

Equity, Diversity & Inclusion

A resource guide for Leaders in Collegiate Recreation



CREATED BY
the NIRSA Commission on
Equity, Diversity & Inclusion

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Published February 2019. Updated July 2019.

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Acknowledgments

A special thank you to our invited guests who participated with the EDI Commissioners & Liaisons at the NIRSA EDI Summit

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- A special thank you to Allie Bogard (Montana State University), Katherine Torres (University of Central Florida), and Bre Lancaster (Colorado State University) for assisting in case study development

And thank you to all members of NIRSA that submitted case study topics for consideration.

Supporters

Every commissioner would like to thank the NIRSA Board of Directors for identifying EDI as a key strategic value, for believing in our work, and supporting the EDI Summit and this resource guide. We would also like to thank our home institutions, and especially our supervisors, for providing us time to volunteer for NIRSA. We would also like to thank you for allowing us to pursue our passion around educating others on EDI and working towards creating a socially just community within collegiate recreation and the broader community.

We would also like to thank our spouses, significant others, family, co-workers, and friends, who have read case studies, supported us, offered differing perspectives, and held down the home front while we attended the EDI Summit, regional and national conferences, and institutes as we educated ourselves and our membership about EDI competencies and their importance in collegiate recreation.

Dedication

THIS RESOURCE GUIDE IS DEDICATED to all collegiate recreation professionals and students, who persisted in collegiate recreation, even when others (and sometimes you) thought you did not belong, doubted your contributions, and undervalued your experiences because of your race, gender, ethnicity, gender identity, sexual orientation, ability level, religion, socioeconomic background, physical appearance, veteran status, nationality, or any other aspect of your identity. You belong in our NIRSA family and collegiate recreation is better because of you.

We thank those of you who work diligently to make collegiate recreation an inclusive, diverse, and welcoming place for everyone. And we welcome all of you as you grow your knowledge and competencies around equity, diversity, and inclusion (EDI) to ensure every member of your campus community feels valued, respected, and encouraged to participate.

While NIRSA has a strong foundation in celebrating diversity and was founded by eleven Historically Black Colleges and Universities (HBCUs), the work around EDI has been arduous for many members of our NIRSA family. Despite our history, NIRSA members, both past and present, have been denied a seat at the table; experienced removal from the association based on gender; have been overtaken by members of the dominant group; and have experienced bias, discrimination, silencing, dismissal, abuse of power, and harassment. In addition, members have been circumvented, mocked, falsely accused, assaulted, ridiculed, and retaliated against, both within NIRSA and on our campuses. It is important that we recognize our past, acknowledge where we are both personally and professionally, and commit ourselves to developing and enhancing our EDI competencies to ensure we stop the cycle of oppression and create equitable, diverse, and inclusive spaces that are truly welcoming for everyone.

Editor's Remarks

AS EDITOR, I WOULD LIKE TO PERSONALLY ACKNOWLEDGE a few leaders and mentors who have been instrumental in helping NIRSA change the conversation around EDI within campus recreation:

First, we all must pay homage to all our founding members, and in particular, Dr. William Wasson (deceased), who, in 1950, brought together twenty Black leaders, which included women, from eleven Historically Black Colleges and Universities together to discuss Dr. Wasson's research as well as share experiences running intramural programs. I encourage you to read about the History of NIRSA (<https://nirsa.net/nirsa/about/history/>), NIRSA's Timeline (<https://nirsa.net/nirsa/about/history/timeline/>), and our leadership (<https://nirsa.net/nirsa/about/history/past-presidents/>). Reflecting on NIRSA's rich history and the EDI concepts presented in this resource guide provides a unique opportunity to see our history from various lenses.

To everyone within NIRSA who has worked diligently in the past, and present, to ensure NIRSA remains an organization committed to serving everyone and anyone interested in collegiate recreation, thank you. There are so many people who deserve recognition for all their efforts, and I would be remiss in trying to recognize everyone. I would, however, like to acknowledge a few people who have worked so hard to change the conversation around EDI.

Thank you Herman Williams, Vicki Highstreet, Juliette Moore, Paul Wilson, R. Kevin Marbury, Jocelyn Hill, David Davenport, Tony Daniels, Andrea Snead, Kevin Martin, Stan Shingles, and to so many others, who have worked diligently to preserve the history of NIRSA, support HBCUs, establish the People of Color Social, champion young people of color through ERSL (<https://nirsa.net/nirsa/institutes/2019-emerging-recreational-sports-leaders-conference/#about>), and provided mentorship. You have made a difference in so many people's lives.

To all the women leaders, past and present, like Barbara Brimi (<https://nirsa.net/nirsa/2015/03/23/the-nirsa-foundation-is-excited-to-announce-the-barbara-brimi-honorary-scholarship/>) (deceased),

Mary Daniels, and Juliette Moore, who have broken barriers and inspired countless other women, thank you. To our LGBT members from Region VII—the stories of bowling from before my NIRSA time, and the journey from hotel rooms, to off-site socials, to hotel coffee breaks (thank you Sandy Carlisle, Cheryl Kent and others who helped fund these out of our own pocket) and finally to the LGBT & Friends conference social is pretty awesome—and a special acknowledgement to Laurie Braden who finally got us in the program guide and an official social as part of the annual conference. And to Scott George, Amanda Alpert, Valerie McCutchen, and Erin O’Sullivan, who have championed NIRSA’s partnership with the Special Olympics, resulting in hundreds of Unified Sports programs occurring around the country, and to those of you who have worked tirelessly to develop and implement adaptive recreation programs in your campus recreation program, you are shining stars. To all the allies, who are using your power, influence, and privilege to help change the narrative, provide training in your campus recreation department, and advocating for inclusive policies, resources, and equitable practices—your efforts are so greatly appreciated and necessary. The simplest act of stepping in and saying something is not ok or asking who else needs to be at the table is incredibly impactful and so many of you are doing such intentional and meaningful work as an ally and, you are making a difference! All of us have the ability to be an ally and you are invited to step in!

And finally to the NIRSA leaders that envisioned, influenced, and championed the six new strategic values (<https://nirsa.net/nirsa/strategic-values/>) adopted in 2012—the values of EDI, health and wellbeing, leadership, sustainability, global perspective, and service have all changed the conversation and focus of our broader role and purpose within higher education, the competencies we need as professional staff, and expanded the educational content provided at NIRSA’s annual conference, institutes, and symposiums. Through these conversations, learning and growth that has occurred. NIRSA, as well as hundreds of collegiate recreation departments around the country, has adopted and revised policies and practices, expanded staff trainings, and engaged our students and staff in meaningful ways towards the goal of fostering healthy people and healthy communities.

I would also like to recognize a few external folks such as Pat Griffin, Helen Carroll, Nevin Capel, Brian Kitts, Melissa Harris Perry, B.D. Wong, Billy Bean, Shane Windmeyer, Chris Mosier, Jeff Sheng, Sue Rankin, Tanya Williams, Tim McMahon, Janet Heeter-Bass, Julie McCoy, Becca Carr (and her folks), E.K. Ellis,

and my family. You have directly or indirectly influenced the conversation within NIRSA around EDI. You have been pioneers in your field, you have fought hard to educate decision-makers, change policies, engage in difficult conversation with others, and open doors for the next generation. You have inspired me in so many ways to keep educating others and work towards changing the systems, policies, and practices that prevent everyone from feeling welcomed in collegiate recreation and sports.

I would also like to thank you, the reader, for taking the time to read this resource guide. We are all at different places in our own unique journeys around understanding equity, diversity and inclusion. I encourage you to open your hearts and minds and be brave. We need your voice and it is important for you to know that the struggles are real. I encourage you to learn about the history of NIRSA and the journey of people of color and women within the association; to know that not too long ago people said we couldn't include an LGBT social announcement in the NIRSA program guide, even though it was funded by LGBT members out of their own pocket (this occurred just a few years before the official social was created and endorsed as part of conference); that people struggled and snickered when NIRSA leadership, Melissa Harris-Perry, and B.D. Wong mentioned our need to address the "gay thing" in athletics and recreation at the NIRSA/ACPA joint Annual Conference; and to understand that we have people with power and influence working within campus recreation who take minimal action, if any, when staff members sexually harass or degrade others; who refuse to address performance issues because of race; who abuse power at the expense of others or use someone else's social identity for personal benefit or political gain; who promote, advocate for, or hire people less on merit and more to preserve the old narrative; and who walk away or remain silent when it is just too difficult or doesn't benefit themselves. Your presence, your voice, and your actions have the power to positively change the narrative, to demonstrate and provide ethical leadership, and ensure everyone, from student staff, to program participants, to professional staff, all have amazing and impactful experiences within collegiate recreation.

Finally, to the EDI Commission, and everyone in NIRSA that has been one of my mentors, confidants, friends, shared stories, provided comic relief, kept it real, and are truly woke about EDI issues within collegiate recreation: Thank you from the bottom of my heart for your hard work, validation, and keeping me motivated and steadfast in my commitment to educating others around EDI within collegiate recreation.

As we go forward, Ruth Bader Ginsburg says, “People who think you could wave a magic wand on the legacy of the past are blind.” Those who have committed injustices to others must acknowledge and remember their actions, change their behavior, and create authentic opportunities for reconciliation and healing. Those who have been hurt by injustices find peace when they forgive but not forget and never remain silent. As Dr. Martin Luther King once said, “Our lives begin to end the day we become silent about things that matter.” Our future is full of hope and optimism because, through knowledge and truth, we are able to come together, engage in meaningful civil discourse, and foster a more socially just and inclusive world. I hope this resource guide helps you on this journey.

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Introduction: Why are we talking about Equity, Diversity & Inclusion in collegiate recreation?

THE HIGHER EDUCATION LANDSCAPE continues to become more diverse each year. Those who manage programs and services, as well as those who help to develop the talents of students and staff within higher education, must possess competencies to positively influence the development of all our students and staff teams.

In response to the changing landscape of higher education, NIRSA implemented six new strategic values in 2012 to guide our work as leaders in collegiate recreation. The strategic values, Equity, Diversity & Inclusion (EDI), Leadership, Health & Wellbeing, Sustainability, Global Perspective, and Service, became game changers in understanding our role and responsibility we have today, as collegiate recreation professionals, to our students, our campus, and the broader community. The strategic values sent a definitive and clear message that collegiate recreation was no longer solely about fitness, sports, competitive spirit, good sportsmanship, play, and all the great programs and facilities we provide and manage. The values served as a pinnacle tipping point for our profession in articulating outcomes we foster through participation in collegiate recreation. They influence our work, help us define the competencies campus recreation professionals require in today's higher education landscape, and have made us better professionals and human beings.

The value area of EDI requires a certain set of competencies and foundational knowledge to provide effective leadership, policy development, program development, and facility designs that truly foster an environment that promotes an equitable, diverse, and inclusive environment for every member of our campus community. The EDI Commission has compiled foundational

concepts, scholarly research-driven best practices, and case studies into this resource guide to help develop competencies around EDI for collegiate recreation professionals. The goal of this resource guide is to provide a common language and foundation around EDI; demonstrate how EDI is relevant in our work within collegiate recreation; advance NIRSA's Statement on Equity, Diversity, and Inclusion (Appendix A), and to ensure NIRSA provides resources and tools for its members to acquire the EDI competencies outlined in the NIRSA Professional Competencies (Appendix B).

The EDI Commission encourages NIRSA members to reach out and build strategic partnerships with their campus diversity officers and pursue educational opportunities with other professional associations, trainings, and available resources. The EDI Commission also recognizes that applying EDI concepts to the unique environment and complexities of collegiate recreation can be challenging and require daily thought and intentionality in everything we do. The EDI Commission advocates for building capacity among all NIRSA members to anticipate, lead, and address issues and needs. This capacity building leads to full integration, initiative, and application of equity, diversity, and inclusion practices within the collegiate recreation environment that typically go missed, unaddressed, or position us in reactive situations. Relying solely on campus diversity offices or outside resources reinforces the concept that it is somebody else's responsibility to monitor or audit what we do or should do in collegiate recreation rather than creating an overarching expectation that these competencies are necessary and so important to our work within collegiate recreation. All collegiate recreation professionals have a responsibility to educate themselves and their campus recreation department on EDI concepts and adhere to NIRSA's Statement on Equity, Diversity, and Inclusion.

In summary, equipping and ensuring NIRSA members develop and apply EDI competencies into all aspects of our work is essential. EDI competencies are no longer the responsibility of a few experts on campus but rather, competencies that all collegiate recreation professionals must develop to work within higher education. These competencies are comparable to the expectations we have of staff related to other core competencies such as programming, philosophy & theory, personal and professional qualities, legal liabilities and risk management, human resource management, facility management,

planning and design, business management, research and evaluation. We need knowledgeable collegiate recreation professionals in every campus recreation department leading and championing EDI. We invite you, whether you are just developing an awareness around EDI, you've started including EDI within your programs and services, or you are developing policies, practices, and training that advocate for EDI, to utilize this resource guide as you and your collegiate recreation department work towards serving all members of your campus community.

Special Note

EDI will be utilized as an umbrella acronym for equity, diversity, and inclusion. It is important to note that equity, diversity, and inclusion all have different definitions and meanings. EDI will be defined in the next section and while EDI may be used as an overarching term, each concept should be applied independently as appropriate in understanding the context from an equity, diversity, and inclusion perspective.



Part One: EDI & Identity



What Do We Mean by Equity, Diversity & Inclusion?

THOUGH OFTEN THROWN TOGETHER IN A STRING OF WORDS, the words equity, diversity, and inclusion are not the same things. The definitions below will introduce and differentiate these concepts.

Very simply, **diversity** is about difference, **inclusion** is about voice, and **equity** is about understanding differing need and supplying differing resources in ways that are equitable and that get people to equal levels.

- ▶ **Diversity:** Diversity is understanding, embracing, and celebrating each other's individual differences including, but not limited to, race, ethnicity, gender, gender identity, sexual orientation, disability, nationality, religious and spiritual beliefs, age, and socio-economic background, as well as the intersections of these identities. Diversity enhances a community through mutual respect as we honor each other's lived reality. (AAUW, 2011).
- ▶ **Inclusion:** Inclusion is the conscious practice of actively engaging people of different backgrounds whose “voices are respected and heard, diverse viewpoints, perspectives, and approaches are valued, and everyone is encouraged to make a unique and meaningful contribution” (Pless & Maak, 2004, p. 130-131). This practice requires the integration of individuals' experiences, knowledge, and perspectives, while acknowledging our history and continually reflecting on issues of power and privilege. The intentional goal of an Inclusive Community is the full and equal participation of all.
- ▶ **Equity:** Equity is providing everyone what they need to be successful.

Are Equity, Diversity & Inclusion the Same Thing as Social Justice?

Equity, diversity, and inclusion are building blocks and have nuances that create a stronger understanding of social justice. **Social justice** is about sharing power and creating societal rules and systems where all feel safe, supported, heard, and seen (ASU Intergroup Relations Center). It is about rights, resources, the elimination of structural and cultural barriers, and physical and psychological safety. The process of creating a socially just society must be done in safe, supported, equitable, and physically, verbally, and visually inclusive ways. That is why each of these terms and concepts must be understood separately and together.

Social Justice: A Process and A Goal (Bell, 2016)

- **Goal:** The goal is “full and equitable participation of people from all social identity groups in a society that is mutually shaped to meet their needs” (p. 1). Social justice includes a vision of society “in which the distribution of resources is equitable... and all members are physically and psychologically safe and secure” (p. 1).
- **Process:** “The process for attaining the goal of social justice should also be democratic and participatory...inclusive and affirming of human agency and capacity for working collaboratively with others to create change” (p. 1).

Social Identity Groups and Why They Matter

Diversity is inevitable. It already exists, so as we work toward equity and inclusion on our route to social justice, we’ve got to understand a bit more about the diversity that is already present. That’s why we talk about **social identity**, the **intersectionality** of those identities, the ways that power acts itself out against those identities, and how that power creates **oppression**. Furthermore, that oppression contributes to physical and psychological trauma through **microaggressions** and **internalized oppression**.

- ▶ **Social Identity:** Social identity groups are based on physical, cultural, linguistic, and/or other characteristics to which individuals are assigned based on socially constructed categories, such as race, ethnicity, sex, gender, age, religion/belief,

nationality, class, sexual orientation, ability, first language, and indigenous identity (ASU Intergroup Relations Center).

- ▶ **Stereotype:** A standard/generalized belief, perception, and/or assumption about an individual or a group of people without regard for other characteristics of the group. Stereotypes can oftentimes be considered negative, untrue, and not connected to reality.
- ▶ **Prejudice:** Attitudes and beliefs involving a tendency to prejudge people, usually negatively and usually on the basis of a single personal characteristic such as race, sex, religion, age, etc. (ASU Intergroup Relations Center). To hold an adverse opinion or belief without just ground before acquiring specific knowledge, often against people or groups of people who are perceived as being “different” or having “different values.”
- ▶ **Discrimination:** When prejudiced feelings or beliefs move into the realm of behavior and people are denied equality of treatment. It can be conscious and deliberate, or it can be unconscious and unintentional. It is an action based on prejudice. Discrimination is at the individual level; all people hold social prejudices, and all people act on these prejudices in various ways, consciously and unconsciously (ASU Intergroup Relations Center).
- ▶ **Power or Power over/with/from within:** Power relates to social constructs of hierarchical dominance, non-hierarchical dominance, and the collaborative process of individuals who establish policy and systems that control access and resources. Power also includes self-determination or an internal source of energy (Irwin, 1996; Kreisberg, 1992).
- ▶ **Oppression:** A social justice education approach uses the term “oppression” to describe the social system that is the sum total of inequality at individual, institutional, and social/cultural levels. “We use [this term] rather than discrimination, bias, prejudice, or bigotry to emphasize the pervasive nature of social inequality woven throughout social institutions as well as embedded within individual consciousness. The term oppression encapsulates the fusion of institutional and systemic discrimination, personal bias, bigotry, and social prejudice in a complex web of relationships and structures that shade most aspects of life in our society... Woven together through time and reinforced in the present, these patterns provide an example of the pervasiveness of oppression” (Bell, 2010, RDSJ2).

Levels of Oppression:

- **Individual:** Acts of prejudice, ignorance, hatred (intentional and unintentional)
 - **Institutional:** Policy, practice, norms (intentional and unintentional)
 - **Cultural and Societal:** Assumptions, norms, practices (intentional and unintentional)
- ▶ **Privilege:** Unearned access to resources (social power) that is only readily available to some people as a result of their social group membership. A “system of advantage” that gives people from more powerful social groups access to resources and opportunities that are denied to others (and usually gained at their expense) simply because of the groups they belong to (Goodman, 2001; Johnson, 2001; Wildman & Davis, 2000).
 - ▶ **Agent/dominant group:** Members of social groups privileged by birth or acquisition who knowingly or unknowingly exploit and reap unfair advantage over members of target groups (Obear, 2016).
 - ▶ **Target/subordinated group:** Social groups that are negatively valued and considered to be inferior, deviant, or dependent, and who have limited access to social power (Obear, 2016).
 - ▶ **Intersectionality:** A theoretical and practical framework for understanding experiences of multiple social identities in a context of interlocking systems of oppression that are mutually entangled and co-constituting, rather than simply additive (Collins, 1990; Crenshaw, 1989; Hankivsky, 2014).
 - ▶ **Microaggressions:** Commonplace verbal, behavioral or environmental indignities, whether unintentional or intentional which communicate hostile, derogatory, or negative slights and insults to people from marginalized groups.
 - ▶ **Collusion:** When people act, knowingly or unknowingly, to perpetuate oppression or prevent others from working to eliminate oppression. Collusion can be active or passive actions which support harassment, discrimination, and other forms of differential or unequal treatment by failing to confront one’s own biases or discriminatory behaviors, or by actively supporting or participating in organized efforts to keep disadvantaged individuals or social groups from gaining equality. Examples include people who object to

renovations that make buildings more accessible to people with disabilities, who remain silent when they hear a racially prejudiced remark, or who “look the other way” when hate crimes are committed (adapted from Griffin, 1997; and Wijeyesinghe, Griffin, & Love, 1997).

Why is EDI Difficult, Challenging, and Uncomfortable?

Diversity, we already know, is inevitable. It already exists. Diversity, however, is difficult because we know ourselves better than anyone else, and it is difficult to learn about and understand another individual’s differences including, but not limited to, race, ethnicity, gender, gender identity, sexual orientation, disability, nationality, religious and spiritual beliefs, age, and socio-economic background. As one develops knowledge about diverse social identity groups, as well as the intersections of these identities, EDI work can be challenging and uncomfortable because we trip along the way, make mistakes, often times offend others, and we can never really experience another individual’s reality. To complicate understanding diversity, members of the same identity group have varied experiences and define and articulate differences within their social identity group in a multitude of ways. We can however, educate ourselves and increase our understanding of various diverse social groups and embrace and celebrate diversity.

Inclusion, as mentioned earlier, requires the integration of individuals’ experiences, knowledge, and perspectives, while acknowledging our history and continually reflecting on issues of power and privilege. Reflecting on and acknowledging our history is painful, and it can be difficult to create trust and provide full and equal participation of communities where issues of power and privilege have suppressed, minimized, or silenced the voices of others. Inclusion may require individuals or social groups that have power and privilege to share or possibly relinquish some of their power to others in subordinate social identity groups.

To make things even more difficult, to create equity, which provides everyone what they need to be successful, may elicit feelings about whether there are enough resources for everyone, if there may need to be a redistribution of resources, or if societal constructs, institutions, or systems need to be modified. The work is messy, because not everyone shares the same goals or ideals of

social justice or the same ideas as to how to move forward towards creating social justice.

Understanding Your Social Identity

Now that we have a grasp on those concepts, let's delve further into the concept of **social identity**. Social identity, which we discussed above as groups based on physical, cultural, linguistic, and/or other characteristics and to which individuals are assigned based on socially constructed categories, collectively describe a person's **identity**. A person's identity is made up of all the various groups we are assigned and these different groups create constructs for our "otherness" (Tatum, 2000). Our "otherness" points out social identity differences and has profound impact on how a person experiences and moves through society (Tatum, 2000).

We can represent categories of "otherness" as different colors that represent different **social identity labels**. Each person has their own variety of "identities" that represent and define who they are as a person. A person can have an infinite number of social identities, however, the EDI Commission has adopted ten key categories of "otherness" that help us understand others and ourselves. These categories of otherness include **ability, educational level, gender, gender identity, nationality, race/ethnicity, religion, sexual orientation, socioeconomic status, and veteran status**. Other categories of otherness that could be a part of one's identity include: age, political affiliation, perceived physical appearance, occupation, and an endless number of affinity groups such as preferred type of pets, favorite sport/sport team, hobbies, etc. These other categories could be chosen or assigned and may or may not have a profound impact on a person's life experiences.

ACTIVITY

What's Your Identity?

Write in how you would describe your social identity for each category of "otherness" listed below:

Race/Ethnicity		*Ability	
Religion		****Sexual Orientation	
Education Level		Nationality	
**Gender		Socioeconomic Status	
***Gender Identity		Veteran Status	

* Ability includes mental, emotional, and physical aspects of your identity and includes disabilities and medical conditions that impact your ability.

** Gender refers to if you are a man, a woman, a trans man, a trans woman, etc. Sex refers to your biological sex of male or female.

*** Gender Identity is a person's femininity/masculinity and internal sense of who they are and how they outwardly presents to others.

**** Sexual Orientation relates to a person's attraction to others, which could be someone of the same or different gender/biological sex. A person's gender/sex or gender identity does not define attraction and are mutually exclusive aspects of a person's identity.

Activity adapted from Foundations of Equity, Inclusion, and Social Justice (Obear, 2016).

See Part 2 for an Introduction to these constructs and the resource. [Gender 101](https://drive.google.com/file/d/0B89vXFxTHcbuQU5BMkp0ZHJQWktwWkhVMkZzMHlyYVBHUHBN/view) (<https://drive.google.com/file/d/0B89vXFxTHcbuQU5BMkp0ZHJQWktwWkhVMkZzMHlyYVBHUHBN/view>) (Gender Justice in Early Childhood. (2017). *Gender in early childhood V1* [Fact sheet]. Retrieved from www.genderjusticeinearlychildhood.com) for more information on the constructs of gender, gender identity, biological sex, and sexual orientation.

The Identity Wheel

A VISUAL WAY TO REPRESENT AND UNDERSTAND YOUR IDENTITY is through a pie chart. Below you can see a sample pie chart that equally lays out the social identity labels we used previously: ability, educational level, gender, gender identity, nationality, race/ethnicity, religion, sexual orientation, socioeconomic status, and veteran status.



The various color spokes inside of the circle create the visualization of a wheel. This visualization is referred to as an **identity wheel** (Adapted from ASU)

Intergroup Relations Center, Voices of Discovery material). An identity wheel can have an infinite number of social identities. A unique aspect of an identity wheel is that a person can flex the weight of each spoke (wedge) within the circle, so some spokes can be wider or narrower than others. A person's ability to flex the weight of a spoke represents the impact or importance of one social identity in relation to another social identity on their specific identity wheel. The weight of a spoke for one person could differ compared to another person, even if they share the same identity label, and could change or flex as a person moves in and out of various life experiences. Thus, every person has a unique identity wheel based on their "otherness" and their experiences and the wheel can spin or be in motion as a person moves through life.

Create Your Own Unique Identity Wheel



Write in your answers from the chart above on each corresponding spoke

Creating your own unique identity wheel is an important step in learning about yourself and others. As we learn, we increase our awareness. This level of awareness involves learning about various social identity groups and developing foundational knowledge around EDI.

As we work towards inclusion, we utilize awareness and intentionality to include people with different backgrounds and experiences through the integration of individuals' experiences, knowledge, and perspectives, while acknowledging our history and continually reflecting on issues of power and privilege. Developing staff training and expanding programs and services to better meet the needs of diverse groups is one aspect of inclusion.

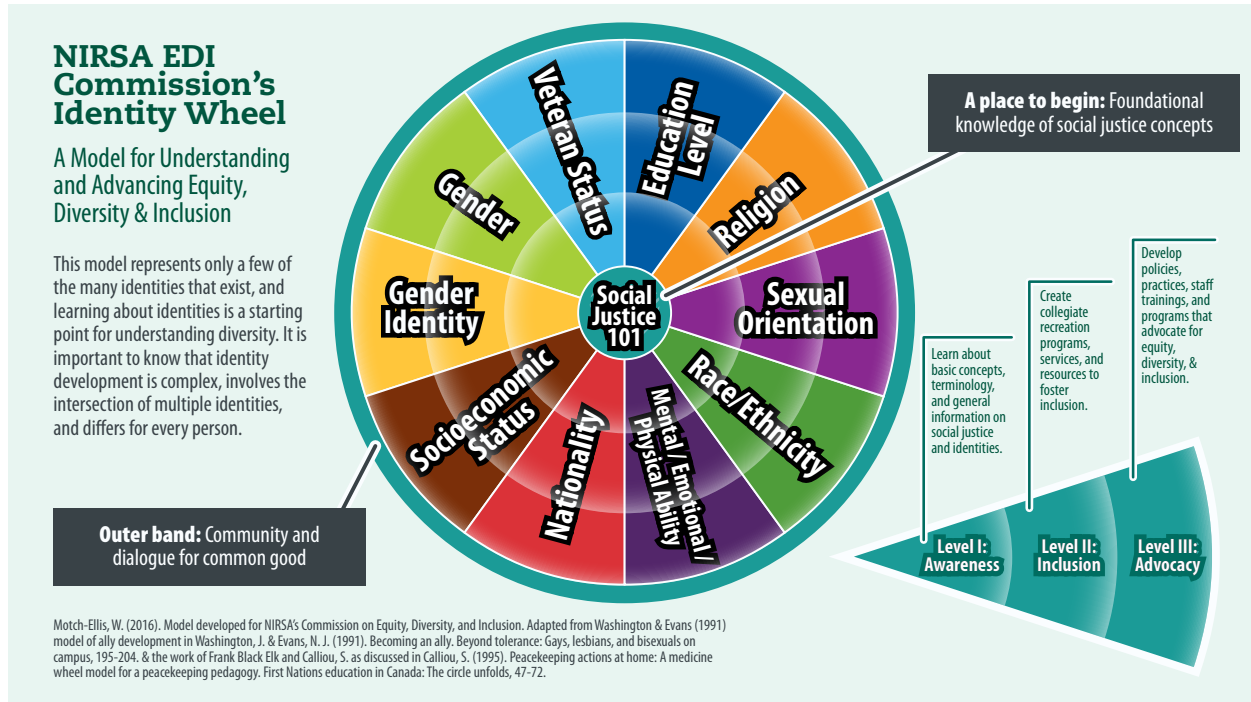
An intentional goal of an inclusive community, which was discussed earlier, is the full and equal participation of all. To truly create an inclusive community, leaders must demonstrate advocacy for policies, practices, staff training, resources, and programming that are inclusive and equitable.

- ▶ **Awareness:** The process of recognizing that you are unique, as is every other person. Learning about differences, both through experiences and knowledge, further deepens our awareness. As we work honestly and authentically towards understanding our self and others, we move beyond our own experiences, opinions, stereotypes, and generalizations regarding various groups. We begin to learn through stories, research, and from other people who experience the world as members of different groups. We begin to develop an awareness of the social identity labels, the constructs that are created (constructs are the created systems, institutions, currency systems, government services, etc.), and the profound impact constructs and social identity groups have on each other.
- ▶ **Inclusion:** The conscious practice of actively engaging with diversity to move beyond celebration and understanding to a socially just society. This practice requires the integration of individuals' experiences, knowledge, and perspectives, while acknowledging our history and continually reflecting on issues of power and privilege. The intentional goal of an inclusive community is the full and equal participation of all.
- ▶ **Advocacy:** Conscious and intentional efforts to publicly support, change, create, or dismantle policies, practices, programs, services, and the distribution of resources for a specific cause. There are several forms of advocacy, and in

relation to EDI, advocacy is about empowering others, eliminating barriers, and creating access and equal opportunity for others to be fully included.

The concepts of moving through levels, from awareness, to inclusion, to advocacy has been introduced as theoretical models from research, particularly around ally development. One such model (Gilligan, 1982) suggests that individuals move through stages based on one's own personal moral development, and another model suggests that ally development begins with awareness, then knowledge and education, followed by the development of skills, and then ultimately action (Washington & Evans, 1991). In the next section, you will be introduced to an identity wheel model that integrates an adaptation of Washington & Evans work, by including a common core center and an introductory level around awareness, knowledge, and education, followed by the idea of developing skills through creating inclusive experiences, ultimately leading to advocacy. This model also focuses on movement, through levels, towards action.

NIRSA EDI Commission's Identity Wheel: A Model for Understanding and Advancing Equity, Diversity & Inclusion



NIRSA EDI Commission Co-chair Motch-Ellis (2016) developed an expanded model of an identity wheel based in part off of Washington and Evan's (1991) work on ally development and the use of a social identity wheel. The social identity wheel concept can be linked back to the work of Frank Black Elk who, in 1982, talks about a Lakota tradition of interconnectedness that encompasses and links everything together (cited in Calliou, 1995). A traditional medicine wheel, utilized by many Native American tribes, including the Lakota, is a visual representation of that interconnectedness held together by an outer circle. Calliou (1995) used the medicine wheel to create a Peacekeeping Pedagogy Model, comprised of a wheel and four constructs of racism, multiculturalism, anti-racism, and peacekeeping. The idea behind the model created by Motch-Ellis (2016) was to link and demonstrate the interconnectedness between not only social identities and the interconnectedness of various social identities, but also the process in which a person can develop an awareness about others

different from themselves and, through greater awareness, can take action toward inclusion and advocacy.

Motch-Ellis (2016) created “An Identity Wheel Model of Awareness, Inclusion, and Advocacy” as part of the initial vision of providing educational opportunities and leadership development in the area of EDI to members of NIRSA who work in collegiate recreation. The EDI Commission adopted this identity wheel model as a way for NIRSA members to visualize the common central core components of equity, diversity, and inclusion and social justice concepts that are shared amongst social identity groups; how the various social group identity spokes intersect with the core, which symbolizes shared commonalities of EDI and also the intersection of multiple social identity groups with each other; and finally, the responsibility collegiate recreation professionals have to develop EDI competencies and move through the levels towards action. Action is necessary to work towards, and create spaces within, every collegiate recreation program that they truly welcome, support, develop, and serve everyone. Action is what can lead to change so that those who are not utilizing collegiate recreation, and are therefore not benefiting from the value of campus recreation, or those who utilize collegiate recreation with reservations, feel welcomed and find touch points to access the many benefits of participating in collegiate recreation.

We realize that equity, diversity, and inclusion are large topics and involve a large complexity of concepts, terminology, and issues, but in an attempt to begin (for some) and continue (for others) raising the awareness of EDI with NIRSA members, the NIRSA EDI Commission felt this identity wheel model would give a good foundation to the work that we have in front of us. This will allow us to continue creating inclusive campus recreation departments that better serve our members, staff, and faculty at our institutions and ultimately our students. The model incorporates the core foundational knowledge around EDI and social justice (Social Justice 101); a diverse sampling of ten social identity groups; and the development of EDI competencies around awareness, inclusion, and advocacy.

As a way to begin, we recommend starting with the center of the wheel. At the center of the wheel you will find the foundational concepts of equity, diversity, and inclusion and terminology that will help you understand and navigate the social identity groups that are located in the spokes of the wheel. These core

concepts were discussed earlier and the model reinforces the importance of understanding the core. Beginning with the center of the wheel will offer some insight to the importance of recognizing identity, the ways that power impacts each of these identities, and core concepts that are key to being involved in conversations about equity, diversity, and inclusion.

In the next section, we invite you to explore each identity, or spoke, on the wheel. These identities are not to be seen as more important than other identities that might not be listed, but rather recognized as identities that heavily impact individuals' daily experiences and that have been historically impacted by inequity leading to systems of oppression and exclusion. Because we live in a society that lives in the shadow of historical inequities, these systems of inequity and exclusion often get replicated in our daily interactions, in our departments through practices and policies that are unexamined, and in our larger institutions. Though institutional change is a bit more challenging, we can definitely impact our department policies, practices, and relationships with the exploration of these identities and by dialoguing about them and the foundational concepts.

Finally, there is an outer band that holds the "Identity Wheel Model of Awareness, Inclusion, and Advocacy" together as one continuous circle. This band represents community and dialogue towards finding common ground. If the outer band is removed, similar to a wooden barrel, the spokes fall apart and we can no longer work collectively. Isolation, and a lack of dialogue and collaboration further, support systems of inequity and exclusion and are less effective than when groups from various identities come together to find common ground. The outer band holds us all together and reminds us that we are all human beings and we all share similar needs.

In Part 2, you will be introduced one by one to the group identities included in this resource guide, framed around the three levels of awareness, inclusion, and advocacy. In Part 3, you will find a series of case studies, designed to be dialogic tools and introduce concepts that help you move toward engaging in these topics with others. We hope you return to this section often to keep the conversations alive. Let's get started!

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Part Two: A Common Language



Identity Spokes on the Wheel

NOW THAT YOU HAVE SOME FOUNDATIONAL understanding of how identities work and how they intersect with core EDI concepts around social justice, inequity, and power dynamics, it is important to explore some of the identities that we serve on our campuses and in our departments. We do that in this section through exploring terminology related to various identity spokes.

This guide is by no means meant to be an exhaustive list of all social identities, or the most important social identities for you, as you think about yourself and your various identities. Obviously, each social identity designation (e.g. race, gender, socio-economic status) and each group that might be associated with that identity (e.g. middle class and working class as two groups associated with the socio-economic class identity) deserve pages and pages of information about their history, experiences in the U.S. and the world, and how they are impacted by the dynamics of oppression. In addition, there are other social identities that are not discussed in this particular resource guide but that are important and contribute to a person's sense of self and how they experience the world. The social identities we chose to include in this resource guide are social identities most commonly discussed and researched related to equity, diversity, and inclusion in higher education. For example, educational identity is a very salient part of identity; however, the education level spoke on the identity wheel model created for NIRSA will not be focused on in this resource guide because the audience primarily served by collegiate recreation professionals are students currently enrolled in a college or university.

Applying the Levels in NIRSA's EDI Identity Wheel

Level I: Awareness



Level I:
Awareness

Level II:
Inclusion

Level III:
Advocacy

To offer an introduction to the identities focused on in the remainder of Part Two, each social identity presented begins with a general introduction and key terminology. Terminology is often used in shaping viewpoints, attitudes, and clarifying perspectives. Having shared language around each of these identities creates more space for a shared conversation and, thereby, movement towards deeper dialogue. The terminology is by no means meant to be exhaustive but, rather, as a starting point for gaining awareness around a specific social identity. Explore the identity wheel spokes and their terminologies, and use them to engage yourself and colleagues in conversations.

Level II: Inclusion



Level I:
Awareness

Level II:
Inclusion

Level III:
Advocacy

As you move through Part Two and into the case studies that make up Part Three of this guide, you will find a few examples, probing questions, and suggested resources to assist you in Level II. As you progress, we hope you will continue to become more aware of social identities and intentional about creating inclusive spaces for the many social identities within your collegiate recreation programs and facilities.

Once you have developed a deeper awareness around various social identities and gained insights into more inclusive programs, services, and strategies, it is important to take the time to build relationships with individuals from similar and different social identities and work collaboratively to implement these new initiatives.

As you and your department work on being more inclusive, it is perfectly normal to ask yourself if you have enough knowledge and experience to effectively implement new, inclusive practices and even to feel trepidation or fear about making a mistake or offending others. We have all stumbled, made mistakes, and unintentionally offended others. This is a time when you will be the most challenged; it is also when you will grow personally and professionally. You may also find yourself revisiting these feelings when you try a new strategy, develop a new training, or respond to a situation. That's okay.

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As you and your department work on being more inclusive, it is perfectly normal to ask yourself if you have enough knowledge and experience to effectively implement new, inclusive practices and even to feel trepidation or fear about making a mistake or offending others.

While there are scholars who research various social identities and have developed theories and generalizations about certain identities, there are too many combinations of multiple identities that intersect for each person to never make a mistake. We are all unique, and no one can know exactly how another person shows up and experiences their world. Knowing that everybody struggles can be helpful; acquiring skills around civil discourse (<https://nirsa.net/nirsa/portfolio-items/civil-discourse-in-collegiate-recreation/>) can be also be incredibly valuable. Over time, you will gain more insights and experience, and you can become more comfortable as you work towards creating inclusive experiences within your campus recreation department.

Level III: Advocacy

Level I:
Awareness

Level II:
Inclusion

Level III:
Advocacy

In Part One of this guide, we talked about advocacy as the conscious and intentional efforts to publicly support, change, create, or dismantle policies, practices, programs, and services, as well as the distribution of resources for a specific cause.

There are several forms of advocacy, and in relation to EDI, advocacy is about empowering others, eliminating barriers, and creating access and equal opportunity for others to be fully included. In Level III, you may also find a few examples, probing questions, and suggested resources that are helpful in understanding advocacy in relation to our work in collegiate recreation for each social identity.

Race Spoke

SEMESTER-LONG COURSES AND COMPLETE MAJORS are developed to exploring the concepts connected with race and racism, so the review that we will undertake in this section will inevitably be incomplete. This section is designed to offer a foundation of terms, offer examples of organizations and campuses who are providing good examples of how to engage the conversation of race in campus recreation, and lastly, offer a few thoughts about policies and practices departments may consider when thinking about race as it applies to campus recreation, as well as resources they can access to help deepen their awareness.

Level I: Awareness

Very simply, race is a socially constructed grouping of people based on characteristics such as physical appearance (particularly skin color), ancestral heritage, cultural history, and ethnic classification. Because of some historical, institutional, cultural, and systematic power differentials that were created in the United States, racial groups experience the social identity of race differently; whites receive more racial privilege and groups of color (Black, Latinx, Asian, Native American) and Biracial individuals receive less racial privilege and more oppressive dynamics in varying forms through a system of racism.

This system of racism manifests in a variety of ways and can impact the work that we are trying to accomplish in campus recreation in many ways. From students, staff, and faculty feeling like they are not welcomed in the campus recreation building or programs, to student staff feeling like they have been discriminated against by professional staff, to hate speech being used during intramural games, racism has no place in the shared recreation spaces and

communities that we work to form on our campuses and in our campus recreation facilities. Many might believe that conversations about issues of racism don't belong in a campus recreation space, but as the examples above show, the conversations are already present. Ignoring or choosing not to

intentionally discuss race will not help racism disappear; silence will actually only allow racism to tighten its grip and tell some on campus that they are not welcome in campus recreation spaces.

