” in which the relationships they build over the course of an athletics career are valued for a lifetime. When student-athletes feel isolated from teammates or coaches because of their sexual orientation or gender identity intensifyed by their race or class, they face unnecessary and often insurmountable challenges to reaching their potential in competition or in the classroom.
This section of the handbook includes several resources intended to provide guidance and recommendations to athletics administrators, coaches, student-athletes and athletics conference leaders. The resources in this section provide broad recommendations for creating and maintaining an LGBTQ-inclusive athletics climate, as well as recommendations to address specific topics that athletics administrators, coaches or student-athletes often identified as areas of concern.
Overall Best Practices for Creating Inclusive Athletics Departments

Creating Inclusive Athletics Departments: Best Practices for Athletics Administrators

- Maintain an up-to-date coaches’ handbook for all coaches that includes school expectations for ethical coaching behavior, coaches’ legal responsibilities and specific school policies for which coaches are accountable. This is particularly important for part-time and volunteer coaches.
- Provide information about nondiscrimination and anti-harassment policies and laws to athletics department staff and parents or guardians of student-athletes.
- Schedule educational programs about LGBTQ issues in athletics for student-athletes, coaches, staff and parents.
- Encourage coaches associations, athletics administration associations, athletics conferences and sport governing bodies to provide educational programs and materials to members about LGBTQ issues in athletics.
- Develop and implement departmental policy governing the following LGBTQ-related topics in athletics: - Nondiscrimination statements that include sexual orientation and gender identity/expression.

- The participation of transgender/gender nonconforming students on sports teams.
- Anti-hazing policies that specifically address anti-LGBTQ practices.
- Anti-LGBTQ name-calling that is used as a motivation tool or to taunt opponents.
- Maintaining a religion-neutral athletics environment, particularly with regard to the participation of LGBTQ athletes or coaches.
- Appropriate sports spectator behavior, including the prohibition of homophobic chants, cheers and songs directed at the opposing team, fans or any individual student-athlete, coach or referee.
- Responses to college coaches who use “negative recruiting” based on perceived or actual sexual orientation when talking with high school student-athletes, high school coaches or parents of student-athletes (making negative comments about the sexual orientation of coaches or athletes at another college as a way to discourage high school students from considering that school).

- Do your part to prevent school policies for which coaches are accountable.
- The national governing body for the sport in which your school participates shall have no policies that prohibit the participation of LGBTQ athletes or coaches.
- Inclusion of LGBTQ Student-Athletes and Staff in NCAA Programs

- Do not make anti-LGBTQ slurs, jokes or other comments.
- Provide resources and guidance to the school, team and/or to you.
- Treat all student-athletes, coaches and parents fairly and respectfully regardless of their sexual orientation or gender identity/expression.
- Make clear to coaches and staff your expectations of respect and fair treatment for all student-athletes and other coaches or staff.
- Make it clear to student-athletes and coaches that anti-LGBTQ actions or language will not be tolerated.
- If LGBTQ student-athletes or coaches identify themselves to you, respect their right to confidentiality and privacy.
- Be prepared to provide resources to parents or guardians of LGBTQ student-athletes, but always be careful not to put a student to a parent, guardian or family.

- Through no fault of their own, our LGBTQ student-athletes, coaches and administrators have been underestimated for our qualifications to include and willingness to provide leadership in this area. We set the bar for athletics departments all over the country that want to both support and celebrate the contributions of all of its members.
- Our country’s cultural attitudes toward the LGBTQ population continue to undergo a significant shift toward respect and celebration, it’s imperative that our athletics departments keep pace. In fact, many of our student-athletes are way ahead of us. From the GSA athletic network to NCAA, student-athletes have started the ball rolling. Through this resource guide and other efforts, we now have the chance to join them in support, and together we can create positive and respectful environments that help all LGBTQ members of our campus communities reach their full potential.”

Sarah Feyherm, Associate Vice President for Student Affairs, Washington College (Maryland)

- Expect the same standards of behavior from all student-athletes, coaches and staff regardless of their sexual orientation or gender identity/expression.
- Show your support for LGBTQ student-athletes or colleagues.
- Make resources that address LGBTQ issues available to coaches and other athletics staff.
- Provide orientation programs for new coaches and staff about local, state and federal nondiscrimination laws, anti-harassment policies and procedures and coaching ethics policies.

- More than fourteen high school students from across the country submitted comments to the NCAA about this issue. Their comments supported the proposal and indicated that it would be anti-harassment policies that specifically address anti-LGBTQ practices. anti-LGBTQ name-calling that is used as a motivation tool or to taunt opponents. maintaining a religion-neutral athletics environment, particularly with regard to the participation of LGBTQ athletes or coaches.
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Inclusion of LGBT student-athletes and staff

Preparing

Learn more about prejudice and discrimination based on such differences as race, sexual orientation, gender identity/expression and religion.

• Learn about LGBTI issues in sport and how they affect individuals and teams.

• Identify national resources for addressing LGBTI issues in sport (organizations, websites, speakers).

• Assume that LGBTI people are on your athletics teams and among your coaching and support staff, even if they have not identified themselves.

• Monitor your beliefs or assumptions about LGBTI people, and commit yourself to the basis of their character, not on sexual orientation or gender identity/expression.

Showing the Respect Behavior You Want To See

• Don’t use anti-LGBTI put-downs or demeaning language of any kind.

• Use inclusive language that acknowledges LGBTI people and does not assume that all student-athletes are straight: Significant other, partner, boyfriend or girlfriend.

• Treat all student-athletes, staff and coaches fairly and respectfully regardless of their sexual orientation or gender identity/expression.

• Post a Safe Zone sticker on your office door or in the team locker room.

• If LGBTI student-athletes, staff or coaches identify themselves to you, respect their right to confidentiality and privacy.

• Expect the same standards of behavior from all student-athletes regardless of their sexual orientation or gender identity/expression.

• Let LGBTI student-athletes or colleagues know that you are an ally and that you support them.

• Attend or participate in LGBTI-sponsored events on campus (speakers, workshops, programs).

Being Proactive

• At the beginning of your sport season, make clear your expectations of respect for diversity among all members of athletics teams, including LGBTI coaches and student-athletes.

• Communicate to student-athletes, staff and coaches that anti-LGBTI actions or language will not be tolerated.

• Enlist the leadership of team captains and assistant coaches to set a climate of respect.

• Know campus resources for addressing LGBTI issues (LGBTI resource center, LGBTI student group, counseling center).

• Set and make known team policies for such issues as: - Gender-neutral dress codes.

• Intra-Team dating.

• The appropriate and respectful expression of individual religious beliefs by team members.

• Name-calling, teasing, bullying.

• Negative recruiting based on sexual orientation.

• Prepare inclusive and respectful responses to questions from parents or other supporters regarding sexual orientation or gender identity/expression on your team.

Respond

• Intervene to stop the use of anti-LGBTI slurs or other disrespectful behavior among students on your team.

• Respond to address violations of team policies related to the inclusion of LGBTI students on teams.

• Report negative recruiting targeting your school or program to your athletics director and athletics conference.

• Report harassing behavior from spectators to your athletics director and conference officials.

Educate

• Arrange for an educational program for your team about name-calling and bullying.

• Encourage/report on your team to attend athletics department programming on LGBT inclusion in athletics.

• Help promote enthusiasm of respectful sports fan behavior at athletics events.

• Recommend that coaches associations or athletics associations to which you belong sponsor programs on LGBTI issues in athletics.

• Learn more about prejudice and discrimination based on such differences as race, sexual orientation, gender identity/expression and religion.

• Treat diversity among teammates as a team strength.

• Judge teammates, coaches and support staff on the basis of their character, not their sexual orientation or gender identity/expression.

• Do not make assumptions about teammates’ or coaches’ sexual orientation or gender identity based on appearance or stereotypes.

• Do not make assumptions about teammates or coaches based on their sexual orientation or gender identity/expression.

• Wear a pin, T-shirt or wristband supporting respect for LGBTI people.

• Understand the important role that allies can play in making athletics inclusive and respectful for everyone.

• Treat teammates as you would like to be treated: Be respectful.

• Respect the rights of all teammates to be safe and included.

• Do not make anti-LGBTI slurs, jokes or comments.

• Use language that is inclusive of LGBTI coaches, student-athletes, and staff (Don’t assume that everyone on your team is heterosexual).

• If you are a team leader, use your leadership role to set an example of fairness and respect for other members of the team, including LGBTI teammates.

• Use your visibility and leadership role as a student-athlete in your school to promote respect for diversity. If you or someone you know is targeted by anti-LGBTQ discrimination, harassment or violence, talk to someone who can help (a counselor, a coach, a teacher).

• Support LGBTI teammates who choose to identify themselves to others.

• Encourage your athletics department or coach to schedule work-shops on LGBTI issues in sport.

• Encourage your team to take a public stand for respect in athletics: Make a video, sign a pledge.

• Start a Safe Zone Campaign in your athletics department.

• Start an LGBTI student-athlete group at your school.
Resources for Athletics Administrators  
Talking to Coaches and Athletics Staff About LGBTQ Issues

Guidelines for Athletics Directors and Sport Administrators

The leadership of athletics directors and sport administrators is essential to successful initiatives focused on the inclusion and respectful treatment of LGBTQ staff and students. When athletics directors and sport administrators are visible and publicly advocate for diversity, respect and inclusion, athletics staff and student-athletes are more likely to understand these values as integral to departmental and school mission. The following guidelines are intended to assist athletics directors and sport administrators in making expectations and policies clear to all members of the athletics department and maintaining an athletics department climate of respect for diversity of all kinds.

Preparation

Learn the meaning of the following terms: sexual orientation, gender identity/expression, transgender, straight ally (see the definitions list in Appendix 1).

- Use appropriate language when discussing sexual orientation and gender identity/expression in athletics: lesbian, gay, bisexual, trans- gender, questioning, straight ally or LGBTQA.
- Use inclusive language that does not assume that all members of the athletics department are heterosexual or gender-conforming.
- Be familiar with school policies and local, state and federal laws prohibiting discrimination or harassment based on sexual orientation or gender identity/expression. Know how they apply to athletics and what policies and practices within athletics are needed to be in compliance.
- Know what resources are available on campus and nationally that address LGBTQ issues in athletics.
- Attend sessions on LGBTQ issues offered at professional conferences or request such sessions if they are not on the conference agenda.
- Identify speakers or workshop leaders who can work with athletics staff to address concerns they may have about addressing LGBTQ and who can answer questions and provide guidance about best practices for creating team climates of respect and inclusion for all student-athletes.

Policy and Best Practices

Develop athletics department policies and guidelines for the fair and inclusive treatment of LGBTQ athletics staff and student-athletes on all teams, for example:

- Develop an athletics department policy governing gender identity/expression in the department.
- Develop an athletics department policy for the inclusion of transgender student-athletes in athletics programs.
- Develop athletics department policies and guidelines for the fair and inclusive treatment of LGBTQ student-athletes on all teams.
- Seek information from the NCAA website, the inclusion mission to make athletics a respectful and inclusive experience for all students and staff regardless of such factors as race, gender, religion, social class, disability or nationality.

Framing a Conversation With Athletics Staff About Sexual Orientation and Gender Identity/Expression in Sports

Develop athletics department policies and guidelines for the fair and inclusive treatment of LGBTQ athletics staff and student-athletes on all teams, for example:

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- Seek information from the NCAA website, the inclusion mission to make athletics a respectful and inclusive experience for all students and staff regardless of such factors as race, gender, religion, social class, disability or nationality.

Highlight the important leadership role that coaches and other athletics staff play as role models and mentors to student-athletes. This relationship with student-athletes provides coaches with an opportunity to influence attitudes and behaviors in making sports teams inclusive and respectful for all members.

Remind coaches and other athletics staff that, as employees of an educational institution, they have obligations to educate student-athletes about more than excellence in athletics performance. They are also accountable for instilling values of respect and inclusion in the student-athletes with whom they work.

Make clear that adherence to school and department policies about diversity and inclusion is a foundational expectation for all athletics department personnel.

www.ncaa.org
Addressing LGBTQ Issues: A Guide for Athletics Administrators

Anticipation: What proactive strategies can athletics administrators and coaches implement when planning the school or athletics department in a position of potential legal liability or requiring athletics personnel to react to LGBTQ-related situations without preparation or planning?

• Conduct assessments.
• Make and implement policy.
• Identify and establish procedures.
• Educate athletics department members.

