



ATE UPDATE UPDATE



# GOVERNANCE

ATE UPDATE UPDATE

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## Board of Governors updates transgender participation policy

Policy will take effect immediately, and impacted athletes can regain eligibility later if approved by divisions



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The NCAA Board of Governors on Wednesday voted in support of a sport-by-sport approach to transgender participation that preserves opportunity for transgender student-athletes while balancing fairness, inclusion and safety for all who compete. The new policy, effective immediately, aligns transgender student-athlete participation for college sports with [recent policy changes \(PDF\)](#) from the United States Olympic and Paralympic Committee and International Olympic Committee.

Like the Olympics, the updated NCAA policy calls for transgender participation for each sport to be determined by the policy for the national governing body of that sport, subject to ongoing review and recommendation by the NCAA Committee on Competitive Safeguards and Medical Aspects of Sports to the Board of Governors. If there is no NGB policy for a sport, that sport's international federation policy would be followed. If there is no international federation policy, previously established IOC policy criteria would be followed.

The Board of Governors urged the divisions to provide flexibility to allow for additional eligibility if a transgender student-athlete loses eligibility based on the policy change provided they meet the newly adopted standards.

The policy is effective starting with the 2022 winter championships. Transgender student-athletes will need to document sport-specific testosterone levels beginning four weeks before their sport's championship selections. Starting with the 2022-23 academic year, transgender student-athletes will need documented levels at the beginning of their season and a second documentation six months after the first. They will also need documented testosterone levels four weeks before championship selections. Full implementation would begin with the 2023-24 academic year.

"We are steadfast in our support of transgender student-athletes and the fostering of fairness across college sports," said John DeGioia, chair of the board and Georgetown president. "It is important that NCAA member schools, conferences and college athletes compete in an inclusive, fair, safe and respectful environment and can move forward with a clear understanding of the new policy."

"Approximately 80% of U.S. Olympians are either current or former college athletes," said Mark Emmert, NCAA president. "This policy alignment provides consistency and further strengthens the relationship between college sports and the U.S. Olympics."

Additionally, the NCAA's Office of Inclusion and the Sport Science Institute released the [Gender Identity and Student-Athlete Participation Summit Final Report \(PDF\)](#). The report assists ongoing membership efforts to support inclusion, fairness, and the mental and physical health of transgender and non-binary student-athletes in collegiate sport.

The Board of Governors met Wednesday in Indianapolis as part of the 2022 NCAA Convention. For more on key topics from the 2022 NCAA Convention, visit [ncaa.org/convention](https://ncaa.org/convention).

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# **IOC FRAMEWORK ON FAIRNESS, INCLUSION AND NON-DISCRIMINATION ON THE BASIS OF GENDER IDENTITY AND SEX VARIATIONS**

## **INTRODUCTION**

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Every person has the right to practise sport without discrimination and in a way that respects their health, safety, and dignity. At the same time, the credibility of competitive sport – and particularly high-level organised sporting competitions – relies on a level playing field, where no athlete has an unfair and disproportionate advantage over the rest.

Through this Framework on Fairness, Inclusion and Non-Discrimination on the Basis of Gender Identity and Sex Variations, the International Olympic Committee (IOC) seeks to promote a safe and welcoming environment for everyone, consistent with the principles enshrined in the Olympic Charter. The Framework also acknowledges the central role that eligibility criteria play in ensuring fairness, particularly in high-level organised sport in the women's category.

This Framework is issued as part of the IOC's commitment to respecting human rights (as expressed in Olympic Agenda 2020+5) and as part of the action taken to foster gender equality and inclusion.

In issuing this Framework, the IOC recognises that it must be in the remit of each sport and its governing body to determine how an athlete may be at a disproportionate advantage against their peers, taking into consideration the nature of each sport. The IOC is therefore not in a position to issue regulations that define eligibility criteria for every sport, discipline or event across the very different national jurisdictions and sport systems.

Therefore, the aim of this Framework is to offer sporting bodies – particularly those in charge of organising elite-level competition – a principled approach to develop their criteria that are applicable to their sport. Sports bodies will also need to consider particular ethical, social, cultural and legal aspects that may be relevant in their context.

