Gender Diversity Audit

Transforming Silent Struggle into Building Trust

July 2021

Prepared by

TransFocus
CONSULTING, INC.

Prepared for

**UBC**

Executive Summary

This comprehensive, multi-stakeholder consultation process surfaced key issues facing transgender, Two-Spirit, and gender diverse (T2SGD) students and employees at UBC. The findings highlight the urgent need for strong and multi-faceted measures to address interconnected and intersectional challenges. Many of these are cumulative in nature in ways that prevent or complicate T2SGD people studying and working at UBC. However, they can be addressed with key cultural changes and adaptations of systems, services, and spaces to make UBC more supportive and inclusive of T2SGD people. Some of these efforts are already underway (especially led by the Equity and Inclusion Office), which can be leveraged and expanded upon. If changes are pursued, they can result in stronger, trusting relationships, innovation, and efficiency.

What we did

The Trans, Two-Spirit, and Gender Diverse (T2SGD) Task Force through the Equity and Inclusion Office contracted TransFocus Consulting to conduct an in-depth consultation process from September 2020 to June 2021. Both quantitative and qualitative methods were used, including interviews, focus groups, and a university-wide survey involving both employees and students across UBC's campuses. A total of 1,474 university stakeholders participated in this process.

Issues were explored across five key areas, including 1) climate, safety, and training; 2) information systems; 3) services and programs; 4) athletics and recreation; and 5) university engagement. These are typically the places where gender is at play at UBC, which present unique challenges for T2SGD students and employees and also opportunities for growth and improvement. These negative (-) and positive (+) aspects are summarized across the five areas in Figure 1.

Figure 1. Areas of Challenge for T2SGD People surfaced in the Consultation Process and Opportunities for Positive Experiences
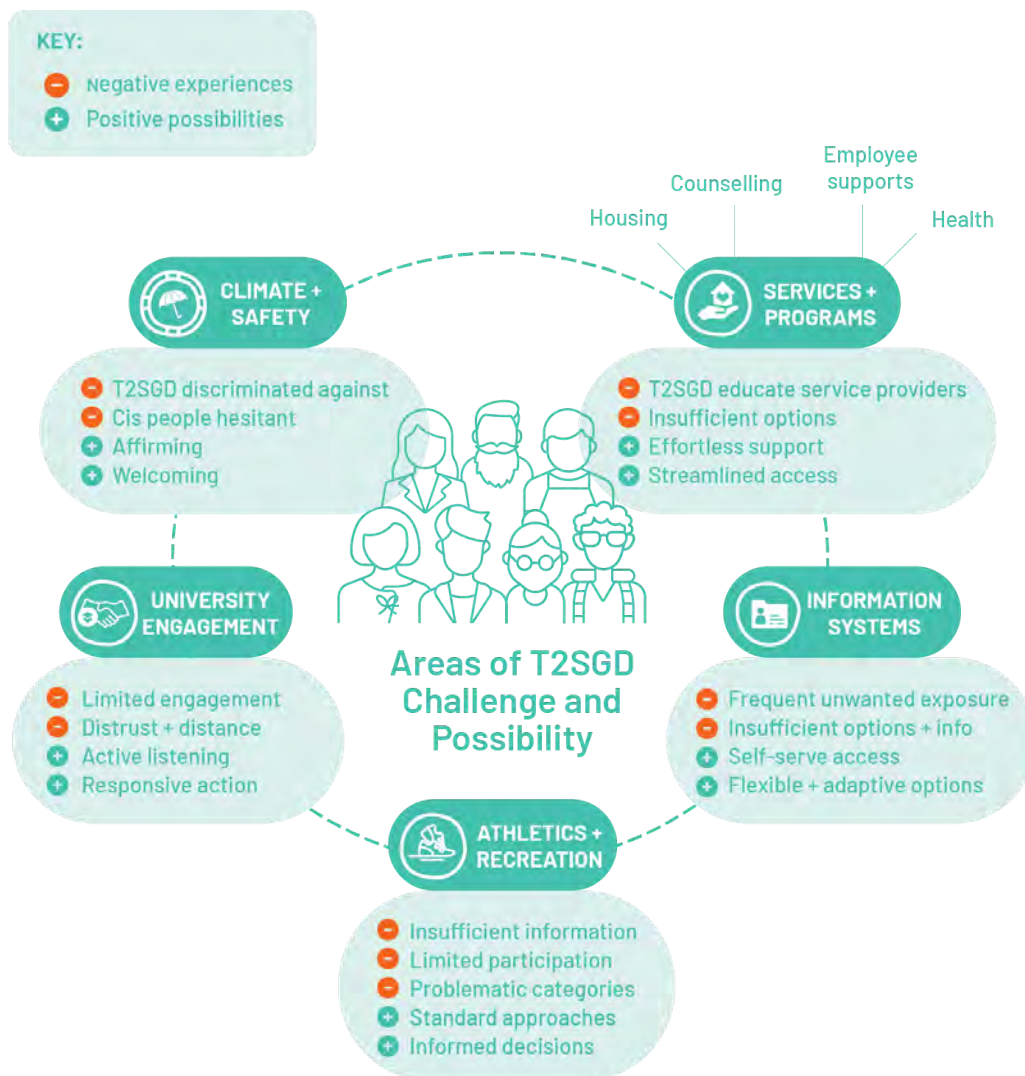
What we found

The statistics and stories from the consultation process tell us that overall T2SGD people at UBC lack trust in the institution due to the cumulative effect of day-to-day struggles and intermittent challenges, such as the university allowing transphobic speakers on campus. In general, T2SGD people expend more energy to navigate and correct for structural and cultural limitations compared to their cisgender counterparts. There are five prevailing themes arising from the consultation process that inform and shape the recommendations going forward. While many of these findings point to deep, pervasive challenges whose solutions are not simple, they also bear the blueprint for innovative ways of providing support that will benefit T2SGD people and beyond. Many of the challenges surfaced in the themes are the result of a combination of: i) T2SGD people not knowing how or being hesitant to share with UBC the challenges they face, and ii) UBC cisgender employees not being set-up for success with sufficient information and guidance to actively and tangibly support gender diversity. UBC has an important role to play in bridging the existing gaps between cisgender and T2SGD people at the university.

Key Theme A	Interactions between UBC employees with T2SGD students and employees are frequently challenging and underreported

T2SGD respondents report high levels of discrimination, including bias and microaggressions, jokes and inappropriate comments, tokenization, and systems challenges. In particular, UBC employees frequently misgender and misname T2SGD students and colleagues in ways that compromise their studies or employment, especially where they occur in public settings. This exacerbated further in health care and counselling contexts with T2SGD patients having to educate providers on their needs, navigate inappropriate questions, and providers refuse particular types of care. Although mostly unintentional, these interactions are often based on a combination of societal assumptions that prevent T2SGD people from being respected, seen as their full selves, and supported properly.	**85%** of T2SGD respondents experience discrimination at UBC. **50%** of T2SGD respondents experience repeated accidental misgendering at UBC.
Some T2SGD people attempt to address the issues they encounter, but find this results in few, if any, substantive changes. Others do not report because they are intimidated into silence, thinking they need to accept the situation to keep safe or get the services they need. This compromises UBC's ability to understand the scale of the challenges and address persistent issues.	**67%** of T2SGD respondents who encounter discrimination at UBC did not report it.

Key Theme B	Information systems consistently undermine accurate and timely inclusion of T2SGD students and employees

Personal records (including first names, pronouns, titles, and gender categories) collected by UBC systems frequently fail both T2SGD students and employees at UBC. There are unwanted, public exposures of first names, including both legal and chosen names. This puts T2SGD people in precarious positions of being outed to others, whether colleagues, fellow students, or at home with families. Furthermore, there are insufficient gender categories in student records that force gender diverse and Two-Spirit students to select an incorrect category or not have their gender integrated as part of the current interim workaround.

58% of T2SGD respondents experience systems challenges at UBC.

Key Theme C	UBC has deficient or insufficient programs and services to fully address T2SGD needs, especially related to mental health

Existing counselling services at UBC have substantially underserved and harmed T2SGD students by ignoring or misunderstanding their specific and distinct needs. There is also a lack of T2SGD-specific support groups, thus requiring them to expend time and effort to access them elsewhere.

The majority of T2SGD respondents (**68%**) reported having some form of disability, most of which are mental health issues arising from minority stress.

Key Theme D	T2SGD people with intersecting experiences of marginalization based on race and disability face more, distinct challenges at UBC

The intersectional data collected revealed that T2SGD people with disability and who are racialized encounter specific challenges with first name exposure and providing education for free which they feel compelled to provide. They also experience specific types of discrimination more than other T2SGD respondents, such as more likely to be excluded from important activities and experience discrimination from faculty.

Intersectional analysis of T2SGD respondents of the university-wide survey across roles, campuses, and immigration statuses did not reveal many statistically significant differences.

23% of T2SGD respondents of colour report unwanted chosen name exposures.

T2SGD respondents with disabilities are twice as likely to give <u>free</u> education at UBC, which they feel pressured to do.

Key Theme E	Many cisgender employees at UBC desire to do more to support T2SGD students and employees, but need more procedural clarity from UBC

Cisgender employees are ready for change, but some do not know how. Or if they do know what to do, they do not feel supported by the institution. Some of the current training happens formally through the EIO and other informal education occurs through ad hoc requests from T2SGD students and employees to provide information for free, which they deliver out of a sense of necessity and pressure. Clearer university-wide guidance and consistent education on T2SGD issues are seen as critical parts of the change process.

76% of non-T2SGD employee respondents want clear policy and procedures to feel more prepared to support T2SGD people.

"Some of the issues in this survey have been a known problem at UBC for years if not decades. How is it still acceptable?"

~ T2SGD Employee Respondent

What is working

Even with the many challenges, there are areas across UBC where positive shifts are already afoot, especially as led by the EIO. These are at several departments that have evolved organically to serve T2SGD people. These departments have worked collaboratively with T2SGD people. This project seeks to extrapolate and expand on these efforts across the university. In particular, the steps already taken in the right direction across the five areas at UBC, which includes:

- Climate, Safety, and Training: Nearly 7,000 employees at UBC have taken the Positive Spaces sessions. Furthermore, some professors include voluntary sharing of pronouns as part of course introductions.

- Information Systems: Some parts of UBC have already added pronouns to their systems, especially for employees as part of the shift to Workday as well as for students on Canvas. Furthermore, response options for gender for employees in Workday have been expanded beyond male and female.

- Programs and Services: Employee-related programs, such as Gender Disclosure Guidelines and clarifying which gender-affirming procedures are covered, introduced to be more inclusive of T2SGD people. There are also some inclusive practices at UBC Health Services on the Vancouver campus that support T2SGD students in their pursuit of hormone replacement therapies.

- Athletics and Recreation: Recreation at UBC has worked to make intramural sports more explicitly inclusive of T2SGD players.

What we can do going forward

In light of the findings, TransFocus developed a total of 27 recommendations to address the issues surfaced in the themes and challenges, and to better align with the opportunities. In general, the recommendations seek to expand options, reduce assumptions, and adapt the use of gender in studying and working at UBC. Table 1 summarizes 10 high impact recommendations across the five areas. The level of impact was determined based on frequency of mention among T2SGD stakeholders and professional judgement from TransFocus' work with other organizations. These recommendations are proposed to be among the most pressing to implement for T2SGD wellbeing and safety at UBC.

Table 1. Summary of Prioritized Recommendations to Support T2SGD People at UBC

Area		Overview of Area
	Climate, Safety, and Training	+ **R1**. Update Employee Handbooks and relevant policies with runiversity-wide procedures and standards for better interactions with T2SGD people. + **R2**. Core education on language basics and common issues across different roles along with key results from his audit.
	Information Systems	+ **R12**. Create a rigorous, fail-proof approach to first names throughout UBC systems with choices for public exposure. + **R15**. Collect expanded gender categories for students at UBC along with recently-released guidance from the Ministry of Advanced Education.
	Programs and Services	+ **R17**. Increase competency at UBC Health to better serve T2SGD patients in general care as well as gender-affirming care, especially hormone replacement therapies. + **R19**. Introduce more robust T2SGD-specific mental health supports at UBC Counselling.
	Athletics and Recreation	+ **R23**. Add to, disseminate information on, and train coaches to operationalize the U Sports Policy at UBC. + **R24**. Shift from gender to skills-based teams in competitive intramural sports at UBC.
	University Engagement	+ **R26**. Establish <u>formal</u> engagement with T2SGD people at UBC. + **R27**. Introduce <u>informal engagement</u> with T2SGD people at UBC.

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Acknowledgements

We acknowledge that University of British Columbia's campuses span the unceded and ancestral territories of the xʷməθkʷəy̓əm (Musqueam) First Nation and Syilx (Okanagan) Peoples. We also recognize the history of colonialism along with inter-generational trauma that has specifically affected and erased Two-Spirit people. Before contact, Two-Spirit people had community roles, which were diminished or removed by colonial laws and efforts that put restrictions on their dress, appearance, language, and connection to land and community. Today, Two-Spirit people are gradually reclaiming and recovering these roles and responsibilities. Their work and this project also fit within a broader context of reconciliation and decolonization by creating space to celebrate and recognize the nuances of gender and sexuality, as it existed pre-contact.

We would like to thank the members of the Trans, Two-Spirit, and Gender Diverse Task Force for their contributions, guidance, and passion for ensuring T2SGD inclusion at UBC. We also appreciate all the students and employees who participated in the survey, interviews, and focus groups as part of this project. Many shared deeply and vulnerably in the hope of creating an organization with greater inclusion of gender diversity. We would also like to thank the support of the key contacts at Equity and Inclusion Office, who provided critical feedback and helped set-up the logistics for this project.

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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 reference. Figure 2 depicts how these concepts are both distinct and interrelated.

Concepts

Gender Identity - refers to a person's innate, deeply-felt sense of their gender. It entails a wide range of identities that include woman, man, and those that exist between or outside of this binary (e.g., non-binary, agender, bigender, etc).

Sex - Biological attributes and legal categories used to classify people as male, female, intersex or other categories, primarily associated with physical and physiological features including chromosomes, genetic expression, hormone levels and function, and reproductive/sexual anatomy.

Gender Expression - refers to how each individual expresses and presents their unique relationship to femininity, androgyny, and masculinity through clothing, hair, speech, and mannerisms. Expressions and their interpretation vary widely based on cultural context.

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

Terms

Assigned Sex at Birth – the legal designation of physical sex assigned to newborn infants at birth, based on the health care provider's visual assessment of the newborn's genitalia. Health care providers assign newborns as either female or male, unless the care provider notices visual Differences of Sex Development (DSD), requiring further consultation with a specialist.

Assigned female at birth (AFAB) - refers to people declared by a health professional to be female at birth, and raised within a female gender role, which may not match their gender identity.

Assigned male at birth (AMAB) - refers to people declared male at birth by a healthcare professional, and raised within a male gender role, which may not match their gender identity.

Cisgender (Cis) - refers to an individual whose gender identity is the same as their sex at birth.

Gender Dysphoria - Consistent and persistent psychological distress at the incongruence of one's gender and sex assigned at birth.

Indigiqueer - a term with intent of combining someone's Indigenous identity with their queer one.

Non-binary - This umbrella term refers to people whose gender identity is neither exclusively female nor male. Some individuals self-identify as non-binary, whereas others may use terms such as genderqueer, bi- or polygender, genderfluid, gender non-conforming, or agender. Non-binary people may or may not conform to societal expectations for their gender expression and gender role, and they may or may not seek gender affirming medical or surgical care (Trans Care BC 2021).

Two-Spirit - refers to a cultural and spiritual identity used by some Indigenous people to describe variance in gender and sexuality. It is not definable within a Western worldview. Two-Spirit is the common name; however, many Indigenous groups have their own specific term for that in their own language. The term "Two-Spirit" was coined in the 1990s, a group of pan-national Indigenous people working to reclaim their traditional words, stories, and roles from the harms of colonization.

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

Figure 2. Terms and Concepts of Gender Identity, Gender Expression, Sex, and Sexuality

Sex at birth

Female   Differences of Sex Development (DSD)   Male

Gender Identity

Woman/Girl
Transgender Woman/Girl
Cisgender Woman/Girl

Non-binary Person
Genderqueer person
Bigender person
Agender person

Man/Boy
Transgender Man/Boy
Cisgender Man/Boy

Gender Expression

Feminine   Androgynous   Masculine

Sexual Orientation

Attracted to women   Attracted to Non-Binary people   Attracted to men

Two - Spirit Identity can encompass both gender + sexuality

Experiences

Misnaming (also known as deadnaming) – describes an instance in which someone uses the past name of a T2SGD person, usually in ways that result in outing someone since most names are gendered.

Misgendering – describes an instance in which someone uses the incorrect or past pronouns and/or gendered terms (e.g., man, uncle, ma'am, Mrs) in reference to a T2SGD person.

Chosen name – the first name that a person goes by on a daily basis, which may or may not match their legal name.

Section 1 – Introduction

The T2SGD Task Force at University of British Columbia (UBC) engaged TransFocus to conduct a campus-wide consultation process in order to identify challenges and develop recommendations for transgender, Two-Spirit, and gender diverse (T2SGD) students and employees. This project was supported with funding through the Equity and Inclusion Office (EIO). The project was undertaken from September 2020 to June 2021.
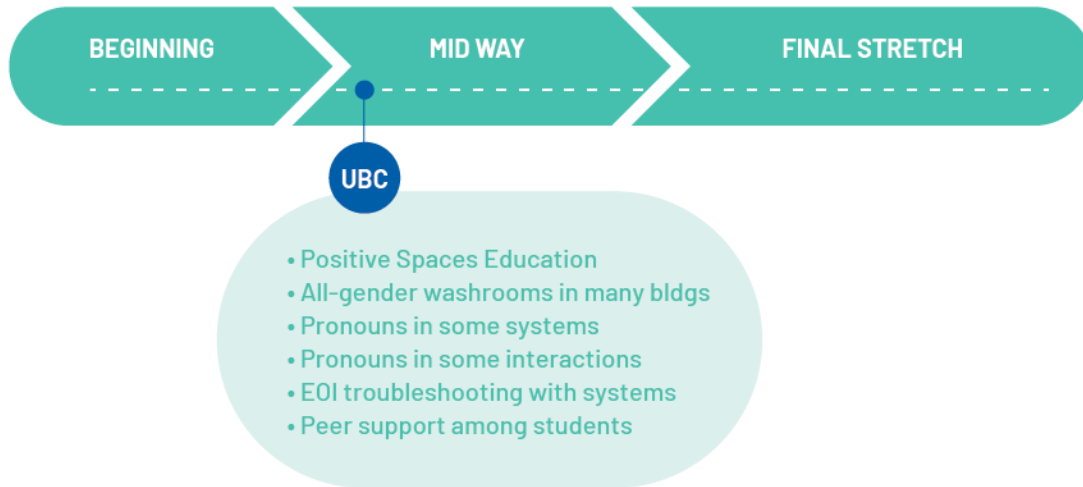
1.1 Project Purpose

The purpose of this project is to better understand current systems, spaces, and procedures at UBC along with the experiences, challenges, and unmet needs of T2SGD students and employees at UBC. This informed the development of meaningful and effective recommendations improve UBC's supports for T2SGD people across five key areas across its campuses: (1) climate, safety, and training; (2) information systems; (3) services - including health, counselling, housing, and employee supports; (4) athletics and recreation; and (5) university engagement. The project took an intentional and in-depth approach to the intersectional issues and needs of T2SGD people. Washrooms and change rooms were not considered as part of this project, because the Inclusive Washroom Project, conducted from 2019 to 2020, captured T2SGD issues and needs in these spaces along with those of other equity-seeking groups.

1.2 Lead Up to Project

The consideration and work of T2SGD inclusion at UBC started before this project with important targeted efforts and overarching strategy provided by the EIO as well as important input from the Pride Collective/Pride Resource Centre and individual T2SGD people who have provided feedback along the way. This has resulted in several key changes at UBC, including chosen names, inclusive washrooms map, transition guidelines, educational sessions, and revised team categories as part of intramural sports. While more changes are needed, this illustrates how momentum has been built towards greater inclusion of gender diversity at UBC.

Both reactive and proactive efforts have been made to create greater inclusion of gender diversity in different parts of UBC. Many of the changes have been led and facilitated by staff at the Equity and Inclusion Office (EIO), including frequent troubleshooting changes related to first names, pronouns, and education efforts, which are summarized in Figure 1.2-1. T2SGD stakeholders also noted other faculties and departments as having supportive approaches toward gender diversity (e.g., Faculty of Education as part of their Sexual Orientation and Gender Identity program).

Figure 1.2–1 Summary of UBC's Progress Towards Inclusion of Gender Diversity

BEGINNING MID WAY FINAL STRETCH

UBC

- Positive Spaces Education
- All-gender washrooms in many bldgs
- Pronouns in some systems
- Pronouns in some interactions
- EOI troubleshooting with systems
- Peer support among students

1.3 Report Outline

The section that follows (Section 2) provides a description of the methods that were undertaken to conduct the multi-stakeholder consultation process. This is followed by Section 3, which provides a background and context, including UBC's mission and values, human rights, reconciliation, and frameworks, such as Gender-based Analysis Plus (GBA+), and various plans and strategies at UBC that dovetail with the efforts outlined in this report. This section also provides estimated numbers of T2SGD students and employees at UBC, and their overarching priorities as surfaced in the UBC university-wide survey.

This report is organized into six main sections to present the key findings of the multi-stakeholder consultation process and make recommendations. Each of the main sections (Sections 4 to 8) starts with a description of the existing set-up, followed by current circumstances, which includes issues and challenges faced by T2SGD people as well as cisgender employees on that topic. Further analysis of intersectional issues are also reported, where they are statistically significant. These help to shape and nuance the recommendations to ensure they work for various sub-groups.

Each section concludes with a description of the recommendations that will address the barriers specific to that topic. An overview of the full set of recommendations organized into a strategic framework is provided in Section 9 along with closing thoughts.

Section 2 – Methods

2.1 Overview

TransFocus undertook a mixed methods research approach among UBC employees and students, including those who are T2SGD and cisgender. First, relevant departments at UBC were engaged in seven administrative strategy sessions with a total of 17 attendees. Next, 1,439 students, faculty, staff, and alum participated in a 15- to 30-minute survey that consisted of a total of 146 questions. Finally, a series of follow-up focus groups and interviews were conducted to clarify survey results among T2SGD students and employees with intersectional identities, in which a total of 18 people participated. Altogether, the number of people engaged across these consultation efforts was 1,474 people. A breakdown of the numbers is provided in Table 2.1-1.

Table 2.1–1 Summary of Stakeholders Engaged

Group	Number of Stakeholders
Administrative Strategy Sessions (x7)	+ 17 attendees
University-wide Survey	+ 1,439 respondents (of which 212 are T2SGD and 89 are questioning)
T2SGD Intersectional Focus Groups (x2)	+ 13 attendees
T2SGD Intersectional Interview	+ 1 attendee
T2SGD Intersectional Written Feedback	+ 4 participants
TOTAL	**1.474 people engaged***

*Note: These are not unique participants, since there is overlap between survey respondents and focus group attendees.

The T2SGD Task Force identified the topics needing exploration and discussion to identify priorities for organizational change. TransFocus generated a tailored set of questions for strategy sessions, the survey, and focus groups that covered topics for each of the six areas. These were reviewed and discussed with the T2SGD Task Force to ensure appropriate language and sufficient issues were covered. 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

Area	Overview of Area
Section 4: Climate, Safety, and Training	+ Interactions with and support for T2SGD students and employees + Levels of safety and belonging experienced by T2SGD students and employees at UBC + Levels of support for and understanding of T2SGD issues among cisgender students and employees + Employee levels of confidence interacting with T2SGD students and colleagues + Revise and expand guidelines for supporting T2SGD employees + Create and deliver training content for Human Resources personnel on updated guidelines and procedures pertaining to gender disclosure at work
Section 5: Information Systems	+ How to harmonize + systematize gendered records across campuses for consistent and reliable experiences among T2SGD people interfacing with UBC systems + How gender data are used to inform institutional decision-making + Integrate gender diversity into UBC's emerging gender equity objective
Section 6: Services + Programs	+ T2SGD experiences with health care and counselling services, including forms, resources, assumed linkages between gender + anatomy, interactions, referral pathways + Identify types and configuration of gender-neutral housing options + T2SGD experiences with gender-designated housing along with existing protocols + practices for mid-year changes in housing + Integrate T2SGD people into existing gender-specific programs + Identify need for T2SGD-specific programs and services
Section 7: Athletics and Recreation	+ Explore options for T2SGD athletes in UBC Athletics under the U Sports Trans Policy + Identify opportunities to innovate gender in intramural sports
Section 8: University Engagement	+ Determine best or preferred ways of engaging T2SGD students and employees at UBC + Beyond general engagement, identify when, how, and what topics need T2SGD specific and intentional input + Identify formal and informal channels of communications to share information

2.2 Administrative Strategy Sessions

TransFocus engaged with key leaders and decision-makers in relevant departments at UBC to understand the contextual factors that could affect implementation at the organizational level. The departments and the dates of these interviews are summarized in Appendix A. Interviews entailed reviewing existing circumstances with regard to gender diversity and what efforts have been made to date to address challenges and barriers. The sessions also aimed to understand the level of support to sustain the recommendations going forward. Leaders and decision-makers from relevant departments, such as UBC Registrar's Office, UBC Residence, UBC Athletics and Recreation, UBC Health and Counselling, and UBC Equity and Inclusion Office, were engaged early to understand efforts to date and possibilities for greater T2SGD inclusion.

As follow-up to interviews, there were requests for additional data, information, and documentation from departments to further clarify key issues and challenges.

2.3 Campus-Wide Survey

UBC students and employees were invited to participate in an online survey that explored various dimensions of their experiences at UBC and what needs improvement. The survey was anonymous, which is especially important given the potentially high percentage of T2SGD people whose status is known by few or no other people. The survey consisted of a total of 146 questions organized into six sections. The survey questions are found in Appendix B. In order to make the survey time reasonable, respondents could choose at the beginning of the survey which sections they wanted to respond to. The most frequently chosen topic was information systems (74%), followed by programs and services (58%). Figure 2.3-1 provides a breakdown among respondents in terms of topics. In this way, a subset of respondents provided information in each section. This also explains why the sample size varies from section to section.

Figure 2.3-1 Summary of Topics Chosen by Respondents (N=1,439)
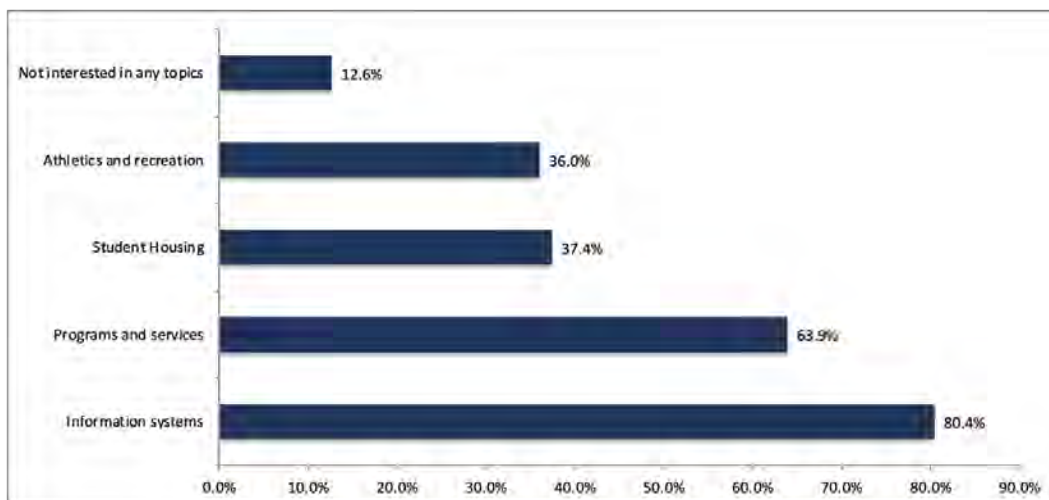
The goal of the survey was to discover experiences at UBC that highlight the need for changes in organizational systems, spaces, policies, or practices to improve support for T2SGD students and employees. The survey was conducted using Qualtrics. The overarching research questions that informed the survey included:

1. What points of exclusion and/or challenges do T2SGD students and employees experience at UBC (or worry about encountering)?

2. What ideas do T2SGD students and employees have to address these, and what currently exists and/or would be necessary for them to feel comfortable accessing UBC?

The T2SGD Task Force and TransFocus collaborated on recruitment efforts to make UBC students and employees aware of the survey. Recruitment materials were sent through formal and informal various channels, which are listed in Table 2.3-1. Each contact was provided with recruitment materials for the survey that contained key information and accompanying visuals, which are provided in Appendix B. Some groups used the materials to post on their social media channels and others distributed it via email or in newsletters. This was followed by a university-wide broadcast email on February 8 to all students and employees.

Lastly, a project webpage was created with details about the project at the following link: https://equity.ubc.ca/trans-two-spirit-and-gender-diversity-task-force/overview-of-gender-diversity-audit/. This combination of outreach resulted in a wide distribution of the survey. The survey ran for a month and a half between February 1 and March 15, 2021. A bit.ly link was used to track the level of interest. It was clicked a total of 4,771 times.

Table 2.3-1 Summary of Survey Promotion among University Stakeholders (Alphabetic Order)

Type	Groups Reached
Student Groups	UBC-V Pride Collective, UBC-O Pride Resource Centre, UBC Bike Kitchen, Sexual Assault Support Centre (SASC) at UBCV & UBCO, Colour Connected, Social Justice Centre, Women's Centre, Global Lounge, Black Caucus, IBPOC Connections, Black Students Union, Two-Spirit Collective, Equity Ambassadors, Outlaws (Faculty of Law Students' group), Commerce Undergrad Society Pride Club, Gears and Queers (STEM/Engineering), The Network (grad student pride club), Beyond the Binary @ UBC video participants, UBC Trans Mentorship, Out on the Shelves, Association of Korean-Canadian Scientists and Engineers, Arab Students' Association, and Sigma Chi.
Equity Committees and Initiatives	UBC Library D&I Team, Psychology Equity Committee, Social Work Equity Committee, Sauder School of Business Lean-In Group, Sauder EDI Committee, Planning Student Association, Women in Engineering / E-IDEAS, Allard School of Law Equity & Diversity Committee, UBC Forestry Diversity Crew, Faculty of Medicine Equity Committee, Computer Science Committee on Outreach, Diversity and Equity (CODE), Equity and Inclusion in Physics and Astronomy, Equity Student Advisory Committee (ESAC), Student Diversity Initiative @ Science, EDI in Engineering Committee, Disability Affinity Group, Positive Space Committee (OK), SOGI's Diversity

	Learning Collective, SOGI UBC, Indigenous Working Group, and UBC Sustainability Initiative.
UBC Communications	• Broadcast email sent on February 8, 2021 to all UBC employees and students • One post on UBC Twitter account on February 16, 2021
Faculties/ Courses	Social Justice Institute, Okanagan School of Education (OK), Course: GRSJ 327, Course: Intro to Trans Studies, Faculty Equity Leads, Senior Advisors to the Provost/President,
Departments	International Programs & Services (OK), Advising and Involvement Centre (OK), Student Experience Office (OK), Student Recruitment and Advising (OK), Career Services/Work Integrated Learning (Ok), Disability Resource Centre (Ok), Supporting Aboriginal Graduate Enhancement (SAGE), Health and Wellness UBCO + MA student, First Nations House of Learning, Talking Stick newsletter, SARAVYC newsletter, Association of Administrative and Professional Staff, and the Faculty Association.

Based on the outreach, a total of 2,863 consented to the survey. However, only a subset of 1,439 respondents provided substantive responses to the survey. That is, nearly a half of respondents dropped off after the first five questions of the survey. As such, they were not added to the final count of the survey. Nevertheless, the survey collected a robust set of demographic data, including Indigeneity, racialization, ancestry, gender, age, disability, and immigration. The EIO provided information on response rates from previous surveys at UBC to determine how representative this survey's results are. These are described and depicted in graphs in detail in Appendix C along with available information on representation.

2.4 Focus Groups

TransFocus conducted two focus groups with T2SGD people who are racialized and/or people with disabilities. A total of 13 T2SGD students and employees attended the focus groups held for two hours each over Zoom both on April 9, 2020. The attendees were recruited for the focus group from among 37 respondents who expressed interest in a form linked at the end of the university-wide survey. There was also the option of signing up for the focus group via the project webpage. T2SGD focus group attendees represented a range of gender identities, races, disabilities, ages, campuses, years of being out, and circumstances.

The focus groups had three key objectives, including:

- Clarify results of survey about intersectional T2SGD experiences and needs;

- Surface any other additional needs/recommendations not covered in survey; and

- Shape and revise proposed recommendations to make them more meaningful, and meet the needs/interests among the greatest number of T2SGD stakeholders.

2.4.1 Race

A total of seven attendees participated in a focus group for T2SGD people who are racialized to share their thoughts and insights into their intersectional perspectives to nuance greater inclusion of gender diversity at UBC. This virtual session took place on April 9, 2021.

2.4.2 Disability

A total of six attendees participated in a focus group focused on disability to share their thoughts and experiences into their intersectional perspectives to nuance greater inclusion of gender diversity at UBC. This virtual session took place on April 9, 2021.

2.5 One-on-One Interviews and Written Responses

Besides focus groups, T2SGD people who responded to the survey were also offered the option to share their experiences during a one-on-one interview with TransFocus. One T2SGD person selected this option. This provided a level of privacy and confidentiality especially important for sharing more personal experiences at UBC. The interview was conducted via Zoom to allow for greatest convenience and an option between personal connection (i.e., camera on) or privacy (i.e., camera off).

For those who responded to the survey who wanted to participate in the focus group, but were not available during the dates and times when they were held were offered the option of providing their responses to the focus group questions via email. A total of four participants selected this option for sharing their intersectional experiences at UBC.

2.6 Compilation + Analyses

Once the consultation process was completed in April 2021, TransFocus compiled the survey response data and notes from strategy sessions and focus groups, including qualitative and quantitative information from stakeholders. The quantitative data are provided in graphs and qualitative responses are provided throughout this report and in the appendices and referenced as "Data Records Interview 2020" or "Student or Employee Respondent." Where quotes are pulled from survey or focus group results, they were de-identified by removing personal and revealing information to protect confidentiality of respondents.

Quantitative survey data were analyzed using Q research software. Demographic data were compared using independent t-tests for mean scores and z-test for proportions as appropriate, and statistical significance was defined as $p<0.05$. In graphs, statistical significance is indicated by circumflex characters. That is, this character indicates a statistically significant difference at or below 0.05. In this way, analyses relating to multiple demographic factors revealed intricacies and nuances of intersectional issues and needs. The analyses of qualitative survey data were completed using Qualtrics iText to code the responses, using grounded theory.

Combining the outcomes of both the quantitative and qualitative data, key themes and findings were identified. These were then translated into a set of recommendations tailored specifically to UBC's context. This was achieved by starting with the most commonly-requested solutions by T2SGD survey respondents, adjusting for nuanced intersectional needs, and combining with professional judgment of TransFocus arising from work with other organizations across North America.

The key components of the recommendations were also summarized in presentations to the T2SGD Task Force on May 27, 2021 as well as the Equity and Inclusion Office on June 10, 2021 to support eventual prioritization and sequencing over short-, medium- and long-term horizons. A summary of recommendations was provided for review, comment and finalization of recommendations by the T2SGD Task Force for viability and relevance.

2.7 Data Limitations

While the university-wide survey had a strong response rate, it is not possible to determine whether their responses are representative of the T2SGD population at UBC or on a provincial level. This is related to a lack of institutional, provincial, and federal-level census data of T2SGD people for comparison. This is an issue that is not unique to this project.

Also, caution should be used when interpreting survey results with small n-sizes ($n<30$). Sub-groups with an n-size smaller than 30 present a challenge when trying to find significant relationships, as statistical tests normally require a larger sample size to ensure results that can be generalized.

Sub-groups that have an n-size smaller than $n=5$ have been suppressed to protect the identities of the respondents.

Furthermore, the attendance rate in follow-up focus groups and one-one-one interviews was low among T2SGD people with intersectional experiences. While 37 T2SGD people expressed an interest in participating either in the focus groups or one-one-one interviews, only 17 attended them. While this kind of drop-off is common in social science research, it should be noted to avoid sole reliance on focus group results for decision-making. The possible reasons for this lack of participation could be:

1) **Availability**: The focus groups and interviews occurred at the end of the spring semester.

2) **Risk of Disclosure**: Hesitation and reservations about disclosing one's gender identity and experiences, especially UBC employees (even with an independent interviewer with shared lived experience).

3) **Skepticism:** Some T2SGD wonder how much discovery methods (including surveys and focus groups) materially change outcomes or benefit them.

4) **Research fatigue**: In recent times, more organizations are trying to fill the obvious gap in data for T2SGD people. Some T2SGD people feel like they are providing the same information for different projects. For example, the Trans Pulse survey was conducted in the summer of 2019.

As such, it is important to keep interested T2SGD people involved in continuous input points as recommendations are implemented and scaled throughout UBC. Furthermore, UBC should consistently assemble up-to-date research conducted by other institutions on T2SGD issues.

Section 3 – Background and Context

3.1 Overview

This section covers important institutional frameworks (both internal and external to UBC) as well as values and priorities of UBC students and employees of UBC. First, UBC is guided by current provincial and federal human rights legislation along with ongoing reconciliation efforts with Indigenous peoples across Turtle Island. Within UBC, structures and cultures at UBC are shaped and driven by values and missions as well as guided by both UBC's Inclusion Action Plan, Indigenous Strategic Plan, and the Gender-based Analysis Plus (GBA+). Lastly, this section also ends with the number of employees and students (along with an estimate of the number of T2SGD people) at UBC and what is important to them on the topic of gender diversity.

3.2 Human Rights

In the last five years, laws have changed with respect to gender diversity on provincial and federal levels. In particular, the Canadian Human Rights Act was amended in 2017 to explicitly include "gender identity and gender expression" as protected grounds against discrimination. On a provincial level, the BC Human Rights Code was similarly amended in 2016. Along with the category of sex, the added protected grounds provide important legal protections to T2SG people.

Before these legal changes, existing case law since the 1990s clarified several important issues for T2SGD people. For example, the issue of washroom usage has been settled. That is, anyone can access the washroom that aligns with their self-determined gender identity without need for surgery and/or to provide documentation (Ferris v. O.T.E.U., Local 15 1999). Recent and emerging case law is addressing issues such as respectful interactions, including the harm of intentional misgendering and the importance of the use of correct pronouns and names (AB vs CD 2020).

3.3 Reconciliation

As Canadian society moves to acknowledge and address the injustices and harms of colonialism on Indigenous people, communities, and lands, there are many initiatives underway on levels that are both broad and specific to employment and culture within post-secondary education.

By seeking to improve the inclusion and visibility of Two-Spirit populations in the post-secondary education environment, UBC will hold itself accountable to its commitment to actively engage with systemically marginalized communities. Better representation and a greater voice is particularly important for this marginalized segment within the Indigenous population. In particular, this project fits within the context of the Truth and Reconciliation Commission of Canada's Calls to Action (TRC 2012). The TRC calls for adequate funding to support Indigenous students seeking a post-secondary education (Call to Action 11). Also, the TRC calls for educating management and staff on the history of Indigenous people (Call to Action 92) and for post-secondary institutions to create programs in Indigenous languages (Call to Action 16). Finally, the TRC calls for development with Indigenous groups a joint strategy to eliminate educational and employment gaps between Indigenous and non-Indigenous Canadians (Call to Action 7).

3.4 UBC Mission and Values

An important part of framing gender diversity at UBC is to understand how it fits within the institution's values and mission. UBC's vision is: "Inspiring people, ideas and actions for a better world." (UBC 2021a). As part of its purpose, UBC "Pursuing excellence in research, learning and engagement to foster global citizenship and advance a sustainable and just society across British Columbia, Canada and the world." UBC is guided by the following values, of which values 3 and 5 (*) are particularly relevant to greater inclusion of gender diversity at the university:

1. **Excellence**: "The quality of striving to be, and being, outstanding."

2. **Integrity**: "The quality of being honest, ethical and truthful."

3. **Respect***: "Regard felt or shown towards different people, ideas and actions."

4. **Academic freedom**: "[A] scholar's freedom to express ideas through respectful discourse and the pursuit of open discussion, without risk of censure."

5. **Accountability***: "Being responsible for our conduct and actions and delivering upon our respective and reciprocal commitments (on personal and collective levels)."

3.5 UBC Policies

3.5.1 Discrimination Policy

UBC's Discrimination Policy (Policy Number SC7), last updated in September 2019, clearly defines that UBC is responsible for and committed to providing an environment free of discrimination as well as maintaining and respecting human rights at every level of the institution. UBC regards discrimination as a serious sanctionable offence. The policy states that "Under the BC Human Rights Code everyone has the right to be free from Discrimination based on the following personal characteristics (current as of the date of approval of this Policy): […] , sex, sexual orientation, gender identity or expression" (UBC 2019a).

UBC's Equity and Inclusion Office is a resource available to all, including victims of discrimination to initiate formal complaints. They provide information and fair assistance, usually by working with the relevant Administrative Head of Unit to address or resolve concerns of discrimination. The Director of Investigations has the responsibility of investigating formal complaints of discrimination and concludes any investigatory process (UBC 2019a). They communicate the necessary information to those that will implement decisions, those that will provide support or education, and/or those that will conduct administrative transactions. Students, staff, or faculty may appeal any decision made or imposed discipline. UBC's Equity and Inclusion Office also provides education to members of the UBC community and other UBC offices on the prevention and remediation of discrimination (UBC 2019a). Every year, the Equity and Inclusion Office publicly reports on the number of consultations about matters of discrimination, formal complaints received and formal complaints investigated (or referred to an alternative dispute resolution process).

3.5.2 Employment Equity Policy

UBC's Employment Equity Policy (Policy Number HR10), last updated in July 2019, clearly defines that UBC is "committed to equity in employment" (UBC 2019b). The objectives of this policy are to regard individual skills and experience while also removing any discriminatory barriers to increase the range of applicants for faculty and staff positions. The desired outcome is to build a workforce that is representative of the pool of potential candidates (in particular those who have been traditionally under-represented including women and Indigenous, disabled, and racialized persons). UBC has established a program of employment equity to provide a fair and equitable workplace. As such, the policy states that "both current and prospective faculty and staff will receive equitable treatment in hiring, training, and promotion procedures" (UBC 2019b).

3.6 UBC Plans and Efforts

3.6.1 Equity Plan

The UBC Employment Equity Plan includes actions and responsibilities on the basis of four objectives. The first objective is to identify and eliminate adverse impacts of UBC policies and practices on equity-seeking groups (UBC 1991). The second objective is to increase representation of equity-seeking groups through adoption of targeted efforts. The third objective is to integrate and promote a work environment that is inclusive of equity-seeking groups. The fourth and last objective is to implement processes to measure the success of the Employment Equity Plan for continuous improvement. The Equity Office and all UBC Leadership roles are involved throughout the implementation and effort to carry through this plan.

3.6.2 Inclusion Action Plan

Besides the overarching values and mission, UBC recently undertook a campus-wide consultation to inform the Inclusion Action Plan (UBC 2020a). The plan has five main goals related to the themes of 1) recruitment and retention, 2) systems change, 3) capacity building, 4) learning, research, and engagement, and 5) accountability. This plan supports UBC's continuing progress relating to diversity and inclusion. With regard to recruitment and retention, UBC actively engages with systemically marginalized communities. UBC is intentional and proactive in changing systems, structures, policies, practices, and processes. Institutional and individual capacities and skills are enhanced to promote inclusive environments. UBC fosters environments of learning, research, and engagement that value building and exchanging multiple and intersectional ways of knowing. Finally, UBC continues to report back to the UBC communities on the progress of their action plan as part of its commitment to inclusion.

3.6.3 Indigenous Strategic Plan

Released in 2020, UBC undertook an extensive multi-stakeholder consultation process using surveys, interviews, open houses, and an online survey from 2019 to 2020 involving about 2,500 Indigenous and non-Indigenous community members to better understand the systemic issues they face at UBC. These were then synthesized into 43 actions organized by eight broader goals, which are in the process of being implemented (UBC 2020b). The goals and actions are intended to

encompass UBC's response to the Truth and Reconciliation Calls to Action. There was one action that specifically referenced Two-Spirit people. In particular, Action 9 calls for an advisory body, including 2SLGBTQQIA people[1], to guide the National Inquiry into Missing and Murdered Indigenous Women and Girls. The goals that harmonize with the Gender Diversity Audit include advocating for the truth (Actions 6 and 9), recruiting Indigenous people (Actions 25 and 28), providing tools for success (Actions 31 and 34), and providing a holistic system of support (Actions 38, 41, and 43).

3.6.4 Inclusive Washrooms Project

UBC conducted a campus-wide consultation process to understand the range of diverse experiences, needs, and interests among facility users in washrooms and change rooms. This process engaged a total of 3,332 UBC community members and was undertaken from September 2019 to June 2020. In particular, UBC was interested in learning about the invisible, lesser known, and vulnerable experiences of students and employees who are transgender, non-binary, women, Two Spirit, Indigenous, people of colour, have disabilities, newcomers, and/or faith practices.

The consultation entailed open houses in various locations, a survey of students, employees, and visitors to collect information about what types of gaps there are and how to address challenges and needs. Finally, a series of five virtual discussion groups allowed for deep dive on the issues surfaced in the survey. This information was compiled to create inclusive washroom guidelines to inform existing and future design and building of facilities across UBC's campuses.

It is because of this previous consultation process that the Gender Diversity Audit did not include an exploration of washroom issues. The guidelines arising from the Inclusive Washroom Project will factor in T2SGD issues and needs. The report is in the process of being finalized (UBC 2020c).

3.7 Intersectionality and GBA+

The theory of intersectionality was created by the intellectual, Kimberlé Crensawh, as a critique of feminism that focused primarily on white women's issues to the exclusion of women of colour. Since its inception in the late 1980s, intersectionality has been animated by various movements across North America and the world, including most recently Black Lives Matter at the intersections of race, gender, sexuality, and class.

The current iteration of this theory practiced in the Canadian context is called Gender-based Analysis Plus (GBA+). This is a framework that was developed by the Status of Women Canada intended to ensure the interests and issues of marginalized or commonly-overlooked segments of the population are considered and addressed in any proposed institutional interventions (GOC 2020). The framework consists of identifying and exploring multiple identity-based variables and conducting an iterative process for their integration into institutional initiatives. While the framework's focal point is gender, it also considers factors, such as race, culture, age, disability, and immigration (Figure 3.7-1). An intersectional GBA+ lens was applied at the outset of the project and along the way to determine the current experiences of T2SGD students and employees and what measures would address the challenges. Table 3.7-1 provides a brief snapshot of the key GBA+ questions and steps taken in this project.

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[1] Two-Spirit, Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, and Asexual

Figure 3.7-1 Identity-based Factors in GBA+
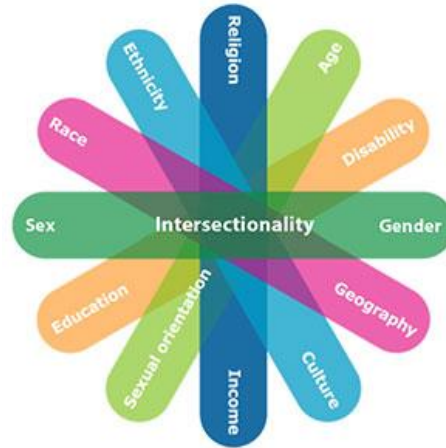
Source: Status of Women Canada 2020

Table 3.7-1 Key GBA+ Steps and Questions for the Project

1 · IDENTIFY KEY ISSUES:
Are there broader historical disparities? Are you taking a long-term and holistic approach?

