

Supplementary Table 1. Stakeholder ratings of institutional-level actions to improve mental wellness of BIPOC athletes (n=18)

Action	Utility Mean (SD) % ≥ 7	Feasibility Mean (SD) % ≥ 7
Coaches		
1. Annual coach self-assessment of implicit biases, attitudes, and coaching practices as they relate to the experiences and wellbeing of BIPOC athletes	8.22 (1.26) 89%	7.44 (1.58) 78%
2. Annual coach training that addresses the history of racism in US sport	7.78 (1.22) 89%	7.67 (1.61) 83%
3. Annual coach training that addresses anti-racist coaching practices	8.50 (1.15) 89%	8.28 (1.36) 89%
4. Annual coach training that addresses trauma-sensitive coaching practices	8.33 (0.91) 100%	7.94 (1.21) 94%
5. Annual statement by coaches to team members affirming that discrimination on the basis of race, ethnicity, or other identities, including but not limited to gender, or sexual orientation will not be tolerated.	8.22 (1.52) 94%	8.39 (1.09) 89%
6. Annual dissemination of information from coaches to team members about institutional process for reporting experiences of discrimination	8.00 (1.64) 83%	7.94 (1.43) 83%
7. Documented plan for coach support of student-athletes in non-sport skill development opportunities, including accommodation of such opportunities as part of practice, competition and travel schedules	7.78 (1.59) 72%	6.61 (1.94) 50%
8. Annual evaluation of coach non-sport skill development plan with athletics administration	7.67 (1.64) 83%	7.44 (1.38) 72%
Student athletes		
1. Annual training for student-athletes that addresses the history of racism in US sport	7.78 (1.80) 83%	7.78 (1.66) 78%
2. Annual training for student-athletes that addresses anti-racism, as applied to the sport and college setting	8.28 (1.23) 94%	7.83 (1.50) 78%
3. Annual training for student-athletes that supports culturally sensitive skills for coping with stress	8.50 (0.79) 94%	8.00 (1.24) 89%
4. Meetings for student-athletes with career services or similar personnel at least an annually to discuss career planning for life after sport	8.33 (1.57) 89%	8.00 (1.53) 83%
Athletic department administrative staff		
1. Annual athletic department staff self-assessment of implicit biases and attitudes as they related to the experiences and wellbeing of BIPOC athletes.	8.17 (1.72) 83%	8.17 (1.25) 89%
2. Annual training for athletic department staff related to implicit biases and anti-racism.	8.33 (1.64) 89%	8.39 (1.20) 89%
3. Annual training for athletic department staff that addresses the history of racism in sport.	8.00 (1.78) 89%	7.44 (2.23) 83%
Families of student-athletes		
1. Annual dissemination to families of student-athletes information about the mental health services on campus and how to access those services.	8.44 (1.10) 94%	8.33 (1.33) 89%
2. Annual dissemination to families of student-athletes information about the benefits of mental health care for athletic and academic performance.	8.39 (1.20) 94%	8.33 (1.28) 83%
3. Annual dissemination to families of student-athletes information aimed at normalizing mental health help seeking including, for example, statistics on use of mental health services and/or affirmation by key athletic stakeholders (e.g., coaches) about the value of mental health care.	8.17 (1.82) 83%	7.89 (1.78) 83%
Healthcare personnel		
1. Annual training of healthcare personnel on the history of racism in healthcare/medicine.	8.28 (1.64) 94%	7.50 (2.07) 83%
2. Annual training of healthcare personnel on culturally competent healthcare.	8.61 (0.85) 94%	7.94 (1.30) 83%
3. Annual training of healthcare personnel on trauma informed clinical practices.	8.50 (0.92)	7.94 (1.26)

