

Supplementary Table 1. Concepts that may improve inclusion and/or well-being for NCAA TGNC student-athletes- *Round 1 results* (n=34)

Action	Utility Mean (SD) % ≥ 7	Feasibility Mean (SD) % ≥ 7
Institutional actions		
1. Patient-centered healthcare for trans and gender nonconforming (TGNC) student-athletes, including key elements like understanding and respecting student-athlete identity, goals, and values, and having this guide a collaborative decision-making process.	8.5 (1.5) 94%	7.1 (2.1) 67%
2. Identification of at least one licensed mental health provider to provide culturally sensitive care to TGNC athletes.	8.5 (1.5) 94%	7.4 (1.9) 85%
3. Dissemination, to student-athletes and staff, of a list of licensed mental health professionals within athletics, campus partners or the greater community available to provide culturally-sensitive care to TGNC student-athletes.	8.8 (0.5) 100%	8.2 (1.2) 85%
4. Education specific to TGNC inclusion on a regular basis to stakeholder groups including: coaches, athletic department staff, sports medicine staff, and student-athletes.	8.6 (1.2) 97%	8.0 (1.5) 88%
5. Regular review of educational methods/modalities to confirm that primary responsibility for educating others about TGNC issues is not being placed on TGNC student-athletes.	8.5 (1.1) 91%	7.8 (1.7) 79%
6. Education that addresses the myths and misperceptions about TGNC athletes and various transition processes.	8.4 (1.6) 94%	8.2 (1.4) 88%
7. Education that addresses the existence and impact of explicit and implicit biases.	8.2 (1.8) 88%	8.2 (1.7) 91%
8. Education that emphasizes shared humanity across gender identities.	8.5 (1.1) 94%	8.1 (1.2) 88%
9. Education that shares concrete strategies for individuals to enhance TGNC inclusion (e.g., inclusive communication).	8.6 (1.0) 94%	8.0 (1.5) 88%
10. Education that includes a non-judgmental opportunity for participants to ask questions.	8.7 (0.7) 97%	7.7 (1.4) 85%
11. Differentiated education that is tailored for specific stakeholder roles and responsibilities (i.e., coaches, athletic department staff, sports medicine staff, student-athletes).	8.5 (1.1) 91%	7.3 (1.7) 76%
12. Institutional processes for student-athletes to select and update their pronouns by which to be referred.	8.4 (1.6) 91%	7.8 (1.9) 82%
13. Communication of expectations that staff and others will openly use and support the use of selected pronouns in communications and record keeping.	8.6 (0.9) 94%	8.2 (1.6) 85%
14. Student-athletes options for gender-neutral uniforms, where possible pursuant to NCAA rules and policies.	7.9 (1.8) 82%	6.9 (2.2) 61%
15. Institutional protocols that support awareness and appropriate use of student-athlete and staff pronouns by PA announcers/media broadcasters.	8.4 (1.5) 94%	8.0 (1.6) 82%