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Many might believe that conversations about issues of racism don't belong in a campus recreation space, but as the examples above show, the conversations are already present. Ignoring or choosing not to intentionally discuss race will not help racism disappear; silence will actually only allow racism to tighten its grip and tell some on campus that they are not welcome in campus recreation spaces.

Our current conversation about race, and every identity, cannot be complete without an understanding of intersectionality. Intersectionality is the way that race and racism intersect with, or are layered with, other social identities and forms of oppression (Collins, 2012; Crenshaw, 1995). It allows us to understand how individuals experience their identities differently as they are positioned differently in the system of racism by virtue of gender, class, sexuality, ability, and other social markers. So, when you talk about race and racism, it is very important to do it in an intersectional way that takes into account the intersecting identities of gender, class, ability, religion, sexual orientation, and so forth. It is also important to realize that not every student

will have similar saliency around each of their identities, and, therefore, just because someone is a student of color, they might not be as impacted or attached to their racial identity as another student of color might be.

To assist your department in continuing its conversations on race and racism as it impacts campus recreation, it is helpful for individuals to have similar definitions and terminology that can be used in the conversation. Take some time with your department's professional and student staff to discuss the meanings of each of these words and how they might manifest in the work that they do.

The terms listed below are meant to help readers familiarize themselves with terminology that is affiliated with concepts of racism and race in order to engage in a conversation about what is recommended and needed. These conversations will help departments develop a racially inclusive campus recreation department within all program areas, such as intramural and club sports, outdoors, and fitness.

Also, remember that some terminology was introduced in Part One that relates to many different social identities; those concepts are still very much relevant. For example, we introduced the term **microaggression** in Part One. If you recall, a microaggression is the common place verbal, behavioral, or environmental indignities, whether unintentional or intentional, which communicate hostile, derogatory, or negative slights and insults to people from marginalized groups (Obear, 2016). Microaggressions can occur with every social identity group. So while a microaggression may seem mostly related to or discussed in the context of race, people with varying ability levels, gender, class, sexual orientation, etc. are all impacted by microaggressions.

Terminology

- ▶ **Color-blindness:** We recognize the problematic ableist language of this term, but we also acknowledge it as a term used by scholars to describe an important social phenomenon. Color-blind ideology (or color-evasiveness, the purporting to not notice race in an effort to not be racist) asserts that ending discrimination merely requires treating individuals as equally as possible without regard to race, culture, or ethnicity.
- ▶ **Covert racism:** In contrast to overt discrimination, covert discrimination is hidden and unacknowledged. Examples of covert discrimination include cultural and religious marginalization, color-blind racism, and tokenism. Covert discrimination is often not recognized as discriminatory by members of the dominant white group. It is disguised with language that downplays the clearly racial aspects of the discrimination, and it is rationalized by invoking “non-racial” explanations that are more acceptable in the broader society (Coates, 2008).
- ▶ **Ethnicity:** A social construct that divides people into social groups based on characteristics such as a shared sense of group membership, values, behavioral patterns, language, political and economic interests, history, and ancestral geographic location.

- ▶ **Empowerment:** When target (subordinate) group members refuse to accept the dominant ideology and their subordinate status and to take actions to redistribute social power more equitably.
- ▶ **Empowered Person of Color/Multiracial Person:** A person of color or multiracial person who understands racism and its impact on her/his/their life, and can respond in strategic and self-affirming ways to racist events and circumstances encountered through living in a racist society. Empowerment includes having pride in oneself and one's social group, understanding racism as systemic, and asserting one's rights in strategic and persistent ways.
- ▶ **Individual/interpersonal racism:** Racism is seen only at the individual level by those who intentionally express or act on racist ideas and assumptions. For example, a white person who believes that Asian people are inherently devious or untrustworthy, or who uses racial epithets against black and Latina/o people, is expressing overt, conscious racism.
- ▶ **Internalized racial dominance:** When members of the dominant racial group (white people) consciously and unconsciously accept their group's advantaged status as normal and deserved.
- ▶ **Internalized racism:** When people from targeted racial groups believe, act on, or enforce the dominant system of beliefs about themselves and members of their own racial group. Examples include using creams to lighten one's skin, believing that the most competent administrators or leaders are white, feeling that one cannot be as intelligent as whites, and believing that racism is the result of people of color not being able to raise themselves up "by their own bootstraps."
- ▶ **Intersectionality:** Contemporary writers make a strong case for attending to the ways that race and racism intersect with other social identities and forms of oppression in order to understand how individuals are positioned differently in the system of racism by virtue of gender, class, sexuality, ability, and other social markers (Collins, 2012; Crenshaw, 1995).
- ▶ **Institutional racism:** Racism at the institutional level is in-acted in the policies, laws, rules, norms, and customs enacted by organizations and social institutions that advantage whites as a group and disadvantage groups of color.

Such institutions include religion, government, education, law, the media, the health care system, and businesses/employment.

- ▶ **Linguicism:** Discrimination and oppression based on language. While language oppression is tied to discrimination based on a range of social categories such as race, ethnicity, ability, and socioeconomic class, it is often associated with national origin and limited English proficiency.
- ▶ **Oppression:** When one social group's collective prejudice and discrimination toward another social group is backed by power at the individual, cultural, and institutional levels. This power transforms prejudice and discrimination into oppression, transforms the relationship between the groups as one of dominance and subordination, and results in structural inequality between the agent and target group.
- ▶ **Overt racism:** Conscious attitudes and behaviors (public or private) that intentionally harm people of color (as individuals or groups) or de ne them as inferior to whites and less entitled to society's benefits. Overt racism is illustrated in the violence and discrimination typical of the Jim Crow era—from lynching to legally sanctioned segregation in housing, schooling, and transportation.
- ▶ **Race:** An artificial grouping of people into groups based on characteristics such as physical appearance (particularly skin color), ancestral heritage, cultural history, and ethnic classification.
- ▶ **Race consciousness:** Signifies being mindful of the impact of policies and practices on different racialized groups in our society. Race-consciousness can motivate a desire to become informed about how injustice occurs and to be intentional about seeking redress (Bell, 2015). Race-consciousness not only challenges actions of color-blindness through actively seeking to perceive, understand, and challenge racism, but it also paves the way for imagining a more just and inclusive society where diverse cultural, physical, and communal patterns would not be reduced to one normative ideal, but rather recognized and affirmed as the basis for a multiracial democratic ideal.
- ▶ **Racism:** The systematic subordination of members of targeted racial groups who have relatively little social power in the United States (black, Latino/as, Native Americans, and Asians) and restriction of their access to the goods, services,

and privileges of society, as well as restrictions in access to their participation in the economic and political life of the society while privileging whites. Racism occurs on an individual, institutional, and cultural level.

- ▶ **Societal/cultural racism:** Social norms, roles, rituals, language, music, and art that reinforce the belief that white (European) culture is superior to other cultures reject cultural racism. Cultural norms such as philosophies of life; definitions of good, evil, beauty, and ugliness; ideas about normality and deviance; and perspectives on time often provide the justification for social oppression.
- ▶ **Stereotype threat:** The fear of conforming negative stereotypes about one's racial, ethnic, gender, or cultural group. The term was coined by Steele and Aronson (1995), whose research showed that black college students performed worse on standardized tests than their white peers when they were reminded, before taking the tests, that their racial group tends to do poorly on such exams. When their race was not emphasized, however, black students performed similarly to their white peers. This concept is often misinterpreted by those who attribute problems such as racial test-score gaps as caused solely by stereotype threat, ignoring group differences in opportunities and test-related knowledge that is related to opportunity (Steele & Aronson, 2004).

Terminology adapted from Adams, M., & Bell, L. A. (Eds.). (2016) unless otherwise noted.

Level II: Inclusion

There are departments and institutions across the nation who are already engaging conversations around inclusion and race in their programming, policies, and practices who can serve as examples as you and your team deepen your commitment to inclusion. A few of these campuses and ways that they are engaging a conversation about race are listed below:

The University of Arizona Campus Recreation Department

- ▶ **Inclusivity Statement:** <https://rec.arizona.edu/inclusivity-statement>

The University of Arizona's Campus Recreation Department Inclusivity Statement is a good example of where campuses might start in engaging a conversation about race in their campus recreation department. What does a racially inclusive campus recreation department, facility, and programming look like for your campus? Have that conversation with staff and begin to build your own statement of inclusion for your department. Additionally, take it a step further and form a diversity advisory group or diversity committee for your department and make sure they focus on the experience of race and racism in your department.

The University of Illinois Urbana-Champaign Campus Recreation

- ▶ **Statement of Inclusion, Policies, and Initiatives:** <https://campusrec.illinois.edu/about-us/diversity-and-inclusion/>

The University of Illinois Urbana-Champaign's inclusion of their statement on their website is important, and their practice of including inclusion policies for participation in club sports and intramurals is a great example for other campuses to consider. What policies do you have in place for teams to be more inclusive and be held accountable when racism or hate speech occurs in the building or on the field?

The University of Massachusetts–Lowell Campus Recreation

- ▶ **Inclusion Resources Page:** <https://www.uml.edu/CampusRecreation/About-Us/Inclusion-Resources.aspx>

The University of Massachusetts – Lowell's page includes their inclusion statement, but also includes the campus' non-discrimination policy, which can help students understand the department's commitment to creating inclusive spaces is serious and connected to the campus' larger commitment. Additionally, the listing of on campus partners and programs who are committed to inclusion assists students who might not usually feel comfortable in the campus recreation space have a way to inquire or find campus recreation. The listing of campus partners must be a real connection, though. Partner with your Office of Multicultural Affairs, Social Justice Center,

and/or race affinity houses or centers to develop programming that might be supportive and inclusive of their needs, if different from the students who already uses the campus recreational space.

University of North Carolina at Chapel Hill Campus Recreation

▶ **EDI and Social Justice Survey Flyer and Initiative Report with Resource Page:**

<https://studentaffairs.unc.edu/sites/studentaffairs.unc.edu/files/documents/Diversity%20Initiative.pdf>

<http://campusrec.unc.edu/about-us/commitment-to-inclusion/resources/>

The University of North Carolina at Chapel Hill conducted a survey and put some of their findings and information out on a flyer for others to see. This is a great way for constituents to learn more about your commitment to racial inclusion. Additionally, providing links to campus partners is a way to help others learn how you are partnering to create inclusive space.

Level III: Advocacy

There are many ways for campuses to show up as advocates around creating racially inclusive spaces, but a great place to start is to have a conversation with your staff using the questions below:

1. What are your department's stated values around inclusion and race?
 - a. How are those values exemplified in your department?
 - b. How do your constituents understand those values?
 - c. Would they agree with your vision of a racially inclusive space?
2. Who do you hire to work in the rec center?
 - a. How are those students trained about inclusion issues around race?
 - b. What training do you require of professional staff?
 - c. How is cultural competence written into a process of review for your professional staff?
3. What does your marketing look like?
 - a. Who is featured on your webpage?

- b. Do you have an authentic representation of different race and ethnicity in your professional and student staff?
 - c. Are you marketing in multiple places and in a variety of spaces on campus?
 4. Are you engaging multiple racial perspectives when partnering with offices and groups on campus?
 - a. Do you have authentic, time-built relationships with different affinity groups on campus?
 5. What is your policy for follow-up after a racist event occurs during a game or in the building?
 - a. Is there a clear reporting process when racist or other biased events occur in classes, competition, or in the building?
 - b. If not, who can you partner with on campus or off campus to develop a bias reporting system and clear policy?
 6. Is there a stated commitment to inclusion and clear example of how the department will not condone any non-inclusive behavior?
 7. Have you created spaces in your building and in your programming that encourages groups to engage and talk across difference?
 8. Does your building or department have rules for what someone is allowed to wear in the building?
 - a. Do you account for different races, cultures, religions, socio-economic status, etc. when determining your attire policy?
 - b. Is your building staff trained on how to approach someone wearing racist or offensive clothing in the building and ask them to leave or change clothes?
 9. In what ways does your department or campus space perpetuate a dominant racial culture?
 - a. How can you help the space be more culturally inclusive? (e.g. what is the music that might be playing, what types of classes are offered, etc.)

10. What programs require a fee or have an elite nature to them?
 - a. Intersecting with socio-economic class, how can we make those programs and sports more accessible to all, particularly groups who might not have had exposure to them previously?
11. Do you recognize cultural holidays?
 - a. Whose holidays are celebrated?
 - b. Are they celebrated in a culturally appropriate way?

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Resources

There are many reputable resources available on the web about race and racism to help your department continue to engage in conversations about race. In

the resources below, there are many activities, articles, and programs that offer further training.

- Alliance for Change Consulting and Consultation, Dr. Kathy Obear. <https://drkathyobear.com>
- American Association for University Women—Diversity and Inclusion Tool Kit: <https://www.asu.edu/provost/Backup/intergroup/index.html>
- Arizona State University Intergroup Relations Center: <https://www.asu.edu/provost/Backup/intergroup/index.html>
- Berkeley University Diversity Website: <https://diversity.berkeley.edu>
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- Social Justice Training Institute: <http://sjti.org>
- Racial Equity Tools: <https://www.racialequitytools.org>
- Race—The Power of An Illusion: http://www.pbs.org/race/000_General/000_00-Home.htm
- Race: Are We So Different—A Project of the American Anthropological Association: <http://www.understandingrace.org/home.html>
- Racial Microaggressions in Everyday Life: <https://www.psychologytoday.com/blog/microaggressions-in-everyday-life/201010/racial-microaggressions-in-everyday-life>
- Southern Poverty Law Center. <http://www.splcenter.org>
- Undoing Racism—The People's Institute for Survival and Beyond: <http://www.pisab.org>

Gender, Gender Identity, and Sexual Orientation: A Special Introduction

SEX, GENDER, GENDER IDENTITY, AND SEXUAL ORIENTATION are often talked about as if they are the same concepts, and assumptions are made about individuals based on their sex, gender expression, and sexual orientation all the time. In the world of sports and recreation, it is important to pay attention to the concepts and identities in these areas because sexual inequity, binary norms, and homophobia manifest regularly because of larger historical society norms. To understand and get prepared for the impact that sex, gender, gender identity, and sexual orientation have in collegiate recreation, it is important to have a foundational knowledge of some terminology and to understand that **Gender**, **Gender Identity**, and **Sexual Orientation** are all different and unique constructs. They are each presented as a different spoke on the identity wheel and we will address each one in a different spoke section. We will begin, however, by exploring them together and the ways that each construct interacts with one another. You will also find, in Part Three of this resource guide, separate case studies for **gender**, **gender identity**, and **sexual orientation**, since each of these constructs are different aspects of a person's identity; they are mutual exclusive of each other, and they can show up in our campus recreation spaces in different ways. But, for now, let's look at them together.

We will start with "sex," and more specifically **sex assigned at birth**, which is sometimes also called **gender assignment**. When we are born, each of us is assigned a sex designation—male, female, or intersex—by the doctor, nurse, or midwife who makes the assignment based on observed genitalia or karyotyping, a test to identify and evaluate the size, shape, and number of chromosomes in a sample of body cells. The historical ideology in our society has been that a person's **gender identity** matches that of the normative sex or gender assigned at birth. For example, someone's gender identity, or a person's internal sense

of being a male, female, neither of these, both of these, or another gender altogether, is sometimes societally expected to line up with normative male or female identity or expression of gender.

We know that this is not the truth. Someone's **gender identity** and **gender expression**, or the physical and outward manifestation of one's gender identity through clothing, hairstyle, voice, body shape, etc. (typically referred to as masculine or feminine) can be different from what is historically expected and may not align with someone's assigned sex at birth. Additionally, while thinking about gender identity and expression, it is important to not forget about the continuing **sexism**, a system of oppression that privileges men and subordinates women, and **misogyny**, the hatred of women, that exist in society. These are all connected concepts that must be understood in an intertwining way because each of these should be considered when developing programming, practices, and policies.

This is very important in the world of recreation and sports because sports can be a site of upholding the status quo of a binary gender construction and expectations around gender expression. This has significant implications for recreation programs that request designations as male and female, locker room usage, programming, and, unfortunately, how people are treated if they express themselves differently than what is traditionally held as masculine or feminine behavior. Because of societal expectations, stereotypes, and ignorance, individuals may discriminate and individually oppress others because of their gender expression, identity, and/or sex.

One last connected identity that should be understood is that of **sexual orientation**, or the sexual, romantic, or physical attraction someone feels towards others. This attraction is often labeled by the gender/gender expression of the person they are attracted to. It is important to understand that sexual orientation is different than gender identity and gender presentation/expression. Assumptions cannot be made about individuals' sexual orientation by their appearance or gender identity. Additionally, campuses will need to pay attention to the heterosexism and homophobia that still occur as part of our society and, specifically, in sports.

A helpful resource in understanding the differences between the constructs of gender, gender identity, biological sex, and sexual orientation is the Gender 101

(<https://static1.squarespace.com/static/59689d4b3a0411170f5f65ce/t/5971bdaf9de4bbfe8d85903a/1500626353344/Gender-Factsheet-Printable.pdf>) (Gender Justice in Early Childhood. (2017). *Gender in early childhood* V1 [Fact sheet]. Retrieved from www.genderjusticeinearlychildhood.com).

Gender Spoke & Gender Identity Spoke

IN THIS SECTION, WE WILL EXPLORE GENDER AND GENDER IDENTITY FURTHER. As you know from the introduction, these two spokes—gender and gender identity—are two independent constructs. However, they do share a lot of the same terminology and it is helpful to review them together to further understand the delineation between gender and gender identity.

Gender, which relates to the sex or gender a person is assigned at birth, is a category a person is placed in by virtue of the genitalia that is outwardly observed at the time of birth. Individuals are then expected to grow into adulthood embracing and following the societal expectations that have been established.

These expectations include two gender categories—men and women. Individuals born with male genitalia are labeled boys and are expected to grow up and be men, and individuals born with female genitalia are labeled girls and expected to grow up and be women. Many people feel internally aligned with their gender assignment and move forward fully embracing and following the societal expectations placed on their gender. Other people do not feel internally aligned with all of the societal expectations assigned to their gender and struggle when they do not display all the qualities expected of their gender. For example, men are expected to be masculine, to not cry, and not to exhibit qualities perceived to be too effeminate. There are some people who internally feel like they are more aligned with the gender opposite of what they were assigned. And there are other people who feel like they align with with qualities of both genders or with neither gender. This internal sense of alignment is a part of a person's identity and it creates a deep sense of who they are in relation to others and in relation to the societal expectations assigned to gender. Since this internal sense of how a person feels about who they are in relation to the constructs of gender is so deep within a person's sense of self, it is not something a person can change.

A final note about gender identity is that there are some people who do not want to be labeled or placed in a category in which they are expected to apply the constructs assigned to gender. These individuals may or may not have a deep internal sense of being aligned or not aligned with their assigned gender.

So why is all of this important related to campus recreation? Gender and gender identity, and the societal constructs associated with gender, are implicitly and explicitly present in many of our campus recreation programs. They are present in ways that can both be positive and can be extremely detrimental to a person's wellbeing. Everything from confidence, behavior in a locker room, developing friendships, feeling accepted on a team, being treated with respect, and having equal access and equity are all issues we see within campus recreation. Let's explore further how some of these societal constructs intersect with collegiate recreation and sports.

Men have historically been the dominant group in the world of sports and recreation. Over the course of history, the involvement and acceptance of women has been a controversial topic in and of itself within the context of sports and recreation. There was a time when women were not allowed to participate based on the perceived fragility of women, concerns regarding reproductive health, or societal norms related to how women should behave. There are many other reasons that have been espoused over time and there are many publications devoted to this topic and attitudes towards women in sports and recreation.

In 1972, the United States Department of Education instituted Title IX, which had dramatic impacts on creating access for women to participate and compete in sports and recreation programs in both our K-12 schools and within higher education. Title IX was not welcomed with open arms by everyone. There was significant push-back and emotions from some athletic administrators, coaches, participants, parents, and the greater society related to funding and how women could be treated equally or equitably without new funding sources. Thus, schools, colleges, and universities had to make difficult decisions about either finding new financial resources or redistributing the resources available.

Once women started to access recreation and athletic sport programs, women were, and still are today, scrutinized and held to a different standard than men. This is especially true of women playing on predominantly men's teams, which

can begin as toddlers in local community recreation leagues and be seen all the way through the education system, including college, where women are allowed to try out and play sports on a men's team if there is not a women's team offered to meet Title IX requirements. In collegiate recreation, we offer a variety of co-rec programs, as well as programs for men and women. Some campus recreation departments utilize modified rules in their co-rec leagues for a variety of well thought out justifications; however, we must recognize that many of these modifications were put in place under the rationale that women needed more incentives to play and that we should reward women with more points if a woman scores compared to when a man would score. We must ask ourselves—were the modifications put in place to encourage participation, or were they put in place to prevent men from dominating the game? Either way, the burden and reason for why the modifications were, or are, needed were placed on women.

Another example of how women are held to a different standard than men is that all too often, in elite-level olympic and professional sports, women must prove that they are “female” while this is almost never expected of men. Women are continually subjected to very intrusive physical medical screenings, genetic testing, and blood chemical panels to review hormone levels. Through societal privilege, men are making these decisions and the justification of these actions are framed around “protecting” and “preserving” the sport and ensuring fair competition. While this may be true, there has also been underlying motives to maintain a social construct that women are supposed to be less strong than men. An example would be with the International Olympic Committee. Let's take men's and women's Olympic basketball as a hypothetical example of how this has occurred in various sports. If certain women raise an eyebrow because they don't look feminine—maybe they are very tall and muscular—or play more like a man, these women would be subjected to the testing mentioned above and would be ruled ineligible to play if their natural hormone levels were considered to be outside the normal range for a women. If that rationale was really the true motivation for these tests, then why aren't men, who dominate in their sport, like a Michael Jordan or a Shaquille O'Neal, tested for their hormone levels? Would they be deemed ineligible if their hormone levels, hypothetically speaking, fell in a range higher than the typical range for men? One could also argue that there is an unfair advantage if an athlete is too tall. There is an average range of normal

height for men and women and some individuals exceed that normal range. Isn't it unfair to the other athletes? A current example of the excessive and intrusive genetic testing and standards enacted for women that differ for men is the story of South African elite running athlete, Caster Semenya and new International Association of Athletics Federations (IAAF) standards introduced for female runners in 2018. The rules attempted to place parameters on what is considered appropriate ranges of a natural testosterone and chromosomes that women should biologically have naturally occurring in their body. As of June 3, 2019, The Federal Supreme Court of Switzerland has temporarily suspended the IAAF rulings while under appeal by Semenya.

The gender testing and the different standard that women are held to have very little to do with fear or concern that someone may "fake" their gender solely to gain an unfair competitive advantage. While that could happen and has happened in the past, the number of times it has occurred is minimal, yet the topic is regularly brought forth as a concern to justify why women need to be held to a different standard than men to prove their gender. These attitudes place women at significantly higher risk for abuse, both physically, sexually, and emotionally. In response to the concern that women's sports must be preserved to prevent unfair competitive advantages, Dr. Pat Griffin, at the 2015 NIRSA Annual Conference, discussed unfair competitive advantage and pointed out all the inequities around unfair competitive advantage that society tolerates (Griffin & Motch-Ellis, 2015): the use of performance enhancing drugs is tolerated (until you get caught); athletes that have more financial resource can buy better equipment and have access to higher levels of coaching, nutrition, and training facilities; individuals that have a certain body composition or muscle memory or more natural talent than others have an unfair competitive advantage. But, as Griffin (Griffin & Motch-Ellis, 2015) pointed out, society, and predominantly the men who oversee elite-level sports, will utilize any resource possible to ensure that women do not have any kind of unfair competitive advantage solely based on their body.

These examples are to demonstrate the dominant structures that are in place, where men, who benefit from privilege solely because they are men, are in positions of power making decisions on behalf of and/or for women. While this level of scrutiny typically does not exist within collegiate recreation, our club sport programs work very closely with many National Governing Bodies,

which do fall under the umbrella of the United States Olympic Committee and, ultimately, the International Olympic Committee. Expectations and implementation of rules around eligibility have trickled down to collegiate club sport programs, particularly around the inclusion of athletes whose gender identity may not fall in the historical dichotomous constructs of being male or female, presenting as a man or woman, and displaying masculine and feminine traits. These constructs were created based on dominant group expectations and do not apply for everyone. An individual's gender is assigned at birth based on outward observations of genitalia, and the gender assigned may not be correct, particularly if an individual shares chromosomes from both genders, has both male and female genitalia, or if an individual internally identifies as being a gender that differs from their outward physical body.

Gender Identity, while a separate spoke, will be discussed together with gender because much of the terminology related to gender has a relationship with gender identity. Societal constructs dictate a binary system where every person is either a woman or a man, or a girl or a boy, based solely upon your gender assignment at birth due to your genitalia fitting into the two options of male or female. But, as we discussed earlier, not everybody fits into two neat gender boxes and their gender box may not correspond with their gender identity. This is very important to understand because societal expectations drive many of our campus recreation operations in areas such as program and facility design, travel arrangements, uniforms, and how we interact with others.

In 2012, NIRSA's Equity, Diversity & Inclusion Commission and the NIRSA Championship Series (formerly the NIRSA National Collegiate Championship Series), created a joint work team to review NCAA practices for working with college student athletes with various gender identities and talked with national experts on research and best practices for transgender inclusion. NIRSA, similar to the NCAA, made significant advances in discussing and examining policies related to gender and have implemented much more inclusive transgender inclusion practices. Today, many campus recreation departments have created very clear and intentional transgender inclusion practices to welcome gender non-conforming students. Campus recreation departments have also examined gender-based rules modifications to be more equitable and inclusive, and NIRSA, as well as many collegiate recreation programs around the country, are actively discussing and reviewing co-rec rules of play and if it is really

necessary for leagues to be based on gender or if they should they be divided into leagues solely based on ability.

Level I: Awareness

In the introduction leading up to Level I for the two spokes of gender and gender identity, many different terms and constructs were presented. This next section will continue expanding your awareness of gender and gender identity by providing many of the terms and definitions used in developing an understanding of the identity wheel spokes for both gender and gender identity.

Terminology

- ▶ **Cisgender:** Non-trans*. The word is from a Latin-derived prefix meaning “on the same side,” as opposed to trans-, which means “across” or “on the opposite side of.” A person whose gender identity aligns with their biological sex is cisgender.
- ▶ **Biological Sex/Assigned Sex:** The physiological and anatomical characteristics of maleness and femaleness with which a person is born or that develop with physical maturity. These markers include internal and external reproductive organs, chromosomes, hormones, and body shape. Infants are usually assigned to a sex category (male or female) at birth on the basis of such characteristics (primarily the appearance of the external genitals). We therefore use assigned sex to refer to the sex designation that appears on birth certificates and other legal documents. See also intersex.
- ▶ **Drag:** Originally used in Shakespeare’s Globe Theater to mean “dressed as a girl,” referring to male actors playing female roles. Now the term is used to describe the action of dressing in clothes associated with a gender other than one’s own, usually playfully or for performance. Currently, this term is used with “king” or “queen” to indicate a male-bodied (drag queen) or female-bodied (drag king) performer.
- ▶ **Feminine/Femininity:** A social construct attached to being female and assigned traits and characteristics such as delicate, sensitive, submissive or subordinate, pretty, emotional, and sensitive. Constructed feminine aesthetics such as

clothes, body structure and mannerisms are used to label a person's femininity (Hargreaves & Anderson, 2014).

- ▶ **Gender:** A social identity usually associated with biological sex in a binary system that presumes one has either male and masculine characteristics and behavior, or female and feminine characteristics and behavior. In addition to being a major social status experienced by individuals, this is also “a social institution” by which human lives are organized.
- ▶ **Gender Expression:** People's behaviors that convey something about their gender identity, or that others interpret as meaning something about their gender identity, including clothing, hairstyle, mannerisms, communication patterns, social roles, etc. Gender Expressions is also referred to as Gender Nonconformity.
- ▶ **Gender Identity:** A person's own understanding of themselves in terms of gendered categories like man and woman, boy and girl, transgender, genderqueer, and many others. It is how they feel inside or what they believe themselves to be.
- ▶ **Gender Dysphoria:** When a person feels conflicted between their physical or assigned gender and the gender with which he/she/they identifies. People with gender dysphoria may be very uncomfortable with their bodies and often experience significant distress and/or problems functioning associated with this conflict between the way they feel and think of themselves (referred to as experienced or expressed gender) and their physical or assigned gender. This can manifest in many ways, including varying levels of body dysphoria, and general discomfort living as the assigned sex and/or gender. People respond to these feelings in a variety of ways. Some privately cross-dress, others live part or full-time in another gender, and some pursue sexual reassignment surgery or other physical changes.
- ▶ **Genderqueer:** An identity label sometimes claimed by people whose gender identity does not fit into either of the two culturally accepted gender categories. It may be characterized by the desire to challenge norms of gender role/presentation, to “play” with gender, and/or to express a fluid gender identity. As a term of self identification, it should not be imposed.

- ▶ **Heteronormativity:** As a term, it describes the processes through which social institutions and social policies reinforce the belief that human beings fall into two distinct sex/gender categories: Male/man and female/woman. This belief (or ideology) produces a correlative belief that those two sexes/genders exist in order to fulfill complementary roles, i.e., that all intimate relationships ought to exist only between males/men and females/women. Often used hand-in-hand with heterosexism, this term is the pervasive culture that ensures “normal” is seen as heterosexuality and cisgender culture, and any violation is deviant, strange, or unthinkable.
- ▶ **Intersex:** A group of medical diagnoses describing a person whose anatomy, physiology, and/or chromosome variation differs from cultural ideals of male and female in terms of external genitalia, internal genitalia, and/or hormone production levels. Intersex individuals are typically assigned as “male” or “female” at birth, and often undergo surgery on their genitals in infancy to force a more culturally acceptable gendered appearance. The intersex movement has challenged the ethics of infant genital surgeries that are not medically necessary, pointing out that many intersex people who undergo such surgery in infancy later report feeling a sense of loss of an essential aspect of themselves. About 2-4% of all births are intersex to some degree. This is sometimes not evident until puberty. For more information, see: <http://www.accordalliance.org/>
- ▶ **Masculine/Masculinity:** A social construct attached to being male and assigned traits such as dominant, competitive, powerful, assertive, and in control. **Hegemonic masculinity** fosters privilege for men who display masculine traits and discourages and punishes women who may exhibit masculine traits or men who are perceived as not masculine enough. **Toxic masculinity** refers to the damage and harm the social construct of masculine expectations has on both men and women (Hargreaves & Anderson, 2014).
- ▶ **Misogyny:** A term to refer to the hatred or dislike of women and/or girls.
- ▶ **Medical Transitioning:** The process of medically transitioning from one gender to the other through the use of hormone therapy and/or sex reassignment surgery. Most transgender people may complete their social transition and partial medical transition such as utilizing hormones to present or “pass” as the opposite gender. Only a small percentage of transgender individuals complete partial or full sex reassignment surgery.


- ▶ **Sexism:** The cultural, institutional, and individual beliefs and practices that privilege men, subordinate women, and denigrate values and practices associated with women.
- ▶ **Sex Reassignment Surgery (SRS):** Surgery to change the sex characteristics of one's body, including genitals and/or secondary sex characteristics. Common preference is to use "gender confirmation surgery," since there is no such thing as "one surgery" that changes a person's sex.
- ▶ **Social Transitioning:** The process of presenting oneself as the gender opposite of a person's assigned biological sex. This process involves non-medical changes in gender presentation and may include changes in hairstyle, dress, mannerisms, name, and outward projection of one's masculinity or femininity.
- ▶ **Trans*:** This abbreviation began as a way to be more inclusive/concise in reference to the myriad number of identities that could be referenced by using the term. The asterisk is used to imply that trans* encompasses transgender, transsexual, and other transitional identities such as genderqueer, gender non-conforming, non-binary gender, and many others.
- ▶ **Transgender:** A common umbrella term that may include cross-dressers, drag queens, drag kings, and other people who transgress the socially constructed confines of gender. As a term of self-identification, it should not be imposed on people. Nevertheless, we may use it descriptively to encompass anyone who falls under this broad definition, whether or not they would describe themselves this way.
- ▶ **Transman (or Transgender Man, or Transsexual Man):** A Female-to-Male (FtM) trans* person.
- ▶ **Transwoman (or Transgender Woman, or Transsexual Woman):** A Male-to-Female (MtF) trans* person.
- ▶ **Transgender Oppression:** The hegemony of gender expectations and roles based on a rigid binary of male (masculine) and female (feminine) that is limiting and oppressive to every- one, but especially to those who transgress gender norms. Further, U.S. cultural hegemony dictates that the gender/sex binary is "natural" and any other genders outside the categories of man and woman do not exist (in some literatures referred to as genderism).

- ▶ **Transition:** The process of changing sex or gender, including but not limited to social (e.g., changing one's name, cross-living) and medical (e.g., hormones and/or surgery) actions.
- ▶ **Transsexual (TS):** A person who experiences an intense, persistent, and long-term feeling that their body and assigned sex are at odds with their gender identity. Such individuals often (but not always) desire to change their bodies to bring them into alignment with their gender identities. This term comes from the medical establishment, and many people do not identify with it for that reason. As a term of self-identification, it should not be imposed on people.
- ▶ **Two-Spirit:** Describes any of the many mixed gender roles found traditionally among many American Indian and Canadian First Nations indigenous groups. The term usually implies a masculine spirit and a feminine spirit living in the same body and was coined by contemporary gay, lesbian, bisexual, and transgender Native Americans to describe themselves and the traditional roles they are reclaiming (source: Wikipedia).
- ▶ **Ze/Hir:** “Ze” and “Hir” are pronouns, like he, she, him, her, his, and hers. English speakers have been experimenting with newly coined non-gendered pronouns for about 200 years. Such pronouns have been used in trans* communities for at least 15 years. There are several sets in use, of which ze/hir seems to be the most popular. For more information on non-gendered pronouns in English, check out the Wikipedia entry.

Appropriate Identifier Language

- **Woman/Girl** and **Man/Boy** refer to gender identity. These terms are utilized when speaking, referencing, or gathering information needed related to gender as defined within a binary system of gender. You can also include choices such as **trans man, trans woman, gender non-conforming, or queer**.
- **Male, female, and intersex** refer to a person's biological sex. The terms male and female specifically relate to a person's genitalia and are medical terms. Individuals that are born with genitalia from both sexes may be noted as X until a person reaches an age to chose their biological sex.

- **Trans Man/Boy:** A trans man/boy is a person who has socially and/or medically transitioned from female to male and presents as a boy or man.
- **Trans Woman/Girl:** A trans woman is a person who has socially and/or medically transitioned from male to female and presents as a girl or woman.
- **Queer:** An umbrella identity term taken by people who do not conform to heterosexual and/or gender binary norms; a reclaimed derogatory slur taken as a political term to unite people who are marginalized because of their non-conformity by dominant gender identities and/or heterosexuality. Other terms may include **Gender Fluid** or **Gender Non-Conforming**.
- **He/His/Him, She/Her/Hers, and Ze/Hir** are pronouns used in reference to someone's gender identity. These pronouns are not based on a person's biological sex but rather, are used in accordance with how each person self-identifies (their gender identity).

 Sources utilized for Gender and Gender Identity Spoke Terminology: NCAA. (2012). Champions of Respect — Inclusion of LGBTQ Student-Athletes and Staff in NCAA Programs. and NCAA. (2013) LGBTQ Inclusion Resource Guide. 2013. NCAA Inclusion Office. Co-authors, Pat Griffin & Hudson Taylor.

Level II: Inclusion

Now that you have a broader awareness around the social identities (spokes) related to gender and gender identity, you are ready to engage in conversations and review policies and practices related to gender inequity, gender bias, and inclusive practices related to various gender identities.

As a starting point, ask yourself the following questions:

1. Why might you be asking a person to provide their gender and/or sex (biological sex assigned at birth)?
2. Is this information truly necessary?

3. If you truly need to know a person's gender identity for program needs, are you using inclusive language to request gender identity and do response options include:
 - a. woman/girl
 - b. man/boy
 - c. trans woman/girl
 - d. trans man/boy
 - e. gender non-conforming or queer
 - f. other
4. Do you avoid asking for sex (biological sex) of male or female unless you absolutely need this information for medical forms?
5. Do you have training and very clear expectations and policies around confidentiality related to the collection, use, storage, and disposal of forms and data collected that have personal and privileged information and the importance of protecting a person's confidential information on their biological sex and gender identity?

Additional questions which may be helpful in working towards inclusion for everyone, regardless of gender and gender identity can include:

Policies and practices related participation:

1. Does your campus recreation facility set aside priority open recreation court time for students who may not be as competitive or for groups that want to play, for example basketball (or any other team spots), who may want to avoid feeling dominated or intimidated by competitive players, or to try and avoid experiencing sexist comments?
2. Do you actively promote and recruit for your programs with visual images and marketing that speaks to all genders?

Policies related to clothing attire:

1. Do you allow for employees to choose their own type of staff apparel (types of apparel refers to, for example, shirts labeled as a "women's

cut” or a “men’s cut”) based on what people want, rather than choosing for them?

2. Do you intentionally provide clothing for different body sizes and gender expression and provide non-judgemental ways for everyone to request and/or choose their own preferred style or cut of clothing?
3. Does your campus recreation department have attire policies for what people can wear while working out, and do those policies inadvertently have gendered implications or undertones that create a sense of inequity or feelings of exclusion? Examples might include the type of attire permitted in the pool, policies around men wearing or not wearing a shirt while playing basketball, rock climbing or working out, and how much a person’s back or mid-rif must be covered?

Other policies and practices:

1. Do you have sexual harassment and sex discrimination prevention policies, including clearly identifying the actions that will be taken if policies are violated, in place? Does your campus recreation department consistently and appropriately take action when a violation occurs?
2. Does your campus recreation department offer training on gender bias, including dismantling the myths and societal expectation of how various genders are supposed to show up and behave? For example, does your department discuss masculinity and the pressures society places on men to demonstrate their masculinity, or the role of strong women, especially women supervisors, who tend to be perceived as “bossy” or “emotional” while men are perceived as “leaders” and “passionate”?
3. Do you discuss issues related to club sports alumni groups, and the inequities that exist when a men’s team is able to fundraise and acquire donations far beyond most women’s teams, primarily due to pay inequities that enable men to make more income, and therefore positioning them to give more financial support? Do you have practices that might shift a percentage of donations to men’s teams to a general fund that could be available for women's teams, or practices within the campus recreation department that would proportionally allocate more

financial resources to women's teams to help offset the inequities? Remember, as discussed in Part One of this resource guide, equal and equitable are not the same thing, and administrators may have to create practices that are different for men or women to create equity.

Level III: Advocacy

There are many ways you and your department can advocate for the inclusion of all people, regardless of gender and gender identity. As is similar with advocating for the inclusion of all social identities, mandatory staff training and education, examination of policies, and inviting experts on your campus, as well as your students from various identity groups, into the conversation is a starting point. Below are some resources and examples of campus recreation programs that may be useful as you continue exploring the gender and gender identity spokes.

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Sexual Orientation Identity Spoke

D **O YOU RECALL YOUR FIRST CRUSH** or an infatuation you might have had towards someone you knew, an actor or actress, a famous musician, or that secret crush you had on someone at your school or church? Or maybe you can recall that moment you fell in love with your spouse and knew they were the one? Or are you someone who has not really had a crush or been attracted to someone in a sexual or romantic way or has not had an interest or desire to be intimate with another person? Our sexual orientation describes our attraction towards others in a sexual or erotic way, which presents as a pattern over time. These internal attractions relate to our desires, fantasies, and our interest and capacity to develop an intimate, emotional, and sexual relationship with another person.

Similar to gender and gender identity, sexual orientation is multifaceted, and does not always fit in the societal construct held by the dominant group, which believes that a person's attraction only occurs (or should only occur) towards another person who is of the opposite sex or gender. A person is attracted to others based on an internal response, a response that you do not have control over; it is innately part of who you are and resides deep down inside you. It is a part of your identity.