	94%	89%
4. Inclusion of screening for mental health disorders as part of the annual pre-participation exam in each case administered in a manner that allows for student-athlete privacy.	8.72 (0.57) 100%	7.44 (2.06) 78%
5. Dissemination of information about institutional services to support mental health as part of annual mental health screening for student-athletes.	8.78 (0.55) 8.79 100%	7.94 (2.10) 83%
6. Student-athlete accessible identity-based support groups that are supervised by a licensed mental healthcare professional.	8.17 (1.82) 83%	7.22 (2.02) 67%
7. Student-athlete accessible telehealth and/or other clinical care alternatives that recognize that different student-athletes will prioritize different types of care and characteristics of care providers.	8.39 (1.33) 89%	7.56 (1.79) 72%
8. Annual review of institutional procedures that support continuity of and coverage for student-athlete mental health care including aspects of off campus care (e.g., during school breaks, or remote schooling due to external events) and care away from and after collegiate competition (i.e., during periods of injury and removal from team for following graduation or other departure).	8.56 (1.04) 94%	7.78 (1.70) 78%
Athletic department administrative leadership		
1. Prioritization of racial/ethnic diversity of mental healthcare providers in the hiring process.	8.00 (1.85) 83%	7.06 (2.18) 67%
2. Collaborative identification by athletics and other campus departments of opportunities to better support BIPOC students (including student-athletes) in their evaluation and pursuit of mental health professions (e.g., psychology, social work, nursing). Such support could include helping fund a student stipend, providing access to athletes for supervised clinical training, and engaging current licensed mental health professionals in athletics in helping provide supervision or training for athletics-specific issues in mental healthcare.	7.89 (2.03) 89%	6.89 (1.57) 61%
3. Department and/or campus policies/processes that encourage and facilitate the reporting of experiences of racial discrimination, and for supporting the individual reporting the experience of racial discrimination.	8.44 (1.15) 89%	8.00 (1.24) 89%
4. Annual student-athlete survey designed to anonymously solicit information about experiences of racial trauma and discrimination in athletics settings (i.e., as perpetuated by coaching staff, teammates medical staff, athletic department administration, fans).	8.78 (0.43) 100%	8.67 (0.59) 100%
5. Annual student-athlete survey designed to anonymously solicit feedback on athletics department initiatives related to racism (e.g., reporting, education).	8.67 (0.69) 100%	8.50 (0.92) 94%
6. Annual review of all student-athlete surveys with a multi-disciplinary group that includes representatives from institutional leadership outside of athletics.	8.28 (1.18) 89%	7.17 (2.01) 61%
7. Annual dissemination of information to all athletics personnel (student-athletes, coaches, staff) about institutional process for reporting experiences of discrimination.	8.28 (1.41) 89%	8.06 (1.59) 78%
8. Annual statement affirming that discrimination on the basis of race, gender, or sexual orientation will not be tolerated.	7.67 (2.43) 83%	7.89 (2.52) 83%
9. Incorporation of review of relevant anonymous and other feedback about discrimination as part of annual review process for coaches and other athletic department staff.	8.65 (0.86) 94%	8.24 (1.25) 83%
10. Public identification and recognition of positive contributions to diversity and inclusion within athletic department.	7.61 (2.45) 94%	7.50 (2.57) 83%
11. Annual athletics department self-evaluation of current racial/ethnic representation among student-athletes, coaches, sports medicine staff, athletics administration, and other student-athlete support positions such as student-athlete development personnel	8.33 (1.19) 89%	7.89 (1.53) 83%
12. Annual athletics department self-evaluation of current policies and practices related to inclusion in the hiring process.	7.61 (2.09) 78%	7.11 (2.25) 67%
13. Annual athletics department self-evaluation of current policies and practices related to inclusion in the retention process.	7.56 (2.15) 78%	6.94 (2.13) 61%
14. Demonstrated commitment by athletics department to the development of student-athletes who successfully transition to life after sport.	8.39 (1.29) 89%	7.56 (1.92) 72%
15. Documented departmental process for supporting student-athletes in the transition from sport (due to injury or following graduation or other departure).	8.39 (1.20) 89%	7.33 (2.17) 72%
16. Annual review of departmental process for support student-athlete transition from sport	7.94 (1.39)	6.50 (2.15)

by a multidisciplinary team that includes representation by a racially diverse group of former athletes	83%	50%
17. Meetings between Faculty Athletic Reps (FARs), coaching staff, and team captains, at least annually, to identify barriers and opportunities to support team members to pursue non-sport skill development opportunities.	8.33 (1.14) 83%	7.78 (1.73) 83%
18. Annual review of practices and processes to confirm that responsibility for stakeholder education about issues related to racism does not fall to BIPOC student-athletes.	7.94 (1.63) 78%	7.50 (1.76) 72%
19. Annual meeting of BIPOC advisory board and athletic department staff to review and discuss race-related initiatives and identify approaches to education related to racism/anti-racism.	7.94 (1.83) 83%	7.89 (1.91) 83%

Supplementary Table 2. Results of second round of participant ratings on institutional-level actions to improve mental wellness that were modified after first round of ratings (n=16)