2 · CHALLENGE ASSUMPTIONS:
Who is affected by the project? Could certain groups be affected differently? Who benefits, and why? Are you making assumptions about the uniformity of the population groups?

3 · GATHER THE FACTS - RESEARCH:
What type of gender and diversity disaggregated data are already available regarding these issues?

4 · GATHER THE FACTS - CONSULT:
Whom did you consult? How did you consult? Were your consultations broad and inclusive? Did they include multiple viewpoints? Were there mechanisms to ensure stakeholders with less capacity to be heard are included meaningfully?

5 · DEVELOP AND MAKE RECOMMENDATIONS:
Are there barriers to access? Are there differences in outcomes or limitations for any segment of the population? What outcomes will improve current inequitable situations between different groups of people?

6 · MONITOR AND EVALUATE:
How are you ensuring equality of outcomes? Have baseline indicators been established to measure the effectiveness of this project?

7 · COMMUNICATE:
Does the communication strategy use messaging that will reach diverse groups of people?

8 · DOCUMENT

3.8 Students

3.8.1 Numbers

UBC serves a student body of about 67,000 (UBC 2021b). Based on the current estimate of T2SGD people being 1 in 200 (Trans Pulse Ontario 2014), the estimated population of T2SGD students at UBC is around 670 people.

3.8.2 Priorities

In an open-ended question in the university-wide survey as part of this project, T2SGD student respondents were asked to share their priorities regarding gender diversity at UBC. A total of 130 T2SGD and questioning student respondents shared their priorities on this topic. There were a wide range of responses with the following 10 commonly-cited terms and concepts to describe what is important to students:

- Accountability and protection

- Visibility

- Acceptance and appreciation

- Welcoming environment

- Feeling safe and understood

- Inclusivity and respect

- Sensitivity

- Normalizing gender diversity

- Gender inclusive language

- Providing support

"It's important to me that nobody's options, opportunities, or access to resources are limited based on their gender identity. That everybody feels safe to be themselves. That nobody is required to justify their gender identity to anyone else."

~ T2SGD Student Respondent

"I find that UBC as an institution speaks of equality and openness, but that is not my experience as a student sitting in class, trying to get a prof to use my pronouns. Or when I am singled out to talk to the class on issues of gender diversity because of my identity, as if I could speak to the whole community or provide any kind of education in a 5-minute presentation."

~ T2SGD Student Respondent

"Normalizing trans people & experiences. On every level I just want there to be normalization & expectation of the presence of gender diversity and ease of access to spaces and services."

~ T2SGD Student Respondent

"UBC needs to commit fully to gender diversity for the safety and well-being of marginalized students. Compromising this, such as by hosting anti-transgender speakers/events (as UBC has done in the recent past), compromises the safety of members of UBC's community and restricts the ability of marginalized voices in the UBC community to contribute to academic discussion."

~ T2SGD Student Respondent

"Please take into consideration, though, that not all of us want all of who we are to be seen. Not everybody feels a strong connection to being trans or having specific disabilities, and therefore not all of us find it valuable to put those parts of ourselves on display."

~ T2SGD Student Respondent

3.9 Faculty and Staff

3.9.1 Numbers

With nearly 18,000 employees, including 6,000 faculty and 12,000 staff (UBC 2021b), UBC is an important provider of post-secondary education in the province, across Canada, and around the world. Based on the estimate of 1 in 200 people being T2SGD (Trans Pulse Ontario 2014a), the approximate number of T2SGD employees at UBC is 90 people. Because of its size, UBC attracts employees of genders across the spectrum.

3.9.2 Priorities

UBC employees who responded to the university-wide survey on gender diversity were asked to describe in an open field what is important to them on the topic of gender diversity at UBC. There was a range with common concepts and solutions. Many respondents spoke to the importance of both structural and cultural changes at UBC to make the institution more inclusive of gender diversity. Similar to T2SGD students, the seven most common themes among 66 T2SGD employee respondents include:

- Feeling safe and understood

- Institutional accountability

- Acceptance

- Normalizing gender diversity

- Inclusivity and respect

- Avoid checking off a box or being performative

- Have changes be genuine, sustained, and deep

"I am coming to realize that openly identifying and owning these [gender and racial] identities is in a small way, revolutionary."

~ T2SGD Employee Respondent

"It's not only about changing administrative systems/programs to be "more inclusive" (ie: adding boxes for inclusive pronouns and changing gendered language) — it's also, and almost more importantly, about changing culture and attitudes across UBC —> particularly in Faculty and Administration. WE NEED to actively counter homophobia, transphobia, anti-gender diversity bias, cis/het normativity, and intersectionally, racism and ableism. It's not enough to have staff and faculty just take a "diversity" or "anti-racism" course and check the completion box. Leadership needs to walk the talk, to blaze paths for historically marginalized folx, and to uplift and uphold an environment of ZERO tolerance for discrimination."

~ T2SGD Employee Respondent

"Feeling like it is normal, and not out of the ordinary for people to be gender diverse. Cis people having other resources to answer their questions and learn more about inclusion and microaggressions from someone other than their gender diverse colleague or friend. Promoting gender diversity on campus and resources about gender in emails and bulletins similar to how UBC has recently been promoting Racial issues and equity."

~ T2SGD Employee Respondent

"Making school/department/local leadership accountable for creating a safe environment for gender diverse individuals, free of casual intolerance and safe for gender diversity to flourish."

~ T2SGD Employee Respondent

"That UBC moves away from the idea that being cisgender is a "default", and actively works towards creating safe spaces for gender diverse people to explore their gender expression, and not just gender identity."

~ T2SGD Employee Respondent

Section 4 – Climate, Safety, and Training

4.1 Overview

This section explores the current approaches to, experiences of, and recommendations to improve the climate, safety, and training on gender diversity at UBC. There are many factors that contribute to and detract from T2SGD experiences, including discrimination, struggling to report these matters to UBC, and having to educate others about gender diversity.

In general, there is a sense among T2SGD people at UBC that they have to navigate issues collectively amongst themselves or individually on their own without much support from the university as a whole. There are some nascent positive practices that point to the possibility of more widespread acceptance, respect, and understanding of gender diversity at UBC.

This section starts with a description of the existing efforts to collect information about safety and climate, followed by existing levels of formal and informal education on gender diversity at UBC. The rest of the section provides the key outcomes of the university-wide survey about the negative and positive experiences of T2SGD, questioning, and non-T2SGD respondents along with statistically significant intersectional differences among T2SGD respondents. Detailed results of the Gender Diversity Audit survey on the topics of climate and safety are provided in Appendix D.

4.2 Experiences and Challenges

4.2.1 Existing Set-up

Current Surveys

UBC conducts three key surveys each year to measure a variety of issues, including climate and safety, among students and employees. The surveys are voluntary and, as such, the response rates are low. However, they still provide valuable insights and benchmarks for diversity issues, including gender diversity.

Academic Experience Survey

The most recent results of UBC's Academic Experience Survey in 2020 reveal a range of challenges specifically related to gender diversity. A total of 1,684 respondents participated in the survey, including 2% non-binary or genderqueer respondents and <1% Two-Spirit respondents (UBC 2020d). No data on trans women or men were collected. In terms of experiences of safety on campus, the results indicate that men are more likely to feel safe (85%) compared to non-binary respondents (71%). Furthermore, non-binary and Two-Spirit respondents report having more experiences of gender discrimination. The survey also collected information on the sense of belonging and wellbeing at UBC. Although not specifically about gender identity, the results point to greater wellbeing among heterosexual students (59%).

> "Overall, a fraction of students who belong to minority groups (predominantly, on the basis of ethnicity, gender, and age) continue to suffer from covert or overt discrimination on campus. Women, non-binary students, LGBTQ+ students, South Asians, and those over the age of 25 are the dominant victims of such discrimination"
>
> **UBC 2020d**

Undergrad Student Experience Survey

The latest Undergrad Student Experience Survey was conducted in 2020 with an additional diversity module looking specifically at cultural diversity. The purpose of the survey is to gain understanding of the students' perception of inclusion and their experiences of discrimination. Although efforts were made to promote this survey, the response rate of undergraduate students was 10% on the Vancouver campus and 13% on the Okanagan campus.

With respect to commitment to inclusion, 66% (Vancouver) and 72% (Okanagan) student respondents feel that faculty members are committed to understanding differences across cultural communities (UBC 2019c). According to students, staff (63% and 69%) and students (58% and 60%) are reported as less committed to this kind of understanding.

With regard to the students personal experiences, less than 10% somewhat or strongly agreed that they were singled out, judged or stereotyped (within their classroom or by their instructor) because of their identity (i.e., race/ethnicity, gender, sexual identity, dis/ability status) (UBC 2019c). Around 10% of the students think that the faculty pre-judge their abilities based on their perceived identity and/or background (with an 11% increase in international students relative to domestic students at UBC Okanagan). At UBC Vancouver, 14% of the students feel that they have to work harder than other students to achieve the same recognition (10% at UBC Okanagan). On both campuses, students have heard faculty express stereotypes based on their social identity (13% which is the highest score for UBC Okanagan, and 12% for UBC Vancouver).

Overall, although only a small portion of students agree or strongly agree that they have been singled out in class because of their identity, this survey demonstrates that international students are more likely to feel singled out, stereotyped or pre-judged than domestic students, and this is occurring more at UBC Okanagan.

Workplace Experience Survey

The Workplace Experiences Survey is taken by faculty and staff at UBC. The most recent results of the survey trends comparing 2017 results with previous years results (UBC 2017). The results were not disaggregated by either 1) gender more generally, or 2) gender diversity more specifically. If this were possible, the results of this survey could provide valuable and important insights into specific gender-based gaps and needs among employees at UBC.

Overall employee engagement at UBC has improved over the years. Faculty and staff take more pride in telling others they work at UBC. It is also clear that UBC made efforts between 2014 and

2017 as more faculty and staff feel that they belong to a community at UBC (+19%, which is the greatest increase). Also, more people feel that their work is providing them with a sense of personal accomplishment such as greater opportunities, greater recognition and a greater access to health and wellbeing support programs. However, the number of people that would recommend UBC as a great place to work has not increased. That might be linked to the clear disconnect between their work and long-term objectives or the drop of faculty and staff who feel that people treat each other with respect and consideration in the workplace (-7%, which is the greatest decrease).

Faculty and staff feel that UBC provides academic excellence, a good work environment, good professional growth and is inclusive and respectful of people. However, 14% were neutral towards and 9% do not think UBC is inclusive and respectful (UBC 2017). Some of the reasons for driving this are a lack of communications, work-life balance, and support from UBC's senior leadership.

Current Training

Formal Training

The EIO provides voluntary, on-demand training for employees and students at UBC as part of its Positive Spaces program, which has been running for 20 years. The content of the Positive Spaces program includes key information about sexual and gender diversity over typically 3.5-hour sessions. Based on completion of the session, attendees can choose to be a Resource Person, which means they commit to creating a safe environment for LGBTQ+ people at UBC.

Since its inception in 2002 until 2014, the program educated a reported total of 5,000 employees, of which 600 became Resource People, across both main campuses on the issues of gender diversity (UBC 2014). Since 2015, the estimated number of employees educated is approximately 1,900 (based on an average of 20 attendees in 95 workshops). This brings the approximate total number over 20 years to just under 7,000, which represents about 40% of the current employee population at UBC.

A review of the Positive Spaces was conducted in 2014 to better understand the design and delivery of the workshops. This was undertaken in May and June 2014 through an online survey with 525 respondents, including 31% who had taken the workshop and 66% who were not a part of the LGBTQ+ community. The survey asked about the program's strengths and weaknesses, which respondents indicated as follows:

- **Strengths**: Format of the workshop with discussions and scenarios and learning opportunities provided.
- **Weaknesses**: Much needed updates to the content and tailoring workshop content to meet diverse needs of different audiences (UBC 2014).

Informal Education

Besides the official education provided by the EIO, there is also informal education happening among T2SGD stakeholders at UBC. For example, there have been other ad hoc educational opportunities for staff to learn about gender diversity through workshop offerings as part of

Association of Administrative and Professional Staff (AAPS). These were conducted in 2017 and 2018 to a total of 300 members.

UBC departments and faculties have also independently engaged external resources to address their own tailored educational needs. The number of attendees of these sessions is not known.

Furthermore, there are also ad hoc requests of T2SGD individuals to speak to classrooms and/or departments for free on their lived experiences and issues pertaining to gender diversity. There is a range of motivations in providing this information. These were explored in the university-wide survey as part of the Gender Diversity Audit. In particular, T2SGD respondents were asked how often they provide free education and advice on issues of gender diversity. A majority of T2SGD respondents (58%) have either frequently or occasionally provided this kind of free labour. Figure 4.2-1 summarizes the frequency with which T2SGD respondents are asked to provide free education and advice on gender diversity issues at UBC.

Figure 4.2-1 Frequency of Free Education and Advice Provided by T2SGD Respondents (N=210)
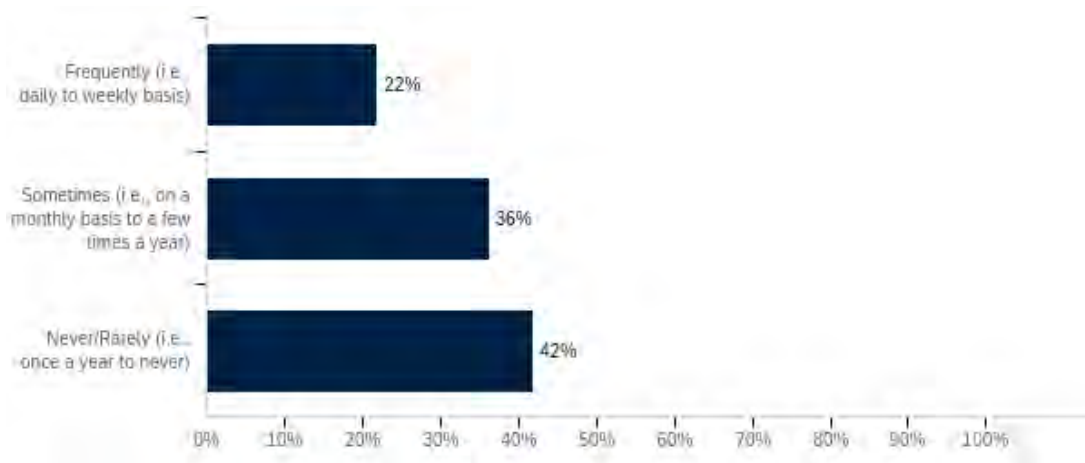
Furthermore, T2SGD respondents reported their motivations in providing this free education and advice. The majority of respondents indicated a mixture between interest (73%) and necessity (68%). A third of respondents felt compelled to provide this education and advice. These point to the reality that where there is a gap in education at UBC, many T2SGD people are having to address this out of necessity and compulsion. This has the effect of externalizing the effort of educating on those who are most vulnerable and already taxed from navigating the cultural and structural challenges that exist at UBC.

Respondents also provided other reasons for providing education in an open comment field, which include: To spare other T2SGD community members from ignorance, for greater human objectives, willing to share with people who they know or who genuinely want to improve, and to avoid appearing rude by declining education.

There were no statistically significant differences across T2SGD respondents of different roles or between racialized and non-racialized T2SGD respondents in providing free education. However, there are significant differences between T2SGD respondents with and without disabilities. In

particular, T2SGD respondents without disability were more likely to never or rarely provide free education (50%) as compared to their counterparts with disabilities (32%). By contrast,

> T2SGD respondents with disabilities are twice as likely to frequently provide free education (30%) compared to those who are without disabilities (15%). Furthermore, T2SGD respondents with disabilities are more likely to report that they do so out of necessity (69%) and pressure (44%) as compared to their counterparts without disabilities (51% and 19%, respectively).
>
> **UBC 2020d**

As such, where there is a lack of institutional education on gender diversity, this cost is borne among the most vulnerable of T2SGD people, including those with disabilities. Figure 4.2-2 breakdown the reasons that T2SGD respondents undertake free education and advice on gender diversity issues at UBC.

Figure 4.2-2 T2SGD Motivations for Providing Free Education and Advice on Gender Diversity (N=324)
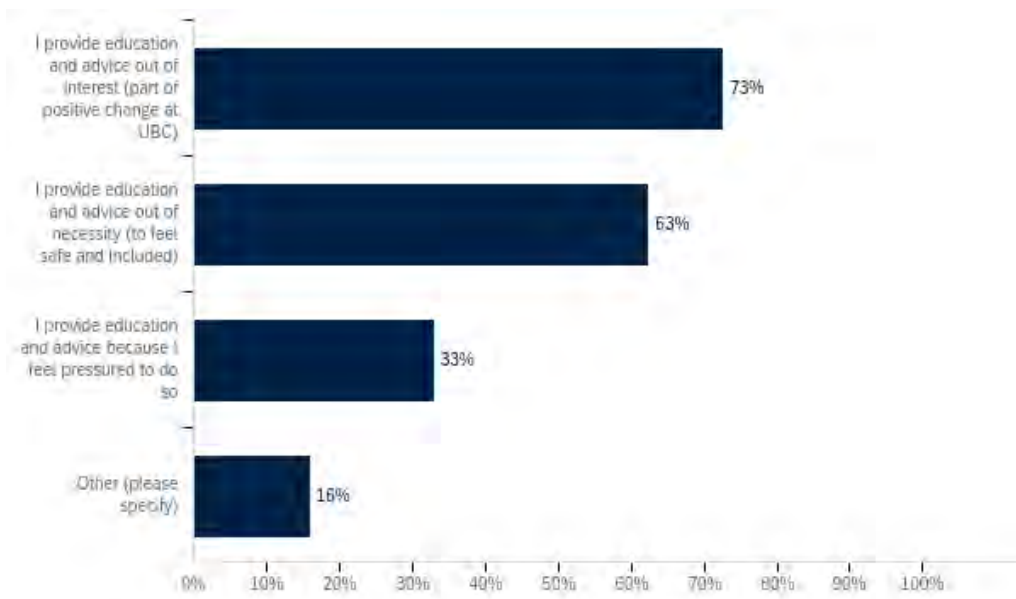
*Note: Percentages do not add to 100% because respondents could select more than one response

> "I provide education and advice because I feel like I need to, i.e. if I don't do it who will."
>
> **~ T2SGD Student Respondent**

> "[I]t's exhausting. Like... I just gave an hour of time today for this survey. I probably spend <u>3-5hrs a week, of personal time, doing this work</u>. Across my 15yrs at UBC at an average of 4hrs/wk... that's <u>>3000 hrs of unpaid social and emotional labour</u> (not including the time and money I've spent on my own work/counselling to deal with experiencing discrimination, harassment, and trauma)."
>
> **~ T2SGD Employee Respondent**

> "[I] don't find it emotionally draining to explain to people, so <u>im happy to help people</u> understand in place of others who may not be comfortable educating others about their identity."
>
> **~ T2SGD Student Respondent**

4.2.2 Comparative Experiences

The university-wide survey as part of the Gender Diversity Audit asked a range of questions regarding climate and safety. The detailed results of each survey question are provided in Appendix D.1. This section provides a summary of key results where there are substantial differences between T2SGD, questioning, and non-T2SGD respondents. In general, the results of T2SGD respondents point to mixed experiences that are inconsistent and unpredictable. This variability introduces a degree of uncertainty that is challenging to navigate, especially on an ongoing basis. There are many strategies T2SGD people employ to counteract this risk.

Belonging

T2SGD respondents report lower levels of belonging at UBC than their non-T2SGD counterparts (58% and 79%, respectively). This also occurs for feeling valued, which 54% T2SGD respondents report as compared to 71% non-T2SGD respondents. Of particular note, T2SGD and non-T2SGD respondents report similar levels of disagreement with the statement that they can voice their thoughts on gender diversity without negative consequences (i.e., 32% and 24%, respectively).

Safety

T2SGD respondents also indicated fewer locations on the two main campuses where they feel safe, some of which are shared in common with non-T2SGD (e.g., Life Building and University Centre) and others are different (e.g., UBC Farm and Skeena Residence). The nuances of feeling safe among T2SGD respondents span both blending into crowds and being removed from people. Furthermore, T2SGD respondents spoke to intentional spaces (i.e., where their needs have been accounted for) as well as safe cultures (with explicit support of T2SGD people). In terms of feeling included or excluded, 44.4% of T2SGD respondents are more likely to experience inclusion with some people and exclusion from others as compared to non-T2SGD respondents (22.1%).

> "I picked the nest [as a place of safety] in particular because I feel it's such a hub of activity that it's <u>impossible to stand out too much</u>, and the life building because of the presence of <u>gender-neutral bathrooms</u>."
>
> **~ T2SGD Student Respondent**

Discrimination

Most T2SGD respondents (85%) experience some form of discrimination at UBC compared to 46% of non-T2SGD respondents. In particular, the most common forms of discrimination experienced by T2SGD respondents include bias and microaggressions (61%), jokes and inappropriate comments (51%), and repeated accidental misgendering (50%). T2SGD respondents shared their experiences with daily as well as intermittent discrimination that have varying degrees of adverse impacts on them, including frustration, exhaustion, anxiety, distress, and distrust. Furthermore, T2SGD respondents are more likely to report "frequent," "regular," and "occasional" discrimination in online interactions (39.8%) compared to non-T2SGD counterparts (13.0%). There is a slightly greater frequency of discrimination occurring in-person as compared to online interactions as reported by 43% T2SGD respondents. There are also statistically significant reports about who does the discriminating with students being the key source of discrimination (72% for T2SGD respondents and 47% among non-T2SGD respondents), followed by faculty and then staff.

> "Students are the biggest issue (misgendering, insults, confusion/unawareness, jokes) further student education on this issue would be helpful."
>
> **~ T2SGD Student Respondent**

> "I was told that I should be informing each new staff member to my department that I'm transgender so that new people don't inadvertently misgender me. Instead of creating a culture of inclusion, the onus and risk is on me to take."
>
> **~ T2SGD Employee Respondent**

> "I have had a class where I was required to appear in business attire and would have a portion of my mark decided on that. What constitutes acceptable clothing was split into "Male" and "Female". After asking if a modification might be made in my case (I did not feel comfortable with either category) I was told that it would not be possible, and that I would fit into the "Male" category - something I found uncomfortable."
>
> **~ T2SGD Student Respondent**

Reporting Discrimination

The majority of T2SGD and non-T2SGD respondents (nearly two-thirds) indicate comparable levels of not reporting discrimination to UBC. Among those who do report discrimination, T2SGD respondents are more likely to report being "somewhat dissatisfied" or "very dissatisfied" by how UBC handled their experiences of discrimination (74.4%) compared to non-T2SGD respondents (43.9%). In terms of where they would or did turn first after being discriminated against, T2SGD respondents are more likely to turn to trusted fellow students (21%) or colleagues (10%) rather than institutional options as compared to their non-T2SGD counterparts.

> "I faced overt discrimination and harassment in the classroom due to gender diversity and after lodging a complaint[, I] felt completely let down by the system."
>
> **~ T2SGD Students Respondent**

Positive Experiences

Besides the many challenges, T2SGD respondents were asked to share their positive experiences and the best practices related to gender diversity they have encountered at UBC. In general, the responses about positive experiences were about tangible and practical actions that fellow colleagues and students took to make T2SGD people feel more included and safe. These actions entailed making inclusive statements, intervening in situations of harm, making the effort to learn new names and pronouns, and taking initiative to learn about gender diversity on their own rather than relying on T2SGD people close to them.

> "Professors make an effort to respect everyone's pronouns, without singling people out or making them feel weird. I really appreciate this and it makes me feel welcome and comfortable in my classes."
>
> **~ T2SGD Student Respondent**

> "We recently had a UBC Library event with two guests who identified as Two Spirit. Often it's white folx identified or 'marketed' as gender-diverse, so it was amazing to have Indigenous voices, and non-white bodies, to celebrate."
>
> **~ T2SGD Employee Respondent**

Level of Outness

Related to climate and safety is the level of outness of T2SGD employees and students. A majority of T2SGD respondents (61%) indicate being somewhat or completely out at UBC with nearly a quarter having more nuanced relationships to outness. Among those who are not completely out at UBC, there is interest in being more out (78% of T2SGD respondents); however, there are some reservations.

Perspectives on UBC's Level of Effort

Overall, given the challenging and positive experiences, the majority of survey respondents think that UBC needs to do more to ensure safety and inclusion of gender diversity. T2SGD and questioning respondents are more likely to think UBC needs to do more (75.8 and 73.5%, respectively) compared to their non-T2SGD counterparts (54.9%). The lower rate among non-T2SGD respondents points to lack of knowledge or awareness of T2SGD experiences to fully understand the need for additional support and efforts at UBC.

4.2.3 Intersectional Nuances

Additional sub-analyses explored statistically significant differences within T2SGD respondents as they relate to intersectional experiences across roles, locations, Indigeneity, races, disabilities, and immigration status. Each statistically significant result is described in detail in Appendix D.2 along with accompanying graphs. This section provides a summary of key results. In general, there were few statistically significant differences across intersectional experiences and identities related to climate and safety. Most of the intersectional differences arose in types of discrimination, what roles were reported as discriminating, and levels of outness.

Types of Discrimination

In terms of experiences of disrimination across the gender spectrum, Two-Spirit respondents are more likely to experience bullying/harassment (64%) and being excluded from important activities (47%) than others across the gender spectrum. Gender diverse respondents are more likely to face repeated accidental misgendering at UBC (49%) compared to their counterparts.

Most of types of discrimination are experienced at comparable levels across racialized and non-racialized T2SGD respondents; however, racialized respondents are more likely to report experiencing being excluded from important activities (22.2%) compared to their non-racialized counterparts (7.6%).

T2SGD respondents with disabilities are more likely to experience bias and aggression (64.5%), repeated accidental misgendering (44.7%), and differential treatment (31%) compared to those without disabilities. In terms of frequency of discrimimation, T2SGD respondents with disabilities are more likely to experience regular discrimination (14.8%) compared to their counterparts without disabilities (3.5%).

Who Discriminates

There are slight differences across the gender spectrum in terms of who they report is discriminating against them with trans men and gender diverse respondents more likely to report facing discrimination from students whereas trans women and Two-Spirit respondents report greater rates of discrimination from faculty.

T2SGD respondents are more likely to report that students at Okanagan campus (88%) and staff at other UBC locations (100%) are discriminating than roles at the Vancouver campus.

In general, the results point to inter-role discrimination rather than cross-role discrimination. That is, T2SGD staff are more likely to report that they face discrimination from other staff and students with other students. T2SGD respondents (regardless of their role) report similar levels of discrimination from faculty with a slightly higher levels resorted among T2SGD faculty.

T2SGD respondents with disabilities are more likely to report being discriminated against by faculty (50.4%) compared to their counterparts without disabilities (31.5%). This was discussed in the focus groups with people of disabilities who explained the challenges of getting accommodations from professors, who are often unsure, questioning, or dismissive about their requests (Focus Group on Disability, April 2021).

Turn to First After Discrimination

T2SGD students are more likely to reach out to trusted fellow students when they experience discrimination, including 31% of undergraduate students and 20% of graduate students. This is in contrast to T2SGD staff who are more likely to turn to their managers first (24%). And T2SGD faculty members go to another trusted colleague when they experience discrimination at UBC (55%).

Feeling Included or Excluded

T2SGD respondents with disabilities (49.6%) are more likely to feel included by some people and excluded by others at UBC as compared to 34.4% T2SGD respondents without disabilities.

Being Out

Finally, trans men are more likley to report not being out (43%) or neither out, nor hiding (29%) compared to other T2SGD respondents across the spectrum, who are more likely to be somewhat or completely out at UBC.

In terms of roles, T2SGD staff are more likely to not be out (22.2%) compared to other roles and undergraduate students are more likely to report that their outness is complex (15.1%). Faculty and graduate students report at higher rates being somewhat or completely out at UBC compared to undergraduate students and staff. T2SGD undergraduate students are more likely to indicate that they do want to be more out (44.0%).

4.2.4 Cisgender Preparedness

Cisgender respondents were asked a separate set of questions in the university-wide survey as part of this project about what they need to be able to support T2SGD people at UBC.

The majority of cisgender respondents (61%) reported having a moderate level of knowledge about gender diversity with nearly a quarter of respondents (22%) indicating low knowledge. In terms of preparedness, a slight majority of respondents (55%) feel somewhat or very prepared with a quarter feeling somewhat or very unprepared. The majority of respondents reported that policies and guidelines (73%), listening to panels (61%), and information sheets (56%) would help them be better prepared on the topic of gender diversity.

In terms of topics of interest, the majority of cisgender respondents want information on how to respectfully interact with T2SGD people (65%) and understand the challenges that T2SGD people face (60%). There is less of a need for education on language, such as terms and concepts (37%). These results point to the effectiveness of existing education efforts to date by Positive Spaces, other parts of UBC, and general awareness happening in society, and that there is appetite and readiness for deeper learning content. Some respondents spoke to wanting live sessions and others want independent, self-paced content they can access at their convenience.

> "Helpful list of information resources I can access on my own. I had to do a lot of this on my own, however, would prefer it would be vetted by experts."
>
> **~ Cisgender Respondent**

The majority of cisgender respondents (85%) are not aware of existing resources on how to support T2SGD people at UBC. Among the remaining percentage of respondents who are aware of the existing resources, 4% have used them and 12% have not.

Cisgender respondents practices related to pronouns are at the beginning stages. Much of their efforts to date center on making note of people's pronouns (in email signature = 56% and in Zoom = 50%); however, less common are the sharing of their pronouns (i.e., email signatures = 37% and in Zoom = 28%). This result points to the need to provide the rationale for normalizing the giving and receiving of pronouns to create a more inclusive culture at UBC.

Explaining why they do not share pronouns, the most common reason reported by 29% of cisgender respondents is not being comfortable with the practice. Another one-fifth indicated that they were not aware of these practices. And a small percentage (16%) reported a preference for relying on assumptions rather than obtaining pronouns through asking or modelling. Responses to an open-ended field show a strong tendency towards the status quo practice with the idea that the onus should be on T2SGD people to declare or concern about this approach not working for all T2SGD people.

> "I'm not sure why I haven't done this yet. But my name is quite gendered, so people usually get my pronouns right, so I don't feel a need to surface my pronouns."
>
> **~ Cisgender Student Respondent**

> "Having not infrequently experienced discrimination in the workplace based on gender I do not wish to foreground my gender identity in any way."
>
> **~ Cisgender Employee Respondent**

> "Rely on others to tell me what they prefer if it is not obvious. If the person looks X and I call them X, but they prefer Y, they can tell me that. Going around telling everyone your gender upon meeting is incredibly odd."
>
> **~ Cisgender Student Respondent**

4.3 Recommendations for Climate, Safety, and Training

The preceding sections provided insights into the current status of climate, safety, and training at UBC among T2SGD, questioning, and non-T2SGD community members. Many of the suggestions for what needs to change to improve the interactions focus on education, changes in procedures, and accountability, which will lead to cultural shifts over time. Tables 4.3-1 to 4.3-3 summarize the nine recommendations for addressing the current state of climate, safety, and training at UBC. More specifically, there are three recommendations in Table 4.3-1 related to education of UBC employees and students to make T2SGD challenges more concrete and local to UBC. Furthermore, three recommendations in Table 4.3-2 outlines the development, revisions, and dissemination of critical information for both cisgender and T2SGD people at UBC. Finally, Table 4.3-3 provides accountability measures to track the progress towards cultural change at UBC.

To substantiate the need for the recommendations that follow in tables below, survey respondents were asked the impacts that these recommendations would have on them personally if they were implemented at UBC. The recommendation with the greatest anticipated positive effect among 91% of T2SGD respondents is creating a more supportive and welcoming culture at UBC. Related to this is the training of UBC faculty and staff on gender diversity, which 88% of T2SGD respondents rate as having a positive effect on them. The third most important measure in terms of positive impact is introducing policies that clarify inclusion of gender diversity at UBC, which is reported by 85% of T2SGD respondents.

Some T2SGD report neutral impacts arising from these cultural changes between 6% to 16%. For most of these recommendations, there are low rates of reported negative impact among T2SGD respondents (i.e., fewer than 6%). The only exception is surfacing pronouns, which 9% of T2SGD respondents report having negative impacts. These negative impacts are mirrored among 11% of non-T2SGD respondents.

Further sub-analyses surfaced additional intersectional considerations. In particular, racialized respondents are more likely to report very negative impacts from a standard way of surfacing pronouns in groups (16.7% versus 0.8%), training among faculty and staff (12.7% versus 0%), and education of students (12.7% versus 0%) as compared to their non-racialized counterparts. This underscores the importance for both T2SGD and non-T2SGD people that pronoun disclosure be voluntary. Furthermore, Two-Spirit respondents are more likely to report negative impacts from educating students (33%). The basis of this is not known; however, it may be linked to experiences with pushback arising from reconciliation efforts to date.

Figure 4.3-1 depicts the ratings of impacts for recommendations related to climate and safety at UBC among T2SGD respondents.

Figure 4.3-1 Levels of Impacts of Climate Recommendations on T2SGD Respondents (N=181)
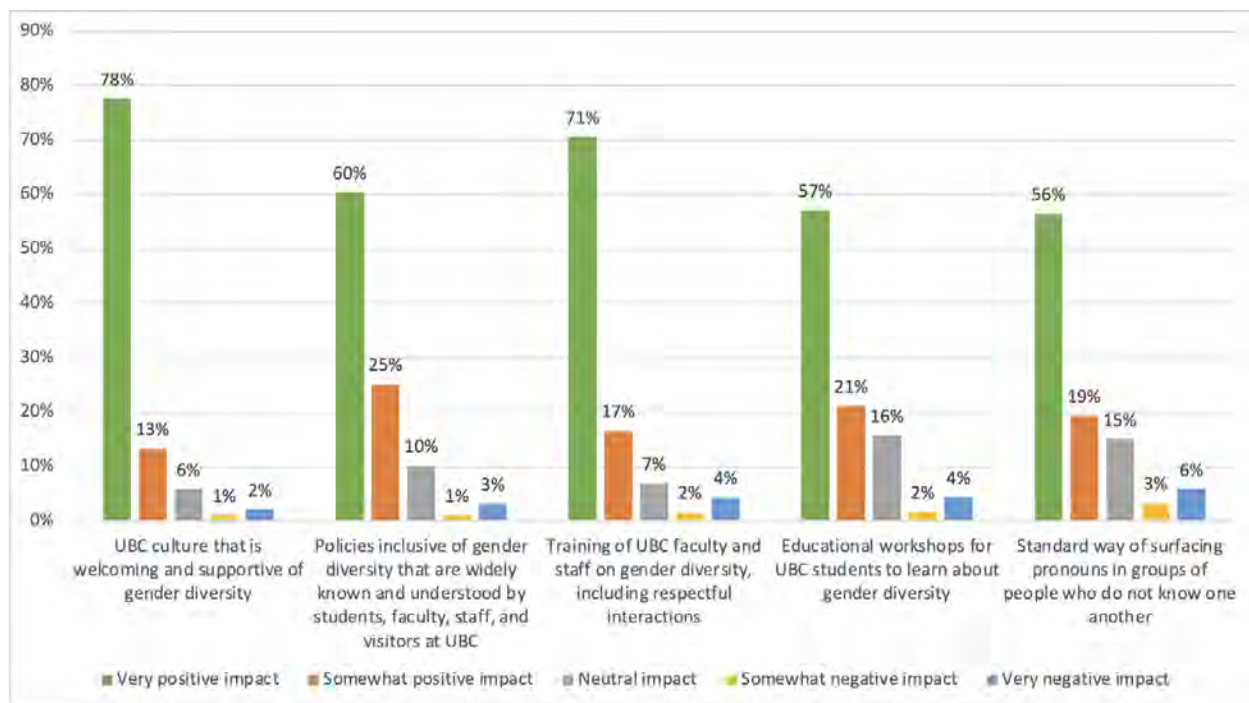
Table 4.3-1 Summary of Recommendations to Improve Climate, Safety, and Training at UBC through Education Measures

Issues and Challenges	Recommendation to Address Challenge	Added or Nuanced Recommendations for Intersectional Needs
Cisgender survey respondents report struggling with knowing what is expected of them in terms of supporting T2SGD people at UBC. In particular, 43% of cisgender employees feel somewhat and very unprepared or neither prepared nor unprepared on the issues of gender diversity. Among 76% of non-T2SGD respondents, the most frequently requested tool to help them feel more prepared is clear and consistent policies and guidelines.	**R1.** Update policies and guidelines to formalize the expectations for conduct and systems in support of T2SGD students and employees, including in UBC Statement on Respectful Environment and Employee Handbooks. Changes to policies and guidelines are intended to clarify: ● Voluntary practice of giving and receiving pronouns among employees and students meeting for the first time. ● Use the name and pronouns that the person provides (even when different from legal name on record). ● Reading or displaying of names in public settings (e.g., waiting rooms or classroom lists) should only be the last name and identifying number (e.g., student number). ● May necessitate practice to be able to use pronouns and names consistently. ● Work with T2SGD employees (if known) about sharing names and pronouns with others. If agreed upon, only disclose name and pronoun (not gender identity, which is personal and private). ● Unless agreeable to T2SGD person, use current pronouns consistently (i.e., avoid reverting to past pronouns when talking about the past). ● Use gender inclusive language (instead of binary only language) with individuals you are meeting for the first time or in group settings where people's genders are not known.	Clarify intersectional distinctions in needs and issues, particularly surrounding sharing pronouns.

	- If mistakes are made (like misgendering or misnaming), apologize quickly, make corrections, and continue with conversation (avoid belabouring). - Avoid relying on T2SGD for identifying and implementing cultural and structural changes for greater inclusion of gender diversity in departments or faculties. - Avoid asking invasive and inappropriate questions about being T2SGD - for many these are private matters. - People can use the washrooms that align with their gender identity (as opposed to their sex assignet at birth) - There should be no gender-based dress codes at UBC.
The majority of cisgender respondents (58%) in the survey requested education sessions on gender diversity. The topic of most interest among 69% of cisgender employees is respectful interactions related to pronouns and gender inclusive language. T2SGD respondents with disabilities are more likely to provide frequent free education on gender diversity at UBC (29%) than T2SGD respondents who do not have a disability (13%). They are also more likely to report doing so out of necessity (49%) and feeling forced to do so (31%). This underscores the need for education that is shouldered by the institution rather than on free labour of already stretched community members.	**R2.** Tailored education developed using statistics and quotes from the Gender Diversity Audit. These would be new sessions as part of the Positive Spaces program with some of its contents overlapping with the previous Positive Spaces curriculum. Collaboration between EIO and HR to develop, organize, and deliver contents of this education to employees and students. This should include review and input from the Faculty Association, Association of Administrative and Professional Staff, and Alma Mater Society. Education delivered in continuous manner across and specific to roles at UBC with the intention of shifting the culture at UBC, including: - Core content across all roles focused on terms, concepts, unique challenges faced at UBC, pronouns, names, assumptions, gender inclusive language, and mistake recovery. Unpack common misconceptions about the emerging practice of exchanging pronouns documented in Appendix D.3. - Staff-specific content on respectful interactions with T2SGD people and systems issues, especially those involved in records (e.g., Student Enrollment and Human Resources). Particular attention paid to outgoing	Introduce and define the concept of intersectionality. Explain how T2SGD with additional vulnerable identities experience issues in common with other T2SGD people as well as distinct experiences which compound or complicate their interactions at UBC, including: - Review specifics related to "excluded from important activities" with examples at the intersections of race and gender diversity - Review specifics related to microaggressions and misgendering with examples at the intersections of disability and gender diversity - Hesitation with providing chosen names and pronouns

Both T2SGD (32%) and non-T2SGD (24%) respondents reported similar levels of feeling that they cannot talk about gender diversity without concern about negative consequences.	communications using chosen and legal names. Consistent and standard information about first name change processes. Avoid commenting on change requests. ● <u>Faculty</u>-specific content focused on classroom and curriculum considerations related to gender diversity, including introductions with voluntary pronouns, gender inclusive language, facilitating classroom discussions on gender, and exam practices using names. ● <u>Student</u>-specific content focused on respectful interactions, importance of pronouns, impacts of jokes and comments, and assumptions. ● <u>Facilitated small group dialogues</u> between T2SGD and non-T2SGD people at UBC with built-in safety mechanisms and based on self-reflection to build greater understanding and dispel myths based on misinformation. Attendance of these education sessions should be voluntary with strong department and faculty lead recommendations. Organizing education sessions as part of regularly-scheduled meetings is one way of achieving this. Leaders should play an active role in explaining to their members the importance of taking education to better understand and support gender diversity at UBC. Where persistent challenges arise, more tailored education can be developed to address specific issues.	● Need for accommodations that account for disability ● Sensitivity towards concerns about backlash from T2SGD inclusive changes among Two-Spirit people
Nearly 7,000 of employees at UBC have been educated through the Positive Spaces programs. These efforts have resulted in certain positive shifts, however, these are known largely anecdotally rather quantitatively. This understanding of impact is important for the next levels and layers of education on gender diversity.	**R3.** In order to maximize return on investment and conduct education sessions that yield strategic shifts in culture, it is important to locate what content or approaches produce the most impact. Impact should be measured on the levels of changes to attitudes, language, and behaviours towards T2SGD people at UBC. As such, an <u>external evaluation</u> of the Positive Spaces program is recommended to determine the program's impact to date and develop metrics to measure impact going forward using pre- and post-session evaluation surveys.	Assess the impact of the education sessions provided to date on the understanding about intersectionality in T2SGD communities at UBC.

Table 4.3-2 Summary of Recommendations to Improve Climate, Safety, and Training at UBC <u>through Communication Measures</u>

Issues and Challenges	Recommendation to Address Challenge	Added Recommendations for Intersectional Needs
The majority of cisgender respondents (58%) in the survey requested more information through frequently asked questions and information sheets on gender diversity at UBC. Most cisgender employees (82%) are not aware of any resources to support T2SGD employees, such as the one produced by <u>UBC Human Resources</u>.	**R4.** Robust and centralized <u>information hub</u> on gender diversity <u>for cisgender employees and students</u> wanting to understand and support T2SGD people, including: ● T2SGD issues and challenges from the Gender Diversity Audit in digestible soundbites, including key statistics and quotes. ● Why and what is changing in procedures and systems to better support T2SGD needs. ● Update and promote the toolkit, including the Gender Disclosure Procedures, on how to support T2SGD people at UBC so it is widely known as a resource.	Include nuanced and distinct needs of those who are racialized and people with disabilities from the Gender Diversity Audit results.

EIO created a detailed information hub on gender diversity located at: <u>www.equity.ubc.ca/resources/gender-diversity/</u>. Some T2SGD are aware of and utilizing this current information hub; however, others are not. Also, the information hub answers many questions, but others remain.
 	
Issues and resources are evolving quickly and certain information on the webpage can become outdated (e.g., gender markers are no longer provided on class lists).
	R5. Advertise, update, and add to robust and centralized <u>information hub</u> on gender diversity <u>for T2SGD students and employees</u>, including:
	
	● <u>Revise existing</u>:
	  ○ Update map with locations all-gender washrooms at UBC
	  ○ For easier and quicker navigation, reorganize existing content into: 1) "For T2SGD People" (with subsections further differentiated by students versus employees) and 2) "For Allies."
	  ○ For ease of access, reorganize content so all the information pertaining to changing records is in one place (differentiated by student versus employee).
	  ○ Put in table where pronouns and names get exposed throughout UBC (differentiated by employee versus student)
	● <u>Add new content</u>:
	  ○ Locations, layouts, and photos of change rooms at
		No significant differences in desire for more information at UBC across T2SGD intersectionality.

There are several different sources of information across the UBC website, including: ● EIO ● Student Services ● Human Resources ● Recreation ● T2SGD Task Force ● Gender Diversity Audit project page	UBC, including women's, men's, and all–gender configurations ○ List the options for providing chosen name, gender categories, and pronouns (differentiated by students versus employees) ● Conduct regular <u>promotion</u> of the Gender Diversity Information Hub to students and employees to raise awareness about resources available. ● Coordinate and integrate information across different departments and sources of information about gender diversity at UBC. ● Host seminars on legal and chosen name changes (within and outside of UBC). ● Assign staff to undertake quarterly review and revision to various sources of information to make sure they stay as up–to–date as possible.	
UBC produces or uses visuals with some racial diversity in communication materials. However, there is less representation of people with disabilities. T2SGD stakeholders do not see themselves reflected and represented in the visuals used at and by UBC, including those with intersectional identities. Qualitative survey results point to strong interest in removing binary only references in both written and verbal communications at UBC (e.g., "he/she" or "women and men").	**R6.** Add to university brand and style guide the following written and visual factors to enhance communications at UBC **a)** Review policies and communications at UBC and remove references to gender binaries and replace them with gender inclusive language (e.g., "he/she" is replaced with "they"). This mirrors the recent efforts made by the [province](#). **b)** Improve communications at UBC by expanding use of visuals beyond feminine and masculine-appearing people. A good model is the recently-produced [Trans and Non-binary Resource](#). There are also several options for stock photography for interim use, including photos by [Zackary Drucker](#) (Vice 2019) and [Disabled and Here Collection](#). Note: There is no one way to "look" T2SGD. As such, visual representation of T2SGD people in photography is achieved through captioning based on voluntary and previously-agreed upon disclosure of T2SGD identities.	Ensure visuals also reflect the intersections of racialization and disability and being T2SGD.

Table 4.3-3 Summary of Recommendations to Improve Climate, Safety, and Training at UBC <u>through Accountability Measures</u>

Issues and Challenges	Recommendation to Address Challenge	Added Recommendations for Intersectional Needs

Many parts of UBC are unaware of the breadth and depth of challenges faced by T2SGD people at UBC. UBC often underestimates the severity of issues without qualitative and quantitative metrics to determine progress and milestones towards meeting goals.
 	
The university-wide survey as part of this project provided first-time and in-depth insights into the challenges facing T2SGD people at UBC, which compromise their sense of safety and belonging at UBC. For example, cisgender respondents are more likely to feel included by most people at UBC (76.0%) compared to T2SGD (48.3%) and questioning (52.8%) respondents. Furthermore, T2SGD respondents are far more likely to report experiencing discrimination at UBC (85%) compared to their cisgender counterparts (46%).
	R7. Measuring and reporting <u>progress</u> towards adopting changes outlined in the Gender Diversity Audit report:
	
	● Develop measures of success with baselines from the university-wide survey to monitor over time (with details of proposed measures in Appendix D.4):
	  ○ Sense of belonging
	  ○ Levels of inclusion/exclusion
	  ○ Types of discrimination
	  ○ Satisfaction with the handling of discrimination at UBC
	  ○ Levels of unwanted first name exposures
	  ○ Levels of confidence in health and counselling services
	  ○ Levels of inclusion in athletics and recreation
	● Webpage with dashboard of real time progress towards implementing changes to improve inclusion of gender diversity
	● Annual report with key efforts and accomplished changes that year and what is planned for the next year
		Besides gender identity, measure progress with the following key demographic variables, including Indigeneity, racialization, immigration, disability, and role among T2SGD respondents (unless data suppression is required for protecting confidentiality).