It is important to understand sexual orientation within collegiate recreation for many reasons—first and foremost, so that we are creating welcoming spaces that serve all of our students. The societal constructs or expectations of the dominant group can create barriers, isolation, and perpetuate behaviors that are detrimental to others. This is true for every identity and as collegiate recreation professionals, we can and do create policies and practices that perpetuate inequities and cause harm and we create policies and practices that reduce or eliminate harmful practices and create great equity and access for everyone.

There are many examples of situations that may exist in campus recreation that perpetuate and reinforce that sexual attraction only exists with members of the opposite sex. Imagine a dance class being offered by campus recreation that focuses on a form of dance typically performed with two people, and usually by a man and woman. The promotional materials show a man and woman dancing and while unsure if they would be welcome, two students, who happen to be gay men decide to enroll in the class together. The dance instructor continually tells all the men to place their arm here, and all the ladies or women, you're going to do this. How inclusive and welcoming is that experience to the two gay men who enrolled together in the class? The instructor has people mix up and move around to different partners, but verbally tells everyone to find a dance partner who is opposite gender from themselves so they can learn their dance role.

Other issues that manifest in our campus recreation programs for lesbian, gay, bisexual, transgender, and queer (LGBTQ) program participants and campus recreation staff can have significant impacts on mental health, performance, and overall wellbeing. Adapted from the NCAA publication, *Champions of Respect* (2012), the following list of issues addresses other reasons why sexual orientation is an important identity to understand in the context of collegiate recreation and sports.

Program participants in campus recreation, as well as student employees and professional staff, who are LGBTQ:

- Experience discrimination because they may not be hired, not be elected as a club team officer, be passed over for a promotion, or be fired because of perceptions about their sexual orientation.
- Are shunned by co-workers or teammates because of perceptions about their sexual orientation and experience avoidance and isolation because of straight people's fear of association: People will think I am gay if I speak out against homophobia and biphobia or befriend someone who is LGBTQ.
- Experience harassment from other students or staff, which could include, but is not limited to, social media, graffiti, and destruction of property.

- Hide or mask details about their personal lives out of fear that it might negatively affect their employment, ability to receive a promotion, or relationships with other colleagues and peers in campus recreation.
- Change, adjust, or avoid interactions with others out of fear of discrimination or misperception.
- May alter their appearance (hairstyles, clothing, use of makeup) to deflect assumptions about their sexual orientation or gender identity.
- May be told by a club sport officer, coach, or a supervisor that same-sex relationships are forbidden or be subjected to negative religious beliefs about homosexuality.
- Experience inappropriate language, taunts, and anti-gay or sexist remarks.
- Are avoided because of stereotypical assumptions that they will make a pass at someone or engage in inappropriate behavior.
- Leave their employment or stop participating in programs because of pressures to hide, discrimination, harassment, or verbal abuse.
- Receive little or no support to address homophobia because they are perceived to no longer be a problem.
- Experience Anti-LGBTQ actions and language, which are accepted as commonplace and a longtime part of the sports and recreation culture, particularly in outdoor programs, sports competition, in the locker room, and in social environments.
- Experience assumptions that if you are a male athlete, you cannot be gay or bisexual, and if you are a female athlete, you might be a lesbian.
- Assume that it is dangerous to come out to coworkers, teammates, coaches, supervisors, or subordinate staff because they would not accept or support them.
- Experience people in positions of power or influence using anti-gay or female slurs to motivate and encourage others, especially in male team sports or group settings.

- Discomfort with straight colleagues or other students who are uncomfortable with people who are LGBTQ, especially in the locker room and hotel room

These fears prevent LGBTQ staff and participants from showing up at their best, which impacts performance and wellbeing, both at work and in recreation and sports activities. In Level I, key terminology is presented to help acquire a better understanding of language and concepts related to sexual orientation.

Level I: Inclusion

Terminology

- ▶ **Asexual:** An individual who indicates a lack of sexual attraction, the lack of interest in and desire for sex, and/or the lack of a sexual orientation. Asexuals, while typically lacking in sexual desire, may engage in emotional, intimate, and/or romantic relationships. Each asexual person experiences things like relationships, attraction, and arousal somewhat differently. People with this identity sometimes use “ace” or “ace/sexual.”
- ▶ **Ally:** Someone who recognizes, understands, and confronts heterosexism, homophobia, biphobia, and transphobia. Allyship is a continuous process that requires heterosexual and cisgender people to understand the dynamics of privilege through self-awareness and self-exploration. Allies are concerned for the well-being of lesbian, gay, bisexual, trans*, ace/sexual, intersex, and queer people; and have a belief that heterosexism, homophobia, biphobia, transphobia, and trans oppression (or genderism) are social justice issues.
- ▶ **Bisexual:** An adjective used to describe people whose enduring physical, sexual, romantic, and/or affectional attraction is to both men and women. Bisexual identity does not require a history or current activity that includes sexual experiences with men and women.
- ▶ **Coming Out:** Coming out is a process of understanding, accepting, and valuing one’s sexual or gender identity. Coming out includes both exploring and sharing one’s identity, and it is a very personal process that happens in various ways and occurs at different ages for different people. Coming out is a

continuous, sometimes lifelong process. Coming out is a personal decision and should not be imposed on people.

- ▶ **Gay:** An adjective used to describe people whose enduring physical, sexual, romantic, and/ or affectional attractions are to people of the same sex, sometimes used specifically to refer to gay men.
- ▶ **Heterosexism:** The cultural, institutional, and individual beliefs and practices that assume that heterosexuality is the only natural, normal, and acceptable sexual orientation.
- ▶ **Heterosexual:** An adjective used to describe people whose enduring physical, sexual, romantic, and/or emotional attraction is to people of the “opposite” sex.
- ▶ **Homosexual:** An outdated clinical term considered derogatory and offensive by many gay and lesbian people. See the GLAAD Media Reference Guide, www.glaad.org/reference. Gay and/or lesbian accurately describe those who are attracted to people of the same sex.
- ▶ **Lesbian:** An adjective used to describe women whose enduring physical, sexual, romantic, and/or affectional attraction is to other women.
- ▶ **LGBT:** A common abbreviation and moniker used to refer to people who are lesbian, gay, bisexual, or transgender.
- ▶ **Pansexual/Pansexuality:** A sexual orientation characterized by enduring physical, sexual, romantic, and/or affectional attraction toward people without regard for their gender identity or biological sex. Pansexuality encompasses all kinds of sexuality; it is not limited or inhibited in sexual choice with regards to gender or practice.
- ▶ **Passing:** Successfully (convincingly) presenting one’s gender identity or sexual orientation as “straight” or non-LGBT if the person does not want to be out or and for the transgender community, passing also refers to a person who successfully presents themselves as the gender they identify that is opposite of their biological or assigned sex. It may be intentional or unintentional.

In trans* communities, passing is a contentious term and has different meanings for different people. For example, many trans* people do not feel that they are presenting as anything but themselves, whereas “passing” seems to imply that they are fooling people or hiding something. In addition, some

trans* people do not desire to “pass” as non-trans, but rather to be respected for their identity and expression, even though people know that their identity or expression is different from the one typically associated with their sex. In LGB communities, some people use the phrase “straight acting” or “passing as straight” to refer to how they are not targeted for a non-heterosexual sexual orientation. There is also tension about value given to those who try to or can “pass” as heterosexual.

- ▶ **Phobia:** Negative attitudes, thoughts, feelings, perceptions, and/or fears about an identity or situation. In the context of this workshop, it can often be found in terms such as homophobia, biphobia, and transphobia.
- ▶ **Polyamory:** The practice, desire, or acceptance of having more than one intimate relationship at a time with the knowledge and consent of everyone involved.
- ▶ **Queer:** An umbrella identity term taken by people who do not conform to heterosexual and/or gender binary norms; a reclaimed derogatory slur taken as a political term to unite people who are marginalized because of their non-conformity to dominant gender identities and/or heterosexuality.
- ▶ **Sexual Orientation:** An enduring pattern of attraction that determines the focus of our sexual/erotic drives, desires, and fantasies, and the inclination or capacity to develop intimate, emotional, and sexual relationships with other people. Sexual orientation is usually quantified in terms of gender—both an individual’s own gender and the gender(s) of the people to whom that person is attracted and/or with whom they engage in intimate relationships and/or sexual behavior.
- ▶ **Sexuality:** This term is broader than sexual orientation because it encompasses not just a pattern of attraction, drives, desires, thoughts, feelings, etc., but our broader sexual experiences, which can include variations not limited to partner choice. Adapted from the Encyclopedia of Psychology.

LGBT terminology adapted from Griffin, P. & Taylor, H. (2012, 2013).

Level II: Inclusion

Inclusion of all campus recreation program participants, student employees, and professional staff begins with training and assessment of your campus recreation department. While it is important to respect personal beliefs, religion, or cultural upbringing, it is equally important to acknowledge, respect, and embrace LGBTQ participants and staff within your campus recreation department.

An excellent resource for assessing how inclusive your campus recreation department may be is through utilizing the Campus Pride LGBT Sports Index (<https://www.campusprideindex.org/sports/index>). This tool allows you to assess a wide variety of areas related to the administration and operation of your programs and facilities and how inclusive your practices might be for the LGBTQ community. The questions on the sports index were developed in consultation with members of NIRSA, the NCAA, and national experts in the field of LGBTQ inclusion within sports and recreation.

Another excellent tool for assessing your program is the LGBT SportSafe Inclusion Program (<https://lgbsportsafe.com/>), which provide resources and consulting from experts working specifically with athletes, athletic programs, and campus recreation departments on developing training and assessing your program.

Engaging LGBTQ students and staff from your campus recreation department in conversations, assisting with assessments, and developing training are some keys areas in which you can be more inclusive. Collaborations and specialized programs for the LGBTQ community, like self-defense programs, custom group trips, and LGBTQ dance classes, are just a few ways in which you can build relationships and involve LGBTQ students in your programs.

Level III: Advocacy

Advocacy comes from setting clear expectations and establishing a culture that fully embraces LGBTQ professional staff, student employees, and program participants. Leading and supporting expectations that your campus recreation department will evaluate and assess its policies, practices, and programs;

develop and implement any necessary changes; and invest in developing and requiring staff to attend trainings are immediate steps your department can take to advocate for inclusion of LGBTQ people within campus recreation. Advocacy also includes expecting and demanding that all campus recreation spaces be safe and brave spaces and that the culture within the department will not tolerate anti-LGBTQ behavior.

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Socioeconomic Status and Class Spoke

SOCIOECONOMIC CLASS STATUS IS A DIFFICULT CONCEPT TO GRASP because it is rarely discussed on college campuses and therefore classism can be implicitly acted out through policies, language, and practices.

Socioeconomic class goes beyond income and wealth; poor and working class students can be hidden in plain sight because of class invisibility.

Class and classism are not widely understood by higher education, so raising a class conversation is important for all departments, including campus recreation. Class disparities and classism can keep people from participating in campus recreation program because of economic barriers, which can be compounded by the intersection of other identities such as race, culture, ability, and gender identity. Your identity, and where you are within an identity, particularly if your identity is not part of the dominant group identity, can be more profoundly impacted by financial resources, class, and socio-economic status. For example, if a student has the same financial resources as another student, but has greater needs and expenses because of their identity (such as medical expenses related to a disability), their needs, based solely on their identity, utilizes more of their available financial resources and create additional barriers that can prevent a student from utilizing your campus recreation programs and services.

There are certain identities that have historically struggled with upward mobility, solely because of their identity, and these identities may be assigned based on societal constructs. It is incredibly difficult, if not impossible, to change certain aspects of your identity; individuals struggle not because of their identity but because of societal constructs, bias, discrimination, power, and dominant groups' actions and behaviors that have been targeted or placed on people with certain identities, all of which can have profound negative impacts.

From a socioeconomic perspective, some students struggle with financial resources to access certain programs or services in campus recreation, but they also may struggle with acquiring the appropriate equipment and attire needed—or perceived to be needed—to participate in certain programs or activities. Collegiate recreation programs vary from campus to campus, but certain programs, such as club sports, marina water sports, archery, tennis, golf, and outdoor programs have often been cost prohibitive or have certain class privileges associated with them. Students from a lower socioeconomic status may not have the financial resources to participate, and those perceived to be from a lower class may not feel welcome and may not have the capital to feel confident and comfortable navigating the activity or interacting with the group for guidance to learn and become better at the activity. This lack of confidence may stem from the fear of being humiliated or mocked by members with class privilege about the unwritten rules, expectations, dress, behavior, mannerisms, etc. associated with different class experiences.

Compounding the personal struggles a student may have accessing campus recreation programs and services, campus recreation departments continue to face pressure to generate revenue. Many campus recreation departments receive little to no funding from the institution or the state and must manage their entire budget from mandatory student registration fees, donations, membership sales, and fee-for-service programs. This added pressure creates issues of who has access to your recreation programs.

To further understand the concepts around class, classism, capital, and socioeconomic status, the next section will broaden your awareness by introducing you to terms and concepts related to this identity area. As you acquire a greater awareness, you can explore further how issues of class, classism, and access based on financial resource and capital impact the inclusiveness of collegiate recreation.

Level I: Awareness

Similar to the previous identity spokes presented in this guide, we will start with Level I and the foundation of terms.

Terminology

- ▶ **Classism:** The systematic assignment of characteristics of worth and ability based on social class. It includes individual attitudes and behaviors; systems of policies and practices that are set up to benefit the upper classes at the expense of the lower classes, resulting in drastic income and wealth inequality; the rationale that supports these systems and this unequal valuing; and the culture that perpetuates them. It includes the systematic oppression of subordinated groups (people without endowed or acquired economic power, social influence, and privilege) by the dominant groups (those who have access to control of the necessary resources by which other people make their living).

Classism is held in place by a system of beliefs and cultural attitudes that ranks people according to economic status, family lineage, job status, level of education, and other divisions.

- Middle-class and higher-class people (dominant group members) are seen as smarter and more articulate than working-class and poor people (subordinated groups). In this way, dominant group members (middle-class and wealthy people) define for everyone else what is "normal" or "acceptable" in the class hierarchy.
 - People who are poor/working class sometimes internalize the dominant society's beliefs and attitudes toward them, and play them out against themselves and others of their class.
- ▶ **Internalized Classism:** The acceptance and justification of classism by working class and poor people. Examples include: feelings of inferiority to higher-class people; disdain or shame about traditional patterns of class in one's family and a denial of heritage; feelings of superiority to people lower on the class spectrum than oneself; hostility and blame towards other working-class or poor people; and beliefs that classist institutions are fair.
- ▶ **Class Privilege:** Outcomes of the many tangible or intangible unearned advantages of "higher" class status, such as personal contacts with employers, good childhood health care, inherited money, speaking the same dialect and accent as people with institutional power.
- ▶ **Class Ally:** A person from the more privileged classes whose attitudes and behaviors are anti-classist, who is committed to increasing his or her own

understanding of the issues related to classism, and is actively working towards eliminating classism on many levels.

- ▶ **Capitalism:** A type of economic system based on private ownership of the means of production (agriculture, industry and technology) in which owners' profits are derived from the labor of people who receive fixed wages (rather than a share of profits), and economic growth is driven by competition in a marketplace that is presumed to be fair.
- ▶ **Class:** The “relative social ranking based on income, wealth, education, status, and power” (Leondar-Wright & Yeskel, 2007, p. 314).
- ▶ **Class culture:** The norms, values, and ways of life shared by people with a similar class position. Class cultures develop in response to economic realities, as well as other dimensions of experience, and can be thought of as those aspects of culture that help people to survive, thrive, and make sense of their roles in the economic system (Shlasko & Kramer, 2011), whether or not people are consciously aware of that elements of their culture serve that purpose for them.
- ▶ **Class location:** One's position and role in the economy and as a member of a social class group.
- ▶ **Class privilege:** Unearned advantages and resources accorded to some groups of people and not others (often at the expense of others) based on relative class ranking.
- ▶ **Class status:** The degree of prestige attributed to one's position (Leondar-Wright & Yeskel, 2007) or to a particular cultural marker by people and institutions with power.
- ▶ **Cultural capital** (Bourdieu, 1986): The non-material resources such as the knowledge, language, style, way of life, and self-presentation that act as personal markers of class, and influence economic opportunity as well as quality of life (Horvat, 2001; Swartz, 1997). Class culture becomes cultural capital to the extent that someone's knowledge, familiarity, and comfort with a given culture affords them access to material advantages.
- ▶ **Economic Capital:** Tangible material resources (income and wealth).
- ▶ **Income:** The periodic inflow of resources, whether from investments, salary, hourly wages, government benefits, or any other source.

- ▶ **Myth of meritocracy:** The popular belief that hard work and talent will always be rewarded by upward economic and social mobility, and that individuals' successes and failures reflect their merit or lack of merit.
- ▶ **Power:** The ability to implement decisions that impact one's own life and the lives of others. It is often useful to distinguish between power over others (the ability to make decisions that affect their lives without consent) and power with others (the ability to collectively implement decisions that impact the lives of many people).
- ▶ **Social capital:** The social networks one is part of and to which one has ready access, insofar as they have the potential to translate into material resources.
- ▶ **Wealth:** Consists of what one owns (money, cars, stocks or securities, real estate) minus what one owes (credit card or school debt, home mortgages).

Sources utilized for the Socioeconomic Status identity spoke include: Teaching for Diversity and Social Justice Sourcebook by Adams & Bell (2016) and definitions from the organization Class Action's website at <https://classism.org/class-definitions/>.

Level II: Inclusion

Levels II will focus less on examples and more on probing questions and ideas, as it is difficult to find examples of departments and campuses who are providing good examples of how to engage conversations about class and socioeconomic status and the differing impacts they both have on participants in campus recreation.

Guiding questions around inclusion-related class and socioeconomic status within collegiate recreation:

1. Does your campus recreation program offer sliding scale fees or scholarships for students in need, or do you partner with other offices on campus to provide vouchers or discount coupons to students in need?

2. Does your campus recreation department work with student groups, other departments, or apparel sponsors to determine student needs and help acquire sporting equipment or apparel for students in need?
3. Are your professional staff in campus recreation aware of issues around food insecurity and the impact nutrition and lack of access to healthy food is having on your students and how food issues can manifest in campus recreation around exercise, blood sugar levels, and behavior?
4. Has your campus recreation department ever considered developing a peer mentor program to empower students to help other students develop capital to counter barriers and issues of class and classism within recreation and sports programs?
5. Are there opportunities within your campus recreation department to
 - a. bring campus recreation programs outside of the recreation center to student groups in spaces they feel most comfortable to begin participating in certain activities, learn about programs offered, and discover resources available to help them access the recreation center?
 - b. develop education material around the hype related to expensive apparel and significantly less expensive, and sometimes better, alternatives that are available to students?

Level III: Advocacy

Advocacy is needed to examine policies and practices within campus recreation, the demands for departments to generate revenues and the impacts this has on students' ability to participate, and the experiences students have had based on class and classism. This section will continue with guiding questions related to advocacy opportunities for students around the identity of class, classism, and socioeconomic status.

1. Does your campus recreation department have intentional conversations with campus leaders on the value of campus recreation and the importance of including students who are impacted by the rising pressure to raise fees?

2. Is there an opportunity to educate and develop students to become fitness instructors or coaches to lead other students who are active in their campus network or group?
3. Can your campus recreation department develop systems or resources to provide petty cash or cash advances to students traveling with club sports or heading out to explore and scout new outdoor trip locations to lessen the burden of having to pay out of pocket and wait to be reimbursed?
4. Does your campus recreation department offer scholarships or financial assistance for students in financial need when it comes to obtaining certain certifications that are typically prerequisites for employment? As an example, if a student needs to attend a fitness training program or acquire an outdoor certification to work, and cost is the only barrier, are there resources to help advance such a student, knowing they may bring different class experiences (or race or ability level) than historically have been present amongst the staff in a particular area within campus recreation?

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Ability Spoke

SO OFTEN CONVERSATIONS ABOUT INCLUSION center around race, class, and gender, completely bypassing issues of ability. The identity of ability—and its corresponding oppression, ableism—has to be understood on our colleges and universities because the work we do as campus recreation professionals has so much to do with ability status and who is, or is not, included. It is imperative that recreation sports professionals and departments understand and discuss ability because differing abilities—including cognitive, emotional, and physical—must be served by departments completely in order to for services to really be considered inclusive. What does that mean? It means that each person, no matter their physical, emotional, mental, or cognitive needs and/or abilities, should be able to take part in programming, use equipment, and find a place of welcome in the recreational sports facility on your campus.

Level I: Awareness

To develop an ability-inclusive facility and programming, departments and professionals must first look at the way that disability has been constructed in society and for you personally.

1. What are your personal perceptions of people with disabilities?
2. What are your department's perceptions of people with disabilities?
3. Do you and your department have the belief that people with disabilities can be athletes and that their wellbeing matters?

Throughout history in the United States, people with physical, cognitive, emotional, and mental disabilities have been seen as having the problem, and that has often spilled into how colleges and universities provide services.

Programming has often been designed in a way that people with disabilities were an afterthought; as an example, programs are often only adjusted once an office or program learns that someone with a differing need than what has been normalized will attend.

There is another way to develop programming and practices in your department. All across North America there are institutions proving the importance of truly creating intentional spaces that are inclusive. One of the first ways to transform the programming that you do to serve people with disabilities is to change your construction of disability.

Susan Wendell (1996), in her chapter entitled *The Social Construction of Disability* says, “I see disability as socially constructed in ways ranging from social conditions that straightforwardly create illnesses, injuries, and poor physical functioning, to subtle cultural factors that determine standards of normality and exclude those who do not meet them from full participation in their societies” (p. 58). Though collegiate recreation can not tackle all of the ways that disability has been constructed, it has the ability to confront the “cultural factors” of the construction of disability by creating accessible and inclusive programs, having a fully accessible facility, and continuing to educate its staff, participants, and users about disabilities and the reality of having differing needs. Your campus recreation department can do training around ableist language and assessments to determine if this is present in practice and policy. Organizations can examine its current programs and facility to see in what ways are they still lacking in inclusivity and accessibility for people with cognitive, emotional, and physical disabilities. Have you looked into creating a Unified Sports program for your campus? Or have you included training for all staff on disability awareness? Continue exploring this identity to learn more about helping your staff, programming, and facility to be as accessible as possible.

This section is designed to offer a foundation of terms, examples of organizations and campuses who are providing good examples of how to engage conversations about the differing abilities of participants in campus recreation, and lastly, offer a few thoughts about policies and practices departments may consider when beginning and continuing to think about ability as it applies to campus recreation, as well as resources they can access to help deepen their awareness.

Terminology

To assist you in continuing conversations on ability, identity, and ableism as they impact campus recreation, it is helpful for individuals to have similar definitions and terminology that can be used in the conversation. Take some time with your department's professional and student staff to discuss the meanings of each of these words and how they might manifest in the day-to-day work of campus recreation.

Note: There are numerous resources that offer information about types of disabilities and the needs that might be associated with each disability. Please refer to the references section for that information. Additionally, there are presentations available in the EDI Community of Practice (<https://nirsa.net/nirsa/communities-of-practice/>) on the NIRSA website that address inclusive language. The words below are meant to offer foundational knowledge specific to how ability might show up in collegiate recreation.

- ▶ **ADA:** The Americans with Disabilities Act sets forth legislation to protect and advance access and services for individuals with a disability. Title II specifically prohibits discrimination by state and local government agencies. Title II covers all public agencies regardless of whether they receive federal assistance. The title guarantees access to all programs, services, and activities provided by a public agency, including public education, employment, recreation, health care, social services, courts, voting, and town meetings. State and local government-funded colleges, universities, and other post-secondary educational programs must not discriminate under Title II. In addition, architectural standards must be followed for new construction. Alteration of existing buildings or relocation of services are required, as well as reasonable modifications to policies and procedures to provide access to programs and services, except as those that would result in undue financial and administrative burdens. Title II also covers public transportation systems which are required to be made accessible to all people with disabilities.

Under Title III of the ADA, private programs, such as private recreation centers and camps, that own or lease to operate a program, service, or facilities that are open for commerce with the public, must also comply with the ADA and may not discriminate against individuals with a disability.

ADA/504 Compliant

- Requires that newly constructed and altered state and local government facilities, places of public accommodation, and commercial facilities be readily accessible to, and usable by, individuals with disabilities.
- Remove architectural, structural, and communication barriers in existing facilities where readily achievable (examples may include grab bar installation, moving furniture, and large print materials).
- Provide readily achievable alternatives when barrier removal is not possible.
- Make reasonable modifications (see **reasonable accommodation**) in policies, practices, and procedures that deny equal access, unless fundamental alteration would result.
- Furnish auxiliary aids when necessary for effective communication, unless undue burden or fundamental alteration would result.

Under the ADA, you are **not** required to provide personal devices (wheelchairs); or individually prescribed devices (prescription glasses, hearing aids); or services of personal nature including assistance in eating, toileting, or dressing. This section was compiled with information from the ADA.gov website.

- ▶ **Adaptive Experience:** An opportunity for someone who does not have a certain disability or limitation to temporarily experience or participate in an activity or sport with a modification or device. Adaptive experiences are utilized for education, awareness, socialization, community building, and sensitivity training, and are an inclusive way to include people with and without a disability in the same program. An example would be incorporating basketball players with a physical disability who are chair users with players who do not have a disability, but all participants utilize wheelchairs and follow the wheelchair basketball rules.
- ▶ **Adaptive Equipment:** Refers to recreational (or other) pieces of equipment that have been designed or modified to allow an individual with a disability the ability to participate with greater independence. Individuals may also use an assisted device such as Braille dots, computer-assisted technology, hearing aids, a walking cane, or wheelchair to assist them while participating.

- ▶ **Adaptive Recreation:** A recreational activity that has been created or modified to allow someone with a disability the opportunity to participate through **integration** and **inclusion, adaptive programming** and **specialized programming** (Austin, 2001). Integrated and inclusive recreation programs provide access for individuals with a disability to participate in already existing program and services alongside individuals who may not have a disability. An example of a **integrated** adaptive recreation experience could include providing a sign language interpreter for a student with a hearing impairment so they can fully participate in a group exercise class or welcoming a student who uses an assistive device, such a wheelchair, to participate in a dance class with that device. **Adaptive programming** refers to modifying an existing program, rules, or location, or utilizing modified or special equipment, to allow individuals with a disability the ability to participate alongside individuals that may not have a disability. An example of an adaptive program is offering wheelchair basketball where everyone utilizes a wheelchair even though everyone may need a wheelchair. A **specialized** adaptive recreation program or activity is designed specifically for an individual with a disability and the individual participates with other individuals who have a disability. A specialized program might be a ropes course program specifically for children with cancer who are amputees and need support and a brave space to participate.
- ▶ **Adaptive Sports:** A sport that has been modified to allow assistive equipment or rules modifications. There are some sports that have been modified in various ways and other sports that have been created specifically for individuals with a disability. Goalball is an example of a specialized sport created for individuals with a visual impairment or visual limitations.
- ▶ **Assistance:** Individuals with a disability may or may not need assistance. It is important to note that many people do not need assistance or they may only need very specific assistance. If you think a person may need assistance due to safety reasons, it is important to ask that person first if they need assistance and, if so, to ask specifically what kind of assistance they need. If they say they do not need assistance, you should allow them to continue on their own. If the situation is unsafe, you may ask the person to discontinue the activity and request a meeting to discuss the activity and begin the interactive process. Please note that providing assistance should only be done within your scope of

training and ability level. Assistance needs may be very simple, such as holding open a door, or may require very specialized training.

- ▶ **Assist vs Transfer:** Providing an assist to someone may be a reasonable accommodation in a collegiate recreation program. An assist refers to aiding or helping someone who who needs a some degree of assistance, such as an extra hand for balance or a chair brought to them to move from their wheelchair to a piece of workout equipment. A transfer refers to physically moving an individual from one surface to another and requires specialized training and possibly even specialized equipment. It is not a reasonable accommodation, nor should you expect a lifeguard to transfer a person who utilizes a wheelchair to the pool lift chair to then be lowered into the pool. It is, however, a reasonable accommodation to allow a lifeguard to provide a hand for balance as the person stands and moves to the chair on their own. It is also reasonable to allow a personal aid to accompany the individual who has the disability, at no additional cost for access to the program or facility, to provide a transfer or assist with daily personal care, which is beyond the scope of training and reasonableness to expect of your staff as set forth under the ADA.
- ▶ **Barriers:** Aspects of physical space, programmatic components, or attitudes that impact participation by people with disabilities. Schleien(1993) defines these three barriers to inclusive programming as follows:
 - **Architectural:** includes physical obstacles to inclusion such as access to buildings or outdoor facilities.
 - **Programmatic:** includes safety, not having qualified staff, and lack of programming options.
 - **Attitudinal:** includes negative social responses, unequal treatment or expectations, lack of acceptance, stigmas, and so on.

The impact from barriers can result in feelings of isolation, having to settle for less, depression, and physical inactivity (McClain et al., 2000). When we consider campus recreation's role in the community life of students, the impact of these results is profound!

- ▶ **Bodyism:** The act of creating a bias or prejudice, whether internally in your mind, or externally with actions or comments toward another person, based on the appearance of that person's body.

- ▶ **Chair User:** A chair user is a person who utilizes a wheelchair some or all of the time to assist with mobility. People that use wheelchairs are not bound to them any more than able-bodied or ambulatory people are shoe-bound. Some wheelchair users can walk for short periods or stand to transfer to a car, bed, or chair.
- ▶ **First-Person/ People-First Terminology:** Person-first/People-first language recognizes that someone is a person, a human being, and a citizen first and that the disability is a part, but not all, of them. Person-first/People-first language shifts the perceived and subconscious dehumanization that has historically occurred when discussing people with disabilities (Peers, D., Spencer-Cavaliere, N., & Eales, L., 2014). The practice is to replace terms such as "disabled people" with "people with disabilities," "deaf people" with "people who have hearing impairments" or "individuals who have a hearing impairment," and "wheelchair user" or "wheelchair bound person" with "a person who uses a chair for mobility" etc., thus emphasizing that they are people first (hence the concept's name) and have a disability second. Further, the concept favors the use of "having" rather than "being" (e.g. "she has a learning disability" instead of "she is learning-disabled").
- ▶ **Interactive Process:** The interactive process is when a staff member meets one or more times with an individual with a disability who is requesting an accommodation. The interactive process is designed to allow the individual with a disability time to communicate to staff the specific details of their accommodation request and to allow the staff to ask questions to ensure they clearly understand the request and the person's needs prior to determining if an accommodation can be made. On occasion, a parent or aid may be the person requesting an accommodation on behalf of someone with a disability. It is important to include the person with the disability in the process and to communicate directly to the individual who has the disability whenever possible. It is also important that you meet the individual with the disability prior to making a decision regarding the request.
- ▶ **Intake Assessment:** The intake assessment is part of the interactive process and allows you to gather details on the ability levels of an individual requesting an accommodation and their limitations (Hoffman, 2011). The intake assessment can be prompted by the individual with the disability requesting an accommodation or assistance, as well as by the department, if the staff

observe a person with a disability or limitation potentially getting into an unsafe situation.

If you observe a person with a disability or limitation potentially getting into an unsafe situation, it is important to them first how they are doing, introduce yourself, and ask them would like any assistance. If they are able to adapt a piece of equipment or utilize the equipment in a different way than intended, but it still appears to be reasonably safe, the individual should be allowed to continue their activity. It is very important that you check your own biases and make sure you are not just uncomfortable or overly concerned because you see something that looks different from what you usually see or expect. If you are still concerned for their safety, you may let the person know you'd like to speak with them. Ask the person if you may speak with them where you are or if they'd prefer to move towards a private space. You can let the person know that you had observed them and, as a staff member, you are concerned about their safety. You can inform the person that you want to assist them in participating safely and ask them if they would be ok with you assisting them or offering a modification right away. It is very important to gain verbal permission so that you both feel comfortable with the modification and the modification is within your scope of experience. If it is not, request a separate meeting to begin the interactive process and intake assessment.

The information collected should be documented, and if you do not have a qualified person on your staff team, such as a Certified Therapeutic Recreation Specialist (CTRS) who is formally trained to conduct an intake assessment, it may be helpful to include someone from your disability support services office or a CTRS from the surrounding community.

- ▶ **Isolation:** The feeling of isolation occurs when an individual with a disability can not access a physical space or activity due to barriers. These feelings also occur when a person with a disability is socially isolated or segregated from others. Feelings of isolation can be minimized with inclusive programs and practices and by eliminating barriers (World Health Organization, 2011).
- ▶ **Limitations:** Limitations may exist for individuals with a disability as well as with staff and the facility. The focus should always be on a person's abilities—and what staff and the facility can do—rather than on limitation of what cannot be done. It is necessary, however, to understand the limitations a

person might have to ensure you can provide a reasonable accommodation and/or that the individual can safely participate. It is reasonable to request a meeting and utilize the interactive process and intake assessment to determine if a person can safely participate on their own or if they need a reasonable accommodation.

- ▶ **Personal Attendant/Aide:** A personal attendant/aide is a person who is specially trained to assist a person with a disability in day-to-day functions, personal care needs, and personal tasks (Hoffman, 2011). A personal attendant/aide can provide direct support to a person with a disability; however a personal attendant/aide still needs to follow your policies. You can flex the rules as part of a reasonable accommodation, but you may need to provide parameters of what can be accommodated in the facility or program. As an example, an aide can provide a transfer for someone with a disability into the pool, but the lifeguard can communicate that the chair lift is available if they'd like to use it, and the lifeguard should be the one to operate the chair lift once the aide has completed the transfer. Another example is that an aide can assist a person with getting on a climbing harness and helmet, but they would not be permitted to belay that person on a climbing wall, as that requires specific skills and training of the climbing staff. It is reasonable to not charge an aide for access to the facility or program if they are providing necessary services to an individual with a disability.
- ▶ **Prosthetic:** A prosthetic is an artificial body part, which can be external or internal to a person's body. Individuals may participate with or without the use of their prosthetic (World Health Organization, 2011). The use of a prosthetic is decided upon by the individual who uses the prosthetic; however, if there is a safety issue, you may need to discuss your concerns with that individual. An example might be if a person is climbing with a prosthetic. It is okay to have a conversation with that person regarding any limitations or safety issues they might encounter while participating and to ask them if there there is anything you should know if you need to assist them.
- ▶ **Reasonable Accommodation:** Under ADA regulations, you are required to provide a reasonable accommodation to a qualifying individual with a disability. A reasonable accommodations can include changes to

- Remove architectural, structural, and communication barriers in existing facilities where readily achievable (examples may include grab bar installation, moving furniture, and large print materials).
- Provide readily achievable alternatives when barrier removal is not possible.
- Make reasonable modifications in policies, practices, and procedures that deny equal access, unless fundamental alteration would result.
- Furnish auxiliary aids when necessary for effective communication, unless undue burden or fundamental alteration would result.

You may not be unable to provide an accommodation due to an **undue hardship**. An undue hardship should be reviewed and determined by your campus legal counsel; the hardship must be excessively costly, extensive, substantial, or a disruptive modification, or one that would fundamentally alter the nature of the activity, event, or operation of the institution or program.

You are **not** required to provide personal devices (wheelchairs); or individually prescribed devices (prescription glasses, hearing aids); or services of a personal nature including assistance in eating, toileting, or dressing.

- ▶ **Service Animals:** According to ADA, a service animal is a dog uniquely trained to do work or tasks for an individual with a disability. The work or tasks performed must be directly related to the person's disability. Under ADA policy, a miniature horse is the only other animal designated as a service animal and must meet similar requirements. A service dog is not required to have anything that identifies the dog as a service animal and a person utilizing a service dog should not be asked to provide any documentation or proof that they have a disability or that their dog is certified as a service animal. If the service animal is aggressive or causing damage, you may ask the person to remove the animal.

A medical service dog that is specifically trained will alert a person who has a medical condition, such as diabetes, by letting the person know that their blood sugar is low. As another example, a dog may be trained to predict the onset of a seizure, thereby keeping the person safe. Similarly, a psychiatric service dog is a dog that can, for example, alert an individual with a diagnosed psychiatric condition, such as anxiety, that they are about to have an anxiety attack, and take steps to prevent or lessen the attack.

Emotional support dogs, comfort dogs, therapy dogs, and companion dogs do not qualify as service animals under the ADA. The critical distinction between these dogs and a service dog is the service dog is trained to perform tasks directly related to the person's disability or medical or psychiatric diagnosis. There are, however, certain states that do allow emotional support or comfort dogs under state laws or local ordinances. For additional information on service animals, visit the FAQ's regarding service animals (US Department of Justice Civil Rights Division, Disability Section, 2010)

- ▶ **Universal Design:** The intentional design of buildings, spaces, environment, products, and equipment that are welcoming and accessible to all people. Universal design serves all people and provides more inclusive spaces (World Health Organization, 2011). Examples of universal design include going beyond ADA guidelines by providing design spaces for stroller access and storage, offering lactation stations, having gender-neutral restrooms, single use restrooms, and locker rooms for individuals and families with varying needs for privacy and comfort. Another example of universal design includes pieces of weight or cardio equipment that allow users to stand, sit, and adjust settings to meet their needs.
- ▶ **Wounded Warrior:** Individuals wounded while serving in the military. Many Veterans do not identify or see themselves as an individual with a disability. Rather, they identify as a Veteran with a war injury, and "Wounded Warrior" honors the cause of their injuries and limitations and is perceived to be a more respectful way to refer to ability levels for Veterans with various ability levels (Veteran Affairs Employer Toolkit and Combat to Classroom).

TYPES OF DISABILITIES

Individuals can have a single disability or multiple disabilities. A person can be born with a disability or acquire a disability from an illness or injury. Below is a list of common disabilities broken down into three major categories: cognitive and intellectual disabilities; physical disabilities; and emotional, mental, and behavioral disabilities (World Health Organization, 2011). The advances made with assistive devices, medications, laws and policies, and changes in societal attitudes provide greater independence to individuals with a disability and provide more opportunities for all of us to work with colleagues, serve students, and play alongside individuals who may have a disability. The next section is

adapted from the World Health Organization's World Report on Disability (2011) and provides a brief description of the major disability categories.

Cognitive Disabilities

Cognitive disabilities refers to individuals with learning disabilities, brain injury, and intellectual disabilities. The latter term has, in recent years, replaced the phrase "mental retardation," a term that was demeaning. It may be helpful to think about a cognitive disability as someone who has a different learning style. Everyone can learn; we simply learn at different speeds and in different styles. We serve a lot of students enrolled at our colleges and universities who may have a learning disorder, or are on the Autism spectrum, and many institutions and campus recreation programs have developed partnerships with national and local organizations to provide resources and services to individuals with a cognitive disability who may not be able to attend a college or university. Through modified rules, support, and encouragement, everyone has the ability to play sports and participate in recreation activities. A great example is NIRSA's partnership with the Special Olympics Unified Sports Program, where many campuses have created integrated sports teams comprised of college students playing side by side with Special Olympic athletes.

Types of cognitive disabilities:

- Autism
- Downs Syndrome
- Intellectual Disability
- Learning Disorder
- Traumatic Brain Injury (TBI)

Physical Disabilities

Individuals with a physical disability may have temporary disability or a permanent disability. If you have ever experienced a surgery or injury, you have had a temporary physical disability and/or limitation in your ability to move, stand, sit, lift, etc. Students in your recreation program, such as a club sport athlete who gets injured, may be temporarily eligible for a reasonable accommodation or services from your disability student services office. Adaptive equipment and modified rules, as well as varying levels of support (some individuals do not need any support) allows individuals with a physical disability access to experience and regularly participate in recreation and sport

programs. Examples of providing access and welcoming individuals with a physical disability into your program may include adding braille lettering to your weight and cardio equipment for those who may be visually impaired, providing a wheelchair sport program, or working with a participant to design a special seat and rig to paddle a kayak with their feet.

- Amputation/Amputee
- Cerebral Palsy
- Epilepsy
- Hearing Loss/Hearing Limitation
- Multiple Sclerosis
- Muscular Dystrophy
- Spina Bifida
- Spinal Cord Injury
- Visual Impairment (VI)/Blindness

Emotional/Mental/Behavior Related Disabilities

Colleges and universities around the country have spent the last few years talking about the significant increases in the number of students on campus presenting with emotional, mental, and behavioral related disabilities. Individual with these types of disabilities are sometimes invisible on campus and can experience extreme feelings of loneliness, anxiety, isolation, and fear. The stigma related to mental health is still very real, and many students are afraid to disclose their disability. We have seen a significant rise in the number of students taking psychotropic drugs, and this may be contributing to students' ability to succeed academically and attend college while managing their disability.

