GENDER DIVERSITY AUDIT OF CAPILANO UNIVERSITY

DECEMBER 2018

PREPARED FOR

Capilano Students' Union

CAPILANO UNIVERSITY

PREPARED BY

TransFocus
CONSULTING

Executive Summary

This report contains the findings and recommendations arising from the Gender Diversity Audit, which was a joint undertaking between the Capilano University administration and the Capilano Students' Union (CSU), as conducted by TransFocus Consulting from August to November 2018. The audit entailed interviews with 11 administrative stakeholders and one student organization, document reviews, and survey results from 30 students, including 10 transgender, non-binary, and Two Spirit (TNB2S) students.

This discovery process surfaced three key themes among TNB2S students that informs the pressing need for strong and effective measures to address their specific challenges and barriers, many of which can be easily resolved with strategic system changes and better communications.

Quiet, repeated suffering: TNB2S students frequently have to take the initiative to get the most basic of considerations. There are many different areas where action is required among students who are able to self-advocate, including:

- Chosen Names: The university system collects this information, but does not integrate its use across campus, especially in the classroom.
- Pronouns: Many TNB2S students convey upsetting experiences with daily misgendering by uninformed peers and university employees.
- Gender categories: Many TNB2S students do not have a category to select with only "female" and "male" response options and, as such, are not accounted by the university.
- Washrooms and Change Rooms: Insufficient single-occupancy washroom options and lack privacy in gender-designated facilities (e.g., open-concept showers).
- Residence: Roommate matching system and gendered floors present unique challenges to TNB2S students, especially those with legal sex different than their gender identity.
- Health Clinic: Ill-equipped and ill-informed health care professionals primarily focused on sex assigned at birth in clinic on campus makes for difficult experiences with TNB2S students seeking care.

For those TNB2S student who are not able to self-advocate, there is a quiet resignation and thinking they need to "grin and bear it."

In the dark: TNB2S students are not aware of the processes for changing their records or the appropriate channels to address their specific needs. There is no known place to go for information to understand the steps, what they can ask for, and what is expected of or from them.

Feeling alone: There are few university employees advocating for systems change. As such, it is mostly incumbent upon TNB2S students and their allies to shine the light on issues. TNB2S students are not aware of grievance mechanisms to address their concerns and challenges with

the university, which has resulted in a lack of responsiveness from the university. This is not related to a lack of caring, but mostly from a lack of communications to support knowing to inform action.

Also, TNB2S students experience the double burden of having to navigate these challenges while also expected to provide the solutions without recognition for their time and effort. TNB2S students get repeated requests by well-meaning university faculty or staff to come to their classes to teach about TNB2S issues and tell their stories without compensation.

Echo of gender-based challenges among cisgender students: Another noteworthy sub-theme arising from the survey results reveals cisgender[1] students are also challenged with some of the gendered aspects of the university. In particular, they experience discomfort within washrooms and change rooms, especially with a lack of privacy features. A certain percentage of cisgender students rely on single-occupancy washrooms. The use of gender icons on washroom signage also does not reflect the diversity in expression among cisgender students. The lack of the use of chosen name is also frustrating to cisgender students.

Furthermore, there is little to no specific supports for TNB2S employees at the university. Mirroring the lack of information and systems supports that TNB2S students experience, university employees are often left unable to disclose their full gender identity, uncertain about how to transition their gender on the job, and/or access trans-specific procedures through their extended health benefits or Employee Assistance Program (EAP).

In order to address these and other challenges detailed in this report, TransFocus developed a total of 36 recommendations. These are divided into three different types of recommendations, including: a) 14 recommendations specifically for students; b) 12 recommendations specifically for employees; and 3) 10 recommendations for both students and employees. Table 1 summarizes eight prioritized solutions, which are identified as the most pressing and easiest to implement within six months to a year of starting the change process.

Table 1 Summary of Prioritized Solutions to Support TNB2S Students + Employees

Category	TNB2S Students	TNB2S Employees
GENDERED RECORDS	Integrate standardized, widespread use of chosen name.	Integrate standardized, widespread use of chosen name.
GENDER DATA	Institutional Research to conduct annual *TNB2S Wellbeing Survey* every year.	None
PROGRAMS + SERVICES	Improve access to health care benefits for TNB2S students.	Add transition-related procedures through extended health provider that are not covered by BC's Medical Services Plan (MSP).

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[1] Cisgender refers to someone whose sex assigned at birth is aligned to their gender identity.

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FACILITIES	Create greater quantity and better distribution of universal washrooms across campus with three distinct strategies.
	Install more inclusive washroom, change room, and wayfinding signage by adopting three key changes.
COMMUNICA TIONS	Expand on and disseminate inclusive language considerations in style guide produced by communications department for standard use across university communications.

Each recommendation in this report has a proposed set of accompanying supporting actions, including changes to policies or procedures, information dissemination, and training and sessions for the university community to successfully implement the recommendations. The supporting actions are referenced briefly in this report and described in more detail in a companion document entitled *Implementation Strategies for Gender Diversity at Capilano University*. The following are key supporting actions that provide the foundation for the identified priority solutions:

- Develop guidelines for changing student records;
- Create information sheet regarding change of chosen and legal names;
- Generate data use plan for collecting and using expanded gender categories;
- Develop gender transition checklist for university employees;
- Conduct training of university employees on respectful interactions with TNB2S students and employees;
- Create information sheet on TNB2S employee supports;
- Develop facilities standards document; and
- Update and integrate communications style guide with TNB2S-specific language.

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Acknowledgements

We acknowledge that this report was written on Coast Salish territory, including the lands of the Tsleil Waututh, Squamish, and Musqueam. Given the history of colonialism and the inter-generational harm it has caused, it is important to move forward with open hearts, minds, and arms. In particular, we want to recognize the specific trauma experienced by Two Spirit people, who played central and important roles and held esteemed positions within many of their Nations until colonial laws and efforts put restrictions on their dress, appearance, language, and connection to land and community. Two Spirit people are slowly reclaiming and recovering their original roles and responsibilities. Their insights and voices are important to listen to and act upon to support them in this journey.

We would also like to thank the students and administrative staff we surveyed and interviewed as part of this audit. There was a common theme of a strong desire to share, support, and understand for greater inclusion of gender diversity at Capilano University. This spirit is an important ingredient in successful implementation. We would also like to thank the support of four key contacts at the university and the Capilano Students' Union (CSU), who provided critical support in guiding and setting up the logistics of this project, including Chris Girodat, Lori Kosciuw, Kate Jarman (CSU) and Jacqui Stewart (Capilano University).

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Glossary

The following terms and concepts are referred to frequently throughout the report and are defined as follows for ease of understanding and reference, which are depicted in Figure 1:

Sex - is assigned at birth based on the biological anatomy of a child including genitalia, hormones, and chromosomes.

Gender Identity - refers to a person's innate sense of their gender. It entails a wide range of identities that include woman, man, and those that identify between or outside of this binary.

Transgender (Trans) - is an umbrella terms that describes a wide range of people whose gender identity differs from their sex assigned at birth.

Non-binary - refers to individual whose gender identity does not conform to the gender binary of woman or man.

Two-Spirit - refers to a cultural and spiritual identity used by some Indigenous people to describe gender variance and sexuality. It is a term coined in the nineties as Indigenous people worked to reclaim their traditional words, stories, and roles post-colonization.

Cisgender (Cis) - refers to an individual whose gender identity aligns with their sex assigned at birth.

Gender Expression - refers to how each individual expresses and presents their unique relationship to femininity and masculinity through clothing, hair, speech, and mannerisms.

Sexual Orientation - is an inherent or immutable enduring emotional, romantic, or sexual attraction to other people. It is defined by another's gender in relation to one's own.

Figure 1. Beyond the Binaries of Gender, Sex, and Sexuality

Sex
(assigned at birth)

Female   Intersex   Male

Gender Identity

Woman	Gender Variant	Gender Non-Conforming	Man
Transgender Woman	Gender Creative	Genderqueer	Transgender Man
Cisgender Woman		Gender Non-binary	Cisgender Man

Agender

Gender Expression

Feminine   Androgynous   Masculine

Sexual Orientation

attracted to   attracted to people of   attracted to
women   multiple genders   men

**Two-Spirit** identity can encompass both gender + sexuality

1. Introduction

1.1 Overview

TransFocus conducted a gender diversity audit in order to develop recommendations for transgender, non-binary, and Two Spirit (TNB2) inclusion at Capilano University. The project is a collaboration between the Capilano Students' Union (CSU) and the university administration. The project was undertaken from August to November 2018.

The purpose of this research is to better understand current systems, spaces, and procedures of the university as well as the current experiences, challenges, and unmet needs of TNB2S students and employees at Capilano University. This is intended to inform the development of meaningful and effective recommendations to the CSU and the university on improvements to supports for TNB2S people, in five key areas: (a) gendered records; (b) gender data; (c) gendered facilities (including washrooms, change rooms, and dorms); (d) communications; and (e) programs and services.

Most organization's spaces, systems and practices have been designed and built upon three common assumptions that: 1) Gender is assigned at birth; 2) gender remains static; and 3) there are only two genders. These "blind spots" lead to unintentional points of exclusion for TNB2S students and employees in five key areas. Figure 1.1-1 provides concrete examples and experiences.

Figure 1.1-1 Impact of Blind Spots across Five Key Areas
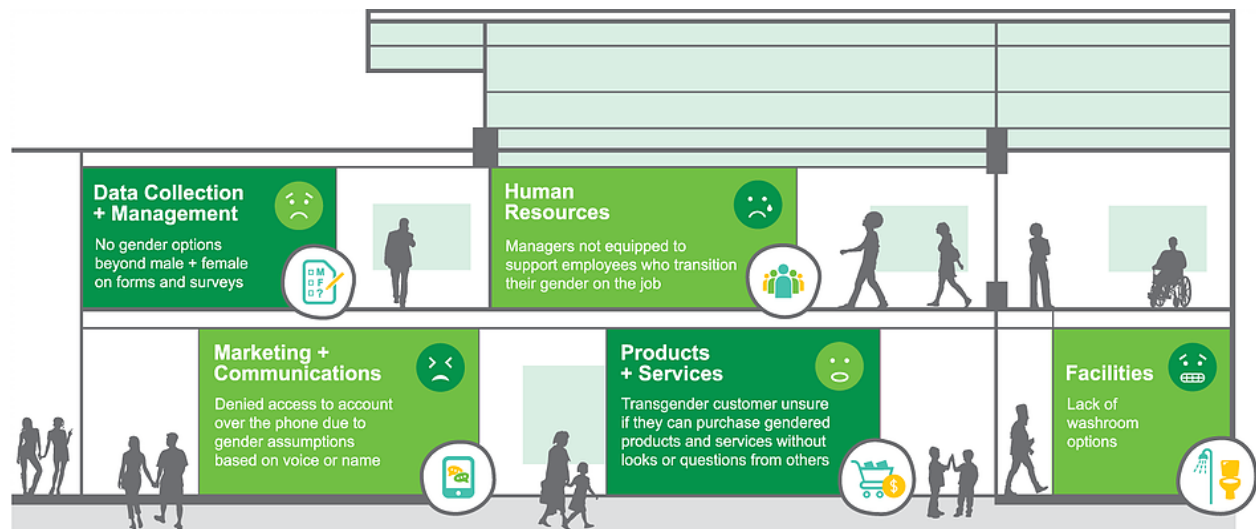
In TransFocus' experience working with organizations across diverse sectors, we have learned that meaningful and lasting impact requires changes in both respectful interactions as well as practical adjustments to spaces, systems and practices in order to ensure an inclusive organization (Figure 1.1-2). The two go hand-in-hand. Mitigating points of exclusion experienced by TNB2S people in accessing washroom facilities, providing gender information via applications and surveys (and class rosters), and ensuring practices to support a transitioning student are a few examples of critical needs.

Figure 1.1-2. Components of Building Inclusive Organizations
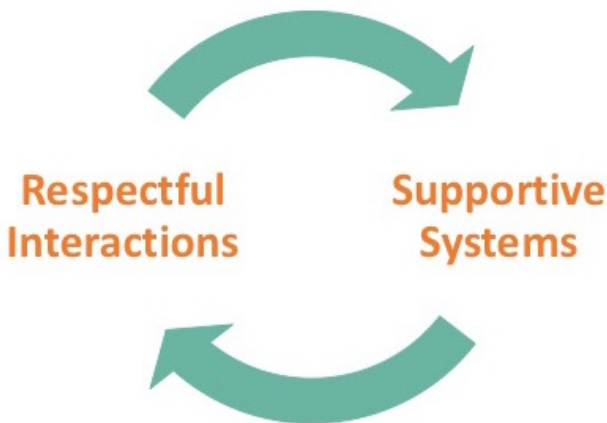
Capilano University has already commenced its diversity and inclusion journey with various initiatives and efforts, especially with Indigenous students. Also, the university recently signed the Okanagan Charter along with 12 other universities, which speaks to promoting wellbeing within programming and built space. The university also recently created the offices of Health and Wellness as well as Equity and Inclusion. The recommendations arising from this audit fit well within the existing efforts the university has undertaken to grow into its value of "diversity and individuality of learners" (Capilano University 2009).

1.2 Relevant Policies

Five out of 100 policies pertain to gender (or reference to Human Rights Code, which indicates gender identity and expression), including:
- Student Code of Conduct (mentions BC Human Rights Code)
- Respectful Learning and Working Environment Statement
- Discrimination, Bullying and Harassment Policy
- Human Rights, Diversity, Inclusion, and Equity (HRDIE)
- B.401 Sexual Violence and Misconduct policy (mentions gender identity, not gender expression) (Chen, Interview 2018).

The newest policy is the Human Rights, Diversity, Inclusion, and Equity Policy. The policy was developed with support from the university community. The complaint process under HRDIE is handled under the Harassment Procedure. This policy will be updated every 5 years (Chen, Interview 2018).

1.3 Report Outline

The report is organized into four key sections, including:
- Section 2: Methods
- Section 3: Key Findings
- Section 4: Solutions
- Section 5: Conclusion

Each of the subsections in Section 3 starts with background, followed by a description of the issues and challenges faced by TNB2S students and/or employees. Each of the five areas have relevance to both university employees and students, sometimes in ways that are distinct from one another and other times in common, as delineated in Table 1.3-1.

Table 1.3-1. Areas by Relevance to TNB2S Students and Employees

Area	Distinct	In Common
Gendered Records	✓	
Gender Data	✓	
Gendered Facilities	(Except student housing)	✓
Programs + Services	✓	
Communications		✓

2. Methods

2.1 Overview

TransFocus conducted mixed methods research among administrative and student stakeholders. The administrative stakeholders were engaged by conducting 10 interviews (Appendix 1), while all Capilano students were invited to participate in a 20-minute survey. A representative of the Queer Students' Collective was interviewed for TNB2S issues in previous years. The number of stakeholders is summarized in Table 2.1-1.

Table 2.1-1. Summary of Stakeholders

Group	Number of Stakeholders
Administrative Stakeholders	+ 11 interviewees
Student Stakeholders	+ 30 student respondents + 1 interviewee
TOTAL	**42 Stakeholders**

TransFocus identified the topics needing exploration and discussion to surface priority institutional changes. TransFocus generated a tailored set of interview and survey questions that covered topics for each of the five areas. Table 2.1-2 summarizes the topics that were discussed and covered in the various consultation efforts.

Table 2.1-2. Summary of Topics for each Area

Category	Overview of Topics
Gendered Records	+ When and how legal and chosen names and pronouns are collected + Where name, pronoun and gender are used on campus
Gender Data	+ Where and how gender data are collected on forms and surveys + Systems capabilities for collecting gender data + Application of gender data to inform institutional decision-making

Gendered Facilities	+ Safety, access, and privacy within facilities for TNB2S students + employees + Availability and distribution of universal facilities + Concerns and conflicts surrounding access to facilities
Communications	+ Level of inclusivity in language + imagery in institutional materials + Prepare cisgender employees to interact with and support TNB2S employees + students
Programs + Services	+ Identify need for TNB2S-specific programs and services + Support for TNB2S employees at Capilano University with transition guidelines and health benefits

2.2 Administrative Stakeholders

TransFocus conducted interviews and facilities walk-through with a range of administrative stakeholders. A key outcome of the exploration and discovery process was to surface what has been done to date in terms of TNB2S inclusion, what gaps exists, and what is feasible and possible to address and mitigate the current gaps.

For each interview, TransFocus took detailed notes and made records of key information to support later compilation and analyses. Interview notes were verified with each interviewee for correctness and completeness. As follow-up to interviews and the facility tour, there were requests for additional data, information, and documentation from Capilano staff to further clarify key issues and challenges. A document review provided additional context for viable and realistic recommendations.

2.3 Student Stakeholders

To engage students in a confidential and convenient manner, TransFocus conducted a survey among interested Capilano students. The goal of the survey was to discover experiences that TNB2S students at Capilano University have that would warrant changes in university systems, spaces, policies, or practices to improve support for TNB2S students. Appendix 2 provides a copy of the student survey with its consent form and 46 questions. The survey was conducted using Hosted in Canada Surveys, which only uses data servers in Canada. The overarching research questions that informed the student survey included:
1. What points of exclusion and/or challenges have TNB2S students experienced at Capilano University?
2. How do they propose changes to address these?

CSU and TransFocus applied for and received ethics approval for conducting the survey among Capilano students. Thereafter, recruitment efforts were undertaken to make students aware of the survey. All students were invited to participate in the survey with the particular focus on recruiting TNB2S students. TransFocus attended the CSU Social Advocacy Faire to share with students about the gender diversity audit as a whole and the survey in particular (both paper and online options) at a table set up for this purpose at the event site on September 5, 2018. CSU made several posts on their social media channels on Facebook and Twitter during the first four week of classes (between September 4 and 28), as well as to the Queer Students Collective and the Indigenous Students Collective to distribute the link and information on the survey to their members.