How can the department assess the climate for LGBTQ student-athletes?

• Conduct a survey of the climate for LGBTQ student-athletes by that policy.

What proactive strategies can athletics administrators and coaches implement when planning the school or athletics department in a position of potential legal liability or requiring athletics personnel to react to LGBTQ-related situations without preparation or planning?

Assessment: What proactive strategies can athletics administrators and coaches implement when planning the school or athletics department in a position of potential legal liability or requiring athletics personnel to react to LGBTQ-related situations without preparation or planning?

• Attend a survey of the climate for LGBTQ student-athletes.

Policy: What proactive strategies can athletics administrators and coaches implement when planning the school or athletics department in a position of potential legal liability or requiring athletics personnel to react to LGBTQ-related situations without preparation or planning?

• Attend an athletics climate survey.
• Conduct a survey of the climate for LGBTQ student-athletes.

Guidelines for Making Policy Ensuring Fair Treatment for LGBTQ Student-Athletes and Coaches

• Be proactive. Anticipate issues that might arise and plan sound policy in advance.

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• Rather than responding to individual situations case by case, identify overall policy to apply in individual situations.

• Avoid treating LGBTQ student-athletes and coaches and the issues raised by their participation on sports teams as a “special” situation. Integrate policy applying to LGBTQ student-athletes, staff, and coaches into overall team or department policy.

• Make policy based on ethical principles and with the goal of fair treatment for all regardless of sexual orientation or gender identity/expression.

“...the field of athletics has long been a leader in supporting and encouraging diversity on the playing fields, from Jackie Robinson breaking baseball’s color barrier to the phenomenal impact of Title IX. By participating in the nationally recognized You Can Play Project, which promotes the inclusion of lesbian, gay, bisexual and transgender athletes, we aim to enlarge our campus community’s capacity for learning, enrich the quality and texture of campus life, and better prepare all students and student-athletes for life beyond college.”

Patrick Nero, Director of Athletics and Recreation, George Washington University

Suggested Institutional Policies and Practices To Protect LGBTQ Student-Athletes

• Create a standing diversity and inclusion committee of athletics department personnel and student-athletes that addresses issues of diversity and social justice in athletics, including LGBTQ issues.

• Create a “captains’ course” of team captains from all sports to introduce them to the process of developing an athletics climate.

• Create an LGBTQ student-athlete group whose purpose is to provide support to LGBTQ student-athletes and to help make the athletics department more inclusive of LGBTQ coaches, staff and athletes.

• Introduce an Athletic Advisory Committee to projects that promote inclusion and diversity and LGBTQ inclusion in particular.

• Include sexual orientation and gender identity/expression in existing anti-discrimination policies to protect athletics department personnel to abide by local, state and federal nondiscrimination laws.

• Develop an awareness policy that addresses harassment based on perceived or actual sexual orientation, gender identity or expression specifically and intentionally.

• Develop anti-discrimination policies to address harassment policy and anti-discrimination policies for all school staff and athletics department personnel to abide by that policy.

• Develop cooperative policy partnerships for student-athletes and athletics department personnel.

• Develop athletic and educational programs addressing sexual and gender identities, orientations, and relationships between coaches and student-athletes, between students and spectators, or between coaches without regard to the gender or sexual orientation of the people involved. (See the NCAA resource - Staying in Bounds: An NCAA Model Policy To Prevent Inappropriate Relationships Between Student-Athletes and Athletics Department Personnel.)

• Develop policies for addressing verbal anti-LGBTQ, racist or sexist harassment of student-athletes, staff, officials or coaches by spectators.

• Develop guidelines that are consistent with nondiscrimination policies for addressing parental questions about the sexual orientation of coaches or student-athletes during recruitment visits.

• Develop policies for addressing negative recruiting based on sexual orientation.

• Develop policies and best practices governing the inclusion of transgender student-athletes. (See the NCAA resource - Addressing Transgender Student-Athletes for more information.)

• Encourage coaching associations and other sport governing bodies to develop similar policies, and encourage your coaches to take leadership roles on diversity issues within their respective professional associations and clubs.

Resources: What kind of resources are available in your school, community, or sport governing organizations for individual student-athletes, parents, coaches, teams or athletics departments?

• Identify and provide athletics staff with campus, community educational, counseling and social resources for LGBTQ student-athletes.

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• Identify and local and national resources for parents of LGBTQ student-athletes.

• Identify local and national educational and legal resources to assist athletics administrators, coaches, and student-athletes in identifying straight allies and addressing anti-LGBTQ incidents and the needs of LGBTQ student-athletes.

Education: How are student-athletes, parents, coaches, and other athletics staff educated about policies and expectations for treatment of LGBTQ people?

Suggested Educational Strategies:

• Conduct curricular staff development programs (every year or two) for coaches and other athletics department personnel about best practices to address LGBTQ issues in athletics.

• Conduct staff development programs (every year or two) for athletics staff about departmental and institutional nondiscrimination policies.

• Annually, provide all new athletics department staff, student-athletes, and coaches with information about policies and best practices for addressing LGBTQ issues in athletics.
The Role of Conferences in Creating LGBTI-Inclusive Athletics Teams

Athletics conferences play a key role in any efforts to ensure inclusive and respectful athletics experiences for student-athletes and coaches of all sexual orientations and gender identities/expressions. In addition to providing resources and programming for their members, athletics conference leaders should adopt policies that apply to all conference member schools. This checklist can be a helpful tool in identifying actions that athletics conferences can take.

**Structure:** Does your athletics conference:
- Have an inclusion committee that addresses sexual orientation and gender identity/expression as a part of its mission?
- Include reports at conference meetings on the activities and accomplishments of the conference inclusion committee?

**Assessment:** Does your athletics conference:
- Encourage member schools to assess the athletics climate for LGBTQ students and coaches?
- Provide information and resources to member schools about how to assess the athletics climate for LGBTQ students and coaches?

**Policy:** Does your athletics conference:
- Have a nondiscrimination policy that includes sexual orientation and gender identity/expression?
- Have an anti-harassment policy that includes sexual orientation and gender identity/expression?
- Require member schools to have nondiscrimination and anti-harassment policies that include sexual orientation and gender identity/expression?
- Have a recruiting policy that specifically addresses negative recruiting based on perceived or actual sexual orientation or gender identity/expression?
- Have a policy for the inclusion of transgender students on sports teams?
- Have a policy on appropriate spectator behavior that specifically addresses anti-LGBTQ language or actions?
- Encourage member schools to include LGBTI-inclusive policies in coaches’ and student-athlete handbooks and orientation programs?

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Inclusion of Student-Athletes, Dads, and staff in NCAA Programs

As a Division III commissioner, I have been really pleased with the active role the Division III Commissioners Association has taken in the wake of the recent Title IX controversy. In an effort to provide resources and programming for their members, athletics conference leaders and university presidents or chancellors have created an action plan that includes a series of recommendations for creating LGBTI-inclusive athletics programs. These recommendations are designed to help athletics conferences create a welcoming and inclusive environment for all student-athletes, regardless of their sexual orientation or gender identity. The plan includes the following key actions:

1. **Education and Training:** Athletics conferences can provide training and resources to help student-athletes, coaches, and support staff understand the importance of creating a safe and inclusive environment.
2. **Policies and Procedures:** Establishing clear policies and procedures that prohibit discrimination based on sexual orientation or gender identity is crucial.
3. **Support for Student-Athletes:** Athletics conferences can work to ensure that student-athletes who come out or disclose their sexual orientation or gender identity are protected and supported.
4. **Monitoring and Evaluation:** Regularly reviewing and evaluating the effectiveness of their policies and procedures is essential for ensuring a safe and inclusive environment.

Julie Muller, Commissioner, North Atlantic Conference
Inclusion of LGBTQ Student-Athletes and Staff in NCAA Programs

Visiblility: Does your athletics conference:
• Participate in Safe Zone Campaigns?
• Participate in Ally Pledge initiatives?
• Participate in LGBTQ-inclusive web-based video projects?
• Participate in other initiatives with the purpose of making a public statement about a commitment to respect and inclusion for all student-athletes, staff, fans and coaches?

Many colleges and universities have campus resources to address LGBTQ issues among students, faculty and staff. In addition to LGBTQ resource centers and student groups, these resources may also be available as part of multicultural or diversity centers, women’s centers, counseling centers, ombuds offices or other standing committees affiliated with the school administration or faculty and staff.

In addition to providing programming, support and information on LGBTQ issues of interest to the entire campus community, these resources can also assist athletics administrators, coaches and student-athletes to address the particular needs of student-athletes and coaches.

Developing a partnership with campus LGBTQ resource groups enables athletics administrators, coaches and student-athletes to take advantage of already available local expertise and information.

Ways To Develop Partnerships With Campus LGBTQ Resources
• Find out what LGBTQ resources are available on your campus.
• Post a list of campus LGBTQ resources on the athletics department website.
• Send a list of campus LGBTQ resources to all coaches and staff.
• Invite speakers from campus LGBTQ resources to talk to athletics department staff and student-athletes.
• Publicize campus LGBTQ events with members of the athletics department.
• Ask to meet with campus LGBTQ resource leaders to talk about how they can help to address LGBTQ issues in athletics.
• Have the athletics department participate in the campus Safe Zone program.
• Talk to campus LGBTQ resource leaders about ways to make athletics more inclusive and respectful for LGBTQ student-athletes and coaches.
• Invite campus LGBTQ resources to teach a lesson to the CHAMPS Life Skills class.
• Invite campus LGBTQ resources to meet with the Student-Athlete Advisory Committee to talk about partnering for an educational or visibility initiative.
• Partner with the campus LGBTQ resource center to organize an LGBTQ student-athlete group.
• Offer to provide speakers, panels or workshops on LGBTQ issues in athletics for campus LGBTQ events such as Pride Week or LGBTQ history month.
• Partner with campus LGBTQ resource groups to make an “It Gets Better” video, “You Can Play” video or some other LGBTQ visibility campaign.

Additionally, there are many organizations committed to inclusive educational and competitive environments for the LGBTQ community. Please refer to Appendix 2 of this resource.
Specific Issue Discussions and Policy/Practice Recommendations for Coaches, Administrators and Student-Athletes

Anti-LGBTQ Language in Athletics

The use of demeaning language as a casual put-down, a joke or an intentional insult contributes to a hostile and intimidating climate in athletics. Derogatory terms, such as those based on sexual, gender, sexual orientation, national origin, race, disability or religious stereotypes are never appropriate. Accepted in some athletics settings as “part of the game,” derogatory terms such as sexual orientation or gender identity are sometimes used to taunt opponents, shame teammates, motivate athletic effort, express personal feelings and negative feelings toward other people or even objects (“That shirt is so gay”).

Some coaches or student-athletes claim that when they use this kind of language they do not intend it as an insult to LGBTQ people or allies. However, the use of anti-LGBTQ language can create a disrespectful climate whether intended or not. Student-athletes who have not disclosed their sexual orientation or gender identity, the climate perpetuated by the acceptance of anti-LGBTQ language by teammates and coaches as an indication that it is acceptable. When coaches and student-athletes learn that it is acceptable, they are more likely to use that language.

When coaches use anti-LGBTQ language or allow others to use it, team members learn that it is acceptable. When coaches and student-athletes use anti-LGBTQ language or allow others to use it, team members learn that it is acceptable. When coaches and student-athletes are open about their identities would not be tolerated or welcomed. For Greenbloom, the climate whether intended or not. Student-athletes who have not disclosed is real. Fortunately, education and policy development focused on the inclusion of transgender student-athletes and staff in NCAA programs has increased awareness and practical tools to avoid or, where necessary, legally challenge discrimination against LGBTQ people in athletics. The most important factor determining how an openly LGBTQ athlete is treated is the leadership provided by coaches and team members. The coach sets the tone, either positive or negative. When the coach

Responding to Lesbian, Gay, Bisexual and Transgender Student-Athletes Coming Out: A Coach’s Guide

In the past, all lesbian, gay, bisexual and transgender student-athletes and coaches were expected to keep their sexual orientation or gender identity strictly to themselves. Unfortunately, these hostile climates still exist in some athletics programs. In such programs, if an athlete or coach’s sexual orientation or gender identity is questioned, either by rumor, suspicion or coercion, the athlete or coach’s identity is in jeopardy. Many athletics programs today can be described as conditional: Lesbian, gay, bisexual and transgender student-athletes are tolerated on the condition that they keep their identities hidden and that they conform to avoid being ostracized by teammates or discriminated against by coaches.