This Framework was developed following an extensive consultation with athletes and stakeholders concerned. This included members of the athlete community, International Federations and other sports organisations, as well as human rights, legal and medical experts. It replaces and updates previous IOC statements on this matter, including the 2015 Consensus Statement.

This Framework recognises both the need to ensure that everyone, irrespective of their gender identity or sex variations, can practise sport in a safe, harassment-free environment that recognises and respects their needs and identities, and the interest of everyone – particularly athletes at elite level – to participate in fair competitions where no participant has an unfair and disproportionate advantage over the rest.

Lastly, the IOC also recognises that most high-level organised sports competitions are staged with men's and women's categories competing separately. In this context, the principles contained herein aim to ensure that competition in each of these categories is fair and safe and that athletes are not excluded solely on the basis of their transgender identity or sex variations.

Where eligibility criteria must be set in order to regulate the participation in the women's and men's categories, the establishment and implementation of such criteria should be carried out as part of a comprehensive approach grounded on the respect for internationally recognised human rights, robust evidence and athlete consultation. In so doing, precaution should be used to avoid causing harm to the health and well-being of athletes.

## **PRINCIPLES**

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This Framework should be considered as a coherent whole and should be taken into consideration by International Federations and other sports organisations when exercising their responsibility in establishing and implementing eligibility rules for high-level organised competition in their respective sports, disciplines and events and, more generally, in ensuring safe and fair competition in the context of inclusion and non-discrimination on the basis of gender identity and sex variations.

While these principles have been drafted with the specific needs of high-level organised sports competitions in mind, the general principles of inclusion and non-discrimination reflected below should be promoted and defended at all levels of sport.

### **1. INCLUSION**

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- 1.1. Everyone, regardless of their gender identity, expression and/or sex variations should be able to participate in sport safely and without prejudice.
- 1.2. Measures should be put in place with a view to making sporting environments and facilities welcoming to people of all gender identities.
- 1.3. Sports organisations should work together to advance inclusion and prevent discrimination based on gender identity and/or sex variations, through training, capacity-building and campaigns that are informed by affected stakeholders.
- 1.4. Mechanisms to prevent harassment and abuse in sport should be further developed by taking into account the particular needs and vulnerabilities of transgender people and people with sex variations.



- 1.5. Where sports organisations choose to establish eligibility criteria in order to determine the participation conditions for men's and women's categories for specific contests in high-level organised sports competitions, these criteria should be established and applied in a manner that respects the principles included in this Framework. Individuals or parties responsible for issuing such criteria should be appropriately trained in order to ensure that these issues are handled in a manner consistent with these principles.
- 1.6. The design, implementation and evaluation of these measures and mechanisms should be done in consultation with a cross-section of affected athletes.

## **2. PREVENTION OF HARM**

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- 2.1 The physical, psychological and mental well-being of athletes should be prioritised when establishing eligibility criteria.
- 2.2. Sports organisations should identify and prevent negative direct and indirect impacts on athletes' health and well-being that may come from the design, implementation and or interpretation of eligibility criteria.

## **3. NON-DISCRIMINATION**

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- 3.1 Eligibility criteria should be established and implemented fairly and in a manner that does not systematically exclude athletes from competition based upon their gender identity, physical appearance and/or sex variations.
- 3.2 Provided they meet eligibility criteria that are consistent with principle 4, athletes should be allowed to compete in the category that best aligns with their self-determined gender identity.
- 3.3 Criteria to determine disproportionate competitive advantage may, at times, require testing of an athlete's performance and physical capacity. However, no athlete should be subject to targeted testing because of, or aimed at determining, their sex, gender identity and/or sex variations.

## **4. FAIRNESS**

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- 4.1 Where sports organisations elect to issue eligibility criteria for men's and women's categories for a given competition, they should do so with a view to:
  - a) Providing confidence that no athlete within a category has an unfair and disproportionate competitive advantage (namely an advantage gained by altering one's

body or one that disproportionately exceeds other advantages that exist at elite-level competition);

- b) preventing a risk to the physical safety of other athletes; and
- c) preventing athletes from claiming a gender identity different from the one consistently and persistently used, with a view to entering a competition in a given category.

## **5. NO PRESUMPTION OF ADVANTAGE**

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5.1 No athlete should be precluded from competing or excluded from competition on the exclusive ground of an unverified, alleged or perceived unfair competitive advantage due to their sex variations, physical appearance and/or transgender status.

