

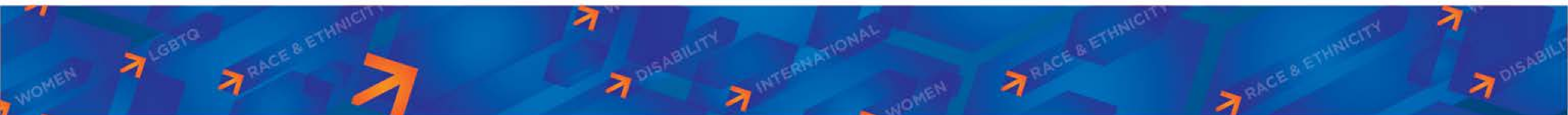
# INCLUSION FORUM 2016

#NCAAInclusion

# Creating Positive & Inclusive Athletic Environments for Transgender Athletes

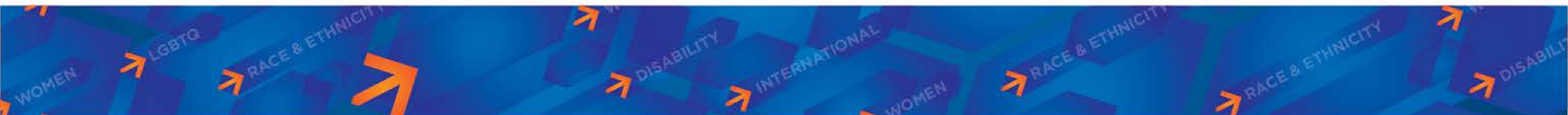
Helen Carroll

Chris Mosier



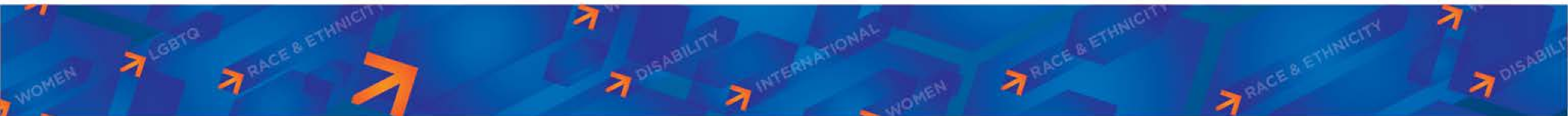
# Credit for materials

Pat Griffin



# Topics We'll Address

- Transgender 101
- NCAA Policy Recommendation
- Transgender Inclusion on Women's Teams
- Best Practice Recommendations
- Resources



# Why Address Transgender Athlete Issues?

- Estimates are that 1-2% of the population identifies as transgender
- More young people are identifying as transgender at younger ages
- In recent years, the NCAA has had at least 100 inquiries from member schools about how to include transgender students on athletic teams



# Transgender 101

Gender Identity?

Transitioning?

Transgender?

## It's Complicated!



Sex Assigned at Birth?

Sexual Orientation?

Cisgender?

# Toward A Common Vocabulary

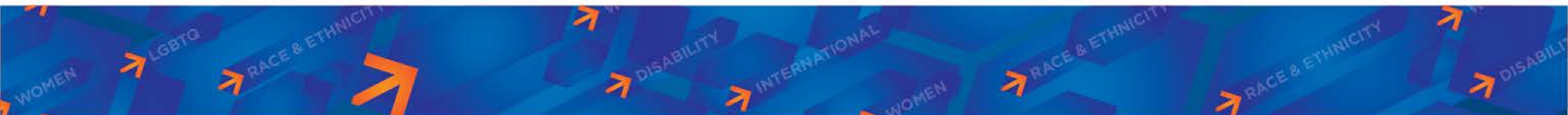
- Sex Assigned at Birth
- Gender Identity
- Gender Expression
- Sexual Orientation
- Transgender
- Cisgender