The majority of T2SGD respondents (65%) do not report instances of discrimination they face at UBC. Rather than turning to the	**R8.** Robust, ongoing, and multi-layered <u>feedback mechanisms</u> for identifying and addressing T2SGD issues and challenges: ● Explanations of existing informal resolutions and formal complaints processes, including information sessions	Offer the option of a separate report back and listening session specifically for T2SGD members who are also BIPOC and PWD.

institution, they mostly go to fellow trusted students and colleagues. Of those who report to UBC, 74% of T2SGD respondents are unsatisfied with UBC's handling. The most common reason provided for this dissatisfaction is feeling that UBC does not take their issues seriously and not knowing how the issues were addressed with the other person. This leaves them feeling that they need to take matters into their own hands (e.g., dropping classes and remaining stealth). Because of the lack of reporting, UBC is largely unaware of the scale of challenges faced by T2SGD people at UBC. As such, without continuous input, the severity of those are often underestimated.	specifically for T2SGD people at UBC ● Methods to provide anonymous feedback and ideas (e.g., 1-800 phone line and/or app-based options with ability to see what others have suggested and upvote ideas to prioritize actions) ● Set-up a program of paid T2SGD testers who are interested in being part of pilots or betas before changes go live to identify any remaining issue unique to T2SGD people ● Webpage with summary of feedback and how issues raised were addressed ● Annual T2SGD survey to understand impact of persistent issues, impact of changes, and inform measures of success ● Sessions with T2SGD community members conducted annually to report back feedback and actions taken and planned	
T2SGD people at UBC have a hard time being able to determine which UBC faculty and staff are allies. Currently, this is done through a trial and error process. Some T2SGD students report encountering problematic instructors and then having to drop courses.	**R9.** Add information to UBC's Faculty and Administrative Directory about whether or not faculty or staff members have taken Positive Spaces and other education sessions. This provides T2SGD people with a quick and measurable way to discern who is an ally or person aware of their distinct needs.	Not applicable

Section 5 – Information Systems

5.1 Overview

This section delves into the issues and challenges related to information systems at UBC for both students and employees. At present, with the recent migration to Workday, system set-up is more favourable for employees than students. This topic spans complex considerations regarding first names, titles, pronouns, and gender categories. Personal records are not typically viewed as gendered. However, due to deeply ingrained societal practices and patterns of behaviour, they result in automatic assumptions that disproportionately impact T2SGD people. For example, someone with the name "Tania" is assumed to be a woman and use "she/her" pronouns. Certain records for students and employees, such as first names and titles (e.g., Mr, Mrs, Ms, Dr), frequently result in automatic and subconscious gendered inferences during interactions. Another personal identifier important to T2SGD people, which is collected in certain settings at UBC, is third-person pronouns (e.g., "she," "he," "they," "zie").
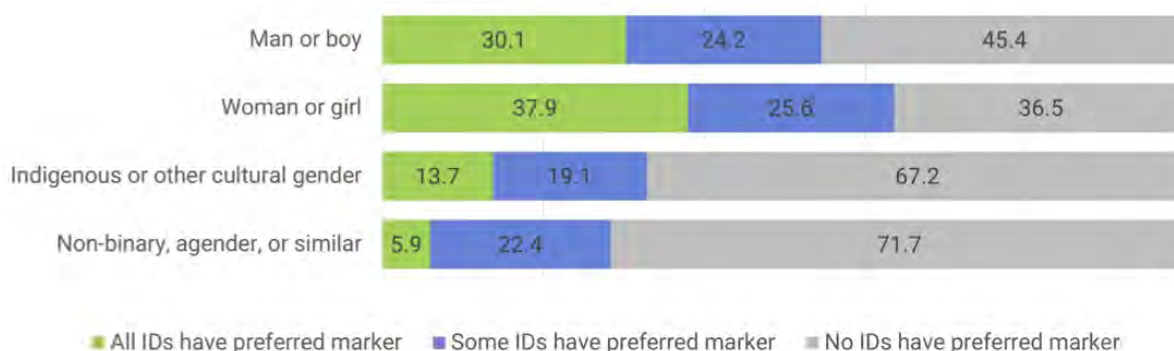
One challenging experience that is at play for some T2SGD people is the first name they go by on a daily basis (i.e., chosen name) can be different than their legal name (usually the name given to them at birth based on the gender they were assumed to be at birth). Legal name is what appears on someone's government-issued identification. T2SGD people can and do change their legal name to align with their chosen name. However, there are many invisible, systemic challenges T2SGD people face when changing their first names on official identification with provincial and federal governments.

From a US national survey of 27,000 transgender people, nearly half of respondents (49%) do not have any ID or record with their chosen name, whereas only 11% of respondents report having all their IDs reflect their chosen name (NCTE 2016). The reasons stated for the lack of changing their legal first names to their chosen first names on IDs relate to a lack of affordability (35%) and confusion about how to change documentation (24%). The most common reason among 40% of respondents was related to not feeling ready (NCTE 2016).

Furthermore, there are two key challenges with respect to gender categories. First, there is a built-in assumption that there are only two genders within many systems. Furthermore, systems assume that gender is the same as sex assigned at birth. The former assumption results in the collection of gender in binary-only ways that erase non-binary and Two-Spirit people. The latter does not allow a full accounting of trans women and men as having distinct histories and upbringings from cisgender women and men.

These system limitations with respect to gender are reflected in recent Canadian survey data of T2SGD people having changed their gender markers on government-issued identification (Figure 5.1-1). In particular, trans women and men are more likely to have all or some of their IDs with desired gender markers (63.5% and 54.3%, respectively) as compared to Two-Spirit and non-binary respondents (32.8% and 28.3%, respectively) (TCP 2021a).

Figure 5.1–1 Trans Pulse Canada Results on Rates of Changed Documents by Gender

	All IDs have preferred marker	Some IDs have preferred marker	No IDs have preferred marker
Man or boy	30.1	24.2	45.4
Woman or girl	37.9	25.6	36.5
Indigenous or other cultural gender	13.7	19.1	67.2
Non-binary, agender, or similar	5.9	22.4	71.7

Source: Trans PULSE Canada 2020

More recently, provincial and federal governments across Canada and in parts of the United States have started to officially recognize gender beyond the binary with the addition of the designation X. Among non-binary respondents of the Trans Pulse Canada survey who have BC Services Cards, 47.6% would prefer the designation of X (TCP 2021a). In British Columbia, residents can choose the X designation, but they cannot choose to have no designation displayed on their cards. Given this limitation, only 15.6% of non-binary respondents report having changed their cards to reflect their desired gender designation, whereas 80.0% have their sex assigned at birth as their health card (TCP 2021a). These statistics reveal that government identification does not provide the most up-to-date information about T2SGD people, especially among those who are non-binary. As such, self-disclosure is the most reliable source. Furthermore, official designation has increased the pressure on organizations to consider people whose genders are beyond the binary within systems that collect gender.

5.2 Experiences and Challenges

5.2.1 Existing Set-up

Students

First Names

Chosen first name is a standard field available across most systems at UBC. However, the practices surrounding uses of chosen first names of students vary across UBC systems. In general, the common practice of prioritizing the reference to legal first names above chosen first names complicates and endangers T2SGD experiences. Of particular concern is when there are unwanted legal first name exposures in public settings. For example, UBC staff call out students in the waiting room using their legal name and birth-assigned pronouns.

In general, for many T2SGD people, it is jarring to see or hear one's birth name and/or getting misgendered when T2SGD people's legal first name does not align with their chosen first name. This often results in continuous cycles of misnaming because some UBC departments rely almost

exclusively on legal names to refer to students or employees. T2SGD people have to share their chosen first names many times and the repetition can be exhausting (EIO Interview, November 2020).

Titles

Titles are not currently collected for students at UBC (Registrar Office Interview, February 2021 and EIO Interview, November 2020).

Pronouns

The collection of pronouns among students within UBC systems is not currently available in the existing student information system, Banner. There are plans to introduce this in 2022 when updates to the system are scheduled (Registrar Office Interview, February 2021 and EIO Interview, November 2020). In downstream systems, there are pockets where pronouns are collected and used. In particular, Canvas allows students to share their pronouns as part of their profile. Lastly, people can manually change their pronouns on Zoom by revising their name. This practice is increasing in momentum.

Gender

Currently, gender within Banner is collected with binary-only options of "female" and "male" among students at UBC. Similar to pronouns, there are plans to introduce expanded gender response options in 2022 when updates to the system are made (Registrar Office Interview, February 2021 and EIO Interview, November 2020). There is an interim workaround whereby non-binary and/or Two-Spirit students inform Student Enrolment and the student's gender is officially recorded in the current "unknown" category in Banner and then documented in a spreadsheet that only that department has access to. In this way, the student's gender identity is not integrated throughout UBC, including other systems (e.g., UBC Residence). This workaround is not widely advertised or known. The approach is typically learned through accessing EIO for support (Registrar Office Interview, February 2021 and EIO Interview, November 2020). Finally, there are few current uses of student gender data with the exception of UBC Residence (see Section 6.2.1).

Ability to Change

Currently, there are instructions and forms available on EIO's webpage to change one's personal records in UBC systems. Chosen first names can be changed in a self-serve manner online; however, legal first name changes require submission of a form to a key contact to change within Banner (Registrar Office Interview, February 2021 and EIO Interview, November 2020).

Employees

First Name

The recent shift to Workday has provided many more options for T2SGD employees at UBC. In particular, employees can change their chosen first name on their own online (EIO Interview, November 2020). Furthermore, they can choose which first name is exposed to others. Legal first name is retained and kept private for use on pay cheques and records to the Canadian Revenue

Agency. Chosen name is used for email addresses, staff and faculty directory, and other public facing purposes.

Titles

Titles are collected on a voluntary basis in Workday. The gender-neutral option of Mx is available for selection (EIO Interview, November 2020).

Pronouns

Pronouns are also available on Workday, including options of single and multiple sets of pronouns. This was developed in a collaboration between Human Resources and EIO (EIO Interview, November 2020). It is not easy to compile the percentage of employees that have provided their pronouns in Workday to date (Email Correspondence with UBC Human Resources, June 2021).

Gender

Workday provides three response options to the question of gender, including "woman," "non-binary," and "man" (EIO Interview, November 2020). During the migration to Workday, UBC employees were prompted to revisit and/or revise the gender designation in their file. To date, 1.1% of a total of 17,890 employees have indicated their gender as non-binary in Workday (Email Correspondence with UBC Human Resources, June 2021).

Ability to Change

Many of the records are changeable in a self-serve manner, including chosen first names, titles, pronouns, and gender categories (EIO Interview, November 2020). Legal name change requires sending a request to Human Resources along with supporting documentation (e.g., Name Change Certificate).

5.2.2 Comparative Experiences

Overall

The university-wide survey as part of the Gender Diversity Audit asked a range of questions regarding information systems at UBC. The detailed results of each survey question on this topic are provided in Appendix E.1. This section provides a summary of key results where there are statistically significant differences between T2SGD, questioning, and non-T2SGD respondents. Overall, T2SGD respondents were more likely to experience some or many system challenges (57.9%) compared to their non-T2SGD counterparts (30.3%).

First Names

T2SGD respondents are nearly four times more likely to have past or current experiences where their legal and chosen first names differ(ed) (55.9%) compared to non-T2SGD respondents (15.1%). Important to note that a third of T2SGD respondents currently have chosen first names that are different from their legal first names.

With this in mind, there are unwanted first name exposures, including both legal and chosen first names. First, nearly half of T2SGD respondents reported unwanted legal first name exposures at UBC. In particular, T2SGD respondents are twice as likely to report having their legal first name sometimes appearing in places they did not want it (33%) compared to 15.2% of non-T2SGD respondents. In terms of unwanted chosen name exposure, the majority of respondents (regardless of group) reported that this rarely or never happened, including T2SGD (70.1%), questioning (69.2%), and non-T2sGD people (79%). That said, there are still nearly one-third of T2SGD respondents (29.8%) for whom this happens sometimes, frequently, or all the time. This points to the need for a nuanced approach to first name exposures in UBC systems with the ability to choose which first names gets exposed.

Related to the ongoing practice of prioritizing legal names at UBC, there are greater reported levels of unwanted legal name exposures than unwanted chosen names among T2SGD respondents. Specific to Two-Spirit respondents who have changed their name within UBC systems, more than one-tenth of them (13%) encountered challenges due to their Indigenous first name using syllabic, punctuation, numbers, and/or other characteris.

The unwanted first name exposures had adverse effects on T2SGD respondents, including experiences of frustration (74%), anxiety (61%), and anger (61%). There are considerable levels of effort expended by T2SGD people, including unresponsive or dismissive staff, to address system errors along with managing their emotional responses to the matter. T2SGD respondents shared a wide range of locations where unwanted first name exposures occurred in public settings:

- Co-op programs in letters to employers;
- On Zoom during exams;
- Name tags during group work;
- Folder of materials for students in public area;
- Faculty email for teaching assistants;
- Checkout at dining halls; and
- Student cards.

"When changing my legal gender identity and name during **my co-op program** in undergrad, the system automatically sent my unchanged legal name to all prospective employers, despite the fact that this was no longer the name I was using in my documents or day-to-day life. This feature of the system **forcibly outs transgender** students who are in the process of legal (name+gender marker) transition, and leaves us vulnerable to discrimination and hiring bias from prospective co-op positions."

~ T2SGD Student Respondent

"Allowing my business card to have my chosen name on it made me feel SO WELCOMED by UBC and for that small act alone i'm eternally grateful"

~ T2SGD Employee Respondent

> "My legal name appeared on a class list that was **shown to all students** when we had to use our signature to confirm our identity **on an exam**. I was upset when I saw it and felt as though I had to sign my legal name even though I only ever used my chosen name in that class. The experience also **rattled me in writing the exam** and I did more poorly than what I was capable of. It would have helped me much more if only chosen names were used in all class lists that are shown to students, even for official use like confirmation of identity."
>
> **~ T2SGD Student Respondent**

Titles

The majority of T2SGD and questioning people see the value of removing titles and using first names at UBC instead (54% and 59.4%, respectively) compared to 37.9% among cisgender respondents. However, there are more than a quarter of cisgender respondents (26.0%) reported being neutral with respect to titles.

Pronouns

Cisgender people are more likely to provide their pronouns (65.6%) compared to T2SGD and questioning people (60.0% and 55.6%, respectively). T2SGD and questioning respondents, who reported that they would not provide pronouns (29.7% and 29.1%, respectively), were more likely to express concerns compared to their cisgender counterparts, including being outed or discriminated against.

Some T2SGD respondents think that the giving and receiving of pronouns is an important part of creating an inclusive culture at UBC and normalizing "they/them" pronouns. Other T2SGD respondents worry about a socially-expected practice of providing pronouns which disproportionately impacts gender diverse and questioning people. They underscored the importance of voluntary sharing, especially among people who use "they/them" pronouns as they may not feel ready to provide this information. There is a strong desire to choose where pronouns provided in UBC systems get exposed with the ability to provide multiple sets of pronouns.

> "Continue to normalize different pronouns, but **not placing pressure** on queer students to declare their pronouns."
>
> **~ T2SGD Student Respondent**

> *"Now that canvas allows me to state pronouns on my account I am not misgendered."*
>
> **~ T2SGD Student Respondent**

Gender

Non-T2SGD respondents are four times more likely to report that their gender identity is always represented in systems at UBC (73.7%) compared to their T2SGD counterparts (16.3%). Furthermore, non-T2SGD respondents are more likely to report having a category that fully represents their gender (88.5%) compared to non-T2SGD (13.1%) and questioning respondents (12.8%). T2SGD respondents were more likely to report feeling frustrated and along with their questioning counterparts invisible and that they do not count as compared to non-T2SGD respondents. Questioning respondents were more likely to indicate that they feel anxious by the lack of gender category options. Where gender categories do not fully represent respondent's gender, the most common strategy is selecting the gender category that is closest to one's gender identity, which is used among 45.8% of T2SGD respondents. Others vary their responses based on the situation, including 25.4% of T2SGD respondents.

Ability to Change

T2SGD respondents were more likely to have changed their chosen names, legal names, and gender categories compared to non-T2SGD counterparts. The most common changes among T2SGD respondents are chosen names (22%) and gender categories (20%).

Of those who have changed their gender records in the last two years, nearly half found it difficult to find information (43.5% T2SGD respondents) and about a third found it easy to find information at UBC. This points to a problem with information dissemination. The majority of both T2SGD respondents (64%) found the information somewhat or very clear with one-fifth reporting the information unclear. The majority of respondents' (68.3%) records take a week or less to change. Non-T2SGD respondents tend to take longer to change their records as compared to T2SGD respondents.

Among those who changed their record, the majority of both T2SGD and non-T2SGD respondents (61%) did not encounter any unexpected issues. Nearly one-fifth of respondents in each group encountered unexpected issues that entailed a low amount of effort to address (i.e., one follow-up call, visit, or meeting). Many T2SGD respondents who encounter unexpected issues changing their records describe staff who are under- or unprepared to address the systems issues. T2SGD respondents get sent to other departments or are told the changes are not possible.

> "I've tried submitting changes request through the last decade+ and get met with "oh, the system doesn't allow us to do that" - with no easy path to escalate. Where I have spent time trying to escalate - it eventually gets dropped because no one actually knows (or cares?) or has the time to "change one small thing for one person.""
>
> **~ T2SGD Employee Respondent**

> "[The staff member] was disrespectful and tried to tell me at first that changing my gender marker didn't really matter and I had to insist."
>
> **~ T2SGD Student Respondent**

5.2.3 Intersectional Nuances

Additional sub-analyses explored statistically significant differences within T2SGD respondents as they relate to intersectional experiences of information systems across roles, locations, Indigeneity, races, disabilities, and immigration status. Each statistically significant result is described in detail in Appendix E.2 along with accompanying graphs. This section provides a summary of key results. In general, there were few statistically significant differences across intersectional experiences and identities related to information systems. These provide critical insights that were considered as part of developing nuanced recommendations.

Gender Spectrum

Gender diverse and Two-Spirit respondents are more likely to have their legal name as always their chosen name (57.1% and 50.0%, respectively) compared to trans men (22.7%) and trans women (26.7%). Furthermore, trans men (40.9%) are more likely than gender diverse respondents (15.0%) to have their legal name be different than their chosen name in the past (i.e., they have updated their records to reflect their chosen name). Of particular note is the category "legal name is currently different from their chosen name" wherein trans women are slightly more likely to be in this category (46.7%) compared to other T2SGD respondents along the gender spectrum. Regardless of the differences in this category, this represents an area of need to allow T2SGD people at UBC to align their first name records, as desired and needed.

Furthermore, 38.9% of gender diverse respondents were more likely to rate the information finding process "neither difficult nor easy" compared to others, whereas trans women were more likely to rate finding information as "somewhat easy." Trans women are more likely to be staff than others across the spectrum, so this result may be related to them being more knowledgeable about how to navigate UBC systems.

With the exception of trans women, the majority of T2SGD respondents said they have or would enter their pronouns in UBC systems. The majority of trans women (60%) either do not see the need

to share pronouns or are on the fence about providing them within UBC systems. Much of this variation highlights the need for flexibility regarding pronouns among T2SGD respondents across the spectrum.

Next, trans women are more likely to report having a gender category that fully represents them (57.1%) compared to fewer gender diverse respondents who experience this (8.1%). A majority of gender diverse and trans men indicate that there is usually a gender category that partially represents their identity (73.4% and 75.0%, respectively), whereas less than half of trans women and Two-Spirit respondents shared the same.

Gender diverse respondents are more likely to report the gender categories at UBC represent their identity some of the time as (42.3%) compared to trans female and male respondents (4.3% and 30.8%, respectively). Important to note that the majority of Two-Spirit respondents report greater infrequency of gender representation (e.g., 60% rarely or never have a category).

Campus

T2SGD survey respondents from the Okanagan campus reported taking less time than their Vancouver counterparts. That is, most Okanagan respondents (92.3%) reported changes to records taking a week or less compared to 63.1% of respondents at the Vancouver campus. This may point to simpler processes on the Okanagan campus, which may explain why T2SGD respondents on the Okanagan campus are twice as likely to change their chosen name (24%) compared to T2SGD respondents in Vancouver (11%).

Roles

Students were more likely to spend less time changing their records as compared to faculty and staff. A majority of students (86.4% for undergraduates and 53.9% for graduates) took less than a week, whereas a majority of faculty and staff reported changes taking a month or more (66.7% for staff and 100% of faculty).

Undergraduate students were more likely to report that current gender categories partially represented their identity (78.9%) compared to faculty and graduate students (41.7% and 50.0%, respectively). Of particular concern are T2SGD faculty (33.3%) and undergraduate students (34.6%) who report not having gender categories that represent their identity at all.

Race

The survey revealed an important difference by racialization pertaining to unwanted exposure of chosen first names. In particular, racialized respondents (26.9%) are more likely to report this happening "all the time" and "frequently" compared to non-racialized respondents (17.2%). Furthermore, 23.1% of racialized respondents and 8.6% of non-racialized respondents report this happening "sometimes." These results are cause for concern as the lack of choice as to which first name gets exposed may not be serving a particularly vulnerable part of the T2SGD population at UBC.

To better understand the issues, this result was raised for further discussion in the BIPOC focus group to get attendee insights and thoughts. Focus group attendees spoke about the challenges of

the name change process and concerns about the lack of autonomy over when first names get exposed at UBC and correspondence home, especially to family members.

Also, further data analyses were conducted to determine if these results could be attributed to levels of outness. Racialized respondents were more likely to be completely out at UBC and report always or frequently having unwanted chosen name exposure. There were too few racialized respondents in the other categories of outness. The university-wide survey did not ask about the differences in outness at UBC versus at home. As such, this matter would benefit from further research to understand more fully.

> "My family situation regarding my gender identity is a bit fraught, so I intentionally leave my legal name in some places where I think my parents would encounter it- it's a personal situation."
>
> **~ Racialized T2SGD Student Respondent**

This pattern continues with less than half of the racialized T2SGD respondents (47.8%) planning to provide their pronouns if/when a pronoun field is introduced in UBC systems compared to 65.5% of non-racialized T2SGD respondents. Furthermore, 26.1% of racialized respondents are concerned about being outed or facing discrimination if they provide their pronouns in UBC systems compared to 16.9% of non-racialized respondents. This further underscores the need for voluntary disclosure to support a safer and more inclusive practice.

Disability

T2SGD respondents with disabilities are more likely to report encountering some or a lot of challenges with information systems at UBC (67.3%) compared to those without disabilities (32.6%). Furthermore, T2SGD respondents with disabilities are more likely to report "rarely" having a gender category on forms and surveys that reflect their gender identity compared to respondents without disabilities.

Newcomer

Sub-analyses were conducted to determine if there are any statistically significant differences between those that have been in Canada more or less than 5 years; however, none were found

5.3 Recommendations for Information Systems

This section provided key findings of overall and specific challenges experienced by T2SGD people at UBC with regard to information systems. This includes legal and chosen names, pronouns, titles, and gender categories. Detailed survey and focus group results are provided in Appendix E. Table 5.3-1 summarizes seven recommendations important to making information systems more inclusive and responsive to T2SGD people at UBC.

To substantiate the recommendations, survey respondents were asked about the impacts of certain changes to information systems to address challenges experienced by T2SGD people at UBC. For the four recommendations related to information systems, most T2SGD respondents report somewhat or very positive impacts (between 66% and 79%). Between two-tenth and one-quarter of T2SGD respondents indicate neutral impacts. Although there are low levels of negative impact (7% and 8%), T2SGD respondents raised concerns about adding pronouns and removing titles from UBC information systems. Figure 5.3-1 depicts the impacts of changes to information systems at UBC on T2SGD respondents. Additional detailed analysis is provided in Appendix E.3 that shapes and supports the recommendations in Table 5.3-1.

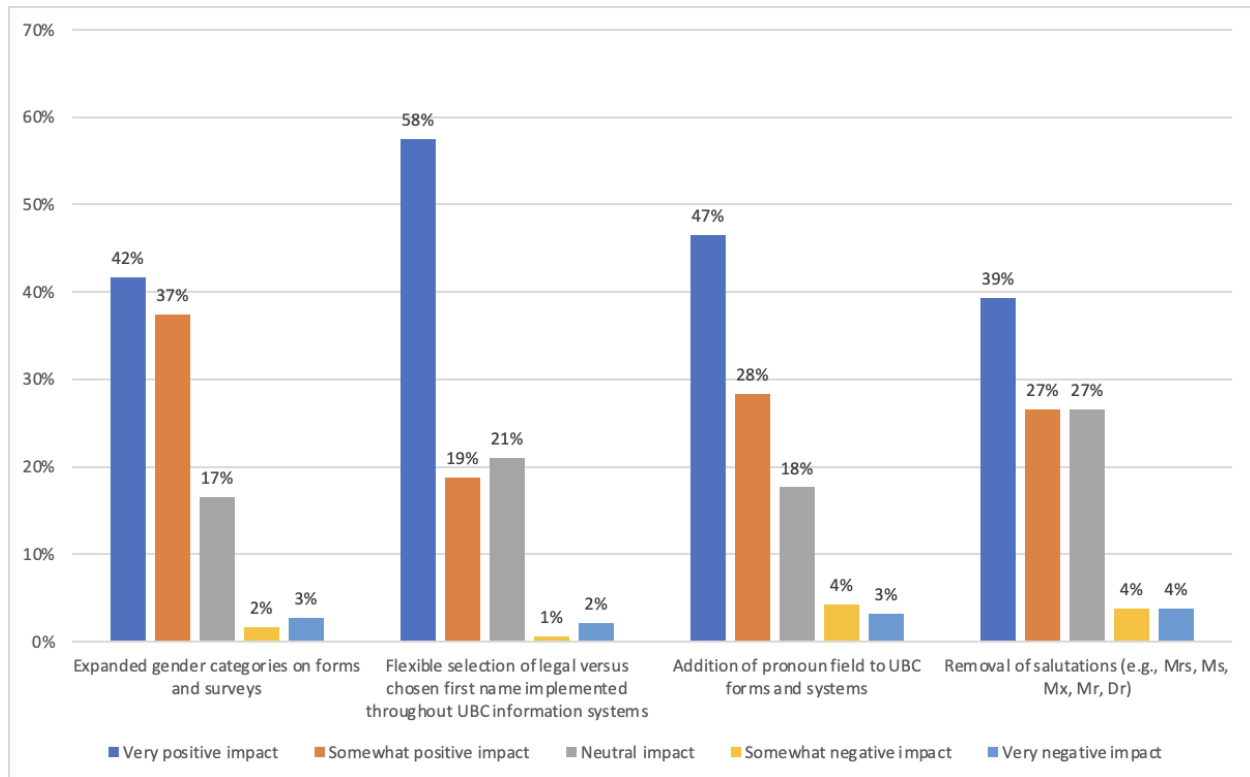**Figure 5.3-1 Level of Impact from Systems Changes on T2SGD Respondents (N=181)**

Table 5.3-1 Summary of Recommendations related to Information Systems

Issues and Challenges	Recommendation to Address Challenge	Nuanced Recommendations for Intersectional Needs
Currently substantial amounts of time are used by many staff across UBC to address T2SGD issues in a case-by-case manner with interim workarounds and no concrete plans to sunset workarounds and replace them with long-term solutions.	**R10.** At least one full-time staff assigned and resourced with a mandate to oversee and coordinate across UBC the framework of changes outlined in the Gender Diversity Audit report for at least 5 years, if not longer, to ensure successful implementation as defined by milestone and key metrics (**R7**). This staff should have lived experiences as a T2SGD person along with strong understanding of institutional systems, practices, and policies relevant to gender diversity. This staff would also coordinate with other equity plans, actions, objectives, and initiatives, especially the Indigenous Strategic Plan and the Inclusion Action Plan. This staff should be provided with part-time support from IT Services to undertake troubleshooting and rectifying systems errors.	The assigned staff should have lived experience pertaining to intersectionality or a strong grasp of key and unique issues for T2SGD people who are also racialized, with disability, and/or newcomers.
T2SGD survey respondents and focus group attendees report encountering repeated and time-consuming systems issues and errors. In particular, 58% of T2SGD survey respondents reported experiencing some or a lot of systems challenges(compared to 30% of cisgender respondents).	**R11.** In order to better understand the locations, nature, and causes of information systems challenges and errors, it is important for one central place to document, monitor, and conduct troubleshooting of systems issues related to T2SGD stakeholders at UBC. Create triage protocol for troubleshooting unwanted exposure of first names, especially in public settings and external to UBC (e.g., letters sent home and to employers as part of Co-op program) and situations of power imbalance (e.g., managers). Issues are recorded, tracked, and rectified as quickly as possible with progress updates and report-backs to T2SGD who submitted. Yearly statistics on numbers and types of systems issues are provided in the annual report and compared against previous years.	Understand and account for nuanced needs among racialized T2SGD people and those with disabilities related to information systems, including unwanted chosen name exposures [See **R12**].

UBC mostly prioritizes use of legal first names throughout its systems. However, for some T2SGD people at UBC, there is a difference between legal and chosen names. There are particular sensitivities regarding exposure of legal names (if different than chosen names), especially in a public setting. Unwanted legal first name exposures are happening across UBC, including class lists, housing, and dining staff (as discussed in Appendix E.1).

Additionally, there are unique challenges for racialized T2SGD students who see their chosen first name publicly in places where they do not want it seen, especially in correspondence that go home.

Also, employees are disproportionately affected by longer wait times for record changes in UBC systems.

Substantial effort to change one's first names in different parts of UBC, each with their own approach to change or T2SGD people run around in circles.

There are also a handful of instances in which staff are reported providing misinformation (e.g., need to change legal name before chosen name can be changed) or dissuading students from changing their records.

T2SGD people on the Vancouver campus are disproportionately affected by

R12. Because of the high reported instances of unwanted exposures of <u>first names</u> among T2SGD students, a significant revamp of current systems is needed to disrupt the existing patterns of mistakes and harm. This can be achieved by creating a rigorous, efficient, and fail-proof approach to first names across UBC systems that supports choice and self-determination. To begin, it is strongly recommended that legal first names be removed as the default first name used in generating profiles and/or used in correspondence. Instead, students and employees should be given the ability to choose:
a) which first name they want to expose, <u>and</u>
b) where they want to expose it.

This could be facilitated by the creation of a third field for first name (e.g., Operational or Exposed First Name) which is only visible at the backend that receives the selection of which name to expose where. Furthermore, this should entail having one central place where updates can be made. Set-up automatic transfers or work flows between the central system and downstream systems to ensure the information is updated in real time. The following are additional considerations:

- Expand the list of <u>acceptable characters</u> used in first names to include numbers for greater inclusion of traditional Indigenous names to allow Two-Spirit and Indigiqueer people to provide their full names.
- The places where choice should be given about which first names are exposed include: Emails, IDs, profiles, business cards, door signs, name tags at events, correspondence to mailing address, correspondence to employers, graduation brochure and name read on stage.
- The first name that is not selected to be exposed, should be kept private and confidential - only accessible to a limited number of people.
- Departments and faculties should avoid pulling lists of names for communications or materials from legal or chosen name fields and pull only from the Operational First Name field to avoid unwanted exposure of either legal or

The reason for not recommending prioritization of chosen first names is that there are more nuances about exposing chosen names for racialized T2SGD stakeholders. In particular, T2SGD respondents who are racialized were more likely to report that they sometimes had their chosen name exposed publicly where they did not want it (23%) compared to their non-racialized counterparts (9%).

UBC to create greater efficiencies to decrease time it takes for record changes in UBC systems for employees. UBC to protect and limit the number of roles (e.g., managers and human resources) who have access to employees' legal and previous names because this is potentially outing to colleagues. In particular, legal names should not appear in the employee directory.

longer wait times to change records, including first names, compared to those at the Okanagan campus.	chosen names. ● Additional attention and care paid to confirming names in materials or communications sent outside of UBC (e.g., letters home and/or to employers as part of Co-op programs) ● Ability to change first names in a self-serve, online portal, including for both chosen and legal first names without having to go to offices or email staff members. Legal name change would still necessitate providing documentation; however, this should be available online as an upload (without having to interact with or email staff members). ● Provide training to staff on changes to systems and procedures regarding first names and changes.	

Workday allows employees at UBC to provide their voluntary pronouns with an expanded list and multiple selects.
 	
Pronoun fields are provided for students in certain systems, including Canvas; however, they are not currently available in the main student information system.
 	
There is a diversity of approaches and thoughts on providing pronouns among T2SGD and questioning respondents. These are closely linked to levels of safety and how others will receive and handle information provided. There is currently a lot of hesitation and trepidation in providing information about pronouns for some T2SGD and questioning respondents.
	R13. UBC has plans to provide the same <u>pronoun field</u> as employees to students when it migrates to a new student information system. Based on feedback in the Gender Diversity Audit, there are some additional considerations to add to the employee and student systems approach to pronouns:
	
	● Ensure the field is labelled "Pronouns," <u>not</u> "Preferred Pronouns."
	● The following list of pronouns should be provided with check-all-that-apply feature:
	   ○ She
	   ○ They
	   ○ He
	   ○ My pronouns are:_____
	   ○ No pronouns
	   ○ No preference
	● Allow people to choose if and where their pronouns get exposed in public settings (e.g., discussion boards, email signature, and directories). This is because people who use gender-neutral pronouns may not want to have their pronouns displayed as it may "out" them to others.
	
	● Provide explanations preceding or accompanying the pronoun field that emphasize the sensitive nature of
		Racialized T2SGD respondents (48%) and trans women (28%) are less likely to provide pronouns as compared to their counterparts (66% and 68%, respectively). This underscores the importance of a) the voluntary nature of providing pronouns and b) flexibility related to making them more or less visible . The emphasis should be on creating a safe environment so T2SGD people can share pronouns when/if they feel safe.

	pronouns and that providing pronouns is voluntary.	
	● Ability to change pronouns in a self-serve, online portal without having to go to offices or email staff.	
	● When pronoun changes are made, add a pop-up which asks if employee or students wants to change other gender-related records (e.g., gender and/or first name)	
	● Provide UBC staff with information and training specific to the nuances and complexities of pronouns for T2SGD people, especially intersectional identities.	
	● Train staff to check pronoun fields before interacting with employees or students at UBC.	
	● Train staff not to rely exclusively on the pronoun field for respectful interactions.	
	Avoid the practice of using pronouns as a proxy for gender representation (i.e., do not retroactively count the assumed number of men, women, and non-binary people within a unit or on a committee based on their pronouns).	
Currently, titles are collected from employees, but not for students. The gender-neutral title, Mx, is available to employees in Workday. Titles present challenges to T2SGD employees because they are frequently used in official correspondence from the institution and there are many reported instances of incorrect use of titles. As described in Appendix E, there are several reasons why this happens, including titles being forgotten in record change processes or a combination of system and staff errors. There are a few reported instances of staff recording titles based on assumptions of name and/or appearances.	**R14.** Remove the collection and use of gendered titles for employees at UBC. Continue collection and use of titles pertaining to gender-neutral roles (e.g., Doctor, Captain, Reverend). A substantial majority of both T2SGD (93%) and cisgender respondents (84%) reported that removing gendered salutations would have positive or no impacts on them.	No significant differences in desire to remove titles at UBC across T2SGD intersectionality.

Some cis women also expressed discomfort with the salutation revealing their marital status (Ms versus Mrs).		

Workday collects gender data in expanded form among employees at UBC. Workday also allows employees to change their gender category in a self-serve manner without any documentation.
 	
The student information system currently collects gender data in binary only response options of female and male. There is a workaround for gender diverse students that is held in a separate database, but is not integrated or available throughout UBC. The process for changing the category is unclear and not widely advertised.
 	
Many Two-Spirit and Indigiqueer respondents (40%) expressed interest in adding categories to gender and sexual orientation questions to fully represent the holistic nature of their experiences. The second most selected approach among 27% Two-Spirit and Indigiqueer respondents is asking Two-Spirit as a follow-up question to the Indigenous question.
 	
People with disabilities are more likely not to have a gender category that represents them.
 	
Faculty and grad students are more likely to report that gender categories
	R15. Gender Data Collection: Expand response options for gender categories for students. This recommendation is intended for the university-wide systems and surveys. With the exception of Two-Spirit, the following recommendation aligns with recently-released "Guidelines to the Gender Identity and Sex Information Data Standard" (Government of BC 2021), which is important for requirements to report gender data to the province. The following gender question in <u>two parts</u> is proposed with a single select for each question.
	
	<u>Part 1</u>: What term most closely reflects your gender? (select one)
	    ○ Female gender
	    ○ Non-binary gender. I use this specific term(s):_____ *****
	    ○ Two-Spirit, Indigiqueer, Nation-specific term(s): _____ ******
	    ○ Male gender
	
	<u>Part 2</u>: Are you transgender or do you have a history of transition? (select one) *******
	    ○ Yes
	    ○ No
	    ○ Prefer not to say
	
	    ● Explain why there is one term (as opposed to multiple response options) for genders beyond the binary of woman and man. For example, the explanation could read:
	
	* *We intend for this response option to function as an all-encompsasing category for those whose gender is beyond the binary, including* genderqueer, genderfluid, bi/polygender, and/or agender people. That said, *we recognize that not everyone who has a gender beyond the binary of woman and man identifies with or uses the term "non-binary" for themselves. We acknowledge these genders*
		Gender data should be collected and reported along with other diversity data in an intersectional manner to reveal possible unique and/or greater challenges across the T2SGD spectrum.
		
		Further research and consultation should be conducted on the appropriate approach to collecting Two-Spirit and Indigiqueer data with input from community members. This includes the consideration of the consistent collection of employee and student sexual orientation as well as adding Two-Spirit and Indigiqueer as a follow-up question to the Indigenous questions. Having Two-Spirit and Indigiqueer as a response option to the Indigenous, gender, and sexual orientation questions would provide the most holistic and flexible ways of accounting the various dimensions for Two-Spirit and Inidiqueer people.

only partially represent their gender identity.	reflect distinct experiences; we do not consider this response option to be a third gender. However, because of the need for sufficient numbers to undertake statistical analyses, we keep people of genders with similar issues and needs together in one response option to avoid situations where data are suppressed for reasons of confidentiality. That is, we cannot report for categories where there are fewer than 10 responses to protect people's identities.	
	- Emphasize that the Two-Spirit response option is only for Indigenous people. For example, a possible explanation could read: ****** *This response option is designated for Indigenous people to whom it applies.* - Explain that for purposes of reporting requirements to the province, Two-Spirit responses will be combined with Non-binary gender responses. - Part 2 should only be displayed to people who responded to "female gender" and "male gender" in Part 1. - Explain rationale for Part 2. For example, the explanation could read: ******* *Note we ask this question to determine who is and is not trans women and men to better understand distinct needs and issues.* - Part 1 requires a response without "prefer not to say" - Part 2 is voluntary by selecting "prefer not to say" - Provide explanation about why gender data are being collected, especially how they will be used. - Provide information about how gender data will be stored and who will have access to these data (i.e., few people in HR and Registrar's Office and <u>not</u> managers or colleagues). - Ability to change gender provided on record in a self-serve, online portal without having to go to offices or email staff. - When gender is changed in systems, add a pop-up which asks if employees or students wants to change other gender-related records (e.g., pronouns and/or first names) - Explain how gender data will be reported only in the	

	aggregate and suppressed at lower response levels to protect privacy (i.e., < 10 respondents). Develop a robust communications strategy to explain how these questions and response options were developed and why others options were explored but not chosen (e.g., fill-in-the-blank, check-all-that-apply, and no data collection). Explain the need for a second-part question to determine how many trans women and men for a full count of T2SGD people at UBC. Underscore that the second-party gender-related question is voluntary. Avoid displaying the gender of individuals to anyone or anywhere else. The only use of gender is in the aggregate to track equity objectives (See **R16**).	
There are a variety of current uses of gender data, including tracking and reporting to province and federal governments. These uses of gender data are not itemized or coordinated university-wide. The outcomes of gender data uses are minimally shared with the university community. A substantial majority of T2SGD and questioning survey respondents who think that the following uses of aggregate gender data are somewhat or very justified: ● Equity objectives, including representation (83%) ● Leadership composition (77%) ● Research team composition (74%)	**R16.** Gender Data Uses: Create a Gender Data Strategy that provides consistent definitions of concepts, including gender identity and sex assigned at birth, along with different options for collecting gender data as well as appropriate and inappropriate uses of gender data. This standard informs practices internal to UBC as well as external (e.g., research). In particular, aggregate data analyses and representations (e.g., graphs and tables) should include: ● Non-binary and Two-Spirit categories, even when no data are available or suppressed. ● Disaggregate female and male categories (where sufficient data exist) by the crosstabing responses to first question on gender (e.g., woman and man) and the responses to the second question regarding gender being different than sex (yes and no) to create categories of trangender women (i.e., woman and yes) and trans men (i.e., man and yes) as well as cisgender women (i.e., woman and no) and cisgender men (i.e., man and no). Gender data should be kept private and access limited to a few staff in the Registrar's Office and Human Resources with data privacy	The Gender Data Strategy should be expanded to other diversity data (e.g., Indigeneity, racialization, disability, and immigration) in order to address intersectional needs of T2SGD people, especially those who are racialized and people with disabilities.

training. It is recommended that departments and faculty apply to central systems for reports of aggregate data to support decisions and directions in their faculties with suppression below a certain threshold to protect confidentiality. In this way, the Registrar's Office and Human Resources function as a clearinghouse for appropriate uses of aggregate data uses across UBC. Case level uses of gender and/or sex data should be rare (e.g., extended health care benefits).

Expanding on the efforts to date to share aggregate gender data and other diversity data in annual reports available to all UBC community members by adding intersectional analyses. Refer to best practices at University of Toronto and Dalhousie University. The purpose of annual reports of gender and other diversity data is to provide insights into ongoing issues and trends as a way to build trust with UBC community members that there is value in providing individual self-identification.

Lastly, gender data uses should specifically include the adapative application of the fill-in-the-blank accompanying the "non-binary gender" category to monitor from year-to-year and determine when/if further differentiation is needed within or beyond the "non-binary gender" category.

Section 6 – Services and Programs

6.1 Overview

This section provides insights into the challenges and issues facing T2SGD students and employees at UBC with respect to a range of programs and services where gender is at play in Section 6.2. This includes those that are relevant to students (e.g., health, counselling, and housing) as well as those that pertain to employees (e.g., hiring process, extended benefits and gender disclosures). Based on the results of the consultation process, recommendations were identified to address these issues in Section 6.3. Detailed analyses of survey results specific to services and programs are provided in Appendix F.

While important to delivery of programs and services, this section does not speak to interactions between T2SGD people and UBC employees within these types of support. These issues are addressed in detail in Section 4. This section focuses on need for, access to, and gaps in programs and services for T2SGD students and employees.

6.2 Experiences and Challenges

6.2.1 Existing Set-Up

Students

Health Services

Background

Access to HRT

Although not required or necessary, there is a high interest among T2SGD people to obtain hormone replacement therapy (HRT). In data from a US survey of 27,000 T2SGD people, 78% of respondents reported wanting HRT and 49% were taking it (NCTE 2016).

In the past in British Columbia, providing HRT was restricted to specialized T2SGD health care providers and endocrinologists. T2SGD patients often had to seek and obtain psychiatric assessments prior to being prescribed HRT. Since the update to WPATH's Standards of Care to version 7 in 2012 (WPATH 2012), HRT may be prescribed on an informed consent model by any General Practitioner (MD) or Nurse Practitioner (NP) involved in a patient's care. Typically, this will be done by the patient's primary care provider (TCBC 2021c). Trans Care BC provides webinars, educational tools, one-on-one support, on-the-spot support via the Rapid Access to Consultative Expertise (RACE) advice phone line, and clinical mentorship (PHSA 2020) to support primary care providers to administer this critical care.

Access to Surgeries

There are many different options for gender affirming care that T2SGD patients can choose from, if they desire to undergo medical aspects of transition. The level of receiving all the desired gender affirming care across British Columbia is 25% of 2,800 Canadian T2SGD respondents as reported in

the Trans PULSE Canada survey (TPC 2020). Some are covered by the provincial Medical Services Plan (MSP) and others are currently paid out of pocket by T2SGD patients (TCBC 2021a).

For upper and lower body surgeries, surgical approvals are centrally coordinated and conducted by Trans Care BC. Surgical readiness assessments are conducted by qualified healthcare professionals. These may include primary care providers (MDs or NPs), nurses (RNs or RPNs), social workers, counsellors, or psychologists.

Prior to 2019, reconstructive lower body surgeries (e.g., vulvoplasty, vaginoplasty, clitoral release, metoidioplasty, and phalloplasty) occurred almost exclusively in Montreal, at the Gender Reassignment Surgery Clinic. While this option remains, the new Gender Surgery Program BC (VCH 2021) was launched in fall of 2019 at Vancouver General Hospital (PHSA 2018), with the aim of providing improved regional access to lower surgeries for residents British Columbia and the Yukon Territories (Trans Care BC 2021b).

Vancouver Campus

Nurses and doctors at UBC-V Health Services provide the following services: Mental health, sexual health, family practice, psychiatry, gynecology, and dermatology (UBC-V Health Services Interview, January 2021). UBC-V Health Services also provide care for T2SGD students. The Centre for Student Health has undertaken professional development with Trans Care BC among its health care providers so they can offer specific care to T2SGD patients. Various roles were involved in the training, including social workers, psychologists, clinical care, and front desk staff.

Intake forms were updated to include fields for chosen names and pronouns (UBC-V Health Services Interview, January 2021). UBC-V Health Services relies on Trans Care BC as needed for specific mental health care and community resources. For new staff, the Positive Spaces training is required as part of onboarding. UBC-V Health Services have also reviewed the Provincial Health Services Authority (PHSA) Toolkit for Gender-affirming Care (PHSA 2020).

UBC-V health care providers initiate and monitor HRT at the clinic, including injections or pills (UBC-V Health Services Interview 2021). This is done through family physicians and nurse practitioners. They have done training with Trans Care BC to deliver this service. They follow protocols to ensure it is done correctly by starting with lab work, determining where they are in their process, getting referrals, and conducting an evaluation.

Sometimes UBC-V Health Services are limited by the forms and information needed by outside agencies, including Vancouver Coastal Health and Medical Services Plan. For example, UBC-V Health Services needs to collect legal name and sex in order to bill for the services they provide. There are workarounds where UBC-V Health Services flag and highlight the patient's chosen name (UBC-V Health Services Interview, January 2021). Another example is the pap smear form that is not gender-neutral (i.e., references the screening of women rather than anyone with a cervix). UBC-V Health Services are not allowed to create their own form. So, there is a recognition it is not an inclusive form for T2SGD patients, but still need to collect the information.

Furthermore, the transfer between clinic and lab can be challenging (UBC-V Health Services Interview, January 2021). When requisitions are provided to patients in the main clinic, they can choose to go down the hallway to a lab, or to LifeLabs in Vancouver. The requisition has the chosen name of the patient in brackets, but it is not clear whether the lab notices and reads this information. There could be better transfers between these two entities, especially if they share the same building (UBC-V Health Services Interview, January 2021).

Okanagan Campus

UBC-O Health Services does not have specialization in T2SGD care and, as such, refers to psychiatrists, counsellors, peer support groups outside of UBC to meet their specific needs. For gender-affirming care, they refer to Trans Care BC; however, there are limited options in Kelowna. This is frustrating for T2SGD students (UBC-O Health Interview, February 2021).