Photo 2.3-1 Survey Recruitment at the Social Advocacy Faire
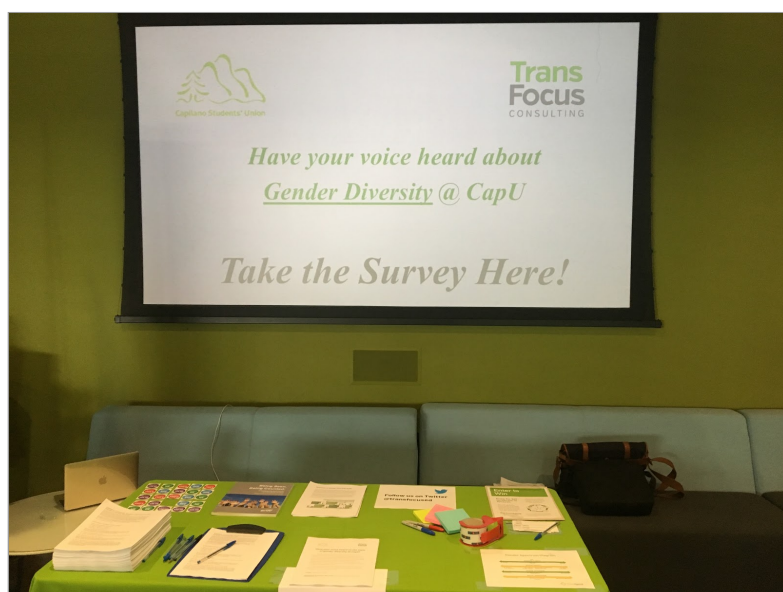
Of the 64 people that started the student survey, less than half (30 students) completed the survey. More than half of the respondents are women with nearly a third being non-binary. Of these, 20 respondents are cisgender (i.e., their gender aligns with the sex assigned at birth) and 10 identify as TNB2S. The survey did not have any trans women respondents.

2.4 Compilation + Analyses

Once the consultation was conducted, TransFocus compiled the response data and notes, including qualitative and quantitative information from participants. After collection of the survey responses, TransFocus conducted the analysis of the data. The quantitative and qualitative responses are provided throughout this report and referenced as Student Survey 2018. Where relevant, the responses are distinguished between cisgender and TNB2S students. Information and ideas from students informed the the development of recommendations.

Based on the responses provided by interviewees, key themes and findings were summarized and informed a draft set of recommendations tailored specifically to the Capilano University context. The report is organized by the five areas with proposed measures of success to allow for tracking of progress towards goals over time.

The key points of the recommendations were also summarized in a presentation to enable leaders to make informed decisions and to begin to prioritize and sequence recommended actions forward over short-, medium- and long-term horizons. The presentation of recommendations was provided for review, comment and finalization of recommendations by CSU and university leadership for viability and relevance.

3. Key Findings

3.1 Gendered Records

3.1.1 Background

A gendered record is any field within a system profile that references or indicates gender, including names, titles, and pronouns. Providing the information about gender and/or sex is considered separately in Section 3.2, because it is and can be aggregated with the data from other people in ways that gendered records are not.

Gendered records are often sites of challenge and barrier for TNB2S students and employees. Typically, this is related to assumptions based on appearance or legal documentation that thwart respectful interactions. The following sections provide the specifics of current systems functionalities and the issues that TNB2S students and employees face with each gendered record.

3.1.2 Legal + Chosen Names

TNB2S Students

The university collects chosen name along with legal name; however, there is no effective way to use it properly throughout the system (Chan, Interview 2018). Besides the systems limitations, there are also procedural issues. University instructors and staff often do not know how to operationalize chosen name. There is no policy or guidelines that govern this matter (Chan, Interview 2018).

Banner is the system used to store student personal information, which then gets transferred to other systems on campus that typically only reference legal name (Chan, Interview 2018; Cunningham, Interview 2018). Transcripts use legal name. Class lists may use chosen name, but many instructors do not know how to access and use it. Only legal name is used within Moodle.

There is also the issue of which names appear on diplomas and determines what is called out during graduation ceremonies. There is a name request as part of the graduation application process. Students can determine (within reason) what goes on their parchment. Where no input is provided from students, it defaults to their legal name (Cunningham, Interview 2018).

The topic of using chosen names (or the lack thereof) was one of the most frequently-referenced and charged issues for TNB2S students with the most related effort. There are many stories of frustration and extra effort that students of all genders take on to be referred to correctly, whether because of transitioning, cultural reasons, or change in marital status. There are several locations for its desired use, including classrooms, email addresses, logins for systems, and student

identification cards. Where legal name is prioritized, students adopt one of three common coping strategies to make up for systems limitations. Some are able to self-advocate repeatedly with cost to their energy, others quietly suffer, and some avoid certain settings altogether. According to research by the BC Council on Admissions and Transfer (BCCAT 2017), the name of Two Spirit may entail the use of symbols other than letters, including punctuation and numbers, which the current system may not be able to accommodate. These and other experiences demonstrate how the current system is under-serving students of all gender on campus.

TNB2S students expressed frustration about hearing their "dead name" (also known as "name at birth") despite repeated attempts to educate and explain their names and pronouns to instructors (Queer Collective, Interview 2018). Given the chosen name is not integrated, the workaround for most students is having to do the labour of telling each instructor every semester about their name and pronouns . Sometimes this goes well and other times there is pushback or dismissiveness from faculty (Queer Collective, Interview 2018).

Class attendance is often a factor in grades and is mandatory. As such, roll call at the beginning of each class is a common practice. This is where a lot of trouble exists for TNB2S students with repeated misnaming (i.e., use of legal name) in front of classmates (Queer Collective, Interview 2018).

In extreme cases, TNB students drop their class if instructors repeatedly refuse to use their chosen name and pronouns (Queer Collective, Interview 2018). This has a domino effect on students' ability to maintain their GPA, credits to graduate, and access to credit-dependent financial aid (i.e., students loans require taking at least 3 courses). From something as simple as using proper names within classrooms creates a ripple effect of added vulnerability and challenge for TNB2S students.

For graduation ceremonies, the default name is the legal one; however, TNB2S students may be able to get their chosen name read and in the program, if they know the people involved and/or are able to self-advocate. This is especially important on such a big day that students have worked hard to achieve, especially since it is so public in front of their peers and loved ones (Queer Collective, Interview 2018).

"... [M]ost of my teachers do not even know my preferred name and **I must awkwardly correct them at each class**"
~ TNB2S Student

"I also do not understand why the university application asks for a chosen name as they never use this anywhere."
~ TNB2S Student

"I don't like having to write my legal name to log into systems, for email, and in forum posts on Moodle **my dead name appears**."
~TNB2S Student

"When changing my name from my maiden name to my married name it was difficult. I was going to be **charged a fee to switch my name** on my student ID."
~ Cisgender Student

"I go by my middle name... All other [documents] ... have my first name. ... [I]t is **difficult and sometimes awkward** to explain why I changed my name to every teacher"
~ Cisgender Student

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TNB2S Employees

The systems used for employees at Capilano University include a combination of Banner for staff and Famis for faculty. The reason for separate systems is because the collective agreement for faculty requires customized components, which were built in-house in 2003. Both Banner and Famis have legal and chosen name fields. There are no published procedures on how to handle and use chosen names. As such, there is an ad hoc approach and many departments ask for support from human resources in how to navigate this. The identification cards also pull from legal name. Email addresses refer to chosen name. As of yet, there is no dynamic way for employees to self-select preferences for where they want legal and chosen names exposed.

Banner does not collect any gendered titles, nor are these used in communications throughout the campus. These are done on a first name basis. Famis collects information on gendered titles, including five options of: Dr, Ms, Mr, Mrs, and Ms without any gender-neutral options.

3.1.3 Name Change

TNB2S Students

There is a name change form (paper copy only) that requires legal documentation, including name change certificate, birth certificate, or marriage license (Cunningham, Interview 2018). There is no specific form for changing one's gender and it is typically folded into name change process. It is not possible to change legal or chosen names in the student portal (Cunningham, Interview 2018). This is the case for legal name, because it requires showing of legal documents. The current functionality of the student portal is focused on providing students access to their academic status, application status, and update their mailing address. There is no information on the university website regarding the name change process for either legal or chosen name (Cunningham, Interview 2018).

According to research conducted by BCCAT, the ability to change chosen name for Two Spirit students has specific importance from a cultural perspective. That is, many Indigenous groups mark milestones in life with changes in name (BCCAT 2017). As such, there is a need for flexible systems that allow for more than one change in name over the course of their degree.

Furthermore, is important to note the systemic challenges related to changing one's legal name. The process of obtaining a name change certificate requires going to the police department and getting fingerprinted. This is intimidating for some TNB2S students (Queer Collective, Interview 2018). It is also time consuming and costly, sometimes prohibitively for certain students. This is further supported by results from a national survey of transgender people in the United States that found 68% of respondents had not changed any of their legal documents with cost being the main barrier (James et al 2016).

TNB2S students ultimately have a sense of resignation about changing their legal to their chosen name, including a feeling of having to "grin and bear it" (Queer Collective, Interview 2018).

<u>TNB2S Employees</u>

There is a simple protocol for changing one's name in the HR system. Employees send an email to HR with their new name. There is no need for legal documentation, except for payroll that requires updated Social Insurance Number. There is currently no information during onboarding or on the employee intranet to explain this process, leaving TNB2S employees wondering what they need to do or what is expected of them.

3.1.4 Pronouns

<u>TNB2S Students</u>

Currently, there is no field for pronouns in the university system. Future versions of the system can provide this capability (Chan, Interview 2018). Without a current field for pronouns and clear guidance about pronouns for instructors and peers, more than half of TNB2S students (55%) indicated that they experience moderate to high levels of misgendering (Student Survey 2018). By comparison, cisgender students rarely experience misgendering (Figure 3.1-1).

Figure 3.1-1 Experiences with Misgendering (N=26)
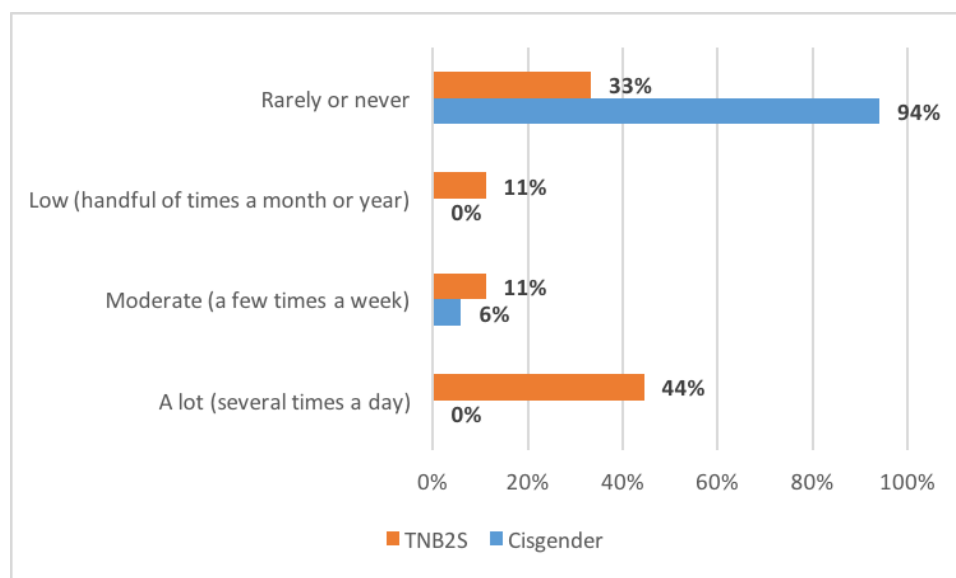
Students with "they/them" pronouns found it particularly difficult with limited or challenging adoption among instructors and fellow students. Students with "they/them" pronouns felt challenged to correct their instructors and peers for fear of rocking the boat (Queer Collective, Interview 2018).

"I use they/them [pronouns]. Professors and students **forget this constantly** and I'm too worried for my safety to correct most people"
~ TNB2S Student

""[I]t is mostly a larger **cultural blindness** which is the problem"
~TNB2S Student

""

"All. The. Time. And I got sick of reminding people so I just **sit in my discomfort on the daily**. It's never malicious though"
~ TNB2S Student

"Occasionally teachers will say things like "men do this activity while the women do this" and I feel very **overlooked and not sure** what I've been directed to do"
~ TNB2S Student

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As depicted in Figure 3.1-2, both cisgender and TNB2S students are mostly in favour of adding pronouns to student profiles to reduce rates of misgendering (79%, Student Survey 2018).

Figure 3.1-2 Rating of the Idea to add Pronouns to Student Profiles (N=29)
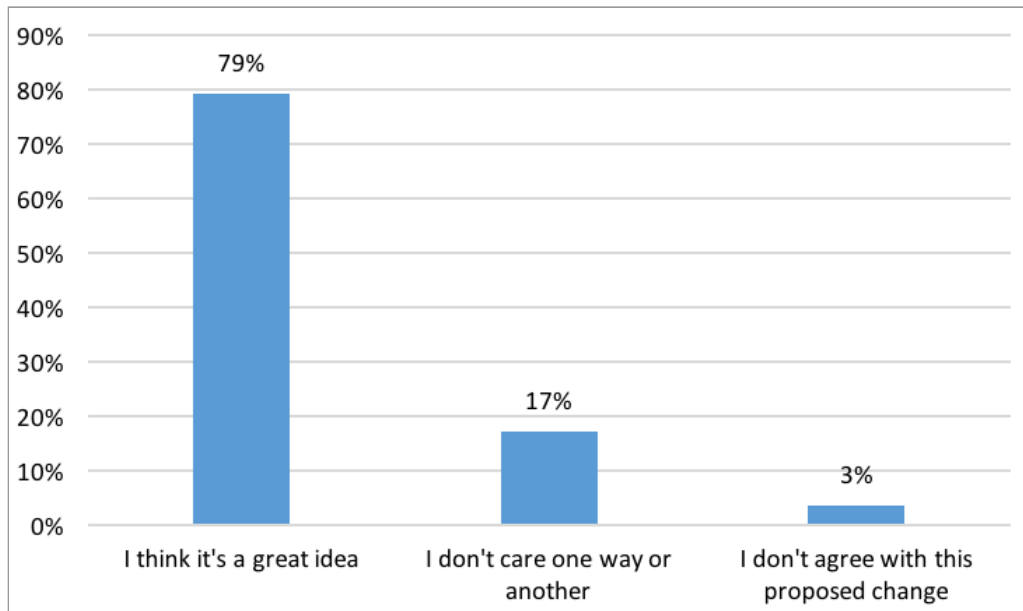
<u>TNB2S Employees</u>

Currently Banner or Famis do not collect information about pronouns from university employees.

3.1.5 Summary

This section provided an overview of the challenges and barriers related to a lack of to gendered records, including pronouns, titles, and operationalizing legal and chosen name fields already collected to support TNB2S students and employees in respectful interactions.

> **Key TNB2S Issues and Barriers related to Gendered Records:**
> - Lack of university-wide integration and use of chosen name in Banner
> - No third-person pronoun field in Banner
> - No gender-neutral title available
> - No available information on how to change name and title

3.2 Gender Data

3.2.1 Background

Gender data refers to the categories of gender provided on both profiles and on surveys collected from students and employees. There are three key issues related to gender data for TNB2S people at Capilano, including: 1) Data collection; 2) ability to change; and 3) data uses.

3.2.2 Data Collection

<u>Gender in Profiles</u>

TNB2S Students

Currently, the gender response categories in Capilano's system provided by Banner are "male," "female," and "unknown." When it comes to gender data, there is a key complicating dependency with the provincial government. Capilano uses the common application as part of Education Planner BC (EPBC), which started about two years. The majority of applications to Capilano go through EPBC. The collection of gender within EPBC is mandatory and binary only. Capilano automatically transfers applicant information, including gender, from the EPBC platform to the university system within Banner. As such, any efforts to expand categories at Capilano would need to occur in coordination with EPBC to ensure proper and full transfer of student data.

According to the Queer Collective, TNB2S students have raised concerns that the current response options are insufficient to cover the spectrum of gender diversity, including non-binary identities. According to TNB2S students, the university is sometimes overly focused on sex assigned at birth. Students wonder why the university needs to know about how they were born. This seems invasive and unnecessary information to access education (Queer Collective, Interview 2018).

Efforts have been underway since 2016 to address the lack of inclusion of TNB2S students in the current gender categories. In late 2016, BC registrars and BC Council on Admissions and Transfer (BCCAT) started a project to identify the optimal set of categories to capture the spectrum of gendered experiences among students. This entailed an 8-month research effort and consultation process involving 109 stakeholders and informants (including 44 students), which culminated in a recommendations report (BCCAT 2017). The report included the recommended approach to gender categories, which the registrars voted in June 2017, including the former registrar at Capilano.

As a part of the BCCAT research, preliminary discussion about where to account for Two Spirit students surfaced complex considerations. In particular, Two Spirit is a cultural and spiritual identity that, in some instances, spans both gender and sexual variance. Without a companion question about sexuality in the system, this may leave some Two Spirit students' profiles incomplete. A second issue is that without understanding that Two Spirit is an Indigenous-specific

term, some non-Indigenous students may select it, causing inaccuracies in the aggregate data. As such, preliminary ideas point to including Two Spirit as a follow-up to questions about Indigeneity (BCCAT 2017). More consultation is encouraged to identify the best option going forward.

In the survey for the Capilano gender diversity audit, students were asked to provide their responses to the expanded categories (Figure 3.2-1) voted in by BC registrars. A majority of cisgender students liked the proposed expanded category option compared to 50% of TNB2S students with 30% having neutral ratings of the option (Figure 3.2-2).

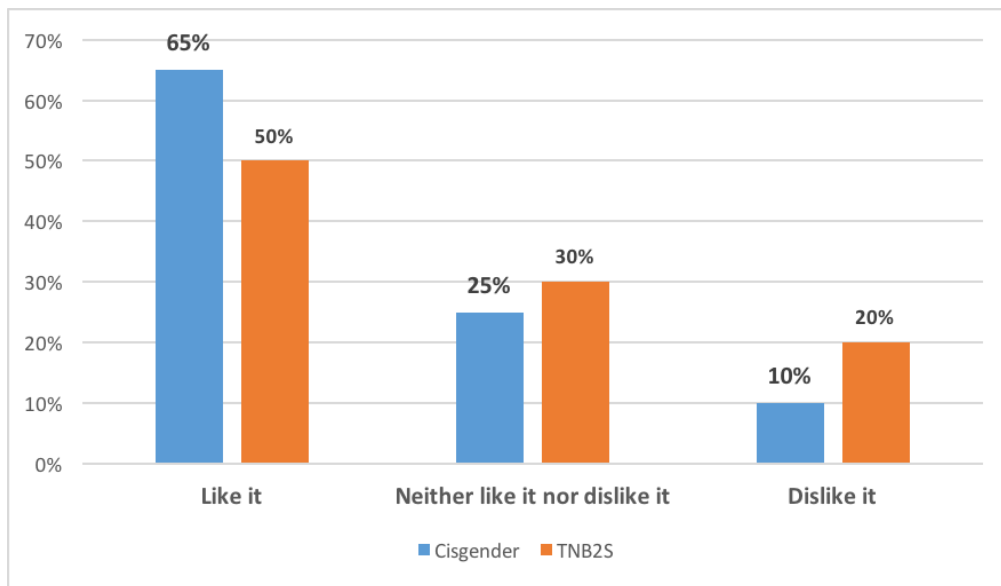**Figure 3.2-1 Proposed Expanded Gender Categories**

1. What is your gender identity?
   __ Woman
   __ Non-binary
   __ Man
   __ Prefer not to disclose

2. Do you have trans experience?
(i.e., gender identity different than sex assigned at birth)
   __ Yes
   __ No
   __ Prefer not to disclose

Figure 3.2-2 Student Ratings of Expanded Gender Category Option (N=30)

As summarized in Figure 3.2-3, the majority of cisgender and TNB2S students indicated they were somewhat or very likely to provide gender (84% and 80%, respectively) (Student Survey 2018).