# Sex Assigned at Birth:



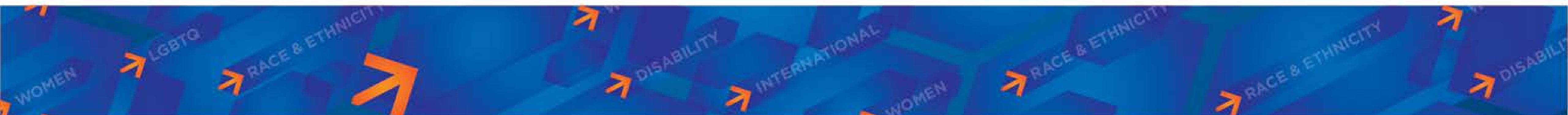
- Sex designation at birth based on examination of external genitalia





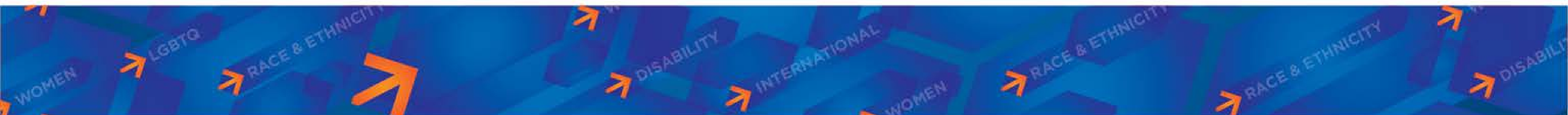
# Gender Identity:

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



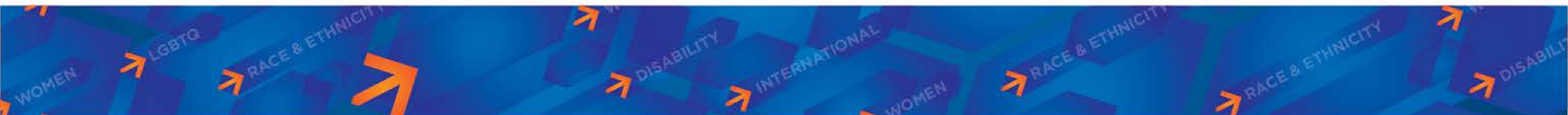
# Gender Expression:

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



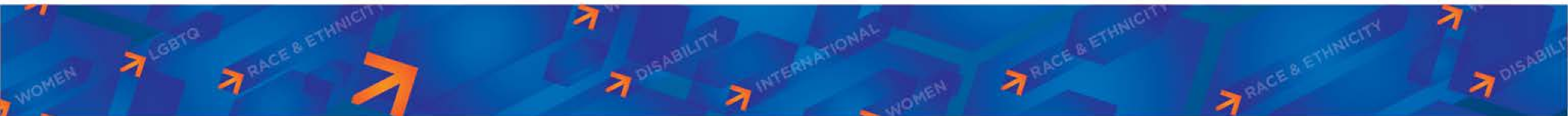
# Sexual Orientation:

- 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

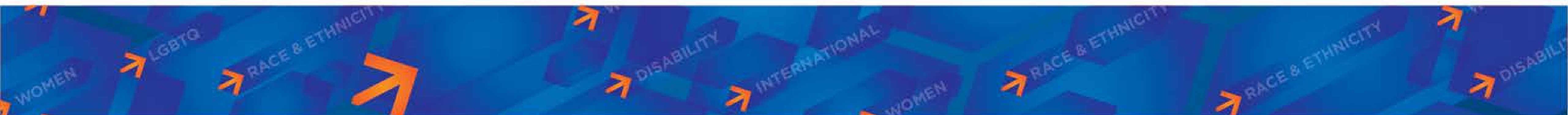
- Transition is a process, not a single event.
- Each trans\* person's experience and process can be different.