There is a lack of expertise and education on T2SGD issues broadly and health care specifically. This is especially the case for the front desk and new staff. There are mistakes in pronouns and names, which UBC-O Health Services has started to address to make clear to staff how to address T2SGD people (UBC-O Health Interview, February 2021). Staff find it challenging to stay up-to-date on best practices and language vis-a-vis gender diversity. There is a need for consistent education.

UBC-O introduced a new Electronic Medical Record (EMR) system in January 2019. They also received feedback about their forms, which they have addressed by including fields for chosen first names and pronouns (UBC-O Health Interview, February 2021). The chosen name is featured prominently in the EMR (rather than buried in the record). However, in situations where there is a walk-in or emergency patient, it is harder for health care professionals to check for pronouns and, as such, there are more mistakes made then. Furthermore, they collect legal sex with the response options of "female," "male," and "other" (UBC-O Health Interview, February 2021). This needs to align with what is on someone's Medical Services Plan for billing purposes.

UBC-O does not currently collect gender data from patients (UBC-O Health Interview, February 2021). They see the value in collecting gender data so students feel heard and seen. UBC-O is cautious about adding more gender categories because there may be confusion or misunderstanding, especially among international students. This would require front desk staff to provide explanations. They prefer to keep it simple and open.

Physicians are booked 10 minutes at a time. Where T2SGD patients have a lot of questions related to HRT, it may not work to administer HRT to them. Nurses have more time, but lack training on how to do a hormone readiness assessment. However, there are few options off-campus in Kelowna for T2SGD-specific care. UBC-O plans to add a physician or nurse practitioner in 2021 (UBC-O Health Interview, February 2021).

Counselling

Mental health service access among T2SGD people is of particular importance. Suicide ideation and attempts exist at much higher rates as compared to the general Canadian population (Trans PULSE Ontario 2012, TPC 2020, and SARAVYC 2018). In particular, in proxy data from the US national survey of transgender people, 40% of respondents have attempted suicide in their lifetime

- nearly nine times the attempted suicide rate in the US population (4.6%) (NCTE 2016). Some of these mental health challenges of T2SGD people are related to minority stress (Valentine and Shipherd 2019).

Vancouver Campus

Counselling services on the Vancouver campus have evolved their service delivery over 10 years, which are driven by diversity and inclusion objectives (UBC-V Counselling Services Interview, January 2021). They use a health equity approach, which provides several methods of access, focused on hearing the client, and understanding their concerns. Students can come in person or through other services, such as Student Assistance. Counselling services are offered 24 hours, 7 days a week in multiple languages, using various modalities. They use a step care approach to connect students with the level of attention they need. It is student-centered and trauma-informed and focused on their immediate priorities. They create an individualized wellness plan based on their preferences, circumstances, and what they want to tackle their issues (UBC-V Counselling Services Interview, January 2021).

Areas in need of further development at UBC-V Counselling Services are identity development and specific resources accompanied by ongoing staff development on the topic of gender diversity. In particular, visuals that create an inclusive environment and resources about gender-affirming care.

UBC-V Counselling Services receives feedback from clients in several different ways (UBC-V Counselling Services Interview, January 2021). For counselling sessions, this is done on a session-by-session basis. There is also the Outcome Satisfaction Survey, which can be done anytime or is conducted once a year. They also receive information from advisors that call on behalf of the student indicating that the service was challenging for the student. UBC-V Health and Counselling Services invites the advisor and student to talk to them to address the issues raised (UBC-V Counselling Services Interview, January 2021). Counsellors also have supervisors that review their work. UBC-V Health and Counselling Services are open to feedback as a way to be accountable to their objective of "inclusive excellence" and improve their services.

Okanagan Campus

UBC-O Counselling provides short-term mental services provided by contractors from August to April each year (UBC-O Counselling Services Interview, February 2021). UBC-O Counselling refers students with complex, long-term care to professionals off-campus, including T2SGD people.

Housing

UBC-V has 12,500 beds across 14 residences on campus, supported by 440 residence staff (UBC 2021c). There are two types of housing at UBC, including traditional and connected (UBC Residence Interview, January 2021). The former consists of floors with shared washrooms and shared double rooms (i.e., rooms with two beds each). Examples of the traditional residence are Totem Park and Vanier Houses. In traditional housing, there are men's and women's washrooms on each floor, even

all-gender floors (UBC Residence Interview, January 2021). Connected units have two or four connected private bedrooms with shared washrooms and sometimes kitchenettes. An example of the connected residence is Orchard Commons. The majority of residences at UBC-V are connected quads with shared washrooms. These are in high demand. Fairview Crescent has all-gender housing options.

UBC-O has 2,100 beds, of which three-quarters are occupied by first year students and one-quarter by upper year students (UBC Residence Interview January 2021). Housing offered at UBC-O is recent (i.e., in the last 10 years). The older residences offer single-occupancy rooms and shared housing with shared washrooms. These are gender-specific (e.g., for men and women) and all-gender. These are allocated in a flexible manner based on requests on a yearly basis. For upper year students, about 25% opt into all-gender residences (UBC Residence Interview, January 2021). As such, all-gender housing options are offered on a demand basis. In this way, all residences are considered all-gender until designated.

When students apply for housing, their information (including chosen first name, date of birth, and sex) is transferred from UBC's Student Information System. In addition to these data, the UBC Residence application also asks for gender with the response options of "male," "female," "transgender," and "non-binary" (UBC Residence Interview, January 2021). UBC Residence accommodates housing needs for T2SGD students on a case-by-case basis. There are three key scenarios in which accommodations occur. These are initiated by UBC Residence staff who reach out to students if:

1) The gender provided on the application is different than the sex on their student record.
2) Students respond to the gender question on the residence application with "transgender" or "non-binary."
3) Interest is expressed in all-gender housing with no gender indicated (UBC Residence Interview, January 2021).

The number of students who have been supported in this way varies from year to year. Before the pandemic in the 2019-20 academic year, UBC Residence supported about 20 T2SGD with their housing needs through staff outreach.

Where there is need for mid-year transfers due to someone coming to terms with their gender different than that of the gender designation of the residence, the process is for the student to inform their Residence Advisor (RA) and/or Residence staff and they explore options together to support the transfer. Information on this process is not currently available (UBC Residence Interview, January 2021).

Washroom and shower facilities have evolved in residences at UBC. In some instances, floors in residences are opting for all-gender, multi-stall washrooms; however, this is in an ad hoc manner. This entails taking a blind vote during a floor meeting. It requires a unanimous vote (UBC Residence Interview, January 2021). In this way, the most common washroom configurations in residences are women's and all-gender washrooms. There are also accessible washrooms on the main floor of each residence. These are typically locked and reserved for particular uses (UBC Residence Interview, January 2021).

Health Coverage

Students receive extended health care coverage through the Alma Mater Society (AMS) and Graduate School Society (GSS). EIO provides details about T2SGD-specific coverage on its webpage (EIO 2021), including:

- Hormones are covered with special authorization based on the Drug Identification Number.
- Gender-affirming upper and lower surgeries are covered by the provincial health care system (MSP).
- Gender-affirming procedures, such as facial feminization, vocal cord surgery or therapies, or laser hair removal, are not covered by either AMS/GSS or MSP.

"Studentcare also does not cover anywhere near the cost of my androgel prescription for hormone replacement therapy. I had to get a special exception made for me to even have a portion of it covered, because normally only injections are covered. I can't do injections because of my autism, I need to do the gel instead. All the paperwork I had to do to get the exception was very hard as an autistic person, and I need to redo it every year. There is additional paperwork for filing the claims, and even then, I still end up having to cover a huge portion out of pocket. It feels like studentcare has considered how to support neurotypical trans people with hormone replacement therapy, but not those of us who can't do things the "normal" way."

~ T2SGD Student Participant

Employees

Hiring

UBC conducts its hiring process through Workday for applicants from outside the organization (UBC 2021d). As part of the application process, applicants can provide their key demographics in the voluntary Employment Equity and Inclusion survey with nine questions. There are two questions related to gender with expanded response options, which are asked in a two-part manner (similar to **R15**). Job postings have common preambles which underscore the value of equity and diversity, which reads as follows:

> Equity and diversity are essential to academic excellence. An open and diverse community fosters the inclusion of voices that have been underrepresented or discouraged. We encourage applications from members of groups that have been marginalized on any grounds enumerated under the B.C. Human Rights Code, including sex, sexual orientation, gender identity or expression, racialization, disability, political belief, religion, marital or family status, age, and/or status as a First Nation, Metis, Inuit, or Indigenous person (UBC 2021d).

Extended Benefits

Employees receive extended health care cover through Sun Life at UBC. EIO provides details about T2SGD-specific coverage on its webpage, including:

- Hormones are covered with special authorization based on the Drug Identification Number.
- Gender-affirming upper and lower surgeries are covered by the provincial health care system (Medical Services Plan - MSP).

Gender-affirming procedures, such as facial feminization, vocal cord surgery or therapies, or laser hair removal, are likely not covered by either Sun Life or MSP. However, employees are encouraged to submit requests to Sun Life to determine whether or not procedures are covered (EIO 2021). This appears to be an ad hoc process, which requires more effort for T2SGD employees to investigate on their own.

This is in spite of Sun Life introducing specific coverage for gender transition on two levels (Sun Life 2019), including:

- <u>Core Coverage</u>: Simple surgical procedures not covered by MSP (e.g., reduction of Adam's apple and voice surgery).
- <u>Enhanced Coverage</u>: Masculinizing and feminizing surgeries not covered by the province, including facial bone reduction and cheek augmentation.

UBC also offers employees short-term mental health support through therapists as part of the Employee and Family Assistance Program (EFAP). It is not known whether therapists are T2SGD-competent.

Disclosure Guidelines

Supporting a T2SGD employee to disclose their gender on the job may necessitate and benefit from a transparent and consistent set of steps to ensure all sides feel confident and competent. Furthermore, sometimes T2SGD applicants look for gender disclosure guidelines (even if they have already come out) to determine whether a workplace has sufficient forethought, willingness, and preparedness to support T2SGD employees. The absence of this document can suggest to prospective employees that the employer is not well prepared to support T2SGD employees more generally.

There are currently transition guidelines to support T2SGD employees disclosing their gender on the job (UBC HR 2021). The guidelines provide human rights context, terms and concepts, steps to take during the transition (along with checklist templates), and a list of health resources (such as Trans Care BC). In 2019 to 2020, UBC Human Resources conducted a Health Equity Assessment and determined through a process of interviews that there were broader needs beyond transition among T2SGD employees at UBC. As such, UBC is in process of updating these guidelines into a toolkit to support T2SGD employees through gender disclosure and beyond as well as outlining the expectations for cisgender employees to support T2SGD employees and students.

6.2.2 Comparative Experiences

Overview

The university-wide survey as part of the Gender Diversity Audit asked a range of questions regarding programs and services at UBC. The detailed results of each survey question on this topic are provided in Appendix F.1. This section provides a summary of key results where there are statistically significant differences between T2SGD, questioning, and non-T2SGD respondents.

Health Services

Non-T2SGD were more likely to report not needing access to health services (63.3%) compared to T2SGD (47.1%) and questioning respondents (35.8%). Of particular concern and focus are the differences specific to the response category of "needing health services, but not being able to access" them at UBC. Questioning respondents are more likely to respond to this category (17.0%) as compared to non-T2SGD respondents (4.2%). This points to the unique access issues facing questioning respondents.

In terms of reasons for not accessing UBC Health Services, the results reveal that the majority of both T2SGD and non-T2SGD respondents (more than 80%) have reasons that are not specific to gender diversity. That said, half of T2SGD respondents report reasons of insufficient information partially driving their health care access issues at UBC.

Non-T2SGD respondents are more likely to rate healthcare professionals at UBC Health Services as very competent (48.5%) as compared to their T2SGD counterparts (26.7%). By contrast, T2SGD respondents are more likely to rate healthcare providers as somewhat and very incompetent (26.7%) compared to non-T2SGD respondents (3.5%).

T2SGD respondents were more likely to report being misgendered and misnamed during appointments a lot or sometimes (62.5%) compared to their non-T2SGD counterparts (4.3%). T2SGD respondents are more likely to face incorrect assumptions from providers some or a lot of the time (44.7%) compared to their non-T2SGD counterparts (11.3%). Finally, T2SGD respondents are more likely to report that they have experienced health care providers telling the patient that the provider has insufficient knowledge to treat them some or a lot of the time (30.4%) compared to non-T2SGD respondents (1.5%). These results represent stark health inequities, which underscore the need for improving competency and care delivery to better serve T2SGD patients at UBC Health Services.

> "[R]ather than providing me with the care I ask for directly, they instead asked a lot of extremely probing questions multiple times to try to determine for me whether I needed that care. When they eventually agreed with me, it had been too long and it was traumatic"
>
> **~ T2SGD Student Respondent**

> "Despite knowing that I am a trans person and having been my primary care provider for 5+ years, my provider at UBC Student Health Services was unprepared when I asked for a referral to a trans-inclusive and competent OBGYN. Instead, [the healthcare provider] asked *me* if I knew of any such providers, placing the onus on me to name someone. Rather than proactively anticipating that I would need a referral to a competent provider, the primary care provider made no effort and depended on my knowledge in order to make an appropriate referral."
>
> **~ T2SGD Student Respondent**

Counselling Services

Questioning and T2SGD respondents are more likely to report needing counselling, but not being able to access it (32.7% and 24.6%, respectively) as compared to non-T2SGD respondents (9.4%). Most respondents indicate that their reasons for being unable to access counselling are not related to gender diversity. However, half of T2SGD respondents reported a key issue being a lack of information, especially related to whether counsellors are T2SGD-competent. In the absence of this kind of information, some T2SGD opt to forgo counselling.

Non-T2SGD respondents were more likely to report counsellors at UBC as being somewhat or very competent (66.2%) compared to their T2SGD counterparts (53.9%). A quarter of T2SGD respondents and one third of questioning respondents rate counsellors at UBC as somewhat or very incompetent.

T2SGD respondents were more likely to report being misgendered or misnamed by counsellors at UBC some of the time (41.5%) as compared to non-T2SGD respondents (2.4%). That said, there are overall lower rates of misgendering some or all of the time at UBC Counselling (48.8%) as compared to UBC Health Services (62.5%).

T2SGD respondents were more likely to report that they had to educate counsellors at UBC on their mental health needs some or a lot of the time (57.1%) compared to non-T2SGD respondents (3.9%).

Finally, questioning respondents were more likely to report that gender was rarely or never a topic of conversation with counsellors a lot of the time (46.7%) compared to T2SGD and non-T2SGD respondents (26.8% and 19.0%, respectively). This is particularly concerning given the importance of space to explore and unpack one's relationship to gender within a therapeutic context.

The qualitative data showed that respondents desire more nuance and time in their access to mental health support provided through UBC counselling. Furthermore, T2SGD respondents provided details of their experiences with misgendering from counsellors at UBC. Some respondents spoke to the length of the sessions as well as the number of sessions being key limitations in terms of addressing their specific gender and disability issues, especially where they intersect.

"UBC counsellors have very little understanding about gender diversity. They are nice and professional, but it is tiring to use some of the appointment time to explain things from non-binary or queer perspective"

~ T2SGD Student Respondent

"My counsellor was good at recognizing that my mental health concerns were separate from my gender identity, which caused me no such distress or upset. However, [this person] would repeatedly misgender me and did not seem to understand non-binary identifies."

~ T2SGD Student Respondent

Housing

The majority of T2SGD respondents were divided between not needing housing on campus at UBC (47%) and having dorm housing (29%). Around one-tenth of T2SGD and questioning respondents are in need of dorm housing on campus. These are comparable levels with non-T2SGD respondents. However, T2SGD respondents were more likely to report that they feel somewhat safe (59.1%) compared to non-T2SGD and questioning respondents (32.6% and 27.3%, respectively). Around one-tenth of T2SGD and questioning respondents reported feeling somewhat or very unsafe in UBC residences. T2SGD respondents were more likely to report that there are too few all-gender housing options, no policies that clarify inclusion of T2SGD people, and they worry about the reactions of others compared to non-T2SGD respondents.

"Make nonbinary accessible upper year housing that doesn't cost a pile more money on account of being a studio. Currently students have to stuff themselves into a binary gender box, which can be very uncomfortable for transfeminine nonbinary people who may feel very uncomfortable in men's housing and concerned their roommates will be weird about someone who's not a woman in women's housing. From what I've heard, housing just tells you to spend more money on a studio."

~ T2SGD Student Respondent

"One was regarding housing, turns out if I identified as M in my gender marker (I'm FTM) then they could place me in an all-male dorm which would make me uncomfortable as a trans person. I eventually changed it to Non-binary so that they would place me away from either gendered situation, though I identify as male. I'm not too bothered by this, but it was a bit annoying to have to contact someone about it :("

~ T2SGD Student Respondent

"The process of transferring to different gendered housing was unclear and I didn't know it was an option until too late in the year to bother. I would have liked that to be publicized more"

~ T2SGD Student Respondent

"At the front desk of [one of UBC's residences], they would often require us to <u>say our deadnames out loud</u> to them to confirm who we were if we were picking up official, legal mail or if we were getting a new room card printed. Equity and Inclusion said that they should be able to verify our identities just by asking for our student number, but it was a painstaking process of repeatedly explaining this and educating every new employee at the front desk. Some didn't believe us when we told them. Having to say our deadnames out loud in a building filled with our peers was terrible, as there were often people hanging around or waiting in line behind us who we knew and who we didn't want knowing our deadnames."

~ T2SGD Student Participant

Employee Services

There were comparable rates of support during the hiring process as reported across T2SGD, questioning, or non-T2SGD respondents. In particular, the majority of respondents reported that the hiring process at UBC was somewhat or very easy, including 58.4% of T2SGD respondents, 64.3% of questioning respondents, and 71.% of non-T2SGD respondents.

The majority of respondents rate employee supports provided by UBC as being ok to good, including 70% of T2SGD respondents, 71.5% of questioning respondents, and 72.6% of non-T2SGD respondents.

Non-T2SGD respondents were twice as likely to report that the extended health coverage did address their gender-related needs (35.4%) compared to T2SGD and questioning respondents (16.4% and 15.4%, respectively). Furthermore, T2SGD and questioning respondents were more likely not to know whether the coverage addressed their specific needs (46.3% and 53.8%, respectively) compared to non-T2SGD respondents (23.8%).

6.2.3 Intersectional Nuances

Additional sub-analyses explored statistically significant differences within T2SGD respondents as they relate to intersectional experiences across roles, locations, Indigeneity, races, disabilities, and immigration status. Each statistically significant result is described in detail in Appendix F.2 along with accompanying graphs. This section provides a summary of key results. In general, there were few statistically significant differences across intersectional experiences and identities related to programs and services with the exception of the following.

T2SGD respondents on the Okanagan campus are more likely to rate health care providers as somewhat incompetent (39%) compared to Vancouver campus respondents (11%).

T2SGD respondents on the Okanagan campus are more likely to access counselling (64%) compared to the Vancouver campus (36%). Despite greater levels of access among some T2SGD respondents, otherT2SGD respondents at the Okanagan campus are more likely to avoid counselling because they heard from others about their challenges (9%) compared to their counterparts at the Vancouver campus (2%).

Finally, T2SGD respondents from the Okanagan campus are more likely to express a desire for shared housing on campus (23.1%) compared to their counterparts in Vancouver (6.6%).

Racialized respondents are less likely to report accessing (31.6%) or needing health services (57.9%) compared to their non-racialized counterparts (52.5% accessed health services and 36.7% have not needed access).

T2SGD respondents with disabilities are more likely to have accessed health services (55.6%) compared to their counterparts without disabilities (34.5%).

> "I have to pay for counselling out of pocket, and student care only covers the cost of 2-3 appointments a year at average rates, so I'm losing a lot of money there. Counselling through UBC focuses on single sessions to solve specific issues, and even UBC counsellors couldn't point me to any ongoing weekly counselling service through UBC, which is what I need, since my issues are ongoing and very nebulous, so I can't narrow them down to a specific topic to solve in a 50 minute session. Obviously, trans people and people with disabilities are more likely to need counselling for mental health reasons, so I feel that this issue is linked to my being trans and autistic"
>
> **~ T2SGD Student Respondent**

6.3 Recommendations for Services and Programs

This section provided an overview of the challenges and barriers experienced by T2SGD people accessing different types of services and programs at UBC. This includes health, counselling, and housing at UBC. While UBC Health is not directly involved in all aspects of care for T2SGD patients, they play an important part in providing some services and also information to clarify the different components as well as bridging across existing gaps between entities, such as Trans Care BC. Furthermore, there are also employee-specific supports that are in place at UBC that could be further expanded and clarified to benefit T2SGD employees. Table 6.3-1 summarizes the seven recommendations that are proposed to address T2SGD student and employee challenges navigating UBC services and programs.

To substantiate the recommendations, T2SGD survey respondents were asked about the impacts of changes to programs and services to address issues related to gender diversity at UBC. For the four recommendations related to programs and services, most T2SGD respondents report those having somewhat or very positive impacts (between 64% and 86%). Between one-tenth and one-third of T2SGD respondents indicated neutral impact, especially for more all-gender housing. There are few T2SGD respondents (3% to 6%) who report negative impacts from these changes. Figure 6.3-1 depicts the levels of impacts related to implementing recommendations for greater inclusion of gender diversity in programs and services at UBC.

Figure 6.3-1 Levels of Impact of Changes to Programs and Services on T2SGD Respondents (N=181)
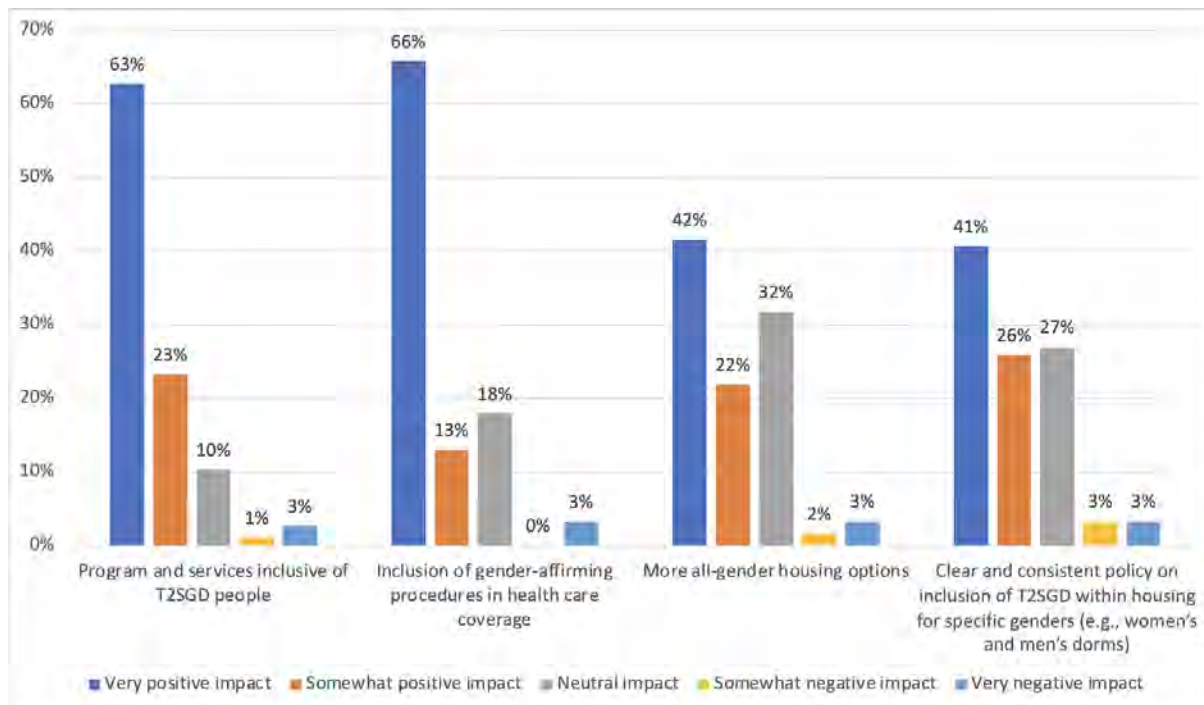
Table 6.3-1 Recommendations pertaining to Programs and Services for T2SGD People at UBC

Issues and Challenges	Recommendation to Address Challenge	Nuanced Recommendations for Intersectional Needs
T2SGD respondents were more likely to rate their health care provider at UBC as somewhat or very incompontent (27%) compared to their cisgender counterparts (4%). 63% of T2SGD respondents experience misgendering and misnaming sometimes or a lot at UBC Health Services compared to 4% of cisgender respondents. 57% of T2SGD respondents feel like they have to educate their provider sometimes or a lot at UBC compared to 4% of cisgender respondents. In particular, 50% of Two-Spirit respondents reported a low availability of health services that address their specific and unique health needs. T2SGD respondents with disabilities are more likely to access health services (56%) than their counterparts without disability (35%). 17% of questioning respondents are more likely to need health services, but are not able to access it	**R17.** The following clarification is proposed to address T2SGD issues related to <u>Health Services</u> at UBC (for students): ● Introduce standard procedures with regard to T2SGD patient interactions from waiting room to exam room, including giving and receiving of pronouns and chosen names. ● UBC-O to undertake education from Trans Care BC. ● UBC-O to conduct assessment in the toolkit created by Trans Care BC to prepare UBC Health Services systems and procedures to better care for T2SGD patients. ● UBO-O to introduce and maintain a program of administering hormone replacement therapy (HRT). This is part of primary care and is not specialized. ● For UBC-O and UBC-V, get additional training from Trans Care BC so health care professional(s) at UBC can conduct assessments for T2SGD patients to access gender-affirming procedures. ● Sharing of learning and experiences caring for T2SGD patients among health care providers between Vancouver and Okanagan campuses to ensure consistency and standardization in approach at UBC, especially regarding administering HRT. ● Develop more specific channels of referral from UBC to Trans Care BC for major gender-affirming care (particularly for surgeries). This entails meeting(s) with Trans Care BC to better understand the options and processes and establish a specific contact for referral from UBC. ● Create a pamphlet to address health care issues and challenges unique to T2SGD respondents ● Referral to list of local T2SGD-competent health care providers, when requested.	Prepare health services to address the specific needs of Two-Spirit students and people with disabilities at UBC. Determine the unique access challenges of questioning students.

T2SGD respondents are more likely to report missing coverage for gender-specific procedures (11%) compared to 3% of cisgender respondents along with high rates of not knowing (46% and 24%, respectively). In particular, there are challenges with getting coverage of gender-affirming medications. Employees report experiences of misgendering and being dismissed by counsellors as part of the Employee and Family Assistance Program (EFAP).	**R18.** The following clarification is proposed to address T2SGD issues related to Extended Health Coverage provided at UBC (for students and employees): ● Meet with employee and student health care providers to understand reasons for barriers to covering common gender-affirming medications. Determine if these issues are related to system errors or training needs. ● For employees, explore Sun Life Gender Transition Coverage to fill in current gaps of procedures that the province does not cover (e.g., voice surgery and facial feminization procedures). ● Find creative ways to cover laser hair removal through flexible time off or health care spending accounts. ● Work with the EFAP provider to vet T2SGD-competent therapists to support T2SGD employees at UBC. ● Provide fully-covered local options of T2SGD-competent therapists for UBC employees as an interim alternative to EFAP while vetting takes place.	No significant differences in challenges related to health coverage at UBC across T2SGD intersectionality.

T2SGD respondents (49%) were more likely to experience misgendering and misnaming from UBC counsellors compared to cisgender counterparts (1%).
 	
T2SGD respondents were more likely to have to educate UBC counsellors regarding their gender identity and needs (57%) compared to cisgender respondents (3%).
	R19. The following clarification is proposed to address T2SGD issues related to Counselling Services at UBC (for students):
	
	● Introduce standard procedures with regard to client interactions from waiting room to meeting room, including giving and receiving of pronouns and chosen names.
	● Hire or engage mental health provider specifically trained in T2SGD issues and needs with a particular focus on complex care, suicide intervention and prevention and trauma-informed care.
	● Provide specific supports to T2SGD clients, including:
	    ○ Discussions and explorations of gender identity
	    ○ Complex, long-term mental health needs arising from minority stress
	    ○ Support groups facilitated by someone with lived experiences
	● Disclosure of gender identity is taken seriously and given its proper place as one part of someone's full identity.
	● Referral to list of local T2SGD-competent therapists
		No significant differences in challenges related to counselling services at UBC across T2SGD intersectionality.

Lack of all-gender shared housing options for upper year students. Case-by-case support to explain options and assign residence to T2SGD students. No pathway to select housing options without having to come out to UBC Residence staff. Washrooms in certain residences are advertised as all-gender; however, the signage on them is binary "feminine" and "masculine." Floor voting process for determining washroom designation leaves some T2SGD students in a precarious position about whether they will have access to a suitable washroom or not. Recently-produced [Trans and Non-binary Resource](#) provides information about housing options.	**R20.** The following clarification is proposed to address T2SGD issues related to <u>UBC Residences</u> (for students): ● Remove gender used in housing assignments. Ask instead on the application form what type of shared housing students want (check-all-that-apply): Women's, Men's, and All-gender units or apartments. ● Create and advertise a standard approach to roommate assignment without T2SGD students needing to out themselves and talk to UBC Residence staff. Consider use of app-based roommate selection with different search criteria, including T2SGD+ friendly filter. ● Every residence should have shared, all-gender housing options for students. Immediate priority is focused on establishing shared, all-gender housing for upper year students by converting gender-designated units and floors. <u>Note</u>: Offering the option of more expensive studio apartments is not a viable solution. The same type of options should be available to all students regardless of gender identity. ● Remove gender icons from washroom signage and instead use text and toilet and shower icons. Use labels "all-gender" for washrooms and showers that are for everyone. ● Discontinue voting of washroom designation by floor members. Instead provide at least one all-gender washroom and shower in every small residence and more in larger residences (i.e., every three floors). Ensure all-gender washrooms do not use gender icons on signage. ● Remove the need for keyed access to the single-unit washroom and shower on the main floor of some residences. Install timed sensors on lock to support safety check-ins. ● Create and advertise standard procedures for mid-year changes to residences due to gender disclosure. Need and decision for change driven by the T2SGD resident. ● Verification of student identification with housing front desk staff should be through student number, not legal first name. ● More specific training of Residence Advisors on issues of gender diversity for greater support of T2SGD students.	No significant differences in challenges related to counselling services at UBC across T2SGD intersectionality.

T2SGD students are likely to be disportionately represented in lower socio-economic brackets, especially if they are separated from unsupportive families (TPC 2020 and NCTE 2016). This can make access to education at UBC challenging, if not prohibitive.	**R21.** Introduce a series of <u>T2SGD-inclusive scholarships</u> (for students), including: • A scholarship for gender diverse students with a particular focus on intersectional identities. • A scholarship for Two-Spirit students. • A scholarship that covers marginalized gender identities (e.g., cis and trans women, Two-Spirit, gender diverse, and trans men) that is named in such as way as to not require T2SGD people publicly out themselves.	Mention the focus on intersectionality in scholarship selection criteria to address in-group inequities.
Limited known representation of T2SGD employees at UBC.	**R22.** <u>Recruiting</u> (for employees): Intentional outreach to recruit T2SGD applicants to positions at UBC. Emphasize in job postings by adding language about intersectional identities in the hiring process, including indigeneity, gender identity and expression, race, and disability. Consider lived experience as an asset that can contribute positively to workplaces at UBC.	No significant differences in challenges across T2SGD intersectionality.

Section 7 – Athletics and Recreation

7.1 Overview

T2SGD participation in sports and recreation is particularly fraught with controversy and debate. Most often at play are deep stigma and disagreements about competitive fairness, especially focused on trans women (Jones et al 2017 and CCES 2017). This leads many T2SGD athletes at all levels of sport to feel trepidation and hesitate, wondering whether they will be supported or questioned if they register and participate.

A key contributor to university sports is the pipeline from high school sports teams. That is, how many T2SGD people have played sports in high school. However, recent research reveals distinct challenges facing T2SGD students from playing in high school, which diminishes the likelihood of them joining athletics and intramural sports in university. This includes one-tenth of respondents in the GLSEN's National School Climate Survey reporting being discouraged from playing sports in high school because of their gender identity or sexual orientation (GLSEN 2019). Furthermore, as a critical part of participation in sport is access to change rooms with nearly half of transgender respondents reporting they were denied access to facilities.

Other research results point to the protective effects of participation in sports among transgender athletes (ACHA 2020). In particular, mental health outcomes are improved among athletes as compared to non-athletes who are transgender, especially related to pscyhological distress and suicidal behaviours (Figure 7.1-1). This underscores the importance of removing barriers to accessing athletic participation among T2SGD people.

Figure 7.1-1 Mental Health of Transgender College Students among Athletes and Non-Athletes (2019-20)
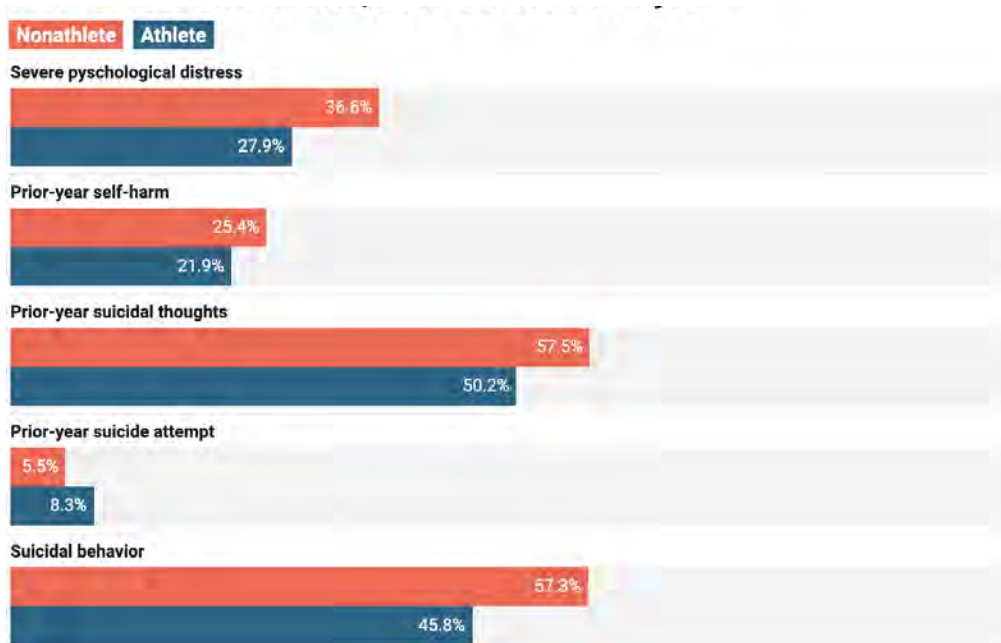
Source: ACHA 2020

7.2 Experiences and Challenges

7.2.1 Existing Set-up

Background

UBC offers a range of activities under the umbrella of recreation and athletics (UBC-V and UBC-O Athletics and Recreation Interviews 2021). Athletics include varsity teams and sports clubs that represent the university by competing against other universities, which are governed by the policies and requirements of University Sports (U Sports). Under recreational offerings, there are intramural sports as well as exercise classes and use of gym and aquatic facilities. Furthermore, intramural sports consist of competitive and recreational teams. Gender is part of organizing both athletics and competitive intramural teams. This is not just in terms of designation for teams, but is represented in visuals in marketing, registration, and program structure (UBC-V Athletics and Recreation Interview 2021).

U Sports Policy

In 2018, U Sports introduced a new Trans Inclusion Policy to support trans student-athletes to participate in sports at universities (U Sports 2018). The policy includes the following two key provisions:

- Transgender athletes can compete on either the team that aligns with their gender identity or their sex assigned at birth.
- There is no need for surgeries or hormones to access the team of choice as long as Anti-Doping regulations are met.

While the policy provides important clarification for trans women and men, it is silent on non-binary athletes. This is particularly challenging because of the binary-only options in most sports (e.g., female and male teams), neither of which align with non-binary genderes. As such, there is no guidance on long-term solutions to this unique issue, leaving many institutions wondering what to do (Vancouver Sun 2018).

UBC-V

Recreation

For intramural sports, UBC students and employees join teams to play in intramural sports (UBC-V Athletics and Recreation Interview 2021). In the past, intramural sports consisted of men's, women's, and co-rec teams. Occasionally, women would play on men's teams to play at a higher level (UBC-V Athletics and Recreation Interview 2021).

In the last few years, a new model was developed with three team types. Women's teams continue to exist with the addition of Two-Spirit, transgender, and gender diverse players. The women's team was maintained because women are less likely to participate in sport (UBC-V Athletics and Recreation Interview 2021). Keeping the women's team allows for creation of safe space to ensure that they are not only participating with men. UBC Recreation has also maintained the co-rec category. They are transitioning into a more inclusive language with the term "mixed," because "co"

can imply two. There is a rule for mixed teams that only allows 50% or fewer of self-identified men to be on the field at one time. The men's team was transformed into an "open" team which allows people of all genders to participate, including men, women, Two-Spirit, transgender, and gender diverse people.

Over the years, there have been known T2SGD players. Several have approached staff and shared their stories, many of which are positive (UBC-V Athletics and Recreation Interview 2021). Staff have not heard any negative stories, but recognize that may be because people are nervous to speak up or do not know who to turn to share their challenges.

Starting in 2017, UBC Recreation established an Inclusive Recreation Committee to tackle issues and challenges related to recreation and facilities. With some initial support from EIO, UBC Recreation has defined inclusive recreation with an intersectional lens, growing its capacity to respond to situations as they arise. Training of new hires during onboarding is done through Canvas with specific recreation-specific scenarios to help them practice.

Besides intramurals, there are other recreation programs that are gender-specific, including "women on weights." Furthermore, designated times for women in the fitness space have been introduced to provide greater privacy, especially for religious reasons. The Aquatics Centre also has a women's swim. However, the need to cover the view to the outside to create a safe space makes it challenging to accomplish this in the new Aquatic Centre, which is all glass.

The old Aquatic Centre used to be a barrier for many T2SGD people at UBC. Since its rebuild, they are more comfortable and excited about the new Aquatic Centre (UBC-V Athletics and Recreation Interview 2021). While many are excited, the all-gender change rooms have been a source of hesitation and questions for others who are not as familiar with these spaces. Since the pandemic, there have been greater levels of acceptance of all-gender change rooms among the general public, because it allows for a clearer pathway to changing stalls (without having to touch surfaces).

Athletics

UBC-V Athletics is at the beginning stages of understanding the issues and challenges facing T2SGD athletes to ensure greater inclusion and accessibility (UBC-V Athletics and Recreation Interview 2021). There are currently no data collected on the numbers of T2SGD athletes (UBC-V Athletics and Recreation Interview 2021). Part of the reason for this is that high school sports are not supportive of T2SGD athletes. As the pipeline becomes more inclusive, more T2SGD athletes are expected to show up and play at UBC (UBC-V Athletics and Recreation Interview 2021).

UBC-V Athletics has a new registration system called Perfect Mind. Gender is a mandatory field, but is customizable. UBC-V Athletics is working with EIO to determine the appropriate response options and are planning to go with "man," "non-binary," "woman" with default being blank (UBC-V Athletics and Recreation Interview 2021). Currently, there are no procedures in place if athletes select "non-binary."

Furthermore, over the last year, UBC Athletics has also been working with the EIO to organize a steering committee to guide an EDI strategy going forward. Before this EDI steering committee, UBC Athletics was primarily focused on pay equity between male and female coaches. Since 2020, these efforts have expanded to include greater understanding of racism and privilege.

To date, the U Sports Trans Inclusion Policy has not been invoked at UBC. In particular, while there is a desire to be supportive and inclusive, UBC Athletics is not prepared to support non-binary athletes, especially since the U Sports Trans Inclusion Policy is silent on the issue of non-binary players. It has been a topic of discussion among coaches (UBC-V Athletics and Recreation Interview 2021). There is a desire for education to feel more prepared to apply the policy in cases it is needed. In particular, coaches want guidance on how to implement the U Sports Policy to ensure acceptance.

There are plans for a new recreation building. They are working closely with the EIO to make it more inclusive of gender diversity. The current Recreation Centre has open concept showers in the men's change room, which are challenging for many, including T2SGD facility users (UBC-V Athletics and Recreation Interview 2021).

UBC-O

Recreation

For the last three years, UBC-O Recreation offers two levels of recreation: Competitive and co-rec (UBC-O Athletics and Recreation Interview 2021). There are no gender guidelines or minimum requirements related to gender. Participation in competitive intramural sports is based on self-declaration. UBC-O Recreation uses ActiveNet, which has an expanded list of gender categories; however, they are predetermined by ActiveNet and cannot be changed. Before 2018, the categories were "female," "male," and "other." Now the categories are "female," "male," "gender non-conforming," "non-binary," "genderqueer/adrogynous," "intersex," "transgender," "crossdresser," "female to male," and "male to female" (UBC-O Athletics and Recreation Interview 2021). From 2018 to 2021, out of a total of 7,400 intramural players, 0.13% selected categories beyond "female" and "male." There was a greater percentage of players who selected "other" (0.39%) and 2.2% did not specify gender. Lastly, UBC-O Recreation staff have been trained by the EIO, including UBC Recreation customer service, group fitness classes, and trainers.

Athletics

So, UBC-O Athletics has had no known T2SGD athletes (UBC-O Athletics and Recreation Interview 2021). They are looking for guidance and direction from national bodies, such as U Sports. As a general approach, UBC-O Athletics would address the matter by accommodating and including theT2SGD athlete. However, there is greater uncertainty about how to handle non-binary athletes with the proposed idea of offering them competitive intramural sports as an alternative to athletics, because it is not based on gender. UBC-O Athletics would also reach out to University of Toronto because it is known as a best practice standard in case UBC-O needs support and insights (UBC-O Athletics and Recreation Interview 2021).

Student-athletes have brought LGBTQ+ issues to the forefront (UBC-O Athletics and Recreation Interview 2021). They have incorporated pride-themed game nights and recognized team mates to create an inclusive environment. There is variation across the teams in terms of how much they participate or lead these efforts. They have worked with EIO and Pride Collective to put on Right to Play events.

Renovations to UBC-O Athletic facilities were completed about 3 years ago. One of the changes was to convert the open-concept showers to private, individual stalls. This has made it more accessible to T2SGD facility users.

UBC Athletics and Recreation conduct an annual survey to determine what has worked well and what needs to be improved upon (UBC-O Athletics and Recreation Interview 2021). There are currently no questions about gender diversity. They do not collect any demographics, except year of study and team category (which is indirectly tied to gender - e.g., women's team).

Coaches are starting to get more training on mental health issues (UBC-O Athletics and Recreation Interview 2021). There are Health and Wellness meetings every Monday. This could be a way to raise gender diversity as part of a large initiative.

7.2.2 Comparative Experiences

Overview

The university-wide survey as part of the Gender Diversity Audit asked a range of questions regarding athletics and recreation at UBC. The detailed results of each survey question on this topic are provided in Appendix G.1. This section provides a summary of key results where there are statistically significant differences between T2SGD, questioning, and non-T2SGD respondents.

Overall, there are comparable low levels of participation in athletics, exercise classes, intramurals, and the gym across T2SGD, questioning, and non-T2SGD. The highest level of reported participation among these four is the gym (34.8% among T2SGD respondents) with the lowest level of participation in intramural sports (10.6%).

In addition, T2SGD respondents provided a range of ratings in terms of being somewhat or very inclusive in intramural sports (57.2%), athletics (50%), gym (43.5%), and exercise classes (36.4%). The only statistically significant difference between these groups is the level of inclusion at gym facilities at UBC including T2SGD respondents reporting greater levels of exclusion compared to their non-T2SGD counterparts. This is an important finding, because T2SGD are both more likely to go to the gym and encounter challenges there, which requires attention to improve.

In qualitative data, there are particular concerns with the way that competitive intramural is currently set-up with gender-based maximums, which are not only inaccurate, but also problematic. T2SGD respondents express a strong desire to participate in recreation and athletics; however, report feeling hesitant because of binary-only configurations and facing violence in the washroom and change room. As such, the ongoing barriers relate to space rather than programming. There is an expressed need for knowing the washroom and change room configurations and layouts before arriving to plan one's visit to recreation facilities, including intramural sports.

"I have noticed that Intramurals tend to have rules about gendered teams such as "anyone who identifies as a man can go on the men's team. Mixed teams have a maximum of three members who identify as men." I feel that this is somewhat discriminatory to T2SGD participants, as it changes the gender binary from "**men and women**" to "**men and not-men**". Additionally, if the issue with mixed teams is not wanting a team of entirely men to "stack" the team, it does not consider the fact that some non binary people and trans women have the exact same hormones and body types as cis men, so "stacking" would still be possible and legal. **You can choose to be gender inclusive or you can choose to enforce the idea of men being naturally superior at sports just by virtue of being men. You cannot do both.**"

~ T2SGD Student Respondent

"I love sports and activities and really want to engage in this at ubc but I haven't tried because I am too scared to walk into the building for a work out and then discover that there is **only a male and female change room**. Intramurals, exercise classes, facilities CANNOT be separated by gender if you want non-binary people to be able to participate."

~ T2SGD Survey Respondent

7.2.3 Intersectional Nuances

Overall there are only three statistically significant differences across various intersections among T2SGD respondents.

In particular, T2SGD respondents at the Okanagan campus are more likely to rate the gym as neither inclusive nor exclusionary (66.7%) as compared to their Vancouver counterparts. (11.8%). At comparable levels, a third of Okanagan T2SGD respondents and 29.4% of Vancouver T2SGD respondents rate their experiences at gyms as some form of exclusionary. Finally, T2SGD respondents without disability were more likely to say that the U-Sport Trans Inclusion Policy would not have resulted in them joining (77%).

7.3 Recommendations for Recreation and Athletics

Based on the issues and challenges surfaced in this section, three recommendations are proposed to address the gaps in UBC Athletics and Recreation. Detailed analyses of survey results specific to athletics and recreation are provided in Appendix G.

Table 7.3-1 Recommendations pertaining to Athletics and Recreation for T2SGD People at UBC

Issues and Challenges	Recommendation to Address Challenge	Nuanced Recommendations for Intersectional Needs

Comparable low levels of participation in athletics among T2SGD respondents (88%) and non-T2SGD respondents.
 	
T2SGD respondents report high levels of fear, hesitation, and concern regarding joining athletics despite a strong desire to do so. For some, knowing about the U Sports policy earlier might have increased the odds of them joining UBC Athletics.
 	
None of the T2SGD respondents on the Okanagan campus participate in athletics.
	R23. The following clarification is proposed to address T2SGD issues related to <u>Athletics</u> at UBC:
	
	● Educate coaches the unique issues and needs of T2SGD athletes
	● Raise awareness about the U Sports Policy among athletes and coaches
	● Because U Sports is silent on non-binary athletes, UBC Athletics to add interim and long-term measures measures for non-binary athletes at UBC. Introduce the interim measure allowing non-binary athletes to compete on the team of their choice, while recognizing that neither team option aligns with their gender identity. Note: Offering non-binary athletes intramural sports is not considered a viable alternative.
	● Revise registration forms and systems to add the following (<u>example of approach</u> provided by Ringette Canada 2021a):
	  ○ Add to existing gender categories of "female" and "male" the response option of "non-binary."
	  ○ Add a separate question with options for the gender-designated team that athletes want to play on (e.g., "women's" or "men's" teams).
	● Establish change room guidelines to account for having multiple genders on teams despite being gender-designated.
		No significant differences in challenges related to counselling services at UBC across T2SGD intersectionality.