5.2 Until evidence (per principle 6) determines otherwise, athletes should not be deemed to have an unfair or disproportionate competitive advantage due to their sex variations, physical appearance and/or transgender status.

## **6. EVIDENCE-BASED APPROACH**

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6.1 Any restrictions arising from eligibility criteria should be based on robust and peer reviewed research that:

- a) demonstrates a consistent, unfair, disproportionate competitive advantage in performance and/or an unpreventable risk to the physical safety of other athletes;
- b) is largely based on data collected from a demographic group that is consistent in gender and athletic engagement with the group that the eligibility criteria aim to regulate; and
- c) demonstrates that such disproportionate competitive advantage and/or unpreventable risk exists for the specific sport, discipline and event that the eligibility criteria aim to regulate.

6.2 Should eligibility criteria prevent an athlete from entering a given competition, such athlete should:

- a) be allowed to participate in other disciplines and events for which they are eligible, in the same gender category; and





- b) be able to contest the ultimate decision of International Federations or other sports organisations through an appropriate internal mediation mechanism, such as ombudsperson, and/or procedures before the Court of Arbitration for Sport, to seek remedy.

## **7. PRIMACY OF HEALTH AND BODILY AUTONOMY**

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- 7.1 Athletes should never be pressured by an International Federation, sports organization, or any other party (either by way of the eligibility criteria or otherwise) to undergo medically unnecessary procedures or treatment to meet eligibility criteria.
- 7.2 Criteria to determine eligibility for a gender category should not include gynaecological examinations or similar forms of invasive physical examinations, aimed at determining an athlete's sex, sex variations or gender.
- 7.3 Sports organisations should seek to educate coaches, managers and other members of the entourage to prevent interpretations of their eligibility criteria that can lead to harm.

## **8. STAKEHOLDER-CENTRED APPROACH**

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- 8.1 When drafting, reviewing, evaluating and updating eligibility criteria, sports organisations should meaningfully consult with a cross-section of athletes who may be negatively affected in order to prevent harm.
- 8.2 Any decisions affecting an athlete's ability to compete should follow the basic standards of procedural fairness, including neutrality and impartiality.
- 8.3 Sports organisations should put in place internal mechanisms that offer athletes and other affected stakeholders accessible, legitimate, safe and predictable avenues to raise concerns and grievances connected to gender-based eligibility.

## **9. RIGHT TO PRIVACY**

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- 9.1 Sports organisations should ensure transparency in their decision-making processes on eligibility while working to preserve the privacy of individuals who may be affected by such restrictions. This includes all personally identifiable information processed in the context of eligibility decisions which should be handled in compliance with applicable laws and international standards.
- 9.2 Medical information about an athlete, including testosterone levels, that is collected in the context of anti-doping or otherwise, must be handled in compliance with applicable privacy laws and should be used only for the purposes disclosed to the athlete at the time such information is collected.

- 9.3 Informed consent should be acquired from athletes prior to the collection of data that is obtained for the purpose of determining eligibility to compete in the men’s or women’s category.
- 9.4 Sports organisations should avoid public disclosure of athletes’ confidential health and other personal information in the absence of the athlete’s consent. In addition, sports organisations should consult with the athletes concerned on the best ways to publicly communicate about their eligibility.

## **10. PERIODIC REVIEWS**

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- 10.1 Eligibility criteria should be subject to predictable periodic review to reflect any relevant ethical, human rights, legal, scientific, and medical developments in this area and should include the affected stakeholder’s feedback on their application.

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## NCAA Gender Identity and Student-Athlete Participation Summit Meeting Summary October 5-6, 2020

**Purpose.** The purpose of the summit was to solicit feedback toward the creation of a consensus framework that might inform policy and practice development in the area of gender identity and participation in collegiate sport, more specifically through the lenses of inclusion, fairness, student-athlete well-being, health, and safety.

**Outcomes and Deliverables.** The summit focused on the following outcomes and deliverables:

1. Develop a consensus framework, composed of foundational statements that may inform education, policy and practice development, including any recommendations that may be provided to the NCAA Board of Governors.
2. Identify potential updates for NCAA Inclusion of Transgender Student-Athletes (2011) based on evolving and emerging data and principles of inclusion and fairness.
3. Identify potential educational opportunities for key stakeholders within the NCAA membership (e.g., student-athletes, administrators, coaches).
4. Identify other potential gaps in stakeholder knowledge, resources and support infrastructure and possible pathways for addressing these gaps.