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takes a stand for respect, inclusion and openness, the team is more likely to follow this lead. When the coach reacts with prejudice, fear or discomfort, the team will probably react similarly. When a LGBTQ team member is open about his or her sexual identity and is accepted and respected, this can have a positive effect on both team unity and performance. This experience often helps team members overcome stereotypes they have about LGBTQ people and encourages honesty and respect among everyone on the team. Also, keeping such an important secret, this can have a positive effect on both team unity and performance.

Being open and honest about one’s sexual orientation or gender identity makes no difference to you in how the athlete is treated and treated respectfully regardless of differences in race, religion, sexuality, etc. Schedule a team training on LGBTQ issues in sport.

Recommendations for Coaches - Responding to a Student-Athlete Who Comes Out

• Thank the student-athlete for placing trust in you by sharing this information (and put yourself on the back for being a trustworthy, approachable and respected person in the student's eyes).
• Don't assume that LGBTQ student-athletes need counseling. They might just want you to know about them because they are tired of keeping secrets from someone they respect.
• Assume the student-athlete that sexual orientation or gender identity makes no difference to you in how the athlete is treated on the team.
• Ask the student-athlete if there is anything she or he wants you to do to support the athlete.
• Ask the student-athlete if she or he wants to tell the team, and if so, ask how you can help.
• Respect the student-athlete's right to privacy: Do not share information about the student-athlete's sexual orientation or gender identity with anyone unless the student gives you permission to do so (as required by most state and federal anti-discrimination laws).

When a LGBTQ student-athlete is open about his or her sexual identity and is accepted and respected, this can have a positive effect on both team unity and performance. This experience often helps team members overcome stereotypes they have about LGBTQ people and encourages honesty and respect among everyone on the team. Also, keeping such an important secret, this can have a positive effect on both team unity and performance.
Many LGBTQ coaches who keep their sexual orientation or gender identity a secret from their teams, athletics administrators, opponents and families of team members do so out of fear of discrimination. Others hide their identities because they believe that sexual orientation or gender identity is personal information that is not necessary to disclose in the workplace. Whatever the reasons an LGBTQ coach has for not disclosing in the workplace, the “don’t ask, don’t tell” policy can create awkward relationships in which no one is sure of the professional and personal that never cross.

Administrators know they are LGBTQ. This de facto “don’t ask, don’t tell” policy can create awkward relationships in which no one is sure of the professional and personal that never cross. Where straight coaches can casually talk about their partners and family, and they support my decision.

Coaches who keep their sexual orientation or gender identity assume that their student-athletes, colleagues and families are silent. Straight coaches are able to commit more energy to being a great coach rather and family, and they support my decision.

Administrators assume I am LGBTQ already. Many coaches who have not disclosed their sexual orientation or gender identity that LGBTQ coaches need to make for themselves depending on their situation. LGBTQ coaches can use the following checklist to assist them as they make a decision about whether to come out at work. There is no formula for identifying the “correct” answers. Many factors can affect this decision, and their relative importance depends on each individual.

LGBTQ coaches’ coming out checklist

• I coach in a state with a law that prohibits discrimination based on sexual orientation or gender identity.
• I coach in a school with a nondiscrimination policy that includes sexual orientation or gender identity.
• I would use LGBTQ nondiscrimination laws or policies to challenge discrimination against me.
• My athletic department sponsors programs about LGBTQ issues in athletics.
• I believe most of my colleagues in athletics will react positively to my coming out.

*My athletics director will support me if colleagues, parents of student-athletes, student-athletes or others object to an openly LGBTQ coach.
• My team members respect me as an effective and ethical coach.
• The parents and families of my team members respect me as a coach.
• I have a record of success in coaching.
• I have colleagues at my school not in athletics who will support my coming out.
• I believe most of my colleagues, student-athletes and athletics administrators assume I am LGBTQ already.
• I have discussed coming out as an LGBTQ coach with my partner and family, and they support my decision.
• I have a personal support system of family and friends who love and care about me.
• I believe I will be a better coach if I am open about being LGBTQ.
• I want to be a role model for other LGBTQ coaches and student-athletes.
• After I come out I would not consider another coaching position in which I cannot be open about my sexual orientation or gender identity.

Because discrimination based on sexual orientation or gender identity/ expression is real and because legal protection against discrimination based on sexual orientation or gender identity/expression is not available in most states, deciding whether to reveal one’s sexual orientation or gender identity is an individual decision that LGBTQ coaches need to make for themselves depending on their situation. LGBTQ coaches can use the following checklist to assist them as they make a decision about whether to come out at work. There is no formula for identifying the “correct” answers. Many factors can affect this decision, and their relative importance depends on each individual.

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• I believe I will be a better coach if I am open about being LGBTQ.
• I want to be a role model for other LGBTQ coaches and student-athletes.
• After I come out I would not consider another coaching position in which I cannot be open about my sexual orientation or gender identity.

Because discrimination based on sexual orientation or gender identity/ expression is real and because legal protection against discrimination based on sexual orientation or gender identity/expression is not available in most states, deciding whether to reveal one’s sexual orientation or gender identity is an individual decision that LGBTQ coaches need to make for themselves depending on their situation. LGBTQ coaches can use the following checklist to assist them as they make a decision about whether to come out at work. There is no formula for identifying the “correct” answers. Many factors can affect this decision, and their relative importance depends on each individual.

LGBTQ coaches’ coming out checklist

• I coach in a state with a law that prohibits discrimination based on sexual orientation or gender identity.
• I coach in a school with a nondiscrimination policy that includes sexual orientation or gender identity.
• I would use LGBTQ nondiscrimination laws or policies to challenge discrimination against me.
• My athletic department sponsors programs about LGBTQ issues in athletics.
• I believe most of my colleagues in athletics will react positively to my coming out.

*My athletics director will support me if colleagues, parents of student-athletes, student-athletes or others object to an openly LGBTQ coach.
• My team members respect me as an effective and ethical coach.
• The parents and families of my team members respect me as a coach.
• I have a record of success in coaching.
• I have colleagues at my school not in athletics who will support my coming out.
• I believe most of my colleagues, student-athletes and athletics administrators assume I am LGBTQ already.
• I have discussed coming out as an LGBTQ coach with my partner and family, and they support my decision.
• I have a personal support system of family and friends who love and care about me.
• I believe I will be a better coach if I am open about being LGBTQ.
• I want to be a role model for other LGBTQ coaches and student-athletes.
• After I come out I would not consider another coaching position in which I cannot be open about my sexual orientation or gender identity.

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Addressing Concerns About Lesbian, Gay, Bisexual and Transgender Student-Athletes and Coaches in the Locker Room

The locker room can be a vulnerable place. As teammates are showering and changing clothes whatever insecurities student-athletes might have about their own body’s size or shape can arise because people do notice other bodies in the locker room and are aware of their own bodies. This awareness is not necessarily sexual, but the team locker room can become a source of discomfort for many people. Same-sex experiences mean the same people spend time together in various stages of undress. This awareness is not necessarily sexual, but the team locker room can become a source of discomfort for many people. For some student-athletes, particularly men, cultural conventions dictate that expressions of friendship for same-sex teammates or coaches may be viewed in a sexualized manner. For some student-athletes, particularly men, cultural conventions dictate that expressions of friendship for same-sex teammates or coaches may be viewed in a sexualized manner. Being in the locker room with teammates sometimes means being vulnerable to the assumptions of homosexuality or bisexuality. Being in the locker room with teammates sometimes means being vulnerable to the assumptions of homosexuality or bisexuality. For some student-athletes, particularly men, cultural conventions dictate that expressions of friendship for same-sex teammates or coaches may be viewed in a sexualized manner. For some student-athletes, particularly men, cultural conventions dictate that expressions of friendship for same-sex teammates or coaches may be viewed in a sexualized manner. For some student-athletes, particularly men, cultural conventions dictate that expressions of friendship for same-sex teammates or coaches may be viewed in a sexualized manner. For some student-athletes, particularly men, cultural conventions dictate that expressions of friendship for same-sex teammates or coaches may be viewed in a sexualized manner. For some student-athletes, particularly men, cultural conventions dictate that expressions of friendship for same-sex teammates or coaches may be viewed in a sexualized manner.

In reality, lesbian, gay and bisexual student-athletes and coaches are uncomfortable in the locker room because they are concerned about how others perceive them and, given stereotypes of predatory lesbians and gay men, are more likely than their heterosexual counterparts to avoid looking at others’ bodies or making jokes in the locker room for fear that they are looking at teammates changing clothes or showering.

It is important to differentiate personal discomfort with the presence of lesbian, gay or bisexual student-athletes or coaches in the locker room from the inappropriateness of actions by lesbian, gay or bisexual student-athletes or coaches (or anyone else) in the locker room. This difference is important in determining how to address this issue. If heterosexual student-athletes (or coaches) are uncomfortable in the locker room it is important for them to address the discomfort they feel for teammates to declare or reaffirm their heterosexuality by using anti-gay language or talking about sexual interests and activities with teammates. For some student-athletes who do not want to appear gay or bisexual teammates or coaches, then the situation should be addressed as an education or counseling issue for the heterosexual student-athletes involved.

Knowing a teammate is gay, lesbian or bisexual can trigger homophobic reactions in some student-athletes. Sometimes student-athletes become uncomfortable in the locker room only after a teammate has come out. If they were comfortable in the locker room before they knew a teammate was gay, lesbian or bisexual, what makes them uncomfortable now that they know? The source of their discomfort in this case can be easily attributed to their own assumptions rather than the actions of their gay, lesbian or bisexual teammates. If something has changed except their knowledge that one of their teammates is LGBTQ. The truth is that most student-athletes have spent time in locker rooms with lesbian, gay and bisexual people. They just did not know it because their LGBTQ teammates did not choose to identify themselves.

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Common discomforts include:

- Awareness of their own body’s size or shape
- Concern about the way their bodies look
- Inability to feel safe and to be free of unwanted sexual attention and sexually explicit taunting or teasing in the locker room or anywhere else. If student-athletes are uncomfortable in the locker room because of inappropriate or unwanted sexual attention or inappropriate actions by any teammate or classmate, including lesbian, gay or bisexual student-athletes and coaches, then this is a case of sexual harassment and should be addressed as such. Most schools have policies governing sexual harassment that should apply regardless of the gender or sexual orientation of the people involved. Check with your school administration to get a copy of the sexual harassment policy.

Ideally, all locker rooms should have some accommodations for student-athletes who want privacy for any reason. It is unrealistic to assume that all members of a team are comfortable with open shower areas and public nudity in locker rooms. Individual student-athletes have many reasons for wanting a private area in the locker room to change clothes or shower that are unrelated to fear of sexual attention. These reasons include religious beliefs, a history of being sexually abused or raped, personal modesty, discomfort about body image or being transgender.

Inclusion of LGBTQ Student-Athletes and Staff in NCAA Programs

Requirements for Addressing Concerns About Lesbian, Gay, Bisexual or Transgender Student-Athletes or Coaches in the Locker Room

- When developing policy governing locker room behavior, the key issue is to be sure that policy is based on broad principles of fairness and commitment to safety for all and not on fear or stereotypes about lesbian, gay, or bisexual people.
- Develop and enforce sexual harassment policy that applies to all regardless of sexual orientation or gender.
- Educate student-athletes and coaches and other athletics staff about sexual harassment policy so that they know their rights and responsibilities.
- Educate student-athletes about LGBTQ issues – address fears or stereotypes about the presence of LGBTQ people in the locker room.
- Make a privacy area for changing clothes and showering for any student-athletes to use.
- Make parents who express concerns about LGBTQ people in the locker room aware of expectations of respectful treatment for all including nondiscrimination policies that include sexual orientation and gender identity/expression.
Managing Dating Relationships Among Teammates

Managing dating relationships on sports teams is one of the most pressing issues among college coaches. Though this topic is currently of most interest to coaches of women’s teams, as men continue to come out to coaches and teammates, it will be of more interest to coaches of men’s teams, as well.

Perhaps many coaches’ response to the possibility of dating teammates can be summed up in the following statement from a coach, “I don’t care if the players date each other, just as long as they get together before the season starts and don’t end the relationship until after the season is finished.” While this practice may be convenient and one of the most effective ways that coaches can try to control the dating that is taking place among their teammates, it can be quite detrimental to the team’s overall performance. Managers of dating relationships that distract from team goals, whatever the cause.