Campus recreation plays a significant role in providing programs and service to students struggling with mental health that have direct benefits on the students' overall wellbeing. Collaborations with your campus counseling center and creating brave spaces for students to show up in your spaces and program can be incredibly impactful. Educating your staff on recognizing when a student or fellow staff member might be struggling, knowing how to provide support, and creating awareness, sensitivity, and strategies towards reducing the stigma and attitudes toward mental health can help foster a welcoming and inclusive environment for students with disabilities such as:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Bipolar Disorder I/II
- Depression/Major Depression
- Anxiety
- Eating Disorder
- Obsessive-Compulsive Disorder (OCD)
- Oppositional Defiant Disorder
- Phobias
- Post-Traumatic Stress Disorder (PTSD)
- Personality Disorder
- Schizophrenia

Sports and recreation programs modified or designed for individuals with a disability

Individuals with a disability can participate in any sport or recreation program, with or without a modification. The list below includes sports or recreation programs commonly seen in various collegiate recreation programs that have been specifically modified or designed for individuals with a disability.

- Adaptive Climbing
- Adaptive Exercise
- Adaptive Horseback
- Adaptive Paddling
- Adaptive Sailing
- Adaptive Skiing
- Adaptive Swimming
- Chair Dancing
- Chair Yoga
- Goalball
- Hand Cycling
- Paratriathlon
- Sitting Volleyball
- Sled Hockey
- Wheelchair Basketball
- Wheelchair Fencing
- Wheelchair Rugby

Level II: Inclusion

Collegiate recreation programs, services, and resources, to foster inclusion

There are departments and institutions across the nation who are already engaged in conversations and are providing inclusive recreation practices, policies, and programming. Their policies and practices can serve as examples as you and your team deepen your commitment to inclusion. Below are a few of these collegiate recreation programs; they can provide lessons learned and best practices to help you engage in the conversation around the identity of ability:

▶ **Portland State University:** <https://www.pdx.edu/recreation/inclusive-rec>

Portland State University's Inclusive Rec program clearly states that when developing programs and designing their building the department used "accessibility as one of our significant values, hopefully resulting in a facility that is inclusive to people of all abilities." This focus on accessibility has produced a number of different programs (with schedules and information listed), as well as clear information about the facility, accessible use, and adaptive equipment that can be found in the rec center. This informative page helps users know that people with physical disabilities are welcome and can use the facilities.

▶ **University of Central Florida:** <http://rwc.sdes.ucf.edu/programs/adaptive-and-inclusive>

The University of Central Florida has a robust adaptive recreation program and programming/classes/opportunities in which people with disabilities are easily included. Displaying a full and diverse calendar of activities and programs that is shared widely can help raise awareness and work toward changing a culture. Additionally, partnering with other service providers on campus, such as accessibility services or veteran services, can help students have a more holistic experience.

UCF (as well as the University of Oregon) also hosts an Inclusive Recreation Expo giving opportunities for interested individuals to try out different adaptive recreation programs like sitting volleyball, goal ball, bowling, wheelchair rugby, soccer for people who are visually impaired, and more. Such an Expo provides a great opportunity to also introduce Unified Sports to your campus and rec center participants.

- <http://events.ucf.edu/event/297670/inclusive-rec-expo/>
- <http://knightnews.com/2017/10/2017-ucf-rwc-adaptive-and-inclusive-recreation-expo/>
- https://calendar.uoregon.edu/event/inclusive_rec_expo#.WhdpYLbMyRs

Lastly, UCF partners with doctoral students in its Department of Physical Therapy to provide assisted workouts to students with disabilities. These student assisted workouts provide individualized opportunities for workouts with other students who are trained to work with a variety of needs. <http://rwc.sdes.ucf.edu/programs/adaptive-and-inclusive/saw>

- ▶ **University of Colorado, Boulder:** <https://www.colorado.edu/recreation/inclusive-rec/inclusive-facilities>

University of Colorado, Boulder’s website features videos that speak to their commitment to inclusive and adaptive recreation. With videos that show usage of their adaptive weight equipment, the rockwall for adaptive climbing, and accessible (and gender inclusive) restrooms, individuals seeking to make use of the facility, or those who might be new to the center, will feel welcome.

- ▶ **University of Alabama:** <https://urec.sa.ua.edu>

The University of Alabama provides adaptive recreation equipment (with videos for comfortable usage (<https://urec.sa.ua.edu/student-recreation-center/inclusive-equipment/>), Unified Sports opportunities (<https://urec.sa.ua.edu/unified-sports/>), and a collaboration with Adapted Athletics (<http://alabamaadapted.com>), which features women’s and men’s wheelchair basketball and women’s and men’s wheelchair tennis teams.

- ▶ **UCLA:** <https://www.recreation.ucla.edu/adaptiveprograms#295751091-about-us>

UCLA offers a wide variety of adaptive recreation programs and educates individuals on how to utilize adaptive equipment. Their program goal is to improve the quality of life for UCLA students and community members, and their unique and integrative approach to adaptive recreation emphasizes:

- Providing greater access to outdoor recreation and other recreation pursuits.
- Educating individuals so they have the knowledge and skills to safely participate in recreation programs.
- Providing equipment and resources to help individuals achieve greater functional independence in recreational activity.
- Exploring partnerships with the other organizations.

Examples of other ways your department can create and express a more inclusive climate and culture for students with disabilities, and all students, are:

- Partnering with psychological services and other departments to host de-stress yoga sessions in psychological services and outside of the recreation center.

- Better labeling of accessible equipment and working with your accessibility services department on campus to host an event in their office to highlight services available through your campus recreation department.
- Developing an ableism training for all staff that is consistently updated with new terminology and expectations for competency.

Level III: Advocacy

There are many ways for campus recreation to create policies, practices, and staff trainings that promote inclusion and advocate for individuals with various ability levels. A great place to start is having a conversation and engaging with your staff is to explore the questions below:

1. What are your stated values around inclusion around ability?
 - a. How are those values exemplified in your department?
 - b. How do your constituents understand those values?
 - c. Would they agree with your vision of an inclusive space around ability?
 - d. Has your staff had conversations about the ways in which you view people with disabilities and the social construction of disability?
2. Who is featured on your webpage? Do you have an authentic representation of different abilities in your professional and student staff?
3. Who do you hire to work in the rec center?
4. How are those students trained about inclusion issues around ability and ableism?
 - a. What training do you require of professional staff?
 - b. How is cultural competence written into a process of review for your professional staff?
5. What does your marketing look like?

- a. Are you marketing in multiple places on campus and in a variety of spaces?
 - b. Are you engaging with organizations and offices that serve students with disabilities when partnering with offices and groups on campus?
 - c. Do you have authentic, time-built relationships with different affinity groups on campus?
6. What is your policy for follow-up after an ableist event occurs during a program or in the building?
 - a. Is there a stated re-commitment to inclusion and clear example of how the department will not condone any of that behavior?
 7. Is there a clear reporting process when ableist or other biased events occur in classes, competition, or in the building?
 - a. If not, who can you partner with on campus or off campus to develop a bias reporting system and clear policy?
 8. Have you created spaces in your building and in your programming that encourages groups to engage and talk across difference?
 9. Does your building or department have rules for what someone is allowed to wear in the building?
 - a. Is your building staff trained on how to approach someone with offensive clothing on in the building and ask them to leave or change clothes?
 10. In what ways does your department or campus space perpetuate a dominant ability culture?
 - a. How can you help the space be more culturally inclusive? (e.g. what types of classes are offered, equipment is used, language is used?)

Associations and Resources for Adaptive Recreation & Sports

There are many reputable resources available on the web about inclusive recreation and ableism to help your department continue to engage in a

conversation about ability. There are many activities, articles, and programs that offer further training. Some of them are listed below:

- 🔗 Aquatic Therapy and Rehabilitation: www.atri.org
- 🔗 Autism Society: <http://www.autism-society.org/>
- 🔗 Blaze Sports: <https://www.blazesports.org>
- 🔗 Casa Colina Outdoor Adventure Center: www.casacolina.org/centers/outdoor
- 🔗 Disabled Sports USA: <https://www.disabledsportsusa.org>
- 🔗 Dwarf Athletic Association of America: www.daaa.org
- 🔗 International Paralympics: <https://www.paralympic.org>
- 🔗 Jimmy Miller Foundation and Adaptive Surfing: www.jimmymillerfoundation.org
- 🔗 National Center on Health, Physical Activity and Disability: <https://www.nchpad.org>
- 🔗 National Recreation and Parks Association: <https://www.nrpa.org/parksforinclusion>
- 🔗 Shape (formerly American Association for Health, Physical Education, Recreation and Dance): <https://www.shapeamerica.org/>
- 🔗 Special Olympics & Unified Sports: <https://www.specialolympics.org>
- 🔗 Spokes N Motion: www.spokesnmotion.com
- 🔗 The National Consortium for Physical Education for Individuals with Disabilities (NCPEID): <http://www.ncpeid.org>
- 🔗 US Adaptive Recreation Center: www.usarc.org
- 🔗 US Paralympics: <https://www.teamusa.org/us-paralympics/sports>
- 🔗 Wheelchair Sports USA: www.wsusa.org

References

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- 🔗 Equal Employment Opportunity Commission (EEOC). Procedures for Providing Reasonable Accommodation for Individuals with Disabilities. U.S. Government. Retrieved from https://www.eeoc.gov/eeoc/internal/reasonable_accommodation.cfm.
- 🔗 Hoffman, J. (2010). Inclusion: An introduction to Adaptive Recreation. UCLA Recreation All Staff Training, January 18, 2011.

- ➦ McClain, L., Medrano, D., Marcum, M., & Schukar, J. (2000). A qualitative assessment of wheelchair users' experience with ADA compliance, physical barriers, and secondary health conditions. *Topics in Spinal Cord Injury Rehabilitation*, 6(1), 99-118.
- ➦ Peers, D., Spencer-Cavaliere, N., & Eales, L. (2014). Say what you mean: Rethinking disability language in Adapted Physical Activity Quarterly. *Adapted Physical Activity Quarterly*, 31(3), 265-282.
- ➦ Schleien, S. J. (1993). Access and inclusion in community leisure services. *Parks & Recreation*, 28(4), 66-72.
- ➦ US Department of Justice Civil Rights Division, Disability Section (2010). ADA Frequently Asked Questions about Service Animals. https://www.ada.gov/regs2010/service_animal_qa.html.
- ➦ Veteran Affairs Employer Toolkit and "Combat to Classroom" a resource created by the Department of Veteran Affairs Medical Medical Center in Salt Lake City, UT.
- ➦ Wendell, S. (1996). *The rejected body: Feminist philosophical reflections on disability* Routledge. New York.
- ➦ World Health Organization (2011). World Report on Disability. Retrieved from https://www.who.int/disabilities/world_report/2011/en/.

Resources

- ➦ Yoh, T., Mohr, M., & Gordon, B. (2008). Assessing satisfaction with campus recreation facilities among college students with physical disabilities. *Recreational Sports Journal*, 32(2), 106-113.

Religion Identity Spoke

A PERSON'S IDENTITY AROUND RELIGION can include the involvement or practice of a religion, a person's faith or belief system, and deeply held ideological views shaped by religion. There are many ways in which religious identity intersects with collegiate recreation. One of the most observed practices of religion within the context of sports and recreation is the power of prayer. Sporting events, athletic games, locker room moments, athletic achievements, and reactions to injury have all historically been observed to include prayers. As colleges and universities have worked to become more inclusive, awareness around other religious identities and differing religious practices meant that the dominant religions in the United States, which are rooted in Christianity, would need to share space with other religious practices.

In the early and middle part of the 20th century, religious quotas existed in higher education; only so many people from a specific religious background, which was usually an oppressed religion like Judaism or Hinduism, were permitted to enroll at a college or university. Students who did not follow and practice Christianity were discriminated against and experienced religious oppression.

Today, at public institutions, the use of prayer or religious practices such as blessings, saying grace at meals, or bible study while at work or as part of an activity within campus recreation programs is less prevalent and rarely initiated or led by department staff or coaches as part of department programs and events. However, that does not mean that students or staff within your department are not practicing a religion or praying. Private institutions, and particularly those with religious affiliations, may still be deeply connected to their religious practices and provide more opportunity for religious expression within their campus recreation department. Regardless of the type of institution your campus recreation department belongs to, students and staff are participating in various religions, pursuing their spirituality, and very

much have a religious identity. Some participants, students, and staff within campus recreation, partially due to their religious upbringing and partially due to experiences where religion was infused as part of a sport, outdoor pursuits, dance, martial arts, or mindfulness experiences, may have a strong connection to their religious identity and may not feel they can separate or “leave outside” their religious identity when they walk into the recreation center.

Campus recreation staff must be able to recognize, respect, and support all religious identities, and they must also balance the respect and support of other identities that are a part of their campus recreation program. This can be a difficult role for many reasons. First, a staff member may themselves have a strong religious identity or religious practice. Second, certain ideologies or religious beliefs may actually collide with campus recreation policies and practices. And, third, **religious oppression** still exists and **Christian hegemony** and privilege may influence struggles around the equitable inclusion of everyone. This may go as far as triggering reactions where someone may feel like they have to hide or be silent about their religion or that they are being asked to choose between their religious beliefs and campus recreation, leaving them conflicted on how support both. This connection point—where religious identity collides with practices that support, include, or advocate for other identities because another person’s identity doesn’t fit neatly in the Christian hegemony or any other religion’s views or practice—can create confusion, strife, anger, and resentment. It is imperative that campus recreation professionals have an understanding of religious identity, know that religious identity exists and needs to be valued, and build the skills to create healthy expectations around supporting one identity in ways that do not take away from or prevent another identity from feeling fully valued, supported, included, and fully embraced when utilizing campus recreation programs and services or working within the department.

A challenge that often presents stems from dominant group identities, who are used to experiencing privilege; they may need to lessen their assertions about the value and importance of their beliefs or needs in relation to others’ beliefs or needs. It is all too often that members of the dominant or privileged group feel like they are being asked to give up something or change who they are, without recognizing that they were propelled into a dominant group with privilege, and they have been operating and moving through their lived

experiences, intentionally and unintentionally, in ways that prevent others from experiencing and living their identity to the same degree as the dominant group. We must all work together, through open, productive, and civil discourse to find common ground.

Level I: Inclusion

To assist your department in continuing its conversations on faith and religion, as they impact campus recreation, it is helpful for individuals to have similar definitions and terminology that can be used in the conversation. Take some time with your department's professional and student staff to discuss the meanings of each of these words and how these terms and concepts might manifest in the work we do in collegiate recreation.

Terminology

- ▶ **Abrahamic religions:** Judaism, Christianity, and Islam
- ▶ **Agnosticism:** The philosophical position that the existence or non-existence of God or a First Cause is unknowable
- ▶ **Anti Semitism:** A hostile act or belief towards Jewish people solely because they are Jewish. Used to convey the cumulative force of global and historic religious, economic, and racial oppression of Jews as a religion, an ethnicity, a race, and a people.
- ▶ **Atheism:** Disbelief in any deity or supernatural power
- ▶ **Buddhism:** The teaching that suffering is inherent to life and that the way to escape suffering and repeated existence is to limit desires and expectations. There are sects with varying beliefs
- ▶ **Christian hegemony:** Specifically refers to society's unacknowledged and/or unconscious adherence to a dominant Christian worldview through assumed cultural norms, policies, and practices whose maintenance depends not on any special effort but on "business as usual." Examples include the dominance of Christian observances, holy days, and place of worship without regard for those of non-Christians.

- ▶ **Christian Privilege:** The social advantages held by Christians in the U.S., who experience social and cultural advantages relative to non-Christians. Christian privilege is generally unacknowledged by those who hold it because it is maintained through the pervasive, but largely invisible, culture of normative religious practices.
- ▶ **Confucianism:** A system of teachings emphasizing the practice and cultivation of the cardinal virtues of filial piety, kindness, righteousness, propriety, intelligence, and faithfulness
- ▶ **Evangelical:** Related to the Christian gospel/New Testament. Also used to describe a Christian belief that emphasizes the inerrancy of scripture and salvation through personal conversion
- ▶ **Evangelism:** The act of spreading a religious message or belief to others.
- ▶ **Hinduism:** A body of social, cultural, and religious beliefs and practices found chiefly in India. It includes a belief in reincarnation and transmigration of souls
- ▶ **Islamophobia:** A relatively recent terms that conveys Western prejudice, discrimination, and devaluation of peoples identified as Muslim. Islamophobia conveys religious as well as racist fears and hostility, in this case, largely against peoples of North African and Arab and Asian countries who are living in or migrating to Europe and North America.
- ▶ **Mission:** An organized attempt to spread the principles and beliefs of a religion for the purpose of proselytism.
- ▶ **Monotheism:** The doctrine or belief that there is only one God
- ▶ **Nihilism:** The viewpoint that all beliefs are unfounded and that human life has no meaning
- ▶ **Observant:** Careful in observing rites, laws, or customs of a particular religion
- ▶ **Orthodox:** In agreement with the official doctrine of a given religion. The word is from Greek *orthodoxein*, “to have the right opinion”
- ▶ **Pagan:** Believer in polytheistic religion. Nowadays there are religious groups that identify themselves as Pagans. Modern paganism is earth-centered and can include polytheistic beliefs.

- ▶ **Polytheism:** Belief in more than one God
- ▶ **Proselytism:** The attempt or act of trying to convert another individual to believe in your faith, religion, or ideology.
- ▶ **Religion:** A system of beliefs, usually spiritual in nature, and often in terms of a formal, organized denomination
- ▶ **Religious:** Believing in God or gods and following the practices of a religion
- ▶ **Religious oppression:** The systematic subordination of minority religious groups, such as Buddhists, Hindus, Jews, Muslims, Sikhs, Native American spiritualities, and those who are atheists, agnostics, or freethinkers.
- ▶ **Secular:** Worldly, not religiously observant. Secular refers to anything that is not specifically religious

Level II: Awareness

The terminology in Level I offers broad concepts related religious identity. It is important for our students to welcome and accepted based on their religious identities, as well as all other social identity groups. Opportunities to bring students and staff together to explore and learn about different religions and spiritual practices is an excellent way to learn and grow your own awareness of various religious identities.

A few guiding questions around religious identity may also be helpful in growing awareness.

1. Does your campus recreation department decorate the facility for various holidays? If so, do you involve students in thinking through how to be inclusive and respectful to various religions throughout the year aside from the holidays celebrated by the dominant religions such as Christianity?
2. Do you provide opportunities to encourage and welcome various religious groups on campus to know you are a resource for programming and special events such as Holi?

3. Is it fair that a staff member should have to use a vacation day for a religious holiday? Does your department offer flexible days off or trade out days and allow someone to “work from home” on a holiday that they don’t celebrate to better meet the needs of staff who do not celebrate the dominant holidays.
4. Does your campus recreation department talk with students, particularly in club sports and IMs about remaining inclusive during practices and games and respecting all religions, even if you think everyone is a member of a dominant religious group such as Christianity?
5. Has your campus recreation department discussed providing meditation spaces to allow any student to meditate or pray in a way that supports their religious practice?
6. Do you engage leaders of faith based organizations and other social identity groups to develop inclusive trainings around living authentic lives and finding common ground and respect for differences that may challenge a person’s religious doctrine?
7. Has your campus recreation program discussed providing time and space for students of faith to meet their prayer needs and religious services, which could include time off on days of the week that involve church or temple attendance, breaks during a shift to pray, private time on an outdoor trip or team travel weekend, etc?
8. Are staff in campus recreation aware of various dietary needs that may be required based on religious affiliation and do you offer alternative options or provide opportunities for staff to request meal preferences? Did you know religious dietary guidelines may include special preparation such as a kosher meal or the avoidance of pork or shellfish?
9. Do you encourage staff and student leaders to find alternative ways to weave in reflection time, opportunities to talk about important values in the workplace or on the team, and remind them that if they are going to lead reflective time as part of the activity, that they must be non-denomination, thoughtful, inspiration, and motivational words that

are not specific to God, Jesus Christ, a specific religious practice or a higher power?

Level III: Advocacy

Advocacy involves developing mandatory trainings around the aspects of religious identity. It also involves clearly articulating your department philosophy around recognizing and appreciating religious identity, understanding that religious identity exists and needs to be valued, and asserting that the department is committed to supporting all identities. It must also be articulated that the department will not support, nor tolerate, one person's or group's identity in ways that take away from or prevent another person's or group's identity from feeling fully valued, supported, included, and embraced within the campus recreation department.

Resources

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Veterans Spoke

Level I: Awareness

Veterans are a unique population of students in college, and the transition for Veterans from military life to campus life can be daunting and overwhelming. Veterans can experience post-deployment issues with family, finances, and medical needs, as well as possible re-deployment. Some of our Veterans experience mental health and medical issues, such as PTSD, Traumatic Brain Injury (TBI), sensory difficulties, and sleep problems. While some campuses have created an office for veteran services and support, many campus do not have a designated office to serve our Veteran students and provide training for staff who work with them.

Veteran students may find that the military culture, and the strengths valued and necessary while serving, can create challenges for Veterans as they integrate into the college culture of their specific campus. Veteran students can bring a special set of strengths to campus, including determination, commitment, loyalty, a strong work ethic, honor, and patriotism. Campus recreation can provide support, connections, programs, and a much needed outlet for our Veteran students. Engaging our Veteran students and providing pathways for them to become a part of campus recreation is something we can do to help support them.

It is important to learn about our Veteran students, the language and lingo related to military service, their values, and the transferable skills they have acquired.

Terminology (and Lingo)

As with any large organization, the military has its own set of common terms and lingo. Here are some selected terms, acronyms, phrases, and slang terms that may be of use to you.

- ▶ **Veteran Status:** Whether or not an individual has served in a nation's armed forces (or other uniformed service).

Members of the military are referred to differently depending upon their specific branch of the armed forces

- ▶ **Soldiers:** Members of the Army
- ▶ **Sailors:** Members of the Navy
- ▶ **Airmen:** Members of the Air Force
- ▶ **Coast Guardsmen:** Members of the Coast Guard
- ▶ **Marines:** Members of the Marine Corps
- ▶ **Guardsmen:** Members of the National Guard
- ▶ **Reservists:** Members of the Reserve

Official Acronyms

- ▶ **AWOL:** Absent Without Leave: not at one's place of duty and not authorized to be absent
- ▶ **CDR:** Commander
- ▶ **CO:** Commanding Officer
- ▶ **CONUS:** Continental United States
- ▶ **COB:** Close Of Business: the end of the day or duty shift
- ▶ **CoS:** Chief of Staff
- ▶ **DD or DoD:** Department of Defense
- ▶ **IAW:** In accordance with

- ▶ **ICO:** In case of, in care of
- ▶ **IED:** Improvised Explosive Device
- ▶ **IRT:** In reference to
- ▶ **GWOT:** Global War On Terror
- ▶ **NCO:** Non-Commissioned Officer: an enlisted person with command responsibility over soldiers of lesser rank
- ▶ **NCOIC:** Non-Commissioned Officer In Charge
- ▶ **OEF:** Operation Enduring Freedom: official name used for the War in Afghanistan
- ▶ **OIF:** Operation Iraqi Freedom: official name used for the War in Iraq
- ▶ **OND:** Operation New Dawn: new name for the War in Iraq starting in September 2010 to reflect reduced role of US troops
- ▶ **MOS:** Military Occupational Specialty: job or career specialty (e.g., infantryman, intelligence analyst, operating room specialist, military police, etc.)
- ▶ **OCONUS:** Outside the Continental United States
- ▶ **POC:** Point Of Contact: the person to liaise with on a given matter
- ▶ **ROTC:** Reserve Officer Training Corps (often pronounced "ROT-SEE")
- ▶ **R/S:** Respectfully Submitted: used as an end greeting in written communication or email
- ▶ **SOP:** Standard Operating Procedure: the routine manner of handling a set situation
- ▶ **TDY:** Temporary Duty Yonder
- ▶ **V/R:** Very Respectfully: used as an end greeting in written communication or email

Phrases

- ▶ **Battle assembly:** New term used for Army Reserve weekend drills, unit training assemblies, or multiple unit training assemblies

- ▶ **Boots on the ground:** To physically be in a location (some may use this to say that they want "boots on the ground" for a particular project, which means they want everyone physically in the office, rather than having people call in)
- ▶ **Drill:** Preparation of military personnel for performance of their duties through the practice and rehearsal of prescribed movements; members of the National Guard and Reserve are required to attend one weekend drill a month (sometimes starting Friday night until Monday morning)
- ▶ **Extended drill:** Extended time for drill in preparation for a deployment
- ▶ **Liberty:** Authorized free time ashore or off station, not counted as leave, also known as a "pass"
- ▶ **Ma'am:** Proper method of addressing female officers in particular and women in general
- ▶ **Sir:** Proper method of addressing male officers in particular and men in general
- ▶ **Tour of duty:** Time period during which a particular job or assignment is done (e.g. my tour of duty is 8am-5pm)
- ▶ **Wounded Warrior:** Individual wounded while serving in the military. Many Veterans do not identify or see themselves as an individual with a disability. Rather, they identify as a Veteran with a war injury, and "Wounded Warrior" honors the cause of their injuries and limitations and is perceived to be a more respectful way to refer to ability levels for Veterans with various ability levels.

Source: Department of Veteran Affairs Employer Toolkit and Department of Veteran Affairs Medical Medical Center Combat to Classroom.

Level II: Inclusion

There are many programs we already offer and new ones we can implement to welcome our Veteran students. Creating ways to reach out to and invite Veteran students to some of your existing programs can be incredibly effective. An example of a program many of you may already be doing, which you can promote specifically to Veteran students, are free agent socials to help connect Veteran students with other students and teams to play intramural sports.

Campus recreation can also create special programs specifically for Veteran students. Offering a Wounded Warrior program, in collaboration with on-campus ROTC and Veteran groups and community groups such as the VA or an American Legion, can provide an opportunity not only for a Veteran student who might have a war injury to participate in a program, but for other Veteran students to volunteer and make connections with other Veterans both on and off-campus.






Level III: Advocacy

Campus recreation departments can play an active role in supporting and involving our Veteran students. Here are a few guiding questions to help you think about ways to advocate for Veterans students.

1. Does your campus recreation department provide intentional time to talk about welcoming our Veterans with both your professional staff and your student staff? Many students are uncomfortable meeting someone who has served in the military and may find it valuable to learn about tips to successfully dialogue with a Veteran, as well as topics and questions to avoid.
2. Do you provide intentional pathways for transfer students, older students, and Veteran students to enter into student employment or your program model without having to start out as a brand new employee in an entry level role? For example, do you provide a fast track route for someone with extensive leadership and logistical experience in the military to immediately start off as a building supervisor with accelerated training? Or do you provide an entry point for a foot soldier who traversed the mountains and provided mapping coordinates while serving overseas, and who loves the outdoors, to serve as an outdoor guide in your program, even though they missed the interview process last semester and were not a part of your initial training program?
3. What are other things your department can do to increase awareness and education, ensure you are including and serving Veteran students, and advocate for Veterans by creating flexible policies and practices

that value their past experiences and integrate them into your campus recreation family?

References & Resources

-  California State University - Long Beach Vet Net Ally Program https://web.csulb.edu/divisions/students/veterans_university/awareness.html Watch: <https://www.youtube.com/watch?v=ZZ3q0hrjYGQ>
-  Department of Veteran Affairs. *From Combat to Classroom*. Department of Veteran Affairs Medical Center in Salt Lake City, Utah and modified for use by the University of Colorado - Colorado Springs Veteran and Military Student Affairs. It can be found in the NIRSA EDI Community of Practice (<https://connect.nirsa.org/viewdocument/working-with-veterans-from-combat?CommunityKey=2c745355-169b-49f1-9ec7-4bc861964c78&tab=librarydocuments>) or here (<https://www.uccs.edu/Documents/military/From%20Combat%20to%20Classroom.pdf>).
-  Department of Veteran Affairs. Toolkit for Employers. Retrieved from https://www.va.gov/VETSINWORKPLACE/docs/em_termsLingo.asp
-  Military Times Reboot Camp <https://rebootcamp.militarytimes.com/education/>
-  Military.com: a website resource for military personnel and Veterans <http://www.military.com/education/finding-a-school/which-colleges-have-the-best-veterans-programs.html>

Nationality Spoke

NATIONALITY IS A COMPLEX AND SALIENT IDENTITY, similar to all the other identities discussed in this resource guide. This identity is comprised of a person's national origin, citizen status, ethnicity, and can also include a person's cultural and/or global competencies or perspective, as well as a person's patriotism. As with other salient identities, individuals and groups of people have experienced prejudices, bias, and oppression by others, solely based on their nationality. Entire regions and countries have been impacted by colonization, diaspora, and ethnic cleansing, and people have been forced or chosen to assimilate and leave behind a sense of their identity. Nations, and groups of people within a nation, can also develop extreme levels of patriotism or nationalism. This can result in a willful disregard for other nations and even xenophobia, the fear of foreigners, all of which profoundly impacts a person's identity. As more people become educated, aware, and experience other nations and cultures, they may develop cultural and global competencies which instill a deeper interest and appreciation for global relationships that are mutually beneficial and respectful. Global Identity may become a more encompassing label for this multifaceted aspect of a person's identity.

On college campuses, nationality surfaces in many different contexts and involves how we support students who may be integrating into our campus as international students and experiencing **culture shock**, or working with students who find out for the first time that they are **undocumented students** when they apply for college. Our campuses also experience the intersection of many different aspects of Global Identity, ranging from nationalism to xenophobia to sympathy, or active justice against a variety of nationalities, all in one space.

As a place of higher learning, colleges and universities promote civil discourse, opportunities to interact with others who may have a different nationality identity, and intentional learning outcomes around developing **cultural and global competencies**.

Through these intentional efforts, collegiate recreation is uniquely positioned to support and engage students around their global identities and provide opportunities for students to integrate and engage in the campus community. Research has shown the value campus recreation plays in retention, academic success, creating social interactions, and developing an appreciation of others (Forrester, 2012) and that social interactions play a significant role in the adjustment and academic success of international students (Abe, Talbot, & Geelhoed, 1998). Yet, international students, and especially woman and students from non-European countries, are less likely to utilize campus recreation (Yoh, Yang, & Gordan, 2008).

We also know that some international students, as well undocumented students, student refugees, and students who have strong national ties to countries other than the United States experience challenges finding and engaging in social interactions that lead to friendships and positive adjustment to college. These students also experience barriers to utilizing campus recreation facilities due to feeling uncomfortable, the group size, a lack of confidence, and barriers with communication (Shifman, Moss, D'Andrade, Eichel, & Forrester, S, 2012).

Campus recreation can be very intentional in creating opportunities for social interactions, and assist students in not only their transition but with their integration into the campus community. Integration, according to Young (2014), is when different students, and particularly international and domestic students, come together through an intentional process to engage in shared experiences that facilitate a sense of community and on-going interactions characterized by responsible actions, mutual respect, and commitment. The terminology in Level I will help you develop an increased awareness of Nationality Identities, followed by Levels II and III which provide guiding questions and resources to be more inclusive and advocate for students that have strong identities related to nationality.

Level I: Awareness

Terminology

- ▶ **Agency:** The capacity of individuals to act independently and to make their own free choices. Human agency is the capacity for human beings to make choices and to impose those choices on the world. A person exhibits agency when they can act for themselves even in the face of social structures that oppress them.
- ▶ **American Indian, Native American, and Alaskan Native:** A person having origins in any of the original indigenous peoples of North and Central and South America, and who maintain tribal affiliation or community attachment.
- ▶ **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- ▶ **Assimilation:** The policy and practice of repression, domination, and erasure by which marginalized cultures are merged into the dominant or mainstream culture.
- ▶ **Bicultural:** A person who functions effectively and appropriately and can select appropriate behaviors, values, and attitudes within either of two cultures; a person who identifies with two cultures.
- ▶ **Black or African American:** A person having origins in any of the black racial groups of Africa. The terms “Negro” and “Colored” fell out of common usage in the US after the 1970s and are considered offensive. Some Black or African American individuals may also strongly identify with their ethnic background and prefer terms such as Afro-Caribbean or Haitian.
- ▶ **Citizenship:** To be considered a US citizen, a person must have either been born in the United States or certain territories/outlying possessions or have had a parent or parents who were citizens at the time of birth (if born abroad). To become a citizen after birth, a person must apply for citizenship through their US citizen parents before the age of 18. Alternatively, individuals can go through a naturalization process in which they submit an application showing their linkage to the US, prove their English language ability, and take a US

civics test. The United State allows its citizens to hold dual nationality with other countries, although citizens are required to use their US passport when entering or exiting the United States.

- ▶ **Colonialism:** The exploitative historical, political, social, and economic system established when one group or force takes control over a colonized territory or group; the unequal relationship between colonizer and the colonized.
- ▶ **Colonization:** Colonization can be defined as some form of invasion, dispossession, and subjugation of a people. The invasion need not be military; it can begin—or continue—as geographical intrusion in the form of agricultural, urban, or industrial encroachments. The result of such incursion is the dispossession of vast amounts of lands from the original inhabitants. This is often legalized after the fact. The long-term result of such massive dispossession is institutionalized inequality. The colonizer/colonized relationship is by nature an unequal one that benefits the colonizer at the expense of the colonized.
- ▶ **Code-switching:** The conscious or unconscious act of ‘switching’ between two languages, dialects, or intonations depending on the specific situation of who one is speaking to, what is being discussed, and the relationship and power and/or community dynamics between those involved.
- ▶ **Cultural Appropriation:** Taking or utilizing property, artifacts, symbols, holidays, etc. that are not an authentic part of your culture or identity, and utilizing them in inappropriate ways. Cultural appropriation causes commercial, social, and cultural harm and is disrespectful.
- ▶ **Cultural Competence:** The ability to effectively and empathetically work and engage with people of different cultural identities and backgrounds in order to provide safe and accountable spaces for dialogue and discourse; cultural competence is relevant in all fields of work, education, and informal social interactions.
- ▶ **Culture:** The deeply held traditions, practices, beliefs, styles, customs, music, dress, and arts related to a particular group of people, a society, or a place, either currently or historically, that may or may not still exist today.
- ▶ **Culture shock:** The mental shock of adjusting to a new country and a new culture, which may be dramatically different from your own.

- ▶ **Diaspora:** Diaspora is the spread of people, either voluntarily or forcibly, from their native homeland to another region. Diaspora increased after decolonization and more people spread throughout the globe. People who experience Diaspora may become deeply rooted in their new community and culture, and adopt new languages and religions that differ from their home country. Many people maintain a belief that they will someday return to their native land.
- ▶ **Ethnicity:** A social construct that divides people into smaller social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interests, history, and ancestral geographical base.
- ▶ **Ethnic Group:** A group of people who share a sense of themselves as having a common heritage, ancestry, or shared historical past, which may be tied to identifiable physical, cultural, linguistic, and/or religious characteristics.
- ▶ **Ethnic (and Racial) Identity:** An individual's awareness and experience of being a member of an ethnic (and racial) group; the ethnic (and racial) categories that an individual chooses to describe him or herself based on such factors as biological heritage, physical appearance, cultural affiliation, early socialization, and personal experience.
- ▶ **Ethnocentrism:** Judging another culture solely based on the standards and values of one's own culture. Also, a belief in the inherent superiority of one's own nation or ethnic group.
- ▶ **First Nations:** The Indigenous peoples in Canada who live south of the Arctic Circle. Those in the Arctic area are a distinct group of people called the Inuit.
- ▶ **Global Competence:** "Global competence is the capacity and disposition to understand and act on issues of global significance. Globally competent individuals are aware, curious, and interested in learning about the world and how it works. They can use the big ideas, tools, methods, and languages that are central to any discipline (mathematics, literature, history, science, and the arts) to engage the pressing issues of our time. They deploy and develop this expertise as they investigate such issues, recognizing multiple perspectives, communicating their views effectively, and taking action to improve conditions." (Mansilla & Jackson, 2011, p.xiii)

- ▶ **Heritage Seeker:** A person who decides to study abroad in the country of their ancestral/ethnic or family origin.
- ▶ **Immigrant:** Someone who moves from one country or region and intends to reside permanently in that country or region. Immigration means "in-migration" into a country, and the reverse is emigration, or "out-migration." The long term and/or permanent movement of human population in general, whether into, out of, or within countries (or before the existence of recognized countries) is regarded as migration.
- ▶ **Imperialism:** The policy or practice of the government of one nation dominating people of other nations by gaining control of their land, politics, and economy.
- ▶ **Indigeneity:** Indigenous populations are composed of the existing descendants of the peoples who inhabited the present territory of a country wholly or partially at the time when persons of a different culture or ethnic origin arrived there from other parts of the world, overcame them—by conquest, settlement or other means—and reduced them to a non-dominant or colonial condition; who today live more in conformity with their particular social, economic, and cultural customs and traditions than with the institutions of the country of which they now form part, under a state structure which incorporates mainly national, social, and cultural characteristics of other segments of the population which are predominant.
- ▶ **Indigenous People:** People who were originally in a place; people who have a long history of being in a particular place and who retain their identity within a larger entity, state, or empire. Other related terms for indigenous peoples include aborigines, native peoples, first peoples, and first nations. Indigenous peoples may often be used in preference to these or other terms, or as a neutral replacement where these terms may have taken on negative or pejorative connotations by their prior association and use. It is the preferred term in use by the United Nations and its subsidiary organizations.

Examples include: Maori in territory now defined as New Zealand; Mexicans in territory now defined as Texas, California, New Mexico, Arizona, Utah, Nevada and parts of Colorado, Wyoming, Kansas, and Oklahoma; Native American tribes in territory now defined as the United States.

- ▶ **Integration:** Different students, and particularly international and domestic students, come together through an intentional process to engage in shared experiences that facilitate a sense of community and on-going interactions characterized by responsible actions, mutual respect, and commitment. Unlike **assimilation**, in which a person leaves behind their identity to become a part of the dominant group, integration allows for a mutually respectful relationship that honors difference.
- ▶ **International Students:** A foreign national who is enrolled for credit at an accredited higher education institution in the US and is on a student visa. This term can encompass students who are completing full degrees in the United States and those who are temporarily taking classes at the campus, such as exchange students. International students who are pursuing full degrees are often allowed to participate in the study abroad programs offered by their university.
- ▶ **Hapa:** A Hawaiian language term used to describe a person of mixed Asian or Pacific Islander racial or ethnic heritage.
- ▶ **Latinx:** A gender-neutral term for a person of Latin American origin or descent. This term has replaced Latino/a/@ in common usage.
- ▶ **Multiethnic:** An individual that comes from more than one ethnicity. An individual whose parents are born from more than one ethnicity.
- ▶ **Native Hawaiian or Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- ▶ **National Origin:** The political state from which an individual hails; may or may not be the same as the person's current location or citizenship.
- ▶ **Nationalism:** A vested interest in the advancement of a country's economic, political, and social interest regardless of the exclusionary or detrimental impacts to another country.
- ▶ **Patriotism:** An outward display of pride and loyalty to a person's country.
- ▶ **Permanent Resident:** A permanent resident is someone who has been granted the right to live in the United States indefinitely, without being a US Citizen. A Permanent Resident Permit is a photo ID Card which is sometimes referred to

as a "Green Card" because of its historical color. Permanent residents cannot vote in US elections.

- ▶ **Reverse culture shock:** The culture shock an individual experiences upon returning to their home country after living abroad.
- ▶ **Undocumented immigrants:** Undocumented immigrants are foreign nationals who: 1) entered the United States without authorization; or 2) entered legally but remained in the United States without authorization. However, undocumented youth and students usually have no role in the decision to come to this country. They are usually brought to this country by relatives, and for many, they have spent many more years in the United States than in their country of origin. Many undocumented students are honor students, athletes, student leaders, and aspiring professionals. But because of their immigration status, the majority are unable to access higher education and, even if they do, they are not legally able to obtain employment upon graduation.
- ▶ **Undocumented Students:** Students who do not have the legal right to remain in the United States due to lacking valid immigration paperwork. Many such students were brought here as young children and have no other home. Studying abroad is limited without legal status. Some undocumented students will be recipients of DACA (Deferred Action for Childhood Arrivals). This program allows undocumented young persons who were brought to the United States before age 16 and who lived continuously in the United States until June 15, 2007 the opportunity to apply to remain in the United States to work or pursue schooling. This program is currently being phased out with the last two year renewal period beginning in 2018.
- ▶ **White:** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- ▶ **Worldview:** The perspective through which individuals view the world; comprised of their history, experiences, culture, family history, and other influences.
- ▶ **Xenophobia:** The fear and hatred of that which is perceived to be foreign or strange.