Figure 3.2-3 Student Likelihood of Filling out Gender (N=29)
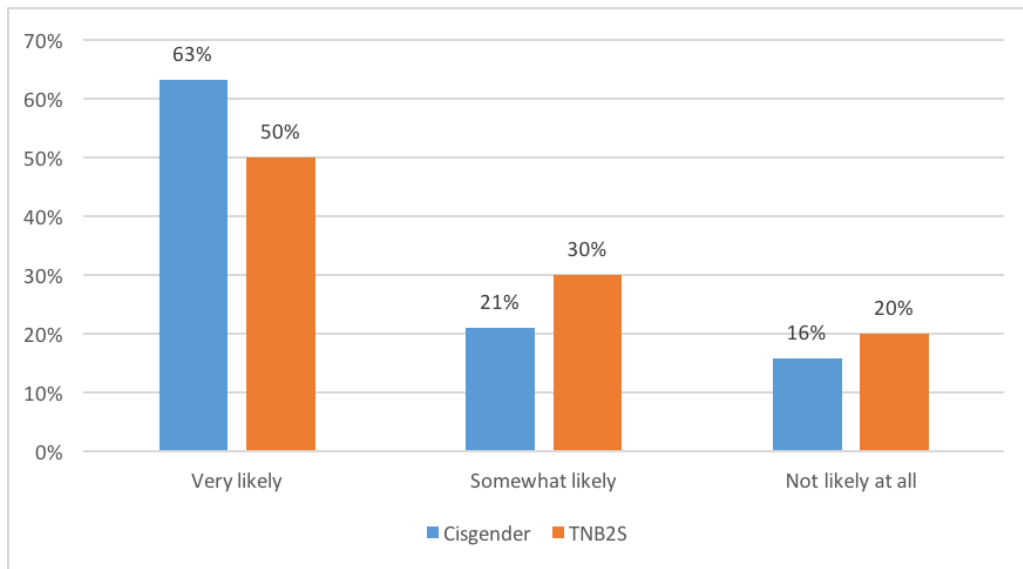
To increase the likelihood of students providing their gender, 70% of students indicated they want a description of how the data will be used by the university, followed by 57% students wanting the rationale for gender data collection (Student Survey 2018).

Generally both TNB2S and cisgender students appreciated the need for and options available within the expanded gender categories selected by the registrars in 2017. One TNB2S student noted: "[W]e live in a world that demands categories and binaries, and to be given the choice is something powerful and freeing" (TNB2S Student, Student Survey 2018). Another TNB2S student appreciated the expanded categories: "I consider my personal safety an important issue in any given situation not just at school. It's nice to be asked" (TNB2S Student, Student Survey 2018). A cisgender student indicated that: "I think it is great and allows a great amount of room for self expression, without going overboard. ... Categories must be kept simple in order to be effective. Too many options may become a potential for jokes" (Cisgender Student, Student Survey 2018).

A TNB2S student noted: "The language is mostly good (trans experience is an odd phrase), and respectful, while giving participants the option not to reveal the information if they should so choose. I believe it's important to include trans people in anonymous polls" (TNB2S Student, Student Survey 2018).

Some students worried that the categories were not sufficiently inclusive: "I feel like it isn't very inclusive of all genders" (Cisgender Student, Student Survey 2018). Many students suggested alternatives or additions to the proposed approach, which are summarized in Appendix 3. While

these are important considerations and suggestions, they may not be ultimately viable and the reason(s) are also explained in Appendix 3.

Other students brought up the issue of ensuring ensuring safety and confidentiality among TNB2S students filling out gender information by disclosing how the information will be used:

> Any changes to systems so that they include more people is a good thing, and while it's impossible to communicate how complicated gender is in a single letter or checkbox, it's a great start! I am curious as to how this type of information might be used, especially in regards to individuals safety, and levels out 'outness.' No one would want to make anyone feel invalidated or unsafe by their decisions in filling out this type of extremely personal, vulnerable information (Cisgender Student, Student Survey 2018).

Another student echoed this by saying: "While the gender section has been expanded, that's great, however, I do not see why people have to come out and say that they're trans/have trans experience" (TNB2S Student, Student Survey 2018).

Another student clarified the need for understanding when someone is not ready or able to disclose their full gender identity: "Keep people safe, don't make anyone feel guilty, or that they might be lying by prioritizing personal safety" (Cisgender Student, Student Survey 2018).

One student noted the evolving nature of gender data collection and the need to keep trying:

> [K]eep up the good work, keep asking questions on how to improve. Even if something works today, shifting views will always come to challenge that solution and a new one will have to be found (Cisgender Student, Student Survey 2018).

TNB2S Employees

The university uses an applicant tracking software called PeopleAdmin, which does not ask for gender. However, Banner requires gender as a mandatory field. So, when data are being transferred between the two systems, HR staff need to fill out gender manually in order to be able to advance to the next screen in Banner. They usually assume gender based on name (Lacoste, Interview 2018). Also, there are no new employee forms to fill out. So, gender is not directly provided by the employee at the start of employment. Gender of employees is considered voluntary (Chan, J Interview 2018).

Currently, the response options available in Banner are "male," "female," and "unknown" (Chan, J Interview 2018). The university is in the midst of updating Banner. There are several reference points for gender within human resources, including:
- Banner for staff
- Famis for faculty
- Benefits: Great West Life
- Payroll: Banner for staff and PayLive for faculty

The system for faculty called Famis has the following existing gender categories: "Male," "female," and "unknown" (Chan, J Interview 2018). HR does not check government-issued identification with photo or gender of new employees. Payroll checks Social Insurance Numbers (SIN) (Chan, J Interview 2018). WorkSafeBC registration also has binary only response options and it is cross-referenced with SIN and Medical Services Plan (MSP).

The enrollment forms of extended benefits come from Great West Life, Manulife, and the province for MSP. The Manulife form has no reference to sex or gender. However, the Great West Life and MSP forms both ask for sex of the employee and their dependents. The MSP form only provides two options: "Male" and "female," whereas the Great West Life has a fill in the blank; however, their system only accepts either male or female responses (Stenson, Interview 2018).

Finally, it is not evident whether providers are asking from sex assigned at birth or legal sex. These are important distinctions for transgender people who are often confused answering this question.

Gender in Surveys

TNB2S Students

The department of Institutional Research (IR) is primarily focused on conducting ongoing surveys on a variety of topics to better serve students and improve their experiences on campus. The surveys are mostly administered at the beginning of the school year and represent a cross-section of the students. Surveys that measure student success involve questions about studies, supports, and lifestyle to measure the student cycle to determine their needs, experiences, level of service use, and adequacy of service levels (Chan, C Interview 2018). Currently, IR is responsible for providing the majority of gender statistics to internal and external stakeholders.

Generally, surveys avoid asking a lot of demographic information. This is because there has not been a demand for gender or other demographics as part of research projects. IR tries to discourage the collection of gender if programs are simply curious. Collection of gender is more appropriate for in-depth comparative analyses. If that is the case, then IR staff encourage programs to link to student records and pull available demographic data from there rather than asking again, which represents about 60% of surveys (Chan, C Interview 2018). If it is a one-off scan, then IR recommends asking gender anonymously (which represents 40% of surveys). Female students are more likely to respond to surveys. Of surveys that collect gender, there is generally response rates of: 58% female, 38% male, and 4% prefer not to respond (Chan, Interview 2018).

The gender category of "other" is not useful information to IR, because they do not know if the answer was selected by error, on purpose to avoid answering, or insufficient applicable answers (e.g., non-binary students). There are too many reasons why respondents select "other" that make the data largely unusable from an analysis perspective. There needs to be an explicit category that can be validated and is mutually exclusive from the other categories of female and male (Chan, Interview 2018).

Currently, the university only knows if someone is transgender or non-binary anecdotally and there are no data on their prevalence or absence on campus. So, there has been no trans-specific analyses to date and it is not possible to track trends over time (Chan, Interview 2018).

TNB2S Employees

An employee engagement survey is conducted every year. No gender data are collected as part of the survey. Capilano partners with BC Stats to conduct the survey. Capilano employees provide BC Stats with employee names and email addresses for BC Stats to delivery the survey. Capilano University, North Island College, Simon Fraser, and Camosun College started to conduct their employee engagement surveys in this manner since 2016. The topics covered in the survey include: Performance, roles, pay, satisfaction, belonging, recognition, stress, and work relationships (Chan, J Interview 2018).

3.2.3 Ability to Change

TNB2S Students

The current change process for updating student's gender is to submit the gender change to the registrar's office. The options for change are presently only limited to the binary of female and male (Chan, Interview 2018).

TNB2S Employees

There are currently no guidelines to transition one's gender on the job at the university (Lacoste, Interview 2018). Overall, the culture of Capilano is inclusive and respectful. If it is not, there are already policies in place to address this (e.g., Respectful Workplace Policy).

3.2.4 Data Uses

TNB2S Students

For internal purposes, there is no or limited uses of gender for reporting on the student population. For example, the university generates a factsheet from Banner with total student enrolment numbers, including how many international and Indigenous students; however, no data are provided on gender (Chan, Interview 2018).

Overall, the president's priority is increasing student enrollment. There is no particular segmentation of the percentage increase or targets for gender or any other demographic, such as ethnicity/race (Chan, Interview 2018).

The university tracks enrolment overall and each faculty or program is responsible to understand their respective enrolment trend within their areas. There are no faculty-specific targets or goals for gender.

Gender is optional on most institutional surveys conducted with the university community. There are limited requests for this demographic; however, these are often part of an overview or scan rather than a deep-dive analysis as part of driving change on campus.

For external purposes, the university is mandated by the province to report on university-wide metrics that include student success (e.g., retention, credential awarded, student satisfaction). These targets and mandates are reported in aggregate rather than at the individual student level. The ministry is particularly interested in researching areas of underrepresentation for women and so are seeking data from universities on percentage of women in Science, Technology, Engineering, and Math (STEM).

The university submits gender data to the Ministry of Advanced Education (MAVED) as cohort demographics on a semi-annual basis. Currently, Capilano submits gender data on a binary-only basis, including "female" and "male" categories. There is also a "prefer not to answer or not specified" category. The numbers in this category vary over time and are dependent on the program.

According to the current categories, there are 60% female students and 40% male students at Capilano (Chan, C Interview 2018). As depicted in Figure 3.2-4, most programs at Capilano, with the exception of engineering, graduate more than 50% female students (BC Stats 2018). No data were available for the education program.

Figure 3.2-4 Gender Breakdown of Graduation Rates by Program at Capilano (2017)
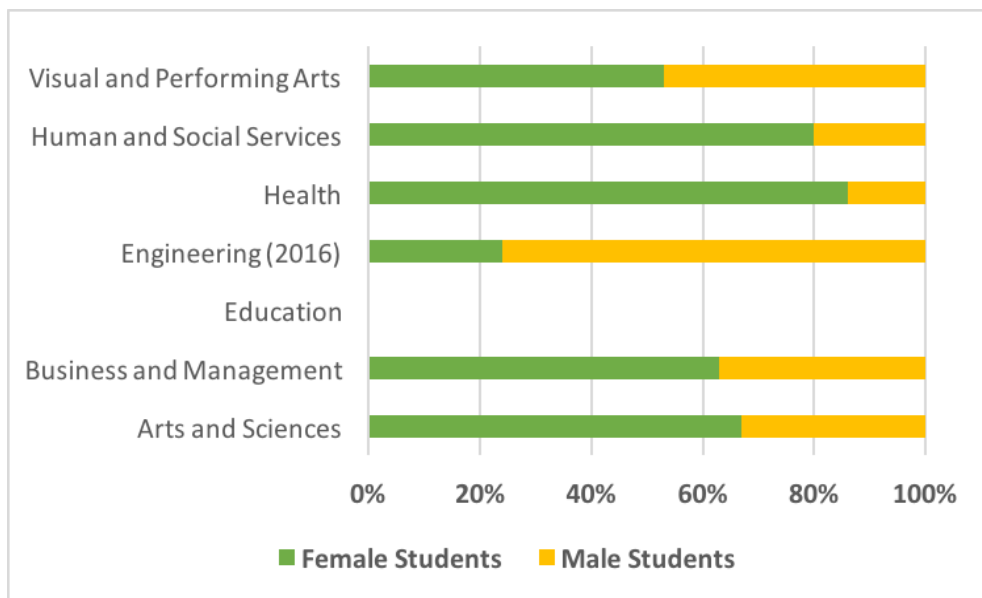
Source: BC Stats 2018

TNB2S Employees

There are three key uses of gender data within HR:
- Send reports to the provincial advocacy organization Post-secondary Employer Association. They have a human resources database with codes for different genders.
- Application to Top 100 Employers. The application requests information about the percentage of female employees at Capilano University.
- HR data sent to Statistics Canada, including number of full-time employees, their previous employment, pay levels, department, degree/credentials, and gender with only two options (male and female). There is a workaround for gender, including using the code 999 for unknown.

Reports to the Capilano board about number of employees do not contain gender. University accreditation requires the number of full-time employees, but no information on gender.

3.2.5 Summary

This section provided an overview of the challenges and barriers of TNB2S students and employees related to gender data, including insufficient categories and its downstream effects on inadequate gender to make informed and comprehensive decisions to support student and employee wellbeing and achievement. There is also a lack of clarity on how and where to change one's gender within the university systems.

> **Key TNB2S Issues and Barriers related to Gender Data:**
> - No current gender categories beyond male and female on student and employee profiles
> - No current gender categories beyond male and female on student and employee engagement surveys (or when connected to Banner profile there are insufficient options)
> - No available information on how to change gender on student and employee profiles
> - Need for coordinated reporting of student gender to the province for both collection and submission of student gender data
> - No strategic uses of student gender data to identify and resolve issues of student sub-populations, especially vulnerable ones

3.3 Gendered Facilities

3.3.1 Background

Gendered facilities, such as washrooms, change rooms, and dorms, are often challenging spaces for TNB2S people. Based on appearances and gender expression, fellow facility users frequently make assumptions about TNB2S person's gender and, on the mild side, make facial or verbal comments and, on the extreme side, involve staff and/or become physically abusive. According to national survey of more than 27,000 TNB2S people in the United States, 12% reported being verbally harassed when accessing washrooms and more than half (59%) of respondents choosing to avoid using restrooms fearing confrontation (James et al 2016).

On campus, there are two types of washroom configurations, including 1) gender-neutral, single-occupancy washrooms, and 2) gender-designated, multi-stall washrooms (i.e., men's and women's washrooms). There are a total of 19 gender-neutral units compared to 120 stalls for women and 114 units for men (including toilets and urinals) throughout the 14 buildings on campus. There are no multi-stall universal washrooms on campus. The university also provides change rooms and showers within several buildings on campus.

This section also provides information about student residences, including spatial and procedural aspects that present unintentional exclusion of challenge for TNB2S students.

3.3.2 Washrooms

TNB2S students feel less safe than their cisgender counterparts when using the washrooms with 20% of TNB2S respondents indicating they feel mostly anxious when using university washrooms (Figure 3.3-1). Interesting to note that 50% of cisgender students also feel discomfort some or a lot of the time in washrooms. This speaks to a broader issue at play in washrooms.

Figure 3.3.-1 Sense of Safety in Washrooms (N=30)
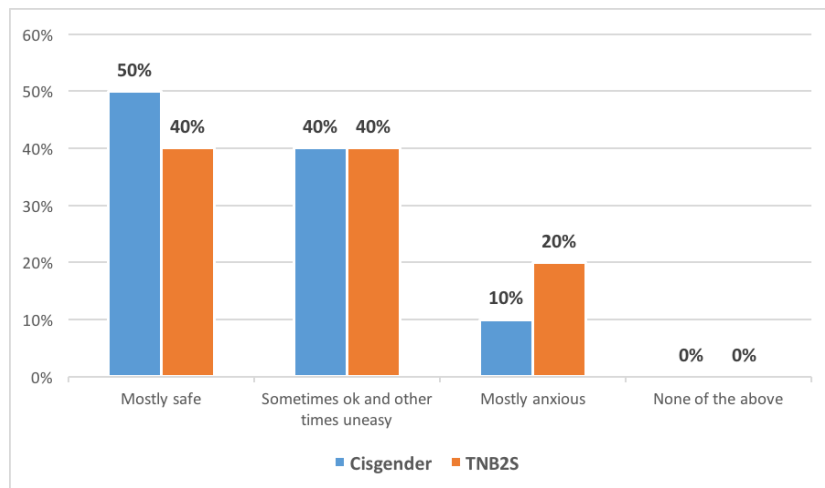
Gender-Neutral Washrooms

There are a total of 19 gender-neutral single-occupancy washrooms and 5 universal showers across 10 out of 14 buildings on the North Shore campus. Gender-neutral washrooms were originally designed for wheelchair accessibility that were then expanded to also be gender-neutral, achieved through signage changes.

The locations and quantities of these washrooms on the North Shore Campus are listed in Table 3.3-1. The Sunshine Coast campus has 1 gender-neutral washroom. Of particular note, there is no gender-neutral washroom in Fir, despite being the biggest studies-related building (i.e., high student traffic).