# NCAA Recommendation For Transgender Women Undergoing Hormone Treatments

- May continue to compete on a men's team
- May compete on a women's team after completing one year of testosterone suppression treatment

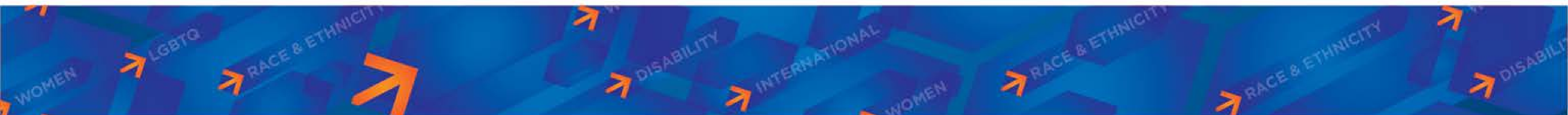


# NCAA Recommendation for Transgender Student-Athletes NOT Undergoing Hormone Treatment

- 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.



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



# Testosterone and Athletic Performance

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



# Concerns Expressed About Transgender Women on Women's Teams

Competitive Equity

Locker Room Access/Privacy/  
Safety

Competitive Safety

Gender Equality

# Wide Range of Performance-Related Factors

Skill

Strength

Competitiveness

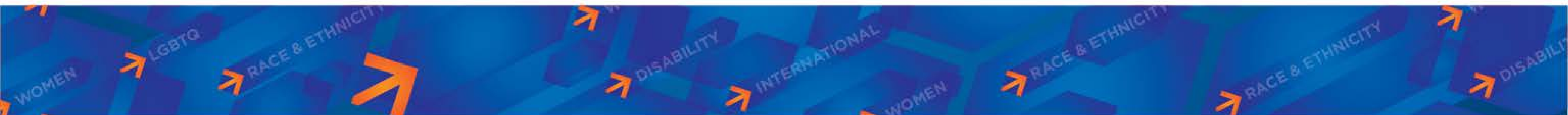
Overlap Between Sexes

Variations Within Each Sex

Height

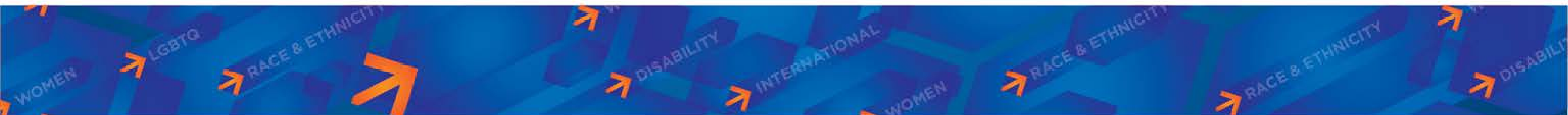
Access to Training, Good Nutrition

Weight



# Is The Playing Field Ever Level?

## Can We Ever Eliminate Competitive Advantage?



# Competitive Advantages We Accept As Fair



## Technological Advantages

- Access to high tech training, equipment



## Environment Advantages

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



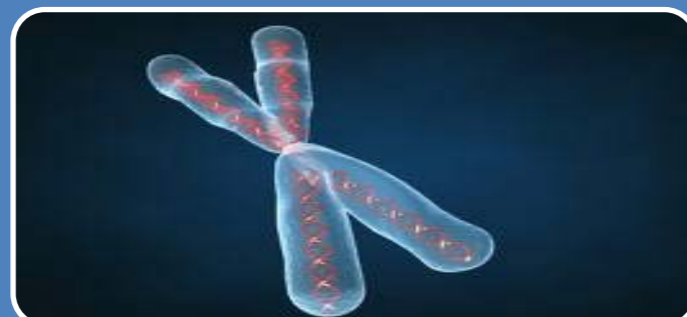
## Financial Advantages

- 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



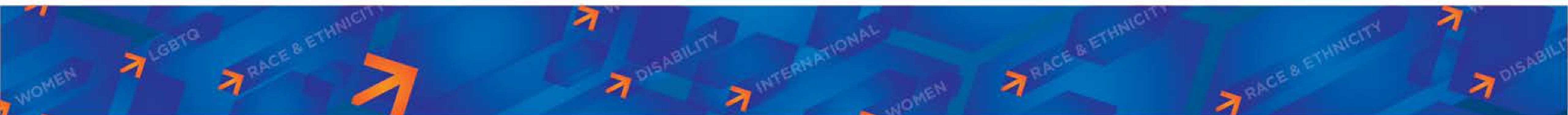
# Overall Guidelines for Including Transgender Athletes on Teams