Nationality terms collected from a variety of sources including: Teaching for Diversity and Social Justice Sourcebook by Adams, et.al; Racial Equity Tools

(<https://www.racialequitytools.org>); United Nations Working Group for Indigenous Peoples (<https://www.un.org/development/desa/indigenouspeoples/>); NAFSA: Association of International Educators, Diversity and Inclusion Terminology in a US American Cultural Context; Tsosie, R. A. (2002). Reclaiming Native Stories.

Level II: Inclusion

Collaborations with other areas on campus that provide support services to international students and student organizations that have formed around nationality identities are a necessary step to becoming more aware of the needs and strategies that might be effective in creating more inclusive spaces for students with salient identities related to nationality. These collaborations:

- allow opportunities to create student panels to learn first-hand about the lived experiences of students on your particular campus.
- provide an avenue for campus recreation to reach out and have other staff on campus or older students help bring younger students to introductory workshops, rec center orientations, or to a custom program to help jump start students' comfort level and confidence.
- create pathways to market and promote campus recreation programs and facilities and assist in connecting students to peer mentors or buddy programs.
- allow for joint programming and special events specifically geared toward bringing international students and domestic students together to participate in programs and develop new friends.

It is also important to hire international students to work in your campus recreation department, so that other students can visually see that the department is an inclusive space to visit. Staff training around cultural competencies and strategies for effective cross-cultural communication also fosters inclusive spaces.

Level III: Advocacy

Advocacy is very important in creating mandatory trainings for staff, promotional campaigns that welcome and support students, for addressing behaviors from other participants and staff that negatively impact a student's campus recreation experience, as well as for reviewing and modifying policies or practices that may hinder a nationality identity from feeling welcome utilizing the campus recreation facility and programs. Here are a few guiding questions to foster discussion around advocacy for Nationality Identity Inclusion.

1. Does your campus recreation program provide modified hours over the break period specifically to serve international students who may be staying on campus?
2. Do you require staff to meet with appropriate student groups and departments on campus when planning a culturally themed event to ensure the event is planned in an authentic way to honor and respect the culture and to avoid cultural appropriation?
3. Is data utilized to understand the countries, cultures, and religions present on our campus to evaluate program offerings and special events?
4. Does your department offer funding to support cultural sports, arts, dance, and music programs that may not generate revenue or have lower participation, but provide opportunities for students to participate in activities from their home country and provide opportunities for other students to authentically learn about other cultures? Example might include cricket, African drumming, Holi Hindu festival, etc.
5. Do you offer training to staff and student leaders in campus recreation that clearly articulates a zero tolerance policy on derogatory language, slurs, and other behavior, including actions that occur on the court "in the heat of a game?" Do you have clear processes for investigating such actions and clearly stated consequences for engaging in inappropriate behavior?

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Holding Us Together: Outer Band or Circle of Support Transformational Concepts of Change

WHEN TALKING ABOUT THE WAYS that oppression shows up in our society and in our daily lives, it is important to balance that with the reality and the possibility that oppression is not a permanent reality, but rather something that we can transform.

- ▶ **Action Continuum:** A spectrum of ways that people can respond to injustice; ranges from actions that support prejudice, divisiveness, and social injustice to actions that promote prejudice reduction, coalitional work, and social justice (adapted from McClintock, 2001).
- ▶ **Advocacy:** Organized efforts of individuals or groups to change policies, practices, and cultural climates within institutional contexts (e.g. hospital, school, corporation).
- ▶ **Agency:** The capacity to make choices and influence events, individually or collectively. Individuals can act on their own behalf (take action to achieve their own goals) or act on behalf of someone else's goals. People can also act collectively in the form of social movements (Hewson, 2010).
- ▶ **Ally/allies:** Individual(s) who takes a stand against prejudice and discrimination directed at people from targeted or marginalized groups or who choose to support the struggle of other social groups because they have common goals and are committed to social justice. Particularly strong allies are members of a particular agent or dominant group who uses their privileged position to take action against oppression out of a belief that eliminating oppression will benefit both privileged and non-privileged groups.

Holding Us Together: Outer Band or Circle of Support Transformational Concepts of Change

Examples include white people who work to end all forms of racism, cisgender men and women who support the struggle for inclusion of transgender individuals, African- American people who work to end discrimination against Arab-Americans, and heterosexual men who work to end homophobia (Kaye/ Kantrowitz, 1992; Wijeyesinghe, Griffin, & Love, 1997).

- ▶ **Coalition:** A collection of people from different cultural and/or social groups who come together to work toward a common goal; “...works with, but does not ignore, differences and conflicts of interest” (Crowfoot & Chesler, 1996, p. 204). Examples include several civil rights and social movement organizations, such as the organization for Human Immigrant Rights in Los Angeles, CA; the National Women Coalition against Violence and Exploitation; and the Southern Coalition for Social Justice.
- ▶ **Cycle of Liberation:** A cyclical pattern of events and processes that are common to successful efforts to create critical transformation and social change, including intrapersonal awareness, interpersonal community-building, and systemic change (Harro, 2013).
- ▶ **Empowerment:** “(T)he process through which people gain the power and resources necessary to shape their worlds and reach full human potential” (Schriver, 2004, p. 27). Empowered individuals, organizations, communities, and social groups believe in their capacity to act and take action (Irwin, 1996).
- ▶ **Libertary consciousness:** A tool that enables us to maintain an awareness of the dynamics of oppression without giving into despair and hopelessness; an awareness of the roles played by each individual in the maintenance of that system without blaming them for the roles they play; the ability to live outside of the patterns of thought and behavior learned through an oppressive socialization process in order to be intentional about our role in working toward transformation (Love, 2013).
- ▶ **Responsibility, accountability, and action:** The inherent contradictions and hypocrisy of racial discrimination undermine the democratic principles this country espouses, motivating people in each generation to critique, resist, and struggle against injustice (Zinn, 2003). We can learn a great deal from studying previous activism and the backlashes to it so as to build organizations, coalitions, and movements that will be more flexible and durable in countering or thwarting racist policies (Bell, 2010).

- ▶ **Solidarity:** Realizing the value of aligning oneself with the aims and values of social justice movements across multiple social identities, social locations, and social positions. For example, taking a stand in support of the struggle for social justice of different groups.
- ▶ **Spheres of Influence:** These are areas over which one has control and where one can work for change. This may include one’s personal network of family and friends, co-workers, community, or local institutions (Tatum, 1997).

Beginning a Dialogue about Equity, Diversity and Inclusion

Why is it important to approach the dialogue from a growth mindset? In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all great people have had these qualities.

The NIRSA Assembly developed a resource tool on How to manage and guide civil discourse in collegiate recreation (<https://nirsa.net/nirsa/portfolio-items/civil-discourse-in-collegiate-recreation/>). Borrowing from their guide, they provide the following information on civility, discourse, and understanding civil discourse.

- ▶ **Civility:** According to the Institute of Civility, “Civility is claiming and caring for one’s identity, needs, and belief without degrading someone else’s in the process.” It is about disagreeing without disrespect or being disagreeable, seeking common ground as a starting point for dialogue about differences, and listening past one’s own preconceptions, stereotypes, and prejudices. In short, it is the Golden Rule of personal relationships.
- ▶ **Discourse:** Kenneth J. Gergen describes civil discourse as “the language of dispassionate objectivity,” and suggests that it requires respect of the other participants, such as the reader. It neither diminishes the other’s moral worth, nor questions their good judgment; it avoids hostility, direct antagonism, or excessive persuasion; it requires modesty and an appreciation for the other participant’s experiences.

“Civil discourse is discourse that supports, rather than undermines, the societal good.

It demands that democratic participants respect each other, even when that respect is hard to give or to earn. “To engage in a healthy political argument

is to acknowledge the possibility that one’s own arguments could be falsified or proven wrong. This demands that citizens listen respectfully to the claims made by others.” (Southern Poverty Law Center, 2017. Teaching Tolerance. <http://www.tolerance.org/publication/chapter-1-civil-discourse-classroom-and-beyond>).

As you begin to move forward in you journey of EDI within collegiate recreation, a key tool for success includes how you approach conversations. Understanding and approaching conversations begins internally, and then continues with others.

Internally

- With openness—look from different points of view
- Without fear
- Understanding your own socialization and lens
- Noticing what’s going on in your body
- Asking yourself questions

With others

- Listen
- Ask questions respectfully, open-ended
- Share a personal anecdote—practice vulnerability
- Without the need to change someone’s mind
- As a dialogue and not a debate

There are excellent tools available in the NIRSA Assembly resource tool on How to manage and guide civil discourse in collegiate recreation (<https://nirsa.net/nirsa/portfolio-items/civil-discourse-in-collegiate-recreation/>). We invite you to visit the NIRSA Assembly’s website, and continue developing your awareness around engaging in civil discourse. Spend time with your staff exploring the resources, learning, and practicing the tips and strategies on listening, maintaining open dialogue and allowing varying perspectives to co-exist.

After you've had some time to work on guiding civil discourse in collegiate recreation, the last section of this EDI Resource Guide, Part Three, provides forty case studies, based on real-life examples of EDI related topics in collegiate recreation departments around the country. Your new awareness around EDI, and a deeper understanding of identity, and identity groups, plus your knowledge and skills around inclusion and civil discourse, have prepared you to start taking action.

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Part Three: Case Studies



Introduction to the Case Studies

THERE ARE APPROXIMATELY 40 CASE STUDIES included in this next section, based on actual examples of situations that have occurred in collegiate recreation on various campuses throughout the United States and Canada. We received over 100 case study submissions from commissioners, NIRSA members who work in various NIRSA leadership roles, and from general NIRSA members during our call for case study submissions at the 2018 Annual Conference.

The case studies are one of the most salient and practical parts of this resource guide. Each case study is unique in describing a scenario and the guiding questions vary from case study to case study. In some case studies, you may progress through to potential outcomes based on the guiding questions, and in other case studies the outcomes may be less clear and offer opportunity for dialogue and interpretation. There may even be some case studies that offer solutions that are not ideal. As you read through and utilize the case studies, keep in mind the three levels introduced around awareness, inclusion, and advocacy. The outcomes could even vary based on where you are in your own professional development or in the role you play on your campus.

The case studies can be utilized in a variety of ways. A few examples of how collegiate recreation professionals could use them include: in training with their staff to create awareness around EDI-related issues that are occurring in collegiate recreation; in conversations with fellow NIRSA members on the relevance of EDI within our profession; and in their own personal development by identifying and understanding the many layers of EDI competencies necessary in our work. Our hope is that these case studies prompt thoughtful discussions, increase awareness of EDI issues within collegiate recreation, help develop intentional ways to be more inclusive, and foster action towards

changing and /or creating policies and practices that support all program participants in collegiate recreation.

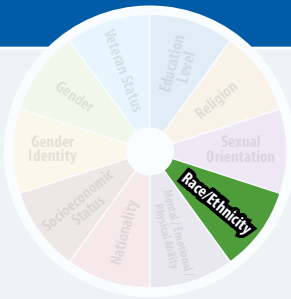
It is through learning, becoming comfortable with being uncomfortable, and engaging in civil discourse that we become better leaders and better human beings.

Race & Ethnicity Case Studies



Empowerment
Foundational Warrior
Gender Identity
Cisgender
Social Capital
Intersectionality
Transgender
Race Consciousness
First Language
Socially Responsible
Transformational Change
Cultural Appropriation
Internalized Class
Social Identities
Code-switching
Discrimination
Stereotypes
Power
Deity
Oppression
Christianity

RACE/ETHNICITY CASE STUDY



All Are Welcome in Campus Recreation

Part I Scenario

Racial tensions are high on campus due to a hate incident involving two student groups. Because of the incident, the administration at the university decides to take additional steps to address racism and prejudice on campus. An email is sent out to the entire campus community condemning the hate incident and reminding everyone of the university's commitment to diversity, respect, and civil discourse. An additional email is sent out to all staff and faculty asking them to be involved in a campus-wide campaign called "Hate Is Not Welcome." The campaign involves intentional messaging around campus. Every departments is provided a template with the words "Hate is Not Welcome," along with the university logo, and encouraged to display the signage throughout their building.

The Campus Recreation department calls a staff meeting to discuss what they can quickly do to be an inclusive space for everyone. Mario, who identifies as the only black man in the room, says that putting up the "Hate is Not Welcome" sign around the building is the quickest way to show Recreation Center's support while they come up with other ways to be inclusive. Pete, a white male, responds to Mario, saying that he doesn't like the negative language used with the university's marketing campaign. Another colleague says that she thinks those signs will be "taken the wrong way and will make people uncomfortable." The group ultimately decides to put signage around the building that says, "All are Welcome". Mario disagrees, but feels outnumbered and not heard in the discussion. He stayed silent during the remainder of the conversation while the group decided to change the language.

Part II Guiding Questions

- ❓ Why do you think Mario disagrees with the "All are welcome" sign? What experiences or lens might a person of color bring to the table that might be similar or different from the experiences and lens of staff who are part of majority and dominant social identity group?
- ❓ Why do you think the group decided to go with the "All are welcome" sign instead of the University promoted sign?
- ❓ Is having people feel uncomfortable a bad thing? Why or why not?
- ❓ What are more ways that campus recreation can make their spaces more inclusive for all?
- ❓ How do departments make sure all voices are heard and included in conversations?
- ❓ If you are Mario, who would you reach out to for assistance on your campus or within NIRSA?
- ❓ What skills/competencies do you feel you have to navigate this scenario and what areas do you need to develop to equip yourself to better to handle the situation?

Part III Potential Outcomes**Level I: Awareness**

- ▶ After the meeting, Pete reached out to Mario because of Mario's quiet demeanor in the meeting and wanted to make sure he was okay. Mario agreed to meet with Pete to discuss his perspective on the new signs.
- ▶ Before Pete meets with Mario, he reaches out to others who don't identify like him to try and understand why Mario might have been upset. Pete also does some research online.

Level II: Inclusion

- ▶ After Mario and Pete speak, in a space where Mario feels comfortable to address the issues he sees, they decide to have another group meeting. This time they involve a larger group with more identities present.
- ▶ At the meeting, everyone is encouraged to share varying perspectives and efforts are made to truly listen and hear one another to better understand the issues at hand. Pete learned about ways to facilitate engagement and helped frame the meeting around listening to everyone's voice, asking probing questions, and focusing more on getting all ideas out on the table and understanding the "why" behind the ideas before advocating for direction.

Level III: Advocacy

- ▶ They conclude that they need to be promoting an inclusive space where intolerance is not welcome and support inclusive spaces to those who need it most on campus at that moment.

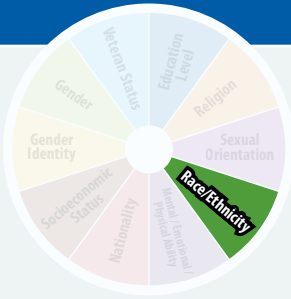
Part IV Potential Resources

Damiani, Jesse. "Every Time You Say "All Lives Matter" You Are Being an Accidental Racist." Huffington Post. December 6, 2017. http://www.huffingtonpost.com/jesse-damiani/every-time-you-say-all-li_1_b_11004780.html



Islam, Nazifa. "Collegiate recreation is all about inclusion." NIRSA. March 7, 2017. <https://nirsa.net/nirsa/2017/03/07/campus-recreation-inclusive-work-environment/>

RACE/ETHNICITY CASE STUDY



Racial Incident During an IM Basketball game

Part I Scenario

During an Intramural basketball game, a student referee, who is White/Caucasian, was officiating a game between a team comprised of White students and a team comprised of Black students. During the game, a bystander on the sidelines started calling the official a racist. Towards the end of the game, the bystander came onto the court and started yelling at the referee that they were not being impartial and were not fairly calling the game. The bystander said almost all the foul calls were against the Black students and several Black students on the team started chiming in that they agreed that the game was unfair.

The Intramural supervisor stepped in to try and resolve the conflict, but the Black players were upset and they, along with the bystander, walked off the court without finishing the game.

The next day, one of the Black team members saw the official at the library coffee shop. Pointing at the official, the athlete said, in a loud voice for others to hear, "That's the racist ref I was telling you about." The student official immediately left the coffee shop and texted you, the Coordinator of Intramural Sports, wanting to discuss the two incidents. The official told you that the team was upset with their calls from last night's game, was yelling at the official, and that the team forfeited their game by walking off the court before the game ended.

Later that day, the Black players shared their experience with a professional staff member in the university's multicultural center. They told the staff member they wanted to file a complaint and wanted support and direction on how to move forward. That staff member from the multicultural center contacted you to rectify the situation.

Part II Guiding Questions

- ❓ As a representative from your recreation department, how would you respond?
- ❓ What would you do to gather the facts and investigate the complaint?

- ❓ If there are witnesses or video footage, how would you proceed and what variables do you need to take into consideration?
- ❓ Would you allow the forfeit to stand or would you replay the game?
- ❓ Is there an opportunity to involve the initial referee in dialogue with the students for healing and reconciliation? Would you utilize the same referee in a rematch?
- ❓ What would you do if the opponents refused to replay the game? How would you handle the forfeit situation?
- ❓ What level of training does your staff have related to the preventing and responding to the situation?

Part III Potential Outcomes

Level I: Awareness

- ▶ Ask the multicultural center to handle the situation.
- ▶ Let the multicultural center know that you will address the situation during a staff meeting, but you avoid meeting with the students who felt there was bias.
- ▶ You decide to gather facts from both sides and try to determine if there was merit to the complaints. You only decide to take further action if there is compelling evidence.
- ▶ You start to learn about implicit and explicit bias and ways bias can manifest itself in your programs.

Level II: Inclusion

- ▶ Even if the staff and/or you feel there wasn't merit to the complaint or there is disagreement, how you acknowledge and recognize that there was a perception of unfair officiating and bias will make an impact on the students involved and the campus more broadly.
- ▶ Meet with all parties and gather everyone's perspective on what occurred without passing judgement or forming an opinion.
- ▶ Invite players to an officials training to talk about their experiences as students of color; the bias they have felt, whether real or perceived; and ways to communicate effectively with officials or IM supervisors as situations occur. This could include calling a time-out and stepping off the court for a moment.
- ▶ Identify resources on campus, which could include student employees or players, as well as staff or faculty, that can talk with your staff about bias, how bias shows up (whether intended or not), its impact, and strategies to prevent bias.

Level III: Advocacy

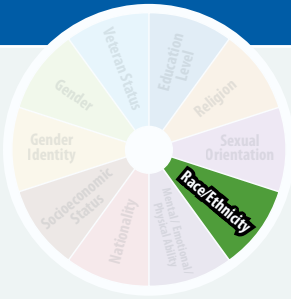
- ▶ Commit to ongoing, mandatory bias and diversity training with your staff to help minimize similar situations from occurring again.
- ▶ Create policies that address forfeitures and how they can be appealed, as well as policies for rematches.

Part IV Potential Resources



Berri, D. (2014). What NBA Referees Can Teach Us About Overcoming Prejudices. *Time Magazine*. <http://time.com/3635839/implicit-bias-nba-referees/>

RACE/ETHNICITY CASE STUDY



IM Program Offered for a Marginalized Group

Part I Scenario

You work on a campus that has had challenges in the past with racial and ethnic tension. Your Campus Recreation department has limited field space and a vibrant intramural program. Due to staffing and space, you can field leagues in each of the following areas: 2 open, 4 residence halls (a large component of your population), and 2 Greek (who have provided sizeable donations to Campus Recreation in the past). Due to the past issues on campus, your Vice President has stated clearly that she would like Campus Recreation to be an active partner in creating integrated, inclusive learning environments for students. A group of students from one of the cultural centers on your campus has presented a request to your intramurals department that they would like to participate in intramurals with other members of their identity. You have noticed from the student demographic section of your annual report that various marginalized groups do not partake in intramural sports to the degree of other students. This is not the first time the group has approached the department with this type of request and in the past, they were always informed that providing intramural sports based on identity would go against the integrated learning value of the university.

You potentially have space in the Open leagues and share this as an option with the group. The group shares with you that due to past bias incidents against their nationality on campus (not just in intramurals) they would feel more comfortable and willing to participate if they could have their own league and bond with one another therein. They state that they would be willing to join the open league only if they can field enough teams to participate against one another and communicate this with your department ahead of time to retain the “space” for themselves.

Part II Guiding Questions

- ❓ As a representative of Campus Recreation, how would you respond?
- ❓ What are ways that Campus Recreation can offer safe spaces for students of various nationalities/identities?
- ❓ How do departments create environments where students from different backgrounds can come together and learn?
- ❓ Would leagues based on identity be different from Greek leagues? Why or why not?
- ❓ What are potential implications in intramurals from moving forward with this request? In other areas of your department?
- ❓ Who on campus can you reach out to assist you with finding options/solutions?

Part III Potential Outcomes

Level I: Awareness

- ▶ Offer only the Open leagues.
- ▶ Allow for leagues with affinity/shared identities in your program (this requires cutting another league for facility time).

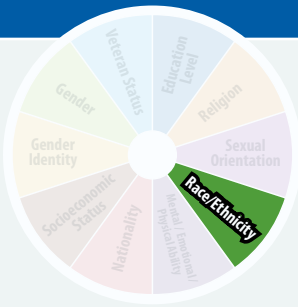
Level II: Inclusion

- ▶ Decline the students' request and change policy so that there are only Open leagues based on a competitive level.

Level III: Advocacy

- ▶ Apologize to the group about the past issues while also explaining the importance of inclusion. By creating teams in one of the already set up leagues, it will allow for a wide range of students to compete against each other and be competitive. Should issues arise in the future, assure them that your program does not tolerate incidents based on discrimination or racism.

RACE/ETHNICITY CASE STUDY



Cinco de Mayo Party

Part I Scenario

Several times a semester, the recreation department offers pool deck events to expose more students to the recreation center. Each event has a theme to promote the event. The rec staff plans for food, music, and games/activities that correspond with each week's theme. The marketing indicates that the food and games are free to all registered students and each event typically brings in 250-300 students. In the spring, the staff decided to include Cinco de Mayo as the theme since the event that fell during the week of May 5th. The staff marketed the event by using popular Mexican imagery such as brightly colored ponchos, maracas, and a cactus wearing a sombrero. The marketing also indicated there would be a piñata and Mexican finger foods. The day before the event, several of your rec center student employees tell you that they heard rumors from other students that several Latina/Latino students were unhappy about the Cinco de Mayo event and were planning to protest the event. The student employees didn't know why they were unhappy and, since it was just a rumor, you dismissed the concerns and decided not to mention it to any other staff.

The next day, the event officially started at 11:30 a.m. By noon, there were close to 200 students enjoying the free food and taking turns swinging at the piñata. Festive music filled the air and could be heard around the quad. A few minutes later, you began to see students move towards the pool entrance and point down to the other end of the quad. Several staff made their way through the crowd and saw about 35 students marching towards the recreation center pool carrying banners and posters. As the students got closer, you were able to hear them chanting negative comments about the recreation center and saw several signs that had sayings such as "the recreation center is only for dominant white students," "the rec center is a cultural thief," and "Rec only wants your money."

The recreation center staff are horrified and don't know what they did wrong or what to do. One staff member quickly calls their Recreation Center Director for advice while another staff member panicked and called campus police. Several students began recording video of the protesters and the event. Before campus police even arrived, your phone starts blowing up

regarding a Facebook post that is going viral that slams the rec center and shows your event with negative memes and comments. One of the comments states: “Maybe the rec center staff should go back to school since they obviously don’t understand cultural appropriation.”

Your Recreation Director arrives at the event and quickly asks campus police to step back and provide some space for the students to express themselves. One of the students leading the march steps up and explains to you that they are upset because the event does not authentically represent the meaning and purpose of Cinco de Mayo. Another student chimes in that they are fed up with the white dominant culture “prostituting” their holiday without even understanding what it really means. They go on to say they’re sick and tired of white folks stealing their culture and how dare the university rec center benefit off of their culture in an effort to promote the recreation center. The students call for a boycott of the recreation center and the resignation of the staff responsible for the event. The recreation staff decides to quickly shut down the event, and with the assistance of campus police, they slowly disperse the crowd and protestors. The Director encourages everyone to take a deep breath and indicates that staff will meet as a team tomorrow to debrief the event. The next day, before your team meeting, the school paper comes out with the headline “Students protest campus recreation and call for resignation of staff.” The Vice Chancellor of Student Affairs has been on the phone with your Recreation Director all last evening and early this morning to discuss and strategize how to move forward.

Part II Guiding Questions:

- ❓ Why do you think the students were protesting the event?
- ❓ What was meant by the term cultural appropriation?
- ❓ Why do you think students feel Cinco de Mayo has been commercialized and “prostituted” by American white people?
- ❓ What is the authentic meaning of Cinco de Mayo?
- ❓ Do you think the incident could have been prevented? How and what would you have done differently?
- ❓ In what ways could the recreation department have successfully held a Cinco de Mayo Event?
- ❓ How do you think the Director should respond to the Vice Chancellor of Student Affairs?
- ❓ How do you think the Director should approach debriefing the event with the recreation staff? What resources could the Director draw upon from campus or the community?

- ❓ Do you think a staff member or multiple staff members will be asked to resign by higher-level administrators because of the incident and the call for resignations by the students? What would you do and how would you respond if you were one of the staff members asked to resign?
- ❓ What impact, if any, does social media have on impacting the outcome of an incident?

Part III Potential Outcomes:

Level I: Awareness

- ▶ Invite your diversity office, administrators, and/ or faculty with diversity experience to a staff meeting to help the staff become aware of the diversity issues at hand.
- ▶ Do your own research on Cinco de Mayo and what the students meant when they said the recreation center was “prostituting” their culture.
- ▶ React to the students’ demands and require the resignation or termination of staff members involved. The unfortunate loss of a few staff members may be the best outcome to rebuild trust and manage relationships with students.

Level II: Inclusion

- ▶ Find a strong facilitator and ally that has a relationship with the students who can provide an authentic opportunity for dialogue, education, growth, and healing between the students and staff.
- ▶ Allow students to lead and champion future culturally themed events in collaboration with the department by providing resources and creating agreed upon shared goals.

Level III: Advocacy

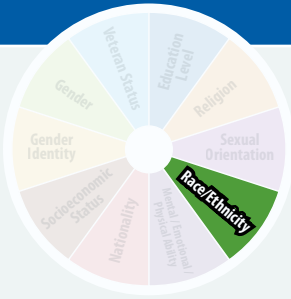
- ▶ Require diversity training for all department staff.
- ▶ Create a department expectation that outreach to student groups and departments must occur as part of the program planning process.

Part IV Resources



Johnson, A. (2018). "9 Reasons Why Celebrating Cinco de Mayo is the Worst", Insider, Retrieved January 4, 2019 from <https://www.thisinsider.com/why-celebrating-cinco-de-mayo-us-is-bad-2018-5>

RACE/ETHNICITY CASE STUDY



Posters Depicting White Supremacy: "It's Okay to be White"

Part I Scenario

It's Friday night and you receive a call on your cell phone from the Recreation Supervisor (student) on duty at the recreation center. While conducting their hourly building count and walk through, she found signs posted in a few places within the recreation center. The signs were plain white with black font which stated, "it's okay to be white." The Supervisor relayed that she had taken the signs down. She also stated there had been at least a dozen patrons who had seen the signs and relayed their concerns to the customer service staff at the Front Desk. Finally, she noted that some of the other student staff on duty were incredibly upset about the signage.

Part II Guiding Questions

- ❓ Why does this situation matter within collegiate recreation?
- ❓ Who would you notify of the situation (internal to department, external to the department)?
- ❓ What information do you not know or need to find out more about to determine a course of action, if any?
- ❓ What short term course of action might you take, if any, and what might that look like for you and your campus?
- ❓ What long term course of action might you take, if any, and what might that look like for you and your campus?

Part III Potential Outcomes

Level I: Awareness

- ▶ Alert the campus police department and/or bias response team.
- ▶ While you are aware of the situation, you decide not to send an email to your student employees to address the message, so as not to give "airtime" to the message in hopes of not escalating the situation.
- ▶ While it is okay to be white, you research the saying and try to learn the meaning and intent behind the statement, and realize the meaning is tied to white nationalists' cause.



Level II: Inclusion

- ▶ Department leadership reaches out via email to all campus recreation employees acknowledging the incident and the feelings and reaction members of our community experienced, as well as reminding students of our commitment to diversity and inclusion.

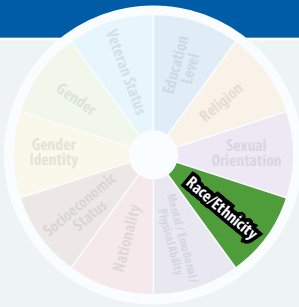
Level III: Advocacy

- ▶ You develop a staff program to facilitate dialogue, learning, and healing.

Part IV Resources

- ▶  Jaschik, S. "Confronting 'It's Ok to be White' Posters" <https://www.insidehighered.com/news/2018/11/05/campuses-confront-spread-it-s-ok-be-white-posters>. November 5, 2018.
- ▶  Southern Poverty Law Center. www.splcenter.org

RACE/ETHNICITY CASE STUDY



The Race Card

Part I Scenario

Adam, an Assistant Director of Facilities at a large university, supervises five facility coordinators. Adam has had ongoing performance issues with Nathan, one of his coordinators, and Adam has counseled him on issues such as unauthorized time off, disappearing throughout the day, missing key deadlines, and circumventing processes and policies. Adam has also counseled him on the importance of communicating and sharing information that is accurate and explained why all of these things are important. Adam has had numerous verbal conversations over the past two years and has provided Nathan with three written warnings about his performance and expectations for improvement; Adam has also addressed the concerns in previous performance evaluations. In addition, Adam has offered strategies for improvement and sought out feedback from Nathan on how he can help him as his supervisor.

Adam has had other employees in the past that he has had to counsel and/or provide written warnings over the last ten years of his career for various performance related issue, so he hasn't considered doing anything different. Adam met with the Associate Director and Director to lay out a performance plan for Nathan and met as a group with Nathan to discuss what the expectations would be and potential next steps if you did not see improvements. Everyone agreed with the plan, including Nathan.

Over the past two months, Adam saw some improvements with Nathan, but he was still having issues that were negatively affecting the department and the students. Adam in anticipating the departure of his current Director who took a new job and he has a new Director starting next month. Adam decides to wait on taking any further action, with hopes that he'll see an improvement once Patrick, the new Director, begins his job. After about three months, Patrick starting hearing concerns about Nathan's performance. Patrick really likes Nathan and was already thinking about ways to help promote him so he can take on more responsibilities. Patrick was disheartened to hear about the concerns with Nathan. Nathan's performance had become worse and he is even less present at work. He is missing meetings, comes in late, leaves early, and disappears in the middle of the day. Adam was recently been made aware of an issue that

has significantly impacted another department on campus and Adam decides it is time to put Nathan on probation.

Adam reaches out to his Associate Director and his HR representative and everyone agrees that it's time to place Nathan on probation. Adam set up a meeting with Nathan and reviewed the on-going concerns, revisited the performance plan that was agreed upon and Adam verbally let Nathan know that his performance is unacceptable and he is being placed on probation. Adam also hands Nathan a letter which outlines the concerns and probation details.

Patrick is not happy to hear about Nathan's performance issues. He is also not big on documentation and wants to know what Adam has done to help Nathan succeed. Patrick asks to meet with Adam to discuss the situation with Nathan and Adam explains the history and coaching he has tried to provide Nathan over the past two years. Adam shares with Patrick that he is glad he reached out to him to discuss Nathan, and Adam attempted to bring Patrick up to speed on the ongoing issues he has had with Nathan. Adam pulls out his folder with all the past documentation and the performance plan and explains why Nathan has been placed on probation and if he doesn't see sustained improvement over the next 6 months that the department is going to have to let him go.

Patrick tells Adam that he doesn't want to have a performance issue with his only male staff person of color and that Adam needs to figure out how to make things work. Adam heard that Patrick has been trying to build rapport with the VP of Student Affairs, who happens to be a person of color, and he feels Patrick wants to avoid the situation to build favor with the VP. Three days later, Patrick calls Adam back into his office to let him know that Nathan has filed a discrimination claim against him and that Nathan claims Adam has been treating him unfairly solely because of his race.

Part II Guiding Questions

- ❓ What are the various issues that could be at play?
- ❓ Do you think Adam should/could be doing more to help Nathan, and if so, what else could Adam try?
- ❓ How do you feel about the Patrick telling Adam to figure out how to make things work?
- ❓ Do you think Patrick should have supported Adam, given the past history, plan, and documentation? Why or why not?

- ❓ Why do you think Nathan agreed to the performance plan three months ago and is now filing a discrimination claim? Do you think there could be merit to Nathan's claim?
- ❓ Do you think Nathan could be "throwing the race card" to avoid being held accountable for his actions?
- ❓ Do you think Patrick could be "throwing the race card" for his own political benefit?
- ❓ What power dynamics and racial history could be influencing Nathan's ability to succeed by having a white, male supervisor? Does this matter? Why or why not?
- ❓ What resources at your institution could you utilize to help address this concern?

Part III Potential Outcomes

Level I: Awareness

- ▶ Both Nathan and Patrick are using the "race card" for their own personal benefit. Using the "race card" is when someone uses race as a variable for avoiding accountability or from benefiting off of something because of race. The "race card" is not just something a person of color can use. White people have historically used the race card to establish and maintain power and perpetuate racism. In this scenario Patrick is using the race card to gain political power.
- ▶ Adam still has a performance issue with Nathan and now he's been accused of discrimination. Adam has never been told anything from Nathan or anyone else about any actions or behaviors that have been or could be perceived as discriminatory. Adam understands now why so many people don't want address performance, especially with a person of color, for fear of being thrown the race card. Adam feels unsupported and frustrated.
- ▶ Nathan feels like he can throw the race card because he doesn't feel like he can succeed working for Adam and he feels like he has sympathetic ear with the new Director.
- ▶ Nobody takes any further steps to discuss the situation and the department uses an neutral ombudsman to investigate the claim.





Level II: Inclusion

- ▶ Patrick sits down with Adam and listens to the ongoing performance issues Adam has experienced, the steps he's taken to try and help Nathan, and offers suggestions on other strategies that might be helpful.
- ▶ Patrick also sits down with Nathan and listens to why Nathan feels he's been discriminated against and why he hasn't said anything up to this point. Patrick also goes over the performance concerns and addresses the severity of the issue and asks Nathan to take some time to think about if he really wants to pursue a formal complaint.
- ▶ Patrick calls a meeting with both Nathan and Adam and shares that he hears Nathan's concerns and wants to work collectively on making the climate better; he asks Nathan to discuss his concerns and provide examples of when and how he felt discriminated against. He also tells Nathan that he needs Nathan to own the issues and be accountable for his actions. Patrick communicates to Adam that he understands how challenging it can be to have ongoing performance issues with Nathan and that Nathan needs to improve and that expectation isn't going away. He also tells Adam that they will spend time exploring work environment, styles, and actions that can intentionally or unintentionally create climates that could be perceived as discriminatory and ways to incorporate socially-just supervision concepts into his work.
- ▶ Patrick ends the meeting by apologizing to both Nathan and Adam for making some assumptions and expressing opinions that were not healthy, productive, or fair to everyone. Patrick tells Nathan that he believes he can improve his performance if he wants to be here and that Adam can improve his supervisory skills to help him succeed. The most important step going forward is to own your actions and be honest, open, and truthful so we can build trust and grow as a team.

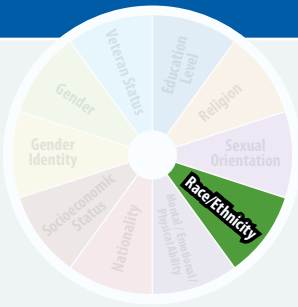
Level III: Advocacy

- ▶ Patrick, Adam, and Nathan develop a workshop on the dangers, damage, and pitfalls of playing the race card without merit and on socially just supervision, coaching, and setting up underrepresented staff for success so everyone wins. The workshop is presented to all full-time staff and shared with other departments on campus. It is also selected and well-received at the national conference and the team becomes national presenters on the topic.

Part IV Resources

-  Bracey, C. (2009). The Color of Our Future: The Pitfalls and Possibilities of the Race Card in American Culture. Review of Richard Thompson Ford. The Race Card: How Bluffing About Bias Makes Race Relations Worse. *Stanford Journal of Civil Rights and Civil Liberties*, 5(1). Retrieved from https://scholarship.law.gwu.edu/cgi/viewcontent.cgi?article=1004&context=faculty_publications.
-  Ford, R. (2008). *The Race Card: How Bluffing About Bias Makes Race Relations Worse*. Picador. New York, NY.
-  Khilay, S. (2012) Playing the 'Race Card'. London School of Economics and Political Science. *Equity, Diversity, and Inclusion*. <http://blogs.lse.ac.uk/equityDiversityInclusion/2012/05/playing-the-race-card/>
-  O'Donoghue, K (2009). Culturally Relevant, Socially Just Social Work Supervision: Becoming Visible Through a Social Constructionist Lens. *Journal of Ethnic & Cultural Diversity in Social Work*, 18(1-2). Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/15313200902874979>.

RACE/ETHNICITY CASE STUDY



Southern Chants and Pride

Part I Scenario

An Intramural team does a chant after their games that is embedded in southern traditions that refer to rebels, confederates, and southern pride. The chant is deemed as offensive to other students and your recreation staff. The students consider the chant to be an important part of their identity/roots and claim under the first amendment that they have a right to do their chant under freedom of speech laws.

Part II Guiding Questions

- ❓ What are the racial dynamics in this situation?
- ❓ What are the racial implications in this situation?
- ❓ How does your own racial identity play a factor in how you perceive this situation?
- ❓ What are intersectional considerations that might connect to race/ethnicity?
- ❓ How does the context matter for this situation?
- ❓ Is their freedom of speech being violated?
- ❓ Who is or should be involved – who is directly and indirectly involved?
- ❓ Who might you reach out to on campus or within NIRSA to assist you?
- ❓ Why is it important/ why does this situation matter within collegiate recreation?
- ❓ What information do you not know or need to find out more about to determine a course of action, if any?
- ❓ What course of action might you take, if any, and what might that look like for you and your campus?

- ❓ Would the follow-up or action be different if you were at a different type of institution—private/public, faith-based, etc? Why?
- ❓ Are there any personal struggles you might encounter if your values/beliefs differed from your institution's? How might you reconcile those differences?
- ❓ What skills/competencies do you feel you have to successfully navigate this scenario and what areas do you need to develop to better equip you to handle the situation?

Part III Potential Outcomes

Level I: Awareness

- ▶ Host a meeting with the team to understand their experiences and perspectives.
- ▶ Host a meeting with the students and staff who have brought the issue to your attention to understand their experiences and perspectives.

Level II: Inclusion

- ▶ Work with a bias incident team or Office of Diversity to determine if the chant is an expression that threatens the health, safety, or welfare of persons in the university community and, if so, inform the team that they are not to do the chant after their games.
- ▶ Determine that the chant does fall under freedom of speech even though the audience finds the message disagreeable or even offensive. Discuss with the team the feelings and perspective of other students, yet allow the team to continue using the chant after their games.

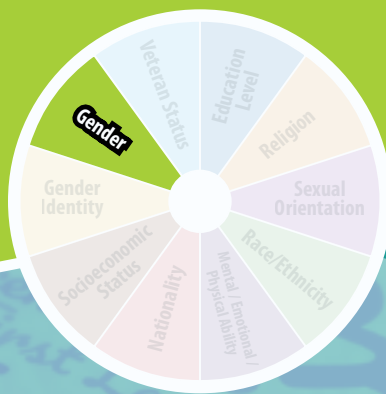
Level III: Advocacy

- ▶ Bring departments of interest (i.e. Sociology and Diversity) together to create an event or program for dialogue around civil discourse. Potentially during Diversity Week if it exists on campus.
- ▶ Discuss the use of free speech zones and how this can be incorporated with the Recreation Center

Part IV Resources

-  Neiwert, D. (2017). When White Nationalist Chant Their Weird Slogans, What do they Mean? Southern Poverty Law Center. Retrieved January 16, 2019 from <https://www.splcenter.org/hatewatch/2017/10/10/when-white-nationalists-chant-their-weird-slogans-what-do-they-mean>.
-  What is symbolic speech and when is it protected? Landmark Cases of the U.S. Supreme Court. Street Law, Inc. and the Supreme Court Historical Society. Retrieved January 16, 2019 from http://landmarkcases.org/en/Page/680/What_Is_Symbolic_Speech_When_Is_It_Protected.