One teammate getting dumped by her boyfriend and who then is left without a dating partner. Two women on a team dating the same guy on a men’s team. Best friends on a team either being exclusive of others or not dating each other. Most of these consequences are avoidable.

Identifying policies for dating relationships requires thoughtful consideration. There are a few strategies that can be employed to minimize the potential for negative consequences while still allowing the teachers from getting together during the season. Some of these strategies include:

- Frame intra-team dating as part of broader relationship management efforts.
- Encourage team members to focus on their roles as team members, not dating partners.
- Provide guidelines for acceptable behavior and consequences of not abiding by them.
- Describe specific behavior expectations.

Sample Rules for Dating Teammates (LGBTQ and Straight):

**Focus on the team and your role as a team member.** You don’t have a choice but to impose some kind of punishment since the dating relationship is not an effective or practical policy.

**Ignore intra-team dating (Not recommended).**

- It more often encourages secrecy, dishonesty and fear as well as counseling team members.
- All of these consequences distract from the focus of the team and achieving competitive goals. For these reasons, prohibiting dating among teammates is not an effective or practical policy.

**Ignore Intra-Team Dating**

Some coaches choose to ignore dating among teammates. This strategy puts the entire team at risk of facing a crisis that has the potential to cause a major distraction from team goals. Coaches sometimes choose to ignore same-sex dating on teams because they are uncomfortable addressing the topic or because they do not know how to respond to it when it comes to the coach’s attention and that can lead to crisis management reactions that can threat team performance.

Managing Dating Relationships Among Teammates

As with prohibiting dating among teammates, ignoring it has many negative consequences. Coaches dating not recognizing it when they ignore the possibility of intra-team dating. Dating teammates have no guidelines about what is and isn’t appropriate behavior. Their teammates have no guidance about how to respond to teammates who are dating. Homophobia always thrives in silence, and ignoring the presence of dating teammates creates an opening for prejudice and fear to guide reactions. As with policies prohibiting intra-team dating, ignoring same-sex dating and dishonesty as team members is likely to increase acceptance as no consequence. Finally, if there is no policy in place, there is no well thought out plan for who is to be responsible for how to respond to it when it comes to the coach’s attention and that can lead to crisis management reactions that can threat team performance.

When with the team, the team comes first. Conduct yourselves as teammates, not dating partners. Being a member of a team requires responsible behavior; conduct yourself professionally when with the team. This includes at practice, during competition, on the team bus, in hotel rooms, locker rooms, in the team center, in the locker room, and anywhere else when you are “on team time.”

Focus on the team and your role as a team member. You don’t have a choice but to impose some kind of punishment since the dating relationship is not an effective or practical policy.

- No PDAs (Public Displays of Affection). This includes holding, hand-holding, kissing.
- Don’t Be Exclusive. Sit with other teammates on the bus, eat with other teammates, share hotel rooms with other teammates, and sit with other teammates in team meetings.
- Respect Team Space. Avoid drama on team time. Leave relationship conflict at the locker room door. Resolve relationship issues on your own time, not the team’s time.
- Is discriminatory behavior being tolerated and are the expectations and consequences of not abiding by them.

Focus on the team and what is good for the team should guide a policy allowing intra-team dating.

Sample Rules for Dating Teammates (LGBTQ and Straight):

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Sample Rules for Dating Teammates (LGBTQ and Straight):
Addressing LGBTQ Issues in Recruiting

Recruiting high school student-athletes is an important part of most coaches’ responsibilities. Both high school and college coaches play important roles in this process. College coaches are actively selling their programs to potential high school recruits and their families through a variety of personal and technological communications including home and campus visits, team media guides, team websites, email, text messages and phone calls to name a few.

A high school coach can play a key role in helping to bring a student-athlete to the attention of college coaches. High school coaches also communicate expectations to high school student-athletes and their families about the recruiting process and provide information about individual colleges and intercollegiate coaches.

The NCAA has rules and guidelines to regulate the recruiting process for the purpose of protecting the recruit and ensuring fairness. However, enforcement of these regulations is an ongoing challenge as the competition for top high school recruits intensifies in women’s and men’s sports. Unfortunately, some college coaches employ legal, but unethical tactics to land top recruits.

The purpose of this resource is to identify some aspects of the recruiting process that can lead to unethical coaching practices based on sexual orientation or gender identity/expression. The goal of these unethical practices is to get a high school recruit to choose the coach or their son’s or daughter’s fear of or prejudice about LGBTQ people. The following list includes aspects of recruiting and ways that these unethical practices can intrude on the process. This list can be used by coaches, high school recruits and their parents as a guide to ethical recruiting practices with regard to LGBTQ issues.

Team Media Guides, Contact Lists and Websites

- The coach’s bio should focus on or highlight his coaching accomplishments and professional qualifications and experience. When personal information such as marital status or family photos of husband, wife or children are included in the media guide or on websites, this places LGBTQ coaches at a disadvantage since it is likely that their bios will not include information about their families. A coach’s marital status is not a coaching qualification, and highlighting it is a subtle means of communicating that the coach is heterosexual. Until coaches of all sexual orientations can openly describe their relationship status, no coaches should be described as their sexual orientation, no coaches should be described as heterosexual or lesbian.

- List all information about women coaches on athletics department contact lists equitably. Identifying married women coaches as “Mrs. Helen Jones” and unmarried heterosexual or lesbian coaches as “Miss or Ms. Martha Stuart” is an unnecessary differentiation that indicates nothing about coaching abilities.

- Team and individual photos should focus on action shots and photos of team members and coaches in uniform or appropriate street clothes they prefer. For women’s teams, avoid posed or contrived photos that are designed to highlight team members’ femininity or sex appeal.

- Inclusion of LGBTQ Student-Athletes and Staff in NCAA Programs

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Coaches Behavioral Expectations

- Expect everyone to treat everyone with respect. The locker room another and discourages cliques of any kind.

- Rotate room assignments so all teammates share a room with everyone on the team during the season. This helps teammates get to know one

- Provide private changing space in the locker room for anyone who is part of team time, and all expectations for dating teammates apply.

- Identify campus resources who can provide assistance or counseling to team members having relationship issues – dating or otherwise.

What About the Locker Room?

- Expect everyone to treat everyone else with respect. The locker room another and discourages cliques of any kind.

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What About Sharing Hotel Rooms?

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- Rotate room assignments so all teammates share a room with everyone on the team during the season. This helps teammates get to know one

- Provide private changing space in the locker room for anyone who is part of team time, and all expectations for dating teammates apply.

- Identify campus resources who can provide assistance or counseling to team members having relationship issues – dating or otherwise.
Champions of Respect is a blatantly discriminatory practice that places coaches at odds with the message that there are no lesbians or gay men in your program. This is unethical and plays on stereotypes and prejudices. Though negative questions about LGBTQ students on the team or ask if the coach is Transgender People on the Team:

Responding to Questions About Lesbians, Bisexuals, Gay Men

Sexual Orientation:

About Your Sexual Orientation:

(For Lesbian, Bisexual and Gay Coaches) Responding to Questions About Your Sexual Orientation:

Voicing Opinions or Telling about Past Questions about Lesbians, Bisexuals, Gay Men

For heterosexual coaches

For Lesbian, Bisexual and Gay Coaches

Responding to Questions About a Coach's Sexual Orientation: This is an inappropriate question and should be answered without providing personal information or linking sexual orientation to performance. Don't be apologetic about or lie about the possibility or actuality of coaches on your team. Respond to questions that are appropriate.

Responding to Abusive Questions or Harassment from Recruits:

In large or small programs, coaches should not be evaluated, not on the race, religion, sexual orientation, etc., of the coaches but on their ethics, athletics accomplishments and experience. Say you believe that coaches and athletics programs should be evaluated, not on the race, religion, sexual orientation, etc., of the coaches or athletics programs. This is an inappropriate question and should be answered without providing personal information or linking sexual orientation to performance. Don't be apologetic about or lie about the possibility or actuality of coaches on your team. Respond to questions that are appropriate.

Responding to Questions About LGBT People on Sports Teams:

This is inappropriate and should be answered without personal information or linking sexual orientation to performance. Don't be apologetic about or lie about the possibility or actuality of coaches on your team. Respond to questions that are appropriate.

Responding to Questions About a Coach's Sexual Orientation:

For Lesbian, Bisexual and Gay Coaches

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or because they believe that having a male coach eliminates the Gay):

There Are No Lesbians on a Team:

Subtle Ways To Declare Heterosexuality or Communicate That as not welcoming to lesbian, gay or unmarried heterosexual coaches.

Fortunately, times are changing. More lesbian and gay coaches are open about themselves and their families with team members and their parents.

Parents might ask what is wrong with describing a coach’s family or marital status. Being part of who you are. We all have families we want to share, and it shows that coaches have a life outside of their work. It is not necessary for heterosexual coaches to hide their families, but they can be sensitive to the privilege of openness they have that many lesbian and gay coaches do not.

The problem is that homophobia and the real threat of discrimination based on the presence or absence of lesbian, bisexual or gay sexual orientation is not a consideration when choosing an athletics program – focus on respect, fairness and team goals.

If parents or recruits tell you another coach has given them negative information about your program, report this to your athletics director. Direct the coach directly. Ask if the parent is being willing to talk to your AD about it.

Parents

Tell the coach that you do not appreciate negative recruiting and that you knew that it is an unethical practice. Encourage parents and athletes to talk to you about this.

Parents and recruit’s questions honestly and forthrightly. Don’t be afraid of addressing the diversity on your team. Frame it as a strength.

Administers

Clear and public department policy on negative recruiting.

Include a statement about negative recruiting in a “coaching ethics” statement.

Develop procedures for addressing negative recruiting accusations made against your coaches and by your coaches with your student-athletes, athletics program personnel or school administrators.

Parents

Talk to administrators or coaches after an instance of negative recruiting and tell them it is an unethical practice the student should be aware of in case it happens when you are not present.

If a coach or a coach’s representative uses negative recruiting practices while interacting with you, report this to the athletics director.

Cross that school off your list of possibilities and tell the coach and the athletic director you are doing so and why.
In accordance with constitutional protections for freedom of religion and the separation of religion and state, athletics programs in public schools or private secular schools have a responsibility to ensure a neutral religious climate in which no particular religious faith or practice is promoted over any others. This neutrality enables individual athletes and coaches to express their faith and, at the same time, protects those who do not share that faith or who choose not to participate in any religious activity.

Athletics programs in religious schools are a different case. For example, Coaches and Chieftains of Christian schools may choose practices or policies that promote a respectful and inclusive atmosphere for LGBTQ student-athletes and staff in NCAA programs.

Potential Problems in an Athletics Setting
- Coach-led team prayers.
- Team prayers led by student-athletes, while within governmental or professional responsibility to ensure that ALL athletes are treated with respect and fairness regardless of their personal beliefs about sexual orientation or gender identity.

Practices or Policies That Promote a Respectful and Inclusive Athletics Setting
- Coaches and other team leaders engage in efforts to “save” LGBTQ student-athletes from their “lifestyle.” This can include practices or policies that promote a respectful and inclusive climate for LGBTQ student-athletes and staff.

For coaches, team captains and other team members who believe their faith's beliefs about homosexuality or other faith-based beliefs.

Religious beliefs about LGBTQ people is an area of potential conflict. In this document, we refer to “LGBTQ people” as an umbrella term that encompasses the LGBTQ+ community, including but not limited to gay, lesbian, bisexual, transgender, and non-binary individuals. This term is used to emphasize the diversity and complexity of the LGBTQ+ community and to avoid erasing or tokenizing any particular identity or experience.
Champions of Respect

Objectives

- are a proper focus for an athletics department's social media policy.
- recruit's interest in a program, or public and alumni perception of the program
- outside an athletics community that negatively affect job performance
- publishing or discussion is his or her own decision. However, activities in
- participate in a blog, wiki, online social network or any other form of online
- media channels for all members of an athletics community.

Because online collaboration platforms are fundamentally changing
the way athletics departments communicate, these guidelines are

Guiding Principles

- Each athletics department trusts and expects its student-athletes, coaches, and administrators to exercise personal responsibility whenever they use social media, which includes not violating the trust of those with whom they are engaging.
- All members of an athletics program using social media should be conscious of their position as public role models and representatives of their school, department and team.
- Always avoid demeaning language when using social media.
- Words such as "tagot," "dyke," "trans" or other language used as taunts or expressions of hostility or disapproval reflect poorly on those who use them and their athletics departments and are offensive to LGBTQ people and straight allies.
- Only those orientation specifically designated to do so may use social media to speak on behalf of an athletics department or university in an official capacity, though individual student-athletes, coaches and administrators may use social media to do so in an unofficial capacity.
- Members of an athletics community are responsible for making sure that their online activities do not interfere with their ability to fulfill the academic, athletic, or professional commitments of those of their peers.
- Athletics departments are responsible for ensuring that all student-athletes, coaches and administrators have received and agreed to abide by department social media guidelines in writing.