**Participants.** The summit convened representatives from the NCAA membership and external industry and subject matter experts with emphasis on collegiate student-athletes, the broader higher education community, medical and scientific organizations, and external diversity, equity, and inclusion experts and scholars. (See Appendix)

**Overview of consensus methodology.** A modified Delphi process with an exploration phase and an evaluation phase<sup>1</sup> was used to produce useful and feasible recommendations. The overarching goal of the *exploration phase* was to ensure that participants who would be involved in generating and rating recommendations had an understanding of the issues that was broadly informed and emphatic. This phase was completed during the two-day Summit. Presentations from content area experts reviewed and discussed strengths and limitations of current evidence. TGNB athletes shared their lived experiences in a pre-Summit focus group, with key themes presented to Summit attendees. Breakout groups provided an opportunity for participants to synthesize information, ask questions, and further learn from others' lived experiences. After the Summit, documentation from participants (focus group notes, and anonymous open-ended suggestions elicited at the end of both days) were reviewed, grouped by theme, and used to generate preliminary recommendations. These recommendations were worded to be actionable by an organization (i.e., athletic department or NCAA), useful, and feasible (based on Summit documentation). The *evaluation phase* was completed in a several month period following the Summit. Summit participants (excluding NCAA staff) were emailed a link to an anonymous online survey hosted on the Qualtrics platform and asked to rate each recommendation in terms of its utility and feasibility. Utility was defined as whether, if implemented with fidelity, it would positively impact inclusion and/or mental health for student-athletes. Feasibility was defined as how possible it would be for it to be implemented by the relevant organization (i.e., athletic departments, NCAA). Response options for each dimension were on a 1 to 9 scale, where higher scores indicated the statement was more useful/feasible. When participants rated a statement 6 or lower they were asked to provide open-ended written feedback about their rationale. Summary statistics

were calculated for each statement for utility and feasibility. Modeled on prior similar consensus processes,<sup>2,3</sup> utility and feasibility means of  $\geq 7.00$  were established a priori as thresholds for consensus. We also inspected the distribution of responses by calculating the percentage of statements with a score of  $\geq 7.00$ , with a target of 75% or more. For statements not reaching these thresholds, the internal working group reviewed the open-ended participant feedback to identify emergent reasons for lack of consensus utility or feasibility. Where possible, statements were modified based on this feedback. Modified statements, along with the results of the first round of ratings, were sent back to Summit participants. They were asked to follow the same rating and open-ended feedback as before on this limited sub-set of recommendations. Statements reaching consensus thresholds at the end of these two rounds of review were included in the final set of institutional recommendations.

### ***Summit detail (exploration phase):***

**Welcome and Introductions.** Mark Emmert, NCAA president, Brian Hainline, NCAA chief medical officer and Derrick Gragg, NCAA chief diversity and inclusion officer, provided opening remarks.

**Co-chair welcome.** Stephanie Chu, summit steering committee co-chair, welcomed participants and guests.

**Meeting overview.** LaGwyn Durden, NCAA director of sports medicine and Amy Wilson, NCAA managing director of inclusion, provided an overview of the summit.

**Background.** To provide context and common understanding of key issues, several key leaders in the fields of endocrinology, sports medicine, sociology and gender diversity in sport were invited to provide brief updates.

- Richard Budgett, medical and scientific director of the International Olympic Committee (IOC) summarized the IOC's considerations of transgender athlete participation in Olympic competition.
- Jean Merrill, director of inclusion, provided historical and foundational information about the NCAA's policy on transgender student-athlete participation.
- Kelsey Gurganus, assistant director of research provided an overview of the American College Health Association – National College Health Assessment survey on trans-spectrum student-athlete participation in sport, mental health, substance use, perceptions of safety and violence victimization.
- Bradley Anawalt, chief of medicine at the University of Washington Medical Center, presented on foundational medical/natural science considerations.
- Travers, professor of sociology at Simon Fraser University, presented on foundational social science and inclusion considerations.
- Mac Brown and Chris Mosier summarized a focus group discussion of transgender and non-binary student-athletes (and summit participants) regarding their athletic experiences and perspectives about the NCAA transgender student-athlete participation policy. Two student-athletes from the focus group also shared their personal experiences.