Gender Based Case Studies

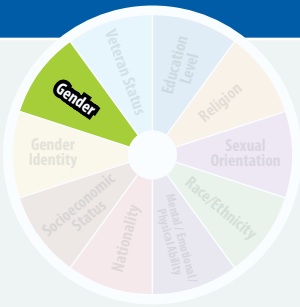


Empowerment
Foundational Warrior
Gender Identity
Cisgender
Social Capital
Intersectionality
Transgender
Race Consciousness
First Language
Socially Responsible
Transformational Change
Cultural Appropriation
Internalized Class
Social Identities
Code-switching
Discrimination
Stereotypes

Inclusion
Equity

Power
Deity
Oppression
Christianity

GENDER BASED CASE STUDY



Gender Bias and Employment

Part I Scenario

You identify as a female coordinator working in a vibrant, exciting collegiate recreation department. Recently, an all staff email is sent out regarding an Assistant Director position that is opening on the facilities team. You personally feel this would be a great opportunity for advancement and you have the skillset to apply. One concern you have is that it is currently all male employees working on this team. Over the years you have interacted with many of them, and you have found that they have a very strong bond. They are always laughing and chatting together, going out after work, and you wonder if they would accept you. While you don't doubt your qualifications, you get a sense from others in the department that one of the other male coordinators would get the position/promotion over you.

Part II Guiding Questions

- ? Why is this relevant and important to discuss in the collegiate recreation environment?
- ? What do you see as the main issues with this scenario?
- ? Have you had any personal struggles or experiences with being treated differently because of your gender, or has someone you know or work with had such an experience?
- ? What course of action should be taken here?
- ? Would this look different if the gender roles were reversed?
- ? Who would be good sources to discuss this with?

Part III Potential Outcomes**Level I: Awareness**

- ▶ Make a mental note of the situation and apply for the position anyways.
- ▶ Use mentors and support systems for questions, feedback, and process how you are feeling.

Level II: Inclusion

- ▶ Discuss with your Human Resources representative or other appropriate resources if there are concerns that a gender bias may be a factor in the decision-making process or the candidate was preselected outside the approved search process.
- ▶ If concerns exist, which it appears like they do, discuss individually with Director, Ombudsman, Compliance, etc.

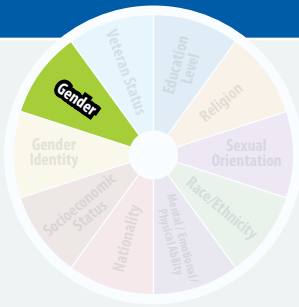
Level III: Advocacy

- ▶ Implement Equity/Equal Employment training for all-staff.

Part IV Potential Resources

- 🔗 EEOC—Equal Employment Opportunity Commission
- 🔗 Information on Title VII—Civil Rights Act of 1964
- 🔗 National Center for Atmospheric Research. [Gender Bias in the Workplace]. Retrieved on January 30, 2019 from <https://www.ucar.edu/sites/default/files/documents/related-links/2018-05/Gender%20bias%20in%20the%20workplace.pdf>

GENDER BASED CASE STUDY



Sexist Supervisor

Part I Scenario

At a social networking event, a supervisor uses derogatory and sexist language towards women within the recreation facility, implying that they received their position because of their gender rather than merit.

Part II Guiding Questions

- ❓ What significance does this situation have within collegiate recreation?
- ❓ What more information should you know to determine a course of action, if any?
- ❓ Has this situation happened with this supervisor in the past? If so, has anything been documented to verify that this is not the first occurrence?
- ❓ What course of action might you take, if any, and what might that look like for you and your campus?
- ❓ What skills/competencies do you feel you have to successfully navigate this scenario, and what areas do you need to develop to better equip you to handle the situation?
- ❓ What outcomes could occur given different types of institutions – private/public, faith-based, etc? Why?

Part III Potential Outcomes

Level I: Awareness

- ▶ Report the issue to a higher authority and document the incident, resulting in reprimand for the supervisor.
- ▶ Refer the individual filing the complaint to Human Resources or an anonymous reporting system.

Level II: Inclusion

- ▶ Report the incident to the Title IX Coordinator and explore collectively options on how to address the concerns.
- ▶ Invite Title IX staff to speak with your staff and educate them on their rights and how to report/handle this type of situation.

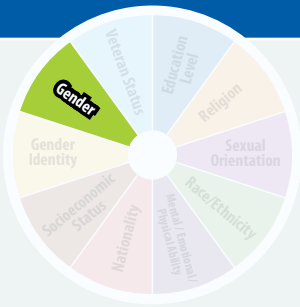
Level III: Advocacy

- ▶ Create training materials for your staff in regards to gender equality.
- ▶ Ensure that there is gender representation in staff hiring and selection and provide cross training to those interested in learning other areas that traditionalizing have had gender stereotypes associated with the roles.

Part IV Potential Resources

- 🔗 Connect with the Title IX experts on your campus, which may include the institution's general counsel, Title IX Coordinator, or Athletics administrators.
- 🔗 Search NIRSA Connect for conversations occurring among NIRSA peers regarding Title IX.
- 🔗 National Women's Law Center. A website full of great resources: <https://nwlc.org/issues/>.

GENDER BASED CASE STUDY



New Female Sport Club Team

Part I Scenario

Your sport club program is currently capped at 24 teams—of which 12 are coed or open, six are men’s teams, and six are women’s teams. The current cap at 24 club teams is due to limitations with Campus Recreation staff, space, and finances. A student emails you, the Assistant Director of Club Sports, to set up a meeting. In the meeting, she indicates she wants to start a women’s club volleyball team, and the only volleyball club team that currently exists is a men’s volleyball club. The student suggests that due to Title IX, the Campus Recreation department must allow the team to be formed even though the club sport program is currently capped due to the limited resources (staff support, facility space, and club funding). The student has connected with a lawyer regarding how prohibiting the women’s volleyball club team from forming is a violation of Title IX.

Part II Guiding Questions

- ❓ Why is this important/ why does this situation matter within collegiate recreation?
- ❓ What information do you not know or need to find out more about to determine a course of action, if any?
- ❓ What course of action might you take, if any, and what might that look like for you and your campus?
- ❓ What skills/competencies do you feel you have to successfully navigate this scenario and what areas do you need to develop to better equip you to handle the situation?
- ❓ Would the follow-up or action be different if you were at a different type of institution—private/public, faith-based, etc? Why?
- ❓ Who might you reach out to on campus or within NIRSA to assist you?

Part III Potential Outcomes

Level I: Awareness

- ▶ Refer the student to the student government association and get them connected to available resources and programming; work on combing the men's and women's team together.


Level II: Inclusion

- ▶ Allow the athletes to try out for the Men's Volleyball club team instead of forming a new team.

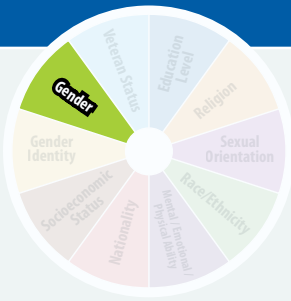
Level III: Advocacy

- ▶ Modify the existing cap to allow a Women's Volleyball club team to be created.

Part IV Potential Resources

-  McDowell, J., Deterding, R., Elmore, T., Morford, E., & Morris, E. (2016). Title IX and Campus Recreation: Guidelines to Increase Gender Equity in Club and Intramural Sport Programs. *Recreational Sports Journal*, 40(2), 133-151.

GENDER BASED CASE STUDY



Swim Attire Rules vs. Patron Request

Part I Scenario

Your recreation center's pool attire policy requires all patrons to be in swim attire in order to utilize the facility. A woman approaches a Lifeguard and states she would like clarity on the swim attire policy. She adds that she has had a double mastectomy and that the scar tissue from the surgery is sensitive and wearing a swim top causes her extreme pain. She would like to be able to use the pool in just swim trunks. A recent ruling by a local judge had resulted in an injunction being granted, which halted a city ordinance that prohibited women from showing their breasts in public. The judge had stated the ordinance discriminated against women and perpetuates stereotypes that sexualized female breasts. The patron brings up this recent ruling when asking for clarification on what type of swimsuit she is required to wear in the campus recreation center pool.

Part II Guiding Questions

- ? What are the concerns or issues at hand?
- ? What constituencies might be concerned? What might be their concerns?
- ? Who might you reach out to on campus or within NIRSA to assist you?
- ? Why is this important/why does this situation matter within collegiate recreation?
- ? What course of action might you take, if any, and what might that look like for you and your campus?
- ? Would the follow-up or action be different if you were at a different type of institution—private/public, faith-based, etc? Why?
- ? Are there any personal struggles you might encounter based on differences in your values/beliefs compared to your institution's? How might you reconcile those differences?

Part III Potential Outcomes**Level I: Awareness**

- ▶ Review the dress code policies and identify any potential issues that could be perceived as bias or exclusionary.

Level II: Inclusion

- ▶ Create a focus group of men, women, transgender individuals, people with a disability, and people with religious needs to help identify challenges and barriers to accessing spaces such as the pool.
- ▶ Create a policy that allows individuals a variety swim attire options that meet a wide range of needs.

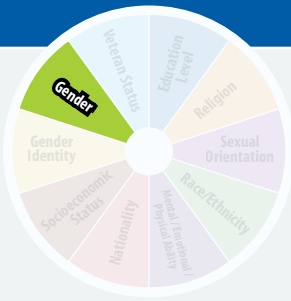
Level III: Advocacy

- ▶ Create a script for staff for potentially difficult conversations. Float language by appropriate university offices. This script can help protect your staff from backlash.
- ▶ The department would review and modify the attire policies to ensure there is no gender-based discrimination in the dress code.

Part IV Potential Resources

Connect with you campus counsel and/or local officials to learn more about local ordinances and how they impact the campus.

GENDER BASED CASE STUDY



Female Student Offended by IM Sport Team Names

Part I Scenario

Your intramural sports programs encourage creativity and allow all teams to create their own team names. A female intramural student participant approached the competitive sports professional staff with concerns over the insensitive nature of some team names for intramural sports teams. The department policy related to team names is very vague. For the most part students can name their team whatever they want. There is some oversight, but unless it is blatantly offensive, the names are allowed. The student presented some names that could be sexist, homophobic, racist, vulgar, etc. but are often subtle or a play on words. Some examples are: Coon and Friends, Shrinkage isn't a problem, Girls Tappan Balls, F*ck You Mike Healy, Titty Bingo, Bumpin Uglies, and Twat Swat.

Part II Guiding Questions

- ❓ What are the concerns or issues at hand?
- ❓ What constituencies might be concerned? What might be their concerns?
- ❓ As a representative of campus recreation, how would you respond?
- ❓ If you are not sure how to respond, who might you reach out to on campus or within NIRSA to assist you?
- ❓ What course of action might you take, if any, and what might that look like for you and your campus?
- ❓ What pushback do you anticipate from intramural participants? How do you plan to address that?

- ❓ Could/should the department review, and potentially modify, the policies on intramural team names?
- ❓ If the department were to modify the existing policy, how should the department educate the participants on the change in regulations?

Part III Potential Outcomes

Level I: Awareness

- ▶ The department can research other campus recreation programs to aid them in reviewing and analyzing the current policy.

Level II: Inclusion

- ▶ Start a campaign on appropriate names for teams.
- ▶ Allow teams to choose from a predetermined list of team names.

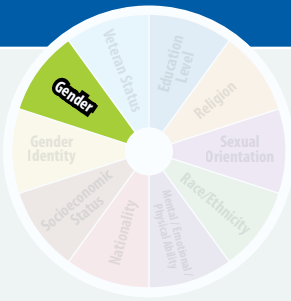
Level III: Advocacy

- ▶ Ask the offensive team to change their name as not to alienate other teams in the league.
- ▶ Create script for staff to address upset patrons claiming infringement on speech.

Part IV Resources

- 🔗 Weeks, Kent M. "In Search of Civility: Confronting Incivility on the College Campus." 2011 Morgan James Publishing
- 🔗 Weeks, Kent M. "Doing Civility: Breaking the Cycle of Incivility on the Campus." 2014 Morgan Jame Publishing

GENDER BASED CASE STUDY



Environment in the Main Weight Room

Part I Scenario

A female student presented a request to make changes to the main weight room at the Recreation Center because of the claim that women at the university often feel uncomfortable lifting in the racks at the Recreation Center. Her objective was to reduce the anxiety, discomfort, and the one-sided sexually charged environment that exists in the racks at the Recreation Center. Two examples she provided were: (1) men sitting on the benches behind the racks gazing at female lifters and (2) men being more aggressive in their approach to claiming a rack, resulting in women being unable to secure a rack. Her solutions were:

- Feminize the racks by painting them pink.
- Move two of the racks. Since all of the racks are located in one area, this allows for a more masculine-dominated culture to exist around them.
- Women only gym hours: the gym could designate two hours a day towards women's only fitness.
- Women only designated workout room.

Part II Guiding Questions

- ? As a representative of campus recreation, how would you respond?
- ? Who should be involved in the decision to change the racks?
- ? What campus partners could you communicate with to help determine the outcome?
- ? What constituents will be impacted?

- ❓ What are the potential negative impacts from moving forward on some of or all the recommendations?
- ❓ What spaces are available to provide women only gym hours?

Part III Potential Outcomes

Level I: Awareness

- ▶ Make one to two changes in the weight area based on the recommendations.

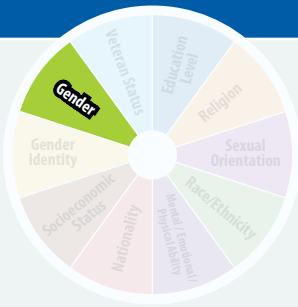
Level II: Inclusion

- ▶ Create a space dedicated to women only.
- ▶ Create a focus group to help design a less intimidating environment.

Level III: Advocacy

- ▶ Ensure there is representation of all genders on staff in the weight room area and that staff are trained to address intimidating behaviors.
- ▶ Implement a new weight room layout of equipment; train and equip staff with the right messaging to advocate and support the change, as well as language to respond to and address complaints.

GENDER BASED CASE STUDY



Women Only Hours

Part I Scenario

Your recreation center has decided to offer women only hours at certain times in your smaller weight room, a studio dance room, and the pool to accommodate women who have religious needs that prevent them from working out with men and to accommodate women who may be intimidated or prefer a space to work out without being eyed by the guys or hit on while they work out. At the beginning of each semester the front desk staff receives many complaints about your policy. How would you train your staff to respond to complainants, and what would you tell them to justify this practice? What would you do if an LGBT group wanted an LGBT only time to work because they felt uncomfortable working out with the heteronormative “typical straight” population or a group wanted a men only workout time?

Part II Guiding Questions

- ❓ Why is this important/ why does this situation matter within collegiate recreation?
- ❓ What information do you not know or need to find out more about to determine a course of action, if any?
- ❓ What course of action might you take, if any, and what might that look like for you and your campus?
- ❓ What skills/competencies do you feel you have to successfully navigate this scenario and what areas do you need to develop to better equip you to handle the situation?
- ❓ Would the follow-up or action be different if you were at a different type of institution—private/public, faith-based, etc? Why?
- ❓ Who might you reach out to on campus or within NIRSA to assist you?

- ❓ How would you work with your campus partners to respond to the potential PR concerns that could arise from this?
- ❓ Relative to campus partners, who else might you have conversed with prior to instituting a women only workout area?
- ❓ What is the process in which you would review and revise, if necessary, the facility space requests to better serve more group populations requesting time? How do you ensure equitable timing allocation to multiple groups requesting space?

Part III Potential Outcomes

Level I: Awareness

- ▶ Acknowledge the various interests and let groups know you'll do your best to accommodate all groups requesting private time during the day, knowing you're not sure how to carve out space to meet everyone's requests.

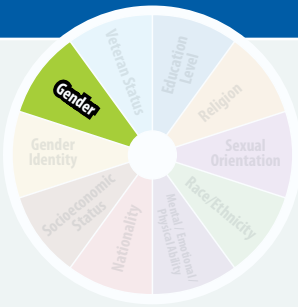
Level II: Inclusion

- ▶ Meet and discuss with the requesting groups a mutually beneficial compromise that would meet their needs without isolating other groups.

Level III: Advocacy

- ▶ Create a facility reservation request form and an advisory council to assist in the decision making process for groups requesting space.

GENDER BASED CASE STUDY



Stereotypical Gender Expectations

Part I Scenario

The Director of Campus Recreation, Mark, has been in the field of campus recreation for a little over 40 years. He is perceived to be part of the “good ol’ boys” network and has an “old school” approach to programs and services offerings.

Jessica (the Assistant Director for Club Sports and Camps), and Shane (the Assistant Director for Intramural Sports) were finalists for an internal search for the Associate Director position. Jessica exceeded the qualifications and experience required for the position, while Shane minimally met the requirements. Ultimately, Shane was selected for the position, and Jessica asked Mark for feedback on her interview process. Mark shared that he did not like Jessica’s vision for future program growth and the direction she wanted to guide the program as much as he did Shane’s approach. Shane and Mark also happen to officiate high school sports together and are considered close work friends. Jessica feels she was not given an equitable shot at the position from the start. Based on the departmental reporting structure, Jessica now reports to Shane.

Though Shane is respectful and fair towards Jessica in person, two female colleagues confide in her that both Mark and Shane do not care for women with strong personalities or who are outspoken or opinionated. Jessica told her colleagues that a while back, before Shane was promoted to Associate Director, two female IM students supervisors approached her with concerns of preferential treatment towards their male coworkers, enforced gender roles for various responsibilities, and not feeling they had space to speak up during meetings.

Jessica has now reported to Shane for 18 months. Shane has not allowed Jessica to serve on campus committees, has provided poor evaluations of her work performance, and has prevented her from leading new department initiatives. Jessica decides to meet with Shane about ways to improve, to question his evaluation of her work performance with counter examples, and to ask why she’s being held back. Shane dismisses Jessica’s concerns and tells her to focus on working harder and being a better team player

Part II Guiding Questions

- ❓ Who is or should be involved — who is directly and indirectly involved?
- ❓ Why is this situation an important matter within collegiate recreation?
- ❓ What information do you not know or need to find out more about to determine a course of action, if any?
- ❓ What course of action might you take, if any, and what might that look like for you and your campus?
- ❓ Are there any personal struggles you might encounter based on differences of your values/beliefs compared to your institution? How might you reconcile those differences?
- ❓ What theory or theories would guide your practice in addressing this issue?
- ❓ What skills/competencies do you feel you have to successfully navigate this scenario and what areas do you need to develop to better equip you to handle this situation?

Part III Potential Outcomes**Level I: Awareness**

- ▶ Conduct and document meetings with the supervisor of the Assistant Director and Director and utilize campus human resources, if necessary, to ensure the supervisor is made of aware of their actions, perceptions, and impact.

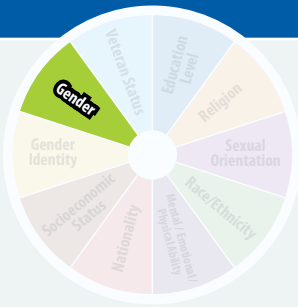
Level II: Inclusion

- ▶ Conduct department wide training on hiring practices, gender inclusion, and bias prevention; ensure your hiring practices include committees and an objective evaluation rubric.

Level III: Advocacy

- ▶ Conduct a department-wide assessment of salary and compensation packages, classifications, and responsibilities to ensure men and women are treated fairly and equitably across the department. Correct any discrepancies to ensure there are no inequities based on gender or any other identities.

GENDER BASED CASE STUDY



Male Dominating the Court

Part I Scenario

As the facility coordinator in the recreation center, you have been receiving numerous complaints regarding the climate of pick-up basketball in the evenings. People who you perceive to be both women and men-identified have reported that several pick-up participants show signs of disrespectful behavior. These participants do not follow the pick-up basketball rules and treat other participants unfairly, especially women who are frequently the targets of disrespectful language and exclusionary behaviors during the pick-up games. In order to collect information on the situation, you ask a few of your evening student managers to monitor pick-up basketball closely and watch for any signs of what has been reported. All reports come back that the behavior is in fact happening. There is a group of men who demonstrate behavior of “owning the court.” They do not select or rotate teams and games fairly, they leave out women who are waiting to join into games, and they use inappropriate language on the court, including terms that are rooted in sexism. Your student staff report back that they understand why so many complaints are occurring regarding pick-up basketball.

Part II Guiding Questions

- ❓ After having your staff confirm the issue exists, what are some actions you can take to respond to this concern?
- ❓ What other areas of the facility and/or programming may be experiencing similar issues?
- ❓ What skills/competencies do you feel you have to successfully navigate this scenario and what areas do you need further development in to better handle the situation?
- ❓ What types of staff training could you provide to your student employees to help them manage this situation in your absence?

Part III Potential Outcomes

Level I: Awareness

- ▶ Staff pick-up basketball with students whose role will be to implement proper pick-up basketball etiquette in addition to enforcing the written rules.

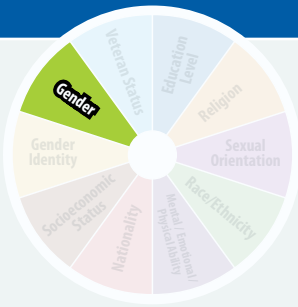
Level II: Inclusion

- ▶ Identify the specific individuals contributing to the problematic environment and alert them to how their behaviors are impacting other patrons, educate them on the pick-up basketball rules in the facility, and clarify the consequences of not modifying their behavior.

Level III: Advocacy

- ▶ Implement a staff training on how to identify problematic and non-inclusive behavior on the basketball courts and how to intervene in these instances.

GENDER BASED CASE STUDY



Sexual Harassment

Part I Scenario

You work at a university that has a strong recreational sports program and reputation for being an outstanding institution. In the past four years, there have been three different allegations of sexual harassment by three different male professional staff members in the recreation department. Each allegation was investigated and it has become common knowledge from the various victims that the men were found in violation of sexual harassment. The investigator made recommendations, but left the final decision on what to do in the hands of the Recreation Director. None of the perpetrators were fired or removed from their work environment. The department culture has traditionally operated on “boys will be boys,” and the situations are used as teachable moments. A new allegation of sexual harassment has been reported, and the staff is furious that nothing has been done in the past to change or address the work culture.

Part II Guiding Questions

- ❓ What can be done to change the culture in the recreation facility? In what ways should the culture be changed?
- ❓ What ways can changing the culture affect the facility internally and externally?
- ❓ Does the facility/university have a clear sexual harassment policy? If so, does the staff have a clear understanding of that policy?
- ❓ What can be done further to ensure that there are consequences or the matter is properly investigated?

Part III Potential Outcomes

Level I: Awareness

- ▶ Report the new allegation, and the lack of change from the old ones, to a new Title IX investigator.
- ▶ Host sexual harassment training for the entire office, facilitated by the Title IX Office.

Level II: Inclusion

- ▶ Create an advisory committee to develop ideas on how to change the culture of the office.

Level III: Advocacy

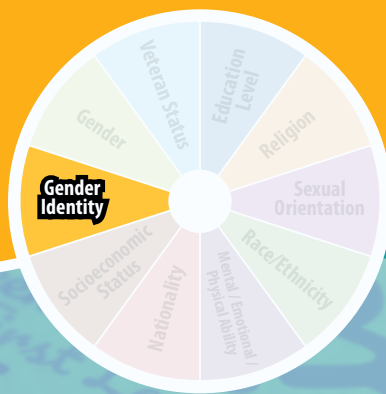
- ▶ Partner with departments on campus such as Title IX, Social Justice and Advocacy, Diversity Initiatives, or Women's Studies to develop a program on addressing culture and help the department develop training and new action plans for addressing issues.

Part IV Resources



US Department of Education: https://www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html

Gender Identity Case Studies



Empowerment
Foundational Warrior
Gender Identity
Cisgender
Social Capital
Intersectionality
Transgender
Race Consciousness
First Language
Socially Responsible
Transformational Change
Cultural Appropriation
Internalized Class
Social Identities
Code-switching
Discrimination
Stereotypes

Inclusion
Equity

Power
Deity
Oppression
Christianity

GENDER IDENTITY CASE STUDY



Intersex Intramural Participation

Part I Scenario

Your intramural soccer league is gearing up to take off when a student wanting to participate in the intramural indoor soccer league stops by the intramural office. They mention to you (a student employee) that they are intersex and don't know if they should select male or female when signing up. You aren't 100% certain that you know what intersex means so you aren't sure how to react. To your understanding, the student should select which gender they have listed on their identification card and/or within the universities registrar system, so you share this information with them. The student still seems hesitant and confused so you ask if you can talk to your supervisor and call them back with more information or clarification.

Part II Guiding Questions

- ? Why is this scenario relevant/important within collegiate recreation?
- ? Did the student employee respond appropriately in this situation? Where could you see room for improvement?
- ? What further information needs to be clear before reaching back out the student participant?
- ? As a supervisor of this student employee, how would you react to this interaction?
- ? How can you better equip students at your institution to navigate a scenario like this, not just in intramural registration but also across the department?
- ? Do you foresee any policy changes that could be made after this occurs?

Part III Potential Outcomes**Level I: Awareness**

- ▶ The department can research the definition of intersex and how it applies in IM sports.

Level II: Inclusion

- ▶ Allow the participant to choose the IM league based on the gender that they most identify with daily.

Level III: Advocacy

- ▶ Collaborate with the Registrar's office to see how the gender question is worded and see if it can evolve to be more encompassing.

Part IV Resources

Intersex Campaign for Equality. <https://www.intersexequality.com/intersex/>

GENDER IDENTITY CASE STUDY



Locker Room Access for Everyone

Part I Scenario

Patricia is a senior and an active user of your recreation center. She enjoys swimming in the outdoor pool. Patricia identifies as a woman, though she was born and raised as a man. Patricia began socially transitioning from male to female her sophomore year, and she started taking hormones over a year ago. Social transitioning means that Patricia has not had any medical surgeries to change her biological genitalia; however, she has started medically transitioning by completing her first year of hormone therapy. Since Patricia has completed a full year of hormone therapy, she now presents 100% of the time as a woman. Patricia has purchased her first female bathing suit and has decided she is ready to use the women's locker room for the first time.

Your recreation center was already aware that there were many students on campus who identified as transgender (meaning the student identified as the gender opposite of their assigned gender at birth) or non-binary (meaning the student didn't feel the label of man or woman best identified their gender identity). The department has worked with the LGBT campus resource center on campus and already has a policy in place that allows students to use the restroom and locker room that best fit how the student self-identifies with their gender identity. The policy does not require medical transitioning; therefore, students can access whichever space works best for them based on where they are in their gender identity journey. Your recreation center felt they were prepared to welcome all students.

Patricia proceeded to use the women's locker room, and several women in the locker room quickly ran out of the locker room screaming to the lifeguard that there was a man in the women's locker room. Your lifeguard was unsure how to respond and told Patricia that she needed to leave and would need to meet with a full-time manager before she could come back to the recreation center. Later in the day, several non-student members called the chancellor's office to complain, and the next day two female Muslim students met with your membership manager to explain how uncomfortable they felt using the locker room with Patricia. Patricia left the

recreation center in tears and filed a formal complaint with the LGBT Center Director because she felt discriminated against by your recreation staff.

Part II Guiding Questions

- ❓ If there was already a gender identity inclusion policy in place, why do you think the lifeguard was unsure about how to respond to the situation?
- ❓ Do you think Patricia should be required to use a specific locker room?
- ❓ What if there weren't individual use locker rooms or restrooms available?
- ❓ The Chancellor's Office contacted the Recreation Department's Director to respond to the situation. How do you think the Director should respond to the non-student members?
- ❓ How do you think the recreation manager should respond to the two female Muslim students? Who else should the recreation manager contact to discuss the situation and seek guidance before responding?
- ❓ The LGBT Resource Center Director contacts the Recreation Department Director to inform them of the discrimination complaint Patricia wants to file with the university. How should the Recreation Director respond to the LGBT Resource Center Director and what might the Recreation Center and LGBT Resource Center Director be able to do or say to Patricia to keep the situation from escalating into a formal complaint and investigation?
- ❓ Would the course of action potentially be the same or different based on if this was a state institution or a religiously affiliated institution? What if the institution was located in a progressive urban city or a more conservative or rural environment?

Part III Potential Outcomes

Level I: Awareness

- ▶ The department can research other campus recreation programs to aid them in reviewing and analyzing the current policy.
- ▶ The department can put together a focus group to discuss best practices and policies.

Level II: Inclusion

- ▶ Fast-track the installation of gender-neutral or private locker rooms so that anyone can choose to use whichever space they feel most comfortable. Many campuses may be reluctant, and it is not recommended as a best practice, to tell any person what space they must use, so having a gender-neutral or private space would allow the any of the parties using the women's locker room to choose a more private space if they so desired.
- ▶ Create more visible signage and an educational campaign to ensure users are aware of the recreation center policy. Create more training for the frontline staff and campus police on responding to situations like this scenario.
- ▶ The Recreation Director might offer a refund or encourage the non-student members to use an alternative space or a different facility off campus since their priority is first and foremost to serve the students.

Level III: Advocacy

- ▶ If the parties are willing, you may have a unique opportunity to bring together Patricia and the two Muslim students to talk about the experience and together explore ways in which to create respectful spaces for everyone. Patricia may not realize how uncomfortable everyone else might be sharing the space and could learn about being more discreet. The Muslim students could learn a bit more about the challenges and fears Patricia was trying to overcome and the bravery it took for her to feel safe and comfortable fully immersing herself in the women's locker room.

Part IV Potential Resources



NIRSA Championship Series Transgender Athlete Participation Policy. <http://nirsa.net/nirsa/wp-content/uploads/championship-series-transgender-athlete-policy.pdf>

GENDER IDENTITY CASE STUDY



Shirts vs. Skins: Perceptions and Impacts

Part I Scenario

Alex is a first-year, out-of-state student at your university. Alex is studying Health and Exercise Science and is passionate about fitness and wellness. He was also an athlete in high school and has been determined to remain active during his college career through taking advantage of the various resources available to him at the campus recreation center. Alex strives to be active at least six days a week. In addition to his workouts, he attends group fitness classes twice a week and competes on multiple intramural teams.

Alex identifies as transgender. Aside from close friends and family, no one at school knows about his transition. Since coming out, Alex has struggled with coming up with the financial means to go through with his sex reassignment surgery since his family's insurance will not cover it. While not being able to have the surgery yet is disheartening for Alex, he still feels comfortable engaging in the recreation community due to the department's high emphasis placed on equity, diversity, and inclusion. Alex regularly uses the gender inclusive changing rooms and is comfortable playing in the Open leagues. The most significant roadblock for Alex is on the indoor basketball courts.

Alex often plays basketball with a couple of his male identified friends after his workouts in the late afternoon. The time is the same as when many other men play basketball on the indoor courts. The challenge comes when the men must decide who will play with shirts on and who will play as "skins" or shirtless. Alex's friends know about his transition and that because Alex hasn't had his top surgery done yet, that he would be uncomfortable playing shirtless as it would expose his sports bra and wrap.

Historically, males have been allowed to play basketball without shirts on inside recreation centers, and Alex knows this. However, Alex wants to get rid of this rule, and after playing with his friends that afternoon, he heads straight home to write a proposal to the director of the recreation center to abolish the policy allowing shirtless play. In the proposal, Alex questions the policy and its regard to fairness and equality for all gender identities. Alex goes on to mention that as an admissions ambassador, he knows that the facility will begin to be a part of the re-

cruitment tour for prospective students and such shirtless play may not give off an image that the university would approve.

Satisfied with his proposal, Alex hits send on the email. He eagerly wakes up the next day to see how the director responded.

Part II Guiding Questions

- ❓ How would you respond to Alex's email? Next steps?
- ❓ In what ways would maintaining this policy be problematic in creating an inclusive recreational experience?
- ❓ Considering the identities that you hold, how would maintaining this policy impact your perception of inclusion at this recreation center?
- ❓ Who should be involved in the decision on the policy?
- ❓ It's one thing to change a policy; it's another thing to change behavior. Since this policy has been around so long, how would you and your department go about establishing a culture where all community members believe that playing shirtless is not the most inclusive thing to do?
- ❓ How would you and your department respond to the potential backlash from people who believe they should be able to play shirtless if they want to?
- ❓ What campus partners could you communicate with to help decide upon the most inclusive outcome?

Part III Potential Outcomes

Level I: Awareness

- ▶ Thank Alex for his email but explain why no action will be taken. Shirts and Skins is a long-standing tradition, and there is no rationale to change the policy. Societal norms allow for males to go shirtless while not providing same opportunity for other gender identities.
- ▶ Thank Alex for his email and offer a compromise. Limit areas where shirtless play is permitted within the Rec Center to only basketball courts that are not associated with the campus tour.

Level II: Inclusion

- ▶ Thank Alex for his email and invite him into a meeting with you to discuss ways he'd like to see the department move forward with his request.
- ▶ Meet with campus resource groups and students to explore new policies and strategies to help others understand their privilege and how they may not be aware of barriers for other.

Level III: Advocacy

- ▶ Change policy to no longer allow allow shirtless activity except in the pool. Eliminating practices that create barriers for everyone to feel welcome supports the department's commitment to equity, diversity, and inclusion.

Part IV Potential Resources

-  Understanding basic concepts of privilege and how people are impacted: Ferguson, Sian. "Privilege 101: A Quick and Dirty Guide." *Everyday Feminism*. September 29, 2014. <http://everydayfeminism.com/2014/09/what-is-privilege/>
-  Problems with dress codes: Chemaly, Soraya. "Every Reason Your School's Gendered Dress Code Is Probably a Sexist Mess." *Huffington Post*. September 25, 2016. http://www.huffingtonpost.com/soraya-chemaly/every-reason-your-schools_b_8147266.html
<http://www.npr.org/sections/ed/2014/06/12/321268424/the-anatomy-of-a-dress-code>

GENDER IDENTITY CASE STUDY



Gender Identity and Competitive Advantage

Part I Scenario

Your campus recently adopted NIRSA's Transgender Inclusion Guidelines and you have updated your website and your IM handbook to include language around transgender inclusion. The policy states that anyone can participate in campus recreation programs and services regardless of gender identity. The policy also says that for gender specific programs and services, individuals may self-select their gender category based on how they self-identify and that it is done in good faith and is consistent with a player's expressed gender identity. The intent of the policy is to allow individuals who are gender non-conforming the ability to participate in programs and utilize services that align with their gender identity, regardless of where the person might be in their transition process.

Mid-way through the first season after the guidelines were put in place, your IM basketball officials reported that two Co-Ed teams were in a fight over a player on Team A, who Team B felt was misrepresenting their gender solely for gaining a competitive advantage within the league. The individual had participated on Team A as a man for the first three games and last night showed up to game dressed as a woman and was counted as a female participant. Your IM rules for co-ed games require a certain number of female participants and incentivizes female participation by awarding extra points when female players make a basket.

The IM officials called the game and both teams received a temporary forfeit until the situation could be further reviewed. The officials came to your office concerned because they felt unprepared for how to handle the situation and didn't know what to do. They were unsure if the player on Team A was utilizing the transgender policy in good faith or if the individual was only showing up dressed as a woman for the game to gain a competitive advantage.

Part II Guiding Questions

- ❓ How might you approach this situation? What information do you not know or need to find out more about to determine a course of action, if any?
- ❓ What strategies might you take to further investigate the concerns around unfair competitive advantage?
- ❓ What strategies might you take to determine if the player is gender non-conforming and utilizing the policy in good faith that is consistent with their expressed gender identity?
- ❓ How would you maintain confidentiality and not “out” someone who has been thinking about transitioning and this was the first time they represented themselves as the opposite gender from their assigned birth gender?
- ❓ In reflecting on the implementation of the new policy, how might you approach training the staff on the new policy? Did the department previously equip them with the tools and resources to handle the situation?
- ❓ What approach could you take during the IM captains meeting to review the policy, the intent of the policy, and understand ‘good faith’?
- ❓ What is meant by ‘expressed gender identity’? Does a participant have to express their gender identity the same way all the time and in all situations, or might they be fluid and move through a continuum as they are figuring out their identity?
- ❓ Who might you reach out to on campus or within NIRSA to assist you?
- ❓ Why does this situation matter within collegiate recreation?
- ❓ Would the follow-up or action be different if you were at a different type of institution—private/public, faith-based, etc? Why?
- ❓ Are there any personal struggles you might encounter based on differences in your values/beliefs compared to your institution’s? How might you reconcile those differences?
- ❓ What skills/competencies do you feel you have to successfully navigate this scenario and what areas do you need to develop to better equip you to handle the situation?

Part III Potential Outcomes**Level I: Awareness**

- ▶ Meet with captain of Team B to communicate the policy, its intent, and what constitutes good faith.
- ▶ Meet with accused participant on Team A, along with a representative from the LGBTQ Resource Center, about the intent of the Transgender Participation policy and what constitutes good faith.

Level II: Inclusion

- ▶ Share your transgender inclusion policy and guidelines for intramural sports participation online to the campus community.

Level III: Advocacy

- ▶ Continue supporting your inclusion policy despite this incident, and create policies to address misrepresenting your gender identify solely for competitive advantage or to gain access to gender based programs or facility spaces that is not legitimately reflective of your gender identity in which you typically present.

Part IV Resources

NCAA. (2012). Champions of Respect — Inclusion of LGBTQ Student-Athletes and Staff in NCAA Programs. Accessible as a free download from <http://www.ncaapublications.com/p-4305-champions-of-respect-inclusion-of-lgbtq-student-athletes-and-staff-in-ncaa-programs.aspx>.

GENDER IDENTITY CASE STUDY



Student Staff Member Refuses to Use Preferred Names

Part I Scenario

James has been working at the campus recreation center front desk for a little over two years. He has always been a good employee, shows up on time, and has never been written up for any issues. Last week Chris, a student recreation participation, came to your office to file a complaint against James. Chris shared in confidence that he is transgender and has socially transitioned from a woman to a man. Chris went on to share that he had attempted on several occasions to help James understand that he identifies as a man and had repeatedly asked James to please stop greeting him as Christina. Chris feels James has been rude and disrespectful and should be fired for embarrassing him and creating significant emotional harm.

The next day, you bring James into your office at the beginning of his shift and talk with him about the concern. James calmly lets you know that the computer at the front desk pops up every member's picture when they enter the building and he can clearly see that Christina is a woman. He thinks it's strange that Christina tries to act like a boy and he also shares that he has a very strong religious belief system and he believes it is God's will that you are born a man or a woman and you just can't go around changing that because you feel like it. When you ask James why he keeps greeting Chris out loud every time he comes into the recreation center, James responded that his job to help spread the word of God and to confront evil when it is before you.

Part II Guiding Questions

- ❓ How would you address this situation?
- ❓ How can you ask for James to show better respect without compromising his beliefs?
- ❓ Is it fair to ask Chris to show better respect and tolerance to James because of his religious beliefs and what would that look like?

- ❓ What type of training could you provide to your student staff to better understand preferred names and gender identity?
- ❓ Is it fair to expect James to attend a training that he thinks is morally wrong? If you were to make it a required training, what would you do if James claims you're discriminating against him because of his religion?
- ❓ What if you also struggle with understanding gender identity? Do you share that perspective with anyone? Are you able to remain neutral and supportive of all students?
- ❓ Would your response or actions be different based on if you worked at various types of institutions (private/public, faith-based, geographic location, etc)?

Part III Potential Outcomes

Level I: Awareness

- ▶ Meet with both James and Chris separately to listen and acknowledge their perspectives.
- ▶ Set a minimum expectation with James that he can politely say hello when Chris enters the facility, but he can either acknowledge Chris by his preferred name or can avoid saying anything so as to not compromise his values, but that he is expected to show respect as an employee and to discontinue referring to Chris as Christiana.