- 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



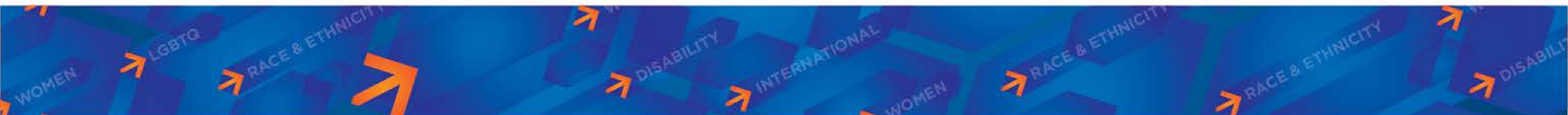
# Best Practice Recommendations: Education

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.



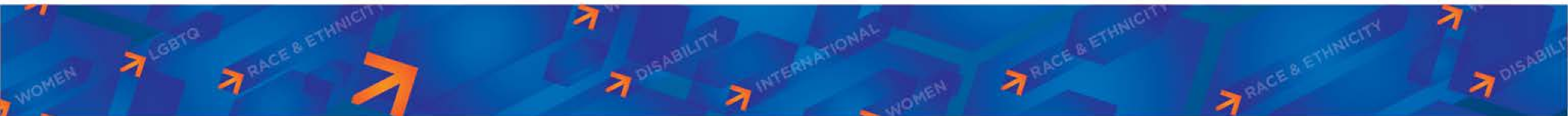
# Best Practice Recommendations: Language

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



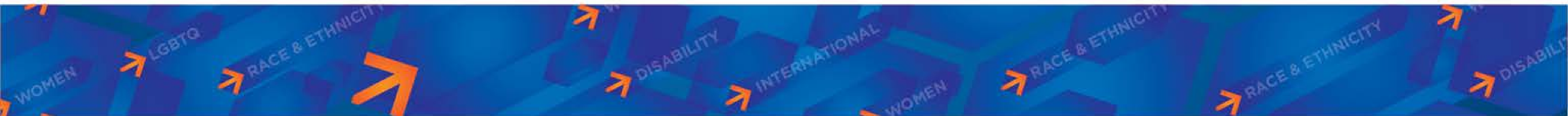
# Best Practice Recommendations: Facilities Access

- 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.