Addressing discrimination and prejudice against lesbian, gay, bisexual, transgender student-athletes, staff and coaches requires an understanding of how other identities besides sexual orientation or gender identity affect LGBTQ experience. Individuals are more than their sexual orientation or gender identity. Race, economic class, and religion are among the many other aspects of social identity that add to the personal experiences of discrimination and prejudice felt by LGBTQ people.

The interactions of these identities complicate the experiences of LGBTQ people in athletics and make the experiences of individual LGBTQ student-athletes and coaches different from one another.

Because of the interactions of these different identities, it is important to not assume that all LGBTQ student-athletes, staff and coaches experience experiences related to race and identity/expression in athletics in exactly the same ways.

A lesbian-student athlete whose family cannot afford to pay for her living costs is dependent on her athletic scholarship for her college education and will be less likely to be open about being gay if she believes her athletic scholarship is at risk. Likewise, a gay athlete whose family relatives believe homosexuality might feel more conflict or fear about openly identifying himself.

Similarly, LGBTQ student-athletes, staff, and coaches of color must think about their race and sexual orientation as interacting with identity/expression in athletics. Furthermore, LGBTQ women of color must think about their gender and sex as choosing their sexuality over their race. This is particularly so among heterosexual people of color who believe that identifying as lesbian, gay or bisexual is primarily a white issue. In this instance, LGBTQ student-athletes, staff and coaches of color may experience isolation from others of color who believe that LGBTQ people of color are " misrepresented" their racial groups. Similarly, LGBTQ student-athletes of color who are first generation college students often feel pressure from their families to be heterosexual as an integral part of representing their ethnic communities in a positive way.

The decision to make one's sexual orientation known publicly is difficult enough for many white LGBTQ student-athletes, staff and
coaches. However, many reasons related to racism and concerns about how color and family may make many LGBTQ individuals of color less likely to come out publicly. For example, religion often is an important and lifelong part of the lives of students of color as a personal and spiritual buffer to racism. If their religious community and family teach that homosexuality is a sin, the possibility from this source of comfort and support can be devastating. Coping with fears of rejection and condemnation can make it difficult for LGBTQ student-athletes of color to find support and inner peace. Consequently, finding churches, mosques, and other religious institutions that accept who they are can be challenging. Though religion also plays an important part in the lives of white LGBTQ student-athletes, staff and coaches, the added complexities of racism are not a part of their experience.

LGBTQ student-athlete of color are also at risk of feeling alienated from white LGBTQ teammates or LGBTQ school organizations. Some LGBTQ student-athlete of color prefer to refer to themselves as “same-gender loving” (Blacks) or “two-spirit” (Native American) as a way to differentiate their experiences from white LGBTQ people. LGBTQ student-athletes of color are faced with the racism present in predominately white NCAA school-based organizations and among white LGBTQ student-athletes. While LGBTQ students, whether consciously or not, exercise and receive advantages because they are white that can mediate some of the prejudice related to being LGBTQ. They often do not understand how the experiences of LGBTQ people of color are affected by racism or how their own white identity provides them with advantages that can make it easier to openly claim their LGBTQ identity.

Many of the gender and sexuality expectations placed on LGBTQ student-athletes, staff and coaches are based on racial stereotypes. At the same time they are caught in the dominant culture’s standards of masculinity and femininity. Lesbian and bisexual women of color also must negotiate between society’s expectations of (white) femininity and their specific racial and/or ethnic community’s expectations of femininity. For example, black women are not held to the same standards of staying home with children as white women. Historically, it was just not feasible to do so; thus, black women are provided with the opportunity, and sometimes the necessity, to work outside the home. Bisexual stereotypes of women athletes of color, especially black women, can lead to perceptions that they are “naturally” more amoralistic or athletic, masculine or sexual than their white teammates. These stereotypes are particularly demeaning for lesbian and bisexual black women athletes who are also subjected to stereotypes based on their sexual orientation.

Likewise, gay and bisexual men of color may aspire to different standards of masculinity than white LGBTQ men do or have different expectations of gender and sexuality placed on them. Closeted gay or bisexual male athletes of color often feel pressure to conform to more rigid stereotypes of masculinity to deflect suspicions about their sexuality among white teammates and coaches of color.

All of these complexities call for coaches and athletics administrators to anticipate how race, sex, sexual orientation and gender identity/ expression affect the experiences of student-athletes. When sponsoring LGBTQ education programs for athletics department staff and student-athletes, make sure that the experiences of LGBTQ student-athletes, staff and coaches of color are specifically addressed. Invite a panel of LGBTQ athletes of color to talk about their experiences and describe how coaches and teams can better address their needs.

When people of color are isolated, depressed or having problems in classes, consider the possibility that questioning one’s sexuality or dealing with an anti-LGBTQ climate might be among the issues with which individuals of color are wrestling. Make sure campus LGBTQ support and social groups address the needs of LGBTQ people of color and are aware of how racism and white privilege affect their programming. Ensure that campus support and social groups for students of color address the needs of LGBTQ people of color and are aware of potential heterosexism in their programming.

Athletics department staff should identify resources within the department and within campus counseling services so that student-athletes of color can get help that is supportive of their individual needs, whatever they may be, and that they do not need to fear repercussions in the athletics department.

Inclusion of LGBTQ Student-Athletes and Staff in NCAA Programs
Policy development governing the inclusion of transgender student-athletes is an ever-evolving area. As new research on the participation of transgender athletes and the physiological effects of gender transition on athletic performance becomes available, policies may need to be re-evaluated to ensure that they reflect the most current research-based information.

NCAA Policy on Transgender Student-Athlete Participation

The director of athletics should meet with the student to review eligibility documentation the student-athlete’s intention to transition or participation during a sport season, a student-athlete who, pursuant to this policy, shall be maintained consistent with the student’s gender identity.

ADDITIONAL CONSIDERATIONS

The Student’s Responsibilities

In order to avoid challenges to a transgender student-athlete participating in a sport season, a student-athlete who has completed, plans to initiate, or is in the process of taking hormones as part of a gender transition should submit the request to participate on a sports team in writing to the director of athletics upon matriculation or when the decision to undergo treatment related to gender transition may participate in sex-separated sports activities in accordance with his or her assigned birth gender.

A trans male (FTM) student-athlete who is not taking testosterone related to gender transition may compete in a men’s team but may not compete on a women’s team without changing his status to a mixed team until completing one calendar year of testosterone suppression treatment.

Any transgender student-athlete who is not taking hormone treatment related to gender transition may participate in sex-separated sports activities in accordance with his or her assigned birth gender.

A trans female (MTF) transgender student-athlete who is not taking testosterone related to gender transition may not compete on a women’s team.

For a more detailed discussion of the inclusion of transgender student-athletes, see NCAA inclusive of Transgender Student-Athletes. August 2011. NCAA Office of Inclusion.
Instead of requiring a women’s team to wear dresses or skirts, for example, ask that team members wear dresses or slacks that are appropriate for their sport and that they feel comfortable in. All team members should have access to uniforms that are appropriate for their sport and that they feel comfortable wearing. No student should be required to wear a gendered uniform that conflicts with the student’s gender identity.

Legal Resources

Laws Addressing Discrimination or Harassment Based on Sexual Orientation and Gender Identity/Expression

Several federal, state and local laws can be used to successfully in athletics to decrease the disparity in funding, staffing and programming between women’s and men’s programs. Title IX has been interpreted to apply also when students are discriminated against on the basis of gender stereotypes. For example, when male students are harassed because they are perceived as “feminine,” or female students are harassed because they are perceived as “masculine.” Often these students are assumed to be gay or lesbian because of non-conformity to gender expression, for example, when coaches tell female athletes to dress or choose hairstyles that are more “feminine.” Title IX has been used successfully in several cases to challenge this kind of harassment or discrimination.

State Nondiscrimination Laws
In addition to these two federal laws, several states have passed laws prohibiting discrimination based on sexual orientation and/or gender identity/expression (As of January 2012). Most of these laws address discrimination in employment, public accommodations and housing. These state laws can be used to challenge discrimination against coaches or other staff members in athletics.

Laws Addressing Discrimination or Harassment Based on Race
Several state and local laws can be used to successfully in athletics to decrease the disparity in funding, staffing and programming between different races. Title VI has been interpreted to apply also when students are discriminated against on the basis of race or ethnicity. For example, when students are harassed because they are perceived as being of a different race or ethnicity than other students, these students are discriminated against on the basis of race or ethnicity.

State Student Rights Laws
In addition to the federal nondiscrimination laws, some states have enacted “student rights laws” that specify rights for students in public schools from discrimination or harassment based on sexual orientation or gender identity/expression.
The purpose of Title IX is to address sex discrimination in education. However, this federal law has also been an effective tool in addressing discrimination or harassment in schools based on gender stereotypes associated with sexual orientation. Though Title IX does not directly address discrimination based on sexual orientation or gender identity, gender expectations linked with stereotypes of lesbian, bisexual, gay or transgender people often are related. When gender stereotyping occurs in incidents of discrimination and harassment of lesbian, gay or bisexual students or staff then Title IX may provide legal grounds for challenging this discrimination.

In several court cases, Title IX has been successfully used in this way. In Thien v. Tongue River School District No. 1, 109 F. Supp. 2d 1081 (D. Minn. 2000), Title IX formed the basis for a ruling supporting a male student’s claim that the school district was deliberately indifferent to harassment to which he was subjected by other students on the basis of his perceived gender and sexual orientation. He was teased, called “fag,” and subjected to crude sexual overtures over a four-year period. The court held that he had been subjected to sex discrimination was based on the assertion that gender stereotyping is another “method of proving actionable harassment under Title IX.” The court ruled that “the plaintiff was harassed because he failed to satisfy his peers’ stereotyped expectations for his gender because the primary objective of plaintiff’s harassers appears to have been to disparage his perceived lack of masculinity.” Similarly, in Montgomery v. Independent School District No. 202-245, 107 F. Supp. 2d 1081 (Minn. 2000) the court ruled that the school district failed to protect a male student from harassment on the basis of his gender and perceived sexual orientation. The court ruled that, although Title IX does not prohibit harassment or discrimination based on sexual orientation, it does prohibit harassment based on gender nonconformity. The court held that the facts supported the contention that the plaintiff was harassed “because he did not meet (the harassers’) stereotyped expectations of masculinity.”

In another case, Schmeeckle v. Maumee Board of Education, 296 F. Supp. 2d 869 (N.D. Ohio 2003), the court ruled in favor of a student who used Title IX to claim that his school showed deliberate indifference to verbal and physical harassment because of tolerance for lesbian and gay people in school. In its ruling, the court cited a series of cases holding that targeting someone because of that person’s perceived sexual orientation was based on gender stereotypes and therefore a form of sex discrimination.

In Ray v. Antioch Unified School District, 107 F. Supp. 2d 1165 (N.D. Cal. 2000), the court held that harassment due to the student’s perceived sexual orientation can constitute “sexual harassment” under Title IX. The court said: “Plaintiff was targeted because of his perceived sexual status as a homosexual, and was harassed based on those perceptions. Thus, although complaint makes no specific characterization of the harassing conduct as ‘sexual’ in nature, it is reasonable to infer that the basis of the attacks was a perceived belief about Plaintiff’s sexuality, i.e. that Plaintiff was harassed on the basis of sex.” (Emphasis in original).

In these cases Title IX was successfully used to address harassment, assault or discrimination targeting students whom their harassers perceived to be gay based on gender stereotyping. Most of the verbal harassment in these cases was focused on the harassers’ belief that the targeted students did not exhibit the masculine behavior expected of them. The courts ruled that discrimination or harassment based on gender nonconformity is a form of sex discrimination and, therefore, Title IX applies. In Ray v. Antioch Unified School District, 107 F. Supp. 2d 1165 (N.D. Cal. 2000), the ruling was based on a slight difference rationale: That it is reasonable to infer that harassment based on perceived beliefs about sexuality constitutes harassment based on sex.