Level II: Inclusion

- ▶ Reach out to members of the LGBT resource center or community resources that support the LGBT community and to any faith based resources you might have on campus or in the community and invite them to a conversation with members of your full-time staff team to talk about the intersection of LGBT people with faith and religion. Frame the invitation around seeking insights and learning that will help your department both support students and provide resources for helping others learn about the intersections, overlaps, and challenges for people with one or both identifies. Ensure that you are inviting people who are open and able to share positive ways to support all students.
- ▶ Explore options to add a preferred name and updated picture to your access control system.

Level III: Advocacy

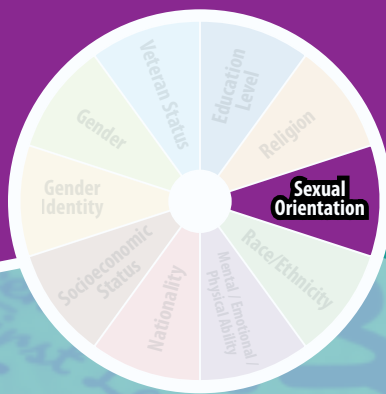
- ▶ Create clear expectations and training for all staff on being inclusive, welcoming, and respectful.
- ▶ Advocate for new procedures between the registrar's office and/or Information Technology and your internal department systems to provide photos and names that are congruent with the student's gender identity and preferred name.

Part IV Resources

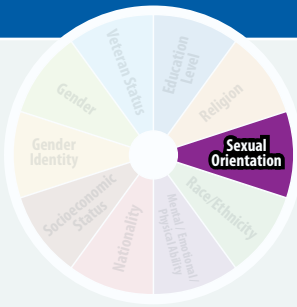
- 🔗 Campus Pride. Colleges and Universities that Allow Students to Change the Name and Gender on Campus Records. <https://www.campuspride.org/tpc/records/>
- 🔗 The University of Arizona. Religion and LGBTQA+ Resource Guide. <https://lgbtq.arizona.edu/sites/lgbtq.arizona.edu/files/Religion%20Resource%20Guide%20June%202018.pdf>



Sexual Orientation Case Studies



SEXUAL ORIENTATION CASE STUDY



Intra-team Dating

Part I Scenario

Mandy and Jen have been dating and they are both club sport officers on the same women's club team. Last semester, there were no issues related to them dating and no one on the team has expressed any issue with them being in a same-sex relationship. This semester, several students on the team have started to express concerns with their relationship. Two players, who are not club officers, have asked to meet with you, the club sports coordinator, to discuss their concerns.

During the meeting, the two players share several concerns. First, they feel like the communication and planning for upcoming matches and team business has suffered. They are concerned that Mandy and Jen's relationship is getting in the way of taking care of team business. The players also shared that when they travel, Mandy and Jen always sit together in the van and they share the same bed in the hotel room. Most players don't care that they want to be together, but they feel like it is impacting the team dynamics and causing the team to splinter. While some team members want to just leave it be, there are others who feel like it's impacting the ability for the team to bond, work together, take care of business, and play at their best. In addition, several girls are concerned about what will happen if they break up. There were two occasions last month when Mandy and Jen were arguing off to the side at practice and the team sat around waiting for them to get started, since they lead most of the drills. Since the team doesn't have a coach, they were hoping you could help them figure out what to do.

Part II Guiding Questions

- ❓ As a club sports coordinator, how might you respond to the players' concerns?
- ❓ What role could you play, if any, to help the players and the team? Would you have different thoughts on what you could do to help if it was a co-ed team and it was a male and female officer dating?

- ❓ Do you currently provide any training and development for club teams on intra-team dating, the dangers and pitfalls, and things you can do to keep the team a team?
- ❓ Do you think it is reasonable and appropriate to provide student development in areas of group and team dynamics?
- ❓ What might be some things you could offer in a training for coaches, officers, and captains around social interactions, behavior expectations on and off the field, and strategies and tips on managing different intra-personal, social, and behavior related group dynamics?

Part III Potential Outcomes

Level I: Awareness

- ▶ Meet with all the club officers of the team as a group to do a “check-in” and see how things seem to be going overall this semester, but avoid directly asking Jen and Mandy about their relationship.
- ▶ You’ve realized that this is way out of your wheelhouse and you don’t want to be in the business of coaching a bunch of girls about how to get along. You decide to offer the club officers an article on team performance and the importance of maintaining a healthy team culture. You also casually mention to the team that if they ever need to chat, to feel free to stop by and you hope they have a great season (secretly hoping you don’t have to have any further conversation).

Level II: Inclusion

- ▶ You have embraced that reality that team members date one another and others have probably dealt with similar situations. You decide to reach out to a coach from athletics that you know who coaches a women’s team to see if she has any tips or ever had to work with a similar situation.
- ▶ The coach shared that “yes, this is actually a fairly regular thing we sometimes have to manage and there are some really great strategies I’ve used and others have shared with me over the years.” The coach also suggested looking at the NCAA’s publication, *Champions of Respect*, which has a lot of resources and tips that could be helpful.
- ▶ You invite the coach to work with you and your club sports council on creating an awareness around interpersonal relationships on the team, how important it is to stay focused on the team while on team business, and strategies that could be incorporated in a training.

Level III: Advocacy

- ▶ Include the new material as part of your club sport officer, captain, and coaches training.

Part IV Resources

NCAA. (2012). Champions of Respect — Inclusion of LGBTQ Student-Athletes and Staff in NCAA Programs. Accessible as a free download from <http://www.ncaapublications.com/p-4305-champions-of-respect-inclusion-of-lgbtq-student-athletes-and-staff-in-ncaa-programs.aspx>.



SEXUAL ORIENTATION CASE STUDY

Is it Safe? Homophobia in Outdoor Programs

Part I Scenario

Your campus has a very active outdoor trips program and an outdoor guide training program. Recently, you've overheard several guides make comments such as "that's so gay" and tell one of the guides "you look like such a fag in that get up." You don't believe your student leaders are homophobic and that they are just using these phrases in a joking fashion. A few weeks later, one of your guides, James, comes to your office and asks to speak to you privately. James shared that he was feeling a bit uncomfortable with some fellow guides and that he had recently started dating another guide in the program. He then went on to explain that the guide he's dating is another guy in the program and that they are both gay. James doesn't want to share the name of who he is dating but said they are concerned that the others may find out. He and his boyfriend aren't sure how the other guides would react based on comments they've heard from some of their peers in the trip program. James also said they are not sure if they would be comfortable sharing a tent with the other guides, and if they knew, the other guides may not be comfortable either. You realize that you've never had any trainings about LGBTQ concerns and you don't know how they might feel or react to the situation.

Part II Guiding Questions

- ❓ How might you approach this situation, especially since you've never really talked with the guides about LGBTQ issues, homophobia, and creating a welcoming and supportive space for everyone in the program?
- ❓ How might the guides react if they found out about James and his boyfriend? Do you think other guides would have an issue sharing a tent or communal spaces like showers at campgrounds?
- ❓ How would you handle this if it were a participant that expressed concern?

- ❓ How would you maintain confidentiality and not “outing” someone while trying to accommodate various needs like sleeping arrangements?
- ❓ Who might you reach out to on campus or within NIRSA to assist you?
- ❓ Why does this situation matter within collegiate recreation?
- ❓ What information do you not know or need to find out more about to determine a course of action, if any?
- ❓ What course of action might you take, if any, and what might that look like for you and your campus?
- ❓ Would the follow-up or action be different if you were at a different type of institution—private/public, faith-based, etc? Why?
- ❓ Are there any personal struggles you might encounter based on differences of your values/beliefs compared to your institution's? How might you reconcile those differences?
- ❓ What skills/competencies do you feel you have to successfully navigate this scenario and what areas do you need to develop to better equip you to handle the situation?

Part III Potential Outcomes

Level I: Awareness

- ▶ Meet with the guides who made the slurs and comments to discuss the importance of language and the barriers they could potentially be building between staff members and participants.

Level II: Inclusion

- ▶ Develop a team of guides to explore topics of diversity and identity and start including those topics in guide training to help prepare guides to better understand diversity issues within outdoor programs.

Level III: Advocacy

- ▶ Partner with your LGBTQ Resource Center on campus to conduct a BraveSpace/SafeZone and/or Allyship training with all Outdoor Adventure staff.
- ▶ Implement a new diversity competency as part of your guide training program.

Part IV Resources

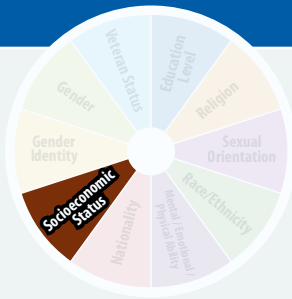
-  NIRSA EDI Resource Guide
-  Campus Diversity Office



Socioeconomic Class Case Studies



SOCIOECONOMIC CASE STUDY



Costs Affecting Campus Recreation Experience

Part I Scenario

It is the beginning of the school year, and Anaya is anxious to begin classes and be on a college campus. She is attending a large D1 university, which is a significant difference from the 3000-population rural town where she grew up. Anaya is the first of her family to attend college; both of her parents work in the town's factory, and they saved up just enough money for her to be able to go. She wants to make her family proud and is excited for the opportunity but knows it will be overwhelming.

After her first week of school, she reaches out to her advisor letting him know that she is already starting to feel the stress of college. He suggests she go the Campus Recreation Center (CRC), where she can de-stress, move her body, and meet new people. Anaya asks how much it will cost her and he says "nothing – your access is part of your student services fees." Excited, Anaya heads to CRC. After an hour of exploring, Anaya has fallen in love with campus recreation. She has seen everything from rock climbing, to group fitness classes, to swimming, to the amenities of the locker room – and she wants it all! She walks down to member services and asks how she can participate in these activities. They inform her that a locker will cost \$40 for the year, Group Fitness classes are \$50 a semester, and climbing is \$50 a semester. "\$140?" Anaya asks. "But my advisor said it was free."

Part II Guiding Questions

- ❓ Why are the extra costs of the Campus Recreation Center a challenge for Anaya?
- ❓ How might Anaya proceed after hearing the price amounts associated with these specific facility amenities?
- ❓ What course of action should the CRC take to serve Anaya better?
- ❓ Why is this conversation important for Anaya and students like her?

- ❓ Is it possible for the CRC to provide excellent amenities while lowering costs or erasing fees? Why or why not?
- ❓ How does this situation look different to universities or colleges that include all amenities?
- ❓ What campus partners could you communicate with to help find a solution?

Part III Potential Outcomes

Level I: Awareness

- ▶ Anaya, noticeably disheartened, decides not to sign up for any of the activities, thanks the front desk agent and leaves the rec center. The front desk agent feels terrible about the situation and immediately reports the interaction to her supervisor to see if there's anything else they could have done.





Level II: Inclusion

- ▶ The front desk agent asks Anaya to wait a moment for while they get their Member Services Coordinator.

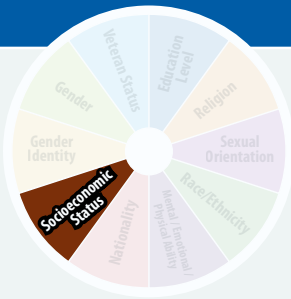
Level III: Advocacy

- ▶ The Coordinator asks Anaya to come into her office. She explains the fees and why they need to charge to have the space and amenities that they are providing. She goes over the different options that are provided for no cost, such as "Group Fitness Free Week," student programming, the pools, and the multiple fitness spaces. They look at the CRC calendar and put together a list of activities and events she can go to throughout the semester. She also lets Anaya know that they might have some CRC student positions opening if she is interested in being more involved in campus recreation.

Part IV Potential Resources

-  Spending binges at colleges and their effect on student debt: Woodhouse, Kellie. "Lazy Rivers and Student Debt." *Inside Higher Ed*. June 15, 2015. <https://www.insidehighered.com/news/2015/06/15/are-lazy-rivers-and-climbing-walls-driving-cost-college>
-  The Benefits of Campus Recreation: Forrester, S. (2014). The Benefits of Campus Recreation. Corvallis, OR: NIRSA. http://rfc.wayne.edu/mort-harris/forrester_2014-report.pdf
-  College students working out at campus gyms get better grades: Neubert, Amy Patterson. "College students working out at campus gyms get better grades." *Purdue University News*. April 15, 2013. <http://www.purdue.edu/newsroom/releases/2013/Q2/college-students-working-out-at-campus-gyms-get-better-grades.html>
-  Interactive online activity that allows you to virtually navigate through a low-income lens and try to survive on an extremely limited budget. This "game" serves to provide the player with some concrete examples on what kinds of challenging factors impact someone's socioeconomic status. <http://playspent.org/>.

SOCIOECONOMIC CASE STUDY



Can't Work Out: Lacking Workout Attire

Part I Scenario

When coming back to the recreation center one afternoon, you, the coordinator, see a student sitting in the lobby who looks odd and out of place. He isn't wearing workout clothes, appears to be watching everyone else, and fits the description of the young man you've received complaints about from student staff members and patrons. Before approaching him, you ask one of the students at the front desk and he confirms that is the same gentleman. They've seen him all throughout the rec center walking, sitting, and watching, but has never actually worked out or participated in any programming. Each time the complaint has come to you, he always seems to "dodge you." You were able to identify the student and you've restricted his access until meets with you. He is now in the lobby just hanging out and watching people.

You ask him to come to your office to chat. He agrees and seems rather excited to speak with you, not at all what you would have expected. After speaking with him you, realize that there has been an incredible misunderstanding by you and your staff. The student has been living from friend's couch to friend's couch and, at times, even from his car. He is too embarrassed to ask for any help and the only clothes he has that are in good shape, are clothes for him to wear to class. Because of the strict workout clothes policy in place at the rec center, he is unable to participate but enjoys coming to watch intramurals and sport clubs, which is why he is there and not working out. He was confused as to why he wasn't able to go in so he was waiting in the lobby to speak with someone about his access.

Part II Guiding Questions

- ❓ What might be some layers of concern?
- ❓ What course of action might you take, if any, and what might that look like for you and your campus?
- ❓ How might some students respond compared to professional staff?

- ❓ Who should be involved in the follow up – within the rec center and on campus?
- ❓ Why is this important within collegiate recreation?
- ❓ How could you train your staff and other professionals to recognize these students in the future? Is this needed?
- ❓ What are work attire barriers, real or perceived, that influence who might be comfortable using the recreation center?

Part III Potential Outcomes

Level I: Awareness

- ▶ Refer the student to your student involvement office to assist with any other clothing needs.



Level II: Inclusion

- ▶ Give the student a couple of shorts and shirts from your rec center store/extra inventory for him to participate.
- ▶ Assist the student with signups for intramurals and connect him with the sport clubs he is interested in joining and advise him on what's typically involved in competing on a sport club team.

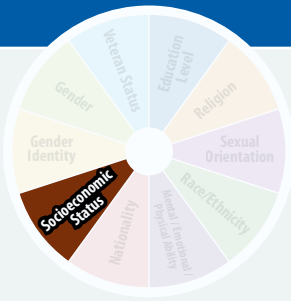
Level III: Advocacy

- ▶ Work with your student and professional staff to create a food and clothing drive for students on campus in need and create a "shared locker" program for individuals to borrow or take personal items such as swimsuits, t-shirts, athletic socks, sports bras, and shoes.
- ▶ Create a promotional campaign about myths and misconceptions around workout attire. As the industry has become more commercialized, students may be self-conscious around comparing themselves to others or to advertisements and feeling inadequate if they don't own a brand name pair of shoes, yoga pants, or the newest technologies in wick-a-way athletic gear. Provide resources on appropriate gear that is affordable and help students become more aware of the commercialization of being active.

Part IV Resources

-  Andersen, J. (2018). Expensive Running Shoes Are Not Better Than More Affordable Running Shoes (Study). Retrieved January 30, 2019 from <https://runrepeat.com/expensive-running-shoes-are-not-better-than-more-affordable-running-shoes-study>.
-  Suckling, Lee. "Is Expensive Workout Gear Worth the Money?" Stuff. January 2, 2018. <https://www.stuff.co.nz/life-style/well-good/teach-me/100099342/is-expensive-workout-gear-worth-the-money>.

SOCIOECONOMIC CASE STUDY



Fair Labor and Utilizing a Work Offender Program

Part I Scenario

Many campuses around the country have temporary athletic field house structures or “domes” that are built over an existing field towards the end of fall semester to provide an indoor practice and playing area that is shielded from inclement weather during the winter and early spring months. The temporary structure is needed and welcomed by the students to support recreation programs and to provide safe and appropriate spaces for outdoor field activities during the inclement weather season.

On your campus, there has been an increase in demand from students for campus recreation to provide a dome for winter practices and games. The cost of renting a dome was very cost prohibitive and the department did not have funds to purchase the dome. The students rallied and voted three years ago to fund the purchase of the dome with a one-time new student fee. While the funding provided the resource to purchase the temporary structure, funding was not provided to store the structure when not in use or the costs associated with transporting the structure and building and dismantling the structure at the beginning and end of the inclement weather season.

The current cost of storing the dome is about \$3,000 per year, plus \$6,000 to transport the dome from storage to campus and back to storage.

During the first three years of use, the department was able to allocate the funds for storage and transportation of the structure, but they did not have the funding to cover the labor costs to build and dismantle the structure. The department was able to collaborate with several on-campus groups, which included ROTC, the Rugby Club, and campus facilities. After the third year, it was getting difficult to find enough volunteers and campus risk management thought it would be best for the department to outsource the labor to ensure enough people were available to safely conduct the work and to shift the liability away from campus and to a third party.

Campus recreation agreed that it would be better to have a third party provide and conduct the labor necessary. After completing a request for proposals, the lowest bid for the labor costs was about \$18,000 annually to provide the wages, insurance, and training necessary to build and

dismantle the dome and prep it for transportation. The department did not have the additional funds necessary but they didn't want to put the costs on the backs of students since there was another student fee increase this past year.

After doing some research, several staff members put together a proposal to partner with a private company that manages a large prison in the county and runs an offender work program. The offender work program allows individuals who are incarcerated to apply for the work program and if accepted, are assigned to work crews for various projects outside the prison grounds. The work program can provide the labor necessary, insurance, and training for half the cost of the lowest bid received. You are confident the department can absorb the additional \$9,000 and your Associate Director of Recreation Facilities and your Department Director approve the project.

During the first build of the dome with the offender work program, several students saw the prison buses and the offenders on campus. After learning about the project and cost savings, the students met with several student leaders and coordinated a protest around the use of offenders and created signs such as "Slave Labor", "Pennies on the Dollar", "Work Programs Only Pay the Rich Private Owners", and "What's In It For the Prisoners?". The campus newspaper publishes a scathing article about offender work programs and the disproportionate number of people of color in the prison pipeline. The story is picked up by local and state news agencies. The university board of trustees is now receiving complaints from the RFP bidders that the university is engaging in unfair labor practices and legitimate companies cannot compete with the private prisons who don't have to pay fair wages to the offenders.

Part II Guiding Questions

- ❓ How might you approach this situation?
- ❓ What information do you not know or need to find out more about to determine how you might respond to everything occurring?
- ❓ From a PR perspective, what precautions could/should have been considered before this project was approved?
- ❓ Were there any other appropriate notifications to be made on campus (approvals, if approved an appropriate marketing/PR campaign that could have answered questions before issues arose, etc)?
- ❓ What strategies might you take to further investigate the concerns and issues around offender work programs?

- ❓ How would you work with students who feel offended and traumatized by the experience and what are some reasons why students might feel this way?
- ❓ What strategies might you take to further understand the benefits or issues of the offender work program from the perspective of actual offenders working in the program vs the prison staff and proponents of offender work programs?
- ❓ What information might the board of trustees and campus counsel need to evaluate the situation and respond to the media and to bidders not chosen for the project and are threatening a lawsuit?
- ❓ Who might you reach out to on campus, the community, or within NIRSA to assist you?
- ❓ Why does this situation matter for collegiate recreation?
- ❓ Would the follow-up or action be different if you were at a different type of institution—private/public, faith-based, etc? Why?
- ❓ Are there any personal struggles you might encounter based on differences in your values/beliefs compared to your institution's? How might you reconcile those differences?
- ❓ What skills/competencies do you feel you have to successfully navigate this scenario and what areas do you need to develop to better equip you to handle the situation?

Part III Potential Outcomes

Level I: Awareness

- ▶ The staff team were unaware and had not thought about any controversies related to use labor provided from a prison system. The team realizes that they should have looked further into the impact and researched any concerns or issues before finalizing their decision.

Level II: Inclusion

- ▶ The staff decide to reach out to a local non-profit that provides education around the prison pipeline and politics that impact the pipeline and the operation of prisons and ask the non-profit to join them for a round table lunch discussion to learn more about the issues. The team also sets up a second session in the afternoon for the group to meet with students who were impacted or expressed concerns with the worker program.

Level III: Advocacy

- ▶ The club sports council and IM supervisors decide to create an outreach program between the recreation department and the local prison. The students work with the prison administration to create new opportunities for sports activities for prisoners and they establish a mentor program between students and prisoners.

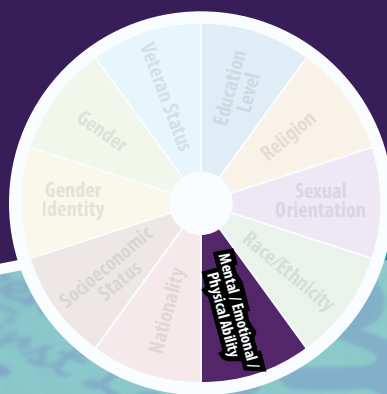
Part IV Resources

Sun, T. (2018). Prison Labor: Modern Slavery. Stanford Daily. Retrieved January 30, 2019 from <https://www.stanforddaily.com/2018/03/15/prison-labor-modern-slavery/>



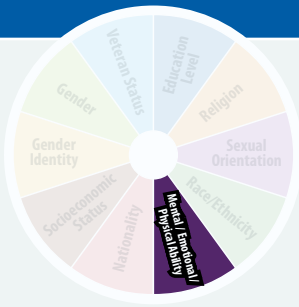
Hanks, A. (2018). How to End Prison Labor Exploitation and Invest in Incarcerated People. Forbes. Retrieved January 30, 2019 from <https://www.forbes.com/sites/angelahanks/2018/08/23/from-exploitation-to-investment-how-to-end-low-wage-prison-labor/>

Cognitive, Emotional & Physical Ability Case Studies



Empowerment
Foundational Warrior
Gender Identity
Cisgender
Social Capital
Intersectionality
Transgender
Race Consciousness
First Language
Socially Responsible
Transformational Change
Cultural Appropriation
Internalized Class
Social Identities
Code-switching
Discrimination
Stereotypes
Equity
Power
Deity
Oppression
Christianity

COGNITIVE, EMOTIONAL & PHYSICAL ABILITY CASE STUDY



Sizeism

Part I Scenario

Your campus rec program promotes healthy living to all students. When David, a student at your college, starts experiencing mood shifts, he seeks out the campus recreation center for guidance. Before going to the gym, David visits the campus recreation website to learn more about the recreation facility so that he can feel confident and prepared. While on the website, David sees a lot of different photos of people who are much smaller, thinner, and more fit than him. He didn't see anyone that looked like him. He also sees advertisements for different programs in the building, one of which says "Finally look good! Lose pounds in our 12 Week Weight Loss Program." David feels a little uneasy about going to the Rec so he asks for a tour of the facility. During David's tour he realizes he isn't seeing anyone that is as large as him, and he can't find one person that looks like him. This makes David uncomfortable. He asks the tour guide why there aren't larger people and the front desk staff member responds by saying, "They come here to lose weight—isn't that why you are here?"

Part II Guiding Questions

- ❓ Do you think David will decide to use the Rec? Why or why not?
- ❓ Were the comments made by the tour guide considered fat-shaming? Why or why not?
- ❓ Why do we think there is a lack of larger body size representation in his campus recreation facility?
- ❓ If you were David, do you think you would feel comfortable reaching out to campus recreation staff to tell them how you were feeling?

- ❓ What can the campus recreation department do to make David feel more comfortable?
- ❓ What policies are in place for in-person and online marketing that focus on inclusion, and more specifically, around body positivity?

Part III Potential Outcomes

Level I: Awareness

- ▶ Make note that the rec center website only portrays a certain type and body.
- ▶ Facilitate a training to all staff on the appropriate way to respond to questions of this nature and provide talking points on embracing and welcoming everyone.

Level II: Inclusion

- ▶ Redo all marketing and make more of a conscience effort to show diverse individuals in a variety of shapes and sizes.
- ▶ Look at the verbiage of the programs and make them positive so they are not about losing weight but about being the best you can be.

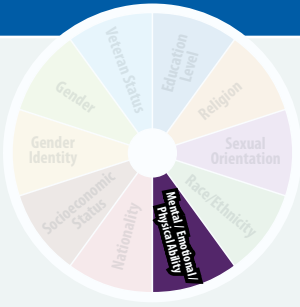
Level III: Advocacy

- ▶ Implement a 'Health at Every Size' campaign and trainings for staff and students.

Part IV Potential Resources

- 🔗 Body Positive Fitness Alliance: <http://bodypositivefitness.org/>
- 🔗 Bergland, Christopher. "Sizeism Is Harming Too Many of Us: Fat Shaming Must Stop." Psychology Today. August 3, 2017. <https://www.psychologytoday.com/blog/the-athletes-way/201708/sizeism-is-harming-too-many-us-fat-shaming-must-stop>

COGNITIVE, EMOTIONAL & PHYSICAL ABILITY CASE STUDY



Adaptive Sports & Recreation

Part I Scenario

A student, who is a wheelchair user, comes to your office to explain to you that they would like to participate in your intramural beach volleyball tournament with their friends at your outdoor sand volleyball court. They proceed to ask you to please put concrete on one side of the court so that they can play in their wheelchair and their friends can play in the sand on the other side.

You listen to the student and explain that you are unable to make that accommodation at that given moment; however, you will investigate the options which could exist. You let the student know you will get back in touch with them in the next few days.

You go directly to your Director and find out what type of a reasonable accommodation the department can make to create an inclusive environment for the student to recreate with their peers. You do not have access to a sports wheelchair within your department, and you do not have an adaptive sports and recreation program or a Recreation Therapist on your staff to implement or adapt programming to meet the needs of individuals with disabilities.

Part II Guiding Questions

- ❓ Who should be involved in the conversation about what could be done to make an accommodation?
- ❓ Who might you reach out to on campus or within NIRSA to assist you?
- ❓ Why is this important/ why does this situation matter within collegiate recreation?
- ❓ What information do you not know or need to find out more about to determine a course of action, if any?
- ❓ What course of action might you take, if any, and what might that look like for you and your campus?

- ❓ How could you find out about resources to assist the student?
- ❓ Would the follow-up or action be different if you were at a different type of institution—private/public, faith-based, etc? Why?
- ❓ What skills/competencies do you feel you have to successfully navigate this scenario and what areas do you need to develop to better equip you to handle the situation?

Part III Potential Outcomes

Level I: Awareness

- ▶ You meet with the office for students with disabilities on campus to identify what is entailed in providing a reasonable accommodation for a student. They let you know that you need to provide programmatic access to students. This could include an adaptation to the game with adaptive equipment or rules. However, it is unreasonable for the student to expect that you put concrete on one side of the court.

Level II: Inclusion

- ▶ You meet with your director and they tell you that you need to contact community adaptive sports programs and find out if they have multi-sports wheelchairs that you may borrow to facilitate a wheelchair volleyball program to include the student and their friends. Through this process you learn that there are beach wheelchairs designed specially for use in sand.

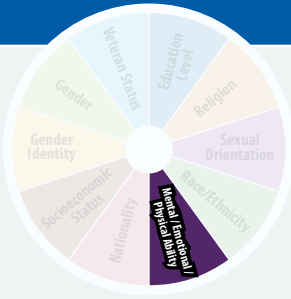
Level III: Advocacy

- ▶ The community partner sends their Recreation Therapist (Certified Therapeutic Recreation Specialist) to your facility to conduct a training for you and your staff about disability awareness and adaptive sports. They create a memo of understanding (MOU) which enables future programmatic collaboration with individuals with disabilities from your campus and the community and with the Recreation Therapist. The Recreation Therapist now comes to your facility each semester for a four-week program where the intramural program provides an indoor wheelchair volleyball tournament and allows students with mobility impairments, as well as those without limitations, to all participate together utilizing the sports chairs.

Part IV Potential Resources

-  American Therapeutic Recreation Association. <https://www.atra-online.com>
-  Erdman, W. (2018). Equipment and Facilities Adapted for Disabled People in Sports and Recreation. Applied Bionics and Biomechanics. Vol. 2, Issue 1. Retrieved on January 30, 2019 from <https://medcraveonline.com/MOJABB/MOJABB-02-00038>
-  Disabled Sports USA <https://www.disabledsportsusa.org/adaptive-sports-wheelchair-basketball/>
-  Reasonable Accommodation Explained. American Psychological Association. <https://www.apa.org/pi/disability/dart/toolkit-three.aspx>

COGNITIVE, EMOTIONAL & PHYSICAL ABILITY CASE STUDY



Unified Sports and Intellectual Disabilities

Part I Scenario

A fitness attendant in your campus recreation center received an inquiry from a friend whose fraternity works with the Special Olympics. They were interested in putting together a Unified Sports basketball tournament. Neither student has had previous intramural experience let alone one that involves students with disabilities. After this is brought to your attention, as the Fitness Coordinator, you told your student staff member that you would check in to see if it is something that can be done on your campus. You are not sure of the training and resources needed and your campus recreation center is not open to the public.

Part II Guiding Questions

- ❓ Given that the inquiry came from a student, what follow up should be done with them? Do you know if they have a contact with the Special Olympics currently?
- ❓ Does your department have someone that works with adaptive and inclusive recreation? If not, is there someone on staff that is knowledgeable and willing to take the lead? Could you assist? Why or why not?
- ❓ What program areas could be brought in to assist?
- ❓ If you are not sure how to fulfill the request, who might you reach out to on campus to assist?
- ❓ What department on campus could train the staff who will be working the tournament on competencies associated with Special Olympics Athletes?
- ❓ Are there any NIRSA members you know that have begun a Unified program that can help with tips and best practices?

Part III Potential Outcomes

Level I: Awareness

- ▶ Provide the opportunity for the fraternity to host a Unified basketball tournament on a weekend within your recreation building.

Level II: Inclusion

- ▶ Develop a partnership with the fraternity and the Special Olympics to host a yearly philanthropy event at the recreation center.
- ▶ Work with the Intramural Sports staff to implement a Unified basketball and flag football tournament each year.

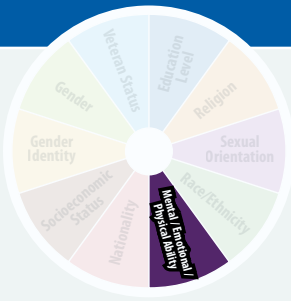
Level III: Advocacy

- ▶ Become the leader within your department for all adaptive and inclusive programming.
- ▶ Connect with each program area to provide at least one adaptive or inclusive offering for all students on campus.

Part IV Potential Resources

- 🔗 Special Olympics Unified Sports. <https://www.specialolympics.org/our-work/sports-and-games/unified-sports>
- 🔗 Special Olympics and NIRSA Partnership. <https://media.specialolympics.org/resources/community-building/youth-and-school/so-college/NIRSA-Special-Olympics-Unified-Sports-Resource.pdf>

COGNITIVE, EMOTIONAL & PHYSICAL ABILITY CASE STUDY



Inappropriate Body Language Comments

Part I Scenario

Upon arriving at the office one morning, you receive an email from a group of student supervisors who share concerns that the Assistant Director of their area, Joan, has exhibited some concerning behavior of late that they feel is inappropriate and making other students uncomfortable. While sharing the department dress code with the students, Joan shared that the department would no longer allow students to wear shorts or yoga pants when on shift. When asked why, Joan shared that “it is distracting to customers and we don’t think it is professional” and in what seemed to be an attempt to be jovial, she shared, “And some of you just don’t have the body for it anyway. Ask yourself if customers who are trying to be fit want to see that?”

The students felt uncomfortable and are concerned that Joan is not a good supervisor. In the email, the students expressed that Joan has made them feel uncomfortable, calling at odd hours of the night if they miss a shift, and asking probing questions about their health and habits, claiming she cares about their wellbeing.

She has also on occasion made comments regarding posture and other corrective remarks, interrupting others in conversation at times. You are aware that Joan has been employed with the department as an undergrad and recently made the transition from being a grad student there to a professional. The students ask you to act immediately or they will have no choice but file a formal complaint.

Part II Guiding Questions

- ❓ What dynamics exist in this situation that need to be addressed?
- ❓ Who is, or should be, involved?
- ❓ Who might you reach out to in the department or on campus to assist you?

- ? What skills do you feel you have to navigate this scenario?
- ? What are some things you would want to be cautious about doing or not doing?

Part III Potential Outcomes

Level I: Awareness

- ▶ Have a meeting with Joan expressing the importance of setting professional boundaries and how to address staff with sensitive concerns. Additionally, speak with her about the transition from student to professional staff member.

Level II: Inclusion

- ▶ Mediate a conversation about appropriate departmental language with the students and the professional staff.

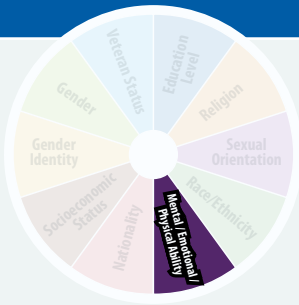
Level III: Advocacy

- ▶ Work with the Counseling and Psychological Services Office to create a body image awareness day in the recreation center. An example would include posting positive messages on cardio equipment.

Part IV Potential Resources

- 🔗 Bergland, Christopher. "Sizeism Is Harming Too Many of Us: Fat Shaming Must Stop." *Psychology Today*. August 3, 2017. <https://www.psychologytoday.com/us/blog/the-athletes-way/201708/sizeism-is-harming-too-many-us-fat-shaming-must-stop>
- 🔗 Kolata, Gina. "The Shame of Fat Shaming." *The New York Times*. October 1, 2016. <https://www.nytimes.com/2016/10/02/sunday-review/the-shame-of-fat-shaming.html>
- 🔗 Henderson, Angelo. "Sizeism is Real in the Workplace." *Amp Virtual Tours*. August 11, 2017. <http://ampvirtualtours.com/2017/08/11/sizeism-is-real-in-the-workplace/>

COGNITIVE, EMOTIONAL & PHYSICAL ABILITY CASE STUDY



Service Animals

Part I Scenario

Your staff has asked for your support and clarity around animals in the Student Recreation Center. Recently, a member brought in a dog, which was in a service animal vest but was consistently aggressive toward other people. Your staff wants to support people with disabilities and their service animals; however, the staff are concerned that this service animal has been aggressive. They are afraid to approach the patron for fear of saying the wrong things or being accused of being discriminatory.

Part II Guiding Questions

- ❓ What is the role of a service animal and can you provide any examples of how you think a service animal can be helpful to a patron while working out?
- ❓ Did you know there are service animals and a comfort animal that covered under the Americans with Disabilities Act?
- ❓ Does your institution have any policies regarding:
 - ❓ Registering service animals with an on-campus office or other agency/organization?
 - ❓ Requirements for service animals to wear a vest?
- ❓ Is every public place required to allow service and/or comfort animals?
- ❓ What options does your department have when a service animal is disruptive (barking, aggressive, not under handler control, not housebroken, etc.)?
- ❓ What is the liability on the part of the owner of the animal or the recreation center if an animal injures another person or causes damage?

Part III Potential Outcomes

Level I: Awareness

- ▶ Staff members are given the policy for the department and university on service animals and on what documentation may be requested or required regarding service and comfort animals.
- ▶ Staff becomes fully educated on understanding the role and function of service and comfort animals, the difference between a service animal and a comfort animal, appropriate and reasonable types of service animals, as well as training and behavior requirements. Staff shares how helpful the training was in increasing their awareness. For example, they didn't know a service dog could alert a patron working out if there were about to have a diabetic emergency and prompt the patron to eat something to raise their blood sugar levels before they have a reaction to low blood sugar.

Level II: Inclusion

- ▶ A staff member from the Students Accessibility Office on campus comes in to train the professional staff and comes to the yearly student training to give clarity on the university's service animal policy.

Level III: Advocacy

- ▶ The Student Recreation Center holds an Inclusive Expo which highlights the many areas of diversity surrounding disabilities and includes a training program for service animals, as well as adaptive experiential activities to help students gain a better awareness and understanding around living with a disability.

Part IV Resources



US Department of Justice, Civil Rights Division, Disability Rights Section. "Frequently Asked Questions about Service Animals and the ADA". https://www.ada.gov/regs2010/service_animal_qa.html

Religion, Faith & Ideology Based Case Studies

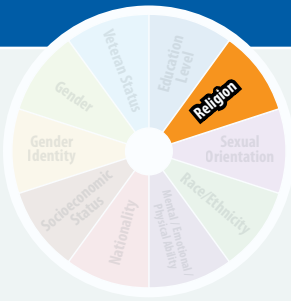


Empowerment
Foundational Warrior
Gender Identity
Cisgender
Social Capital
Intersectionality
Transgender
Race Consciousness
First Language
Socially Responsible
Transformational Change
Cultural Appropriation
Internalized Class
Social Identities
Code-switching
Discrimination
Stereotypes

Inclusion
Equity

Power
Deity
Oppression
Christianity

RELIGION, FAITH & IDEOLOGY BASED CASE STUDY



Access Control and Personal Beliefs

Part I Scenario

A new student walks up to the front desk and inquires about using the rec center. A front desk student staff member confirms her eligibility and that she has a valid membership. The staff member explains that the next step is to register her hand scan into the biometric hand reader. The student immediately becomes belligerent and asks why her fingerprints are needed on file. She believes that having access to this personal information is a violation of her security beliefs.

Your staff try to ease her concerns about biometrics, explaining that it is a photocopy of the hand and that it assigns a numeric number; they are never able to see her actual hand. This explanation only makes the student more upset, and she wants to enter the facility without using the hand reader. The student asks to speak with someone on the leadership team who will understand her needs and not make her compromise her beliefs.

Part II Guiding Questions

- ❓ Why does the student get upset when the student staff try to provide the rationale for the procedure?
- ❓ How do we train students to handle difficult situations?
- ❓ If you are the student worker, how do you calm the student down?
- ❓ Does the student have the resources or the authority to allow the student into the facility without a hand scan?
- ❓ What skills/competencies do you feel you have to successfully navigate this scenario and what are do you need to develop to better equip you to handle the situation?
- ❓ What are some other reasons why a student might not want to provide their hand scan that may or may not be for religious reasons?

Part III Potential Outcomes

Level I: Awareness

- ▶ Ask the student to speak more about her concerns to the department and why she is uncomfortable using biometric scanning.
- ▶ Identify reasons why a student might not want their hand scanned.

Level II: Inclusion

- ▶ Allow the student to enter the facility with her ID code/University ID card.

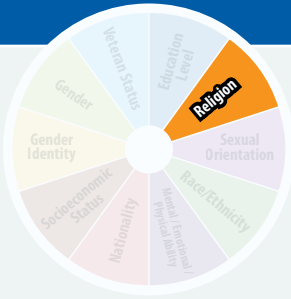
Level III: Advocacy

- ▶ Allow all patrons to have the option to enter the facility with ID code/University ID card.
- ▶ Put up informational signage at the front desk explaining the mechanics of biometrics and the other options of how to enter the facility.
- ▶ Review and modify the biometric hand scanner process and decide if it should continue to be the only option to check-in. (Students may be leary of providing hand scans for reasons such as past criminal records, if the student is undocumented, has religious concerns, uses a prosthetic arm, etc).

Part IV Resources

-  Biometric Scanning: Challenges and Opportunities. (2010). The National Academic Press. <https://www.nap.edu/read/12720/chapter/6>
-  Editors. (2014). Biometric Security Poses Huge Privacy Risks. Scientific American. Retrieved January 29, 2019 from <https://www.scientificamerican.com/article/biometric-security-poses-huge-privacy-risks/>

RELIGION, FAITH & IDEOLOGY BASED CASE STUDY



Separate Swimming Programming Hours

Part I Scenario

A student of Middle Eastern descent, who attends your university, approaches the Aquatics Coordinator to inquire about pool hours for women only. As the professional staff member for campus recreation, you are somewhat familiar with Islamic traditions; you know that women are not to wear certain articles of clothing in public. The student shares with you that females from one of the student organizations she belongs to would very much like to be able to swim in the pool in the recreation center; however, with the strict dress guidelines, they do not feel as though they can do so during normal operating hours.

