
B6. Transgendering CCAA Student-athletes

BACKGROUND INFORMATION & POLICY

What Does Transgender Mean?

“**Transgender**” describes an individual whose gender identity (one’s internal psychological identification as a boy/man or girl/woman) does not match the person’s sex at birth. For example, a male-to-female (MTF) transgender person is someone who was born with a male body, but who identifies as a girl or a woman. A female-to-male (FTM) transgender person is someone who was born with a female body, but who identifies as a boy or a man. People experiencing gender dysphoria can decide to modify their bodies in order to be physically aligned with their gender identity. A **transitioning female** is in the process of using hormone treatments and/or surgery to change from being physically male to being physically female. A **transitioning male** is in the process of using hormone treatments and/or surgery to change from being physically female to being physically male. **Transitioned females and males** have completed the transitioning process. **Transgender** is a broad term used to identify diversity in identities, behaviours, and beliefs among gender nonconforming people. Transgender individuals may or may not choose to modify their bodies.

In order to feel comfortable and to express their gender identity, transgender people may take a variety of steps: changing their names and self-referencing pronouns to better match their gender identity; choosing clothes, hairstyles, or other aspects of self-presentation that reflect their gender identity; and generally living, and presenting themselves to others, consistently with their gender identity. Some, but not all, transgender people take hormones or undergo surgical procedures to change their bodies to better reflect their gender identity.

Why Must We Address Transgender Issues in CCAA Athletic Programs?

Numbers of transgendering students in our institutions are increasing, some departments are currently addressing the issue through their equal opportunity and access policies and dealing with the accommodations that may be required. Though the needs of transgender students have received some attention in recent years, this issue has not been addressed in the context of athletics. As indicated through Fall workbook and Winter Board meeting discussions intercollegiate athletic programs have no policy governing the inclusion of transgender student-athletes, and many have not received direction for accommodating a transgender student who wants to play on a sports team. To respond to these realities, the CCAA, athletics conferences and institutions are well advised to proactively adopt policies and best practices that provide access and opportunities for transgender students to participate on sports teams.

Without an overarching Canadian Sport policy, or a well rounded policy in place on this issue among CCAA NSO and MSO partners, the CCAA has turn to NCAA. The NCAA adopted a policy on transgendering athletes in the summer of 2011. The NCAA policy is very relevant to the CCAA circumstances in that we deal with the same clientele the varsity student-athlete and as an association we hold many of the same core values and guiding principles: enriching the student-athletes experience, integrity, fair play, equity and diversity.

Should the Participation of Transgender Student-Athletes Raise Concerns About Competitive Equity?

NCAA Policy research from a number of sources and compiled in an October 2010 Report *On the Team*, authored by Dr. Pat Griffon and Helen Carroll stated that "concern about creating an 'unfair competitive advantage' on sex-separated teams is one of the most often cited reasons for resistance to the participation of transgender student-athletes. This concern is cited most often in discussions about transgender women competing on a women's team. Some advocates for gender equality in college sports are concerned that allowing transgender women—that is, male-to-female transgender athletes who were born male, but who identify as female—to compete on women's teams will take away opportunities for women, or two, that transgender women will have a competitive advantage over other women competitors.

These concerns are based on three assumptions: one, that transgender women are not “real” women and therefore not deserving of an equal competitive opportunity; two, that being born with a male body automatically gives a transgender woman an unfair advantage when competing against non-transgender women; and three, that men might be tempted to pretend to be transgender in order to compete in competition with women.

These assumptions are not well founded. First, the decision to transition from one gender to the other—to align one's external gender presentation with one's internal sense of gender identity—is a deeply significant and difficult choice that is made only after careful consideration and for the most compelling of reasons. Gender identity is a core aspect of a person's identity, and it is just as deep seated, authentic, and real for a transgender person as for others. Male-to-female transgender women fully identify and live their lives as women, and female-to-male transgender men fully identify and live their lives as men.

Second, some people fear that transgender women will have an unfair advantage over non-transgender women. It is important to place that fear in context. Transgender girls who medically transition at an early age do not go through a male puberty, and therefore their participation in athletics as girls does not raise the same equity concerns that arise when transgender women transition after puberty. Transgender women display a great deal of physical variation, just as there is a great deal of natural variation in physical size and ability among non-transgender women and men. Many people may have a stereotype that all transgender women are unusually tall and have large bones and muscles. But that is not true. A male-to-female transgender woman may be small and slight, even if she is not on hormone blockers or taking estrogen. It is important not to overgeneralize. The assumption that all male-bodied people are taller, stronger, and more highly skilled in a sport than all female-bodied people is not accurate. It is also important to know that any strength and endurance advantages a transgender woman arguably may have as a result of her prior testosterone levels dissipate after about one year of estrogen or testosterone-suppression therapy. According to medical experts on this issue, the assumption that a transgender woman competing on a women's team would have a competitive advantage outside the range of performance and competitive advantage or disadvantage that already exists among female athletes is not supported by evidence.