**Day 1 Breakout Group Sessions.** Participants were provided an overview of the modified Delphi process that will be used to develop a consensus framework. As a first step in this process, participants then met in breakout groups to discuss key issues and considerations related current policy elements through the lenses inclusion, competitive equity, and physical and mental health and safety. Discussion groups reported back to the full group. At the conclusion of Day 1, participants were invited to complete an anonymous open-ended survey in which they rated each current policy element in terms of how well it addresses inclusion, competitive equity, and physical and mental health and safety. The feedback from the breakout group discussions and participant ratings informed the consensus-building portion of the Day Two agenda.

**Day 2 Breakout Group Sessions.** On Day Two, participants joined breakout session discussions related to the following topics that were identified as a result of Day One feedback: physical and mental care for student-athletes who are gender transitioning; competitive equity and inclusion. Within each breakout group discussion, key topics to address were current barriers and opportunities/ways forward. At the end of Day 2, participants were invited to submit anonymous open-ended written feedback with their recommendations and/or additional thoughts.

## ***Results***

The exploration phase generated 34 preliminary statements, targeted at athletic departments and the NCAA, and grouped broadly across categories. Thirty-four stakeholders participated in the first round of statement ratings. All of the 17 statements targeted to athletic departments met a priori consensus thresholds for utility, and 14 of the 17 met thresholds for feasibility. NCAA-focused statements were only rated on utility, given governance feasibility considerations that were outside of the purview/expertise of stakeholders involved in the consensus process. All NCAA-focused statements met consensus thresholds to utility. Revisions to athletic department-focused statements were made based on themes emergent from open-ended participant feedback. Three modified statements were rated in the second round. Of these, all met thresholds for utility, and two were marginally below thresholds for feasibility. The final set of recommendations are provided below.

### **Summary of Preliminary Foundational Statements**

Authorized NCAA governance groups may choose to leverage these preliminary statements in support of intermediate education, research and policy initiatives to assist the membership in addressing the matters of inclusion, fairness, student-athlete well-being, health, and safety related to athletics participation by transgender and non-binary student-athletes. Below is a summary of the preliminary foundational statements put forth by the summit participants for consideration by applicable NCAA governance groups.

### **Institutional actions to improve inclusion and/or wellbeing for TGNB student-athletes**

#### **Healthcare**

- **Patient-centered care:** Encourage and incentivize 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 (TGNB) student-athletes. Note 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.

- **Culturally sensitive care:**
  - Identify at least one licensed mental health provider to provide culturally sensitive care to TGNB athletes.
  - Share with student-athletes and staff a list of licensed mental health professionals within athletics, campus partners or the greater community available to provide culturally-sensitive care to TGNB student-athletes.

## Education

- **Stakeholders:** Provide education specific to TGNB inclusion on a regular basis to stakeholder groups including coaches, athletic department staff, sports medicine staff, and student-athletes.
- **Education content:**
  - Addresses the myths and misperceptions about TGNB athletes and various transition processes.
  - Addresses the existence and impact of explicit and implicit biases.
  - Emphasizes shared humanity across gender identities.
  - Shares concrete strategies for individuals to enhance TGNB inclusion (e.g., inclusive communication).
  - Includes a non-judgmental opportunity for participants to ask questions.
  - Is tailored for specific stakeholder roles and responsibilities (i.e., coaches, athletic department staff, sports medicine staff, student-athletes).
- **Burden on TGNB athletes:** Regularly review educational methods/modalities to confirm that primary responsibility for educating others about TGNB issues is not being placed on TGNB student-athletes.

## Administration

- **Pronouns:**
  - Establish institutional processes for student-athletes to select and update their pronouns by which to be referred.
  - Communicate expectations that staff and others will openly use and support the use of selected pronouns in communications and record keeping.
  - Establish institutional protocols that support awareness and appropriate use of student-athlete and staff pronouns by PA announcers/media broadcasters.
- **Quality improvement:** Engage in regular quality improvement processes, guided by collection of feedback from TGNB student-athletes about TGNB resource availability, utilization, barriers to utilization, and unmet needs.