After learning how many other female students would appreciate a time slot for women only swimming, you manage to schedule two female lifeguards for a two-hour shift twice a week to accommodate this group. The group is appreciative, but not long after the female only group is running, a group of male patrons, who assert that the normal pool operating hours do not coincide with their schedule, are upset with the special attention and time block the female group is receiving. Subsequently, the group of male students lodges a complaint with the student rights and responsibilities office.

Part II Guiding Questions

- ❓ Why do you think the group of male students is so upset that they place a formal complaint on campus? Do you think the male students would have been just as upset if the swimmers were not mostly of Middle Eastern descent?
- ❓ Who on staff could help address this concern?
- ❓ What message do you train your staff to respond with as they receive these type of complaints?

- ❓ What is the message you share with the student rights and responsibilities office when you are contacted?
- ❓ What are other ways that campus recreation could address both groups of students?
- ❓ What skills and competencies do you as a professional possess to navigate this situation? Conversely, what skills and competencies do you feel you are lacking that might help with successful navigation of this situation?

Part III Potential Outcomes

Level I: Awareness

- ▶ Revert to the original natatorium hours of operation.
- ▶ Retain the women-only swimming times without addressing the male group complaints.

Level II: Inclusion

- ▶ Retain the women-only swimming times but add additional operational times for the male group.

Level III: Advocacy

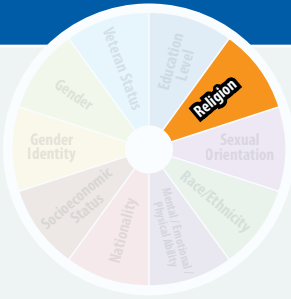
- ▶ You are unsure if the male students are really upset about not having available scheduled time for their pool use that matches their schedule, or if they are reacting to the special hours and accommodation provided to the women as a reasonable accommodation based on their religious needs, so you ask the student rights and responsibility office to help you further investigate. You determine that
 1. the male students legitimately needed a different time to meet their schedule and you look to expand pool hours a few nights a week for all users, however, the later pool times are open to everyone and not just specific to men. (The students had no other need than a later swim time, and they were not entitled to a men's only accommodation under this need).
 2. the male students didn't really need a later time and they were reacting to the accommodation made for the women. You decide to use this as a teachable moment and create an education sanction for the men to help them better understand diversity issues and appropriate accommodations based on protected areas such as religion. You also create an inter-group dialogue to provide meaningful conversation between the men and volunteers from the women's swim group.

Part IV Resources



Campus Legal Counsel

RELIGION, FAITH & IDEOLOGY BASED CASE STUDY



Request for Private Space for Religious Practices

Part I Scenario

Several faith-based and cultural groups have submitted requests for facility space and specialized programs that restrict access to the general student population. The groups claim that their religion and/or cultural background prohibits them from participating in certain programs or activities with others who may be of a different gender, religion, sexual orientation, gender identity, or race. Additionally, individual female students have approached your fitness director requesting specialized female-only fitness classes and workout space because their religion does not allow them to participate in fitness activities along with men.

Part II Guiding Questions

- ❓ What are some of the unique challenges that religious groups face on campus?
- ❓ What are your initial thoughts on how the department should handle the request?
- ❓ What resources (space, staff, instructors, etc.) are available to provide the private space or classes?
- ❓ What might be the concern or issue at hand?
- ❓ How do your own or your staff's religious beliefs intersect with the request?
- ❓ How might other identity groups respond?
- ❓ How do you justify allowing specialized spaces or program times for some groups and prohibiting others from participating?
- ❓ Are student staff equipped with knowledge to respond to these requests after hours without creating another barrier of participation for these student groups?

- ❓ How would you respond if a non-religious group request similar accommodations, but they don't want students of color or LGBT students to participate with them?
- ❓ Who might you reach out to on campus or within NIRSA to assist you?
- ❓ Why is this important/why does this situation matter within collegiate recreation?
- ❓ What is the impact to your department for providing specialized programs/services for specific identity groups?
- ❓ What skills/competencies do you feel you have to successfully navigate this scenario and what areas do you need to develop to better equip you to handle the situation?

Part III Potential Outcomes

Level I: Awareness

- ▶ Meet with groups to determine their exact needs.
- ▶ Provide information to the students related to existing classes that have limited or no male participation.
- ▶ Do not make any accommodation. Preferential treatment for religious purposes is not allowed.

Level II: Inclusion

- ▶ Accommodate the request by providing designated spaces and times for the groups.
- ▶ Work with other student organizations who have similar religious beliefs to offer specific classes.

Level III: Advocacy

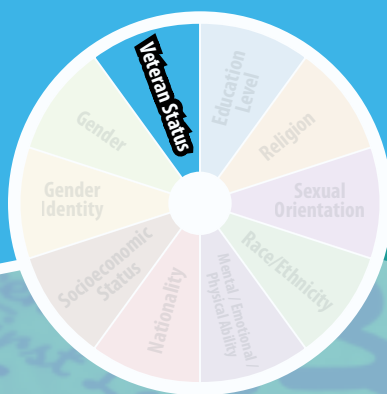
- ▶ Provide female-only fitness classes that are not limited to only the religious groups.

Part IV Potential Resources



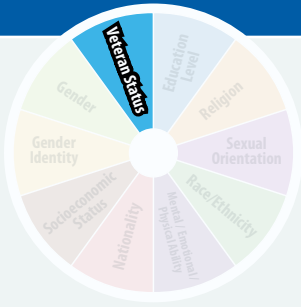
https://www.eeoc.gov/eeoc/newsroom/wysk/workplace_religious_accommodation.cfm

Veteran Student Case Studies



Empowerment
Wounded Warrior
Gender Identity
Cisgender
Social Capital
Intersectionality
Transgender
Race Consciousness
First Language
Socially Responsible
Transformational Change
Cultural Appropriation
Internalized Classism
Social Identities
Code-switching
Discrimination
Stereotypes
Power
Deity
Oppression
Christianity

VETERAN STUDENT CASE STUDY



Veterans Involved in Programs

Part I Scenario

While walking through the rec center you notice a patron looking at a poster for an outdoor adventure trip. They turn to you and ask if you work there and then proceed to tell you that they are interested in attending this camping and hiking trip. They share that they are unsure how they would fit in. You find out they are a veteran who has returned home to attend school and receive their degree. They don't know much about the campus but ventured into the rec center to work out and saw that this trip was happening. During the conversation, the patron disclosed that they have a prosthetic leg and was unsure if that was allowed on the trip.

Part II Guiding Questions

- ❓ Do you see any concerns with this student participating?
- ❓ What might be some areas of concern?
- ❓ What course of action might you take, if any, and what might that look like for you and your campus?
- ❓ How might students respond compared to professional staff?
- ❓ Who should be involved in the follow up – within the rec center and on campus?
- ❓ Why is this important within collegiate recreation?
- ❓ How could you expand programming to include this group in the future? Is this needed?

Part III Potential Outcomes

Level I: Awareness

- ▶ Refer or assist the student to the Veterans Resource Center or Student Accessibility Services to get them connected to available resources and programming.

Level II: Inclusion

- ▶ Introduce the patron to the outdoor adventure staff and assist with sign up.
- ▶ Ensure an interactive assessment process occurs in relation to the trip activities and ability level and deliver any training your adventure staff might need. Become aware of sensitive Veteran issues such as the philosophical difference between a Wounded Warrior and a person with a disability.

Level III: Advocacy

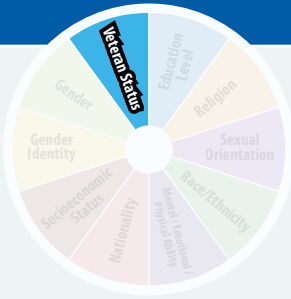
- ▶ Connect with the Veterans Center on campus for continued collaborative programming opportunities.
- ▶ Connect the patron with other programming, including adaptive offerings, available currently in the rec center.
- ▶ Discuss with the student if they would be interested in helping you form a focus group to explore other programs and experiences campus recreation could offer to better serve veterans and individuals who may need special accommodations.

Part IV Resources



Wounded Warriors: <https://www.woundedwarriorproject.org/>

VETERAN STUDENT CASE STUDY



Veteran Adjusting to Life on Campus

Part I Scenario

George has been utilizing the campus recreation center since the beginning of spring semester. He looks forward to his daily workouts and mostly keeps to himself while he is at the campus recreation center. Recently several students have expressed concern that something is wrong with George. They don't know George, but they have told the student staff in the fitness center that they think he's weird, he gives them dirty looks, and he looks like he wants to come after them when they drop their bar and weights while doing free weight heavy lifting. They have even heard George swear under his breath and make other comments. Today, while working out, a student dropped a heavy weight directly onto the floor and there was a loud bang and vibrations could be felt on the floor. They observed George jump off his weight bench and duck underneath it. The student staff member hadn't really thought much of the complaints but decided it was probably time to talk to her supervisor, who is the fitness center coordinator.

The fitness center coordinator reaches out to George and has a meeting. She asks George how he's doing and how long he's been a student at the university. George shares that this is his first semester and he just transferred out of the Marines. The coordinator proceeds to ask George if he's had any issues or concerns while he's been working out at the fitness center. George looks puzzled and says, "No, why do you ask?"

The coordinator had learned a little bit about Veterans adjusting to life on campus at a Student Affairs staff in-service last year and thought about if she should share with George the observations and concern about his demeanor and reaction when working out in the free weight area. She begins to think that maybe George is subconsciously reacting to the loud bangs and vibrations and may not even be aware of his reactions due to possible Post-Traumatic Stress Disorder.

Part II Guiding Questions

- ❓ As the fitness coordinator, how would you wrap up this conversation with George?
- ❓ How do you think the Veteran in-service training influenced how the coordinator progressed through the conversation with George?
- ❓ What course of action should the Fitness Coordinator take next, if any?
- ❓ How might student staff or someone who wasn't familiar with signs of PTSD interact and talk with George about the concerns?
- ❓ Who should be involved in the follow up – within the rec center and on campus?
- ❓ Why is this important within collegiate recreation?
- ❓ How could you work with George to help him feel more comfortable in the free weight area?

Part III Potential Outcomes**Level I: Awareness**

- ▶ Attending the in-service training helped raise the coordinator's level of awareness. The increased awareness allowed the coordinator to recognize what could potentially be occurring with George, and it helped her treat the conversation with sensitivity and empathy.
- ▶ The coordinator decided not to share the concerns with George quite yet. She chatted with George about his typical workouts and what he likes about being in school.
- ▶ After George leaves, the coordinator reaches out to the Veterans Resource Center (VRO) or Student Accessibility Services to discuss the situation, her thoughts, and if she should refer George to their office or if they could reach out and call him in for a meeting.

Level II: Inclusion

- ▶ The coordinator sets up a meeting with a staff member from the Veteran Resource Office to discuss George's situation and to explore ways to work collaboratively to help make sure George was doing ok and to provide any support he might need.
- ▶ You both decide its best to let the VRO reach out to George first and establish some rapport and connection to other Veterans on campus. The VRO staff member follows-up with you in a couple of weeks and suggests that the two of you and George meet at the VRO to chat.
- ▶ You have a great conversation with George and the three of you decide to create an outreach program that will be hosted at the recreation center to welcoming veterans to campus.

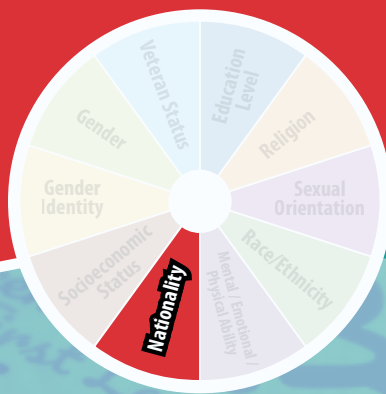
Level III: Advocacy

- ▶ The fitness coordinator has a follow-up meeting with the students who expressed concerns about George and thanked them for being concerned about his wellbeing.
- ▶ She also passes along an invitation from George for them to attend the veteran event at the rec center and tells them George is new to campus having just finished up his tour overseas in the Marines.
- ▶ She encourages the students to attend a workshop coming up at the VRO called "Supporting your peers from boots to books."
- ▶ The fitness coordinator also works with the VRO to connect other veteran students who like to work out into a workout support group.

Part IV Resources

- 🔗 Bossari, et al (2017). Student Service Members/Veterans on Campus: Challenges for Reintegration. *Am J Orthopsychiatry*. 87(2). 166-175. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5319708/>.
- 🔗 Elliott, M., Gonzalez, C. & Larsen, B. (2011) .U.S. Military Veterans Transition to College: Combat, PTSD, and Alienation on Campus. *Journal of Student Affairs Research and Practice* 48 (3). https://www.researchgate.net/publication/274215740_US_Military_Veterans_Transition_to_College_Combat_PTSD_and_Alienation_on_Campus
- 🔗 Wahlen, G. From Combat to Classroom. Department of Veteran Affairs Medical Center. Salt Lake City Utah. Modified for use by UCCS Veteran and Military Student Affairs. <https://www.uccs.edu/Documents/military/From%20Combat%20to%20Classroom.pdf>

Nationality Case Studies

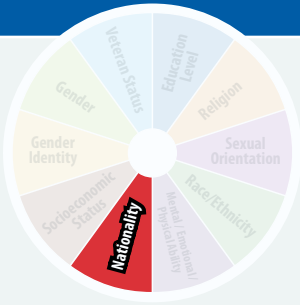


Empowerment
Foundational Warrior
Gender Identity
Cisgender
Social Capital
Intersectionality
Transgender
Race Consciousness
First Language
Socially Responsible
Transformational Change
Cultural Appropriation
Internalized Class
Social Identities
Code-switching
Discrimination
Stereotypes

Inclusion
Equity

Power
Deity
Oppression

NATIONALITY CASE STUDY



Club Soccer Brawl

Part I Scenario

During a highly competitive club soccer game, the players from your school (home team) get into a physical brawl with the visiting team from another college/university. Several events occurred during the game leading up to the brawl. In the first half of the game, a penalty is called by the referee on a player from the home team for illegal tripping and one of the visiting team players has to leave the game due to an injury sustained. The referee took appropriate action and penalized the home team. The visiting team started losing the game and began calling out derogatory comments to the home team based on their race and their perceived national origin. The majority of students on the home team were students of color. The referee did not address any of the derogatory comments. In the second half, the comments continued and the visiting team started taunting the students of color with threats, telling them to go back to their own country, and other ongoing slurs. A student from the home team calls one of the visiting team players a white supremacist and the white student pushes the student of color to the ground. Another teammate from the home team confronts the visiting student and raises his arm as if he was going to punch the white student. A member of the home team pulls his teammate back away from the white student before any punches were thrown, but the visiting team went into defensive mode and jumped in and started hitting and kicking several home team players. Players from both teams engaged in physical actions and it took coaches and players on the bench from both teams to break up the brawl. The referee didn't see the initial push but he did see home team player raise their fist. The referee had never addressed the taunting but was made aware of the situation during halftime and it was clear that he heard the remarks throughout the game. He calls the match early and assigns a forfeit to the home team per league rules.

Part II Guiding Questions

- ❓ How would you go about investigating this incident as the club sport coordinator for the home team?
- ❓ Would you and the club president approach the national governing body who oversees the league and the official? If so, what would you say and what would you request of the league?
- ❓ What steps would you take or advise your club officer take to ensure the visiting team's professional staff are made fully aware of the situation? How would you approach the conversation and gain support from the visiting team's pro staff member to help address the concerns?
- ❓ What level and types of training have the club sports officers and players received on handling conflicts and disputes?
- ❓ Many club sports programs rely on the referee from the league to handle all incidents that occur on the field. At what point is an incident no longer acceptable to ignore as just emotions in the heat of the game?

Part III Potential Outcomes

Level I: Awareness

- ▶ You acknowledge the frustrations from the players but you let them know it's a league issue and they need to direct their concerns to the league.
- ▶ You communicate with the professional staff member from the visiting school, but you only communicate that there was an issue and you wanted to give them a courtesy call to make sure they were aware that an incident had occurred during the game.

Level II: Inclusion

- ▶ You reach out to the visiting school and engage in a dialogue with their pro staff members on ways you might be able to create teachable moments and dialogue amongst the players from both schools. You collectively come up with strategies to present to the team officers.
- ▶ Involve the club officers in a conversation on what, if anything they could have done differently to get support and diffuse the situation.

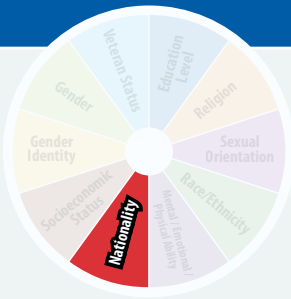
Level III: Advocacy

- ▶ Talk with local/regional representatives from the club league and host a workshop for coaches and officials on recognizing and preventing bias, discrimination, and racial incidents. Utilize a student player panel to help tell stories and discuss the impact and power of words.
- ▶ Create a player code of conduct, player expectation, and processes to address issues with the league.

Part IV Potential Resources

-  National Governing Bodies
-  Dean of Students
-  Multicultural Office

NATIONALITY CASE STUDY



Ignoring Performance Issues with a Student Employee

Part I Scenario

Jenny works in campus recreation and has arrived late for her shift today. This is not an abnormal occurrence; however, Jenny has not shown up yet on your employee discipline scale and Jenny does not receive a write up. John also arrives late for his shift on the same day; however, he is issued a write up. After a day or so, John comes to your office to complain. He has had a chance to talk to other staff and realizes that Jenny did not receive a write up even though she was also late. John has stated that because Jenny crosses the U.S. Border daily to come to school, she has not received a write up for the same issues that students on this side of the border do receive write ups for. John feels this is unfair and would like you to address this disparity.

Part II Guiding Questions

- ❓ Upon some reflection, is this an issue within your current department?
- ❓ Is there a problem in this situation – is it right or wrong to have shown leniency to Jenny?
- ❓ What might be some challenges Jenny faces on a daily basis crossing the border to get to campus?
- ❓ What skills do you as a professional possess to navigate this situation?
- ❓ Who on staff is able to help addresses this concern?
- ❓ What training or scheduling changes do you as a supervisor make to help reduce this from happening in the future?
- ❓ What other potential conversations could arise from this conflict and how might you handle those?
- ❓ Would anything be handled differently if this person was undocumented? What if they had a student visa and lived across the border with family?

- ❓ Would this situation be handled similarly if you live in a state and/or work at an institution that allows undocumented students to enroll compared to an institution that requires US citizenship or a student visa?
- ❓ Did you make an assumption that the student lived in Mexico? What if Jenny lived in Canada — would that have changed your frame of reference? Why or why not?
- ❓ How do you help support and advocate for both students?
- ❓ What resources at your institution could you utilize to help address this concern?

Part III Potential Outcomes

Level I: Awareness

- ▶ Now that you've been made aware of the situation, you communicate to the staff that you expect equal enforcement of department policy.
- ▶ You've learned that Jenny has to cross the border through a border patrol checkpoint everyday to get to campus. No matter how early Jenny leaves each day, there are daily issues that cause border crossing delays that are outside of her control. You know Jenny is doing the best she can and that she really needs her on-campus job. You also know that Jenny can't work past 5 PM. You seek help from your supervisor to explore how to be fair, yet, at the same time, how can you support Jenny.

Level II: Inclusion

- ▶ You reach out to others on campus to create a student panel discussion with your staff team on challenges and barriers your students and student employees encounter as students attending (below is a non-exhaustive list of examples):
 - ▶ primarily Hispanic-serving institution that is located on the border
 - ▶ an institution that has students enrolled who commute on public transportation for multiple hours each direction to get from home to campus
 - ▶ a campus that serves Native Americans or Alaska Natives that may have to travel far distances to reach campus
 - ▶ a campus in a northern state located near the border between the US and Canada that has students enrolled who live in Canada and cross the border on a daily basis
- ▶ Consult with Jenny on potential ways to address the situation.

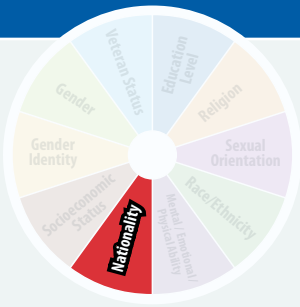
Level III: Advocacy

- ▶ Change the parameters of the shift/job area to minimize impact of being late.
- ▶ Consult with your student staff leaders on ways to create a support system to help cover shifts due to unforeseen circumstances that truly cannot be controlled or anticipated.

Part IV Resources

Hispanic Association of Colleges and Universities. [Border Commuter Student Act]. Retrieved January 26, 2019 from <https://www.hacu.net/NewsBot.asp?MODE=VIEW&ID=66>.

NATIONALITY CASE STUDY



Non-US Citizen Hiring Practices

Part I Scenario

A few years ago , Kasey, an Assistant Program Director, advocated for the hiring of a non-US citizen with a work visa to work full-time in her area. The staff member, Jacque, was French and happened to be Caucasian. As his visa was about to reach the maximum number of years it could be renewed, Jacque asked the Recreation Director, Tom, if he (the university) would sponsor him for permanent residency. The US Department of Labor requires a certification letter from the employer stating that there are no other US citizens qualified or capable of doing the job before they will allow permanent residency applications to be processed. Tom completed the certification letter, even though there were other US Citizens around the country who were capable of doing the job.

A couple of years later, a position became open in another area that Kasey oversees. Kasey approached Tom about hiring another employee who is in the United States on a work visa. This individual, Vanessa, happened to be Latina and from Brazil. Vanessa noted on her application that she is not a U.S. citizen, but has a work visa. Kasey currently does not know when Vanessa’s visa expires and if it can be renewed. Tom tells you he believes there are other people out there capable of doing the job that are not on a work visa, and he was not willing to consider Vanessa for the job. Staff from around the department are perplexed because they felt Vanessa was the top candidate in the first round of interviews. Many staff in the department have commented about the perceived favoritism and feel Tom is biased.

Note: Under the U.S. Department of Labor, there are multiple categories in which a non-U.S. citizen can be employed on a work visa. Individuals on a work visa must be sponsored by an employer and most visas can be renewed in two or three year increments; however, they generally have maximum limit of seven years before the person’s visa permanently expires and they must either leave country or obtain employment sponsorship toward becoming a permanent resident. (There are a few types of visas that have exceptions or varying rules).

Part II Guiding Questions

- ❓ What dynamics could be at play related to national origin and race in this situation?
- ❓ What are some ways in which an employee from another country could enhance and benefit your department?
- ❓ What might be some variables as to why Jacques, who is Caucasian and from France, was sponsored by the university and variables as to why the Vanessa, who is Latina and from Brazil, was not considered for sponsorship?
- ❓ What information do you not know or need to find out more about to determine a course of action, if any?
- ❓ What course of action might you take, if any, and what might that look like for you and your department/campus?
- ❓ Who is or should be involved – who is directly and indirectly involved?
- ❓ Who might you reach out to on campus to assist you?
- ❓ Why is it important/why does this situation matter within collegiate recreation?
- ❓ Would the discussion, direction, or outcome be different if you were at a different type of institution– private/public, faith-based, geography, student demographics, etc? Why?
- ❓ Are there any personal struggles you might encounter based on differences in your values/beliefs compared to those of your institution? How might you reconcile those differences?
- ❓ Are there any concerns/issues/feelings others in the department might have related to hiring a non-U.S. citizen on a visa? Would the concerns/issues/feelings be any different if you worked at a university where undocumented students were allowed to enroll but are not able to work on-campus?
- ❓ What positions in campus recreation, if any, could qualify for permanent residency based on the Department of Labor standard that an individual must have a background or experience that is so unique that there are no U.S. Citizens qualified?

- ❓ One way an employer can justify that there are no U.S. citizens qualified is to only follow the minimum standards required for recruitment by the Department of Labor and
 - ❓ severely limit the scope of where the position is advertised, so as to not draw a competitive pool of candidates and by posting the position in obscure or irrelevant publications
 - ❓ only posting the position for the minimum number of days (ten) and in the minimum number of publications (the university website, local Sunday paper, and for 30 days on the state agency workforce website) required by the Department of Labor, which is significantly less time that how that position would have normally been posted
 - ❓ avoiding publications and avenues in which you would normally recruit for the position
 - ❓ rewriting the job description around the skills and background of the non-U.S. citizen to include variables that were not required as part of the original job description
- ❓ Should an employer be allowed to change the rules to influence the outcome of a hiring process? Why or Why not?
- ❓ U.S. policies provide avenues for those with access to education, people of influence/power, and financial resources to more easily have the ability to “follow the rules” and pursue legal pathways to acquire visas and permanent residency.
 - ❓ While we must follow the law and policies, are all laws and policies fair and equitable?
 - ❓ What might be some examples of when a law/policy should be circumvented to “do the right thing” (what you think is overall best and bend the rules) vs “do things right” (following the rules and policies)?
 - ❓ Who are the people typically in positions of power that get to make these judgement calls, and do all people benefit? Are there risks of being unfair and not treating everyone equally and/or equitably? What are the impacts and implications on the team and your students?

Part III Potential Outcomes

Level I: Awareness

- ▶ Ask the Director to host a discussion with the team to allow folks a space to share their thoughts and feelings and to ask questions for clarification. It may be helpful to invite a facilitator from outside the department to help with the discussions.

Level II: Inclusion

- ▶ Create a fair and well communicated recruitment and hiring process and allow the process to fully conclude before discussing offers and variables that might impact the final hiring decision.

Level III: Advocacy

- ▶ Ensure that equitable practices are applied by working with the university and human resources to create hiring policies that go beyond the minimum standards of the Department of Labor.
- ▶ Advocate for recruitment to minimally occur in the same publications that you would normally utilize (and have utilized in the past for this and other similar positions), to recruit for the position
- ▶ Require that same job description be utilized that was in place when the incumbent and their predecessor were first hired before you determine if there are no other U.S. citizens qualified to do the job.

Part IV Resources

- 🔗 Madera, M. (2019). Three Steps to Permanent Residency. The 101 Practice Series. The American Bar Association, Young Lawyers Division. Retrieved January 29, 2019 from https://www.americanbar.org/groups/young_lawyers/publications/the_101_201_practice_series/3-steps-to-permanent-residence/
- 🔗 Sutton, R. (2010). True Leaders Are Also Managers. Harvard Business Review. Retrieved January 29, 2019 from <https://hbr.org/2010/08/true-leaders-are-also-managers>.

APPENDIX A

NIRSA's Statement on Equity, Diversity, and Inclusion

- ▶ **Please visit:** http://nirsa.net/nirsa/wp-content/uploads/Statement_for_Equity_Diversity_and_Inclusion-1.pdf
- ▶ **Full document on next page**



Statement for Equity, Diversity, and Inclusion

General Statement

NIRSA celebrates equity, diversity, and inclusiveness. We embrace these pillars of excellence as crucial to healthy people and healthy communities.

Value Statements

NIRSA believes that:

- Its core values are strengthened when all members have voice and are encouraged to contribute.
- Every member of humanity has a contribution to make to the whole. It is our duty to encourage and promote that contribution.
- Equity, diversity, and inclusion are an active process that requires continuous commitment to promote healthy people, healthy communities and the overall success of present and future generations.

Action Statements

Our values are realized through or by:

- Fostering a culture of open-mindedness, compassion, and inclusiveness among individuals and groups.
- Actively building a community whose members have diverse cultures, backgrounds, and life experiences.
- Providing effective leadership in the development, coordination, implementation and assessment of a comprehensive array of programs and services to promote diversity and understanding of differences.
- Creating and maintaining opportunities for engagement, education, and discourse related to issues of equity, diversity, and inclusion.

- Identifying competencies that are essential to creating environments enriched with diverse views and people.
- Providing educational opportunities toward the development of socially responsible leaders who are willing to engage in the discourse and decision-making that can lead to transformational change toward learning, achievement, healthy people and healthy communities.
- Honoring freedom of expression, ideals of citizenry, and civility of discourse as fundamental to personal, professional, and organizational growth.
- Challenging and dismantling systemic oppression.
- Establishing and maintaining the Equity, Diversity, and Inclusion Commission to promote social justice and diversity in all Association activities; address issues related, but not limited to, race, ethnicity, culture, age, gender, sexual orientation, gender identity, ability, national origin, veteran status, social economic class, religion, and professional status; and coordinate educational resources and opportunities for its' members.
- Reaching beyond the Association to establish beneficial relationships with individual and institutional partners who share mutual goals and interests.

The commission recognizes CHEMA, ACPA, NASPA, AAC&U, AAHPERD, Stevenson University, Wright State University, Brandeis University, Iowa State University, UCLA, our member institutions, and peer associations that have inspired the NIRSA Commission on Equity, Diversity, & Inclusion in creating this statement.

APPENDIX B

NIRSA Professional Competencies related to Equity, Diversity & Inclusion

- ▶ **Please visit:** http://nirsa.net/nirsa/wp-content/uploads/Core_Competerencies-Levels_Framework.pdf
- ▶ **Page 5 of the full document appears on the next page**

Health and Wellbeing

Basic

- Articulate the contribution and connection of the program activity to overall health and wellbeing.

Intermediate

- Facilitate collaborative initiatives across the institution that connect various aspects of wellness and understand how healthy people and healthy communities are centered within sustainability.

Advanced

- Reinforce and promote the contribution that collegiate recreation makes to student, institutional employee, and community success through the adoption of healthy behaviors.

Equity, Diversity, and Inclusion

Basic

- Participate in activities that challenge one's beliefs.
- Design culturally relevant and inclusive programs, services, policies, and practices.
- Predict access needs for potential participants.

Intermediate

- Integrate cultural knowledge with specific and relevant cultural issues on campus.
- Identify and mitigate systemic barriers to equality and inclusiveness.
- Facilitate learning and practice of social justice concepts.
- Provide opportunities for diverse interactions with professionals in higher education who focus on equity, diversion, and inclusion work.
- Collaborate with others across campus to further equity, diversity, and inclusion.

Advanced

- Create ongoing strategic plans for the continued development of diversity initiatives and inclusive practices throughout the institution
- Ensure that competence in equity, diversity, and inclusion is fully integrated into departmental practices throughout the campus.
- Evaluate data on program participants in comparison to institutional data and apply strategies to attract and serve underrepresented groups.

Service

Basic

- Articulate the concept of service learning and identify opportunities for integrating service into the programming where appropriate.

Intermediate

- Implement service into appropriate program areas to teach and train students on the value and benefits of service to the community.

Advanced

- Assess the effectiveness and value of service initiatives and implement processes to expand or enhance initiatives at the institutional and community levels.

Global Perspective

Basic

- Develop one's own civic capacity (such as a sense of personal and social responsibility to understand the connection between a global perspective and how people relate to one another).

Intermediate

- Foster and implement programming that creates a sense of personal and social responsibility in others to develop students across multiple dimensions.

Advanced

- Analyze the interconnectedness of societies worldwide and how these global perspectives affect institutional learning and make connections to collegiate recreation.
- Apply the dimensions of personal and social responsibility

APPENDIX C

NIRSA Championship Series Transgender Participation Guidelines

- ▶ **Please visit:** <http://nirsa.net/nirsa/wp-content/uploads/here.pdf>
- ▶ **Full document on next page**



The NIRSA Championship Series Transgender Athlete Participation Policy

NIRSA recognizes and celebrates the transgender student population among their tournament participants.

Through the guiding policies of the NIRSA Championship Series tournaments, NIRSA empowers students to participate in intramural sports and sport club divisions based on their expressed gender identity.

Adopted in December 2014

Putting the Policy into Play

Upon adoption of the Transgender Athlete Participation Policy, NIRSA and the NIRSA Championship Series updated the guidelines that govern the tournaments.

These guidelines operationalize the NIRSA Championship Series Transgender Athlete Participation Policy empowering students to participate in intramural sports and sport club divisions based on their expressed gender identity.

Guidelines: The NIRSA Championship Series Transgender Athlete Participation

All Player Registration Forms

All participants of NIRSA Championship Series events complete an individual NIRSA Championship Series Player Registration Form. This form contains the following language:

NIRSA recognizes and celebrates the transgender student population among its tournament players and encourages students to participate in intramural sports and sport club divisions based on their expressed gender identity.

All participants must comply with the NIRSA Championship Series eligibility guidelines. Players with questions about their eligibility or who have need for additional support are encouraged to contact the NIRSA Director of National Sport Programs [Valerie McCutchan](#).

Co-Rec Flag Football Player Registration Forms

Participants who compete in NIRSA Championship Series co-rec flag football divisions are asked to self-select their gender identity. Co-rec flag football forms now include the following question:

For the purposes of participating in the NIRSA Championship Series, I identify as a:

- man
- woman

Tennis Player Registration Forms

Participants who compete in NIRSA Championship Series tennis tournaments are asked to self-select their gender identity. Tennis forms now include the following question:

For the purposes of participating in the NIRSA Championship Series, I identify as a:

- man
- woman

Player Eligibility Requirements

The [Player Eligibility Requirements](#) of NIRSA Championship Series includes sections that specifically address how and when an individual player's gender identity is applied. These sections include:

- The NIRSA Championship Series expects participation to be based on one's self-identified gender and that it is done in good faith and is consistent with a player's expressed gender identity.
- A participant's gender identity will be applied when there are gender specific rules or player ratio requirements for co-rec divisions.
 - Transgender individuals may play on the team that best matches their gender identity.
 - The campus official who approves the team entry on the roster/player certification form should verify the gender indicated on the form is based on the participant's self-identification and expressed gender identity, not purely on the sex indicated in official school records.
 - Player eligibility will be based on the gender identified on the official team roster.
 - NIRSA recognizes that, for many, coming to know one's gender identity is not something that happens in an instant; it is a complex process that can occur over an extended period of time. Transgender participants are encouraged to communicate their gender identity with the campus official who is responsible for approving the team entry on the roster/player certification form prior to the tournament registration deadline. Should the player not feel comfortable working with that campus official, the individual can contact the tournament director or the NIRSA Director for National Sport Programs and inform them of their status at least three business days prior to the tournament

Team Eligibility Requirements

The [Team Eligibility Requirements](#) of NIRSA Championship Series includes a section that expressly states the policy of allowing participants to self-identify their gender. The section includes the following language:

Individuals who identify as a woman are eligible to play on women's and co-rec teams; individuals who identify as a man are eligible to play on men's and co-rec teams. Transgender participants are eligible to play based on their expressed gender identity so long as they comply with all Player Eligibility Guidelines.

Code of Conduct

The NIRSA Championship Series [Code of Conduct](#) expressly forbids bullying or the use of homophobic and transphobic expressions of any kind.

The specific rule is:

Participants cannot use verbal or non-verbal profanity, disrespectful language, obscene gestures or behavior; bullying and homophobic, and transphobic expressions of any kind are strictly prohibited.

The consequences for violating this rule are significant and will trigger one or more of the following punishments:

- Suspension from the game/match;
- Suspension from the Tournament;
- Forfeiture of any individual or team awards;
- Ejection from the Tournament hotel(s);
- Ejection from the Tournament site or any tournament sponsored event;
- Forfeiture of all games/matches won and possible team elimination from current and future NIRSA sponsored or endorsed events;
- Liability for all monetary damages arising from, or caused by, a participant's conduct while participating in, and attending, a NIRSA Tournament.
- Notification to University Officials for any violation of the Standards of Conduct by an individual or team.

Sportsmanship statement

The NIRSA Championship Series [Sportsmanship Statement](#) also expresses these values, with a full paragraph dedicated to its commitment to delivering inclusive and welcoming tournaments for all:

The NIRSA Championship Series is committed to holding tournaments in a safe environment free from bullying. Offensive language including profanity, derogatory remarks around a person's race, ethnicity, culture, age, gender, sexual orientation, gender identity, ability, national origin, veteran status, social economic class, religion, or professional status, or other intimidating actions directed at officials, event staff, student-athletes, coaches or team representatives will not be tolerated and are grounds for removal from the competition site.

Appeal Process

The NIRSA Championship Series [appeals process](#) has been created to ensure that all individual competitors and institutions participating in NIRSA Championship Series events receive fair and equal treatment. The ultimate goal of the appeals process is to maintain the integrity of the NIRSA Championship Series tournament brand.

Eligibility appeals based on the gender identity of a participant (e.g. if an individual or team accused an opposing participant of inconsistently presenting their gender to gain a competitive advantage) are raised and adjudicated on as follows:

- Appeals and the supporting evidence should be taken directly to the host tournament director. The tournament director will remind the appealing party that transgender participants are eligible to play based on their expressed gender identity as long as they comply with all NIRSA Player Eligibility Guidelines.
- In the event an individual or team appeals the eligibility of an opposing participant on the grounds of an opponent misrepresenting their gender to gain a competitive advantage, appeals should be handled with sensitivity and student privacy in mind.
- The tournament director or their designee will review the submitted roster to compare the gender identified on the roster with the gender expressed in the appeal. If the genders do not match, the participant will be disqualified and the team will forfeit all games that the player participated.
- The appeals committee reserves the right to modify current sanctions as necessary, including imposing additional sanctions. The appeals committee will rule on the appeal within five business days of receiving notification from the NIRSA Director of National Sport Programs.
- If there is concern that a team has not acted in good faith concerning gender identification, the NIRSA Director for National Sport Programs, may investigate a student's self-identification with the local campus official who signs off on their team's roster after the tournament concludes.

The full [appeal process](#) is available in the NIRSA Championship Series section of the NIRSA Play website.

NIRSA's Regional Tournament Operations Manual Non-Discrimination Policy

The Non-Discrimination Policy section of NIRSA's Regional Tournament Operations Manual states that the NSC does not tolerate discrimination based on gender identity. Below is a paragraph from that policy:

Standing against bigotry by holding fast to the basic principle of respect for human rights, in all matters both public and private, the NIRSA Championship Series and the NIRSA Services Corporation (NSC), a wholly owned for-profit subsidiary of NIRSA, strives to promote civil society and social justice. It is our stated position that the NSC upholds the tenets of the NIRSA Mission Statement to foster quality recreational programs, facilities and services for diverse populations and that it demonstrates a commitment to excellence by utilizing resources that promote ethical standards. Accordingly, the NSC does not tolerate discrimination against persons on the basis of race, gender, religious affiliation, age, marital or civil union status, sexual orientation, gender identity, national origin, ancestry, intellectual development, or physical ability.

NIRSA's Regional Tournament Operations Manual Facility Recommendations

Within NIRSA's Regional Tournament Operations Manual is a section on "Best Practices for Facilities" that outlines the facility standards for NIRSA Championship Series host tournament schools. Below are the paragraphs that relate to facility accommodations for NIRSA Championship Series participants who identify as transgender.

Best Practices for Facilities

Changing Areas, Toilets, Showers: Transgender student-athletes should be able to use the locker room, shower, and toilet facilities in accordance with the student's gender identity. Every locker room should have some private, enclosed changing areas, showers, and toilets for use by any athlete who desires them. When requested by a transgender student-athlete, schools should provide private, separate changing, showering, and toilet facilities for the student's use, but transgender students should not be required to use separate facilities.

Schools that do not have these facilities in place will not be excluded from consideration as a tournament hosts; however, schools that are selected to host a regional or national NIRSA Championship Series tournament whose facilities do not meet the guidelines above will be expected to work with the NIRSA Championship Series Committee to provide comparable accommodations.

Competition at Another School: If a transgender student-athlete requires a particular accommodation to ensure access to appropriate changing, showering, or bathroom facilities, school leaders, collegiate recreation professional, and coaches, in consultation with the transgender student-athlete, should notify their counterparts at other schools prior to competitions to ensure that the student has access to facilities that are comfortable and safe. This notification should maintain the student's confidentiality. Under no circumstances should a student-athlete's identity as a transgender person be disclosed without the student's express permission.

Learn more

[“New NIRSA Championship Series guidelines and policies are aimed at transgender athlete inclusion”](#) | December 18, 2014

[NIRSA's Statement for Equity, Diversity, and Inclusion](#) | Adopted June 2013

APPENDIX D

NIRSA EDI Community of Practice

- ▶ **Please visit this Community of Practice at NIRSA Connect:** www.nirsa.org/edi

APPENDIX E

ACPA/NASPA Professional Competencies Rubric

- ▶ **ACPA/NASPA Professional Competencies Rubric:
Social Justice and Inclusion, p. 28-29**

https://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Competency_Rubrics_Full.pdf