



Identities Beyond Athlete

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Purpose

Foster awareness about the realities and lived experiences of student-athletes

Understand the multiple identities that student-athletes hold

Learn how the pandemic has impacted student-athletes

Receive tools and resources that foster community during and after the pandemic with student-athletes



NCAA Inclusion Statement

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

Diversity and inclusion improve the learning environment for all student-athletes and enhance excellence within the Association.



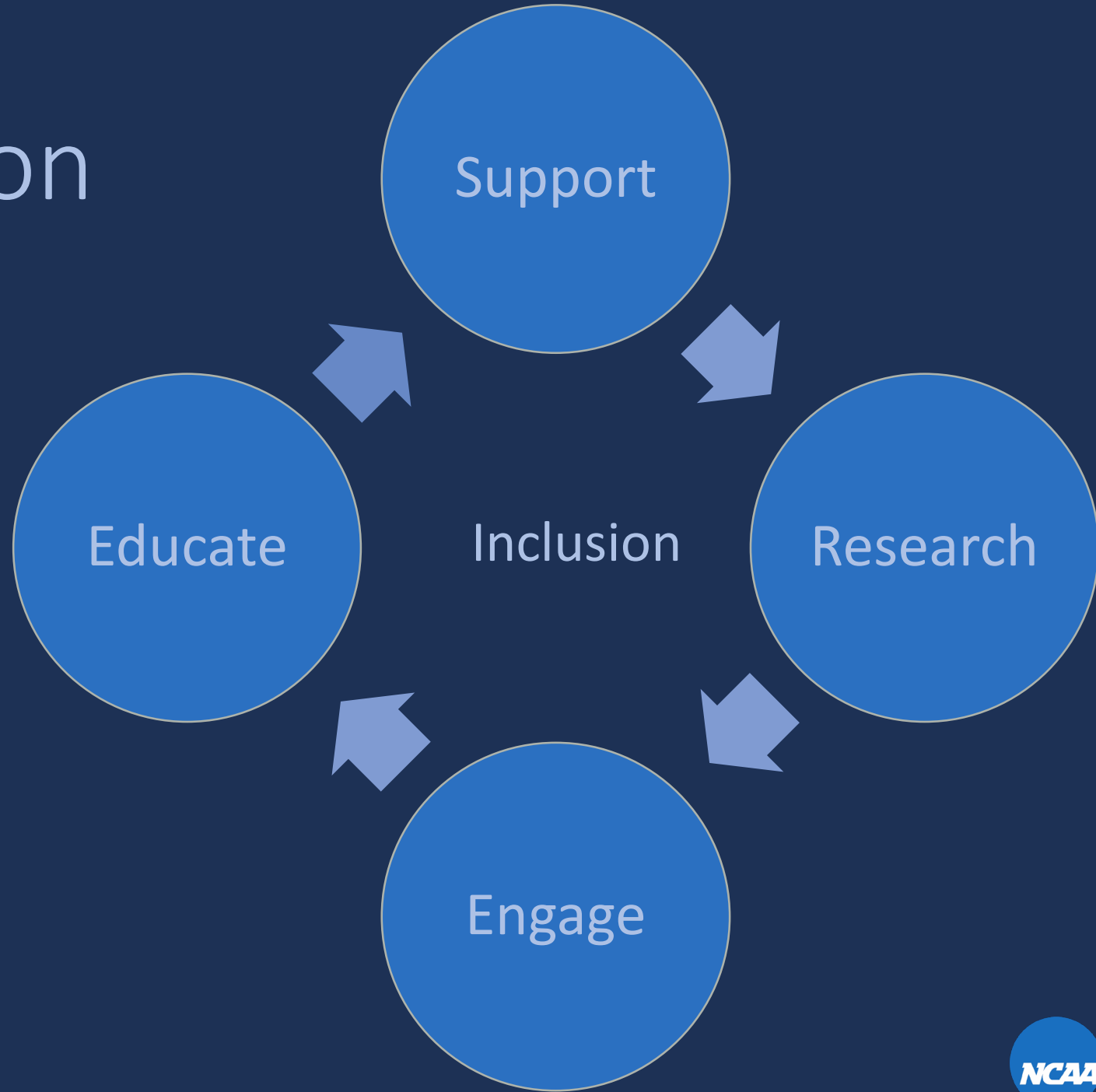
NCAA Inclusion Statement (cont.)