	Consider Ringette Canada's change room guidance establishing change rooms as team spaces with minimum attire requirements (RC 2021b). ● Establish procedures for mid-season transfer based on gender disclosure. ● UBC Athletics on both Okanagan and Vancouver campuses to promote athletics and recruit athletes among T2SGD groups on campus. ● If athlete discloses, maintain confidentiality of T2SGD athletes ● Support T2SGD athletes through anti-doping regulations, especially pertaining to hormone replacement therapies. ● If UBC Recreation implements **R24**, take the lessons learned as a possibility for piloting and innovating athletics beyond gender categories.	
Low numbers of T2SGD survey respondents report participating in intramural sports (15%), exercise classes (23%), and the gym (39%) at UBC. While much has been done to actively involve and include T2SGD people in recreation, some T2SGD people remain hesitant to join and question the use of gender as a way to establish competitive fairness. In particular, requiring maximum numbers of particular genders reinforces the binary and ascribes relative weakness and strength to each. The gym has the highest level of participation among 39% T2SGD respondents, but it has the highest ratings of being very exclusionary (21.7%).	**R24.** The following clarification is proposed to address T2SGD issues related to Recreation at UBC: Increase T2SGD participation in intramural sports, consider, develop, and pilot a more refined version of the tier system by translating it into a skills-based approach. This would remove the need to collect and use gender. It would entail developing a list of skills for each sport and having each participant rate their level of competence along with the years of experience for each skill. Players in competitive intramural sports would be combined based on these skill sets. In this way, gender is not used as an inaccurate proxy for ability and replaced with an inclusive and useful way to organize competition. For safety, weight and height of players should be used as considerations in addition to skills. Provide training to staff at gyms to better serve T2SGD facility users to ensure an inclusive and supportive environment. Lastly, UBC-O Recreation to advocate with ActiveNet to change gender categories to more streamlined options.	No significant differences in experiences in recreation at UBC across T2SGD intersectionality.

Low numbers of T2SGD survey respondents report participating in athletics (15%), intramural sports (15%), exercise classes (23%), and the gym (39%) at UBC. Many T2SGD expressed fear and hesitations to participate in sport and fitness activities due to the lack of all-gender facilities.	**R25.** To improve access to <u>Recreation and Athletics</u> at UBC, consider adjusting the following: ● Add all-gender change rooms (modelled after Aquatic Centre) to provide T2SGD and others more options for changing in safe and private spaces. ● Expand on the information provided on the UBC Recreation webpage by adding information about layouts and photos of change rooms at UBC. Describe privacy features (e.g., colour-coded locks). This helps T2SGD people prepare for their visit to recreational and athletics facilities.	

Section 8 – University Engagement

8.1 Overview

This section delves into current forms of engagement that UBC has undertaken, and what formal and informal approaches would enhance and expand outreach to and involvement of T2SGD people in decision-making and direction at the university.

8.2 Current Circumstances

8.2.1 Existing Set-Up

General Engagement

The EIO leads several formal and informal engagements of T2SGD people at UBC (along with other equity-seeking groups) (EIO Interview, November 2020). In particular, informal engagements include events on the theme of Sexual Orientation and Gender Identity (SOGI) over several years (EIO 2019).

Furthermore, EIO has hosted UBC Pride installations and celebrations on Vancouver and Okanagan campuses. Lastly, the EIO has run Get Connected events for queer and/or trans students and community (EIO 2019). Finally, EIO conducted formal outreach and engagement of T2SGD members during the development of the Inclusion Action Plan.

Project Engagement focused on General Topics

Beyond more general engagements, T2SGD community members were also specifically engaged for their input on the Inclusive Washroom Project in 2020. This included a university-wide survey as well as follow-up focus groups (one of which specifically included T2SGD people). Outreach entailed targeted communications with T2SGD communities at UBC, including the Pride Collective and Pride Resource Centre. These groups were involved in reviewing survey questions to ensure they were meaningful and in promoting information about the survey. Information about the project was also distributed through informal staff networks to encourage T2SGD participation in the project.

Project Engagement focused on T2SGD Issues

The 23-member Trans, Two-Spirit, and Gender Diverse Task Force was established in March 2020. Its purpose is to determine areas of challenges and make recommendations to fill the existing gaps arising from the Gender Diversity Audit. They are mandated to provide recommendations to Provosts, Deputy Vice Chancellor, Vice President, Student and Vice President, and Human Resources. Given their own lived experiences and allyship, they collectively have strong connections to networks of T2SGD people throughout the university. These were instrumental in getting the word out about the university-wide survey for this project (See Section 2.3).

More specifically, respondents of the university-wide survey for this project were asked about how they learned about the survey. Most respondents reported hearing about the survey through several layers of emails, including the broadcast email that was sent out to all students and employees at UBC, emails from faculty leads, emails from human resources, emails from supervisors, and emails from T2SGD Task Force members. Lower percentages of respondents

indicated learning about the survey through social media and word of mouth, including from colleagues and/or professors raising it during class. Figure 8.2-1 summarizes the channels respondents heard about the survey on gender diversity.

Figure 8.2-1 Ways that Respondents Learned about Gender Diversity Survey by Gender Status
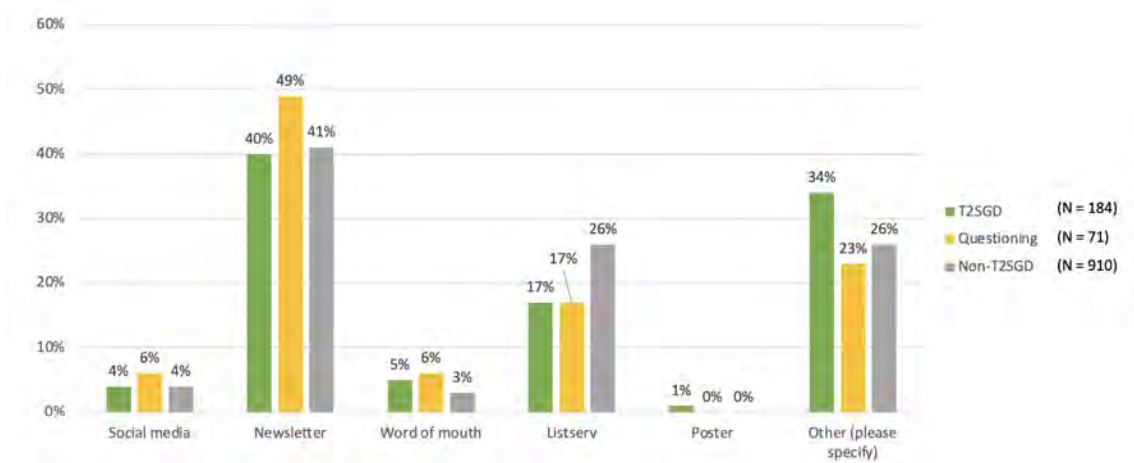
8.2.2 T2SGD Preferences

In the survey as part of the Gender Diversity Audit, T2SGD survey respondents were asked which formal channels are the best way to communicate with them about gender diversity and other issues at UBC going forward. Respondents could select one or more choices. The formal channel with the most responses is EIO (61%), followed by both the Pride Collective (Vancouver) or Pride Resource Centre (Okanagan) (47%) as well as Student Services (47%). There was also the option of providing other formal engagement methods. Respondents shared the following additional formal channels: Indigenous list serves, House of Learning, Xwi7Xwa Library, Graduate Students Society, deans and directors of faculties, and broadcast emails sent to everyone at the university. The most common feedback was for the university to avoid relying solely on specific channels, such as the Pride Collective or Resource Centre. Figure 8.2-2 depicts the formal channels at UBC through which T2SGD respondents want the university to engage them.

Figure 8.2-2 Preferred Formal Channels of Engagement at UBC among T2SGD Respondents (N=381*)
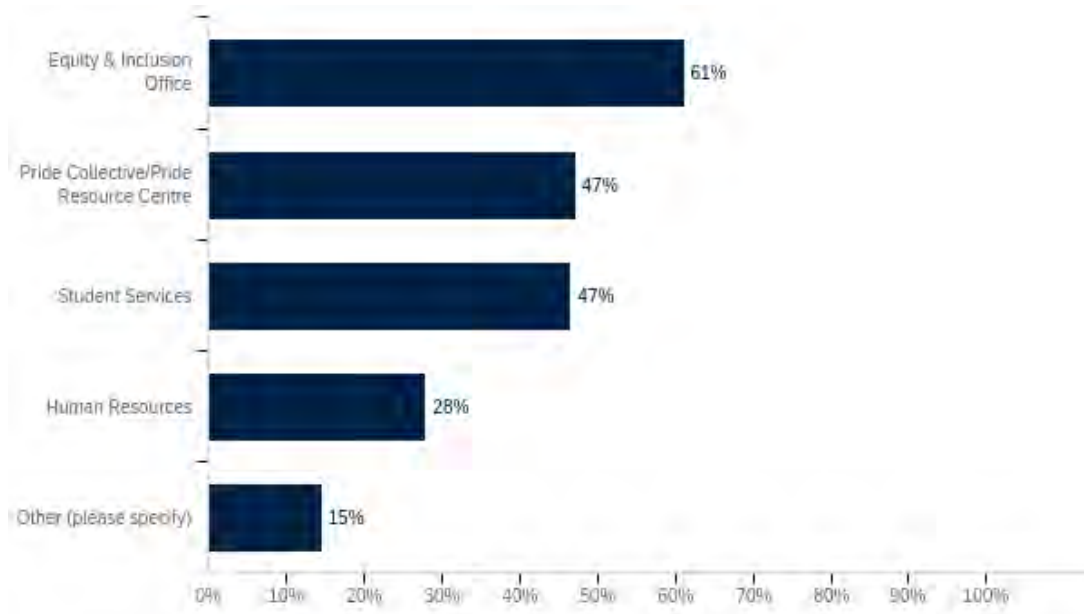
*Note: Percentages do not add to 100% because respondents could select more than one response

> "I am not connected with any of these channels specifically in regards to this topic. If I am searching for information I will go to E&I or HR."
>
> **~ T2SGD Survey Respondent**

T2SGD survey respondents were also asked about their preferred informal channels of engagement on topics of gender diversity and beyond. Over half of T2SGD respondents (51%) indicated that instagram was an effective informal channel to reach them on matters related to gender diversity. Another important informal channel for engagement is T2SGD gatherings, which are preferred by 45% of T2SGD respondents. The other preferred informal channel is Facebook. Respondents were asked to provide other options to engage them in an informal way. Responses provided include discord, emails, AAPS events, [reddit](#), newsletters, and a few comments suggested that the university should avoid relying exclusively on social media. Figure 8.2-3 depicts the informal channels at UBC through which respondents want the university to engage them on issues of gender diversity.

Figure 8.2-3 Preferred Informal Channels of Engagement at UBC among T2SGD Respondents (N=345*)
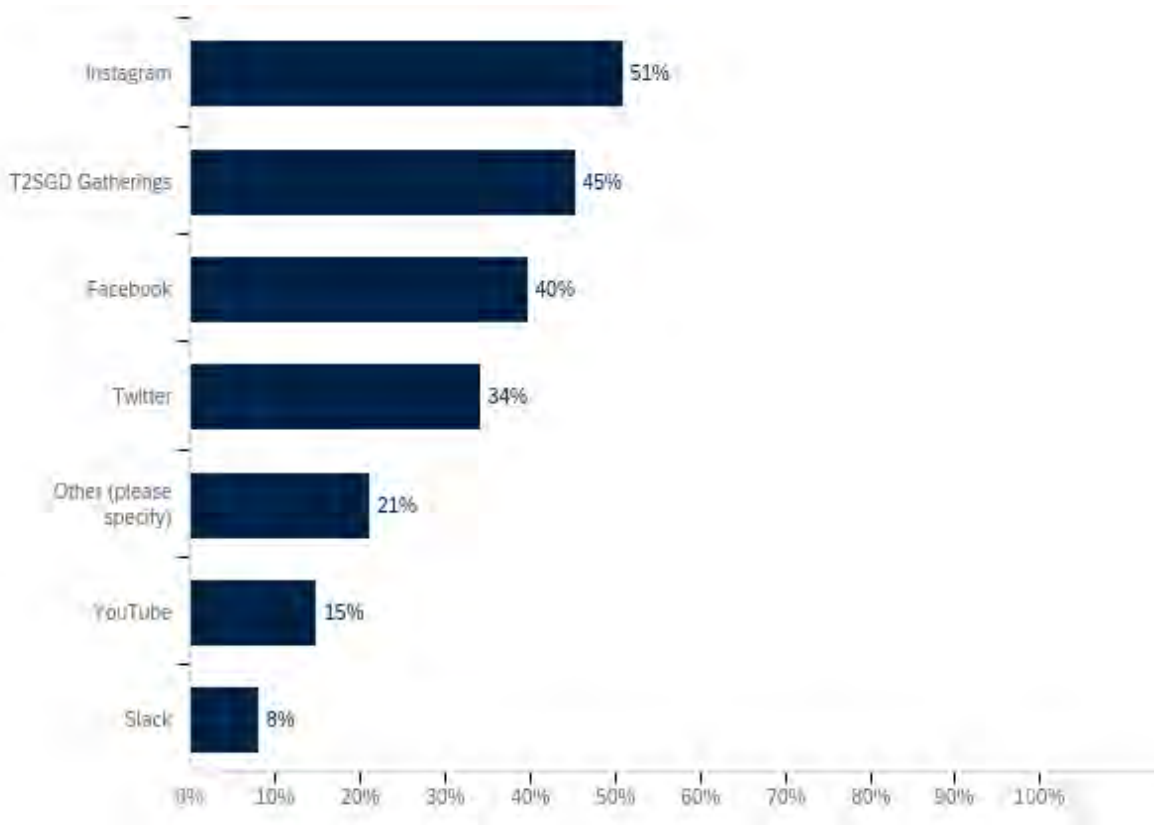
Channel	Percentage
Instagram	51%
T2SGD Gatherings	45%
Facebook	40%
Twitter	34%
Other (please specify)	21%
YouTube	15%
Slack	8%

*Note: Percentages do not add to 100% because respondents could select more than one response

Finally, survey respondents were asked to provide their preferred type of information. The most requested information types are infographics by nearly three-quarters of T2SGD respondents. This is followed by reports (58%) and webinars (44%). Figure 8.2-4 depicts the types of information preferred by respondents y.

Figure 8.2-4 Preferred Types of Information for Engagement at UBC among T2SGD Respondents (N=345*)
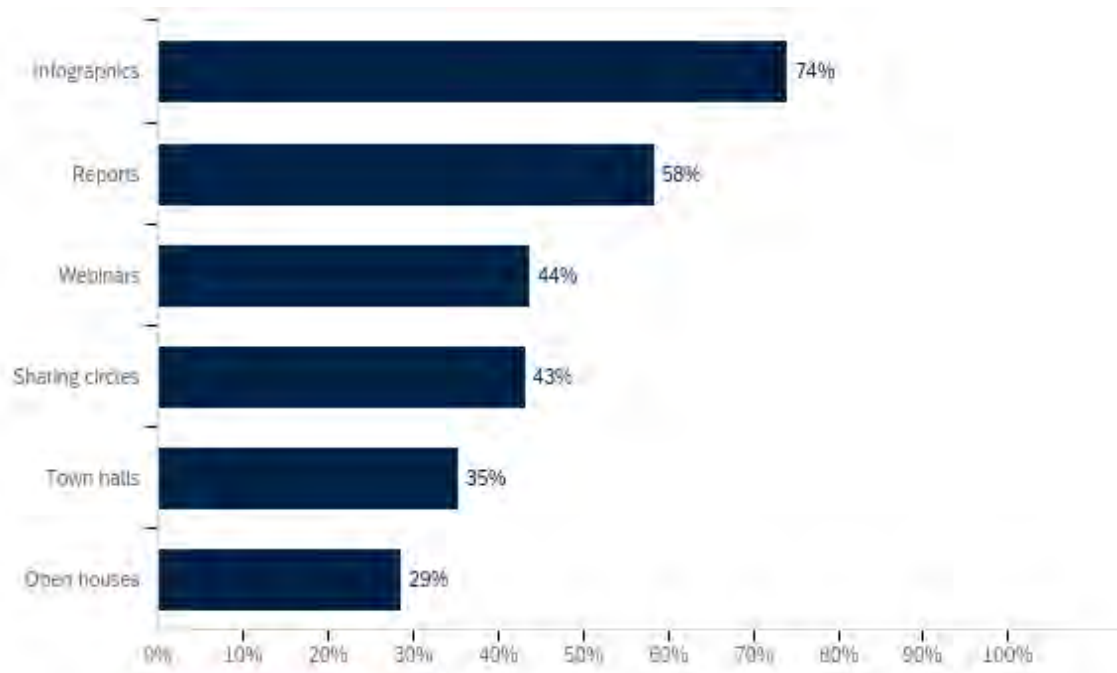
When asked in an open-ended question how T2SGD community members at UBC should be engaged, T2SGD respondents provided the following suggestions. Most the ideas favoured long-term, in-depth, and people-based approaches:

- Establish an advisory committee to provide ongoing input;
- Recognize the work that is involved in T2SGD people to undo systems and practices of harm. One way is to pay T2SGD people when they provide advice and feedback to UBC;
- Paid engagement is seen as a commitment to fostering equity, diversity, and inclusion at UBC;
- Greater T2SGD representation in decision-making bodies at UBC;
- T2SGD people are everywhere and one or few T2SGD people cannot represent everyone;
- Preference for surveys as engagement tool for their privacy, safety, and convenience;
- Desire for focused feedback rather than time-consuming and involved input;
- Getting more cisgender allies involved to take on the work of change; and
- Contract external consultants with subject matter expertise.

Broad Approaches

Several T2SGD respondents underscored the importance of broad outreach efforts that give as many T2SGD people at UBC the chance to provide input into decision-making. This is an important recognition of the diversity of experiences related to gender as well as intersecting identities and

experiences. The use of broadcast emails is considered particularly crucial in this endeavour. Related to engagement of T2SGD people is identifying roles and contributions of cisgender allies. Quotas were considered a contributor to the tokenization of T2SGD people and best to be avoided.

> "Sending out general emails asking if students want to speak about their experiences, ask for their thoughts, but don't MAKE THEM do any work."
>
> **~ T2SGD Survey Respondent**

> "Create an environment where you can talk about INTERSECTIONALITY of being gender diverse (intersection between gender diversity and race, socioeconomic status, (dis)ability, education, etc.)."
>
> **~ T2SGD Survey Respondent**

> "Quotas in focus groups often feels like tokenization. By making clear that all are welcome to comment, and by reducing the barrier of entry (through inclusive survey questions, ect.) you may be able to get more input. If that is not generating sufficient input, a focus group of T2SGD people (perhaps from the Pride Collective?) Could be formed and asked to comment on issues on a regular basis."
>
> **~ T2SGD Survey Respondent**

> "Engage those who do <u>not</u> identify as T2SGD people and ask *them* what they could do to promote EDI."
>
> **~ T2SGD Survey Respondent**

Focused Approaches

Some respondents spoke to the value of focused approaches, whether concentrated in people or in tasks, to efficiently and effectively create positive change at UBC. This can entail creating advisories to oversee issues or changes or asking for specific feedback on key issues.

> "Create an ongoing Advisory which has feedback mechanisms so community members can surface concerns that way."
>
> **~ T2SGD Survey Respondent**

> "[I]f someone sent me an email and asked me to read a bazillion words of policy and send them my thoughts on it, i would absolutely not do that. i can barely finish my own course readings. however, if the person reached out and specifically highlighted one passage and asked a couple very specific questions, that is a lot less time consuming and exhausting to do."
>
> **~ T2SGD Survey Respondent**

In-Depth Approaches

Beyond specific steps of engagement, there were important input points by virtue of being embedded and present at particular tables, especially leadership discussions. There were suggestions for deeper consultation processes focused on sharing power and decision-making to fundamentally change dynamics and outcomes. At the heart of these approaches are long-term, relationship-building efforts.

> "It is about the larger project, and how we can all partake in it, and what its goals and outcomes are. Right now, that is not at all clear. It is clear to me every time someone talks about being on indigenous land. Yes, I accept the thanks as sincere, but if that is it, the statement could just as well be: thank you for letting us be on the land. By the way, though we took it unlawfully, we are keeping it, and no, we don't want to discuss it, be grateful for the thanks, and let's get on with the main part of the show."
>
> **~ T2SGD Survey Respondent**

> "[D]on't do "feedback" without actually including people in decision making processes at high levels. pretty simple. community input means nothing. it's the easiest thing in the world to ignore bc you get every viewpoint. the university/municipality/province/etc know this. consultation means absolutely nothing without actual participation in the decision making process/holding power."
>
> **~ T2SGD Survey Respondent**

> "I often choose not to participate in specific requests for involvement that are seeking trans people because of the social and emotional burden that is usually then placed on us. I would be more likely to be involved if management/organizers are trans."
>
> **~ T2SGD Survey Respondent**

Recognition of Effort

Regardless of the type of consultation or engagement, some respondents noted the importance of paying T2SGD for their time and effort to support changes at UBC.

> "If UBC is going to recruit for trans task forces where they are expecting multiple hours per week of labour, including emotional labour, they should pay for these positions and advertise them as such. I'm not suggesting that I am uninterested in such a position except for the pay, but establishing a paid position tells me something about UBC's commitment to listening to and supporting such a group."
>
> **~ T2SGD Survey Respondent**

> "[P]ut more funding into raising more voices and more people. I find tokenizing often happens when UBC doesn't want to pay for multiple speakers/presenters or doesn't prioritize that diversity enough within a program to hire more than one person to speak about diversity."
>
> **~ T2SGD Survey Respondent**

Preference for Surveys

Several respondents spoke to the benefits of surveys in quickly gathering a range of needs, issues, and solutions. The anonymity of surveys is viewed as a particularly compelling feature to speak candidly and fully about the issues and needs.

> "I was only honest in this survey because I didn't have to give any personally identifying information and trusted the anonymity of this survey."
>
> **~ T2SGD Survey Respondent**

> "Surveys. If there's a place to sign up, we can agree to receive periodic surveys and help crowd source solutions without having to commit large amounts of time to going to meetings or researching."
>
> **~ T2SGD Survey Respondent**

8.3 Recommendations for University Engagement

Table 8.3-1 summarizes the two recommendations related to built space to address the challenges surfaced.

Table 8.3-1 Recommendations for University Engagement of T2SGD People at UBC

Issues and Challenges	Recommendation to Address Challenge	Added or Nuanced Recommendations for Intersectional Needs
Past general and project-specific engagement of T2SGD people at UBC have been ad hoc and dependent on networks and relationships of T2SGD individuals.	**R26**. UBC to develop <u>formal engagement</u> procedures for including T2SGD students and/or employees at UBC on general matters and T2SGD-specific issues. This is best done through EIO with established relationships through Get Connected and past projects. Particular focus should be placed on using surveys distributed by broadcast emails and supported by infographics.	Engagement should be intersectional. That is, reaching out to established Indigenous, people with disability, newcomers, and racialized groups to engage T2SGD people with intersecting identities in their midst (whether known/visible or not).
Few past efforts to engage T2SGD people through informal engagement.	**R27**. UBC to develop <u>informal engagement</u> procedures to engage T2SGD community members at UBC. A blend of social media and in-person at T2SGD gatherings would enhance this kind of engagement.	Engagement should be intersectional. That is, reaching out to established Indigenous, people with disability, newcomers, and racialized groups to engage T2SGD people with intersecting identities in their midst (whether known/visible or not).

Section 9 – Conclusion

9.1 Framework

The previous sections delved into the myriad of complex and interrelated challenges that T2SGD people face when studying and working at UBC. Recommendations for each area were developed to address these difficulties and fill the existing gaps across UBC campuses. As such, a total of 27 recommendations are proposed across the five main areas. These are summarized in brief in Figure 9.1-1. In this section, the recommendations are organized into a framework based on sets of efforts by their desired outcome, including:

- Dedicating resources;
- Practicing transparency;
- Setting expectations among cisgender people;
- Clarifying approaches for T2SGD people;
- Removing gender; and
- Expanding gender.

These are described and defined briefly in the subsections that follow.

Dedicated Resources

While many important initiatives are locally supported by the EIO and being undertaken to better include and support gender diversity at UBC, these have not been officially mandated and not strategically resourced by UBC. To maximize the effectiveness of these and additional efforts needed, they would benefit from being situated within an overarching, university-wide framework that is overseen by dedicated staff member(s) at the EIO. This would necessitate resourcing personnel hours, empowering them with a mandate, as well as budget allocations for long-term solutions of challenges facing T2SGD stakeholders.

Practice Transparency

Significant trust has been broken between UBC and its T2SGD community members in daily and ongoing issues (e.g., misgendering and invisibility) and significant, one-time occurrences (e.g., problematic speakers coming to campus and burning of the Pride flag). Often there is much confusion and uncertainty about what T2SGD people can ask for or where they can turn for help – most are hesitant to come forward. As such, an important part of (re)building trust with T2SGD and questioning community members is to establish a strong approach to transparency and accountability for current practices and future changes at UBC. It will be important to demonstrate and track progress over time in ways that community members can see and engage with. Oftentime, it is not always about having to wait for much needed changes, it is the uncertainty of when they will come that results in disillusionment and loss of hope, especially in the face of continuing set-backs.

Set Expectations among Cisgender People

Many of the responses from cisgender stakeholders in the university-wide survey indicate an overall confusion and uncertainty about what is expected on them and a desire for institutional guidance and education to determine the correct course of action vis-a-vis T2SGD stakeholders. The recommendations will help to fill this gap for them.

Clarify Approaches for T2SGD People

Many of the services and programs for students and employees at UBC lack consideration of the unique and invisible T2SGD issues and needs. While efforts have and continue to be made to address gaps, there are some that remain despite having been identified as issues. The recommendations ensure concerted efforts to clarify services and programs to address ongoing exclusion of T2SGD people at UBC.

Remove Gender

There are several places at UBC where gender presents particular challenges and barriers to T2SGD stakeholders and in many respects is not relevant or needed. In these situations, it is recommended to remove gender and replace it with another approach.

Expand Gender

Besides removing gender in certain areas at UBC, there are also instances in which there is value in keeping and expanding gender to allow for more options among T2SGD community members

Figure 9.1–1 Framework of 27 Recommendations for Greater T2SGD Inclusion at UBC

Dedicated Resources

R10 At least one full-time staff assigned and resourced with a mandate to oversee and coordinate implementation of recommendations across UBC.

Clarify Approaches for T2SGD people

R5 Advertise, update, and add to robust and centralized information hub on gender diversity for T2SGD students and employees.

R17 Introduce standard procedures, additional education, and relationships with other health entities to address T2SGD issues related to Health Services at UBC.

R18 Provide additional information to address T2SGD issues related to Extended Benefits provided at UBC.

R19 Introduce standard procedures and additional education to address T2SGD issues related to Counselling Services at UBC.

R20 Add options and provide information to address T2SGD issues related to shared residences provided at UBC.

R22 Intentional outreach to recruit T2SGD applicants to positions at UBC.

R23 Prepare people and spaces to support T2SGD athletes in Athletics at UBC.

Practice Transparency

R7 Measuring and reporting progress towards adopting changes outlined in the Gender Diversity Audit report.

R8 Robust, ongoing, and multi-layered feedback mechanisms for identifying and addressing T2SGD issues and challenges.

R9 Add information to UBC's Faculty and Administrative Directory about whether or not faculty or staff members have taken Positive Spaces and specific education.

R11 Central place to document, monitor, and conduct troubleshooting on systems issues related to T2SGD stakeholders at UBC.

R26 UBC to develop formal engagement with T2SGD students and/or employees.

R27 UBC to develop informal engagement with T2SGD community members.

Set Expectations for Cisgender People

R1 Update cisgender people about policies and guidelines to formalize the expectations for conduct and systems in support of T2SGD students and employees.

R2 Tailored core and role-specific education sessions developed with key results from the Gender Diversity Audit.

R3 Conduct external evaluation of the Positive Spaces program to determine its impact.

R4 Robust and centralized information hub on gender diversity for cisgender employees and students wanting to understand and support T2SGD people.

CULTURAL CHANGES 17 Recommendations

STRUCTURAL CHANGES 10 Recommendations

Remove Gender

R6a Remove references to gender binaries and replace them with gender inclusive language (e.g., "he/she" is replaced with "they").

R14 Remove the collection and use of gendered titles (Mr, Mrs, Mx) and continue with titles for gender-neutral roles (e.g., Doctor, Captain, Reverend).

R24 Replace use of gender with a skills-based approach for competitive intramural sports teams.

Expand Gender

R6b Improve communications at UBC by expanding use of visuals beyond feminine and masculine-appearing people.

R12 Create a rigorous and fail-proof approach to first names across UBC that supports self-determination.

R13 Add features and practices to pronoun fields when they are added to the new student information system.

R15 Expand gender categories in UBC systems by using the two-part question and develop a robust communications plan.

R16 Create a Gender Data Strategy that defines terms, concepts, and uses of gender data.

R21 Introduce a series of T2SGD-inclusive scholarships.

R25 Provide more all-gender facilities and information about them to improve access to UBC Athletics and Recreation.

● Cultural changes   ● Structural changes

9.2 Final Words

This report represented both a difficult and dense accounting of the range of complexities and nuances that T2SGD students and employees face when studying and working at UBC. Climate, systems, programs and services at UBC are largely not set-up with T2SGD people in mind and, as such, do not factor in or account for their needs. These occur across UBC (i.e., they are not isolated to one area), and are deeply ingrained in cultures and structures. As such, every campus, faculty, unit, and team plays an important role in the way forward.

In general, T2SGD people expend more energy to get their basic needs met at UBC. This includes repeatedly explaining their pronouns and chosen names to different employees, filling out forms with fields and response options that do not reflect their experiences, educating health and counselling providers about their needs, and worrying about washroom and change room usage as part of participation in sport. The adverse impacts on T2SGD people are recurring and cumulative in nature. This is exacerbated by incidents, such as the burning of the pride flag and transphobic speakers. The issues are serious and the calls to action are clear, some of which have been heard and responded to in certain departments, but not university-wide.

The recommendations outlined in this report, coupled with the existing and ongoing efforts, are intended to give rise to a brighter future for T2SGD students and employees. In particular, changes have already begun in the direction of the recommendations in some areas of UBC. However, these need to be adopted at higher levels of the organization to ensure consistency and standardization of approach. If this is done, there is the potential for greater respect, trust, clarity, consistency, ease, and understanding across UBC among its various stakeholders. These recommendations will also help UBC live more fully into its mission, purpose, and values among T2SGD people. This includes UBC working with integrity, respect, and accountability (UBC 2021a).

These changes are critical to improving the experiences of T2SGD students and employees at UBC. Together, with intentional and coordinated efforts, the way that gender is used at the university can be revised or expanded to include greater nuances and dynamics across the gender spectrum.

> "I hope that something comes of this but I don't know what will. I appreciate that this is happening, but it's hard to make consistent change when negative or fear-based ideas about trans people are so prevalent in the minds of my professors and fellow students."
>
> **~ T2SGD Survey Respondent**

> "This survey alone is a great step in that direction, and again, I want to stress how much I appreciate what UBC has already done in this area, and is continuing to do."
>
> **~ T2SGD Survey Respondent**

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Appendix A – Detailed List of Interviewees

These interviews were conducted by Kai Scott.

Department	# of Interviewees	Date of Interview
UBC Equity and Inclusion Office	1 interviewee	November 3 and 9, 2020
UBC Residence (Okanagan and Vancouver Campuses)	2 interviewees	January 15, 2021
UBC Health and Counselling (Vancouver Campus)	2 interviewees	January 26, 2021
UBC Athletics and Recreation (Okanagan Campus)	2 interviewees	January 28, 2021
UBC Athletics and Recreation (Vancouver Campus)	4 interviewees	January 29, 2021
UBC Registrar's Office	2 interviewees	February 1, 2021
UBC Health and Counselling (Okanagan Campus)	4 interviewees	February 2, 2021
Total # of Attendees	**17 attendees**	

Appendix B – University-wide Survey Questions and Promotional Materials

Communications Toolkit: Campus Survey on Gender Diversity

Under the direction of the [UBC Trans, Two-Spirit, and Gender Diversity Task Force](#), [TransFocus Consulting](#) is conducting a campus-wide audit to gain a better understanding of gender diversity at UBC, particularly the experiences of trans, Two-Spirit and gender diverse students, faculty, staff, and alumni. The feedback gathered will support the development and implementation of changes to systems, policies, spaces, and practices to protect and support gender diversity. The audit spans six topics, including climate and safety, competency training, information systems, student services, athletics and recreation, and university engagement. The methods used in the audit include strategy sessions, a campus-wide survey, and focus groups.

This toolkit is intended to help spread the word about the campus-wide survey. Please find the enclosed text and visuals for use in your communications with your unit or group about the survey. Please feel free to reach out to us with any questions or need for clarification.

Communications Contact:
Marko Pajalic
Communications Manager
Equity and Inclusion Office
marko.pajalic@ubc.ca

For questions regarding the project, please contact:
Kai Scott
TransFocus Consulting, Inc
kai@transfocus.ca

The Principal Investigator for the study (BREB ID #H20-03431) is Sara-Jane Finlay, Associate Vice-President, Equity & Inclusion, who can be reached at sara-jane.finlay@ubc.ca.

Newsletter / Website Content

Have your say about gender diversity at UBC

Gender diversity encompasses all the ways in which individuals identify with and express their gender. UBC is committed to creating safety and inclusivity for people across the gender spectrum to come as they are. By committing to a more gender inclusive environment at UBC, room is made for all people to self-express and self-define without fear.

Under the direction of the [UBC Trans, Two-Spirit, and Gender Diversity Task Force](#), [TransFocus Consulting](#) is conducting a campus-wide survey of **ALL** students, faculty, staff, and alumni to get your thoughts and experience on gender diversity at UBC! The information gathered will help inform the development of recommendations for greater inclusion of gender diversity at UBC.

We invite you to participate in this 15- to 30-minute survey to share your experiences, challenges, and ideas across several key areas of UBC culture and systems. The survey is open until *March 15, 2021.*

Take our survey and enter for a chance to win one of five $50 Visa gift cards!
https://bit.ly/2Uidiuf

Learn more about the project:
https://equity.ubc.ca/trans-two-spirit-and-gender-diversity-task-force/overview-of-gender-diversity-audit/

For questions regarding the project, please contact:

The lead consultant on this project, [Kai Scott](#) at [Kai@transfocus.ca](#).

The Principal Investigator for the study (BREB ID #H20-03431) is Sara-Jane Finlay, Associate Vice-President, Equity & Inclusion, who can be reached at [sara-jane.finlay@ubc.ca](#).

Social Media

Long Version (No Character Limit)
Do you have feedback regarding your experiences of gender diversity at #UBC? Under the direction of the [T2SGD Task Force](#), TransFocus Consulting is conducting a campus-wide survey to better understand #genderdiversity. We want to hear **YOUR** experiences, challenges, and ideas. Help shape the recommendations for greater diversity and inclusion in UBC's spaces, systems, and interactions. The survey is open to **all** students, faculty, staff, and alumni at UBC. The survey ends March 15*, 2021*: *https://bit.ly/2Uidiuf*

Note: if you choose to comment, like or follow this post, you will be publicly identified with the study.

For questions regarding the project, please contact:

The lead consultant on this project, [Kai Scott](#) at [Kai@transfocus.ca](#).

The Principal Investigator for the study (BREB ID #H20-03431) is Sara-Jane Finlay, Associate Vice-President, Equity & Inclusion, who can be reached at [sara-jane.finlay@ubc.ca](#).

Short Version (240-Character Limit)
Main Tweet
Share your feedback about gender diversity at UBC in a survey by #UBC T2SGD Task Force and
TransFocus Consulting. **All** students, faculty, staff, and alum are invited to share issues and ideas at all
UBC campuses. Survey ends March 15: *https://bit.ly/2Uidiuf*. *Ethics* ID #H20-03431.

Sub-tweet 1 of 3
Note: if you choose to comment, like or follow this post, you will be publicly identified with the study.

Sub-tweet 2 of 3
For questions regarding the project, please contact:

The lead consultant on this project, Kai Scott at Kai@transfocus.ca.

Sub-tweet 3 of 3
The Principal Investigator for the study (BREB ID #H20-03431) is Sara-Jane Finlay, Associate Vice-
President, Equity & Inclusion, who can be reached at sara-jane.finlay@ubc.ca.

Student-focused Visual:

Employee-focused Visual:

Informed Consent Form
Gender Diversity Audit Survey

I. Who is conducting the study (BREB ID #H20-03431)?

Principal Investigator:
Sara-Jane Finlay
Associate Vice-President, Equity & Inclusion
UBC Equity & Inclusion Office
2306 - 1874 East Mall
Vancouver, BC Canada V6T 1Z1
604.822.5454 | sara-jane.finlay@ubc.ca
Study lead:
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, Capilano University, University of British Columbia, and the BC Council on Admissions and Transfers) in developing more inclusive spaces, practices, and systems for trans, Two-Spirit, and gender diverse people.
Co-Investigators:

- Hélène Frohard-Dourlent (Educational Strategist, Equity & Inclusion Office)
- Jesse Grimaldi (Manager, BCom Careers, UBC Sauder Hari B. Varshney Business Career Centre)
- Hannah Kia (Assistant Professor, School of Social Work)
- Janice Stewart (Senior Instructor, Social Justice Institute)

II. Who is funding the study?

The study is fully funded by the University of British Columbia (UBC).

III. Why are we doing this study?

We are doing this study to learn more about and to make recommendations as to how UBC can improve its facilities, policies, and practices to better support trans, gender diverse, and Two-Spirit (T2SGD) students and employees. For the purposes of this study, we define these terms as follows:

1. **Transgender** is someone whose gender identity is different than the gender they were believed to be at birth based on the sex they were assigned. Gender identity is someone's internal sense of their gender. Sex assigned at birth is what a doctor or nurse says a child is based on their body, including their sex characteristics, hormones, and chromosomes.
2. **Gender diverse** is used to describe a group of people who do not exclusively identify as women or men, including in between man and woman, holding two or more genders, moving between genders, or not having a sense of gender at all.
3. **Two-Spirit** is a word for someone Indigenous with diverse genders and/or sexualities. We recognize that not all Indigenous people use the word Two Spirit. Many people use words that are from their Nations. We use Two Spirit throughout this survey as a placeholder for the term that is right for you.
4. **Cisgender** is someone whose gender identity is aligned with the gender they were believed to be at birth based on the sex they were assigned.

This survey gathers experiences and ideas of UBC employees and students across five key areas, including:

a. **Climate**: Sense of belonging, safety, and inclusion along with levels of support for gender diversity.

b. **Information systems:** Legal and chosen first names, gender categories, pronouns, titles in UBC systems

c. **Programs and services**: Experiences with health care, counselling and gender-specific programs and services at UBC.

d. **Housing**: Experiences with and ideas for on-campus housing, including all-gender options.

e. **Athletics and recreation**: Experiences with intramural sports and athletics at UBC, including the value of U Sport Transgender Inclusion Policy.

Note: Washrooms and change rooms are not covered in this survey, because they have already been discussed and addressed in the Inclusive Washroom Project conducted by UBC Infrastructure Development and Equity and Inclusion Office.

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

This survey is open to all UBC students and employees. If you say yes to participating in the study, you will participate in a survey, which is anticipated to take up to 15 to 30 minutes to complete, to provide us with information about your experiences and challenges regarding gender diversity at UBC. We are particularly interested in hearing from trans, Two-Spirit, and gender diverse students and employees.
The survey software that we are using is Qualtrics, which is the UBC Survey Tool. The servers on this account are located in Canada. 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 Qualtrics protects any information that you provide through the service at https://it.ubc.ca/services/teaching-learning-tools/survey-tool/qualtrics-faqs#privacy

V. Study Results

Based on the results of the survey, as well as the findings from the focus groups and interviews (see the full plan for the Gender Diversity Audit here), we will put forward recommendations regarding the improvement of supports for T2SGD students and employees. The results of this study will be documented in a report that will be published by the University of British Columbia on the website of the Equity & Inclusion Office (www.equity.ubc.ca). Additionally, study results and data may be presented or published as part of internal UBC presentations as well as academic presentations or publications.

VI. Potential Risks

We tried to ensure that this survey would not be harmful to you, but we also recognize some of these questions might be upsetting, or bring up painful memories. Some of the questions we ask may seem sensitive or personal. For example, the survey asks about experiences with discrimination, misgendering, and difficult encounters with health care. 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:

- Feeling 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 changes needed.
- Feelings of impatience at the rate and process of change.
- If participants experience distress by the topics discussed during the survey, 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, Two-Spirit, and gender diverse students and employees. In the future, others may benefit from what we learn in this study, including making known and visible trans, Two-Spirit, and gender diverse 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. Any answers to open-ended questions that are quoted in the report will remove any identifying information (e.g., names, locations, and descriptions). The data from the survey will be stored on a password-protected and encrypted site owned by the University (Sharepoint/OneDrive), which will only be accessible to the study team. No individual data will be downloaded to unsecured computers, especially laptops; the data will be encrypted.

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. However, we are providing an incentive to complete the survey. If you provide your email address at the end of the survey, we will enter you into a draw to win five $50 gift certificates.

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 employment status. You can enter the draw at any time by clicking on the link provided at the bottom of each page of the survey.

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. Both the phone number and email are regularly monitored for emails and calls.

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, contact the Research Participant Complaint Line in the UBC Office of Research Ethics at 604-822-8598 or for long distance calls, call toll free at 1-877-822-8598. For the UBC Okanagan Research Services Office, call 250-807-8832. It is also possible to contact the Research Complaint Line by email (RSIL@ors.ubc.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. Once you click next on each page, your answers will be recorded and cannot be removed due to the anonymous nature of the survey. By completing the survey, even partially, it will be assumed that consent has been given.

Do you consent to this survey?

○ I agree to proceed to the survey

○ I do not agree to proceed to the survey.
(Selecting this option will lead to the following message: "Thank you for your interest in the UBC Gender Diversity Audit. Without your agreement, you cannot proceed to the survey. If you have any questions or concerns about the Audit, please contact the study lead or the principal investigator.")

Section 1: Introduction

Introduction

Where do you study or work at UBC (or did prior to COVID-19)?

○ Point Grey

○ Okanagan

○ Robson Square

○ Other, please specify: [_____]

○ I have not been to UBC

What is your primary role at UBC?

○ Faculty

○ Undergraduate student

○ Graduate student

○ Staff

○ Alum

○ I have no role at UBC

What (if any) secondary role do you have at UBC?

○ Faculty

○ Undergraduate student

○ Graduate student

○ Staff

○ Alum

○ No secondary role

Are you Two-Spirit, transgender, gender diverse, or your nation's word for gender diverse?

○ No, I am not Two-Spirit, transgender, or gender diverse

○ Yes, I am Two-Spirit, transgender, and/or gender diverse

○ I am questioning whether I am Two-Spirit, transgender, and/or gender diverse

In this survey, you have the opportunity to respond to questions regarding a range of issues. Which issues would you like to share feedback on in this survey? [check all that apply]

☐ **Information systems**: Legal and chosen first names, gender categories, pronouns, titles in UBC systems

☐ **Programs and services**: Experiences with health care, counselling and gender-specific programs and services at UBC.

☐ **Student Housing**: Experiences with and ideas for on-campus housing, including all-gender options.

☐ **Athletics and recreation**: Experiences with intramural sports and athletics at UBC, including the value of U Sport Transgender Inclusion Policy.

☐ I am not interested in providing responses to any of these topics

Section 2: Campus Climate

Campus Climate

What is important to you on the topic of gender diversity at UBC?

Overall, rate the following statements on a 5-point scale about your experiences at UBC

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel like I belong at UBC	○	○	○	○	○
I feel that my beliefs, identity and experiences are valued at UBC	○	○	○	○	○
UBC is a respectful environment	○	○	○	○	○
UBC values diversity	○	○	○	○	○
I can voice my thoughts on gender diversity without fear of negative consequences	○	○	○	○	○

Which location(s) on campus do you feel the safest? [Select up to 3 locations]

Which location(s) on campus do you feel the safest? [Select up to 3 locations]
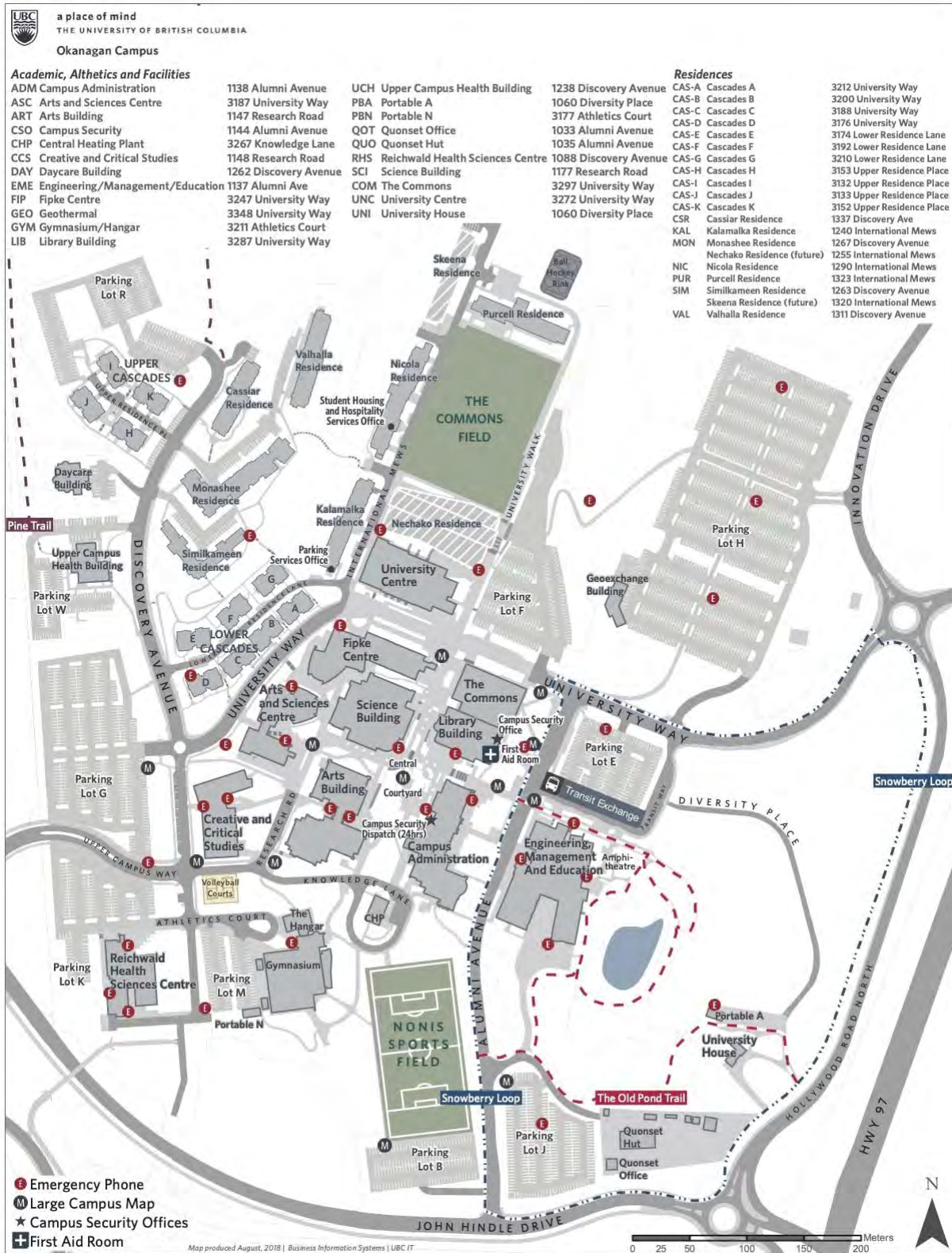
Why do you feel safe in these locations?