These cases demonstrate the potential usefulness of Title IX in addressing incidents of peer harassment in schools based on perceived sexual orientation where school officials are “deliberately indifferent” to student and parental complaints of harassment. The links between gender
stereotyping and assumptions about gender and sexual orientation form the basis of the use of Title IX to address harassment and discrimination directed at students perceived to be lesbian, bisexual, gay or transgender.

Title IX is typically used to address sex discrimination that disadvantages female students since they are more likely to have inferior athletics opportunities in schools. However, Title IX provides protection to both females and males who are subjected to sex discrimination in schools. In the cases cited here, for example, male students and their families successfully used Title IX to challenge discrimination and harassment based on gender stereotyping associated with sexual orientation. Title IX also can provide protection to female students harassed or discriminated against in similar ways.

All members of school communities should be aware of Title IX. School administrators and athletics directors need to be aware of the requirements of Title IX and their responsibilities to respond to individual incidents or patterns of discrimination or harassment prohibited by Title IX. Coaches and teachers should be aware of their legal and ethical responsibilities to prohibit discrimination and harassment on their teams and in their classes, as well. Parents and students should be aware of Title IX’s requirements and the procedures for using Title IX when discrimination or harassment based on sex or gender stereotyping occurs.

The intentions of all civil rights legislation, of which Title IX is one example, is to eliminate inequality and to provide a “level playing field” where all people, regardless of individual or group differences, have access to the resources and opportunities they need to achieve personal goals in a climate that is equitable, safe and respectful. A student’s sex, gender expression or sexual orientation should not be grounds for harassment or discrimination in any school programming.

Title IX is an effective legal tool for helping schools assure that all students are treated fairly and respectfully. School athletics should provide equitable and safe competition for all participants, male and female, gay and straight. Title IX can be an effective legal resource for challenging discrimination that threatens this ideal.

Legal Resources

In addition to legal resources available in any community, several national and regional legal advocacy organizations can provide advice, informal assistance or legal representation for students or staff members who believe they have been discriminated against in athletics because of their perceived or actual sexual orientation or gender identity/expression. The National Center for Lesbian Rights (NCLR) sponsors a Sports Project that focuses on discrimination in athletics and sport settings.

The National Center for Lesbian Rights (NCLR) Sports Project
Helen Carroll, Director
www.nclr.org

Gay and Lesbian Advocates and Defenders (GLAD)
www.glad.org

Lambda Legal Defense and Education Fund
www.lambdalegal.org

What To Do If You Think You Have Been Discriminated Against on the Basis of Sexual Orientation or Gender Identity/Expression

• If you are a student-athlete and you are out to your parents, tell them what is happening. Parents can be important advocates who support you in challenging discrimination.
• Keep a diary of everything that someone has said or done that you think is discriminatory. Include dates and times. If others were present when the incident(s) occurred, ask them to support you if you challenge the discrimination or harassment.
• Find out what kind of legal protections against discrimination on the basis of sexual orientation or gender identity/expression (see previous sections) apply in your state. If your state has no legal protections, consider the federal laws that might apply (see previous sections).
• Identify applicable school policies that prohibit discrimination or harassment.
• If appropriate, consult with legal resources or the ombudsman on your campus for advice.
• Consult with legal resources in your community or with one of the national advocacy groups listed in this section.
• Look for ways to break the situation informally. Meet with coaches or administrators. If this fails, consider more formal steps to resolve the situation like talking to the dean of students, campus ombuds office or university president. Consider bringing an advocate to the meeting (a parent, faculty member, friend or teammate).
• If these actions fail to resolve the situation, consider filing a lawsuit in consultation with legal representation.
• Remember you have a right to be treated with respect and fairness. When you stand up and demand to be treated fairly, you will help to make athletics a safe, respectful and fair place for others, too.
It is more apparent how anti-LGBTQ discrimination and prejudice affect heterosexual student-athletes and coaches. One of the most effective ways to increase sports safety and respect for everyone, including heterosexual student-athletes and coaches, is for heterosexual student-athletes and coaches to work together to address the following:

- Pressure from coaches and teammates to hide their identities from the school community, media, potential recruits or fans.
- A teammate or friend acting or feeling uncomfortable about sharing the locker room, showers or hotel rooms with them.
- Physical threats, violence or vandalism.
- Verbal or online harassment.
- Anti-LGBTQ slurs and anti-LGBTQ taunts from coaches, teammates, fans or friends.
- Dismissal from teams or coaching positions.
- Reduced playing time.
- Discrimination in consideration for awards or recognition for athletics or coaching accomplishments.
- Pressure to change hairstyles or dress to avoid appearing “gay” (or to appear more feminine for female student-athletes).
- Professional or personal threats from coaches or teammates to renounce homosexuality.
- Exclusion from team social activities.
- Pressure to engage in heterosexual dating or sex to "prove" their heterosexuality.
- Estrangement from parents, friends and teammates.

It is less apparent how anti-LGBTQ prejudice affects heterosexual coaches and athletics or coaching accomplishments. It is less apparent how anti-LGBTQ prejudice affects heterosexual student-athletes and staff. Many people, including some sports fans, perceive athletics to be a "no go" area for LGBTQ people on campus. These negative assumptions about athletics, student-athletes and coaches are not accurate for most. What kind of assumptions do people make about individual teams, student-athletes, staff or coaches in your school?

Student-athletes and coaches are often highly visible in the school and community. Their athletics accomplishments are reported in the local media and community members attend their games. As a result, they have many opportunities to set examples for others, not just with their athletic abilities, but also with their treatment of others. Student-athletes can be leaders and allies who help to make their schools safe and respectful for everyone.

What Can Straight Student-Athletes and Coaches Do To Make Sports Teams Inclusive and Respectful for Participants of All Sexual Orientations and Gender Identities/Expressions?

- Stop using words like “Faggot” or “Dyke” or phrases like “That’s so gay” even in a joking manner.
- Let teammates and friends know you don’t like to hear them use anti-LGBTQ slurs.
- If you have teammates who are LGBTQ, let them know that you are OK with that.
- If you have teammates who are LGBTQ and other team members talk about them behind their back, don’t participate and let those doing the talking know you don’t like it.
- If someone calls you gay because you object to anti-LGBTQ actions, don’t let this comment silence or intimidate you.
- Join the school Gay-Straight Alliance and participate in events and activities to make your school a safer place for everyone.
- Start an Athlete Ally campaign in your school.
- Put Safe Zone stickers on your notebooks, cars and windows.
- Invite teammates to make a You Can Play video, take the Team Respect Challenge, or sign a pledge to be Athlete Allies for Respect.
- Start an LGBTQ and Ally student-athlete group at your school.
Inclusion of LGBTQ Student-Athletes and Staff in NCAA Programs

Creating LGBTQ-Inclusive Team Honor Codes

Conversations about LGBTQ respect and inclusion in sport oftentimes exist outside the knowledge and comfort level of many college coaches, athletes and administrators for a multitude of reasons. This can especially be the case when a coach or athlete does not believe he or she knows anyone within the LGBTQ community. As such, the context necessary to get the athletics community as a whole to embrace and seek out LGBTQ diversity in sport, in part, relies on creating LGBTQ- or ally-inclusive honor codes.

In other words, to best curtail the use of homophobic language within an athletics institution, what it means to be a representative of that institution must be synonymous with LGBTQ inclusivity. Most members of the athletics community would agree that competing for your college or university is only part of what it is to be a student-athlete. There are implicit standards of conduct expected of those who are the most visible ambassadors of our sports. Standards like respect, honesty and doing the right thing. While these “honor codes” oftentimes go unde

Below are sample honor codes from schools across the country. While none specifically mentions creating an LGBTQ-inclusive culture, all of them implicitly lay the foundation for it.

Sample Honor Codes

**A member of the community, I am responsible for:  **
- Upholding and promoting honesty, trust, respect, fairness, and justice in all venues of school life. To maintain personal integrity, I will not cheat, lie, steal, plagiarize, or diminish or degrade my peers. I will do my best to raise awareness of the importance of honor for the purpose of making a better place to learn and work. I understand this honor code and will uphold my HONOR ABOVE ALL.
- No member of the community shall take unfair advantage of any other member of the community.
- In support of the above, I pledge to uphold all standards of conduct expected of those who are the most visible ambassadors of our sports. Standards like respect, honesty and doing the right thing.

While these “honor codes” oftentimes go undefined for many athletics programs, undertaking the task of defining your team’s honor code can be a useful tool to creating an LGBTQ-inclusive environment.

Rather than correcting the homophobic language thrown around in the locker room because it is wrong, with a proper definition in honor codes, homophobic language can be addressed because it goes against the very identity of a team.

At the beginning of each season, coaches and administrators can charge the captains and team leaders with creating and defining this honor code. By doing so, athletes will take greater ownership of the athletics environment of which they are a part.

Responding to Anti-LGBTQ Language

Restorative Justice Policy

It is recognized that not all instances of misconduct are serious enough to be dealt with at a level higher than coach. In such minor cases, resolution should be immediate, require no formal procedures, and involve relatively minor sanctions (that is, verbal correction). Such sanctions should be applied fairly and consistently using the guiding principles of restorative justice.

The concept of restorative justice holds that an offender incurs an obligation to restore the victim of the offense and, by extension, the community to the state of well-being that existed before the offense. In athletics institutions, the arbiter’s of all restorations must be the coaches, officials and administrators in positions of authority to hold student-athletes accountable to victims, and fostering reconciliation between the offender, victims and community, coaches, officials and administrators are able to connect the instances in which students use degrading or demeaning language that would otherwise not be deemed major in nature.

Within athletics, a student-athlete, coach or staff member who uses derogatory or demeaning language, even in jest, harms both those he or she intended to degrade or demean as well as the entire community by doing so. Coaches, officials and administrators are able to connect the instances in which students use degrading or demeaning language that would otherwise not be deemed major in nature.

Guiding Principles

When coaches, administrators, officials and other authority figures within the athletics community witness derogatory or demeaning language or actions, they shall:

- Ensure that the offender considers and understands the harm that his or her words or actions inflicted upon the recipient and the community.
- Inform the victim of his or her rights as a member of the community to be treated with respect, dignity and equity.
- Enable the victim to converse with the offender as to why said language or behavior was offensive, insulting or oppressive.
- Enable the victim to converse with the offender as to why said language or behavior was offensive, insulting or oppressive.
- Allow the victim to converse with the offender as to why said language or behavior was offensive, insulting or oppressive.
- Hold the offender accountable for restoration of the victim’s and community’s status before the offense, to the greatest possible extent.
LGBTQA Visibility Initiatives: Suggestions for Athletics Conferences, Athletics Departments, Student-Athlete Advisory Committees and Teams

An increasing number of options are available for athletics conferences, athletics departments, student-athlete advisory councils and teams to make public their commitment to a climate of inclusion and respect for people of all sexual orientations and gender identities. In addition to developing policy and providing education to ensure fair treatment and inclusion of LGBTQA student-athletes, staff and coaches, these visibility initiatives are an opportunity to make these commitments known to the campus and local community, as well as a national audience. Participating in visibility initiatives makes a commitment to inclusion and respect public and sends this message to young student-athletes, their parents and others who support intercollegiate athletics.

Visibility Initiatives

- **Athlete Ally Pledge:** Sponsor a drive to invite athletics administrators, coaches and student-athletes to identify themselves as athlete allies committed to LGBTQA inclusion and respect.
  www.athleteally.org

- **You Can Play Video:** Make a team, athletics department or athletics conference video to be posted on the You Can Play website and YouTube sending the message, “If you can play, you can play.”
  www.youcanplayproject.org

- **Campus Pride:** Nominate your school for the Campus Pride List of Most LGBTQA-Friendly Collegiate Athletics Programs.
  www.campuspride.org/outtoplay

- **Community Service Projects:** Organize student-athlete and coaches to go to K-12 schools in your community to talk with students and teachers about their commitments to stop bullying and name-calling in sports and in schools.
  sports.glsen.org

- **Campus-Based Safe Zone Campaign:** Ask coaches to participate in your campus’ Safe Zone Campaign and place Safe Zone stickers on their office doors. Contact your campus Safe Zone Campaign for more information.