16. Institutional practices that ensure availability of gender safe facilities (e.g., locker rooms, restrooms) for home and visiting teams.	8.4 (1.6) 94%	6.5 (2.1) 55%
17. Regular quality improvement review processes, guided by collection of feedback from TGNC student-athletes about TGNC resource availability, utilization, barriers to utilization, and unmet needs.	8.3 (1.8) 91%	7.6 (2.0) 82%
NCAA (committee and governance) actions		
18. Inclusion of TGNC concerns as part of the mitigation that may qualify a student-athlete for relief of NCAA eligibility restrictions (e.g. transfer, uniforms).	8.0 (1.9) 88%	
19. Inclusion of gender transition as part of the mitigation that may support a medical hardship waiver request and additional eligibility.	8.1 (1.9) 88%	
20. Regular review of NCAA TGNC policies and materials, and relevant research specific to TGNC participation in sport, by applicable NCAA committees and subcommittees for purposes of recommending updates that uphold NCAA core values around student-athlete inclusion, well-being, and fairness.	8.4 (1.6) 91%	
21. Acknowledgement of gender identities that are neither male nor female (e.g., non-binary, nonconforming, genderqueer) in policies and practices related to TGNC athletes.	8.2 (1.7) 91%	
22. Consideration of competitive equity in women's sport as part of all policy reviews and updates.	8.2 (1.3) 88%	
23. Membership "tool kit" and/or "checklist" that provides athletics department personnel with relevant guidance, strategies and/or best practices related to supporting TGNC student-athlete well-being.	8.5 (1.2) 91%	
24. Processes through which the membership "tool kit" and/or checklist will be updated regularly and made available to member institutions.	8.6 (1.1) 94%	
25. Availability of TGNC inclusion resources to support institutions in their outreach efforts to various stakeholders about TGNC inclusion (e.g., to media, parents, high schools).	8.4 (1.3) 94%	
26. Guidance, strategies and/or best practices related to TGNC inclusion as part of Championship event procedures and materials (e.g., use of preferred names/pronouns, gender safe facilities).	8.4 (1.1) 91%	
27. Identification and promotion of opportunities designed to enhance peer support among TGNC student-athletes across campuses.	8.5 (1.0) 91%	
28. Identification and promotion of opportunities designed to increase positive visibility of TGNC student-athletes.	8.1 (1.6) 88%	
29. A multidisciplinary group of experts comprising, among others, student-athletes, industry experts, physicians and licensed mental health professionals with experience related to TGNC student-athlete support that may serve as an advisory body to NCAA governance groups, as they review association policies, materials and requests for input on TGNC topics and issues.	8.8 (0.8) 97%	

30. TGNC student-athlete well-being: mental health; physical health; psychosocial experiences (e.g., team acceptance, isolation, experiences of discrimination).	8.5 (1.1) 97%	
31. Competitive success of TGNC athletes across all levels of sport (i.e., high school, collegiate, international).	8.2 (1.5) 94%	
32. Experiences and perspectives of all student-athletes about gender identity and student-athlete participation.	8.3 (1.0) 94%	
33. Myths/misperceptions about TGNC student-athletes across all stakeholder groups.	8.0 (1.7) 94%	
34. TGNC student-athlete feedback about TGNC resource availability, utilization, barriers to utilization, and felt needs.	8.4 (1.2) 94%	

Supplementary Table 2. Concepts that may improve inclusion and/or well-being for NCAA TGNC student-athletes- *Round 2 results (n=33)*

Action	Utility Mean (SD) % ≥ 7	Feasibility Mean (SD) % ≥ 7
Institutional actions		
1. <i>(Revised statement 1 from Round 1)</i> Encouragement and incentivization of healthcare providers who work with student-athletes to participate in ongoing continuing education about patient-centered healthcare, and to apply these practices to the care of all student-athletes, including transgender and non-binary (TGNC) student-athletes, specifically noting that key elements of patient-centered care include understanding and respecting student-athlete identity, goals, and values, and having this guide a collaborative decision-making process.	8.58 (0.79) 97%	7.88 (1.29) 85%
2. <i>(Revised statement 41 from Round 1)</i> Student-athlete options for gender-neutral uniforms, where possible, based on NCAA sport specific rules.	8.09 (1.51) 85%	7.42 (1.77) 67%
3. <i>(Revised statement 16 from Round 1)</i> Institutional practices that provide safety and privacy in facilities (e.g., locker rooms, restrooms) for home and visiting teams.	8.42 (1.23) 91%	7.15 (1.73) 67%

Supplementary Table 3. Participants in Summit on Gender Identity and Student-Athlete Participation. Note: individuals listed attended the Summit and were eligible to participate in strategy rating activities. NCAA staff members provided technical support for the Summit and consensus process but were not eligible to participate in strategy rating.