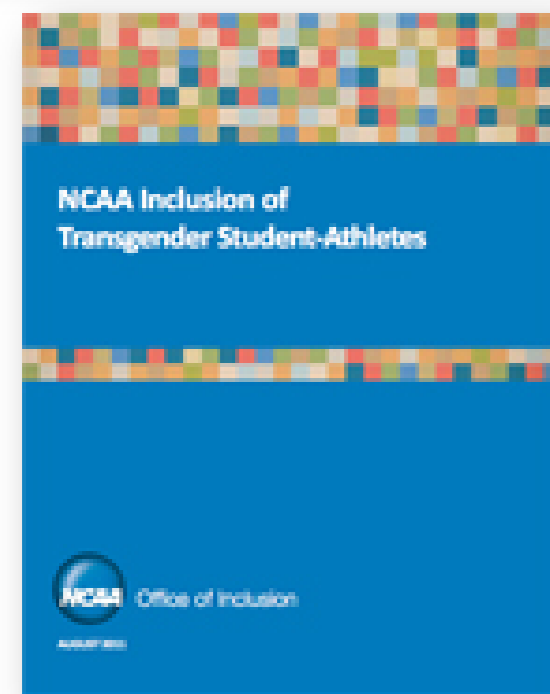


# Resources



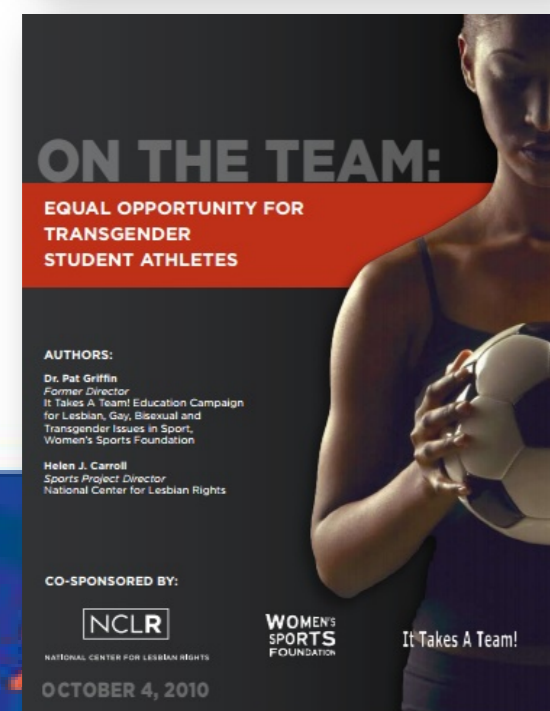
## **Champions of Respect.**

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



## **NCAA Inclusion of Transgender Athletes Handbook.**

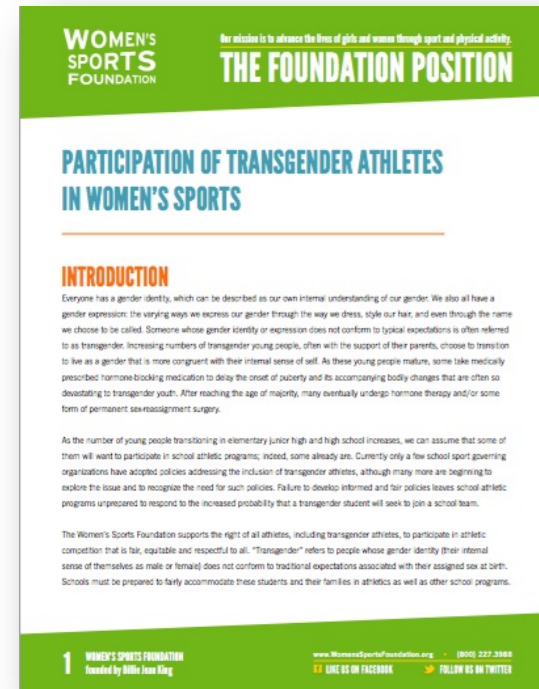
NCAA Office of Inclusion (2011).



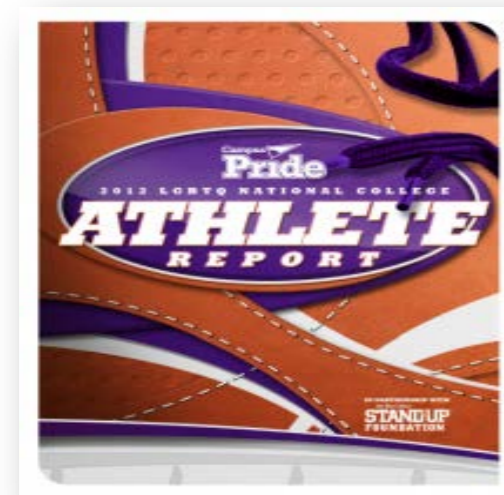
## **On the Team: Equal opportunity for transgender athletes.**

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](http://www.transathlete.com)**

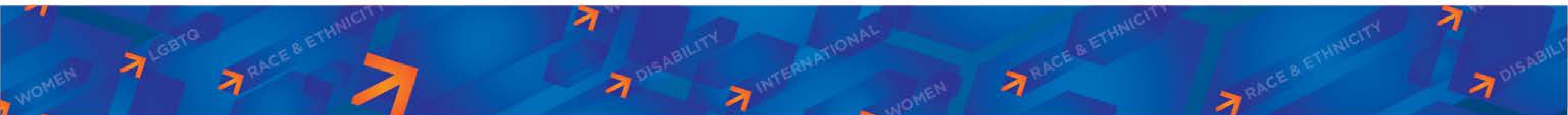


# Resources

## TRANS\* ATHLETE

TRANS\*ATHLETE 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](http://www.transathlete.com)



# Q&A

What questions do you have?