Where on campus do you feel the safest? Why do feel safe in these locations?

Please share your positive experiences with gender diversity at UBC.

[   ]

What do you think UBC is doing well in regards to gender diversity? Are there any best practices at UBC that you would like to see continued or expanded?

[   ]

Overall, what is your feeling about the support for T2SGD people at UBC?

○ UBC needs to do more to support T2SGD people in our community.
○ UBC does enough to support T2SGD people in our community.
○ UBC does too much to support T2SGD people in our community.
○ I'm confused by or don't understand gender diversity, or what UBC is doing about gender diversity.

Overall, what level of inclusion or exclusion do you experience from the people you encounter at UBC?

○ I am included by most people I encounter at UBC
○ I am included by some people I encounter at UBC and excluded by others
○ I am excluded by most people I encounter at UBC

Overall, what is your experience with the information systems you encounter at UBC (e.g., profiles, e-mails, class lists)?

○ I encounter no or few challenges with information systems at UBC
○ I encounter some challenges with information systems at UBC
○ I have a lot of challenges with information systems at UBC

What (if any) form(s) of discrimination have you experienced at UBC with regard to your gender identity? (check all that apply)

☐ Bias/microaggressions
☐ Bullying/harassment
☐ Physical violence
☐ Threats of violence
☐ Jokes and inappropriate comments
☐ Excluded from important activities
☐ Differential treatment
☐ Required to wear clothing that does not align with me
☐ Intentional misgendering
☐ Repeated accidental misgendering
☐ Tokenization (i.e. expected to represent or speak on behalf of all of my gender identity)
☐ Systems challenges (e.g., missing gender category or public exposure of legal name)
☐ I have not experienced discrimination based on my gender identity at UBC
☐ Other (please specify): [   ]

How often (if ever) do you experience discrimination at UBC with regard to your gender identity?

	I experience frequent discrimination (i.e., a few times a day)	I experience regular discrimination (i.e., a few times a week)	I experience occasional discrimination (i.e., a few times a month)	I rarely experience discrimination (i.e., a few times a year)	I have never experienced discrimination
Online Interactions	○	○	○	○	○
In-Person Interactions	○	○	○	○	○

Who has discriminated against you at UBC with regard to your gender identity? [check all that apply]

☐ Faculty
☐ Staff
☐ Students
☐ Visitors
☐ Other (please specify) [   ]

If you feel comfortable, please share your experiences (if any) with being discriminated against based on your gender identity (e.g., where, when, and how did it happen)? What could the university do to help you with these experiences of discrimination?

[   ]

Have you observed discrimination based on someone's gender diversity at UBC?

○

○ Yes, I have observed discrimination based on someone's gender diversity

○ No, I have not observed discrimination based on someone's gender diversity

○ Not sure

Did you raise this with anyone at UBC?

○ Yes

○ No

Rate your satisfaction with the UBC's response(s) to raising instance(s) of discrimination?

○ Very satisfied

○ Somewhat satisfied

○ Neither satisfied nor dissatisfied

○ Somewhat dissatisfied

○ Very dissatisfied

If you observe(d) or experience(d) discrimination of T2SGD students or employees, where or to whom do you or would you turn to first for assistance or to address the issues?

○ Equity & Inclusion Office

○ Student Services

○ Human Resources

○ Pride Collective/Pride Resource Centre

○ Counsellor

○ Student Services (e.g., Academic and Career Advisor or Enrolment Services)

○ My manager or supervisor

○ A trusted instructor

○ A trusted colleague

○ A trusted fellow student

○ I am not comfortable turning to anyone for help

○ I do/did not know where to turn to get help or address discrimination

○ Other (please specify) [   ]

Section 7: Feedback on Initial Ideas

Feedback on Ideas for Solutions

Please rate how the following inclusion measures would impact you personally.

	Very positive impact	Somewhat positive impact	Neutral impact	Somewhat negative impact	Very negative impact
Policies inclusive of gender diversity that are widely known and understood by students, faculty, staff, and visitors at UBC	○	○	○	○	○
Expanded gender categories on forms and surveys	○	○	○	○	○
Flexible selection of legal versus chosen first name implemented throughout UBC information systems	○	○	○	○	○
Addition of pronoun field to UBC forms and systems	○	○	○	○	○
Removal of salutations (e.g., Mrs, Ms, Mx, Mr, Dr)	○	○	○	○	○
UBC culture that is welcoming and supportive of gender diversity	○	○	○	○	○
Program and services inclusive of T2SGD people	○	○	○	○	○
Inclusion of gender-affirming procedures in health care coverage	○	○	○	○	○
More all-gender housing options	○	○	○	○	○
Clear and consistent policy on inclusion of T2SGD within housing for specific genders (e.g., women's and men's dorms)	○	○	○	○	○
Training of UBC faculty and staff on gender diversity, including respectful interactions	○	○	○	○	○
Educational workshops for UBC students to learn about gender diversity	○	○	○	○	○
Standard way of surfacing pronouns in groups of people who do not know one another	○	○	○	○	○

Do you have any final thoughts, comments, and/or suggestions for supporting gender diversity at UBC?

Section 3: Information Systems

Information Systems

In the past or currently, is or has your legal first name (been) different than the first name you go or went by on a daily basis (i.e., chosen name)?

○ My legal first name has <u>always</u> been my chosen first name
○ In the past, my legal name has been different than my chosen name
○ Currently, my legal first name is different than the first name I go by

How often (if at all) has your <u>legal name</u> appeared or been read aloud in a public setting at UBC where you did not want it to? (e.g., graduation, class list, email address, ID badge, roll call)

○ All the time
○ Frequently (i.e., weekly)
○ Sometimes (i.e., monthly)
○ Rarely (i.e., yearly)
○ Never

How often (if at all) has your <u>chosen name</u> appeared where you did not want it to? (e.g., letter home, pay cheque, graduation brochure, email address)

○ All the time
○ Frequently (i.e., weekly)
○ Sometimes (i.e., monthly)
○ Rarely (i.e., yearly)
○ Never

What (if any) impact(s) did this have on you? [check all that apply]

☐ Experienced violence and/or immediate threats to my physical safety as a result
☐ Experienced harassment and/or discrimination as a result
☐ Felt upset/angry
☐ Felt frustrated/annoyed
☐ Felt anxious/worried
☐ Felt sad/depressed
☐ Felt neutral/no impact
☐ Other (please specify) _____

Do you have ideas and feedback on what UBC could do differently to address your concerns? If yes and if you are willing to share, please do so here.

If a voluntary field for pronouns were added to UBC systems, would you provide your pronouns?

○ Yes
○ No, I am concerned about being outed
○ No, I am concerned about discrimination
○ No, I don't see the need/point
○ Maybe

How would you want the pronoun field to be used? [check all that apply]

☐ Raise awareness about pronouns, especially pronouns beyond "she" and "he"
☐ Signal the importance of pronouns
☐ Disrupt assumptions about someone's pronouns based on how they look
☐ Create a standard practice of UBC employees referring to the pronoun field before interacting with others who they are meeting for the first time
☐ Save T2SGD people from having to introduce or correct others about their pronouns
☐ Other (please specify) _____

Where else would you want pronouns to be an option at UBC? [check all that apply]

☐ E-mail signatures
☐ In brackets after name on conference call platforms (e.g., Zoom)
☐ Name tags at events
☐ Other (please specify) _____

Please explain your thoughts and ideas about providing pronouns in UBC systems?

Do you think UBC should send out correspondence using salutations (e.g., Ms, Mrs, Mr, Mx, Dr, Captain, etc)?

○ Yes, use salutations in correspondence
○ Yes, but only if gender-neutral options are added
○ Maybe/I don't care either way
○ No, just use legal first names for correspondence
○ No, just use chosen first names for correspondence

Where do/would you want your gendered records to appear within UBC information systems? [Check the place(s) where you want your record to appear and leave unchecked if you want them to remain private or the ones that are not applicable]

	Email	ID Card	Canvas	Student Info System	Workday	Faculty + Admin Directory
Chosen Name	☐	☐	☐	☐	☐	☐
Legal Name	☐	☐	☐	☐	☐	☐
Pronouns	☐	☐	☐	☐	☐	☐
Salutations (Mr, Ms, Mrs, Mx, Dr)	☐	☐	☐	☐	☐	☐
Gender Category	☐	☐	☐	☐	☐	☐

In the last 2 years, have you changed your UBC record with regard to name field(s), gender category, and/or salutation? [check all that apply]

☐ No, I have not needed to change my records at UBC
☐ No, I do not know how to make this change
☐ Yes, I changed my last name
☐ Yes, I changed my chosen first name
☐ Yes, I changed my legal first name
☐ Yes, I changed my gender category
☐ Yes, I changed my salutation

How was it to find information about how to make the change(s)?

○ It was very difficult to find information about how to make the change(s)
○ It was somewhat difficult to find information about how to make the change(s)
○ It was neither difficult nor easy to find information about how to make the change(s)
○ It was somewhat easy to find information about how to make the change(s)
○ It was very easy to find information about how to make the change(s)

Rate the level of clarity of the information you found about how to make the change(s).

○ The information was very clear about how to make change(s)
○ The information was somewhat clear about how to make change(s)
○ The information was neither clear nor unclear about how to make change(s)
○ The information was somewhat unclear about how to make change(s)
○ The information was very unclear about how to make change(s)

What length of time did it take to make the change(s) from start to finish?

○ Around a day
○ Around a week
○ Around a month
○ Around two to three months
○ Around half a year
○ Around a year
○ I'm still waiting for the change(s). If so, when did you submit your change request(s):

Were there any unexpected issues? If there were, how much effort did you have to apply to address the issues?

○ No, there were no unexpected issues
○ Yes, there were unexpected issues, requiring one follow-up call, email, or visit to address
○ Yes, there were unexpected issues, requiring two follow-up calls, emails, or visits to address
○ Yes, there were unexpected issues, requiring more than two follow-up calls, emails, or visits to address

What was the nature of the unexpected issue(s)? How did you address it/them?

[   ]

How often is there a category that represents your gender identity on forms or surveys at UBC?

○ All the time
○ Most of the time (i.e., a few times a week)
○ Some of the time (i.e., a few times a month)
○ Rarely (i.e., a few times a year)
○ Never

How closely does the gender category represent your gender identity on forms or surveys at UBC?

○ The category fully represents my gender identity
○ The category partially represents my gender identity
○ The category does not represents my gender identity at all

What (if any) impact(s) does this have on you? [select all that apply]

☐ Upset/angry
☐ Frustrated/annoyed
☐ Anxious/worried
☐ Sad/depressed
☐ Feel invisible/erased
☐ Feel like I don't count
☐ Neutral/No impact
☐ Other (please specify) [   ]

What do you do if your gender identity is not fully represented in the gender categories provided and you are required to answer the gender question?

○ I select one of the available categories at random
○ I select the category that I feel closest to or partially represents my gender identity
○ I select the category that society assumed I was at birth
○ It varies and depends on the situation
○ Other (please specify) [   ]

Based on emerging best practices, UBC plans to expand gender categories beyond women and men for UBC students and employees with the following two-step approach (see visual for reference). Disclosure of gender information is voluntary if respondents select "prefer not to say."

┌───┐
│ What term most closely describes your gender identity?   │
│   │
│ ○ Woman   │
│ ○ Non-binary (including genderqueer, genderfluid, bi/polygender, agender) │
│ ○ Man   │
│ ○ Prefer not to say   │
│   │
│   │
│ Is your gender identity different than your sex assigned at birth? │
│   │
│ ○ No   │
│ ○ Yes   │
│ ○ Prefer not to say   │
└───┘

How do you rate the expanded gender option depicted above?

○ I like it
○ I find it confusing
○ I neither like it nor dislike it
○ I dislike it

How likely are you to answer the first question: "What is your gender identity?"

○ Very likely
○ Somewhat likely
○ Neither likely nor unlikely
○ Somewhat unlikely
○ Very unlikely

How likely are you to answer the second question: "Is your gender identity different than your sex assigned at birth?"

○ Very likely

○ Somewhat likely
○ Neither likely nor unlikely
○ Somewhat unlikely
○ Very unlikely

In your experience and/or in discussions with other T2SGD community members, what is a current term that captures or encompasses gender identities that are between or beyond women and men?
[Note: The purpose of asking this question is to glean insights into an easily and widely understood term that could operate as an umbrella term for those who do not identify exclusively as women or men for use in UBC's information systems]

○ Not exclusively a man or woman
○ Non-binary
○ Gender diverse
○ Gender non-conforming
○ Gender variant
○ I'm not sure
○ Other (please specify) [_____]

What do you think are justified or meaningful uses of gender categories in UBC decision-making and tracking?

	Very justified	Somewhat justified	Neither justified nor unjustified	Somewhat unjustified	Very unjustified
Human resources equity objectives (e.g., level of representation of different genders)	○	○	○	○	○
Student engagement (e.g., targeted programs or award for some genders)	○	○	○	○	○
Graduation rates	○	○	○	○	○
Leadership composition	○	○	○	○	○
Research team composition	○	○	○	○	○
Other (please specify) [_____]	○	○	○	○	○

What other ideas or feedback do you have on the topic of expanded gender categories?

[_____]

Section 4: Programs and Services

Programs and Services

Have you ever accessed Student Health Services at UBC-V or Health and Wellness at UBC-O?

○ Yes, I have accessed health services
○ No, I have not needed to access health services
○ No, I have needed health services, but was not able to access them

What was the reason(s) that prevented you from accessing the health services you need? [check all that apply]

☐ Reason related to being T2SGD: No information to determine whether health care professionals have T2SGD competency
☐ Reason related to being T2SGD: No information about whether T2SGD-specific care provided at UBC Health services
☐ Reason related to being T2SGD: Heard from other T2SGD people about their bad experiences at UBC health services
☐ Reasons not related to being T2SGD (e.g., too busy, inconvenient times or locations, already get care elsewhere)
☐ Other (please specify) [_____]

What level of competence did health care professionals have when you accessed health care at UBC?

○ Very competent on how to provide care to me
○ Somewhat competent on how to provide care to me
○ Neither competent nor incompetent on how to provide care to me
○ Somewhat incompetent on how to provide care to me
○ Very incompetent on how to provide care to me

How often have you experienced the following from UBC doctors, nurses, and reception staff during your visit(s)?

	A lot	Sometimes	Rarely/never	Not applicable
Asked for your name or pronouns (rather than assuming)	○	○	○	○
Used the wrong pronouns, name, and/or used the wrong words like "ma'am," "sir," "man," "woman"	○	○	○	○

	A lot	Sometimes	Rarely/never	Not applicable
Made wrong assumptions about your body	○	○	○	○
Asked about procedure(s) that was not relevant to the visit. For example, you come to the doctor with a cold and they ask you if you have had any surgery.	○	○	○	○
Used words about your body that made you feel uncomfortable	○	○	○	○
Made medical errors related to your gender	○	○	○	○
Needed you to educate them regarding your needs specific to your gender	○	○	○	○
Visit took longer than expected because of your gender	○	○	○	○
Told you they didn't know enough gender-specific care to provide it	○	○	○	○
Important part of getting access to desired gender-affirming medical procedures	○	○	○	○

Please share any other thoughts about your experiences during health care appointments at UBC?

Have you ever accessed counselling at UBC?

○ Yes, I have accessed counselling
○ No, I have not needed to access counselling
○ No, I needed counselling, but was not able to access it

What was the reason(s) that prevented you from accessing the counselling you need? [check all that apply]

☐ Reason related to being T2SGD: No information to determine whether counselling professionals have T2SGD competency
☐ Reason related to being T2SGD: No information about whether T2SGD-specific issues provided at UBC counselling services
☐ Reason related to being T2SGD: Heard from other T2SGD people about their bad experiences at UBC counselling services
☐ Reasons not related to being T2SGD (e.g., too busy, inconvenient times or locations)
☐ Other (please specify) [   ]

What level of competence did counselling professionals have when you accessed counselling at UBC?

○ Very competent on how to provide care to me
○ Somewhat competent on how to provide care to me
○ Neither competent nor incompetent on how to provide care to me
○ Somewhat incompetent on how to provide care to me
○ Very incompetent on how to provide care to me

How often have you experienced the following from UBC counsellors during your visit(s)?

	A lot	Sometimes	Rarely/never	Not applicable
Asked for your name or pronouns (rather than assuming)	○	○	○	○
Used the wrong pronouns, name, and/or used the wrong words like "ma'am," "sir," "man," "woman"	○	○	○	○
Made incorrect assumptions about your history/past (e.g., raised as a boy or girl)	○	○	○	○
Linked all/many mental health issues to your gender identity	○	○	○	○
Never/rarely talked about or referred to your gender identity	○	○	○	○
Needed you to educate them regarding your gender identity and needs	○	○	○	○
Important part of getting access to desired gender-affirming medical procedures	○	○	○	○

Please share any other thoughts about your experiences during counselling appointments at UBC.

Have you had experiences with programs at UBC that are designated by gender (e.g., fitness classes, leadership programs, learning development, student clubs)?

○ No, I have not experienced gender-specific programs
○ Yes, I have experienced gender-specific programs

What were your experiences of the programs at UBC that are designated by gender (e.g., fitness classes, leadership programs, learning development, student clubs)?

[_____]

What was your experience of the hiring and onboarding process at UBC?

○ Very easy/smooth
○ Somewhat easy/smooth
○ Neither easy nor difficult
○ Somewhat difficult
○ Very difficult

In your experience, how would you rate on-the-job supports at UBC?

○ Excellent
○ Good
○ Ok
○ Bad
○ Awful

Does your UBC health and dental coverage include the gender-specific procedures you need and want?

○ Yes, my current coverage meets my gender-related needs
○ No, I am missing _____ in my coverage [_____]
○ I don't know
○ Not applicable

In general, what T2SGD-specific programs or services would you like to see at UBC?

[   ]

Please suggest three ways in which UBC could improve access to programs and services to support gender diversity?

[   ]

Section 5: Student Housing

Student Housing

Is there a housing facility on campus that is known for its inclusion of gender diversity?

[   ]

Within the last 2 years, have you wanted or needed housing provided by UBC Residence?

○ No, I do not need or want housing provided by UBC residence
○ Yes, I have private housing on campus
○ Yes, I have dorm housing
○ Yes, I want private housing on campus
○ Yes, I want dorm housing on campus

What has been your experience of dorm housing provided by UBC Residence?

○ I feel/felt very safe and welcomed
○ I feel/felt somewhat safe and welcomed
○ I feel/felt neither safe nor unsafe
○ I feel/felt somewhat unsafe and unwelcomed
○ I feel/felt very unsafe and unwelcomed

Please share your experiences with housing provided by UBC Residence. What happened to make/made you feel unsafe and unwelcomed?

[   ]

What could UBC do to improve your experiences in dorm housing?

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[                                                                                        ]
[                                                                                        ]
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Is there anything preventing you from getting dorm housing on campus? If so, what is preventing you from getting dorm housing on campus? [check all that apply]

☐ No, there is nothing preventing me from getting housing on campus
☐ Yes, a reason that is not related to gender identity (e.g., cost, shortage of units, distance from family, too busy to look)
☐ Yes, there are no or too few all-gender options available on campus
☐ Yes, there are no policies about inclusion of T2SGD people in housing
☐ Yes, I am concerned about the reactions of others in housing on campus
☐ Other (please specify) [   ]

What could UBC do to address the challenges and barriers you experience to access on-campus housing?

```
[                                                                                        ]
[                                                                                        ]
```

Section 6: Athletics + Recreation

Athletics and Recreation

In the past 2 years, have you participated in intramural sports at UBC?
[Note: "Intramural sports" is used to describe sports matches and contests that take place among teams from "within the walls" of the university, as opposed to UBC teams competing with teams from other universities]

○ No
○ Yes

What is your experience or opinion about the level of inclusion of T2SGD people in intramural activities at UBC?

○ Very inclusive
○ Somewhat inclusive
○ Neither inclusive nor exclusionary
○ Somewhat exclusionary
○ Very exclusionary
○ I don't know

In the past 2 years, have you participated in exercise classes at UBC?

○ No
○ Yes

What is your experience or opinion about the level of inclusion of T2SGD people in exercise classes at UBC?

○ Very inclusive
○ Somewhat inclusive
○ Neither inclusive nor exclusionary
○ Somewhat exclusionary
○ Very exclusionary
○ I don't know

In the past 2 years, have you worked out at the gym at UBC?

○ No
○ Yes

What is your experience or opinion about the level of inclusion of T2SGD people at the gym at UBC?

○ Very inclusive
○ Somewhat inclusive
○ Neither inclusive nor exclusionary
○ Somewhat exclusionary
○ Very exclusionary
○ I don't know

In the past 2 years, have you participated in athletics at UBC?

○ No
○ Yes

If the U Sport Transgender Inclusion Policy had been in place earlier, would you have been more likely to join UBC athletics?

O Yes
O No
O Maybe

What is your experience or opinion about the level of inclusion of T2SGD people in athletics at UBC?

O Very inclusive
O Somewhat inclusive
O Neither inclusive nor exclusionary
O Somewhat exclusionary
O Very exclusionary
O I don't know

What is your experience or opinion of the U Sport Transgender Inclusion Policy? [check all that apply]

☐ I didn't know there was a policy about transgender athletes
☐ As a T2SGD person, the policy has ensured I can play on the team that aligns with my gender identity
☐ As a T2SGD person, the policy has not addressed my ability to play on a team that aligns with my gender identity
☐ As someone who is not T2SGD, I have observed how the policy has ensured that a T2SGD team mate of mine can join the team that aligns with their gender identity
☐ As someone who is not T2SGD, I have observed how the policy has not addressed a T2SGD team mate of mine's ability to join a team that aligns with their gender identity
☐ The policy does not go far enough, especially being silent on how non-binary athletes are included
☐ I am in support of this policy, because it provides much needed clarity
☐ I am confused by or don't understand the need for this policy
☐ I am against this policy
☐ Other (please specify) [   ]

Rate your level of comfort with the change rooms at UBC used for intramural sports, gym, exercise class, and/or athletics.

O Very comfortable
O Somewhat comfortable
O Neither comfortable nor uncomfortable
O Somewhat uncomfortable
O Very uncomfortable
O I do not use the change rooms at UBC

What can intramural sports, exercise classes, gyms and/or athletics at UBC do to make them more inclusive of T2SGD participants?

[   ]

Section 8: Demographics

Demographics

This part of the survey asks you for demographic information. The responses you provide are anonymous and kept confidential. Any responses will be reported as an aggregate in ways that do not identify you as an individual. We recognize that some of these questions may feel invasive and/or awkward. And given the nature of quantitative research, we recognize that the questions and response options may not fully capture the complexities and nuances of identities. In particular, we acknowledge that Two-Spirit is a blend of gender identity, sexuality, and Indigeneity; however, the questions that follow separate these out in ways that are more western in approach.

The reason why we are asking these questions is to see how specific identities and experiences may respond to the survey questions differently, which will help toward selecting the most comprehensive recommendations across a range of diverse experiences . Finally, we also want to ensure that we have adequate representation for various subsets of people across the university to address and reflect distinct and unique needs and interests. Responses to all these questions are voluntary with "prefer not to say" as an option for each.

Do you identify as an Indigenous person?
Note: For the purpose of this survey, Indigenous peoples include treaty, status/non-status, registered/non-registered members of First Nations, Métis or Inuit in Canada as well as Indigenous people from around the world.

O Yes
O No
O Prefer not to say

Are you Two-Spirit, Indigiqueer, a similar nation-specific term, or other relevant term(s)?
Note: The reason why we ask this question is that there are follow-up questions to better understand your specific experiences at UBC.

O Yes
O No
O Prefer not to say

Do you identify as someone who is racialized, a visible minority, non-white, person of colour, or an analogous term?
Note: The term "racialized" is used as a more current term than "visible minority" from the Employment Equity Act. For the purposes of this survey, members of racialized groups are persons who do not exclusively identify as Indigenous peoples (as defined in the previous question), and who do not exclusively identify as European and/or White in race, ethnicity, origin, and/or colour, regardless of their birthplace or citizenship.

○ Yes
○ No
○ Prefer not to say

How do you identify your ancestry? [check all that apply]

☐ African/Black (e.g., African, African-American, African-Canadian, Afro-Caribbean, etc.)
☐ Arab (e.g., Algerian, Lebanese, Tunisian, etc.)
☐ East Asian (e.g., Chinese, including Hong Kong and Macau, Japanese, Korean, etc., and including Asian- Canadian, Asian-American, etc.)
☐ European/Non-white (e.g., Roma, etc.)
☐ European/White (e.g., Belgian, Croatian, English, Spanish, etc.)
☐ Filipina/Filipino
☐ Indigenous (outside of North America)
☐ Indigenous (within North America)
☐ Latin, South or Central American (e.g. Brazilian, Chilean, Columbian, Mexican, etc.)
☐ South Asian (e.g., Indian, Pakistani, Sri Lankan, etc., and including Indo-Caribbean, Indo-African, Indo-Fijian, West Indian, etc.)
☐ Southeast Asian (e.g., Cambodian, Indonesian, Laotian, Vietnamese, etc.)
☐ West Asian (e.g. Afghan, Iranian, etc.)
☐ If none of the above, please specify: [_____]
☐ I don't know
☐ Prefer not to say

If you feel comfortable, please share the word(s) you use to describe your gender identity and/or your sexual orientation?

[_____]

What term most closely reflects your gender identity?
[Note: The responses to this question support statistical analyses to determine commonalities and differences in experiences and needs. Another reason we ask is that there are follow-up questions in this survey to better understand your specific experiences and needs at UBC.]

○ Woman
○ Not exclusively a man or woman (e.g., non-binary, genderqueer, genderfluid, bi/polygender, agender)
○ Man
○ Prefer not to say

Is your gender different than your sex assigned at birth?
[Note: We ask to determine who is and is not transgender and/or gender diverse in order to conduct statistical analyses. Another reason we ask is that there are follow-up questions in this survey to better understand your specific experiences and needs at UBC.]

○ No
○ Yes
○ Prefer not to say

How do you think most strangers perceive your gender?
[Note: We ask this question to better understand if and how people at UBC are misgendering you based on appearance.]

○ Most strangers read me as a woman
○ Most strangers read me as a man
○ Sometimes man, sometimes woman
○ Most strangers are confused about my gender
○ Prefer not to say
○ Other (please specify) [_____]

Do you think most strangers perceive you as transgender?

○ Yes
○ No
○ Maybe

Are you a newcomer to Canada? In other words, have you been in Canada for five years or less?

○ Yes, in last 2 years
○ Yes, more than 2 years but less than five ago
○ No, I am not a newcomer to Canada
○ Prefer not to say

Are you a person with (a) disability(ies)? (check all that apply)

☐ No, I am not a person with disabilities

☐ Yes, I have (a) visible physical disability(ies)
☐ Yes, I have (a) invisible physical disability(ies)
☐ Yes, I am neurodivergent (e.g., autism, ADHD, dyslexia)
☐ Yes, I have visible mental health condition(s)
☐ Yes, I have invisible mental health condition(s)
☐ Yes, I have chronic health condition(s)
☐ Prefer not to say

What is your age?

○ 16 to 20
○ 21 to 30
○ 31 to 40
○ 41 to 50
○ 51 to 60
○ 61 to 70
○ 71+
○ Prefer not to answer

Please provide any feedback on how we have asked demographic or any other survey questions

How did you first hear about the survey?

○ Social media
○ Newsletter
○ Word of mouth
○ Listserv
○ Poster
○ Other (please specify) [_____]

Note: This is **not the end** of the survey yet. Based on your responses to the demographic section, there are follow-up questions that will appear next. Please continue to the next page.

Two-Spirit-Specific Questions

Questions Specific to Two-Spirit or Indigiqueer People

If you know your nation(s) and feel comfortable sharing, please write in what Indigenous Nation(s) you belong to? [Note: Answering this question is voluntary. We ask to ensure culturally-relevant services and resources. We will note but not report those who are one of a few from your community and/or nation at UBC to protect confidentiality]

What do you value as a Two-Spirit or Indigiqueer person on your home territories at UBC (e.g., language, community, social development, cultural protocols)? How can UBC support these specific areas?

Please rate the availability of health and counselling services and resources at UBC that address your specific needs as a Two-Spirit or Indigiqueer person.

○ High availability of services that meet my specific needs as a Two-Spirit or Indigiqueer person
○ Moderate availability of services that meet my specific needs as a Two-Spirit or Indigiqueer person
○ Low availability of services that meet my specific needs as a Two-Spirit or Indigiqueer person

Do you have ideas about how UBC could be more culturally safe and inclusive? If so, please share what UBC needs to know or do in order to support a culturally safe workplace or classroom for Two-Spirit or Indigiqueer employees and students

How can UBC employees support the unique needs you may have as a Two-Spirit or Indigiqueerperson? (check all that apply)

☐ Access to an Indigenous Two-Spirit or Indigiqueer Elder or an Indigenous Elder who is a strong ally to Two-Spirit or Indigiqueer people
☐ Access to Indigenous cultural practices
☐ Regular feasts and gatherings featuring local land-sourced foods. For example, wild-caught meats/fish and local plants.
☐ Ability to participate in spiritual and cultural practices while at UBC, such as Two-Spirit or Indigiqueer sweat lodge ceremony
☐ Two-Spirit or Indigiqueer gatherings, sharing circles, or support groups
☐

☑ Two-Spirit or Indigiqueer guest speakers
☐ Workshops for Two-Spirit or Indigiqueer students and employees about your own history
☐ UBC employees get training on Two-Spirit or Indigiqueer history, identities, and respectful interactions
☐ I don't know
☐ Other (please specify) [   ]

What is your preference for including Two-Spirit or Indigiqueer in demographic questions in surveys or on forms at UBC?

○ Add Two-Spirit or Indigiqueer as a category to the gender identity question and/or sexual orientation question only
○ Add a separate question about whether someone is Two-Spirit or Indigiqueer as a follow-up to the Indigenous question only
○ Add Two-Spirit and Indigiqueer to both the gender and sexual orientation questions and the Indigenous question
○ Do not add Two-Spirit or Indigiqueer to either the gender and sexual orientation questions or the Indigenous question
○ Other (please specify) [   ]

Have you tried to change or add to your first name in UBC systems with a traditional Indigenous name? If so, what happened?

○ No, I have not changed my first name in UBC systems
○ Yes, I have changed my first name to an Indigenous name in UBC systems and encountered no issues or challenges
○ Yes, I have changed my first name to an Indigenous name and encountered challenges because of use of syllabics, punctuation, numbers, and/or other characters
○ Yes, I have changed to first name to my Indigenous name and encountered challenges because of other reasons (please specify) [   ]

T2SGD-Specific Questions

Questions specific to transgender, Two-Spirit, and gender diverse people

Rate your level of being "out" as T2SGD to others at UBC?

○ Completely out - everybody or most people know that I am T2SGD
○ Somewhat out - a few key people know that I am T2SGD
○ Not out - One or no people know that I am T2SGD
○ I neither out myself, nor hide my identity
○ My outness is complex and/or situation-specific

Do you want to be (more) out?

○ Yes
○ No
○ Maybe

Please explain your response to the previous question about being out.

[   ]

How often (if at all) are you asked to provide **free** education and advice on issues of gender diversity to fellow colleagues and/or students?

○ Frequently (i.e., daily to weekly basis)
○ Sometimes (i.e., on a monthly basis to a few times a year)
○ Never/Rarely (i.e., once a year to never)

What motivates you to provide this education and advice to others? [check all that apply]

☐ I provide education and advice out of necessity (to feel safe and included)
☐ I provide education and advice because I feel pressured to do so
☐ I provide education and advice out of interest (part of positive change at UBC)
☐ Other (please specify) [   ]

How should or can UBC connect and involve T2SGD people on general university issues and plans without tokenizing and overloading T2SGD people?
[The term "tokenizing" is used to describe when one person belonging to a marginalized group is expected to represent the entire marginalized group]

[   ]

Which of these formal channels is the best way to communicate with you about gender diversity and other issues at UBC? [check all that apply]

☐ Pride Collective/Pride Resource Centre
☐ Equity & Inclusion Office
☐ Human Resources
☐ Student Services
☐ Other (please specify) [   ]

Which of these <u>informal channels</u> is the best way to communicate with you about gender diversity at UBC? [check all that apply]

- ☐ Facebook
- ☐ Instagram
- ☐ Twitter
- ☐ Slack
- ☐ YouTube
- ☐ T2SGD Gatherings
- ☐ Other (please specify) [_____]

What types of information do you prefer when UBC is engaging with you on gender diversity and other issues? [check all that apply]

- ☐ Infographics
- ☐ Reports
- ☐ Webinars
- ☐ Town halls
- ☐ Open houses
- ☐ Sharing circles

Cisgender-Specific Questions

Questions Specific to Cisgender People

What is your level of <u>knowledge</u> about T2SGD issues and needs?

- ○ High level of knowledge
- ○ Moderate level of knowledge
- ○ Low level of knowledge

How <u>prepared</u> do you feel to handle issues involving T2SGD people on campus?

- ○ Very prepared
- ○ Somewhat prepared
- ○ Neither prepared nor unprepared
- ○ Somewhat unprepared
- ○ Very unprepared
- ○ Not sure

What would help you feel more prepared and equipped? [check all that apply]

- ☐ Education sessions on gender diversity
- ☐ Clear and consistent policies and guidelines
- ☐ Information sheets and Frequently Asked Questions
- ☐ Listen to the experiences of T2SGD people on panels
- ☐ Curriculum development guidelines and materials
- ☐ Other (please specify) [_____]

What training content on gender diversity do you need and are you interested in? [check all that apply]

- ☐ Terms and concepts
- ☐ Challenges and barriers that T2SGD people face
- ☐ Respectful interactions (e.g., pronouns, gender inclusive language, mistake recovery, gender inclusive practices)
- ☐ Scenario work in small group discussions
- ☐ Roleplay practice
- ☐ How to have a classroom or workplace discussion about gender diversity
- ☐ How to address structural issues in my department or faculty (e.g., gender data, first names, pronouns in systems and inclusion in gender-specific programs)
- ☐ I am not interested in any of these topics
- ☐ Other (please specify) [_____]

Are you aware of or have you accessed the <u>resource</u> to support T2SGD employees?

- ○ Yes, I am aware of the resource, but I have not used it
- ○ Yes, I am aware of the resource, and I have used it
- ○ No, I was neither aware nor have I accessed this resource

Are you surfacing pronouns in day-to-day interactions? [check all that apply]

- ☐ No, I am not surfacing pronouns in my interactions
- ☐ Yes, I provide my pronouns when introducing myself to someone I don't know
- ☐ Yes, I provide my pronouns in my email signature
- ☐ Yes, I take note of other's pronouns in their email signatures

☐ Yes, I provide my pronouns next to my name in Zoom

☐ Yes, I take note of others' pronouns next to their name in Zoom

☐ Yes, I set-up voluntary sharing of pronouns publicly as part of introductions in meetings or classrooms

☐ Yes, I set-up mandatory sharing of pronouns publicly as part of introductions in meetings or classrooms

☐ Yes, I set-up sharing of pronouns privately as part of introductions in meetings or classrooms

What prevents you from surfacing pronouns in your daily interactions?

○ Not aware of these practices

○ Not comfortable with or practiced in these approaches

○ Would rather rely on assumptions rather than obtaining pronouns directly

○ Other (please specify) _____

Please Note: You are free to leave the survey and enter the draw at any time. Click this link to enter the draw and exit the survey.

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Appendix C – University-wide Survey Demographics

Towards the beginning of the survey, respondents were asked if they are T2SGD. Most of the respondents of the employee survey are not T2SGD (79%) with 14.7% of respondents who are transgender, non-binary, or Two-Spirit. The remainder (6.2%) are questioning. There are no existing representation data for these categories from previous surveys at UBC. Figure C.1-1 provides the breakdown of these three groups in the survey.

Figure C.1-1 TNB2S Status of Respondents (N=1,439)
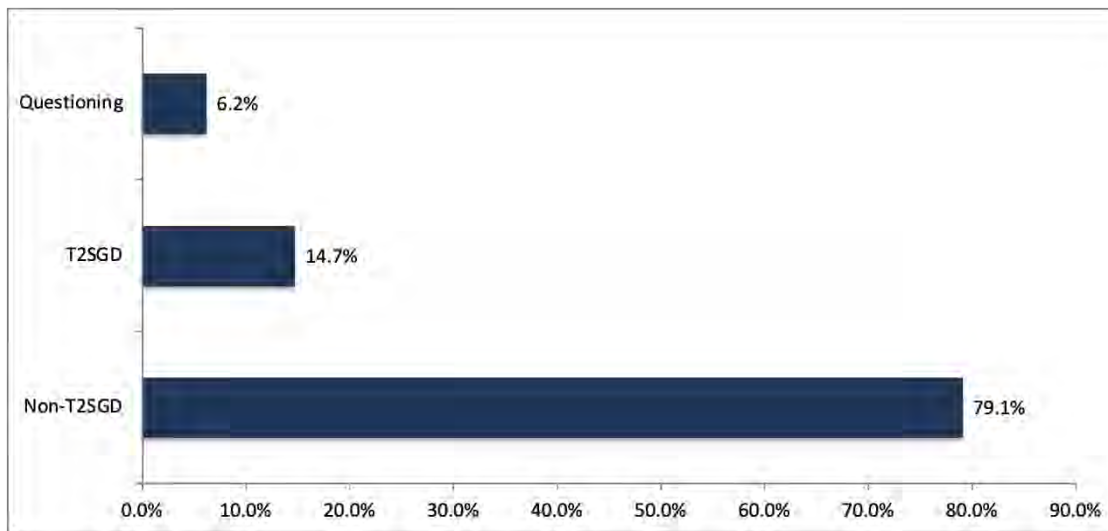
Survey respondents were also asked about their primary role at the university. Nearly a third of respondents (32.8%) reported being staff. The second most selected response for the primary role is undergraduate students among 28.1% of respondents. Faculty were slightly more than one-fifth of the responses and graduated students accounted for 14.5%.

The percentage of graduate students is representative based on other surveys conducted at UBC that have had 13% graduate student response rates. However, faculty and staff are overrepresented in this survey (i.e., typical response rates are 7% and 14%, respectively) and undergraduate students are underrepresented based on response rates of other surveys at UBC with 65% response rate.

Figure C.1-2 depicts the breakdown of respondents by their primary role. Respondents also indicated whether they had a secondary role at UBC, which is the case for 34% of respondents (mostly staff that are also alum of UBC).

Figure C.1-2 Primary Role of Survey Respondents (N = 1,439)
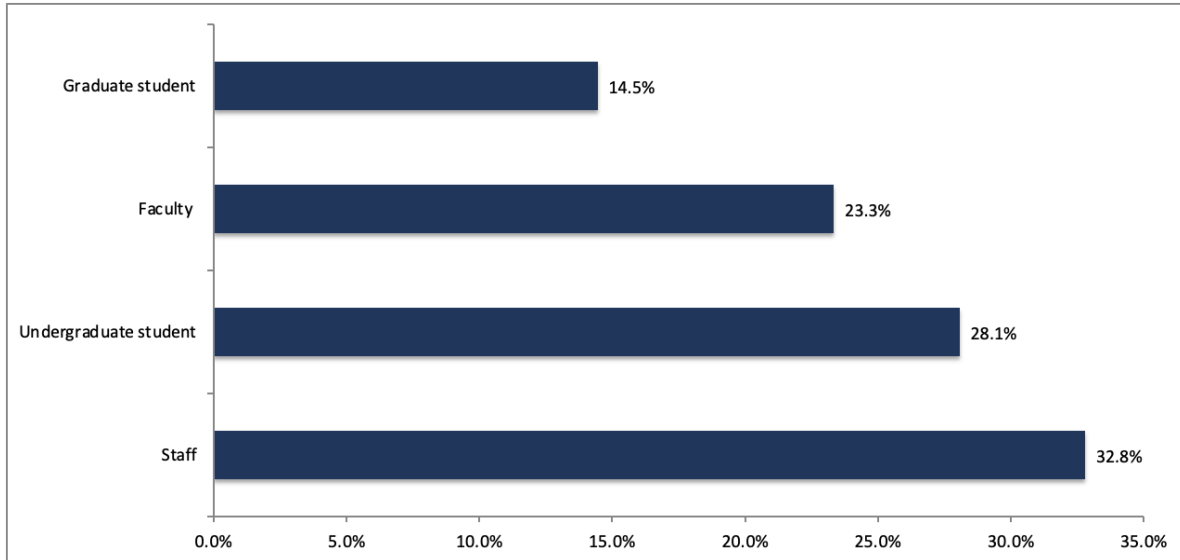
Survey respondents also provided the campus at which they study or work. A majority of respondents (79%) are based on the Vancouver campus and 12.8% at the Okanagan campus. The remainder of respondents are at other locations, Robson Square, or have not been to UBC. The response rate from the Okanagan is representative of other surveys conducted at UBC (i.e., typically around 14%). Figure C.1-3 provides a breakdown of the campuses where survey respondents work or study.

Figure C.1-3 Campus of Respondents (N=1,439)
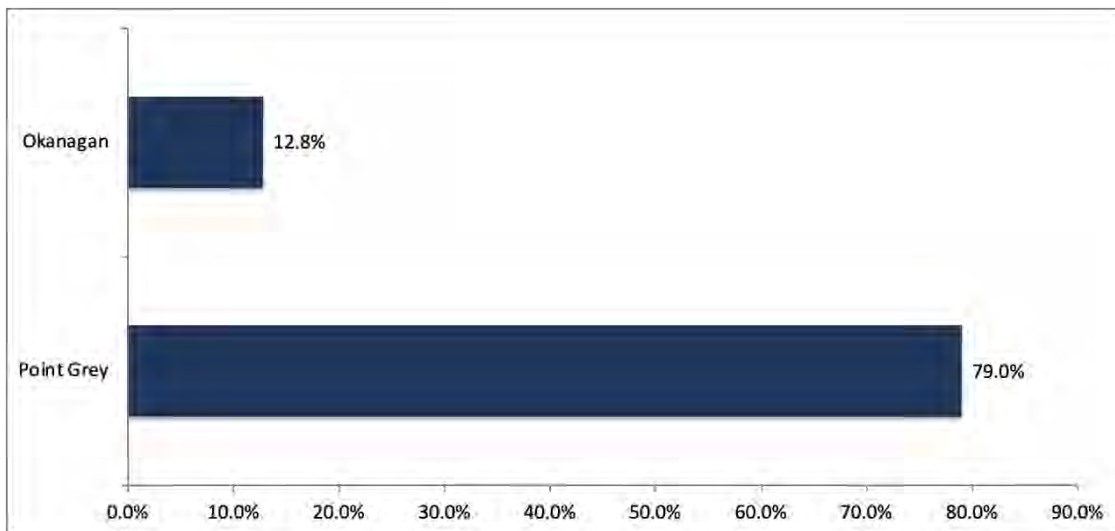
Next, survey respondents provided information about whether or not they are Indigenous. Most respondents are non-Indigenous (92%), while 4% of respondents are Indigenous. According to other surveys conducted at UBC, the response rate of Indigenous people is representative. Of those that are Indigenous, 35% are Two-Spirit, Indigiqueer, or similar terms used by their nation. Figures C.1-4 and C.1-5 summarize the breakdown of Indigeneity and Two-Spirit identities.

Figure C.1-4 Indigeneity among Respondents (N=1,219)
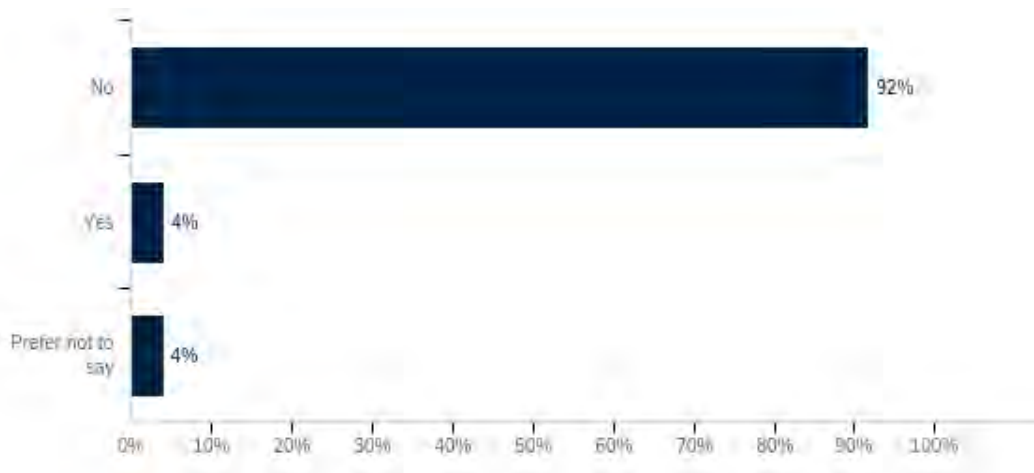
Figure C.1-5 Two-Spirit and Indigiqueer among Indigenous Respondents (N=48)
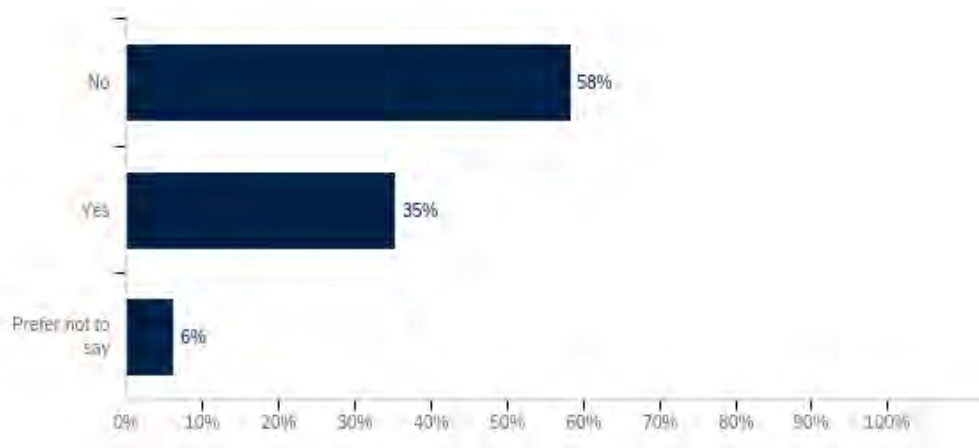
The next demographic question asked whether or not respondents are racialized. The majority of respondents (68%) are not racialized by others, with slightly more than a quarter (27%) being racialized. The representative data from other surveys conducted at UBC ranges quite widely with regard to racialization, and usually based on role (e.g., racialized employees 13 to 36% and racialized students 33% to 68%). The response rate among racialized respondents falls within the representative range of other UBC surveys. Figure C.1-6 provides a breakdown based on racialization.