- **StandUp Day:** Participate in the annual StandUp Against Bullying Day sponsored by the Stand Up Foundation.
  www.standupfoundation.com

Visibility Initiatives: Suggestions for Athletics Conferences, Athletics Departments, Student-Athlete Advisory Committees and Teams

- **The America East Conference is really excited about its partnership with the You Can Play Project. A driving force in moving this forward was our America East SAAC, who engaged in a truly open, honest and productive conversation around LGBTQA issues during its October meeting following a presentation by Patrick Burke, co-founder of the You Can Play Project.**

- **Our student-athletes live these issues on a daily basis within campus environments that are increasingly diverse. They recognize the importance of inclusion in all aspects, but especially in the contact of their sports teams. The team environment is a special and rare space in which each group creates a culture that contributes to their performance on the field, in the pool and on the court.**

- **The message of the You Can Play Project resonated with our student-athletes as a way to promote an inclusive and respectful team culture for their LGBTQA teammates and entire athletics programs. They know that in order for a team to achieve ultimate success, each team member should be without fear or worry, something LGBTQA student-athletes often carry around, which can distract from their sense of truly belonging to the team and have negative consequences on their performance.**

- **For obvious reasons, our administrators supported the recommendation of our SAAC to partner with this organization. They recognize the value of promoting an inclusive culture as a means towards an improved student-athlete experience and improved athletics performance. As the first conference partner of You Can Play, we’ll be exploring multiple ways in which we can harness the energy of all of our administrators, athletics directors, coaches, teams and student-athletes to build initiatives and programming that have a lasting impact across the conference.”**

Amy Hurichhausen, Commissioner, America East Conference
Resources for LGBTQA Student-Athlete Groups

Start an LGBTQA Student-Athlete Group: GO! Athletes

The time has come when LGBTQ student-athletes and their straight allies are rising up and coming out. As a result, LGBTQA student-athlete groups will become increasingly important and beneficial to athletics departments and universities across the country. Here is why:

1. To provide support for LGBTQ student-athletes.
2. To make the athletics department a safe and respectful place for LGBTQ people.
3. To offer special athletics for LGBTQ student-athletes and allies.
4. To connect like-minded individuals and foster a network of LGBTQ student-athletes and allies.

What Should the Name of the Group be? Go! Athletes supports college and high school LGBTQ student-athletes and allies in starting a Go! Athletes affiliate chapter at their school, but the group can of course be independent. Factors to consider when naming the group:

1. The name should respect the diversity of the group.
2. The name should be short.
3. The name should be easy to remember.

Who Should Be Invited To Join the Group?

- Do you want to invite only athletes who are lesbian, gay, bisexual, transgender, queer, same-gender-loving, two-spirit, and questioning?
- Do you want to invite heterosexual student-athletes to join?
- Do you want to invite only student-athletes or include athletics department staff and coaches?

Where Will the Group Meet? Think about the following criteria: accessibility, safety/visibility, and comfort/inviting/informal setting.

- A room in the athletics department: Would this make attending a meeting less safe for people who are concerned about being seen by teammates or coaches?
- A room somewhere else at school or on campus: Would this make
Staff Advisors or Not: Sometimes having a staff advisor/member can be helpful in bringing in administrative issues and setting up communication with other staff, etc.

Do you want a staff advisor or should the group be student-led?

If you have an advisor, what role should the advisor play? A leader, facilitator, consultant, enabler, background supporter?

If you have an advisor, how will you identify a straight ally, a gay ally, a trans ally, or an ally from another sexual orientation? How will you identify a student of color?

How to Publicize the Group:

Word of mouth: This always leaves out some folks who might be interested, but it is more personal.

Establish a Facebook page to promote the group and announce meeting times.

Post on the athletics department website.

Post in school LGBTQ Center.

Establishing a Facebook Page: Once you have established your group and have a meeting point, the next step is to build your community. This can be done by creating a Facebook page for communication between meetings.

Suggestions for Meeting Activities

- Find out what your members want to do. Watch an examine! Join roof about LGBTQ issues in athletics.
- Discuss perceptions of the climate for LGBTQ people in the athletics department. With a coach, advisor, administrative issues in their curriculum.
- Discuss LGBTQ issues in their sport.
- Discuss events coming up: homophobic, pro-them. Write a statement about LGBTQ support in your group with athletics, etc.
- Meet with the Student-Athlete Advisory Committee to discuss how they can support and respect LGBTQ student-athletes on the school’s team.
- Meet with Skills instructors about addressing LGBTQ issues in their curriculum.
- Meet with the Student-Athlete Orientation program (editors for the new student-athlete handbook) to see how they can support student expectations for fair and respectful treatment of LGBTQ student-athletes.

Funding: Whether funding is only needed for providing refreshments at the meetings or can it be used for other activities such as group activities?

- Play with meetings for refreshments.
- Have a staff advisor. Bake sale, doughnut and coffee sales at morning meetings in the athletics department, T-shirt sale, etc.
- Seek indirect donations from athletics department staff members who are allies.
- Go to the student government department, athletics department, the school’s LGBTQ Center, LGBTQ athletics allies, or from friends and family willing to donate.

Build Communication and Support Within the Athletics Department

- Put flyers around the athletics department, locker rooms, inside of the student recreation center, etc.
- Talk to other student-athletes who are LGBTQ. Ask them how they’ve been helped by your group, what they’ve learned from you, how they’ve helped you.
- Ask for the support of the athletics department staff (and athletics, the school’s teams, their advisors, etc.)
- Meet with the Student-Athlete Advisory Committee to discuss how they can support and respect LGBTQ student-athletes on the school’s team.
- Meet with Skills instructors about addressing LGBTQ issues in their curriculum.
- Meet with the Student-Athlete Orientation program (editors for the new student-athlete handbook) to see how they can support student expectations for fair and respectful treatment of LGBTQ student-athletes.

Establishing some ground rules for meetings is helpful. Here are some suggestions:

- Share expectations for meetings is helpful. Here are some suggestions:

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Suggestions for Education or Advocacy Activities: Do a climate survey of your athletes and coaches on their attitudes toward LGBTQ athletes.

• Do to local middle and high schools to talk to athletes about the importance of being leaders for anti-bullying efforts in their school.
• Plan a safe space campaign to get coaches and other staff to set up safe spaces on the office doors and commit to the principles of safe space.
• Post on your website a list of coaches in your athletics department who participate in the safe space campaign.
• Make a brochure or handout with information for coaches and athletes about LGBTQ sports resources on your campus, locally and online and distribute it to everyone in the athletics department.
• Ask the athletics director to organize staff development sessions for coaches and other athletics staff on LGBTQ issues in athletics focused on nondiscrimination laws protecting LGBTQ people and practical strategies they can use to make sure LGBTQ athletes and coaches are treated with respect.

• Plan an event in athletics for National Coming Out Day – October 11: Invite athletes to come out as LGBTQ or as allies by wearing a symbol – rainbow ribbon, wristband, button.

You can do it! Most groups start out small, and membership will grow and grow over the years. Remember, the most important part is passing the baton to the next generation of LGBTQ athletes and allies.

Some Ways To Make Your Group Sustainable: Develop traditions and annual events that people look forward to each year.

• Write a formal constitution to be recognized by your school as an official student group.
• Train younger leaders and recruit new members each year.
• Reach out to GQI directors when you need support.

Fiedy of yourselves for embarking on this journey to create an LGBTQ athletics group! It’s GO! Time! Remember that even reaching 11: Invite athletes to come out as LGBT or as allies by wearing a symbol – rainbow ribbon, wristband, button.

1. The mission of this organization is hereafter abbreviated to
2. The mission of is:
   a. To create a safe environment for athletes, coaches, administrators and fans that your campus is a safe and welcoming place for everyone.
   b. To support LGBTQ people in the athletics community.
   c. To educate athletes and coaches about LGBTQ issues, and
   d. To build and maintain strong ties between the athletics and LGBTQ communities.

Contact GQI! Athletes at www.gqiathletes.org.

Sample Constitution for LGBTQIA Student-Athlete Groups

Over the past few years there have been a growing number of LGBTQ and allied student-athlete groups being created on campuses across the country. The very existence of these groups sends a strong statement to the closeted and openly LGBTQ athletes, coaches, administrators and fans that your campus is a safe and welcoming place for everyone.

To help facilitate the creation of these groups, below is a sample constitution that any member of an athletics community can use to start a university sanctioned LGBTQIA student-athlete group.

Article I: Name and Purpose

1. The name of this organization is ________
2. The mission of is:
   a. To create a safe environment for athletes, coaches, administrators and fans that your campus is a safe and welcoming place for everyone.
   b. To support LGBTQ people in the athletics community.
   c. To educate athletes and coaches about LGBTQ issues, and
   d. To build and maintain strong ties between the athletics and LGBTQ communities.

Contact GQI! Athletes at www.gqiathletes.org.

Article II: Membership

3. All undergraduate students of the ________ with an interest in LGBTQ issues in the athletics community are eligible to be members of ____________________________.
4. All prospective members become members after attending at least one event for first event or other event sponsored by an organization of the member of the campus LGBTQ advocacy group and one general body meeting.
5. At the end of each semester, all members who did not attend at least one general body meeting and at least one event that semester shall no longer be members of ________.

Article III: The General Body

6. There shall be a general body of all members of ________ which shall be the supreme decision-making organ of ________. It has sole authority to approve the ________ annual budget submission to SAAIC.

7. All meetings of the general body shall be open to the public.

8. Meetings of the general body shall be called by the chair or by a petition of at least one-fifth of the total number of members. Notice of the meeting must be provided to all members by no means less than emailing at least 72 hours in advance of the scheduled start of the meeting.

5. Quorum shall consist of a majority of the Executive Board and half as many again plus one of other members.

10. The general body shall meet at least three times each semester. The last meeting of the fall semester shall be the elections meeting.

Article IV: The Executive Board

11. Between meetings of the general body, the affairs of the shall be conducted by the Executive Board, hereafter referred to as the “Executive,” composed of such officers as are provided in this article.

12. The duties of the Executive shall include
   a. The coordination and supervision of the work of as a whole.
   b. Ensuring all members act in accordance with the Constitution.
   c. Coordinating communications between all elements of the athletics community.
   d. Setting the agenda of each general body meeting.
   e. Authorizing all expenditures, SAAIC contingency requests and other fiscal applications.

13. The officers of the Executive are:
   a. The chair;
   b. The vice chair;
   c. The treasurer;
   d. The advocacy director;
   e. The social director; and
   f. The communications director.
18. To conduct a timely payment of all debts; to ensure all reimbursements; to prepare and publish the agendas of all Executive and general body meetings, and to present these for inspection by SAC, the university, the general body and the Executive.

20. A majority of the Executive shall constitute quorum for all Executive Board meetings.

21. All decisions of the Executive shall, unless specified elsewhere in this Constitution, be taken by a majority vote. The chair may vote again to break any tie.

22. The term of the Executive Officers shall end at the end of the elections meeting, and the term of their successors shall then begin.

23. The general body shall elect all executive officers at the fall elections meeting.

24. Members who will be full-time undergraduates and take classes at ______ during both semesters of their term may be elected executive officers.

25. The date of the fall elections meeting shall be set by the Executive Board in the first five weeks of the fall semester and shall be advertised to all members at least three times in the three weeks before the meeting.

26. Any election not conducted at the fall elections meeting shall nonetheless fall under the provisions of this article.

27. The Executive shall designate a member of ______ the campus

LGBTQ advocacy group, or the Nominations and Elections Committee as the returning officer of the election at least two weeks before the fall election meeting or any meeting at which an election will be conducted. The returning officer may not run or vote in the election for which he or she is the returning officer.

28. The elections procedure shall be as follows:

a. When the general body considers the election of members to office, the returning officer shall count, certify, and proclaim all elections and shall have no voice or vote in the election of the executive themselves.

b. Nominations shall either be lodged in writing with both the returning officer and secretary before the election, or shall be lodged with the returning officer before the election.

c. The officers shall be elected in the order in which they first appear in this Constitution.

d. The general body may require written or oral depositions; of what nature it chooses, from candidates for each office.

29. A candidate receiving an absolute majority of votes shall be deemed elected. If no candidate shall receive an absolute majority, the candidate receiving the fewest votes shall be discarded and the general body shall vote again, repeating this method until a candidate receives an absolute majority.

30. The Constitution may be amended by a vote of two-thirds of the members present at a general body meeting. All amendments to this Constitution shall be presented by the Executive or on a petition of at least ten (10) members. No amendment to the Constitution may be considered without being presented to a general body meeting at least two weeks before the meeting at which it will be voted on.
Part 3: Appendixes

This section of the resource guide includes additional information about addressing LGBTQ issues in athletics:

1) A list of definitions and terminology.
2) A list of additional education and advocacy organizations.
3) A list of books and videos.
4) Sample policies.
5) Campus Pride Report Score Card.
Champions of Respect

Appendix 1: Sexual Orientation and Gender Definitions and Terminology

Aly — A person who is not a member of a targeted social group who takes action or speaks up to challenge discrimination or prejudice against a targeted social group. For example, straight allies speak and act against LGBTQ discrimination and prejudice or white allies speak and act against discrimination against people of color.