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

Adopted by the NCAA Executive Committee, April 2010
Amended by the NCAA Board of Governors, April 2017

Office of Inclusion

- The NCAA office of inclusion advances diversity, equity and inclusion in college athletics for over 1,100 member schools and athletics conferences.
- The office supports student-athletes and individuals who teach and lead across the core areas of **disability, international, LGBTQ, race/ethnicity and women.**





Student-Athletes

- Over 500,000 student athletes
- 24 sports
- 90 Championships
- 3 Divisions

NC State Commitment to Diversity



- Over 600 student-athletes
- Compete in 19 sports

NC State Athletics believes in the University's commitment to diversity, tolerance and inclusiveness. We believe in the diversity of our community and that differences of race, color, national origin, sexual orientation, gender expression, physical and mental ability, and religious beliefs are one of our greatest strengths. This diversity should be respected by all members of our community.

NC State does not discriminate on the basis of color, disability, gender identity, genetic information, national origin, race, religion, sex (including pregnancy), or sexual orientation, or any other category protected by law.

Further, NC State Athletics is committed to eliminating sexual harassment, sexual violence and interpersonal violence. This is demonstrated through the trainings, policies, procedures and resources available to all department staff and student-athletes. We comply fully with Title IX, a federal law that prohibits gender-based discrimination of both employees and students.



Moment of Reflection

What is one of your most salient identities?

Cultural Differences



Tone of Voice

Work Style

Skin Color

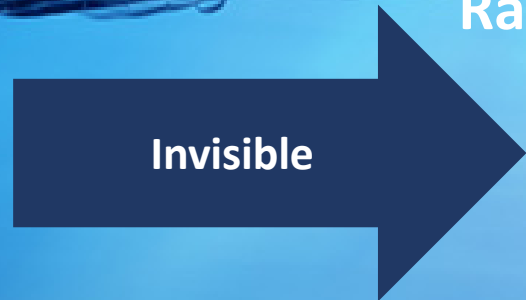
Mannerisms

Clothing/Attire

Age

Gender

Student Athlete



Race

Ethnicity

Sexual Orientation

Religious Beliefs

Native born/non native

Thinking Styles

Military

Values

Work Background

Experiences

Smoker/Non-Smoker

Geographic Location

Parental Status

Education

Socioeconomic Status

Political affiliation

Marital Status

Culture

More than...




IN DIVISION II, 33% OF FEMALE STUDENT-ATHLETES






Impact of COVID-19

How has COVID-19 impacted one of your most salient identities?




Threats and Challenges: COVID-19

- **Athletic Identity:** Gayles (2015) noted that student-athletes must balance a unique set of circumstances, such as balancing athletic and academic endeavors, social activities with the isolation of athletic pursuits, athletic success or lack of success with maintenance of mental equilibrium, physical health and injuries with the need to keep playing, the demands of various relationships, and reconciling the termination of an athletic career with setting goals for the future.
- **Athletic Identity Foreclosure-** tend to choose this self-identity before they have considered other possible roles and statuses. They forgo exploration of other talents, interest, hobbies, or occupations and center their identity on athletic participation and achievement.



Threats and Challenges: COVID-19

- **Sense of Belonging**
 - Lack of community in home environment
 - New ways to connect with team and coaches
- **Online learning**
 - Struggle with the adjustment and keeping up with assignments
 - Struggle to connect with faculty, academic support staff or tutor




Threats and Challenges: COVID-19

- **First-generation (incoming students)**
 - Anxious thoughts
 - Concern with transition
 - Creating community
- **Asian American**
 - Xenophobia, discrimination, inappropriate jokes
- **African American , Hispanic/LatinX, American Indian/Alaska Native**
 - More likely to test positive for the coronavirus
 - Coping mechanisms with being home
 - Concern about athletic future
 - Implications of wearing a mask

Threats and Challenges: COVID-19

- **Socio-economic Status**
 - Lack of access to essential services (mental health professionals, medical services, internet, healthy food options)
 - Loss of employment
- **LGBTQ**
 - Increase rates of domestic violence
 - Experience discrimination
 - May avoid or be denied healthcare
- **Women**
 - Challenges with Title IX and federal and state law regarding gender equity
 - Limited opportunities to continue their sports



Threats and Challenges: COVID-19

- **Visible and Invisible Disabilities**
 - Challenge with online classes
 - Limited access to resources
 - Less likely to self-advocate
- **International**
 - Impact of travel bans
 - Financial limitations
 - Manage academic and athletic schedules across time zones
 - Feelings of being “on their own”
 - Experience racism and xenophobia



Intersectionality

Student-Athlete and (fill in the blank)



Research



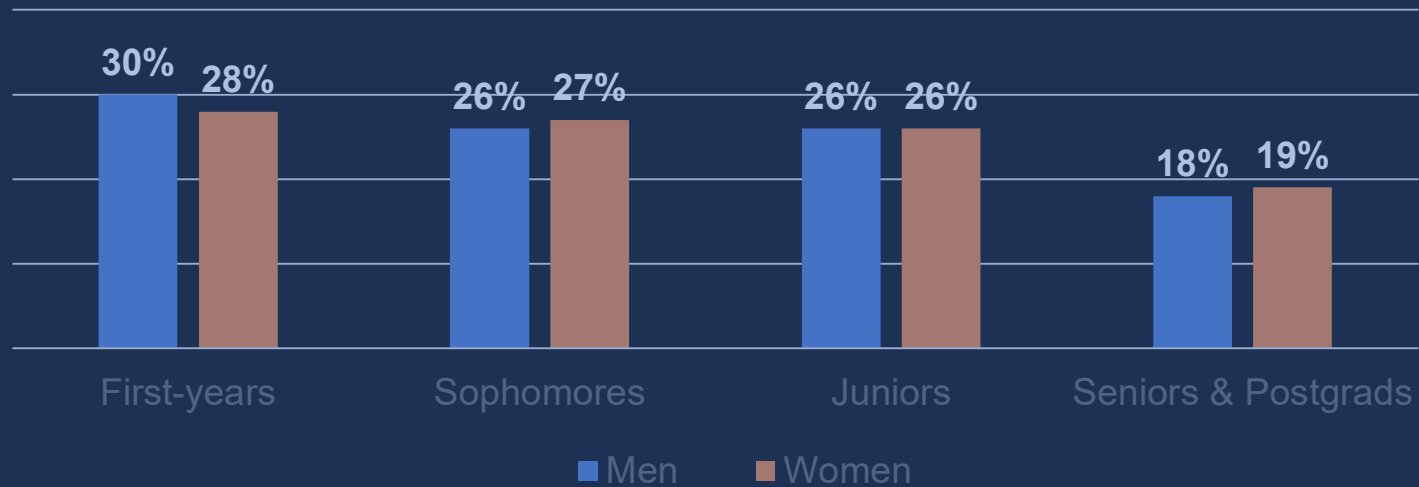
Student-Athlete COVID-19 Well-being Survey Results May 2020



Racial Demographics

	Men		Women	
	COVID-19 Survey	Demographics Data	COVID-19 Survey	Demographics Data
White	68%	60%	79%	68%
Black	17%	20%	6%	11%
Other	15%	20%	15%	20%

Academic Status



whether they played a men's or women's sport. Demographics data source [NCAA Demographics Database](#)



Impact of the COVID-19 Pandemic on Mental Health

- A majority of student-athletes surveyed reported experiencing **high rates of mental distress** since the outset of the pandemic.
- Over a third reported experiencing sleep difficulties, more than a quarter reported feeling sadness and a sense of loss, and 1 in 12 reported feeling so depressed it has been difficult to function “constantly” or “most every day.”
- Mental health concerns were **highest among respondents of color**, those whose **families were facing economic hardship** and those **living alone**. Additionally, college seniors reported feeling a constant or near daily sense of loss at 1.5 times the rate of underclassmen.
- In most instances, the rates of reported mental health concerns experienced within the last month were 150% to 250% higher than have been historically reported by NCAA student-athletes who participated in the American College Health Association’s National College Health Assessment.

Mental Health Concerns During COVID-19 Pandemic

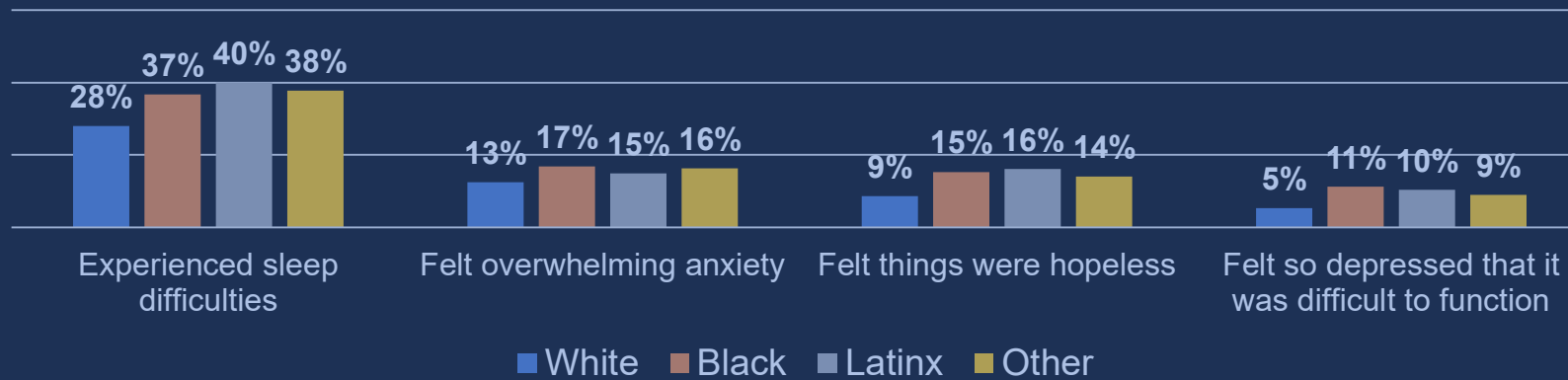
(Percent of Participants Who Endorsed “Constantly” or “Most Every Day”)

	Men	Women
Felt overwhelmed by all you had to do	31%	50%
Experienced sleep difficulties	31%	42%
Felt mentally exhausted	26%	39%
Felt very lonely	22%	33%
Felt a sense of loss	21%	31%
Felt sad	17%	31%
Felt overwhelming anxiety	14%	27%
Felt overwhelming anger	11%	11%
Felt things were hopeless	11%	16%
Felt so depressed that it was difficult to function	7%	9%

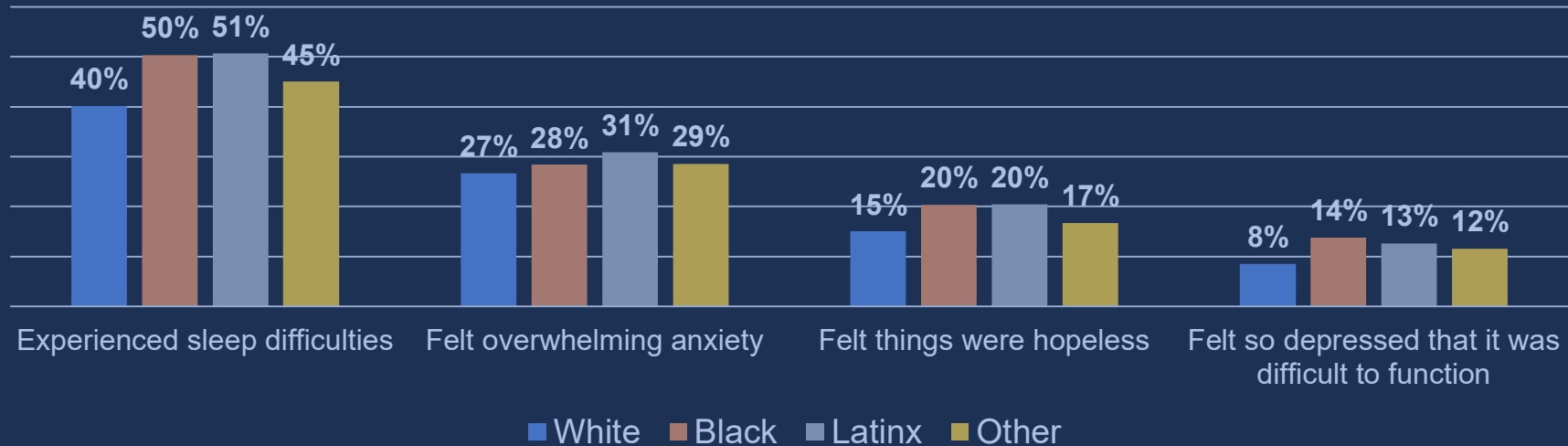
Mental Health Concerns During COVID-19 Pandemic

(Percent of Participants Who Endorsed “Constantly” or “Most Every Day” by Race)

Men



Women



Impact of the COVID-19 Pandemic on Current Living Environment

- Nine out of ten respondents reported being in a stable housing situation and having access to enough food each day. While 80% reported knowing how to access a medical provider for physical health needs, 60% of men and 55% of women reported that they know how to access mental health support in their area. Respondents living alone reported lower levels of food and housing stability than those living with others.
- **Racial disparities were reported in housing and food stability and access to medical care**, with white participants indicating higher levels of agreement on all items as compared to participants of color.
- Of note, **75% of Black male respondents, compared to 92% of white males**, reported that they have had access to enough food, and 61% reported that healthy food options are readily available to them, as compared to 81% of white males.

Barriers to Training by Racial Group

(Percent of Participants who “Agree” or “Strongly Agree”)

Barriers to Training	White	Black	Latinx	Other
Local regulations (travel, facility closures, etc.)	83%	78%	81%	84%
Lack of access to appropriate facilities	80%	78%	79%	80%
Lack of access to appropriate equipment	72%	75%	70%	72%
Lack of access to training partners	70%	61%	68%	68%
Lack of access to coaches	51%	44%	49%	50%
Fear of exposure to COVID-19	41%	50%	53%	48%
Lack of motivation to train	40%	36%	42%	41%
Family/personal responsibilities	27%	40%	40%	34%
Too stressed or anxious to train	20%	21%	26%	23%
Too sad or depressed to train	13%	14%	16%	15%

Note: Top 2 points on a 6-point scale. Those unable to train due to injury were excluded from this item. “Other” includes American Indian/Alaskan Native, Asian, Native Hawaiian/Pacific Islander, Other, and those who selected multiple racial identities.





[NCAA.org/research](https://www.ncaa.org/research)



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NCAA Research



Tools for Support

- Engaging with campus Student Athlete Advisory Committee
- Remember student-athletes are students first
- Foster education, engagement and empowerment
- Recognize how biases (conscious and unconscious) impact thoughts and behaviors
- Connect with diversity-related departments on campus
- Refer student-athletes to mental health providers
- Maintain virtual communication
- Help student-athletes remember their “why”
- Be a resource and source of support



NCAA-Related Support/Resources

- Athletics Diversity and Inclusion Designation (ADID)
- Sport Science Institute
- Equity, Diversity and Inclusion (EDI) Review
- MOIC/SAAC Diversity and Inclusion Social Media Campaign
- NCAA Office of Inclusion-Inclusion Forum



Personal Responsibility

Questions



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THANK YOU