Figure C.1-6 Racialization among Respondents (N=1,213)
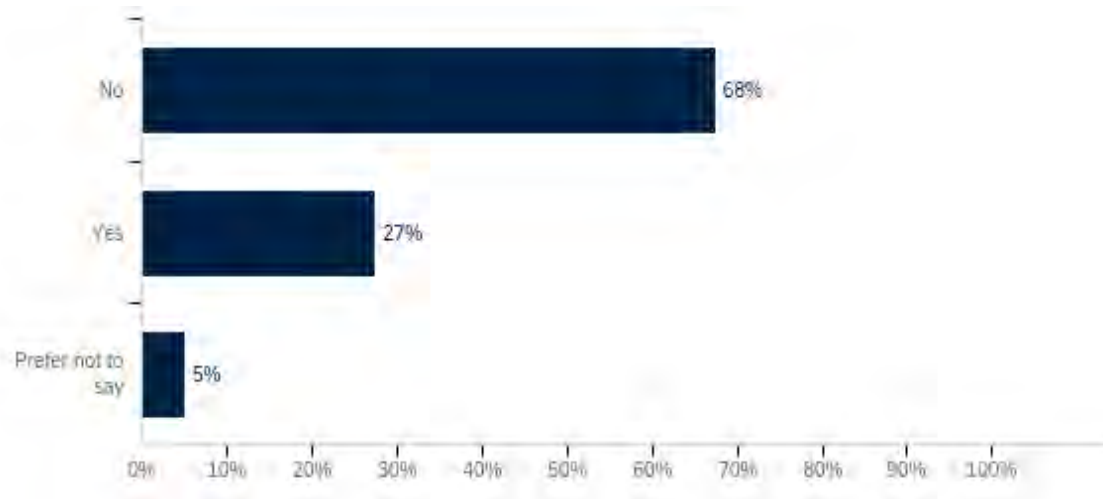
The majority of respondents are white (69%) with another 13% who are East Asian. There are also 6% from South Asia, 3% black respondents and 4% indigenous from North America. Figure C.1-7 depicts the percentages of ancestry among the survey respondents.

Figure C.1-7 Ancestry among Respondents (N=1,397)

Ancestry	Percentage
African/Black (e.g., African, African-American, African-Canadian, Afro-Caribbean, etc.)	3%
Arab (e.g., Algerian, Lebanese, Tunisian, etc.)	1%
East Asian (e.g., Chinese, including Hong Kong and Macau, Japanese, Korean, etc., and including Asian-Canadian, Asian-American, etc.)	13%
European/Non-white (e.g., Roma, etc.)	2%
European/White (e.g., Belgian, Croatian, English, Spanish, etc.)	69%
Filipina/Filipino	1%
Indigenous (outside of North America)	1%
Indigenous (within North America)	4%
Latin, South or Central American (e.g., Brazilian, Chilean, Columbian, Mexican, etc.)	4%
South Asian (e.g., Indian, Pakistani, Sri Lankan, etc., and including Indo-Caribbean, Indo-African, Indo-Fijian, West Indian, etc.)	4%
Southeast Asian (e.g., Cambodian, Indonesian, Laotian, Vietnamese, etc.)	2%
West Asian (e.g., Afghan, Iranian, etc.)	1%
If none of the above, please specify:	4%
I don't know	1%
Prefer not to say	6%

*Note: Percentages do not add to 100% because respondents could select more than one response

The majority of non-T2SGD respondents identify as cisgender women (64%) and 31% identify as cisgender men. Based on previous surveys condcuted at UBC, cisgender women are overrepresented in the results of this survey (i.e., typical response rate is 53% to 57%) and cisgender men underrepresented (i.e., typical response rate is 44% to 47%). A small percentage prefer not to disclose their gender (5%). Figure C.1-8 provides a breakdown of the key gender categories among survey respondents. Furthermore, non-T2SGD respondents were also asked to provide the terms they use for themselves as part of their gender identity, which is depicted in Figure C.1-9.

Figure C.1-8 Gender Identity of non-T2SGD Survey Respondents (N=948)
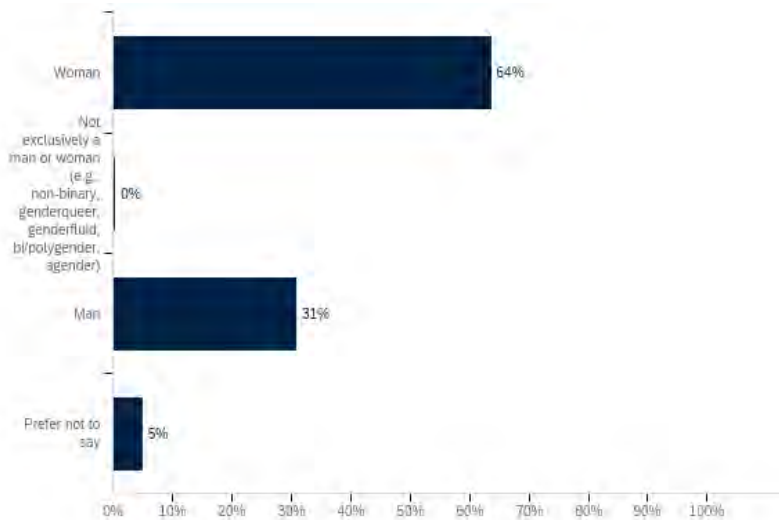
Figure C.1-9 Terms Used to Describe Gender and Sexuality among non-T2SGD Respondents

The majority of T2SGD respondents identify as non-binary (69%), with 14% identifying as men and 12% as women. A smaller percentage prefer not to disclose their gender (5%). There are no representative data for T2SGD people from past surveys at UBC, because they have not been collected. However, there are T2SGD-specific studies that suggest between 0.3% and 0.8% people are T2SGD (Trans Pulse Ontario 2014 and Williams Institute 2016). Figure C.1-10 provides a breakdown of the key gender categories among survey respondents.

Figure C.1-10 Gender Identity of T2SGD Survey Respondents (N=190)
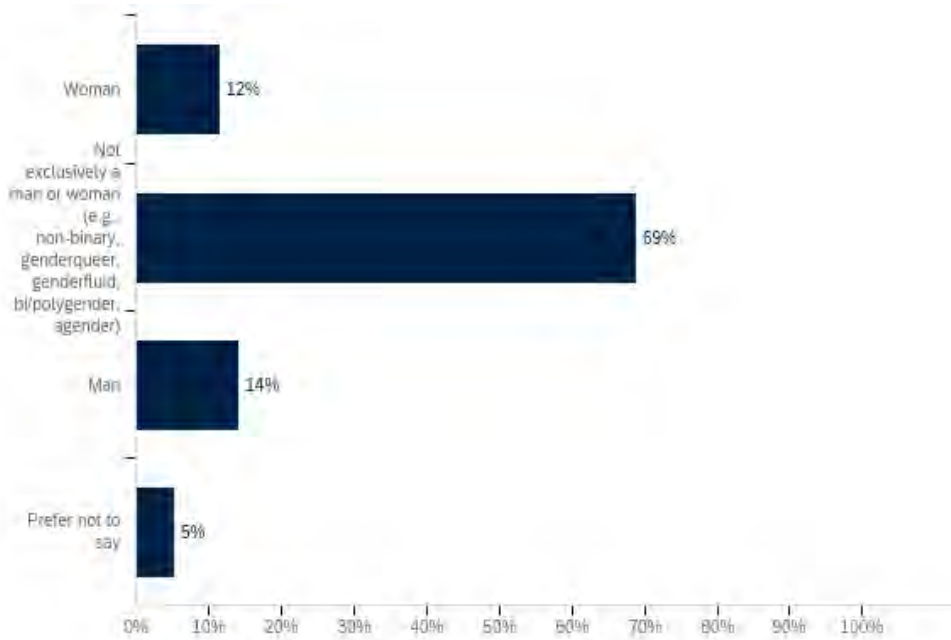
Slightly more than questioning respondents selected the category of non-binary (39%) along with another 37% identifying as women. Important to note as part of respondents in a stage of discovery regarding their gender identity, one-fifth preferred not to say, more than any other group. Figure C.1-11 provides a breakdown of the key gender categories among questioning survey respondents.

Figure C.1–11 Gender Identity of Questioning Survey Respondents (N=75)
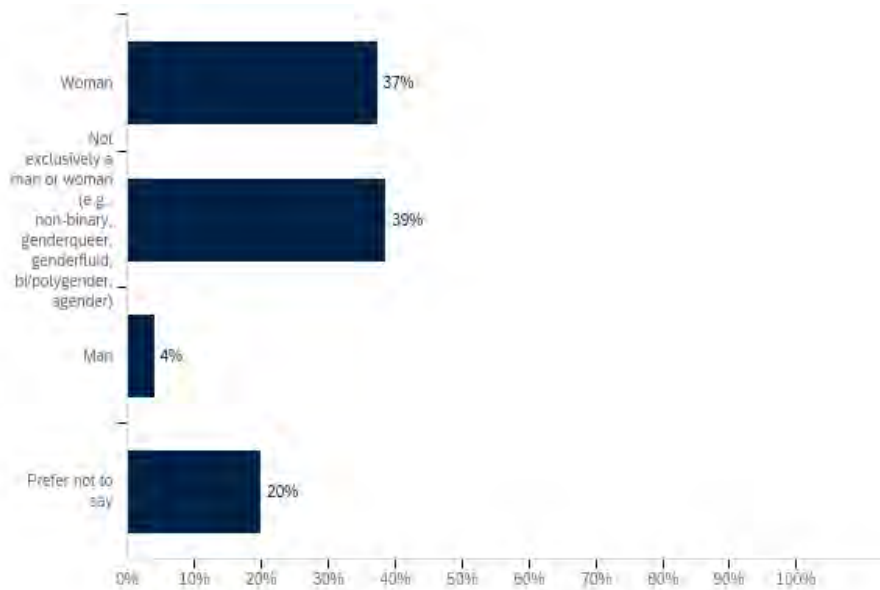
Figure C.1–12 Terms Used to Describe Gender and Sexuality among T2SGD Respondents

Those respondents who responded that their gender is woman or man, were provided with a follow-up question to determine whether they are cisgender or transgnder by cross-tabing the two questions. Most respondents (94%) reported that their gender is aligned with their sex assigned at birth (i.e., they are cisgender). One-twentieth of respondents (5%) have a gender that is different than their sex and the remainder prefer. Figure C.1-13 depicts whether or not respondents' genders are different than their sex assigned at birth (i.e., the definition of transgender) among survey respondents.

Figure C.1-13 Percentage of Survey Respondents whose Gender is Different Than Sex (N=977)
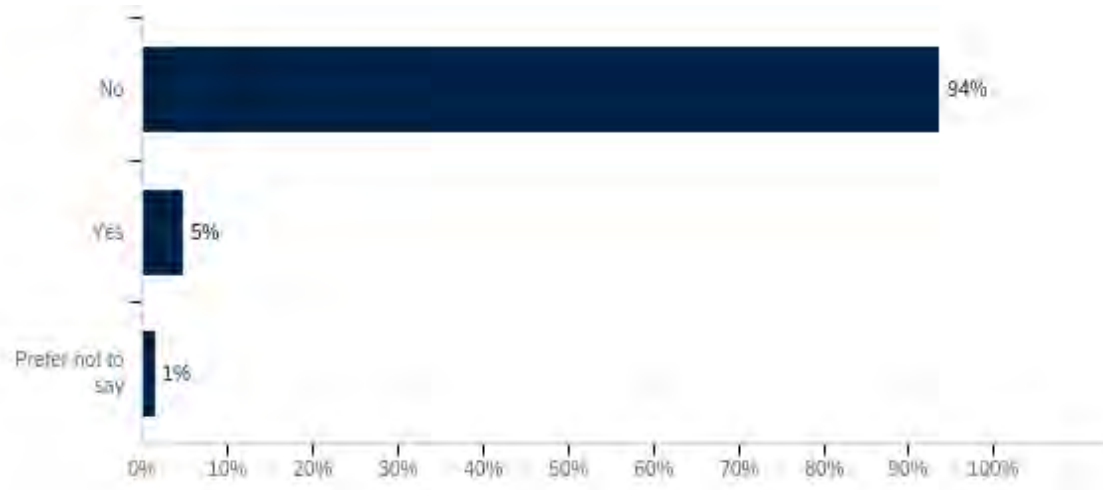
In terms of gender expression, there were greater numbers of respondents who are read as men (47%) as compared to being read as women (32%). More than one-tenth of respondents reported strangers reading them sometimes as women and sometimes as men. Figure C.1-14 depicts the different ways in which survey respondents are read by strangers.

Figure C.1-14 How do Strangers read T2SGD Respondent's Gender (N=47)
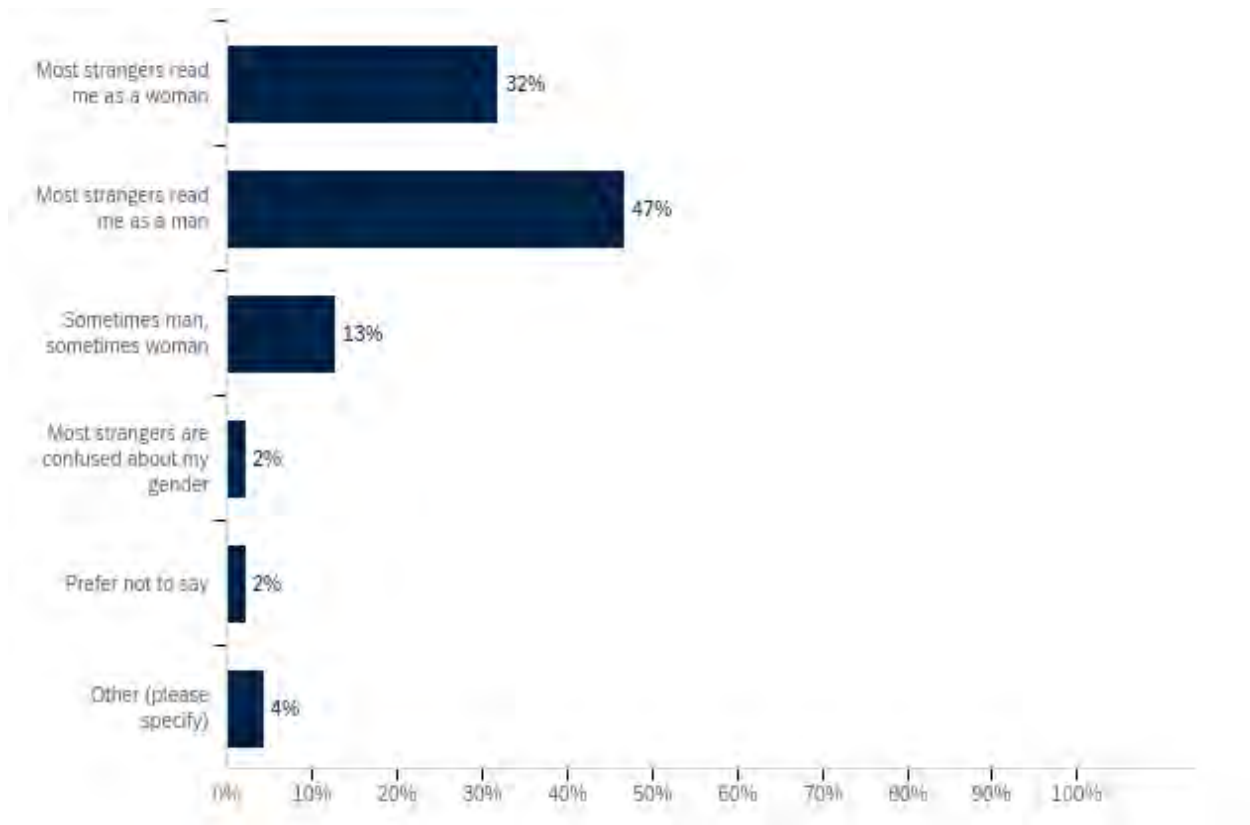
Trans women and men were asked if strangers read them as transgender. The majority of respondents (52%) are not read by strangers as transgender with more than a third reporting that people might read them as transgender. A little more than one-tenth affirm that they are read by strangers as transgender. Figure C.1-15 summarizes whether strangers assume respondents are transgender.

Figure C.1-15 Whether Respondents are read as Transgender (N=27)
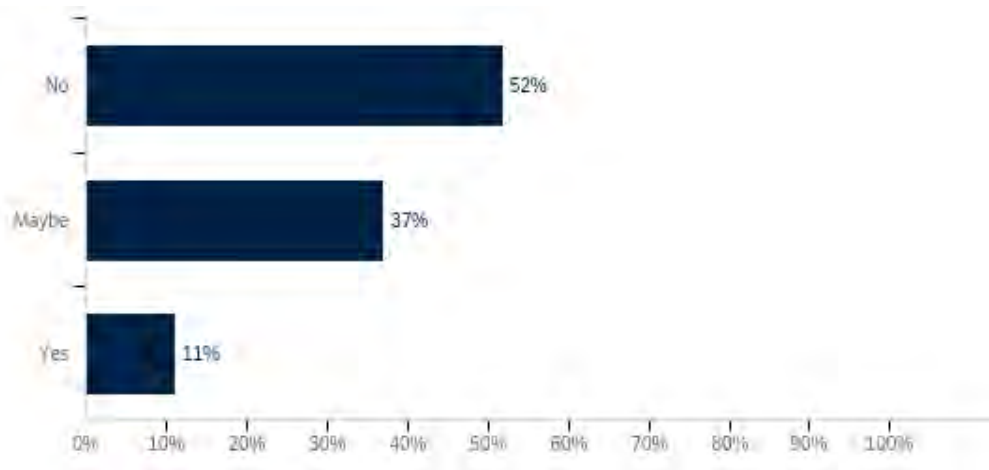
Respondents were also asked in a check-all-that-apply question whether they are a person with disability(ies). Respondents self-reported the level of visibility of their disability(ies). Given the significant differences in responses to the question of disabilities between T2SGD, questioning, and non-T2SGD, the results for this demographic are represented separately. In particular, non-T2SGD respondents are more likely to report not having a disability (72%, $p < .001$) as compared to their T2SGD and questioning counterparts (32%, $p < .001$ and 40%, $p < .001$, respectively).

The types of disabilities indicated by T2SGD and questioning respondents are invisible health conditions and neurodivergence. To a lesser extent, T2SGD and questioning respondents are more likely to report invisible physical disabilities and chronic health conditions than non-T2SGD. In the Employment Equity Survey conducted annually at UBC, the response rate of employees with disability is between 3.7% and 4.2%. As such, this survey has a substantial representation of people with disabilities, whether T2SGD or not. Figure C.1-16 depicts the types of disabilities among survey respondents.

Figure C.1-16 Types of Disabilities among Survey Respondents by Gender Status
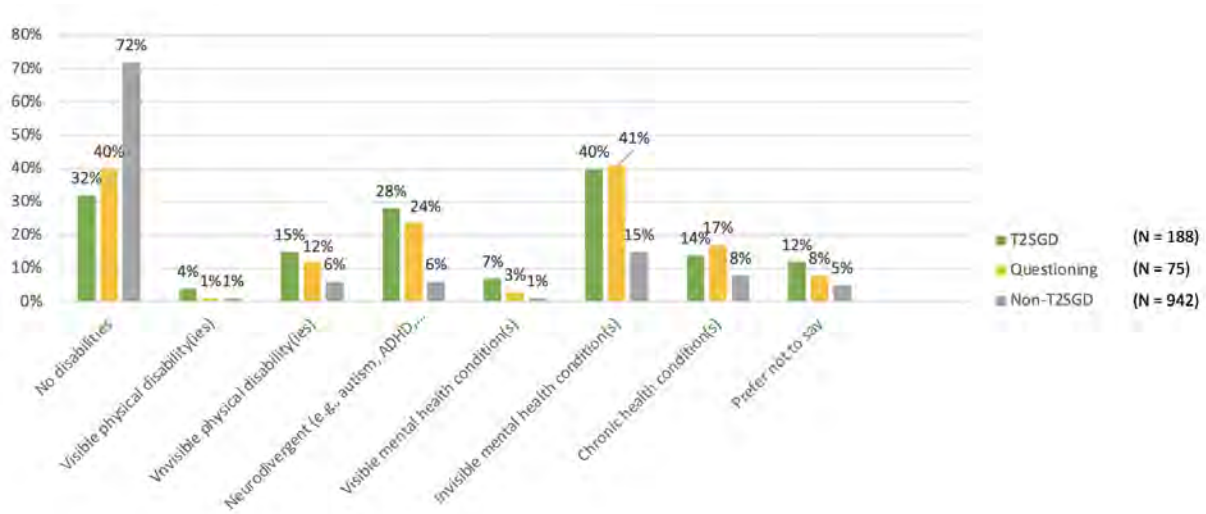
*Note: Percentages do not add to 100% because respondents could select more than one response

Survey respondents were also asked for their age. Nearly a third of respondents (32%) fell within the 21 to 30 age group, while about a quarter of respondents were between 31 and 40 years old, and nearly a third older than 50 years. Figure C.1-17 provides a summary of the different age ranges of the T2SGD respondents in the university-wide survey.

Figure C.1-17 Age Distribution of Survey Respondents (N=1,203)
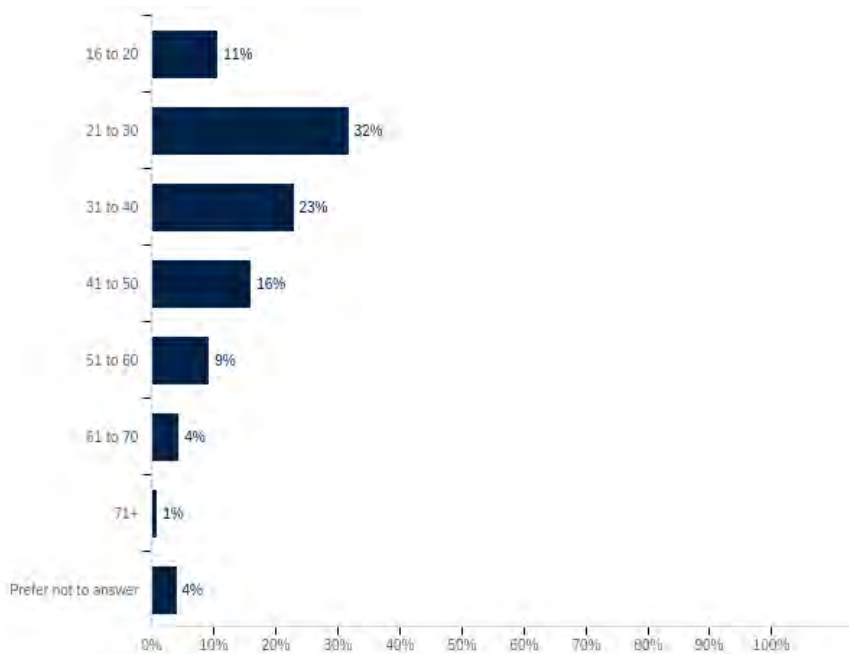
The survey asked respondents about their relationship to Canada. The majority of respondents (87%) are not newcomers to Canada. The remainder immigrated to Canada recently in the last 2 years (5%) or more than 2 years but less than 5 years ago (6%). In past surveys at UBC 27% international students have participated. While international and newcomer designations are not synonymous, it is a useful measure to establish whether this survey is representative, which the newcomer response rate is slightly underrepresented in this survey according to past surveys. Figure C.1-18 depicts the breakdown of immigration status among respondents.

Figure C.1-18 Newcomer to Canada among T2SGD Respondents (N=1,207)
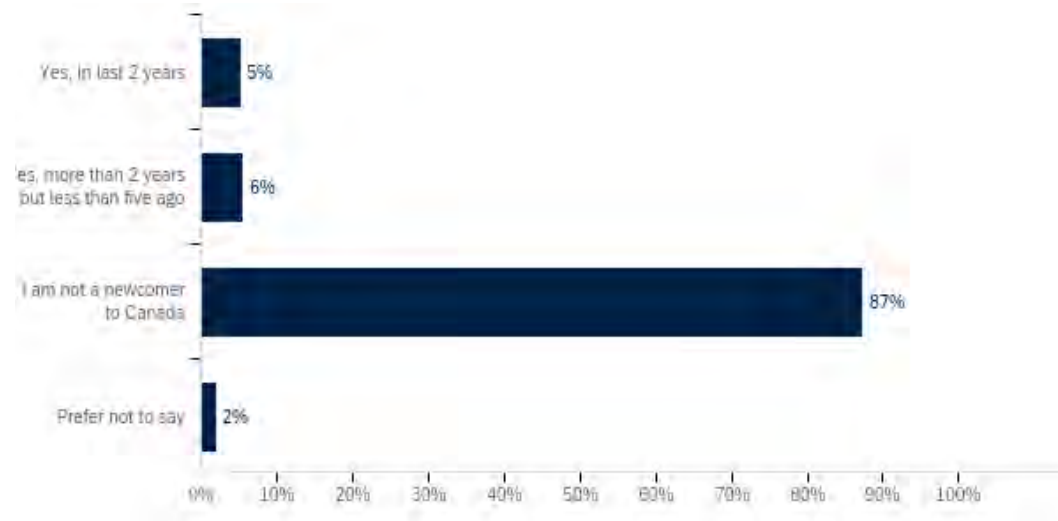
Appendix D – Detailed Results for Climate, Safety, and Training

D.1 Comparative Experiences

To begin, T2SGD survey respondents were asked to rate their agreement or disagreement with five statements about belonging, being valued, respect and diversity on campus, and voicing thoughts at UBC. The statement with the highest level of agreement among T2SGD respondents (61%) is "UBC is a respectful environment." At similar levels, a slight majority of T2SGD respondents (58%) agree to some degree that they experience a sense of belonging at UBC. For most statements, there are about a quarter of T2SGD respondents that are neutral with "neither agree nor disagree." The statement with the least agreement (42%) and most disagreement (32%) is "I can voice my thoughts on gender diversity without fear of negative consequences." Figure D.1-1 summarizes the level of agreement or disagreement with statements about belonging, being valued, UBC being a respectful environment, valuing diversity, and being able to voice thoughts about gender diversity without concern among T2SGD respondents at UBC.

Figure D.1-1 Levels of Agreement or Disagreement about Belonging, Being Valued, Respected, Diversity, Discussion among <u>T2SGD Respondents</u> (N=209)
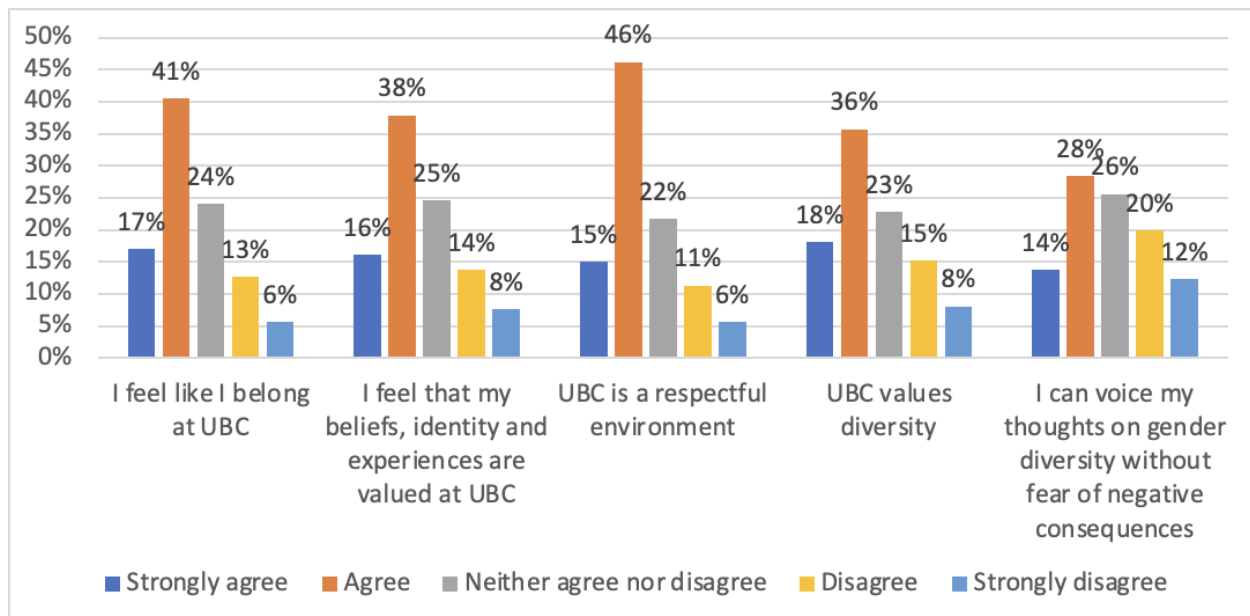
By contrast, non-T2SGD respondents have higher ratings of agreement across these five statements. In particular, around three-quarters of non-T2SGD agree that they feel they belong at UBC (79%) and UBC is a respectful environment (74%). Similar to T2SGD respondents, at 55% of non-T2SGD respondents there are lower rates of agreement with the statement that they can voice their thoughts about gender diversity compared to other statements. This points to the need for

fostering dialogue in safe and low risk ways. Figure D.1-2 summarizes the level of agreement or disagreement with statements about belonging, being valued, UBC being a respectful environment, valuing diversity, and being able to voice thoughts about gender diversity among non-T2SGD respondents at UBC.

Figure D.1–2 Levels of Agreement or Disagreement about Belonging, Being Valued, Respected, Diversity, Discussion among <u>Non–T2SGD Respondents</u> (N=1,127)
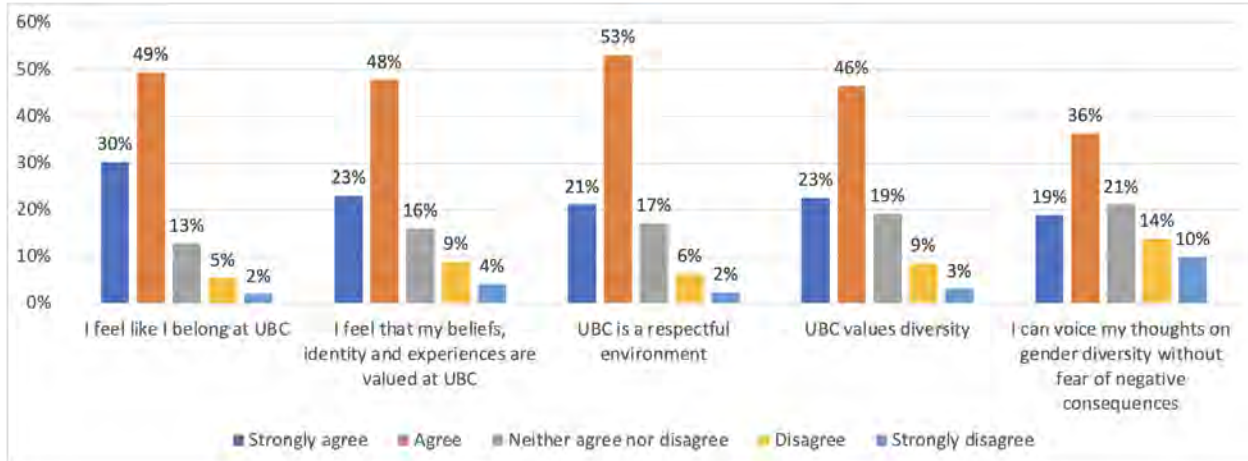
There are additional insights when these average ratings are compared across T2SGD, questioning, and non-T2SGD respondents. In particular, non-T2SGD respondents are more likely to rate these measures higher than their T2SGD and questioning counterparts. That is, non-T2SGD respondents are more likely to feel they belong at UBC, feel their beliefs and identities are valued, UBC is a respectful place that values diversity, and they can voice their thoughts about gender diversity without negative consequences than T2SGD and questioning respondents. Figure D.1-3 depicts the average ratings across different types of respondents at UBC.

Figure D.1-3 Average Ratings of Belonging, Being Valued, Respected, Diversity, Discussion across Gender Status (out of 5)
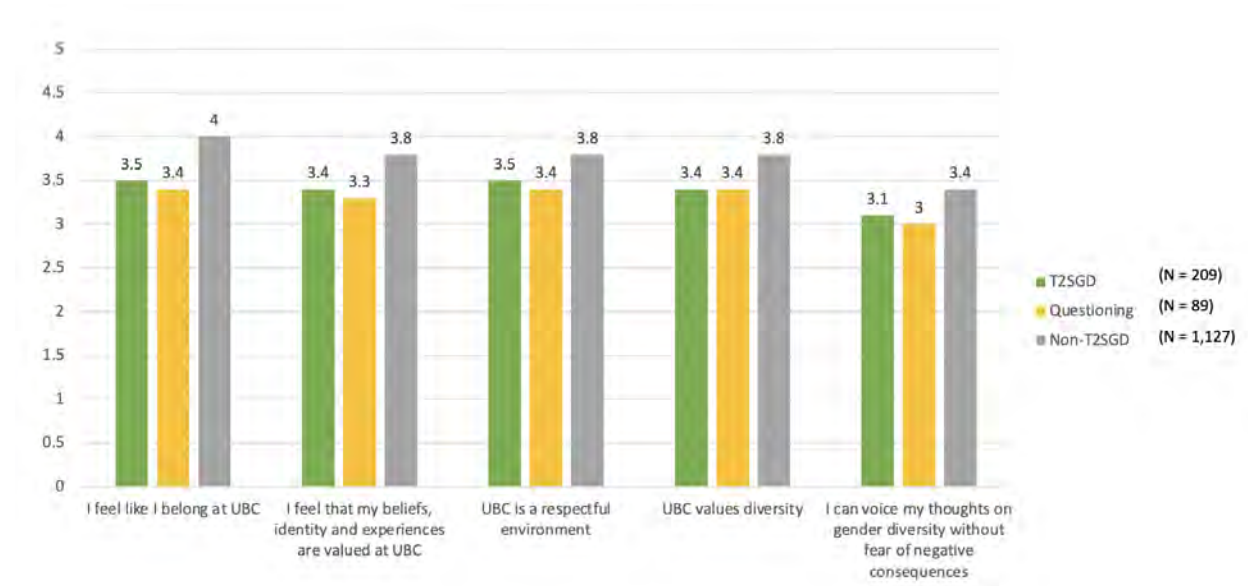
Furthermore, survey respondents were asked about their sense of safety on campus. In particular, respondents reported the three locations on the campuses where they felt the safest. This resulted in the heat maps depicted in Figures D.1-4 to D.1-7, including those for T2SGD and non-T2SGD respondents. Looking at the results, there are important overlaps of locations of safety on UBC campuses between T2SGD and non-T2SGD respondents, including the Life Building, AMS Nest, and the Beaty Biodiversity Museum on the Vancouver campus and University Centre, Arts building, and the Commons on the Okanagan campus. However, there are also key differences between them. First, generally non-T2SGD respondents report more locations they feel safe beyond the core of the Vancouver and Okanagan campuses than T2SGD respondents. Noteworthy is that non-T2SGD respondents indicate the UBC Hospital as a safe space, whereas T2SGD respondents do not. Safe locations that were reported more frequently among T2SGD respondents include: Irving K. Barber Learning Centre, UBC Farm, and Museum of Anthropology (MOA) on the Vancouver campus and Creative and Critical Studies and Skeena Residence on the Okanagan campus.

Figure D.1-4 T2SGD Safe Spaces on Vancouver Campus	Figure D.1-5 Non-T2SGD Safe Spaces on Vancouver Campus
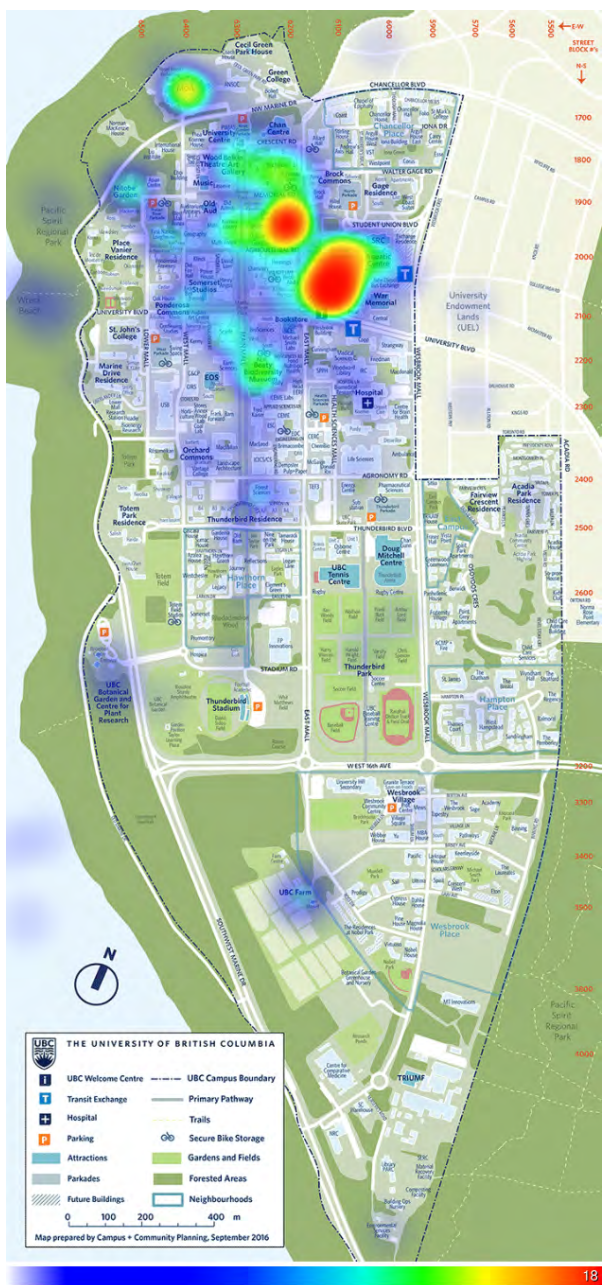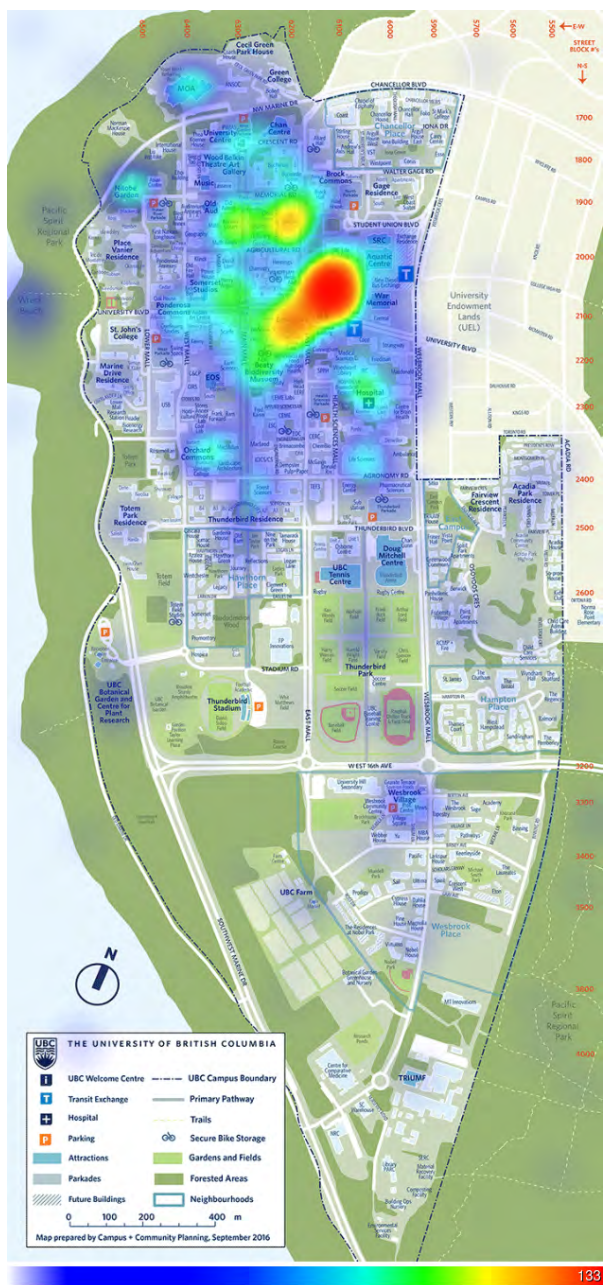
Figure D.1-6 T2SGD Safe Spaces on Okanagan Campus	Figure D.1-7 Non-T2SGD Safe Spaces on Okanagan Campus
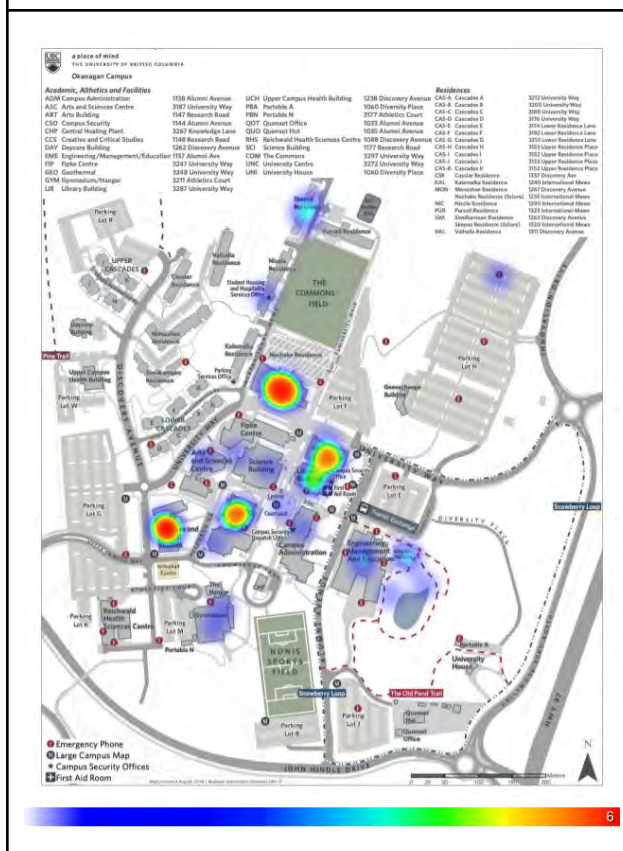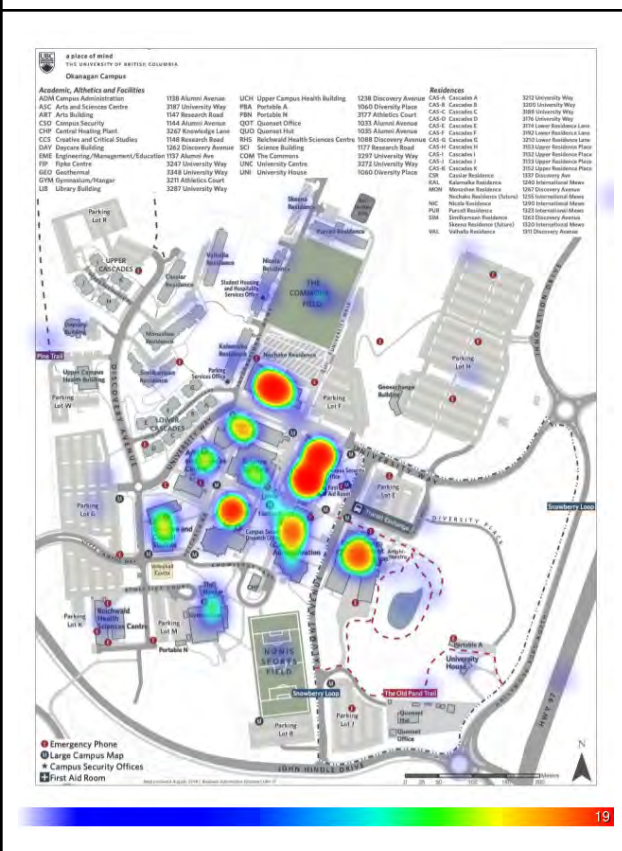
In an open-ended question, survey respondents were asked to share why they felt safe in these locations. Some T2SGD respondents spoke to:

- Focus of the location (e.g., Indigenous, arts, and communities, such as Bike Kitchen);
- Amount of people at the location (sometimes looking for many and other times few people);
- Amount of lighting (i.e., the more lighting, the better);
- Proximity to nature;
- Safety is not based on location, but rather people and culture;
- Personal spaces, such as offices for employees and residences for students;
- Some respondents reported that they do not feel safe anywhere on campus; and
- Several respondents did not have responses because they have not been to the campuses due to the pandemic.

"UBC, at least in the Arts department, is very outspoken about non-gender conforming people and their existence—there is no debate about if nonbinary, trans, etc people exist, just how we experience the world and how our experiences can be incorporated into studies."

~ T2SGD Student Respondent

"I picked the nest in particular because I feel it's such a hub of activity that it's impossible to stand out too much, and the life building because of the presence of gender-neutral bathrooms."

~ T2SGD Student Respondent

"[S]afety isn't about the PLACE, it's about the PEOPLE. I have experienced discrimination, fear, sideways glances, up/down looks in every building and space on campus (I've been at UBC x 15yrs); some worse than others, no where immune. There's no building or space on campus where I can let my guard down and think "I can exist and walk through this hall, and use that bathroom, just fine, I don't need to worry at all" for example. Areas like the GRSJ offices are safe - not because they are safe in and of themselves - but because the people in those spaces are 'safe' people, who know and understand gender diversity, racism, ableism, intersectionality and actively cultivate an environment of inclusion and zero tolerance."

~ T2SGD Employee Respondent

"[E]nough people that I can blend in well - enough quiet areas to hide out and calm down - people less likely to say anything in a library, stay to themselves."

~ T2SGD Student Respondent

"I didn't choose any because they are all the same. I don't feel unsafe, but I feel stared at."

~ T2SGD Student Respondent

Furthermore, respondents were asked the level of inclusion or exclusion they feel at UBC. There were statistically significant differences between T2SGD, questioning, and non–T2SGD respondents. In particular, non–T2SGD respondents were more likely to feel included by most people at UBC (76.0%, p < .001) compared to T2SGD (48.3%, p < .001) and questioning (52.8%, p < .001) respondents. The remainder of T2SGD respondents (44.4%, p < .001) and questioning respondents (40.4%, p < .001) reported feeling "included by some people and excluded by others," which is nearly double the percentage of non–T2SGD respondents (22.1%, p < .001). This highlights a stark contrast in experiences between non–T2SGD and their T2SGD and questioning counterparts. Figure D.1-8 summarizes the levels of inclusion and exclusion felt by respondents at UBC.