Action	Utility Mean (SD) % ≥ 7	Feasibility Mean (SD) % ≥ 7
1. Coaches complete an annual self-assessment about the extent to which they are supporting or encouraging team members to participate in non-sport skill development opportunities.	8.4 (0.9) 94%	7.3 (1.5) 69%
Athletic departments address coach engagement in supporting athletes in non-sport skill development as part of coach evaluations.	8.1 (1.2) 88%	7.6 (1.4) 81%
3. Athletic departments ensure that a process is in place for considering racial/ethnicity diversity as a factor in staff hiring.	8.6 (0.8) 93%	7.9 (1.2) 87%
4. Athletic departments work with other campus departments to better support BIPOC students (including student-athletes) in learning about, preparing for, and pursuing careers in mental health professions (e.g., psychology, social work, nursing).	8.3 (1.0) 94%	7.3 (1.4) 75%
5. Athletic departments conduct an annual student-athlete survey designed to anonymously solicit feedback on engagement in non-sport skill building activities, and barriers in the athletic setting (i.e., scheduling) to engaging in such activities.	8.4 (1.1) 94%	7.8 (1.7) 88%
6. Athletic departments regularly review internal student-athlete survey data with a multi-disciplinary group that includes representatives from outside of athletics.	8.1 (1.1) 94%	7.8 (1.3) 88%
7. Athletic departments regularly conduct a self-evaluation of current policies and practices related to inclusion in the hiring process, and engage in goal setting and action planning related to achieving desired levels of staff diversity.	8.1 (1.3) 94%	6.9 (1.7) 69%
8. Athletic departments regularly conduct a self-evaluation of current policies, practices, and outcomes related to inclusion in staff retention, and engage in goal setting and action planning related to addressing inclusion in the retention process.	7.9 (2.0) 94%	7.3 (2.1) 75%
9. Athletic departments regularly conduct a self-evaluation of policies and practices related to supporting student-athletes transition to life after sport, and engage in goal setting and action planning related to supporting this transition.	8.3 (0.9) 94%	7.8 (1.4) 81%
10. Athletic departments hold a regular meeting with a BIPOC advisory board to review and discuss race-related initiatives, including but not limited to: education, non-sport skill building and transition from sport.	8.4 (1.0) 94%	8.0 (1.2) 81%

Supplementary Table 3. Voting-eligible participants in NCAA Summit on Diverse Student-Athlete Mental Health and Wellbeing

Steering committee member affiliation	Name
Senior Associate Athletic Director for Mental Health, Athletics Diversity Equity and Inclusion, Temple University	Dr. Stephany Coakley (Co-chair)
Senior Associate Athletic Director and Chief Health & Welfare Officer, University of Michigan	Darryl Conway (Co-chair)
Director of Student Counseling, Indiana State University	Dr. Ken Chew,
NCAA Committee on Competitive Safeguards and Medical Aspects of Sports Chair	Dr. Jess Mohler,
National organization	Representative
AAKOMA Project	Dr. Alfiée Breland-Noble
Alliance of Social Workers in Sports	Anita Daniels
American Medical Society for Sports Medicine	Dr. Ashwin Rao
American Orthopaedic Society for Sports	Dr. Timothy Johnson
APA Division 47, Society for Sport, Exercise & Performance Psychology	Dr. Brandonn Harris
Association for Applied Sport Psychology	Dr. Kensa Gunter
Athletes & Advocates for Social Justice Sports	Emmett Gill
Clinical & Counseling Sport Psychology Association	Dr. Chris Bader
College Athletic Trainers Society	Josephine Lee
College Football Parents 24/7	Mya Hinton
Department of Defense	CAPT Chad Bradford
Faculty Athletics Representatives Association	Dr. Brian Janssen
Higher Education Mental Health Alliance	Dr. Chris Corbett
International Olympic Committee	Dr. Claudia Reardon
International Society for Sport Psychiatry	Dr. Todd Stull
National Alliance on Mental Illness	Katrina Gay
National Athletic Trainers' Association	Carla Gilson
National Medical Association	Dr. Yolanda Malone-Gilbert
Silence the Shame	Shanti Das
Steve Fund	Dr. Ketra Armstrong
United States Olympic & Paralympic Committee	Nzingha Prescod
United States Tennis Association	Violet Clark
NCAA Membership Affiliation	Representative
NCAA Board of Governors Student-Athlete Engagement Committee	Jalia Tolbert
NCAA Committee on Promoting Cultural Diversity and Excellence	Dr. Britton Katz
NCAA Committee on Women's Athletics	Miriam Merrill
NCAA Division I Student-Athlete Advisory Committee	Alexis Garrett
NCAA Division II Student-Athlete Advisory Committee	Angel Bautista-Ponce
NCAA Division III Student-Athlete Advisory Committee	Devonte Amos

NCAA Football Student-Athlete	Kassidy Woods
NCAA Basketball Student-Athlete	John-Michael Wright
Former NCAA Student-Athlete	Courtney Turner
NCAA Division I Governance	Shamaree Brown
NCAA Division II Governance	Kerri Nakamoto
NCAA Division Governance	Adam Hutchinson
Historically Black Colleges and Universities	Dozie Iguagwu
NCAA Minority Opportunities and Interests Committee	Roy Brown III
NCAA Committee on Woman's Athletics	Miriam Merrill
Iowa State University, Sport and Counseling Psychologist	Dr. Marty Martinez
Pac-12 Mental Health Task Force Vice-Chair	Dr. Robin Scholefield
University of Michigan, Clinical Assistant Professor of Social Work, Assistant Athletic Director, Director of Athletic Counseling	Dr. Abigail Eiler
Virginia Commonwealth University, School of Social Work, Adjunct Faculty/Program Director, Office of Victim Services And Justice Grants, Sports psychotherapist	Dr. Victor Kidd