Finally, fears that men will pretend to be female to compete on a women's team are unwarranted given that in the entire 40 year history of “sex verification” procedures in international sport competitions, no instances of such “fraud” have been revealed. Instead, rather than identifying men who are trying to fraudulently compete as women, “sex verification” tests have been misused to humiliate and unfairly exclude women with intersex conditions.⁶ The apparent failure of such tests to serve their stated purpose of deterring fraud—and the terrible damage they have caused to

individual women athletes—should be taken into account when developing policies for the inclusion of transgender athletes."

Link to NCAA Guidelines for Inclusion of Transgender Student-Athletes

Part 3 Best Practices Recommendations for implementing transgender student athlete's inclusion policies

Appendix A Definitions and Terminology: Word about Words

Appendix B Resources on Transgender Issues

http://www.ncaa.org/wps/wcm/connect/fd9a78804841ff93953f9bf5e8bc9cc/TransgenderHandbook2011_Final.pdf?MOD=AJPERES&CACHEID=f9a78804841ff93953f9bf5e8bc9cc

Andrichuk/Brosseau

Add to Article 5 Section as Section 15 and renumber accordingly

CCAA Policy on Transgender Student-Athlete Participation

The following policies clarify participation of transgender student-athletes undergoing hormonal treatment for gender transition:

1. A trans male (FTM) student-athlete being treated with testosterone for diagnosed Gender Identity Disorder or gender dysphoria, for purposes of CCAA competition may compete on a men's team, but is no longer eligible to compete on a women's team.

2. A trans female (MTF) student-athlete being treated with testosterone suppression medication for Gender Identity Disorder or gender dysphoria, for the purposes of CCAA competition may continue to compete on a men's team but may not compete on a women's team until completing one calendar year of testosterone suppression treatment.

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

1. A trans male (FTM) student-athlete who is not taking testosterone related to gender transition may participate on a women's team.

2. A trans female (MTF) transgender student-athlete who is not taking hormone treatments related to gender transition may participate on a men's team.

The student's responsibilities

1. In order to avoid challenges to a transgender student's participation during a sport season, a student-athlete who has completed, plans to initiate, or is in the process of taking hormones as part of a gender transition must submit the request to participate on a sports team in writing to the athletic director when the decision to undergo hormonal treatment is made.

2. The request must include a letter from the student's physician documenting the student-athlete's intention to transition or the student's transition status if the process has already been initiated. This letter should identify the prescribed hormonal treatment for the student's gender transition.

The institution's responsibilities

1. The athletic director should meet with the student to review eligibility requirements and procedure for approval of transgender participation. If hormone treatment is involved in the student-athlete’s transition, the athletic director would make the student aware that the CCAA endorses and has formally adopted the [Canadian Anti-Doping Program](#) (CADP), which is compliant with the [World Anti-Doping Code](#). The CADP currently identifies testosterone as a banned substance (CADP Article 4.0 The Prohibited List), and outlines Therapeutic Use Exemption rules (CADP Article 5.0 Therapeutic Use Exemption and Medical Review Rules) whereby an athlete must demonstrate the medical need for the use of a banned medication. It is the responsibility of the CCAA institution to ensure compliance by their athletes to the CADP in terms of applicable Therapeutic Use Exemption rules (CADP Article 5.0 Therapeutic Use Exemption and Medical Review Rules). Under CADP Article 5.0, CCAA athletes are eligible for a TUE obtained prior to the student-athlete competing while undergoing treatment or may go through a Medical Review process which is completed retroactively in the event of an Adverse Analytical Finding. The Medical Review process does not apply to athletes competing in certain national events outside of CCAA or to any international event.

2. To assist in educating and in development of institutional policy and practice, a Transgender Participation Committee should be established. Members of the committee should represent a cross section of the institutional staff with student well-being interests, and include representation from the following departments: office of general counsel, health and counseling, faculty/academic affairs, and athletics.

3. All discussions among involved parties and required written supporting documentation should be kept confidential and respect the institution's policies in respect to privacy and the collection of personal information, unless the student-athlete makes a specific request otherwise. All information about an individual student’s transgender identity and medical information, including physician’s information provided pursuant to this policy, shall be maintained confidentially.

Yes

No (If **NO** suggest proposed amendment otherwise the assumption will be for status quo)

PROPOSED AMENDMENT

B7. Removal of Course weighting

Babcock/Hansen

Section 8 Academic Eligibility

8.1 Definitions: