

2018 NCAA Inclusion Forum

#NCAAIInclusion



Inclusion

Creating Positive & Inclusive Athletic Environments for Transgender Athletes

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Topics We'll Address

- Transgender 101
- NCAA Policy Recommendation
- Myths and Concerns about Transgender Inclusion
- Best Practice Recommendations
- Resources

Why Address Transgender Athlete Issues?

- Sports improves outcomes
 - Athletes tend to have higher GPAs and graduation rates
 - Participation in sports correlates to better mental health and connectedness to school community
 - The positive influence of sports is particularly important for communities that experience minority stress and pervasive
- In recent years, the NCAA has had 100+ of inquiries from member schools about how to include transgender students on athletic teams

Transgender 101

Cisgender?

Gender Identity?

Transitioning?

Transgender?

It's Complicated!



Sex Assigned at Birth?

Sexual Orientation?

Sex Assigned at Birth:



- Sex designation at birth based on examination of external genitalia

Gender Identity:

- A person's internal sense of being a woman/girl, man/boy, or another gender identity



Gender Expression:

- The behavior and appearance characteristics that express our gender identity: Clothing, hair style, movement patterns, voice, etc.



Sexual Orientation:

- A person's sexual desires, behaviors, fantasies directed toward someone of another sex (heterosexual), the same sex (lesbian, gay), or any sex (bisexual).

Transgender:

- An adjective describing a person whose gender identity does not match their sex assigned at birth.

Cisgender:

- An adjective describing a person whose gender identity matches the sex they were assigned at birth



- A **transgender woman** (MTF) was assigned male at birth but identifies as a woman
- A **transgender man** (FTM) was assigned female at birth but identifies as a man

Sexual orientation is different from gender identity

Transgender people identify as heterosexual, lesbian, gay, bisexual or some other sexual orientation

Transition

- Transition is a process, not a single event.
- There's not just one way to be transgender.
- Each trans person's experience and process can be different.

Second Edition – NCAA Inclusion of Transgender Student-Athletes



Updates in Second Edition

- Consultation with the NCAA Sports Science Institute.
- Recognition of intersectionality.
- Removal of outdated language.
- Updated timeline/history/context of national policy.
- Updated resource list.
- Sample campus policies.
 - Lewis & Clark College (DIII).
 - University of Massachusetts, Amherst (DI).

NCAA Recommendation for Transgender Student-Athletes Undergoing Hormone Treatments

1. A transgender male (female to male) student-athlete who has received a medical exception for, and is being treated with, testosterone for purposes of NCAA competition may compete on a men's team, but is no longer eligible to compete on a women's team without changing that team status to a mixed team.
2. A transgender female (male to female) student-athlete being treated with testosterone suppression medication, or who has undergone surgical intervention to suppress testosterone production, for gender transition, may continue to compete on a men's team but may not compete on a women's team without changing it to a mixed-team status until completing one calendar year of documented testosterone-suppression treatment or one-year post-surgical intervention.

NCAA Recommendation for Transgender Student-Athletes NOT Undergoing Hormone Treatment

- May participate in sex-separated sports activities in accordance with his or her assigned birth sex.
- A female-to-male transgender student-athlete may participate on a men's or women's team.
- A male-to-female transgender student-athlete may **not** compete on a women's team.

NCAA Recommendation for Students Identifying Outside the Gender Binary Not Taking Hormones

A student who identifies as gender fluid, genderqueer, non-binary, agender, or another gender outside the gender binary not taking hormones may participate in sex-separated sports activities in accordance with the individual's assigned birth sex.

- A student assigned female at birth who is not taking hormones related to gender transition may participate on a women's team.
- A student assigned male at birth who is not taking hormones related to gender transition may not compete on a women's team.

NCAA Recommendation for Students Identifying Outside the Gender Binary Taking Hormones

A student who identifies as gender fluid, genderqueer, non-binary, agender or another gender outside the gender binary and decides to take hormones or to engage in hormone suppression must follow the NCAA Policy on Transgender Student-Athlete Participation.

Research indicates that
after one year of taking estrogen or
testosterone suppression medication,
transgender women's T levels
are within the typical range of testosterone
levels for cisgender women

Considerations

- Testosterone affects muscle development and endurance
- Women and men produce testosterone
- Athletic performance is determined by many factors besides testosterone



Common Myths & Misconceptions

The reasons often used to exclude transgender athletes from sports

Concerns Most Frequently Expressed About Transgender Participation on Sports Teams

The Top 4

- Competitive Equity
- Competitive Safety
- Locker Room Access/Privacy/Safety
- Gender Equality

The “Field Hockey Team” Fear

- Schools will start fielding teams of hulking transgender women to dominate women’s sports.
- The stereotypes and misconceptions behind that fear
 - Being transgender is trendy or a fad
 - Males will want to pretend to be female obtain advantages they would not have qualified for as males (e.g. sports awards and scholarships)
- This can be distilled to: gender dysphoria is not real or verifiable

Men are [Faster/Stronger/ More Athletic] Than Women

- Transgender women will be able to dominate womens' sports without effort due to the inherent advantages men have over women
- Stereotypes and misconceptions behind this fear:
 - Trans women will take opportunities that would otherwise go to deserving cisgender girls (i.e. spots on teams, scholarships)
 - Transgender women are inherently more capable at that sport than cisransgender women
- This is a new iteration of the old stereotypes that kept women & girls out of sports prior to Title IX



Logistics: Impossible

- There is no way we can have a trans athlete in [insert name of sport] because . . .
- The stereotypes and misconceptions behind this fear
 - Having a transgender athlete is different than any other athlete with needs that are different than their teammates
 - Wanting to support the players uncertain how to do so or if they will be able to
- The difficulty with this common misconception is that it could be coming from a place of caring or it could be used to hide more insidious transphobia
- Regardless of the source, the response is typical in civil rights struggles as society moves

A Team that Plays Together, Stays Together



- A transgender athlete will have a negative effect on team morale and unity
- The stereotypes and misconceptions behind this fear
 - The coach will not be able to control the team dynamics
 - May indicate that the coach shares those negative attitudes
- This is a variation on the concern about logistics
- It can be rooted in a concern for the transgender athlete, but also used to conceal a coach's own discomfort

Better Safe Than Sorry

- A transgender athlete's participation in a sport consistent with their gender identity will either be dangerous for the transgender athlete or the other players
- The stereotypes and misconceptions behind this fear
 - Transgender men are not like their cisgender peers
 - Transgender women are not like their cisgender peers
 - May be an attempt at concealing negative attitudes
- This is a rehashing of the competitive advantage concern, but also applies to transgender males



Is there ever a level playing field?

Wide Range of Performance-Related Factors

Skill

Strength

Competitiveness

Overlap Between Sexes

Variations Within Each Sex

Height

Access to Training, Good Nutrition

Weight

Different Types of Competitive Advantage



Technological Advantages

- Access to high tech training, equipment



Environment Advantages

- Access to clean air and water, good nutrition, safe communities



Financial Advantages

- Access to coaching, competition, training, tech support



Social Advantages

- Access to cultural and legal support, social status



Some Genetic/Physical Advantages

- “Natural” Physiological Characteristics and Medical Conditions

Overall Guidelines for Including Transgender Athletes on Teams

- Be proactive, don't wait for a crisis
- Focus on inclusion, not exclusion
- Protect the privacy of transgender student-athletes
- Educate athletic staff and student-athletes about gender transitions and athletics

Best Practice Recommendations: Education

All members of the school community should receive information about transgender identities, non-discrimination policies, and expectations for creating a respectful school and team climate for all students, including transgender students.

Best Practice Recommendations: Language

Coaches, teammates and media should refer to transgender athletes by their chosen name and the pronouns that reflect their identified gender

Best Practice Recommendations: Facilities Access

- Transgender student-athletes should be able to use locker rooms and bathrooms in accordance with their identified gender
- Every locker room and toilet area should have provisions for privacy accessible to all students
- When requested by a transgender student-athlete, separate changing and toilet facilities should be provided

Best Practice Recommendations: Hotel Rooms

- Transgender student-athletes should be assigned hotel rooms according to their identified gender in the same manner that other members of the team are assigned rooms
- Provisions should be made for any student-athlete who needs extra privacy whenever possible

Best Practice Recommendations: Dress Codes

- Transgender student-athletes should be able to dress in accordance with their identified gender
- Dress codes for athletic teams should be gender-neutral (For example: Do not require women to wear dresses or skirts. Instead require attire that is neat, clean and appropriate for the occasion)

Best Practices: Communications with Opponents

- Talk with athletic directors and coaches from other schools prior to competitions about expectations for treatment of transgender student-athletes on and off the court.
- Do not identify a particular student-athlete as transgender, but rather establishing general expectations for the treatment of all student-athletes, including those who may be transgender

Easy Better Practices

- Establish policy & procedure.
- Protect privacy.
- Provide trainings and education.
- Be intentional with language.
- Check facilities.

Resources



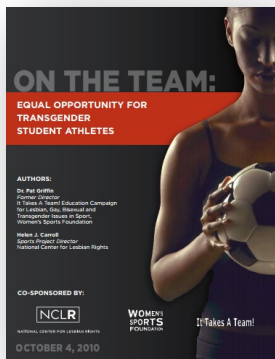
Champions of Respect.

Griffin, P. and Taylor, H., (2012). NCAA Office of Inclusion.



NCAA Inclusion of Transgender Athletes Handbook.

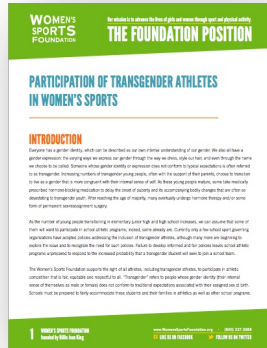
NCAA Office of Inclusion (2011).



On the Team: Equal opportunity for transgender athletes.

Griffin, P. and Carroll, H., (2010).

Resources



Participation of transgender athletes in women's sports.
Women's Sports Foundation (2011).



LGBTQ National College Athlete Report Executive Summary.
Campus Pride (2012).

Available on www.transathlete.com

Resources

TRANSATHLETE.COM

TRANSATHLETE is a resource for students, athletes, coaches, and administrators to find information about trans inclusion in athletics at various levels of play.

www.transathlete.com

Q&A

What questions do you have?

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