Biological/Anatomical Sex — The physical characteristics typically used to assign a person’s gender at birth, such as chromosomes, hormones, internal and external genitalia and reproductive organs. Given the potential variation in all of these, biological sex must be seen as a spectrum or range of possibilities rather than a binary set of two options.

Biophobia — Describes a range of negative feelings toward bisexuals and bisexual people as a social group or as individuals. People of any sexual orientation can experience such feelings of aversion. Biophobia is based on negative bisexual stereotypes.

Bisexual — A sexual orientation toward women and men in which gender is not a determining factor in romantic or sexual feelings toward another person.

Cisgender — An adjective often used to refer to someone whose gender identity is the same as the gender assigned to them at birth.

FTM (Female-to-Male) — A person who was assigned to the female gender at birth but has a male gender identity.

Gay — An adjective describing sexual orientation toward others of the same sex. Gay is also used to refer exclusively to gay men.

Gender — The complex relationship between physical traits and one’s internal sense of self as male, female, both or neither, as well as one’s outward presentations and behaviors related to that perception. Biological sex and gender are different; gender is not inherently connected to one’s physical anatomy.

Gender Expression — Refers to the ways in which people externally communicate their gender identity to others through behavior, clothing, haircuts, voice and other forms of presentation. Gender expression also works the other way as people assign gender to others based on their appearance, mannerisms and other gendered characteristics. Many transgender people seek to make their external appearance — their gender expression — congruent with their internal gender identity through clothing, pronouns, names and, in some cases, hormones and surgical procedures. All people have gender expression, not just transgender people.

Gender Fluidity — Gender fluidity conveys a wider, more flexible range of gender expression, with interests and behaviors that may even change from day to day. Gender fluid individuals do not feel confined by restrictive boundaries of stereotypical expectations of girls or boys.

Gender Identity — One’s inner concept of self as male, female, both or neither. One’s gender identity can be the same or different than the gender assigned at birth. Most people become conscious of their gender identity between the ages of 18 months and 3 years. Most people have a gender identity that matches their assigned gender at birth. For some, however, their gender identity is different from their assigned gender. Some of these individuals choose to live socially as the other gender and may also hormonally and/or surgically change their bodies to more fully express their gender identity. All people have gender identity, not just transgender people.

Gender Nonconforming/Gender Variant — Refer to individuals whose behaviors and/or interests fall outside what is considered typical for their assigned gender at birth. Someone who identifies as “gender nonconforming” is not necessarily transgender. To the contrary, many people who are not transgender do not conform to gender stereotypes in their appearance, clothing, physical characteristics, interests or activities.

Genderqueer — This term represents a blurring of the lines around gender identity and sexual orientation. Genderqueer individuals typically reject notions of static categories of gender and embrace a fluidity of gender identity and sexual orientation. This term is typically assigned an adult identifier and not used in reference to preadolescent children.
Heteronormativity — A cultural norm that assumes that heterosexuality is the only normal and acceptable sexual orientation.

Heterosexism — A social system of individual beliefs and actions, institutional rules and cultural norms that privileges heterosexual relations and people and disadvantages same-sex relationships and lesbian, gay, and bisexual people.

Heterosexual — Used as a noun or adjective to describe sexual orientation toward people of another sex, typically males toward females and vice versa. Heterosexual people are also referred to as “straight.”

Homophobia — Describes a range of negative feelings toward lesbian and gay people as individuals or as a group. Homophobia is manifested in hostile or derisive language or actions directed toward lesbian and gay people or those assumed to be gay or lesbian.

Homosexual — A 19th century medicalized description of same-sex behavior or attraction or people who are sexually attracted to others of the same sex.

Intersex — An estimated one in 2,000 babies is born with an “intersex” condition or disorders of sex development (DSD). People with intersex conditions (DSD) are born with physically mixed or atypical bodies and reproductive organs, and genitalia. These characteristics may not be visible and individuals may not be aware of the condition. Having an intersex condition does not necessarily affect a person’s gender identity.

Queer — An umbrella term that is sometimes used to refer to gender and sexual minorities. Because of its history as a negative description of lesbian and gay people and its association with radicalism, the use of queer is somewhat controversial.

Questioning — An adjective used to describe people, especially young people, who are in the process of defining their sexual orientation or gender identity.

Same-Gender Loving — A term used by some African-American LGBT people to describe their sexual orientation in a way that differentiates their experiences and identity from those of white European American LGBT people.

Sexual Orientation — Refers to being romantically or sexually attracted to people of a specific gender, or in the case of bisexuals, any gender. Our sexual orientation and our gender identity are separate, distinct parts of our overall identity. Although children may not yet be aware of their sexual orientation, they usually have a strong sense of their gender identity.

Straight (Heterosexual) Ally — A heterosexual person who is aware of their sexual orientation or gender identity.

Transgender — An umbrella term to describe anyone whose identity or behavior falls outside stereotypical gender norms. More narrowly defined, it refers to individuals whose gender identity does not match their assigned birth gender. Being transgender does not imply any specific sexual orientation (attraction to people of a specific gender). Therefore, transgender people may additionally identify as straight, gay, lesbian or bisexual.

Transphobia — Describes a range of negative feelings toward transgender or gender nonconforming people as individuals or as a group. Transphobia is manifested in hostile or derisive language or actions directed toward transgender or gender nonconforming people.

Two Spirit — A term chosen to distinctly express Native American/First Nations gender identity and gender variance. “Two-spirit” or “two-spirited” usually indicates a person whose body simultaneously manifests both a masculine and a feminine spirit.
Appendix 2: LGBTQ Issues in Athletic Organizations Resource List

Athletes Ally — Hudson Taylor
www.athletesally.org

Athletes Ally is a nonprofit sports resource encouraging all individuals involved in sports to respect every member of their communities, regardless of perceived or actual sexual orientation, gender identity or gender expression, and to lead others in doing so. The same Ally sports resource encouraging all individuals involved in sports to respect every member of their communities, regardless of perceived or actual sexual orientation, gender identity or gender expression, and to lead others in doing so.

Ben Cohen StandUp Foundation
www.standupfoundation.com

The Ben Cohen StandUp Foundation, Inc. is the world’s first foundation dedicated to raising awareness of the long-term, damaging effects of bullying. We are changing the culture of locker rooms and spectator areas by focusing only on an athlete’s skills, work ethic and competitive spirit. Ben Cohen StandUp Foundation’s websites feature stories by and for LGBT athletes, coaches, teams, athletics clubs and sports-based advocacy projects around the country.

Change the Game — The GLSEN Sports Project
www.glsen.org/athletes

Change the Game: The GLSEN Sports Project is an education and advocacy initiative focused on addressing LGBTQ issues in K-12 school-based athletics and physical education programs. The Sports Project’s mission is to assist K-12 schools in creating and maintaining an athletics and physical education climate that is based on the core principles of respect, safety and equal access for all students, teachers and coaches regardless of sexual orientation or gender identity expression and integrating these efforts into overall school plans to ensure a safe, respectful school climate and culture.

Equality Coaching Alliance — Roger Brigham
www.equalitycoachingalliance.org

Equality Coaching Alliance is a virtual network to bring together LGBT sports coaches and their supporters. The alliance strives to represent all sports at all levels; youth, scholastic, adult recreational, and elite. ECA provides a quarterly virtual online forum for coaches, whether closed or out, to interact with one another, sharing concerns, raising questions, and seeking and providing peer counseling and education on the practical tools including resources to locate and learn about allied coaches, teams, athletics clubs and sports-based advocacy projects around the country.

Kay Amsterdam
Twitter: @kayamsterdam

Kay Amsterdam is a co-founder of Outsports and one of the leading advocates for transgender sports. Kay is also dedicated to educating athletes, coaches, administrators, and parents about how to foster a sports community that is accepting for all athletes, regardless of sexual orientation or gender identity.

IM Enough — KyeAlums
www.glaad.org/issues/sports

Gay and Lesbian Alliance Against Defamation
www.glaad.org

GLAAD works with newspapers, magazines, blogs, radio, television, movies and more to build a world whereGLAAD works with newspapers, magazines, blogs, radio, television, movies and more to build a world where lesbian, gay, bisexual and transgender people are protected from discrimination and have the freedom to live openly without fear, according to their personal beliefs and without fear of recrimination or repercussion. GLAAD works with newspapers, magazines, blogs, radio, television, movies and more to build a world where lesbian, gay, bisexual and transgender people are protected from discrimination and have the freedom to live openly without fear, according to their personal beliefs and without fear of recrimination or repercussion.

You Can Play — Project
www.youcanplayproject.org

You Can Play seeks to challenge the culture of locker rooms and spectator areas by focusing only on an athlete’s skills, work ethic and competitive spirit.

Bullying and harassment are also dedicated to educating athletes, coaches, administrators, and parents about how to foster a sports community that is accepting for all athletes, regardless of sexual orientation or gender identity.
Champions of Respect

In 2010, the NCAA Executive Committee passed a new framework for diversity, and inclusion to further support the NCAA constitutional article prohibiting discrimination in the association and to define the expectations for the NCAA inclusion Office. The applicable NCAA article (Constitution 2.D) states: "The Association shall promote an atmosphere of respect for and sensitivity to the dignity of every person, it is the responsibility of the Association and those associated with it to conform to the governance policies, educational programs, activities and employment policies of the Association on the basis of age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, creed or sexual orientation. It is the responsibility of the Association to conform to the governance policies of the NCAA regarding nondiscrimination. (Adopted: 1/16/93, Revised: 1/16/00)"

The membership debated the list of possible discrimination triggers, noting that it would be essential to have a message of hope for those struggling to be true to themselves. As a core value, the NCAA believes in and is committed to diversity, inclusion and gender equity among its student-athletes, coaches and administrators. We seek to establish and maintain an inclusive culture that fosters equitable participation for student-athletes and career opportunities for coaches and administrators from diverse backgrounds. Diversity and inclusion improve the learning and career opportunities for coaches and administrators.

Institutional Best Practices


The NCAA recommends the establishment of a standing campus committee, charged by the university president or chancellor, and staffed by a broad range of campus and athletics department staff, faculty and students. The committee should engage in meaningful evaluation of the athletics department’s inclusion policy and efforts. It should review student-athlete experience survey and interview responses and work with the student-athlete advisory committee to educate and support inclusive efforts. Use this collaboration to measure performance on the institution’s plan and take action to demonstrate that the athletics department coaches, staff and student-athletes are Champions of Respect and inclusion of the LGBTQ community.
Appendix 5: Campus Pride Report Score Card

Campus Pride 2012 LGBTQ National College Athlete Report

Score Card

DEMOGRAPHICS:
Out of 394 NCAA athletes, 7 individuals identify as transgender student-athletes.

Not all individuals identify as transgender student-athletes.
None of them are part of a featured collegiate sport and most compete in NCAA Division III.

First-year student-athletes are less likely to identify as LGBTQ.

There are more women student-athletes who identify as LGBTQ than men who identify as LGBTQ in the study.

LGBQ representation by sport:

Men’s Sports
- Underrepresented
- Overrepresented

Women’s Sports
- Underrepresented
- Overrepresented

ONLY 18% of LGBTQ student-athletes compete in a featured collegiate sport on campus compared to the 21% of heterosexual student-athletes.

Effects of campus climate on LGBTQ student-athletes:
- LGBTQ student-athletes express more negative campus experiences than their heterosexual counterparts.
- They also have lower perceptions of support from coaches and teammates.

Impact of harassment on LGBTQ student-athletes:
- LGBTQ student-athletes are more likely to experience harassment than their heterosexual counterparts.
- Report harassment was based on actual identity resulting from the student-athlete’s response.

LGBQ student-athletes are also...
- More likely to report harassment on campus
- More likely to feel unsafe on campus
- More likely to have experienced harassment
- More likely to feel unsafe in other settings
- More likely to report harassment than their heterosexual counterparts.
The NCAA salutes the more than 400,000 student-athletes participating in 23 sports at more than 1,100 member institutions.

NCAA is a trademark of the National Collegiate Athletic Association.