## NCAA (committee and governance) actions to improve inclusion and/or wellbeing for TGNB student-athletes

### Waivers

- Include TGNB concerns as part of the mitigation that may qualify a student-athlete for relief of NCAA eligibility restrictions (e.g. transfer, uniforms).
- Include gender transition as part of the mitigation that may support a medical hardship waiver request and additional eligibility.

## **Policy review**

- Engage in regular review of NCAA TGNB policies and materials, and relevant research specific to TGNB participation in sport, by applicable NCAA committees and subcommittees for purposes of recommending updates that uphold NCAA core values around student-athlete inclusion, wellbeing, and fairness.
- Identify a multidisciplinary group of experts comprising, among others, student-athletes, industry experts, physicians and licensed mental health professionals with experience related to TGNB 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 TGNB topics and issues.
- Consider competitive equity in women's sport as part of all policy reviews and updates.
- Acknowledge gender identities that are neither male nor female (e.g., non-binary, nonconforming, genderqueer) in policies and practices related to TGNB athletes.

## **Resource development and dissemination**

- Develop membership "tool kit" and/or "checklist" that provides athletics department personnel with relevant guidance, strategies and/or best practices related to supporting TGNB student-athlete wellbeing.
- Establish a process through which the membership "tool kit" and/or checklist will be updated regularly and made available to member institutions.
- Make available TGNB inclusion resources to support institutions in their outreach efforts to various stakeholders about TGNB inclusion (e.g., to media, parents, high schools).
- Provide guidance, strategies and/or best practices related to TGNB inclusion as part of Championship event procedures and materials (e.g., use of preferred names/pronouns, gender safe facilities).

## **Visibility and support**

- Identify and promote opportunities designed to enhance peer support among TGNB student-athletes across campuses.
- Identify and promote opportunities designed to increase positive visibility of TGNB student-athletes.

## **Research needs**

- TGNB student-athlete wellbeing: mental health; physical health; psychosocial experiences (e.g., team acceptance, isolation, experiences of discrimination).
- Competitive success of TGNB athletes across all levels of sport (i.e., high school, collegiate, international).
- Experiences and perspectives of all student-athletes about gender identity and student-athlete participation.
- Myths/misperceptions about TGNB student-athletes across all stakeholder groups.
- TGNB student-athlete feedback about TGNB resource availability, utilization, barriers to utilization, and felt needs.



## References

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2. Kroshus E, Cameron KL, Coatsworth JD, et al. Improving concussion education: consensus from the NCAA-Department of Defense Mind Matters Research & Education Grand Challenge. *Br J Sports Med*. Published online September 10, 2020:bjsports-2020-102185. doi:10.1136/bjsports-2020-102185
3. Kroshus E, Wagner J, Wyrick D, et al. Wake up call for collegiate athlete sleep: narrative



**Summit on Gender Identity  
and Student-Athlete Participation**  
Participants

<b>Summit Steering Committee</b>	
<b>Role</b>	<b>Representative</b>
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

<b>National and International Organizations</b>	
<b>Organization</b>	<b>Representative</b>
American Orthopaedic Society for Sports Medicine	Dr. Benjamin Ma
American Osteopathic Academy of Sports Medicine	Dr. Jeffrey Bytomski
American Physical Therapy Association	Dr. Erik Meira
American Psychological Association Division 47	Dr. Doug Hankes
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

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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

<b>NCAA Membership</b>	
<b>Membership Affiliation</b>	<b>Representative</b>
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 LGTBQ Working Group	Mika Costello
NCAA Division III LGTBQ Working Group	Emet Marwell
NCAA Division III LGTBQ Working Group	Neil Virtue
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 Lacrosse Student-Athlete	Grayson Russo

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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
Minority Opportunities and Interests Association	Stan Johnson
NCAA Minority Opportunities and Interests Committee	Marquetta Dickens
Missouri Valley Conference, Senior Associate Commissioner and Senior Woman Administrator	Patty Viverito
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. Ann Travers
SUNY New Paltz, Head Cross Country Coach	Aislinn Ryan

<b>NCAA Consultants</b>	
Counselor	Dr. Janie Black
NCAA Consultant	Dallas Hack
NCAA Consultant	Dr. Emily Kroshus
Former NCAA Director of Inclusion	Karen Morrison