Table 3.3-1. Summary of Locations and Quantities of Gender-Neutral Washrooms

Building	# of Toilets	# of Showers
Alder	1	0
Arbutus	1	0
Birch	5	0
Bosa	5	2
Cedar	1	0
Children's Centre	1	0
Dogwood	0	1 (requires key)
Facilities	0	1
Fir	0	0
Fitness Centre	0	0
Library	3	0
Maple	1	0
Sportsplex	1	1
Willow	0	0
14 buildings	**19 toilets**	**5 showers**

According to TNB2S students, there are not enough gender-neutral washrooms, especially since they are only single-occupancy. Because the origins of the gender-neutral washrooms were for people with disability, there is a sense among able-bodied TNB2S students that they are taking up space in the wheelchair accessible washroom (Queer Collective, Interview 2018).

Non-binary students cover a lot more ground to find a washroom than their cisgender classmates (Queer Collective, Interview 2018). The survey also revealed that TNB2S students are having to make more difficult choices when it comes to washroom use compared to their cisgender peers (Figure 3.3-2). More than half (60%) of TNB2S students either use a washroom that does not align with their gender identity or avoid using the washroom altogether. Bathroom avoidance among TNB2S people is a critical issue with the US national transgender survey revealing that 8% of respondents reporting having a kidney or urinary tract infection from avoiding restrooms in the last year (James et al 2016). It is also important to note the preference for gender-neutral washrooms among cisgender students (20%), of which 10% of respondents go out their way to find one on another floor or building (Student Survey 2018).

Figure 3.3-2 Impact if No Gender-neutral Washroom (N=30)
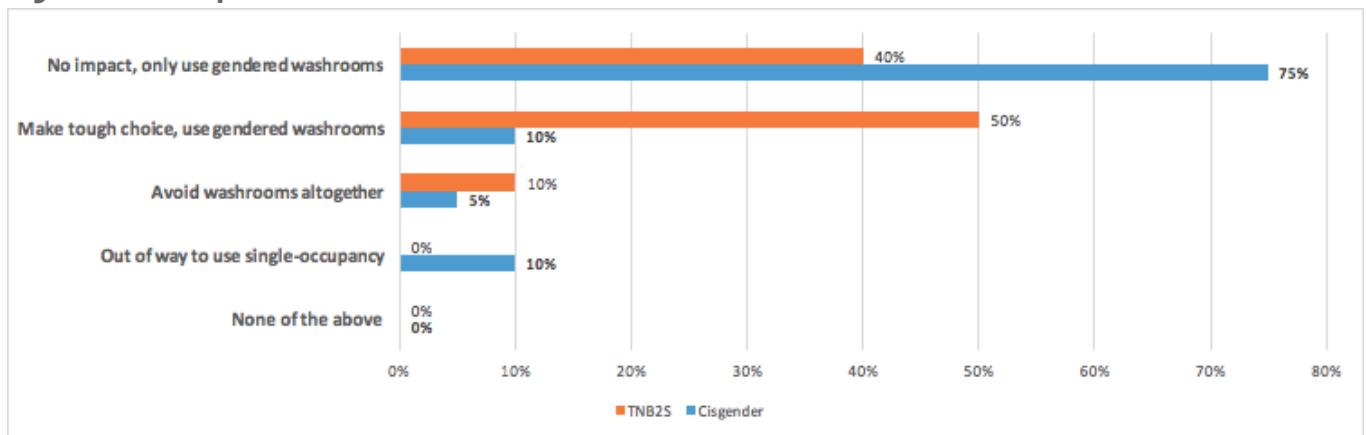
The majority of both cisgender and TNB2S students strongly desire more gender-neutral washrooms (Figure 3.3-3). Part of the reason for TNB2S students is so they do not need to separate from their classmates (an isolating experience) to go to another floor or building to go the washroom.

Figure 3.3-3 Student Ratings on Amount of Gender-neutral Washrooms (N=29)
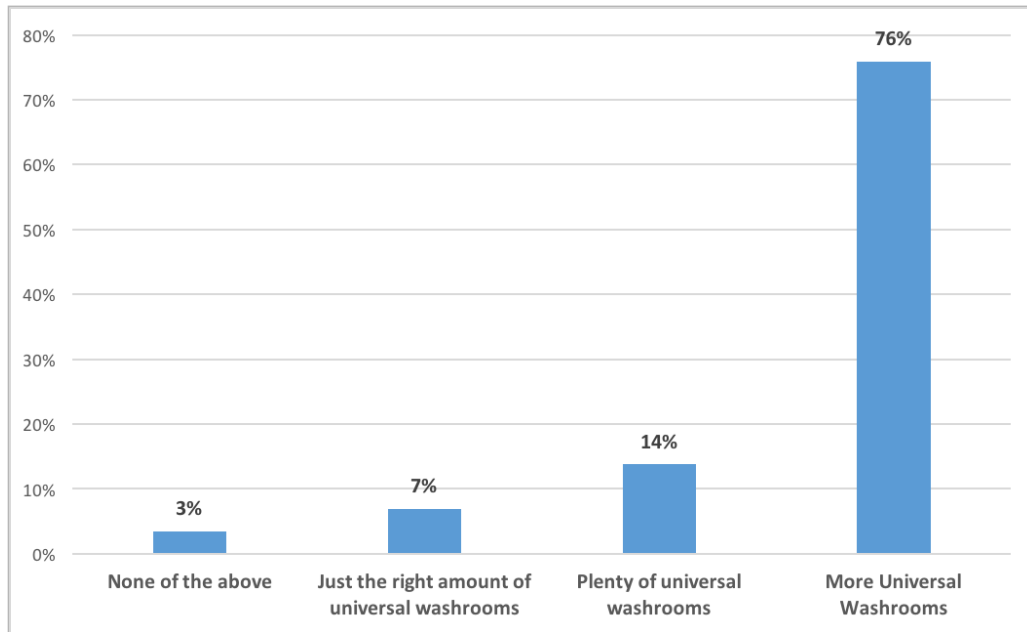
Gender-Designated Washrooms

Most of the buildings on campus have at least one set of gender-designated multi-stall washrooms, except Alder and the Children's Centre. The buildings with the most units are Birch and the Library. Table 3.3-2 provides a detailed breakdown of the locations and quantities of gender-designated washrooms at the North Shore campus. The Sunshine Coast campus has 5 women's toilets, and 2 men's toilets with 1 urinal.

Table 3.3-2. Summary of Locations and Quantities of Gender-Designated Washrooms

| Building	# of Women's Washrooms	# of Men's Washrooms	Side-by-Side or Separated?
Alder	0	0	N/A
Arbutus	12 toilets	5 toilets + 5 urinals	Side-by-Side
Birch	25 toilets	11 toilets + 10 urinals	Side-by-Side
Children's Centre	0	0	N/A
Library	20 toilets	9 toilets + 13 urinals	Side-by-Side
Cedar	11 toilets	5 toilets + 8 urinals	Separated
Maple	6 toilets	3 toilets + 3 urinals	Side-by-Side
Bosa	15 toilets	4 toilets + 7 urinals	Mostly separated

Dogwood	4 toilets	1 toilet + 1 urinal	Side-by-Side
Fir	12 toilets	4 toilets + 8 urinals	Side-by-Side
Facilities	1 toilet	1 toilet	Side-by-Side
Fitness Centre	2 toilets	1 toilet + 1 urinal	Separated
Sportsplex	10 toilets	7 toilets + 4 urinals	Side-by-Side
Willow	2 toilets	1 toilet + 2 urinals	Side-by-Side
TOTAL	**120 toilets**	**52 toilets + 62 urinals**	

In the survey conducted at Capilano, students were asked to rate their experiences of men's and women's washrooms. There are substantial differences in experiences between cisgender and TNB2S students within gender-designated washrooms (Figure 3.3-4). More than half of TNB2S students experience some degree of challenge in these spaces compared to 17% of cisgender students (Student Survey 2018).

One TNB2S student depicted the challenges they face when accessing the gender-designated facilities:

> There are still many students here who are ignorant and cruel. ... It's awful and I face consistent challenges or issues in the washrooms (e.g., jokes, yelling, slurs, or assault). ... I fear for my safety regularly (TNB2S Student, Student Survey 2018).

Figure 3.3-4 Ratings of Student Experiences in Men's and Women's Washrooms (N=27)
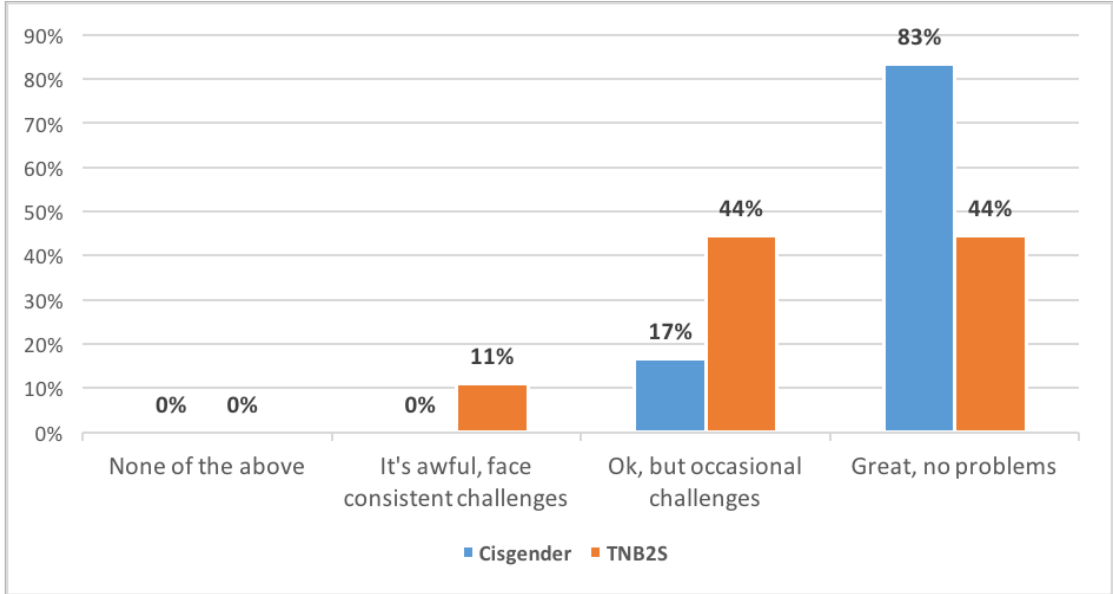
3.3.3 Change Rooms

There are several change room facilities on campus that are designated by gender, including the Sportsplex and the Fitness Centre. There are a few gender-neutral change rooms. The Sportsplex has multi-stall women's and men's change rooms, including one regular one and one home team. The home team change room is only available during games. Both have open-concept (also known as gang) shower arrangements with a total of 10 showers between the two of them (Photo 3.3-1).

Photo 3.3-1. Sportsplex Men's Showers

The open concept showers are a difficult or impossible experience for TNB2S students. There is only one gender-neutral shower in the Sportsplex, which is also needed to support wheelchair accessibility. Cisgender student who get misgendered also have an interest in the gender-neutral shower, because they do not feel safe or comfortable using the gender-designated showers (Queer Collective, Interview 2018).

According to the results of the student survey, none of the 10 TNB2S students use the change room in the Sportsplex. There may be a variety of reasons for this; however, some of them are due to avoidance of the existing set-up of these facilities (Student Survey 2018). Of the cisgender respondents using the change rooms in the Sportsplex, most of them primarily use them for changing and do not shower in the open concept showers, or do so hesitantly and nervously. Only 28% of students have a neutral or pleasant experience using the showers. The results in Figure 3.3-5 clearly show that these facilities are not serving both cisgender and transgender students.

Figure 3.3-5 Level of Sportsplex Shower Usage (N=7)
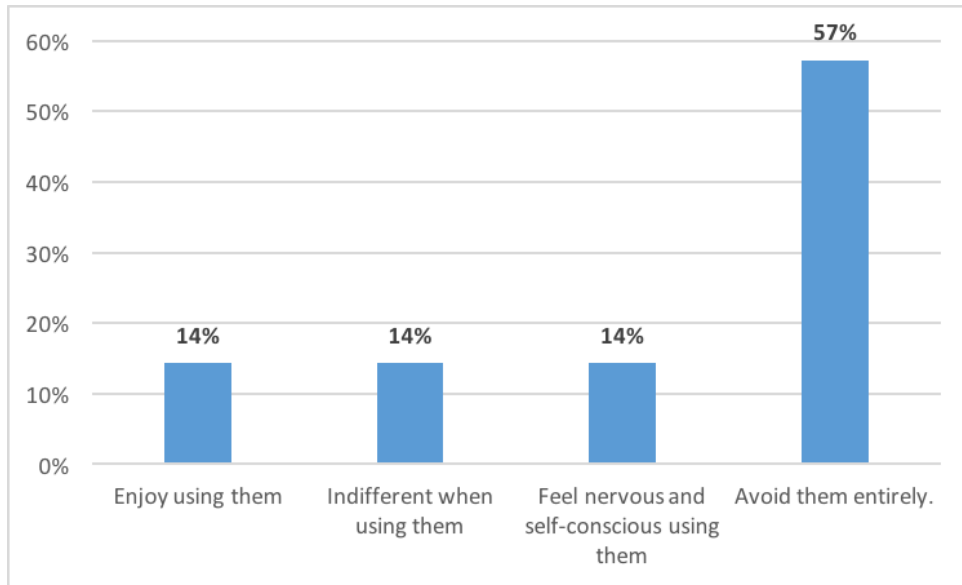
There are also change rooms with showers in the Fitness Centre and the Willow building. All of them are open-concept shower arrangements. The exception to these is the men's-designated shower in Willow (Photo 3.3-2).

The change rooms in Bosa are not labeled by gender, which is specific to film and theatre production culture (i.e. not as concerned with gender segregation) (Photo 3.3-3). The change rooms require keys to access, usually specific to a production.

Photo 3.3-2 Men's Shower in Willow	Photo 3.3-3 No Gender Label on Bosa Change Rooms

3.3.4 Signage

There is a standard approach and aesthetic to the signage on campus, which includes the use of gender icons on both gender-designated and gender-neutral washrooms and change rooms (Photos 3.3-4 and 3.3-5). The washroom signage uses gender icons, including male with pants, female with dress, and non-binary indicated with half dress and half pants icon. There is signage to indicate whether stall is locked or occupied; however, it is above the door frame, making it difficult to see (especially for someone in a mobility device). The history and rationale for the signage of the gender-neutral washrooms is not known. It may not have involved any consultation with students. Most likely it was a quick research and replace effort.

| Photo 3.3-4 Current Signage of Gender-neutral Washroom	Photo 3.3-5 Signage of Gender-Designated Washrooms

Students who responded to the survey indicated a slight preference for changing the existing signage to the alternative signage (Figure 3.3-6) with most of the elements in the proposed signage. Among cisgender students, 50% prefer the proposed signage either as is or with changes compared to 60% of TNB2S students (Figure 3.3-7).

Figure 3.3-6 Proposed Alternative Signage

Figure 3.3-7 Preferences for Washroom Signage (N=30)
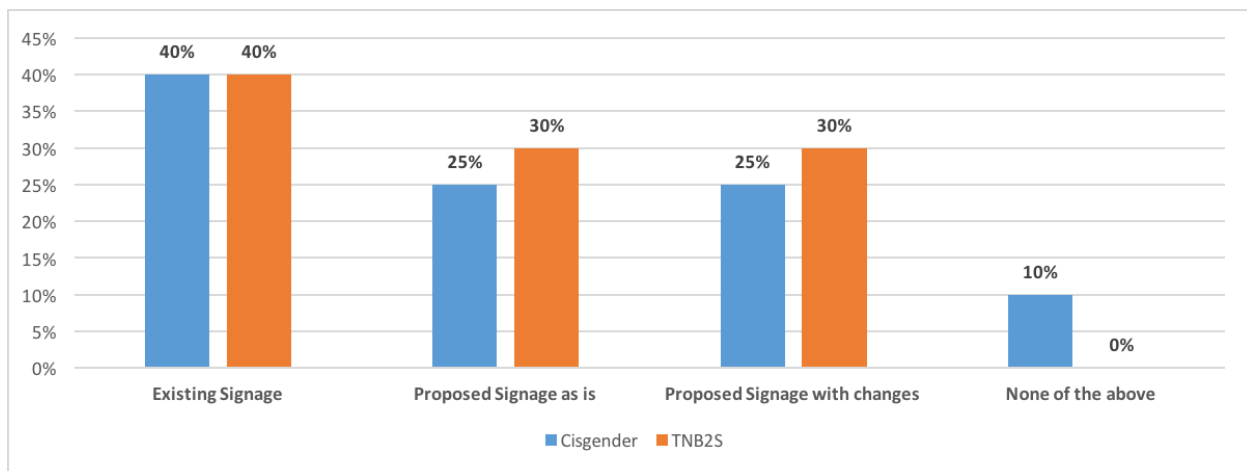
According to TNB2S students, the current signage could be better. Many TNB2S students agree with removing the gender icon, especially finding the half pant and half skirt icon to be problematic or incomplete representation of third genders or transgender people (Queer Collective, Interview 2018).

Most of the responses from student survey focused on the challenges with the half skirt and half pants icon meant to denote non-binary identities:

"I think [the current signage is] ok but a little derivative to have a half skirt/half pants person, I think a sign of a toilet would be better than that. [A]lso, the [wayfinding] signs pointing to the gender neutral bathrooms only have the male/female signs [Photo 3.3-6] which strikes me as odd" (TNB2S Student, Student Survey 2018).

Photo 3.3-6 Binary Wayfinding to Universal Washrooms
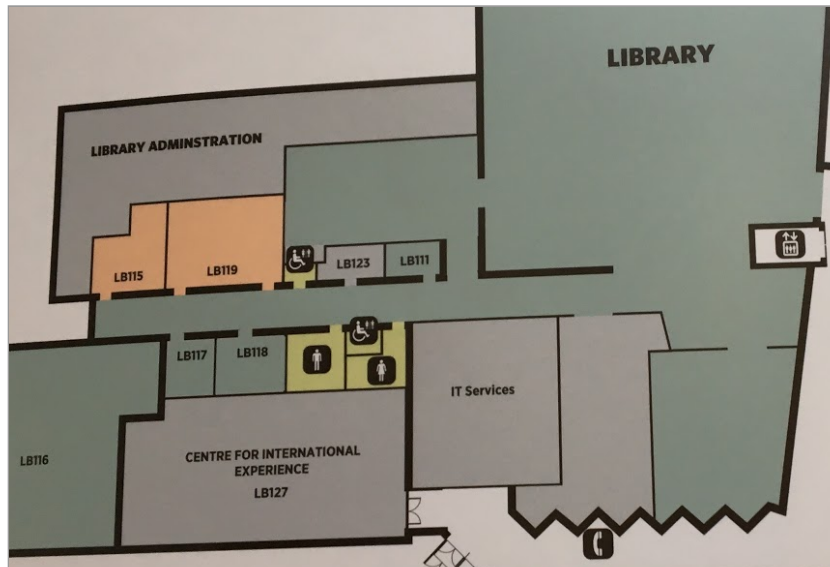
Even cisgender respondents found the binary gender icons problematic:

"I also like the absence of the stick figure wearing a dress [because] there are lots of women who aren't traditionally femme" (Cisgender Student, Student Survey 2018).