Summit Steering Committee	
Role	Representative
Co-chair	Dr. Stephanie Chu, DO, Team Physician, University of Colorado, Boulder; NCAA Committee on Competitive Safeguards and Medical Aspects of Sport
Co-chair	Dr. Mark Lombardi, PhD, President, Maryville University of Saint Louis; NCAA Board of Governors Committee to Promote Cultural Diversity and Equity
Steering Committee	Dr. Kathryn Ackerman, MD, MPH, FACSM, Harvard Medical School, Endocrinology and Sports Medicine; Director – Female Athlete Program, Boston Children’s Hospital, Sports Medicine
Steering Committee	Dr. Mac Brown, Psy.D, LP, CMPC, Assistant Director, Training Coordinator for the Psychological Health and Performance Team, University of Colorado, Boulder Athletic Department
Steering Committee	Dr. Pat Griffin, EdD, Professor Emerita, University of Massachusetts, Amherst
Steering Committee	Dr. Jeremy Henrichs, MD, CAQSM, Carle Orthopedics and Sports Medicine; Team Physician, University of Illinois; American Medical Society for Sports Medicine
Steering Committee	Chris Mosier, MA, Founder of Transathlete.com

National and International Organizations	
Organization	Representative
American Orthopaedic Society for Sports Medicine	Dr. Benjamin Ma
American Osteopathic Academy of Sports Medicine	Dr. Jeffrey Bytowski
American Physical Therapy Association	Dr. Erik Meira

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American Psychological Association Division 47	Dr. Doug Hanks
Athlete Ally	Hudson Taylor
Athlete Ally	Anne Lieberman
Clinical & Counseling Sport Psychology Association	Dr. Chris Bader
College Athletic Trainers Society	Elizabeth Zanolli
College Football Parents 24/7	Mya Hinton
Endocrine Society	Dr. Brad Anawalt
Faculty Athletics Representatives Association	James Crawley
Higher Education Mental Health Alliance	Dr. Leigh White
International Olympic Committee	Dr. Richard Budgett
International Society for Sports Psychiatry	Dr. Todd Stull
Lambda Legal	Carl Charles
National Athletic Trainers Association	Dr. Rebecca Lopez
National Center for Lesbian Rights	Helen Carroll
National Center for Lesbian Rights	Shannon Minter
National Center for Transgender Equality	Rodrigo Heng-Lehtinen
The Inclusion Playbook	Ashland Johnson
The Trevor Project	Casey Pick
United States Department of Defense	Dr. Donald Shell
United States Olympic and Paralympic Committee	Dr. Jonathan Finnoff
WeCOACH	Megan Kahn
Women's Sports Foundation	Sarah Axelson

NCAA Membership	
Membership Affiliation	Representative
NCAA Board of Governors Student-Athlete Engagement Committee	Bryce Choate
Big Sky Conference, Senior Associate Commissioner	Jayne Nadolski
Brandeis University, Athletics Director	Lauren Haynie
NCAA Committee on Competitive Safeguards and Medical Aspects of Sports	Dr. James Houle
NCAA Committee on Competitive Safeguards and Medical Aspects of Sports	Kim Terrell
NCAA Committee on Women's Athletics	Renee Bostic
NCAA Division III LGBTQ Working Group	Mika Costello
NCAA Division III LGBTQ Working Group	Emet Marwell
NCAA Division III LGBTQ Working Group	Neil Virtue

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NCAA Division II Student-Athlete Advisory Committee	John Etheridge
NCAA Division II Student-Athlete Advisory Committee	Madeleine McKenna
NCAA Division III Student-Athlete Advisory Committee	Carlie Hansen
NCAA Division III Student-Athlete Advisory Committee	Mercy Ogutu
NCAA Cross Country Student-Athlete	Jordan Dawson
NCAA Swimming Student-Athlete	Dani Wheeler
Former NCAA Cross Country Student-Athlete	Juniper Eastwood
Former NCAA Swimming Student-Athlete	Natalie Fahey
Former NCAA Track & Field Student-Athlete	Linnea Saltz
NCAA Gender Equity Task Force	Judy Sweet
Franklin Pierce University, Associate Athletic Director and Senior Woman Administrator	Jeannette McKillop
NCAA Division I Governance	Noreen Morris
NCAA Division II Governance	Julie Ruppert
NCAA Division III Governance	Michelle Walsh
Houghton College, National Director of Athletics Engagement	Skip Lord
NCAA Minority Opportunities and Interests Committee	Marquetta Dickens
Penn State University, Professor of Kinesiology	Dr. Jaime Schultz
Simon Fraser University, Professor of Sociology, co-editor of Transgender Athletes in Competitive Sport (2017)	Dr. Travers
SUNY New Paltz, Head Cross Country Coach	Aislinn Ryan