There was mixed response to including the message of "trans people welcome" on the alternative signage. One one hand, a student felt way of this messaging:

"I know the 'trans people are welcome' little footnote has the best intentions but something about including that puts me on edge a little bit. It's complicated ..."" (Transgender Student, Student Survey 2018).

On the other hand, another student's workplace has signage with the supportive message "Trans people welcome," which makes them feel safer (Queer Collective, Interview 2018).

Students also preferred the term "universal" to "gender-neutral." They thought the latter still references gender even though it is irrelevant in a universal washroom. The message from students is: "Take gender out of it" (Queer Collective, Interview 2018).

One student raised the issue of helping students for whom English is not their first language navigate any new signage changes:

"[I] think it's a great idea [the proposed signage,] but the sign of a woman is so universal it should be made clear even for those whose first language isn't [E]nglish" (Cisgender Student, Student Survey 2018).

Finally, there is no overview map on Capilano's website or on campus that provides locations and quantities of gender-neutral washrooms.

3.3.5 Housing

This is the second year of operating student housing at the university, which is offered to full-time students only. Before this, there was no student housing provided by Capilano University.

Capilano University is currently leasing the facilities on a 5-year lease. Last year, the residents had 100 students, partially filling Grouse and Cypress halls. The maximum capacity across all three dorms is 293 students (Johnstone, Interview 2018). This year is the first time that they are at maximum capacity with a few students on a waiting list. This represents a housing rate of 3.4% (i.e., 293 housed out of 8,600 total student population).

Residence life program is led by a full-time staff, who oversees 12 residence advisors (Johnstone, Interview 2018). Residence life offers students education and ongoing programming.

According to the Queer Collective, TNB students are interested in student housing; however, are hesitant to apply given so many unknowns, including roommate selection process, whether they would have to out themselves, and whether housing staff (including resident advisors) would be knowledgeable or supportive about transgender issues (Queer Collective, Interview 2018).

Responses in the student survey noted the need for choice and flexibility to meet a variety of needs across students of all genders. One student indicated the importance of choice: "I would hope that trans students are allowed to choose between single dorms or their choice of preferred dorm" (TNB2S Student, Student Survey 2018).

There are also stories of incorrect gender placement within residences: "One of my nonbinary friends requested a gender neutral floor and was put in a girls only floor instead; i would request they take more care with such placements" (TNB2S Student, Student Survey 2018).

One cisgender student noted the importance of gendered spaces within residences, especially all-female facilities: "I remember living in the Residence for a month, and girls from every floor or even other building[s] used to come to our women only bathroom. It's okay to have a gender neutral one but.. Well, girls are very sensitive. We can go to the gender neutral bathroom but not to brush our teeth and do a face mask there" (Cis Student, Student Survey 2018).

Floors and Rooms

There are three dorms that have identical layouts with three floors each. Grouse is the biggest of the three with two wings that mirror one another in structure with a total of 43 rooms, two lounges and two sets of washrooms (Johnstone, Interview 2018). The other two dorms are smaller and called Seymour Hall (30 rooms) and Cypress Hall (45 rooms). They are all open during the school year. Only Grouse Hall is open during winter break.

Every room has the same layout and square footage (Photo 3.3-7). However, there are two different rates of rooms offered based occupancy numbers. That is, there is a greater cost for single-occupancy compared to double-occupancy of the rooms.

There is a mix of floors with different gender designations. These are summarized in Table 3.3-3. All the gender-designated housing is provided in Grouse Hall (Photo 3.3-8). The gender of a floor is assigned dynamically each year based on the demand for this kind of housing (Johnstone, Interview 2018). Residence staff can create and adjust the number of gender-designated floors as needed. Gender-designated floors are generally more popular among international students.

Photo 3.3-7 Double Room in Dorm	Photo 3.3-8 All-Male Floor

There are also two studio apartments reserved for people with visual or physical impairments or other health issues (Johnstone, Interview 2018). Usually Accessibility Services determines the need for these apartments. Another unit with ensuite bathroom is left unadvertised in case there are any roommate issues or need to quickly change rooms.

Table 3.3–3 Summary of Floor Types and Quantities (September 2018)

Type of Floor	# of Floors	# of Rooms
All-female floor	3 floors	45 rooms
All-male floor	1 floor	15 rooms
Gender-neutral floor	9 floors	58 rooms
TOTAL	**13 floors**	**118 rooms**

Last year, there was one all-female floor and one all-male floor (Johnstone, Interview 2018). The all-male floor generally has more activity and noise than the all-female floor.

Besides gender, there are several other distinguishing factors of floors, including age and noise levels. That is, there is a mature student floor (i.e., available to anyone older than 24 years) on one wing of Grouse Hall. There is also a study-intensive floor, which is the quieter top floor of Grouse Hall, which consists of students who are sensitive to noise or introverted. The demand for single gender trumps the other needs for age and quiet (Johnstone, Interview 2018). There tends to be an overlap between gender and level of quiet (i.e., women are quieter).

<u>Washrooms and Showers</u>

The washrooms are mostly the same, except men's washrooms have urinals, which have been put into stalls for additional privacy.

Shower rooms consist of three shower stalls each with floor-to-ceiling doors (and no gaps in the doors). Before the university took on the lease, the showers only had curtains, and the university invested in doors. The showers on single gender floors are gender-designated; however, the remainder of the floors offer gender-neutral showers. If there is a guest of another gender on an single gender floor (e.g., a man visiting a woman), they would need to go to another floor to shower in the gender-neutral shower (Johnstone, Interview 2018).

Roommate Selection

Requesting a roommate is also a process involving gender distinctions. That is, for a room with two occupants, the students must both be of the same gender, even if the room is on a gender-neutral floor (Figure 3.3-8). Capilano uses the system StarRez to make roommate selections. StarRez relies on gender imported from Banner to facilitate the roommate matching within its platform. Currently there are only options of male and female within Banner. Only if student shares with student housing staff that they are transgender or non-binary (i.e., identify differently than the gender indicated on their records) are they able to get accommodations to select a roommate or a floor that aligns with their gender identity (Johnstone, Interview 2018).

Figure 3.3-8 Gendered Floors and Rooms within Capilano Residences
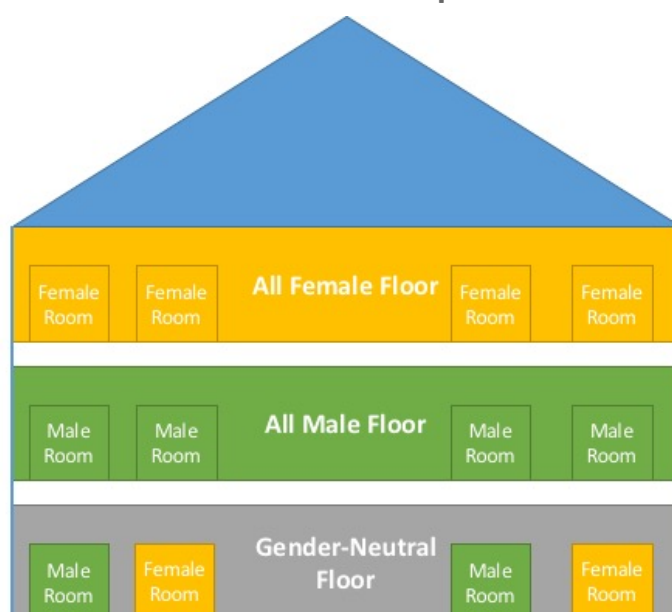
If a trans man or woman's legal sex is different than their gender, then they would not allow matching with other men and women on the StarRez platform. For example, a trans woman who has "male" on her student records would only be shown male students for possible roommate matches on StarRez. By way of another example, a trans man who has "female" on his records would only be allowed roommate matches with women (Johnstone, Interview 2018). This presents confusion and challenges for all involved.

It is even more complex for non-binary students, because there is no gender category that aligns with their gender identity. The current procedure would be to honour the wishes of the non-binary student in terms of the type of gendered floor or room they wish to live in (from only two options). The staff would not force anybody into a single room, but would offer that for no additional charge (Johnstone, Interview 2018). Even if there was a category added for non-binary, there would need to be sufficient non-binary students to be "matched" with one another to share a double room.

According to the Queer Collective, one big unknown or concern among TNB2S students is being matched with a roommate who is not familiar with transgender issues and/or transphobic (Queer Collective, Interview 2018). They wonder: Would they be stuck with a problematic roommate, or have to feel awkwardness of moving mid-way through the year? Would the roommate be uncomfortable with hormone therapy (which sometimes requires needles), or trans-specific equipment (e.g., binders, breast forms, packers, and gaffs)? There is a big concern about safety. If TNB students do not know the process and/or how issues or challenges are handled, they simply avoid applying (Queer Collective, Interview 2018). In order to avoid issues with roommates, they wondered if they would have to pay more for living in a single room.

<u>Information + Procedures</u>

There is currently no information or procedures that provide guidance on gendered facilities and/or roommate selection (Johnstone, Interview 2018). There are specific supports, including trained residence advisors. They receive two weeks of training, including one session from the Queer Resource Centre, crisis intervention, international students, Indigenous students, and sexual violence/consent training (Johnstone, Interview 2018).

In terms of supporting a transitioning student, staff would work with that student on a case-by-case basis to meet the student's unique needs (Johnstone, Interview 2018). Where needed, staff would offer the student the temporary emergency room (which is on the mature student floor) and would be willing to have them move right away. The resident advisor could provide emotional support and check-ins. If the emergency room is filled, the university is able to put students up in a hotel as a short-term measure (Johnstone, Interview 2018). There may also be the option to identify students willing to swap with the transitioning student. The staff would never force a transitioning student to stay in their room, floor, or hall.

3.3.6 Summary

This section provided an overview of the challenges and barriers of TNB2S students and employees related to gendered facilities, including washrooms, change rooms, and residences. By providing an inventory of the number and types of features within these facilities, the section identified the specific issues of safety, availability, and access that both TNB2S students and employees struggle with.

Key TNB2S Issues and Barriers related to Facilities:
- Low numbers and lack of distribution of universal washrooms, including 4 out of 14 buildings on campus that do not have any gender-neutral washrooms
- Lack of privacy features and amenities in men's and women's washrooms
- Signage with gender icons reinforces gender stereotypes
- Challenges with gender-based roommate matching in student residences

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3.4 Programs and Services

3.4.1 Background

There are several programs and services on campus that reference or involve gender. There are currently no TNB2S-specific programs or services on campus (Queer Collective, Interview 2018). The general philosophy and culture of Capilano is that no gender should be required to access services and programs. There is not one place where TNB2S-specific resources are listed on the university website or available on campus (Chan, Interview 2018). There are two services of particular interest and need for TNB2S students and employees, including health care and counselling, which will be described in more detail in this section.

3.4.2 Health Care

TNB2S Students

Capilano provides healthcare to students on campus through a clinic. The experiences of TNB2S students using the on-campus clinic have been challenging. The clinic is not set-up from a perspective of both respectful interactions and supportive systems. For example, the clinic staff assumed one TNB2S student's pronouns based on their sex in the medical record and continued to misgender them even after the student shared their pronouns (Queer Collective, Interview 2018). There is nowhere on the medical record to indicate that someone is transgender. The nurse was confused by a female assigned at birth student taking testosterone and asked questions that were not relevant (if the nurse had known the student is trans).

Student Health Care Plan is administered through CSU. It is not known whether the plan covers trans-specific procedures beyond the scope of what BC's Medical Services Plan (MSP) offers. The clarification provided to date has been: "If a doctor prescribes it, then it is covered." This is helpful for hormones, but may not address other gender-affirming and life-saving procedures, such as facial feminization and/or laser hair removal, which many doctors consider to be aesthetic (i.e., not medically necessary).

TNB2S Employees

The university offers its employees extended health and dental benefits through Great West Life and life insurance, accidental death and dismemberment, and short- and long-term disability through Manulife (Stenson, Interview 2018). The university also provides the option of Health Spending Accounts as well as Employee Assistance Program. It is not currently known whether the extended health benefits cover trans-specific procedures not covered by MSP.

The university provides different levels of benefits based on negotiations with two unions (i.e., MoveUp for university staff and Capilano Faculty Association). The university negotiates these

agreements with the unions on a 5-year cycle. Both agreements expire in 2019 (Stenson, Interview 2018).

In general, information about benefits are provided to university employees through three main methods, including:

- During enrolment with benefits staff;
- Brochures; and
- Employee intranet.

The benefits staff at the university meets with all eligible employees to review their benefits and enrol them. The best source of information exchange is currently in person (Stenson, Interview 2018).

There are future plans for a wellness website that would engage employees in various topics and discussions that would signal the university cares about the rest of the employee's life (Stenson, Interview 2018). The wellness site would be a good place to contain information about trans-specific coverage and locally-available trans-competent supports and care. This would provide a place to get relevant information that TNB2S employees can access privately.

3.4.3 Counselling

TNB2S Students

TNB2S students report having low confidence in the counselling department TNB2S-competent care (Queer Collective, Interview 2018). As such, most TNB2S students go to Queer Collective for emotional support among peers. However, this only goes so far, because peers are not trained in professional methods. TNB2S students wonder whether the counselling department has a plan or approach to supporting their specific and unique needs.

TNB2S Employees

The university offers on-call support through the Employee Assistance Program (EAP). It is not known the level of TNB2S competence that counsellors within the EAP have. In general, EAPs are often under-equipped to handle issues specific to TNB2S people and fall short of meeting their needs, especially during critical times.

3.4.4 Gender Transition

To date, the human resources process around gender transition on the job has been largely ad hoc. The process is developed in collaboration with the TNB2S employee tailored based on their unique needs and interests.

3.4.5 Curriculum

TNB2S students noted the issue of outdated curriculum being used in certain programs at the university to describe TNB2S people and their experiences. There are specific programs at the university in which this happens, including psychology and biology. The latter is more inclusive of TNB2S people where instructors acknowledge that sex does not necessarily equate to gender and that there is much variation within sex. Psychology uses more outdated material, including heavy medicalization of TNB2S people with invasive details about their surgeries. The narrative of "born in the wrong body" is forefronted (Queer Collective, Interview 2018). Students have tried to raise these issues with instructors, but were not able to affect much change.

3.4.6 Summary

This section provided an overview of the challenges and barriers of TNB2S students and employees related to programs and services that involve gender at the university. There are specific specific needs related to access to health care, counselling, and gender transition supports. Lastly, curriculum in certain fields perpetuate simplistic or incomplete information about TNB2S people and issues.

> **Key TNB2S Issues and Barriers related to Programs and Services:**
> - Lack of trans-specific procedures not covered by MSP offered through StudentCare or employee extended benefits
> - Lack of trans-competent health care in on campus counselling and health clinics for students
> - Lack of guidance for transitioning one's gender on the job for university employees
> - Incomplete information about TNB2S people in some curriculum

3.5 Communications

3.5.1 Background

There are several departments that undertake communications and marketing efforts. There are university communication staff for both internal communications with staff and external communications. Communications with students is the domain of the registrar's office. There is some cross-over and coordination between these offices.

There are several communication methods, including: Town hall meetings, emails, employee intranet called Frontlines, speeches, press releases, and presentations (Chibuk, Interview 2018).

Each faculty develops their own brochures specific to their program. The communications and marketing department shares knowledge with programs, including Constant Contact stats. The Centre for International Education, the BlueShore Theatre, and Continuing Studies & Executive Education have their own communications staff (Chibuk, Interview 2018).

TNB2S people are challenged also by current communication approaches. That is, there is a overemphasis on binary notions of gender both within written and visual communications. In this situation, many TNB2S students and employees do not see themselves represented in the current communications materials.

The university is also active on social media. Many department and program areas have their own social media accounts. There are no overarching guidelines on how they communicate about gendered issues with these accounts for consistency or inclusivity (Chibuk, Interview 2018).

3.5.2 Materials

There are two key communication materials that the university produces, including the viewbook and the factsheet.

The viewbook consists of information on admissions, programming, and campus experiences and is distributed during student recruitment efforts (Chibuk, Interview 2018). There are opportunities to revise Capilano's viewbook to ensure that TNB2S students see themselves in the university and are confident and inspired to apply and attend (Ross, Interview 2018).

One piece that the Communications & Marketing department produces annually is the fact sheet, "Capilano University at a Glance," which the president shares with new board members and others. This usually includes number of students, but excludes any gender breakdown (Chibuk, Interview 2018). However, it does use gendered icons (male icon) to represent student numbers.

3.5.3 Style Guide

The communications and marketing department has an editorial style guide available on Frontlines. The guide was started in 2017 with continuous updates. The style guide has information on gender inclusive language, pronouns, and title usage (Chibuk, Interview 2018). For example, the style guide encourages the use of the gender-neutral pronoun "they" instead of "she/he" or "person/individual" instead of "man/woman." It also recommends other gender-neutral terms, such as "humanity" instead of "mankind" or "personnel" instead of "manpower." This applies also to common sayings, such as "middleman" and use instead "go-between."

The guide also addresses misnomers, such as "sexual preference" with more suitable term "sexual orientation." The guide also has a specific section on personal pronouns, which defines the different types of pronouns and recommends the second person singular ("you") to make the materials more direct, approachable, and gender-neutral. The style guide is frequently referenced to create consistent messaging at the university.

A while ago, there was a comprehensive scrub of references in policies to "she/he" and global replacement with "they" or "individual" in the university's policies (Chen, Interview 2018). Some other university documents, such as Terms of References, still use expressions, such as "he/she" and "man/woman" only.

3.5.4 Visual Representation

The department makes a conscious effort to have visual representation across diverse groups. Capilano University has both a Flickr and Instagram account. These are often sources of photos for promotional and communication materials, including presentations, created by the communications and marketing department. The university has a visual media specialist, who takes compelling and diverse photos (Chibuk, Interview 2018).

Based on a scan of the Capilano website and brochures, there is a good representation of race and ethnicity; however, there are gaps in depictions of the range of gender expressions. In particular, there is a lack of representation of more androgynous looking people as well as women that look more masculine and men looking more feminine.

There is no visibly standard way to portray TNB2S people, because they come in all varieties of shapes, sizes, and looks. However, gender expression in university materials are depicted in primarily binary ways (i.e., very masculine and very feminine).

Whether cis or trans, these combinations of gender expression and identities ensure a broader spectrum of representation and serve to relax and reduce the amount of gendered-assumptions at the university. Photo 3.5-1 provide some examples of what diverse representations of gender expressions looks like.

Photo 3.5–1 Depictions of Diverse Gender Expressions

The university also occasionally uses the commonly read as male icon in university communication materials. For example, the annually generated fact sheet uses this icon (Figure 3.5-1).

Figure 3.5-1. Use of Male Icon in University Fact Sheet

3.5.5 Instructor–Student Relations

Employee TNB2S Acceptance

Students were asked to rate their instructors' level of knowledge and acceptance of TNB2S students. The results were mixed. The responses varied among the cisgender students across "friendly" to "unaware" to "not sure" (Figure 3.5-2). Among the TNB2S students the responses were mainly centered on "trans aware" (50%), "not sure" (30%), and "transphobic" (10%) (Student Survey 2018).

Figure 3.5-2 Level of Instructor Knowledge and Acceptance of TNB2S Students (N=29)
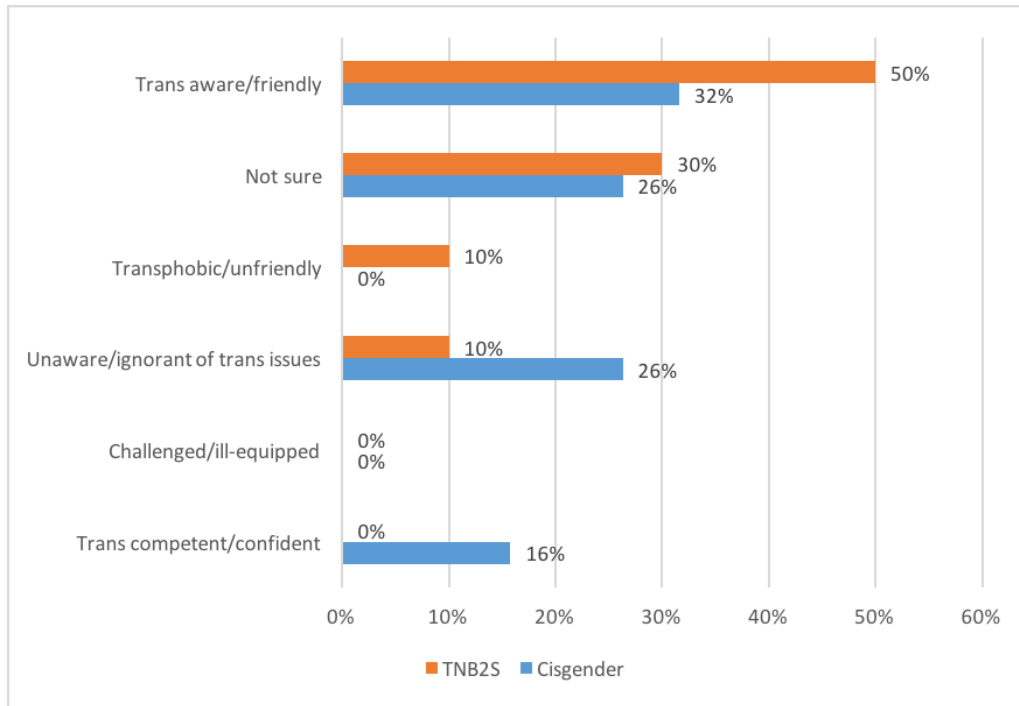
"Some specific Capilano Staff have definitely made absolutely strong efforts to be an active ally/understanding individual towards transgender issues, and these efforts really help to foster a better environment. However the great majority of people are often neutral towards these issues, or in a manner that shows very limited knowledge aside from knowing what the T in LGBT means" (Cisgender Student, Student Survey 2018).

"As a [removed for confidentiality] student I'd appreciate a mandatory orientation for all staff to address the pronouns and gender issues that arise especially with the older generation of instructors. The [removed for confidentiality] instructors require this. Being the target of passive-aggressive comments like "trained-victim" or "one of those" is not acceptable. Change is inevitable and the instructors preach it everyday but heaven forbid it ever applies to them" (TNB2S Student, Student Survey 2018).

Preparation of Employees

There is mandatory Respectful Workplace training in-person four times a year that faculty and staff take together. There is also a complementary e-Learning course that is currently being developed. This is meant to fill in the gap between in-person training and for those who have reoccuring respect issues that require refreshers (Lacoste, Interview 2018).

There is also new employee training twice a year, which is a full day. There are several key components of this session, including: Respectful Workplace, communications, human rights,

discrimination. This training includes scenarios for practice in small groups. There is no external resource that has provided trans competency training to the university as of yet.

Often the Queer Collective is called upon to conduct training of university instructors and staff. They have done so for free; however, the Queer Collective is volunteer run. It falls on queer students to educate the university for free. Students do not consider this a sustainable and fair model. They noted the importance of the university paying for training of their instructors using dedicated professional expertise (Queer Collective, Interview 2018).

Three years ago, the Queer Collective conducted a voluntary half-day session on queer and trans issues with representatives from key departments . There was a low turnout by attendees who mostly already knew the information shared. It did not reach the people who needed to hear the information. Also, recently Adrienne Smith, a non-binary lawyer in Vancouver, came and presented a workshop to the CSU board and staff.

There is a generational divide between instructors and students, where the instructors sometimes think or say: "Trans or non-binary are made up identities" or "It's just a fad." These harmful beliefs and attitudes come across as dismissive to TNB2S students trying to stay focused on their studies. Students want to emphasize that gender diversity has been in society from the beginning. It has just been buried or in the shadows - inaccessible to mainstream until now when TNB2S students are more vocal and visible.

Students provided input on the methods and topics that would help make university employees more supportive of TNB2S students. As shown in Figure 3.5-3, the highest rated method is providing information on gender concepts and terms (86% of respondents), followed by inclusive language (80%) and respectful interactions (70%) (Student Survey 2018).

Figure 3.5-3 Types of Training Methods for University Employees (N=30)
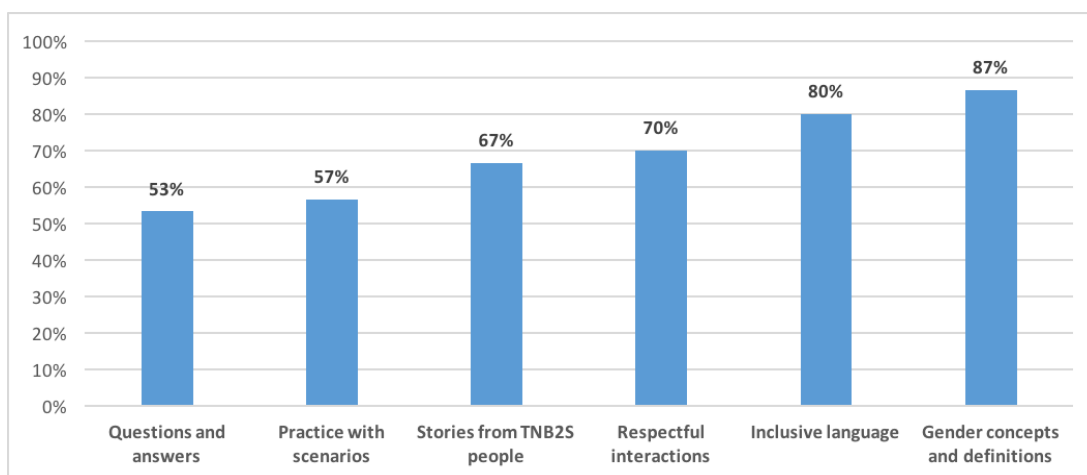
3.5.6 Community Awareness

CSU has been at the forefront of creating awareness in the community about TNB2S issues. This is done primarily Pride Week and through panel discussions. The attendance at these events is typically low (i.e., less than 10 people). For example, Adrienne Smith recently presented to the university community with a total of 20 attendees (Queer Collective, Interview 2018).

It is difficult to get students to stay on campus. Most students at Capilano travel an average of 1.5 hours to get to university every day. As such, it is very difficult to engage students who are tired at the end of the day and simply want to go home and rest, or have one or more jobs.

There are two time slots (Tuesdays and Thursdays between 11:30am and 1:00pm) where the university does not schedule any classes. This is where a lot of CSU programming happens. This is the time window with the greatest opportunity to reach students on TNB2S issues.

3.5.7 Summary

This section provided an overview of the challenges and barriers of TNB2S students and employees related to communications, including textual and visual aspects of communications. There are often embedded binary aspects of language and visual content that reinforces stereotypes and exclusion of TNB2S people.

> **Key TNB2S Issues and Barriers related to Communications:**
> - Broad gender inclusive language exists in university communications style guide; however, it lacks TNB2S specificity
> - Continued binary-only references (e.g., "he/she" or "man/woman") in Terms of References and other agreements
> - Use of gender icons in information and infographics that reinforce gender stereotypes
> - Limited representation of diverse gender expressions in university photography used in communication materials and on social media
> - Little to no trans-competency sessions for university employees on TNB2S issues and experiences
> - Little community-wide information on TNB2S issues and experiences

4. Solutions

4.1 Overview

Based on the key findings explored in Section 3, TransFocus identified a total of 36 recommendations. These recommendations arise from ideas provided by university administration and students as well as best practices from other organizations. Each recommendation entails a concrete change to systems or spaces. To ensure these changes are meaningfully operationalized there is the need for supporting policy or procedures, information dissemination, and training or sessions as depicted in Figure 4.1-1.

There are three different tables (Tables 4.2-1, 4.3-1, and 4.4-1) with recommendations for students, employees, and both with the following breakdown of numbers of recommendations:
- Students = 14 recommendations;
- Employees = 12 recommendations; and
- Both = 10 recommendations.

The following definitions are provided for each of the supporting actions for clarity and understanding:
- Policies and procedures encompass official direction and guidance from the university to employees and/or students on important issues related to TNB2S issues.
- Information dissemination entails all hard copy and digital materials announcing and summarizing changes and delineating university expectations, especially related to any substantive departures from past ways of doing or acting.
- Training + sessions are the in-person delivery of updates about changes to systems and procedures to employees and/or students.

Figure 4.1-1 Changes with Supporting Actions
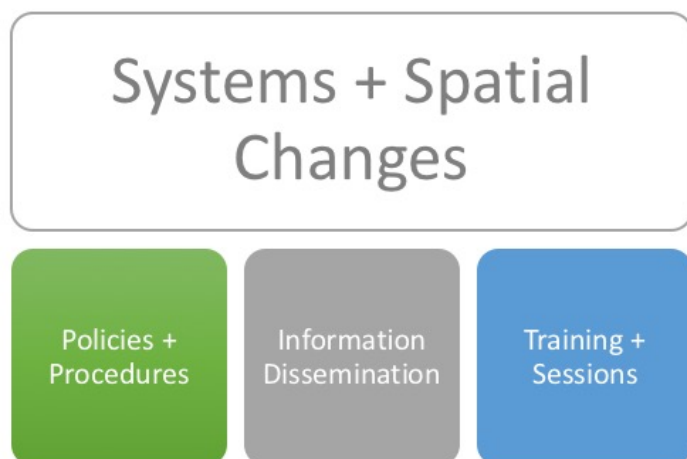
Given the volume and types of recommendations, the following alpha-numerical codes have been introduced to allow for ease of reference, which is especially relevant during discussions and implementation efforts. All recommendations start with the letter "R." The supporting actions are also coded for convenience, including using: "P" for procedures, "I" for information, and "T" for training related to students

A document accompanying this audit, called the *Implementation Strategies for Gender Diversity at Capilano University*, provides additional details about the supporting actions. The plan makes reference to the codes used for the recommendations and supporting actions. The plan entails proposed timelines, including quick starts, medium-term, and long-term actions, as well as possible topics and steps for the proposed procedure, informational materials, and training and information sessions.

4.2 Solutions for Students

Table 4.2-1 summarizes the 14 solutions that TransFocus recommends to resolve the challenges and barriers currently experienced by TNB2S students at the university.

Table 4.2–1 Summary of Recommendations for University Students

Category	Recommendation for System/ Spatial Change	Supporting Actions
GENDERED RECORDS	**R1:** (i) Students can currently change their legal name by providing proof of change (e.g., Name Change Certificate); however, there is a lack of procedure, communications, and training on the steps needed to accomplish this. (ii) Introduce and offer students the option of combined legal and chosen names with use of brackets on transcripts and other legally-informed university documentation. For example, Ann Chan (aka Troy Chan), if Ann is the chosen name and Troy the legal name.	**P1:** Create *Guidelines for Changing Student Records* **I1:** Create and disseminate *Information Sheet on Student Records Changes* **T1:** Conduct *Information Session for TNB2S Students*
	R2: i) Integrate standardized, widespread use of chosen name for (in order to priority): • Class lists, especially for roll call; • Email addresses; • Identification card; • User names; and • Email and letter correspondences. ii) Ensure recognition in names of symbols beyond letters, including punctuation and numbers, for Two Spirit students.	**P2:** Create *Guidelines for Respectful Interactions with Students* **I2:** Create and disseminate *Summary of Respectful Interactions with Students* **T2(a):** Conduct *Training Session for University Employees on TNB2S Issues* **T2(b):** Conduct *Information Sessions for Cisgender Students*

Category	Recommendation for System/ Spatial Change	Supporting Actions
GENDERED RECORDS	**R3**: Introduce and operationalize the collection and use of students' third-person pronoun field in their student profile in Banner.	**P3**: Create *Guidelines for Respectful Interactions with Students*
		I3: Create and disseminate *Summary of Respectful Interactions with Students*
		T3(a): Conduct *Training Session for University Employees on TNB2S Issues* **T3(b)**: Conduct *Information Sessions for Cisgender Students*
	R4: Add gender-neutral title of "Mx" to the dropdown list in Banner.	**P4**: Create *Guidelines for Respectful Interactions with Students*
		N/A
		T4: Conduct *Training Session for University Employees on TNB2S Issues*
	R5: Provide students with convenient options to change their chosen name, pronouns, and titles, ideally through an online self-serve method.	**P5**: Create *Guidelines for Changing Student Records*
		I5: Create and disseminate *Information Sheet on Student Records Changes*
		T5(a): Conduct *Training Session for University Employees on TNB2S Issues* **T5(b)**: Conduct *Information Session for TNB2S Students*
GENDER DATA	**R6**: i) Adopt within student profiles in Banner the two-part gender question with voluntary disclosure based on the decision made by BC registrars in June 2017 (BCCAT 2017): 1) What is you gender identity? Woman, Non-binary, Man, Prefer Not to Say 2) Do you have transgender experience (i.e., your gender is different than you sex assigned at birth)? Yes, No, Prefer Not to Say ii) Coordinate with EPBC to align expansion of gender categories (including voluntary disclosure) to ensure complete transfer of data between EPBC and Banner platforms.	**P6**: Develop *Gender Data Use Plan*
		I6: Develop *Communications Plan to Introduce Expanded Gender Categories*
		T6: Conduct *Training Session for University Employees on TNB2S Issues*

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Category	Recommendation for System/ Spatial Change	Supporting Actions
GENDER DATA	**R7**: Provide students with convenient options to change their gender, ideally through an online self-serve method.	**P7**: Create *Guidelines for Changing Student Records*
		I7: Create and disseminate *Information Sheet on Student Records Changes*
		T7: Conduct *Information Session for TNB2S Students*
	R8: Include two-part gender questions in any anonymous surveys developed through Institutional Research that align with how question is asked for student profiles in Banner.	**N/A**
		I8: Develop *Communications Plan to Introduce Expanded Gender Categories*
		N/A
	R9: Institutional Research to conduct annual *TNB2S Wellbeing Survey* to collect information about levels of satisfaction, sense of safety, challenges, needs, interests, and concerns among TNB2S students at the end of each year.	**P9**: Develop *Gender Data Use Plan*
		I9: Develop *Communications Plan to Introduce Expanded Gender Categories*
		N/A
FACILITIES – HOUSING	**R10**: Explore options and make updates in StarRez system to improve roommate matching, room and floor designations for TNB2S students. The updated approach should address three key needs: ● i) <u>Choice</u>: Allow students to determine whether gender is a deciding factor in their selection of roommate or designation of their room/ floor. This could be achieved by asking students two questions in StarRez: Q1: Do you need/want a single-gender room? Y/N Q2: Do you need/want a single-gender floor? Y/N If Yes to Q1+Q2 → Single-gender floor If Yes to Q1, No to Q2 → Single-gender room on gender-neutral floor If No to Q1+Q2 → Gender-neutral room on gender-neutral floor ● ii) <u>Change</u>: Allow TNB2S students for whom gender on their student profile in Banner is different from their current gender to change their gender within StarRez to allow for proper gender-based matching and designation. Ideally, this change could be done privately online without having to out oneself to housing staff.	**P10**: Create *Roommate Matching Procedure*
		I10: Create *Information Sheet on TNB2S Students in Residences*
		T10: Conduct *Training Session for University Employees specific to TNB2S Issues*

Category	Recommendation for System/ Spatial Change	Supporting Actions
FACILITIES – HOUSING	**R10 (cont'd)**: ● iii) <u>Exceptions</u>: Allow non-binary students to match up with students of any gender, because the pool of non-binary students is potentially too small to allow for gender-specific matching.	
	R11: Involve TNB2S experiences and considerations in planning of the on-campus residences to anticipate and address TNB2S challenges with creative solutions.	**N/A** **I11**: Create *Recruitment to Facilities Planning Process* **N/A**
PROGRAMS + SERVICES	**R12**:Improve access to health care benefits for TNB2S students by: i) Adding transition-related procedures through StudentCare that are not covered by BC's Medical Services Plan (MSP)(e.g., hormone replacement therapy, laser hair removal, voice surgery or therapy, and facial feminization procedures). ii) Identifying a list of preferred and designated healthcare professionals who are trans-competent and safe to allow easier and quicker access to important care	**N/A** **I13**: Create *Information Sheet on TNB2S Student Supports* **T13:** Conduct *Training Session for University Employees specific to TNB2S Issues*
	R13: Ensure trans-competent counselling/wellness support and health care as part of on campus clinic, including: ● Intake procedures and forms; ● Ways to make informed and sensitive assessments and inquiries; ● Understand test results and standards; and ● Provide needle exchange services.	**N/A** **I13**: Create *Information Sheet on TNB2S Student Supports* **T13**: Conduct *Training Session for University Employees specific to TNB2S Issues*
	R14: Explore and create TNB2S-specific services, including possibilities of: ● App-supported group study programs ● Meet-ups for TNB2S students ● TNB2S history programs ● Additional ideas and needs identified through annual *TNB2S Wellbeing Survey*	**N/A** **N/A** **N/A**

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4.2 Solutions for Employees

Table 4.2-1 summarizes the 12 solutions that TransFocus recommends to address the current issues and challenges facing TNB2S employees.

Table 4.2-1 Summary of Recommendations for University Employees

Category	Recommendation for System/ Spatial Change	Supporting Actions
GENDER RECORDS	**R15**: (i) Employees can change their legal name by providing proof of change (e.g., Name Change Certificate); however, there is a lack of procedure, communications, and training on the steps needed to accomplish this. (ii) Introduce and offer employees the option of combined legal and chosen names with use of brackets on transcripts and other legal documentation.	**P15**: Develop *Gender Transition Checklist for Employees*
		I15: Create and disseminate *Information Sheet on TNB2S Employee Supports*
		N/A
	R16: Integrate standardized, widespread use of chosen name for (in order to priority):: • Email address; • Identification card; • Name tag (where relevant); • Intranet posts; • User name; and • Email and letter correspondence.	**P16**: Develop *Guidelines for Respectful Interactions with Students and Colleagues*
		I16: Create and disseminate *Summary of Respectful Interactions with Colleagues*
		T16: Conduct *Training Session for University Employees specific to TNB2S Issues*
	R17: Introduce and operationalize the collection and use of employees' third-person pronoun field in their profile on Banner.	**P17**: Develop *Guidelines for Respectful Interactions with Students and Colleagues*
		I17: Create and disseminate *Summary of Respectful Interactions with Colleagues*
		T17: Conduct *Training Session for University Employees specific to TNB2S Issues*
	R18: Introduce gender-neutral title of "Mx" to the dropdown list.	**P18**: Develop *Guidelines for Respectful Interactions with Students and Colleagues*
		N/A
		T18: Conduct *Training Session for University Employees specific to TNB2S Issues*

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Category	Recommendation for System/ Spatial Change	Supporting Actions
GENDER RECORDS	**R19**: Provide employees with convenient options to change their chosen name, pronouns, and titles, ideally through an online self-serve method.	**P19**: Develop *Gender Transition Checklist for Employees*
		I19: Create and disseminate *Information Sheet on TNB2S Employee Supports*
		T19: Conduct *Training Session for University Employees specific to TNB2S Issues*
GENDER DATA	**R20**: i) Adopt the two-part gender question with voluntary disclosure within employee profiles in Banner and Famis: 1) What is you gender identity? Woman, Non-binary, Man, Prefer Not to Say 2) Do you have transgender experience (i.e., your gender is different than you sex assigned at birth)? Yes, No, Prefer Not to Say ii) Provide a mechanism during transfer between PeopleAdmin and Banner where employees can voluntarily self-declare their gender, rather than having HR staff guess or assume based on legal name and/or visual appearance of employee.	**P20**: Develop *Gender Data Use Plan*
		I20: Create and disseminate *Communications Plan to Introduce Expanded Gender Categories*
		T20: Conduct *Training Session for University Employees specific to TNB2S Issues*
	R21: Provide employees with convenient options to change their gender, ideally through an online self-serve method.	**N/A**
		I21: Create and disseminate *Information Sheet on TNB2S Employee Supports*
		N/A
	R22: Coordinate with BC Statistics to introduce the gender question into the annual employee engagement survey. The gender question should be two-part to align with how question is asked for employee profiles in Banner (See RE6).	**N/A**
		N/A
		N/A
PROGRAMS + SERVICES	**R23**: If not already provided, add transition-related procedures through extended health provider that are not covered by BC's Medical Services Plan (MSP) (e.g., hormone replacement therapy, laser hair removal, voice surgery or therapy, and facial feminization procedures).	**P23**: Develop *Gender Transition Checklist for Employees*
		I23(a): Create and disseminate *Information Sheet on TNB2S Employee Supports* **I23**(b): Conduct discussions with unions
		N/A

Category	Recommendation for System/ Spatial Change	Supporting Actions
PROGRAMS + SERVICES	**R24**: Vet counsellors in Employee Assistance Program (EAP) as trans competent. If none available, university to offer alternative counsellors that are locally available and confident supporting TNB2S clients.	**N/A**
		I24: Create and disseminate *Information Sheet on TNB2S Employee Supports*
		N/A
	R25: Develop and introduce a formal process and support mechanisms for university employees to transition their gender on the job.	**P25**: Develop *Gender Transition Checklist*
		I25(a):Create and disseminate *Information Sheet on TNB2S Employee Supports* **I25 (b)**: Conduct discussions with unions
		TE11: Conduct *Training Session for University Employees specific to TNB2S Issues*
	R26: Conduct a comprehensive review of curriculum to identify opportunities to expand and revise materials to reflect the full range of gender identities and experiences.	**N/A**
		I26: Develop *Approach to Curriculum Review*
		N/A

4.3 Solutions for Both

Table 4.3-1 summarizes the 10 solutions that TransFocus recommends to address the issues that both students and employees have in common along with some of their cisgender counterparts.

Table 4.3-1 Summary of Recommendations for Both University Students and Employees

Category	Recommendation for System/ Spatial Change	Supporting Actions
FACILITIES (WASHROOMS + CHANGE ROOMS)	**R27**: Create greater quantity and better distribution of universal washrooms across campus with three separate strategies: i) Convert some of the men's and women's multi-stall washrooms into universal washrooms in four buildings that *do not* currently have them, including: • Dogwood: Convert men's washroom into single-occupancy universal washroom • Fir: On first floor convert men's washroom into universal and on third floor remove walls between men's and women's to convert into universal multi-stall washrooms • Fitness Centre: Convert both men's and women's single-occupancy units into universal washrooms • Willow: Convert the men's washroom and shower into a single-occupancy universal unit ii) Add more universal washrooms to the following floors within buildings that *already have* them: • Arbutus: On second floor by either converting Room 208 or 210 into universal washroom(s) • Cedar: Convert women's on first floor to universal multi-stall washroom • Library: Add single-occupancy gender-neutral washrooms to 312A iii) Convert single-occupancy washrooms that are unnecessarily gender-designated to universal washrooms, including: • Bosa 252 is a designated for women • Facilities 105 and X08 are designated men's and women's single-occupancy washrooms.	**P27** Develop *Facilities Standards Document* **I27**: Create and disseminate *Map of Washroom and Change Room on Campus* **T27**: Conduct *Training Session for University Employees specific to TNB2S Issues*

Category	Recommendation for System/ Spatial Change	Supporting Actions
FACILITIES (WASHROOMS + CHANGE ROOMS)	**R28:** Install more amenities and features in gender-designated washrooms across campus to increase privacy and convenience: • Install hygiene disposal units in each washroom stall (86%) • Install locks with red for occupied and green for unoccupied (71%) • Close the gaps in the stall doors of gender-designated washrooms (71%) • Add dividers between urinals (71%) (% are results from Student Survey 2018)	**P28**: Develop *Facilities Standards Document*
		I28: Create and disseminate *Map of Washroom and Change Room on Campus*
		T28: Conduct *Training Session for University Employees specific to TNB2S Issues*
	R29: There are plans for the Sportsplex renovations to completely rebuild bathrooms and change rooms. As part of this effort, expand the square footage of the universal change room equal to or greater than men's and women's change rooms.	**P29**: Use *Facilities Standards Document* to guide renovation process, including universal design and privacy features.
		I29: Create *Recruitment to Facilities Planning Processes*
		N/A
	R30: In men's and women's change rooms in the Sportsplex, Fitness Centre, and Willow, create fully self-contained and locking shower stalls rather than open-concept showering areas. As part of each stall, provide differentiation between wet and dry areas with use of curtain.	**P30**: Use *Facilities Standards Document* to guide renovation process, including universal design and privacy features.
		I30: Create *Recruitment to Facilities Planning Processes*
		N/A
	R31: Install more inclusive washroom, change room, and wayfinding signage by adopting these three changes: i) Shift from gender icons to function-based icons (e.g., toilet and shower) ii) Use text descriptions for gender-designated facilities (i.e., "men's" and "women") iii) Shift from "gender-neutral" to use of the term "universal" on all single-occupancy washrooms iv) Add a supportive message in small text in lower right hand corner, such as "Trans people welcome."	**P31**: Create *Facilities Standards Document*
		I31: Create *Updated Floor Plans*
		T31: Conduct *Training Session for University Employees specific to TNB2S Issues*

![TransFocus Consulting logo]

Category	Recommendation for System/ Spatial Change	Supporting Actions
COMMUNI-CATIONS	**R32:** Expand on inclusive language in style guide produced by communications department for standard use across university communications. Specific changes include: ● Titles: Best practice use of first and last name without titles; however, clarify that first name is chosen name rather than legal name. ● Clarify use of TNB2S-specific terms: a) Correct spelling and use of "transgender" instead of "transgendered" and as an adjective, b) proper collective terms "transgender, non-binary, and Two Spirit" with acronym TNB2S, c) avoid use of past pronouns to describe TNB2S people, and d) in the same vein as the First Nation Acknowledgement Statement, the university to add the standard introduction of name, position, and pronouns at significant meetings and events (along with name tags that allow attendees to voluntarily add stickers of their pronouns).	**P32**: Integrate Style Guide with TNB2S-specific guidance across campus **I32**: Create and utilize *Summary of Inclusive Communications* **T32**: Provide university employees and community with information about importance of inclusive language and TNB2S-specific terms and grammar.
	R33: Global review of existing university policies, agreements, and Terms of Reference to ensure that there is a shift from "he/she" to "they" and other gender-neutral language.	**N/A** **N/A** **N/A**
	R34: Remove and avoid future use of gender icons to denote male and female (i.e. with and without dress). Use instead non-gendered people icons with torso-only. See example: 	**N/A** **I34**: Create and utilize *Summary of Inclusive Communications* **N/A**
	R35: Expand visual representation of gender expression in visual content with particular focus on the university Viewbook to: i) Introduce androgynous gender expressions beyond feminine and masculine on website and in brochures.	**N/A** **I35**: Create and utilize *Summary of Inclusive Communications* **N/A**

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Category	Recommendation for System/ Spatial Change	Supporting Actions		
COMMUNI-CATIONS	**R35 (cont'd)** ii) Introduce more diverse representations of men and women who avoid normativity of masculinity and femininity (e.g., men who look feminine and women who look masculine).	**N/A**
	R36: Introduce standard approaches to social media content with gendered references.	**N/A**
		I36: Create and utilize *Summary of Inclusive Communications*
		N/A

4.4 Oversight

In order to ensure the meaningful and ongoing implementation of the solutions provided in the preceding sections, TransFocus recommends two key personnel supports, including an advocacy position as well as a steering committee. These are described briefly in this section.

First, TransFocus recommends that the university create either a distinct TNB2S advocacy position or add TNB2S responsibilities to current advocacy position within the Accessibility department. This position would ensure specific supports for TNB2S students, including:

- Support to students on how to change gendered records and data;
- Where challenges arises, follow up with university employees to reinforce new procedures regarding chosen name and pronouns;
- Record, process, and address TNB2S-specific grievances;
- Answer questions regarding washroom and change room access; and
- Make recommendations for additional or alternative supports and safety, as needed.

Furthermore, another best practice of implementation is establishing an inter-departmental steering committee in charge of coordinating and overseeing implementation. The committee would also be tasked with analyzing and interpreting the results of the annual *TNB2S Wellbeing Survey* conducted by Institutional Research. The following types of membership could be included in this committee:

- Capilano Students' Union
- TNB2S student representatives
- Faculty Association
- Union representatives
- University administration
- University executive sponsor

The following initial steps are proposed to get the committee started:
- Step 1: Create Terms of Reference
- Step 2: Confirm measures of success
- Step 3: Introduction to recommendations and their supporting rationale
- Step 4: Create annual implementation goals and work plans
- Step 5: Assign tasks to each committee member
- Step 6: Schedule regular meetings to determine progress towards meeting goals and completing tasks

4.5 Measures of Success

Measures of success are also an important part of implementation, including defining desired outcomes and determining the rate of achieving them. The following are a list of proposed measures for the university's and CSU's consideration:
- Annual increase in enrollment of TNB2S students
- Annual increase in recruitment or retention of TNB2S employees
- Achieve at least and improve on 85% levels of satisfaction and sense of belonging and safety among students on annual TNB2S survey
- Achieve at least and improve on 85% levels of satisfaction and sense of belonging safety on annual employee engagement survey among TNB2S employees
- Increase in square footage dedicated to universal spaces in new facilities

Additional measures may be identified and tracked based on input from the steering committee.

5. Conclusion

This report has provided key insights into the experiences of TNB2S students and employees along with existing gaps in systems, spaces, and procedures that need to addressed to improve their ability to effectively study and work along with their cisgender peers. Many of the recommended measures are easy and cost-effective to introduce if they are sustained and supported by the focus and attention of the proposed inter-departmental steering committee. These efforts will go a long way to improving the experiences of not only TNB2S students and employees at the university, but also cisgender people also uncomfortable with the current gendered aspects of the university.

"The more [TNB2S issues] become commonplace in everyday life, the closer we can move to creating a compassionate and inclusive community"
~ Cisgender Student

"I get that tackling an issue is difficult and an enormous endeavor but I appreciate the effort."
~ TNB2S Student

"I very much appreciate the thoughtful questions and attitude of this survey, and I am more than happy to fill anything like this out in future as well!"
~TNB2S Student

"As dramatic as it sounds, supporting trans ... students is a literal life or death situation. Individuals that can't find support are at such high risk. ... It's the most important thing in the world that people feel safe and understood "
~ Cisgender Student

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Appendix 1 – Detailed List of Interviewees

Department	Interviewee (Title)	Date of Interview
Student Residence	Chad Johnstone (Manager, Student Housing Services)	August 23, 2018
Facilities	Natalia Skapski (Manager Health & Safety and Emergency Preparedness)	August 27, 2018
Policies + Procedures	Audrey Chen (Policy and Privacy Analyst, Policy, Privacy and Governance)	August 27, 2018
Institutional Research	Christine Chan (Manager, Institutional Research)	August 28, 2018
Communications	Lara Chibuk (Senior Communications Officer)	August 28, 2018
Human Resources	Joy Chan (HR Analyst, Human Resources)	August 28, 2018
Human Resources	Anne-Sophie Lacoste (Human Resources Manager of Staff)	September 4, 2018
Registrar's Office	Aaron Cunningham (Associate Registrar) and Mary Ross (Interim Registrar)	September 25, 2018
Information Technology	Elham Syedi (Manager, Enterprise Systems, IT Services)	October 3, 2018
Finance	Brenda Stenson (Benefits Advisor)	October 3, 2018
Queer Collective	Michaela Volpe (Queer Collective Representative) and Lori Kosciuw (Capilano Students' Union)	September 25, 2018

Appendix 2 – Student Survey Questions

Capilano University Student Experience with Gender Diversity Survey

All Capilano students are invited to participate in a survey about your perspectives, experiences, ideas regarding gender diversity on campus. The survey will cover five key areas, including: (a) facilities (such as washrooms, change rooms, and dorms); (b) communications (such as names and pronouns); (c) gender data collection and uses; (d) programs and services; (e) human resources. Student voices and views on these matters will form an important part of recommendations for the university to improve gendered experiences. We are particularly interested in hearing from transgender, non-binary, and/or Two Spirit student about your distinct needs, interests, and experiences on campus.

The survey is anticipated to take up to 20 minutes. You have the option of filling out the survey in person or you can fill it out on your own at the following link: http://bit.ly/CapUGenderDiversity (http://bit.ly/CapUGenderDiversity)

There are 46 questions in this survey

Informed Consent information

I. Who is conducting the study?

Principal Investigator: Kai Scott

Consultant – TransFocus Consulting

778.988.6262 | kai@transfocus.ca

Kai is a consultant who has supported multiple organizations (including the City of Vancouver and the BC Council on Admissions and Transfers) in developing more inclusive practices for trans, non-binary, and two-spirit people.

II. Who is funding the study?

The study is fully funded by the Capilano Students' Union (CSU) and Capilano University.

III. Why are we doing this study?

We are doing this study to learn more about and to make recommendations as to how Capilano University can improve its facilities, policies, and practices to better support trans, non-binary, and two-spirit students and employees.

IV. What happens if you agree to be a part of the study?

This survey is open to all Capilano students. If you say yes to participating in the study, you will participate in a survey, which is anticipated to take up to 20 minutes to complete, to provide us with information about your experiences and challenges

regarding gender diversity at Capilano University. We are particularly interested in hearing from trans, non-binary, and two-spirit students.

The survey software that we are using is called "Hosted in Canada Surveys." We will give the survey link to you to access from any computer and will not collect personal data that could be used to identify you. You can access more information about how Hosted in Canada Surveys protects any information that you provide through the service at https://www.hostedincanadasurveys.ca/privacy/data-security-protection-statement (https://www.hostedincanadasurveys.ca/privacy/data-security-protection-statement).

V. Study Results

Based on the results of the survey as well as interviews with other stakeholders (e.g., university personnel and Capilano Students' Union student leaders and staff), we will put forward recommendations regarding the improvement of supports for trans, non-binary, and two-spirit students and employees. The results of this study will be documented in a report that will be published by the Capilano Students' Union on its website (www.csu.bc.ca (http://www.csu.bc.ca/)). If you choose, you can also provide your email address at the bottom of this form and we will send you a copy of the report in November 2018.

VI. Potential Risks

We do not think there is anything in this study that could harm you or be bad for you. Some of the questions we ask might upset you. Some of the questions we ask may seem sensitive or personal. You do not have to answer any question if you do not want to. Please let one of us know if you have any concerns. The following risks may be experienced by participants as part of this study:

- Feelings discomfort, anger, and/or anxiety as part of the process of sharing challenging and difficult experiences of exclusion, invisibility, poor treatment, and disrespect (to name a few).

- Feelings of disappointment to learn the extent of possible change needed.

- Feelings of impatience at the rate and process of change.

- If participants experience distress by the topics discussed during the focus group, a list of support services is provided at the end of the survey to get the necessary care from both on-campus and off-campus options.

VII. Potential Benefits

We do not think taking part in this study will help you personally. You may develop a greater understanding of the issues facing trans, non-binary, and two-spirit students. In the future, others may benefit from what we learn in this study, including making known and visible trans, non-binary, and two-spirit lived

experiences, challenges, and barriers within existing university facilities, policies, and practices, in order to increase our capacity to improve the university's accommodation of gender diversity.

VIII. How will your identity be protected?

The survey does not collect your name, date of birth, or any other identifying information about you, so it is anonymous. The data from the survey will be stored on a password-protected and encrypted site without downloading the data to unsecured computers, especially laptops.

IX. Will you be paid for your time?

We will not pay you for the time you take to be a part of this study.

X. Who can you contact if you have questions about the study?

If you have any questions or concerns about what we are asking of you, please contact the study lead, Kai Scott. You can contact him at 778.988.6262 or kai@transfocus.ca.

XI. Who can you contact with complaints or concerns about the study?

If you have any concerns or complaints about your rights as a research participant and/or your experiences while participating in this study, please contact the research ethics board of Capilano University at reb@capilanou.ca.

XII. Participant Consent

Taking part in this study is entirely up to you. You have the right to refuse to participate in this study. If you decide to take part, you may choose to stop the survey at any time without giving a reason and without any negative impact on your student or registration status. By completing the survey, it will be assumed that consent has been given.

[]Thank you for participating in the survey.

Please write your answer here:

_____

Introduction

[]
1. What type of student are you?

Choose one of the following answers

Please choose **only one** of the following:

○ Full-time

○ Part-time

○ Continued Education

Facilities (Dorms, Washrooms, Change Rooms)

[]
1. Do you live in university housing?

Choose one of the following answers

Please choose **only one** of the following:

○ Yes, female only floor

○ Yes, male only floor

○ Yes, gender-neutral floor

○ Yes, other university housing

○ No, I don't live in university housing

○ None of the above

[]What (if any) changes would you suggest for university housing from a gendered perspective?

Please write your answer here:

```
[                                                                    ]
```

[]What type of washroom do you mostly use?

Choose one of the following answers

Please choose **only one** of the following:

○ Women's multi-stall washroom

○ Men's multi-stall washroom

○ Single-occupancy washroom (gender-neutral)

○ I don't use washrooms on campus.

○ None of the above

[]Overall, how do you feel using the washrooms at Capilano University?

Choose one of the following answers

Please choose **only one** of the following:

○ Mostly safe

○ Sometimes ok and other times uneasy

○ Mostly anxious

○ None of the above

[]
1. How would you rate the availability of single-occupancy gender-neutral washrooms across campus?

Choose one of the following answers

Please choose **only one** of the following:

○ There are plenty of single-occupancy washrooms.

○ There are just the right amount of single-occupancy washrooms.

○ It would be great if there were more single-occupancy washrooms available.

○ None of the above

[]What happens to you if there is not a single-occupancy washroom close by?

Choose one of the following answers

Please choose **only one** of the following:

○ It does not impact me, I only use the women's or men's washrooms

○ I go out of my way to find another single-occupancy washroom in an adjacent or

closest building

○ I make the tough decision to use the women's or men's washrooms, even though

my preference is for the single-occupancy washroom

○ I avoid going to the washroom altogether

○ None of the above

[]

What do you think of the existing signage of the single-occupancy gender-neutral washrooms?

Choose one of the following answers

Please choose **only one** of the following:

○ It's great!

○ Meh, I'm indifferent!

○ I think it's awful

○ None of the above

[]What are your reasons for your response to the above question?

Please write your answer here:

[]

WOMEN
WASHROOM

TRANS
PEOPLE
WELCOME

What do you think about this possible alternative to washroom and change room signage? (e.g., shift away from gender icons to function-based icons, inclusive message, and gender-designation in written form)

Choose one of the following answers

Please choose **only one** of the following:

○ It's great!

○ Meh, I'm indifferent!

○ I think it's awful.

○ None of the above

[]What are your reasons for your response to the above question?

Please write your answer here:

[]What is your preference between the two signage examples for the gender-neutral washroom? *

Choose one of the following answers

Please choose **only one** of the following:

○ Existing signage

○ Proposed signage as is

○ Proposed signage with changes

○ None of the above

[]
What (if any) is your experience of using the women's and men's washrooms?

Choose one of the following answers

Please choose **only one** of the following:

○ It's great. I have no problem or issues in the washrooms.

○ It's ok, but occasionally I face challenges or issues in the washroom (e.g.,

comments, gender policing, and/or stares)

○ It's awful and I face consistent challenges or issues in the washrooms (e.g., jokes,

yelling, slurs, or assault)

○ I don't use the women's and men's washrooms

[]Do you have a need to use the change room in the Sportsplex?

Choose one of the following answers

Please choose **only one** of the following:

○ Yes

○ No

[]Rate your experience of the change rooms in the Sportsplex.

Only answer this question if the following conditions are met:
Answer was 'Yes' at question '15 [Facilities13]' (Do you have a need to use the change room in the Sportsplex?)

Choose one of the following answers

Please choose **only one** of the following:

○ I avoid using it because of past or anticipated negative experiences

○ I use the change rooms/showers once in a while and it's ok

○ I use the change rooms/showers when fewer or nobody else is around

○ I have no problem using the change room

[]Rate your experience of the open concept (aka gang) showers in the Sportsplex.

Only answer this question if the following conditions are met:
Answer was 'Yes' at question '15 [Facilities13]' (Do you have a need to use the change room in the Sportsplex?)

Choose one of the following answers

Please choose **only one** of the following:

◯ I enjoy using them

◯ I'm indifferent when using them

◯ I feel nervous or self-conscious using them

◯ I avoid them entirely

[]What (if any) of these suggestions and ideas would support and improve your experiences of the washrooms and change rooms on the Capilano campus? [check all that apply]

Only answer this question if the following conditions are met:
Answer was 'Yes' at question '15 [Facilities13]' (Do you have a need to use the change room in the Sportsplex?)

Check all that apply

Please choose **all** that apply:

☐ Install stalls with doors in the showers at the Sportsplex

☐ Close the gaps in the stall doors of gender-designated washrooms

☐ Install hygiene disposal units in each stall of all washrooms

☐ Install locks with red for occupied and green for unoccupied

☐ Add dividers between urinals

☐ Install signage with inclusive messages

☐ None of the above

☐ Other: _____

Gender Data

In 2017, the BC Council for Admissions and Transfers (BCCAT) along with BC's registrars (including the registrar from Capilano University) commissioned a report on the best option for expanded gender categories. As part of the project, multi-stakeholder consultation was conducted and a final report generated, entitled Being Seen, Being Counted (http://www.bccat.ca/pubs/beingseen.pdf). The recommended option for gender category expansion is depicted below. There are plans to implement the expanded gender categories at Capilano University after the student information system is updated.

[]

OPTION C

1. What is your gender identity?
___ Woman / girl
___ Non-binary
___ Man/boy
___ Prefer not to disclose

2. Do you have trans experience?
(ie. Gender identity different than
sex assigned at birth)
___ Yes
___ No
___ Prefer not to disclose

How would you rate the expanded gender option depicted above?

Choose one of the following answers

Please choose **only one** of the following:

○ Like it.

○ Neither like or dislike.

○ Dislike it.

[]What are the reasons for your response to the above question?

Please write your answer here:

[]How likely are you to fill out the gender data in expanded form?

Choose one of the following answers

Please choose **only one** of the following:

○ Very likely

○ Somewhat likely

○ Not likely at all

[]What measures would increase the likelihood of you filling out forms?

Check all that apply

Please choose **all** that apply:

☐ None

☐ Assurances of confidentiality

☐ Rationale for collection

☐ Description of how data used

☐ Other: [   ]

[]What other considerations or thoughts do you have for expanded gender categories?

Please write your answer here:

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Communications

[]If there is a difference between your chosen and legal name, what experiences have you had at Capilano University with getting the proper name on class lists, your email address, student ID, transcript, and/or diploma?

Please write your answer here:

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[ ]

[]What ideas and suggestions do you have for improving your experiences with differences between chosen and legal name?

Please write your answer here:

[ ]

[]How much (if any) misgendering do you experience on campus and in class?

Choose one of the following answers

Please choose **only one** of the following:

○ A lot (misgendered several times a day)

○ Moderate (misgendered a few times a week)

○ Low (misgendered a handful of times a month or year)

○ Rarely or never misgendered

[]
Please describe your experiences with being misgendered at Capilano University (e.g., where, when, and how does it happen)? What could the university do to help you with these experiences of misgendering?

Only answer this question if the following conditions are met:
Answer was 'A lot (misgendered several times a day)' or 'Moderate (misgendered a few times a week)' at question '26 [Comms3]' (How much (if any) misgendering do you experience on campus and in class?)

Please write your answer here:

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[]What do you think about the idea of allowing students to provide their third-person pronouns within the student information system (e.g., she/he/they)?

Choose one of the following answers

Please choose **only one** of the following:

◯ I think it's a great idea.

◯ I don't care one way or another.

◯ I don't agree with this proposed change.

[]Have you experienced changing your name and/or gender within Capilano University records?

Choose one of the following answers

Please choose **only one** of the following:

◯ Yes

◯ No

[]If yes, how was that experience for you?

Choose one of the following answers

Please choose **only one** of the following:

◯ It was easy and great.

◯ It was so-so.

◯ It was confusing and unclear what to do.

◯ It was awful and unsupportive.

[]What (if anything) could improve your experiences of the changes in name and gender within Capilano University records?

Please write your answer here:

___

Programs and Services

[]How satisfied are you with programs, services, and supports provided by the university?

Choose one of the following answers

Please choose **only one** of the following:

◯ Satisfied

◯ Neither satisfied nor dissatisfied

◯ Unsatisfied

[]What (if any) have been your experiences of single-gender programs (e.g., women's self-defense class) here on campus?

Please write your answer here:

___

[]What are your ideas and suggestions to improve these experiences?

Please write your answer here:

[]What (if any) transgender-specific programs or services would you like to see at Capilano University?

Please write your answer here:

Human Resources

[]What is your experience of most university staff and faculty?

Choose one of the following answers

Please choose **only one** of the following:

○ Trans competent/confident

○ Trans aware/friendly

○ Unaware/ignorant of trans issues

○ Challenged/ill-equipped

○ Transphobic/unfriendly

○ Not sure

[]What (if any) types of training would you recommend for university staff and faculty? (check all that apply)

Check all that apply

Please choose **all** that apply:

☐ Gender concepts and definitions

☐ Respectful interactions

☐ Inclusive language

☐ Practice with scenarios

☐ Stories from trans, non-binary, and Two Spirit people

☐ Questions and answers

☐ Other: [   ]

[]What (if any) ideas and suggestions do you have for university staff and faculty to be more supportive and inclusive of transgender, non-binary, and Two Spirit students?

Please write your answer here:

Demographics

This part of the survey asks you for demographic information. The responses you provide are anonymous and kept confidential. The reason why we are asking these questions is to more fully understand the complex dimensions that compose your full identity, so we can best determine the best recommendations that honour these nuances and interconnections. We recognize that some of these questions may feel invasive and/or awkward. We hope to see how different identities and experiences may respond to the survey questions differently, which will help

toward selecting the most helpful recommendations across a range of diversity. Finally, we also want to ensure that we have adequate representation for various subsets of the trans, non-binary, and Two Spirit communities to address and reflect distinct and unique needs and interests. Responses to all these questions are voluntary with "prefer not to say."

[]What is your gender identity? *

Choose one of the following answers

Please choose **only one** of the following:

○ Woman

○ Non-binary

○ Man

○ Prefer not to say

[]Do you have transgender experience (i.e., is your gender different than your sex assigned at birth)? *

Choose one of the following answers

Please choose **only one** of the following:

○ No

○ Yes

○ Prefer not to say

[]What is your race/ethnicity? (check all that apply) *

Check all that apply

Please choose **all** that apply:

☐ Indigenous

☐ Arab/West Asian

☐ Black

☐ Chinese

☐ Filipino

☐ Japanese

☐ Korean

☐ Latin American

☐ South Asian

☐ South East Asian

☐ White (Caucasian)

☐ Prefer not to say

☐ Other: [_____]

[]Do you identify as Two Spirit? *

Only answer this question if the following conditions are met:
Answer was at question '41 [Demographics3]' (What is your race/ethnicity? (check all that apply))

Choose one of the following answers

Please choose **only one** of the following:

○ Yes, I am Two Spirit

○ No, I am not Two Spirit

○ Prefer not to say

[]Are you an international student? *

Choose one of the following answers

Please choose **only one** of the following:

○ Yes

○ No

○ Prefer not to say

[]What level of study are you entering this year? *

Choose one of the following answers

Please choose **only one** of the following:

○ First year

○ Second year

○ Third year

○ Fourth year

○ Prefer not to say

○ Other [_____]

[]Do you have any final thoughts, comments, and/or suggestions for supporting gender diversity at Capilano University?

Please write your answer here:

[_____]

Thank you for participating!

[]
If you choose, you can also provide your email address at the bottom of this form and we will send you a copy of the report in November 2018.

Please write your answer here:

List of Counselling Supports

Capilano University

1. **On Campas Counselling**: https://www.capilanou.ca/student-life/support--wellness/health--counselling-services/counselling-services/ (https://www.capilanou.ca/student-life/support--wellness/health--counselling-services/counselling-services/)
2. **Queer Collective**: http://students.ubc.ca/campus/diversity/sexuality (http://students.ubc.ca/campus/diversity/sexuality)

Community-based Support

Qmunity Resource Centre:

1. Group support - https://qmunity.ca/groups/ (https://qmunity.ca/groups/) or
2. Counselling - https://qmunity.ca/groups/ (https://qmunity.ca/groups/)

Provincial Health Services Authority

Trans competent care covered by MSP:

1. **Transgender Health Information Program**: http://transhealth.phsa.ca/support/bc-support-groups (http://transhealth.phsa.ca/support/bc-support-groups)
2. **Trans Care BC**: http://www.phsa.ca/our-services/programs-services/trans-care-bc (http://www.phsa.ca/our-services/programs-services/trans-care-bc) or 1-866-999-1514

Private Support

Trans competent counselling on a fee-for-service basis from:

1. **Carsen Farmer, MC, RCC**: http://www.dragonstonecounselling.ca/pract-cf.html (http://www.dragonstonecounselling.ca/pract-cf.html)
2. **Dr. Melody Preece**: http://www.drmeladypreece.com (http://www.drmeladypreece.com)

Thank you for taking the time to participate in this survey!
09-28-2018 – 18:02

Submit your survey.
Thank you for completing this survey.

Appendix 3 - Student Responses to Suggestions for Gender Categories

Type of Suggestion	Student Suggestion	Reason(s) for Caution
Alternatives	"I would prefer to just be able to write/choose my own category, instead of "checking a box" even if that box is trying to be more inclusive. So essentially just write whatever I want" (Cisgender Student)	While this approach allows for maximum self-determination, the effort of categorization is simply delayed with responsibility to compile and aggregate transferred to university staff with little or no knowledge of gender diversity issues and nuances. This may result in improper handling or combining of identities, further complicating data analyses and interpretations. So, while this approach has the optics of inclusion and flexibility, in practice there may be a backend exclusion through improper amalgamation or the need to suppress data to protect people's identities.
	"[M]y issue is with the second question: "do you have trans experience" is awkward and confusing. I can see it unintentionally leading to invalidation. "do you identify as transgender" is a much clearer, simpler way of asking that" (TNB2S Student)	The reason for the use of the word "trans experience" rather than "identifying as trans" is because some people do not identify as trans, especially non-binary people as well as post-transition trans women and men. So, softening the language around transgender and using a more general term of experience or history will help these people be able to respond with more confidence.

	"I think this form, even though it is trying to ask the right questions, doesn't need to be up front about being trans because you shouldn't have to keep telling people that you are different than when you were born" (Cisgender Student)	The student makes a good point about the less than ideal definition of trans in contrast and within a primarily cis context (i.e., the standard being alignment between gender and sex). That said, it is important to ask the second question in order to make trans men and women who wish to disclose known to the university. For those who do not wish to disclose trans experience or identity, there is the "prefer not to say." It may help for students to know how the data could be used to support and bolster trans-specific needs. That is, the university is not just asking to determine that someone is different, but that this is an underserved population that needs support.
	"I think the sign needs more options under gender identity. Should be: Male, Female, Non binary, Trans masculine, Trans feminine"	First, "male" and "female" on their own without "cisgender" causes confusion, because some men and women with trans experiences or histories, do not identify as trans and so select the first two options. Secondly, the use of the terms "masculine" and "feminine" reference gender expression not gender identity, which may cause confusion and anomalies in the results.
Additions	"[I]t's pretty good however in addition to prefer not to disclose an "other" option may help" (Cisgender Student)	The category of "other" does not provide any useful information that can be translated into decisions and actions by the university. The needs of most of those who identify as beyond or between men and women are shared. As such, they would best be served in one umbrella category to drive action related to common needs (recognizing that there are many different terms to describe and express gender identity beyond the binary).
	Think there should be an option for intersex in the case that intersex people would like to be included.	Intersex would need to be included under sex; however, the proposed question and response options shift towards asking gender and away from the university asking for students' sex, because it is private information with no compelling reason to gather this information.

	"Maybe a field for preferred pronouns. Two-spirited too perhaps as it is an identity more poignant here in Canada." "Two-Spirit should have been an option along with 'man, woman, non-binary'" (TNB2S Student)	Two Spirit is an important Indigenous identity that can span both sexuality and gender. As such, just collecting Two Spirit within the gender without a corresponding question about sexuality, does not allow for a full identity picture. Furthermore, trans Two Spirit people would be forced to choose between identifying as men, women, or non-binary and being Two Spirit (not mutually exclusive). Lastly, sometimes without knowing that it is an Indigenous-focused term, non-Indigenous people select this term for themselves.
	"I like it, although I think having a "Questioning" or "Other" option could be helpful to some students"	While questioning is an important state with need for space and exploration, it is not in of itself an identity. It is a temporary state of being from which eventually clarity emerges. The needs of questioning people are similar in nature to non-binary people in that they need options beyond the binary or beyond gender altogether. So, questioning students can select "prefer not to say" or select "non-binary" until they have more clarity to select another option.