Figure D.1–8 Levels of Reported Inclusion and Exclusion by Gender Status
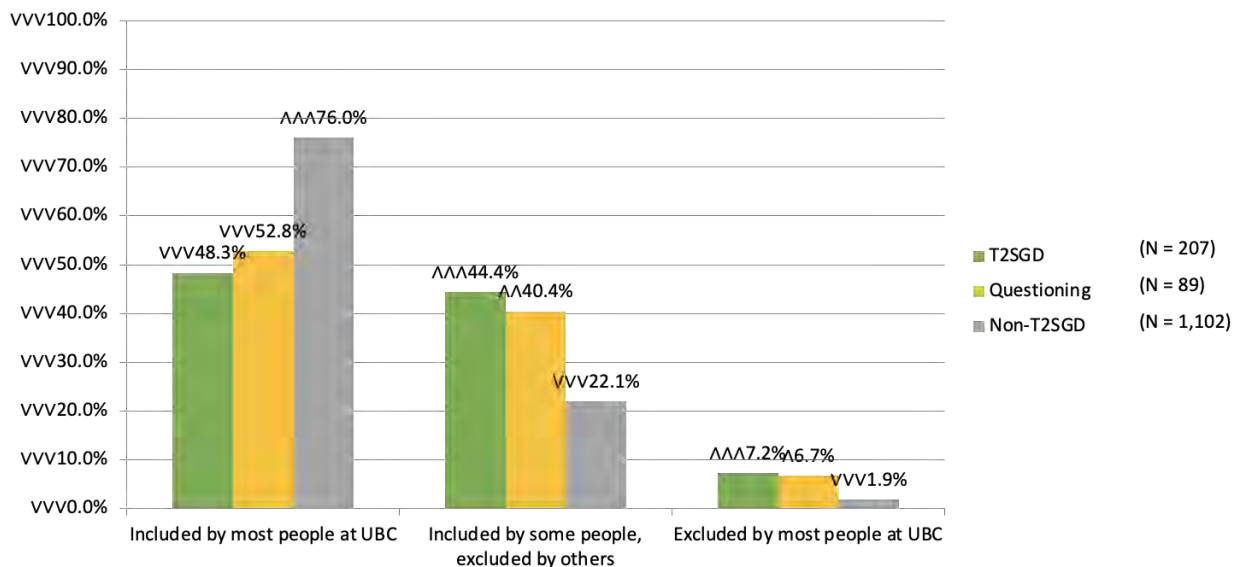
Delving further into the challenges that respondents face, they were asked what types of discimrination they have experienced at UBC related to their gender identity. Overall, a substantial majority of T2SGD respondents (85%, p < .001) have experienced some form of discrimination at UBC compared to 46% (p < .001) of non–T2SGD respondents.

There are statistically significant differences between T2SGD and non–T2SGD respondents with respect to experiences of bias and microaggressions, jokes and inappropriate comments, and repeated accidental misgendering, which non–T2SGD respondents are less likely to face. The greatest difference is repeated accidental misgendering, which happens to 50% of T2SGD respondents (p < .001), 9% of questioning respondents (p = .96), and 1% of non–T2SGD respondents (p < .001). This highlights a stark contrast between experiences at UBC, which may be difficult to translate if few non–T2SGD people experience it. Figure D.1-9 summarizes the types of discrimination at UBC. The types of discrimination that are experienced at lower levels among T2GSD respondents include differential treatment (26%), intentional misgendering (18%), being excluded from important activities (13%), and physical violence (1%).

Figure D.1–9 Types of Discrimination Experienced at UBC by Gender Status
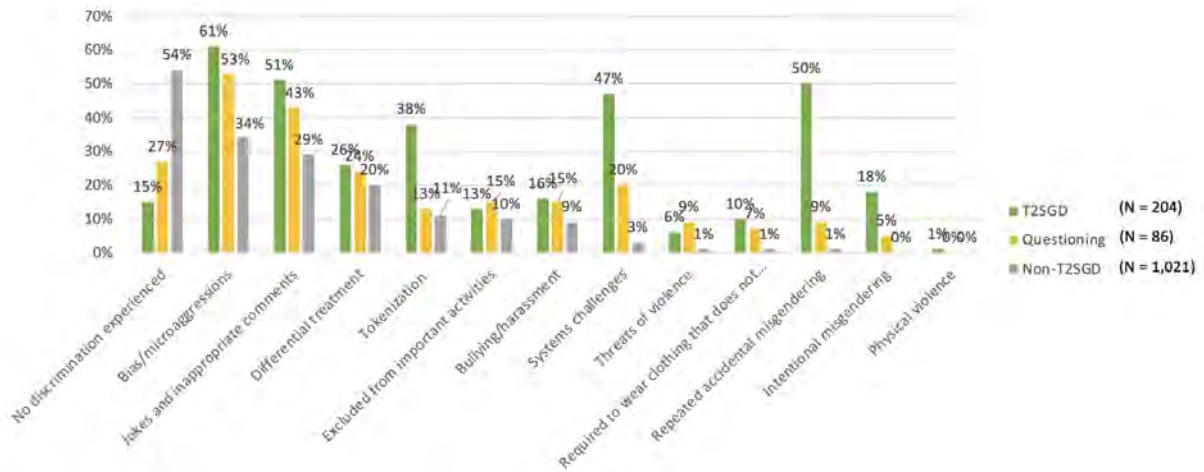
Deeper analysis among non-T2SGD respondents found cisgender women to be more likely to report certain forms of discrimination compared to non-T2SGD men, including bias and microagreessions, jokes and inappropriate comments, differential treatment, tokenization, and bullying and harassment. By contrast, cisgender men are more likely to report that they do not experience gender-based discrimination (73%) compared to cisgender women (46%). Figure D.1-10 summarizes the types of discrimination experienced among cisgender women and men.

Figure D.1-10 Types of Discrimination Experienced at UBC among non–T2SGD Respondents
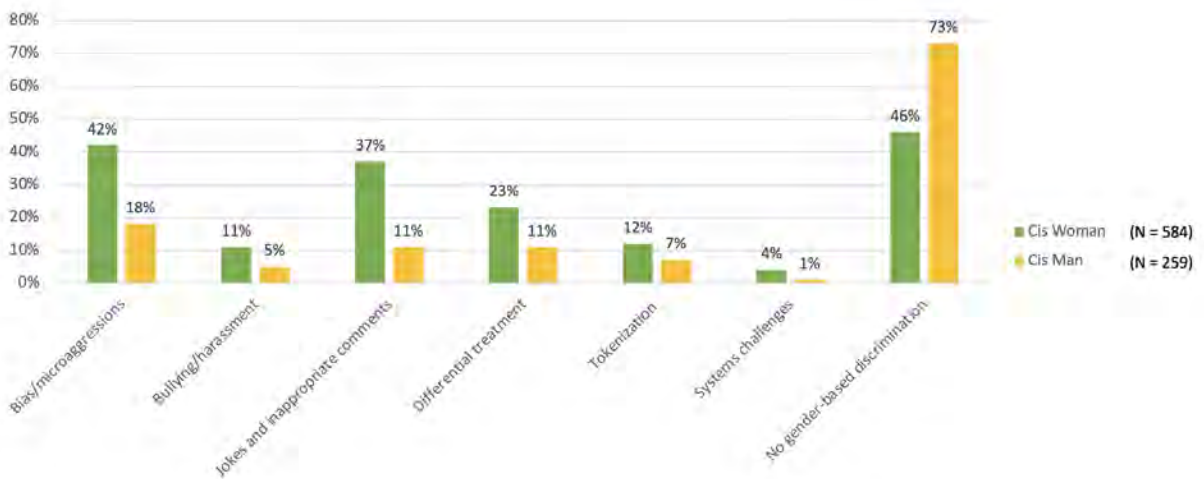
T2SGD respondents were asked to describe their experiences with discrimination in an open comment field to provide more nuances and details about the challenges they face. A total of 50 T2SGD employees and 110 T2SGD students responded with their experiences. The themes that were surfaced in this question can be divided between:

- Impact of <u>daily instances</u> is exhaustion, anxiety, and uncertainty:
  - How frequent misgendering happens through assumptions based on appearance, names, and other characteristics. How misgendering persists despite pronouns in systems and repeated reminders.
  - Jokes about the inclusive practice of pronouns and gender spectrum.
  - Hesitation or fear of disclosing one's gender identity at work or in the classroom.
  - Comments on or expectations of attire.
  - Insistent that T2SGD people use legal names, especially during exams.
  - Insistent that T2SGD people use washrooms based on their sex assigned at birth rather than gender identity (which contravenes existing case law).
  - Use of transphobic
  - Difficult for some T2SGD people to raise issues due to fear of retaliation and knowing whether their experiences are reportable.
  - When T2SGD people do raise issues, there are many examples in which it is not taken seriously or results in retaliation.
- Impact of <u>intermittent occurrences</u> is distress and distrust:
  - Speakers with transphobic content or focus, including
  - Burning of the Pride flag at UBC Vancouver, especially with the lack of follow-up.

Misgendering

"People do not respect they/them pronoun use and make fun of it regularly. … [N]o one in my professional or student life cares, despite being corrected constantly. I have been sexually harassed and assaulted based on my 2s identity … And because 2s identity is intrinsically tied to indigenous identity, it is hard to know whether some of my experiences are due to racism or transphobia."

~ T2SGD Student Respondent

"I was told that I should be informing each new staff member to my department that I'm transgender so that new people don't inadvertently misgender me. Instead of creating a culture of inclusion, the onus and risk is on me to take."

~ T2SGD Employee Respondent

"Persistent misgendering by staff, faculty and students who call me by the wrong name and use gendered honorifics in inappropriate ways. … I have even had staff, when discussing me with their colleagues, justify their use of the incorrect gendered pronouns because 'it's easier,' and because they didn't want to have to explain my gender to their colleague."

"I faced several accidental misgenderings by a senior leadership member. This person was supposed to introduce me to a new cohort of approximately 100 people, so I specifically asked [them] to introduce me by my correct pronouns. Instead, the person introduced me as the following: "NAME is gender diverse, so we make sure to use her correct pronouns." By the way, she/her/hers are NOT my correct pronouns. This meant the senior leadership member not only singled me out by calling me a gender diverse person to apx 100 new students, [they] also misgendered me in the process."

~ **T2SGD Employee Respondent**

"Many professors mentioned pronouns on the first day of term, and never again. This resulted in many people misgendering me because they didn't remember the pronouns I shared on the first day, or blatantly ignored my pronouns that are next to my name on all discussions or other canvas activities."

~ **T2SGD Student Respondent**

"I have had my gender expression policed by my managers and co-workers. I have witnessed and experience enough harassment and violence that I do not feel safe expressing my true gender identity at work. I think constantly about things that might out me. In an environment that increasingly encourages the sharing of pronouns but which doesn't support trans staff, I worry about finding myself backed into a corner where I have the choice of misgendering myself or facing the consequences of outing myself to my boss."

~ **T2SGD Employee Respondent**

"I don't think i allow myself to experience gender discrimination because i present as a cis-gendered male in the workplace —- even though i would identify more as non-binary. Facing discrimination of being a gay male was already such a journey that i didn't have it in me to face further discrimination. For that reason i prefer to experience my non-binary sense of self more in my private life as i'm not interested in experiencing that non-binary identity in such a conservative organization."

~ **T2SGD Employee Respondent**

Jokes

"Students are the biggest issue (misgendering, insults, confusion/unawareness, jokes) further student education on this issue would be helpful."

~ T2SGD Student Respondent

"For several years I've experienced regular homophobia and transphobia from students, faculty, and staff at UBC. These incidents occur with a frequency that makes recording each specific incident difficult."

~ T2SGD Student Respondent

Inappropriate Questions

"Students also ask me inappropriate questions about gender and sexuality on a somewhat regularly basis (and often times in front of the class), and it is difficult and tiring to regularly respond to these micro-aggressions. As an educator, I want to take the time to teach them about why their comments or questions are inappropriate, but it's also difficult to do that while you are being micro-aggressed. It's taxing, invisible labour, and it's one of the reasons why it's more difficult for women and trans people, especially women and trans people of colour, to get tenure. Even filling out this survey is a form of invisible labour that takes away from my research productively."

~ T2SGD Employee Respondent

Curriculum

"When I complained to a professor about a reading that was transmisognynistic (and used a perjorative that shouldn't be read aloud) I was told I lacked critical thinking skills, and it was implied that I couldn't read."

~ T2SGD Student Respondent

Mistakes

"Explaining to me why an instructor may make a mistake does nothing but talk down to me, I understand mistakes. The problem is they don't stop or make any effort to learn."

~ T2SGD Student Respondent

Intermittent Instances

"After the Pride flag was raised on UBC campus for Pride Week, someone climbed up the pole and burned the flag. This is an extreme act of violence. I was not made aware whether the culprits were caught or charged. I don't understand, with UBC's level of security, how these acts of vandalism cannot be recorded or stopped somehow."

~ T2SGD Student Respondent

"I feel like I don't want to come into work when they're [transphobic speakers] on campus. Not only that, but I get lots of people asking me for my "thoughts" and "opinion" about transphobic speakers being on campus from colleagues. Their intention is sometimes good in that they want to hear if I'm doing okay and also they want to try to understand if it's bad that a transphobic speaker is on campus (because, freedom of speech!). What this means is I'm teaching people why it's a violation of my rights for them to be here, and then I have to hear their views about freedom of speech. Again, it's better to shut up in these cases. Each time a transphobic speaker comes to campus, means I typically feel anxious, I can't get as much work done because people are asking me about it, it is very preoccupying, and feels unsafe. I haven't done this but I've thought about calling in sick just to avoid having to be on campus when a transphobic speaker is at UBC."

~ T2SGD Employee Respondent

Attire

"Asked me a series of questions like "how long have you dressed like that?" ... these questions are completely inappropriate because [the staff] was literally holding the job offer in [their] hands and I hadn't signed yet. This led to a series of inappropriate questions during the short time I worked in that department."

"I have had a class where I was required to appear in business attire and would have a portion of my mark decided on that. What constitutes acceptable clothing was split into "Male" and "Female". After asking if a modification might be made in my case (I did not feel comfortable with either category) I was told that it would not be possible, and that I would fit into the "Male" category – something I found uncomfortable."

~ **T2SGD Student Respondent**

"Inappropriate comments on changes of appearance in front of large groups of people (including strangers). Comments by colleagues on my clothes, or fit of clothing on my body, unwelcomed compliments using very gendered language which does not align with my gender expression."

~ **T2SGD Employee Respondent**

"The only reason I'm where I am in graduate school is because I have had to quash my feelings and frustrations and I work extremely hard to make cis people feel safe with me and to protect their feelings when they say hurtful things. I feel that I can't speak on issues of diversity or inclusion or anything vaguely related to justice without professors assuming that I am dogmatic and a political idealogue. I feel like I don't get to be seen as someone who is nuanced, empathetic, or understanding."

~ **T2SGD Student Respondent**

Washroom Usage

"When I showed up as an undergrad and inquired as to how I should use the gym facilities as a trans person, I was told that I should use the gendered spaces that corresponded to my birth sex and that there was no way for UBC to guarantee my safety if I were to use the correct gendered spaces."

~ **T2SGD Student Respondent**

"I was really pleased to see that there were gender diverse washrooms with proper signage indicating that they are gender inclusive. These bathrooms were [close to] my department, so they were the most common washrooms myself and my colleagues would use. A few days into my role, someone ripped down (like literally ripped the glued official plastic signage) off of the bathroom door and put a post-it note up instead that said "ladies only." ... I was a brand new ... staff member and heard you have to get through your first year on probation or else you can get fired without cause, so I kept my mouth shut and didn't ask for basic safety mechanisms to be implemented. I used another bathroom that was further away and had to make time to access it."

~ T2SGD Employee Respondent

Raising Issues

"We had experiences with a transphobic instructor in class, teaching transphobic beliefs to students. Bringing the issue to UBC lead nowhere, so we had to seek outside legal advice to get something done. By the time anything happened, the course was over and students in the program were repeating the transphobic comments to transgender students in the same program, using the instructor's comments to back up what they were saying. The university could have reacted much much faster, as we had brought it to the attention of the administration early in the semester."

~ T2SGD Student Respondent

Programs

"The staff EFAP counseling services refused to accommodate my gender pronouns. ... The counselor misgendered me throughout the session and follow-up inquiries to the service told me I should seek counseling elsewhere if I want someone to respect my gender pronouns. Seeing that I pay into EFAP on each paycheque is still triggering to me."

~ T2SGD Employee Respondent

Education

"I have requested my department be trained on gender inclusion practices and then was asked to conduct the training myself since I am the "expert." Looking back I wish I said no, because I was within a couple weeks of my job and felt like I couldn't say no. I

> organized a workshop and had to facilitate conversations among my colleagues where they were debating aspects of gender inclusion and came across as very transphobic. ... Just because I'm trans it means people think I'll teach them everything about transness and it's exhausting and puts me at risk for burnout."
>
> **~ T2SGD Employee Respondent**

Observed Discrimination

Besides experiencing gender-based discrimination, survey respondents were also asked if they have observed discrimination at UBC. T2SGD and questioning respondents were more likley to observe discrimination related to gender diversity (54.1%, $p < .001$ and 58.3%, $p < .001$, respectively) as compared to their non-T2SGD counterparts (34.6%, $p < .001$). There were comparable rates of being unsure between the groups. This may be linked to non-T2SGD people not being more attuned to what discrimination of T2SGD people looks like (e.g., not realizing how difficult the experience of misgendering can be). Figure D.1-11 depicts the frequency with which discrimination is experienced online at UBC.

Figure D.1-11 Whether Discrimination based on Gender Diversity Observed at UBC by Gender Status
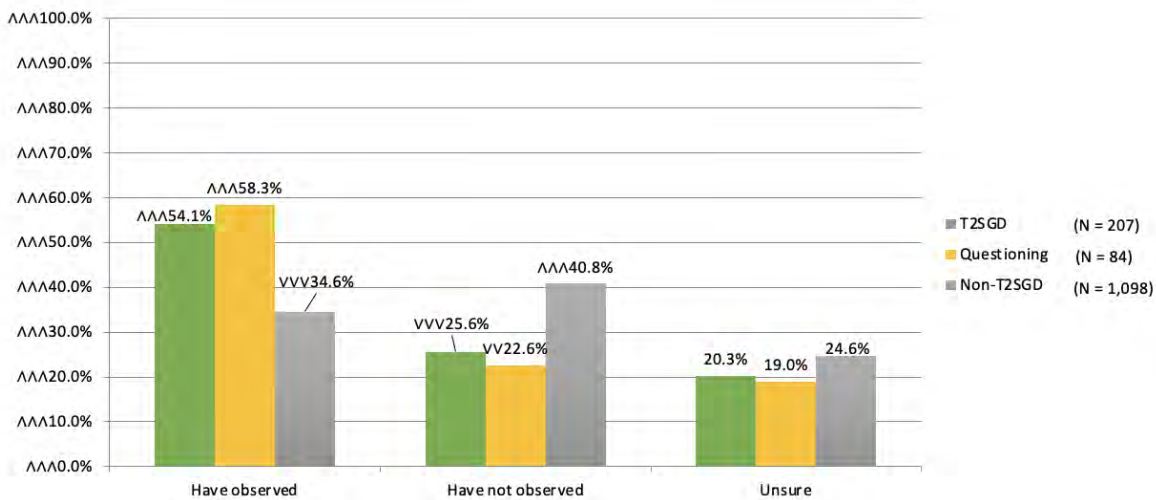
Frequency of Discrimination

Respondents were asked to report the frequency with which they experience the types of discrimination they reported at UBC, including online and in-person. T2SGD respondents are more likely to report "frequent," "regular," and "occasional" discrimination <u>online</u> (39.8%) compared to non-T2SGD counterparts (13.0%, $p < .001$). A substantial majority of non-T2SGD respondents rarely or never experience discrimination at UBC (87.0%, $p < .001$), whereas this is less likely among T2SGD

respondents (60.2%, *p* < .001). Lastly, the type of discrimination with reported high frequency of occurrence during in-person interactions among T2SGD respondents is differential treatment. Figure D.1-12 depicts the frequency with which discrimination is experienced online at UBC.

Figure D.1-12 Frequency of Discrimination Experienced <u>Online</u> at UBC by Gender Status
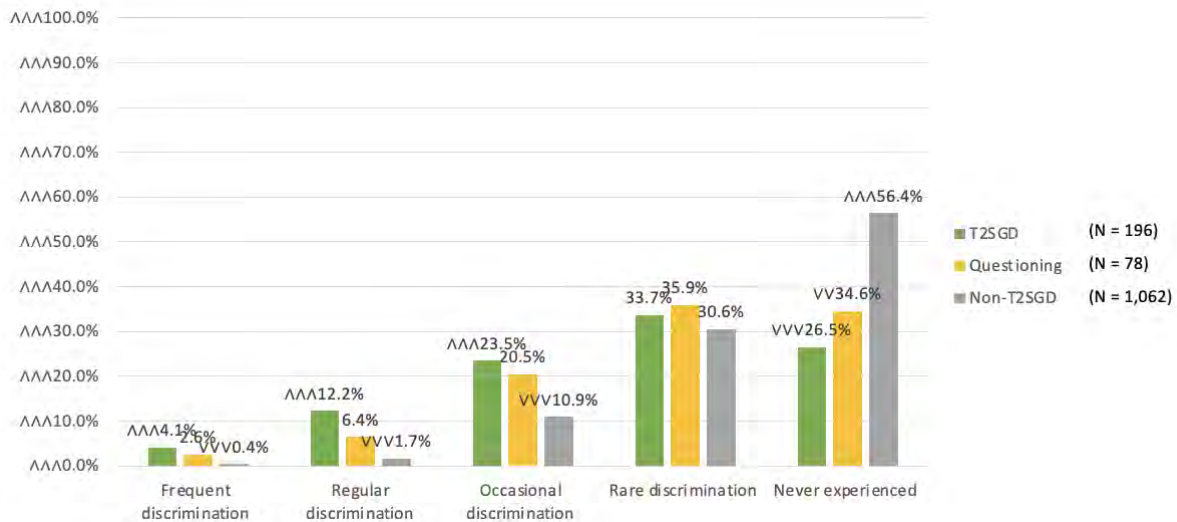
Frequency of discrimination was also measured for <u>in-person</u> interactions at UBC. Similar to online interactions, T2SGD respondents are more likely to experience frequent, regular, and occasional discrimation in-person (43%, *p* < .001) compared to their non-T2SGD counterparts (11.3%, *p* < .001). In contract, 88.8% of non-T2SGD respondent report rarely or never experiencing discrimination, which is less common among T2SGD respondents (57.1%, *p* < .001). This highlights stark contrast between online experiences at UBC in need of mitigation. There is a slighter greater frequency of discrimination occurring in-person as compared online interactions among T2SGD respondents. Furthermore, the type of discrimination with reported high frequency of occurrence during online interactions among T2SGD respondents is bias and microaggressions. Figure D.1-13 summarizes the frequency with which discrimination is experienced in-person at UBC.

Figure D.1–13 Frequency of Discrimination Experienced <u>In Person</u> at UBC by Gender Status
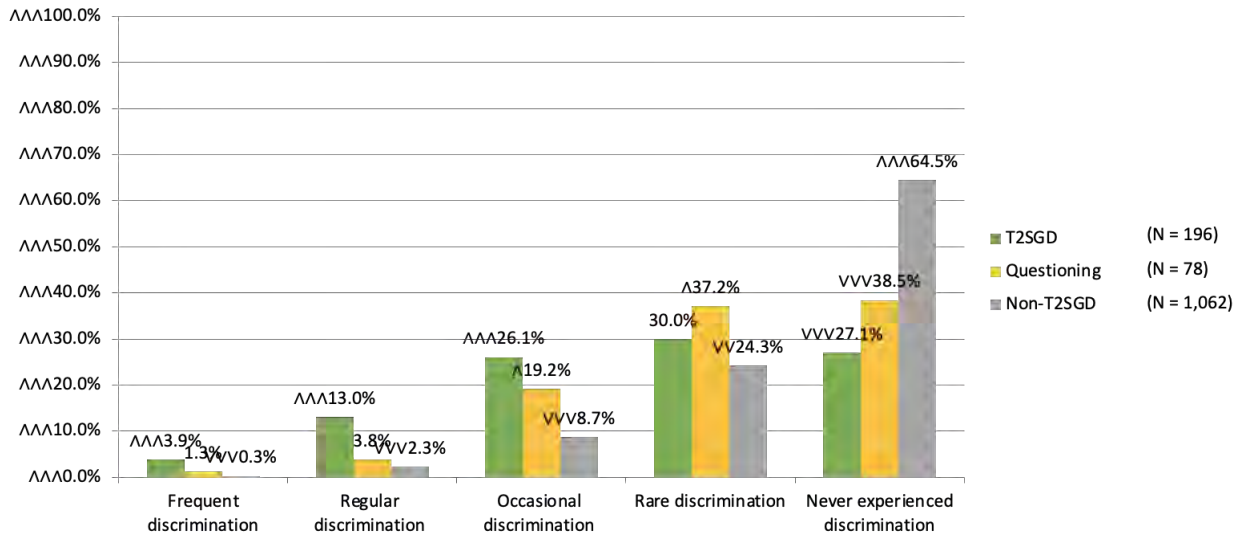
Who Discriminates

Survey respondents were asked to indicate the roles of people from whom they experienced discrimination at UBC. There are statistically significant results for T2SGD who are more likely to report being discriminated against by students (72%, $p < .001$), faculty (59%, $p < .001$), and staff (44%, $p < .001$) compared to non-T2SGD respondents. Given the high rates of discrimination happening from students, this points to the importance of creating solutions that are not solely focused on employees, but also include students. Figure D.1-14 summarizes the roles survey respondents report discriminating against them at UBC.

Figure D.1–14 Role From Whom Respondents Experienced Discrimination by Gender Status
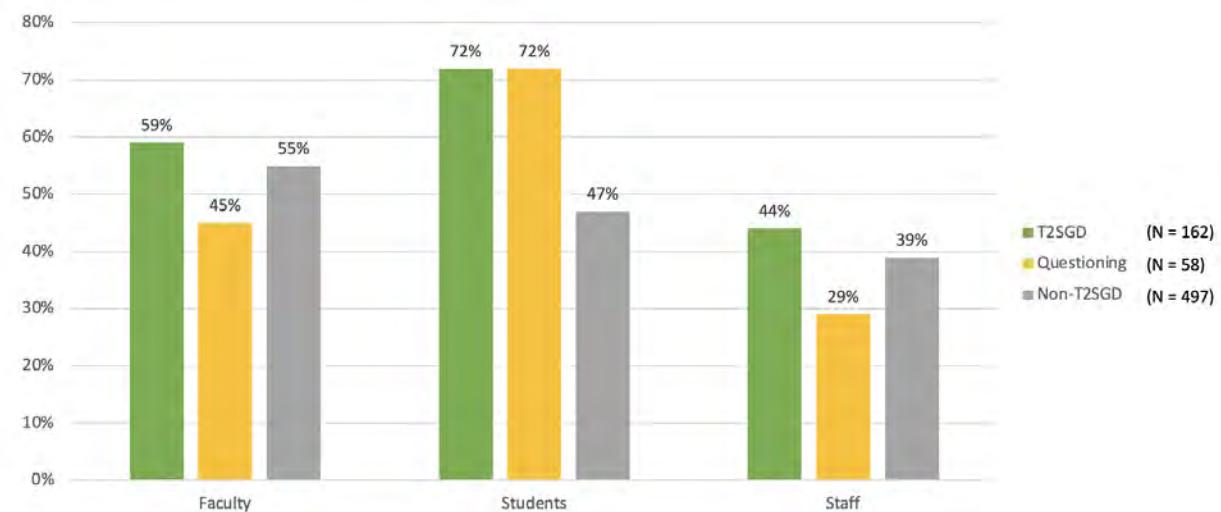
Report Discrimination

Among those respondents who reported experiencing discrimination at UBC, they were asked if they raised these issues with UBC as a way to address them. There were no statistically significant differences between T2SGD, questioning, and non-T2SGD respondents. About one-third in each group have raised matters of discrimination with UBC and the majority around two-thirds have not raised the challenges they face. This underscores a common pattern of UBC not being fully aware of the issues impacting stakeholders across groups. This is a substantial hindrance to UBC being aware of and apprised of the full picture of issues and challenges, especially among vulnerable populations, such as T2SGD people. Figure D.1-15 depicts whether or not respondents reported the issues of discrimination to UBC.

Figure D.1-15 Raising Discrimination with UBC by Gender Status
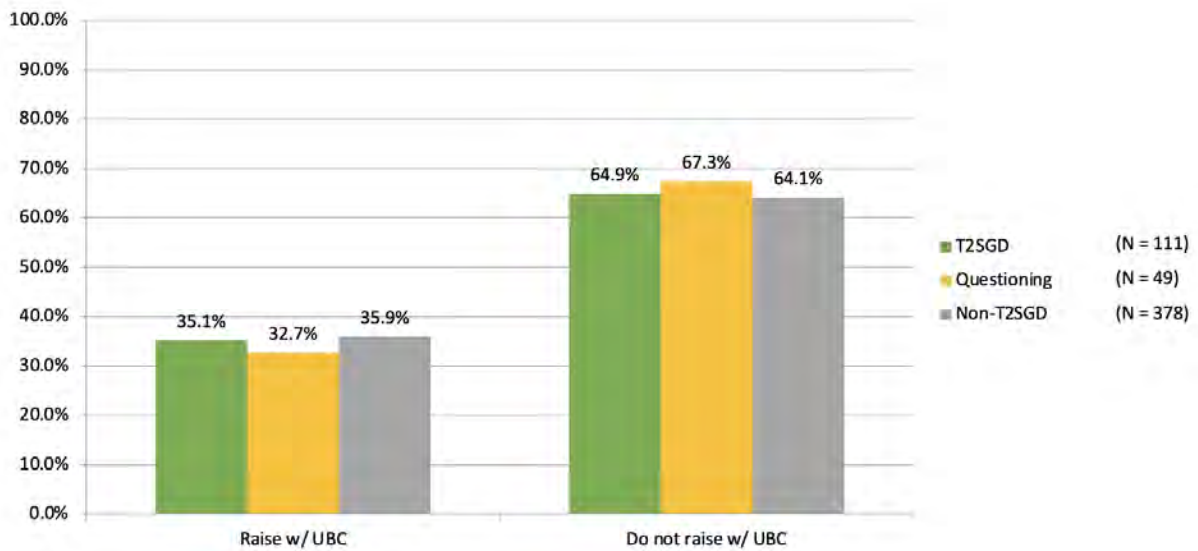
> "Make it safe and possible to report. Take it seriously. Don't make it the work of the marginalized to end our own oppression."
>
> **~ T2SGD Employee Respondent**

Satisfaction with Handling Discrimination

Those who reported that they raised issues of discrimination with UBC were asked to rate their level of satisfaction with how UBC responded. There are slightly statistically significant differences among those who are T2SGD, questioning, and non-T2SGD. In particular, T2SGD respondents are more likely to report being "somewhat dissatisfied" by how UBC handled their experiences of

discrimination (35.9%, *p* = .02) compared to non-T2SGD respondents (18.9%, *p* = .13). Non-T2SGD respondents are more likely to be neutral (25.8%, *p* < .001) compared to T2SGD respondents (8%, *p* = .02). Questioning respondents cluster around both "somewhat satisfied" and "very dissatisfied." Figure D.1-16 summarizes the level of satisfaction among respondents about how UBC handled their expeirences of discrimination.

Figure D.1-16 Levels of Satisfaction with UBC's Response to Raising Discrimination by Gender Status
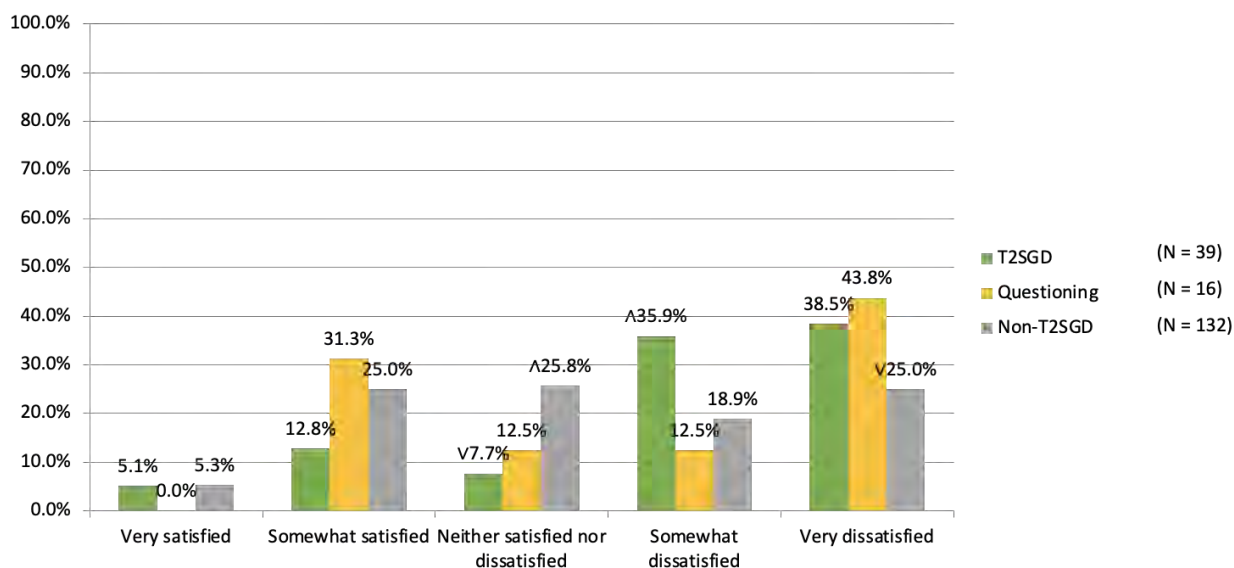
> "I faced overt discrimination and harassment in the classroom due to gender diversity and after lodging a complaint[, I] felt completely let down by the system."
>
> **~ T2SGD Student Respondent**

Where Turn in Instances of Discrimination

Survey respondents were asked where they would or have turned to first in instances of discrimination. There are statistically significant differences between T2SGD, questioning, and T2SGD respondents. In particular, T2SGD respondents are more likely to turn to trusted fellow students (21%, *p* < .001) or colleagues (9.5%, *p* = .04) rather than institutional options, including Equity and Inclusion Office (13.5%, *p* = .03), Human Resources (1%, *p* < .001), or Student Services (1%, *p* < .001). T2SGD respondents are also more likely to report not feeling comfortable turning to anyone (12.5%, *p* < .001) compared to their non-T2SGD counterparts (3.9%, *p* < .001). This points to a sense of apprehension and/or distrust among some T2SGD people. There are other responses at lower rates among T2SGD respondents, including Pride Collective/Resources Centre (7%, *p* < .001),

supervisors (7%, *p* < .001), and trusted instructors (6%, *p* = .01). Figure D.1–17 depicts where respondents are turning to in instances of discrimination.

Figure D.1–17 Where Respondents Turn to When Discrimination Occurs by Gender Status
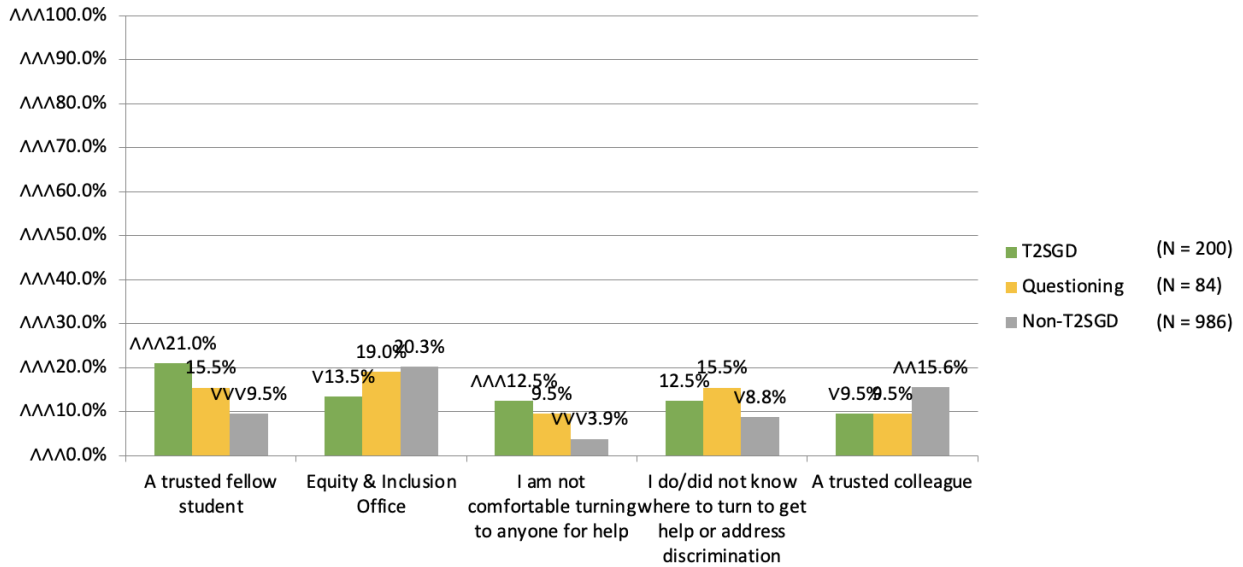
Perspectives on UBC's Level of Effort

Lastly, survey respondents were asked about their perspectives on how much UBC should do for inclusion of gender diversity at UBC. The majority of respondents (irrespective of gender status) think that UBC should be doing more to support T2SGD people. That said, about three-quarters of T2SGD and questioning respondents are more likely to indicate that UBC needs to do more compared to their non-T2SGD counterparts. This is in contrast to non-T2SGD respondents being more likely to respond that UBC is doing enough (26.3%, *p* < .001), too much (8.5%*p* = .01), or are confused (10.4%, *p* < .001) about gender diversity. Figure D.1–18 summarizes the perspectives across different gender statuses about the level of effort UBC should apply to support gender diversity at the institution.

Figure D.1–18 Level of Effort Respondents Think UBC Should Apply to Gender Diversity by Gender Status

Legend:
- T2SGD (N = 207)
- Questioning (N = 83)
- Non-T2SGD (N = 1,041)

Data (by category):
- Needs Do More: 75.8%, 73.5%, 54.9%
- Does Enough: 16.4%, 16.9%, 26.3%
- Does Too Much: 4.8%, 2.4%, 8.5%
- Confused: 2.9%, 7.2%, 10.4%
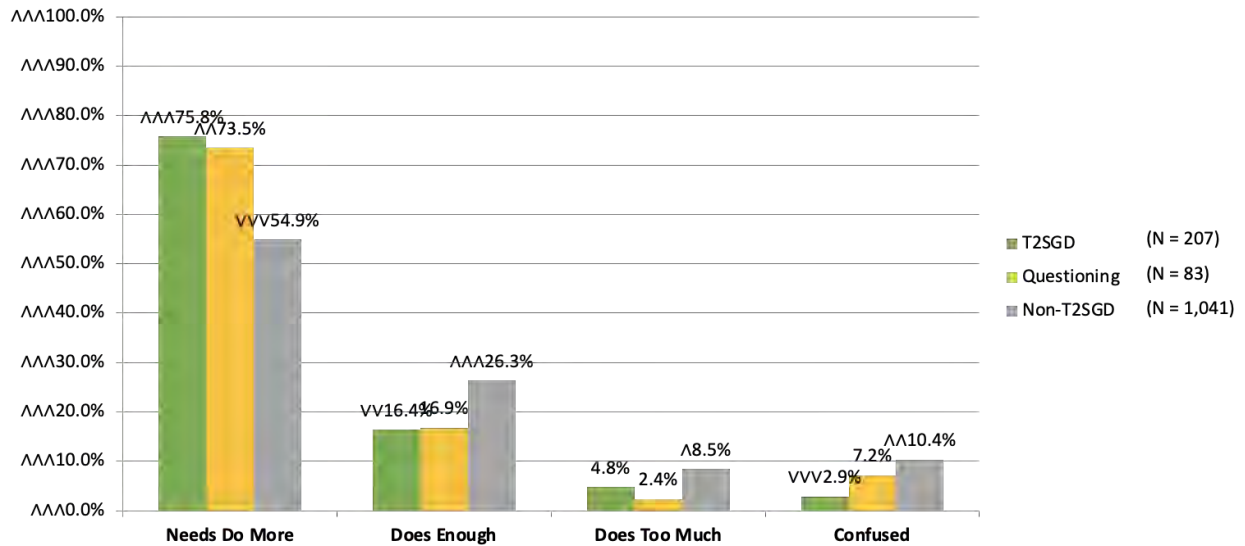
Positive Experiences

Besides challenges, T2SGD respondents were asked to share their positive experiences and the best practices related to gender diversity they have encountered at UBC. A total of 60 employees and 120 students with T2SGD lived experience provided responses to open-ended questions. These responses along with the challenges outlined above fill out the full picture of nuanced realities at play at UBC. The positive experiences and best practices point to important insights into their viability and meaningfulness to scale and spread across the university.

In general, the responses about positive experiences encountered were about tangible and practical actions that fellow colleagues and students took to make T2SGD people feel more included and safe. These actions entailed making inclusive statements, intervening in situations of harm, making the effort to learn new names and pronouns, and taking initiative to learn about gender diversity.

More specifically, one of the frequently repeated themes is how giving and receiving of pronouns is important as a practice in a social context and are also available in some UBC systems (e.g., Canvas and email signatures). This visible effort by individuals and the university are considered important statements of T2SGD support.

The university is also an important location for T2SGD people to meet and connect with one another whether formally through groups or informally.

Several respondents referenced the university-wide survey with outreach conducted by the broadcast email as an important point of visibility and indication that UBC is taking T2SGD

challenges seriously. Another survey as part of the Inclusive Washroom Project was highlighted as another important signal from the university.

From a structural perspective, T2SGD respondents noted how they appreciated the expansion or removal of gender categories, pronoun fields, chosen name fields, and gender-neutral washrooms and change rooms. There are also important site-specific changes, such as removing gender-based dress codes, that are good candidates for university-wide changes. While important changes are being made on structural fronts, some respondents note the slower uptake on the cultural side, especially vis-a-vis language use and practices regarding asking or waiting for someone's pronouns.

T2SGD respondents shared many of the aforementioned positive experiences and T2SGD student respondents shared some additional ones. In particular, they noted peer support and opportunities to explore their gender identities in a safe environment, efforts made by professors (e.g., making the curriculum more gender inclusive), ongoing education provided by Positive Spaces and support provided by EIO staff specific to T2SGD challenges. Furthermore, there was repeated reference to professors who provided space for voluntary pronoun sharing in classrooms in a way that felt organic and natural.

Finally, several T2SGD employee and student respondents reported that they have had no positive experiences at UBC.

Pronouns

"Professors make an effort to respect everyone's pronouns, without singling people out or making them feel weird. I really appreciate this and it makes me feel welcome and comfortable in my classes."

~ T2SGD Student Respondent

"[E]very time [I] see coworkers add their pronouns to their email signature that also is a positive experience and also helps me know how they would like to be addressed."

~ T2SGD Employee Respondent

"My first day of [class] my prof … had her pronouns in her syllabus. Coming from a small town … having a prof do that was incredible."

~ T2SGD Student Respondent

> "Pronouns in a signature has been huge —- students notice it. It also has erased those difficult moments where you can't tell someone's gender from their name e.g. a name from a culture you aren't familiar with."

~ T2SGD Employee Respondent

Intervention

> "[C]olleagues proactively reinforcing the use of two-spirit colleague's pronouns, colleagues openly discussing systems issues for gender-diverse community members."

~ T2SGD Employee Respondent

> "My supervisor also regularly corrects other staff and faculty at UBC who mis-gender me in meetings or in our written communications. My supervisor's support is the only reason I remain working at UBC."

~ T2SGD Employee Respondent

Statements

> "[O]ne instructor who announced at the beginning of term that this was a trans-inclusive space and transphobia would not be tolerated."

~ T2SGD Employee Respondent

> "My supervisor switch to using my pronouns and preferred name immediately. Offered to share that info with others across the organization on my behalf (I politely declined, but saw his good intentions."

~ T2SGD Employee Respondent

Willingness to Learn

"My colleagues have been very genuine in their efforts to learn about gender diversity when opportunities arise, and often report what they have learned that surprised them (occasionally they surprise me!). One also came to my aid when an encounter in our office with a non-UBC person turned very personal/ugly (gender slurs). UBC staff are often very keen to form supportive community when they have the time and resources to do so."

~ T2SGD Employee Respondent

Supportive Systems

"I appreciate that you don't have to pay a fee to change the name on the student card. I also think it is good that it is easy to change your preferred name in the student database."

~ T2SGD Student Respondent

"Seeing gender categories expand or being removed altogether from forms/systems really helps. It's been great to see this slowly progress. Seeing others share their pronouns more regularly as cis people has been great to enhance my feeling of inclusion."

~ T2SGD Employee Respondent

"I appreciate that the process to change your preferred name is simple. It doesn't change it everywhere, but I like that it can be done by yourself."

~ T2SGD Student Respondent

"The use of preferred names in computer systems, and the ease of setting it up, is wonderful. It's not perfectly integrated yet, so there's still work to be done there."

~ T2SGD Employee Respondent

"The pronoun function on Canvas reduces the number of times I have to "come out" to people. Professors being open to changing the gender binary language they use in lecture."

~ T2SGD Student Respondent

"I'm so pleased that we can pick pronoun options on Canvas now, and that gender-neutral bathrooms are being put in. Many faculty and staff put pronouns in their email signatures, which I appreciate. I also like that, to a certain degree, we can use our correct names in information systems."

~ T2SGD Employee Respondent

"[M]ost forms include a gender neutral/diverse option. However I think this should be expanded to spoken, I don't always get asked for my pronouns, not as much as on paper anyways."

~ T2SGD Employee Respondent

Inclusive Spaces

"I've loved having all-gender bathrooms. I think what this does for inclusivity is immense and having that accessible without eliminating other bathroom options is really nice, important, gentle activism that helps us all re-think gender without forcing use of bathrooms that may be uncomfortable or outing or exclusionary spaces."

~ T2SGD Student Respondent

"I'm impressed by the gender-neutral facilities at the Aquatic Centre — a place where transgender people can feel naked and vulnerable. The message of inclusion is built into the architecture, in a way that makes things better for everyone (including parents with young kids). Same with the gender-neutral washroom in the Life Building, though the impact is less obvious there. It does help normalize the idea of gender-neutral washrooms, though."

~ T2SGD Employee Respondent

> "The inclusive washroom project that UBC launched last year made me feel that transgender people like me are valued in the community. I also appreciate the gender-inclusive bathrooms at the new student center."
>
> **~ T2SGD Student Respondent**

Inclusive Events

> "We recently had a UBC Library event with two guests who identified as Two Spirit. Often it's white folx identified or 'marketed' as gender-diverse, so it was amazing to have Indigenous voices, and non-white bodies, to celebrate."
>
> **~ T2SGD Employee Respondent**

Inclusive Practices

> "I reached out to TA about transphobic language in a textbook, the prof reached out to me to let me know that they had reached out to the publisher- and the publisher made changes to the e-text, and would submit changes for the next print version."
>
> **~ T2SGD Student Respondent**

> "My department switched from two dress codes based on gender to one dress code for everyone. I would like to see that as a best practice across the campus."
>
> **~ T2SGD Employee Respondent**

> "I've seen workshops held with the intention of educating students and staff about gender diversity, and I think those could be scaled up and expanded to reach people who wouldn't otherwise attend."
>
> **~ T2SGD Student Respondent**

Focussed Efforts

> "Beginning the gender diversity task force is a really positive indication, and the fact that this survey is being sent out bodes well."
>
> **~ T2SGD Employee Respondent**

Connecting with other T2SGD People

> "UBC has exposed me to a diverse set of people and allowed me to explore my own identity. Before this I was not as aware about trans people so I was stuck in the closet for a while."
>
> **~ T2SGD Student Respondent**

Levels of Outness

Finally, as a proxy for a sense of safety, T2SGD respondents were asked about their relationships to outness. T2SGD respondents report a wide range of experiences in terms of being out as T2SGD to others at UBC. A majority of T2SGD respondents (61%) indicate being somewhat or completely out at UBC. An additional 15% report not being out at all. The remainder (24%) have more nuanced relationships to outness, including neither out nor hiding as well as situation-specific outness.

From an intersectional perspective, there are some statistically significant differences within racialization and disabilities, which are discussed in more detail in Section D.2.

There is often a relationship between being out and levels of safety. That is, where there is a greater sense of safety, T2SGD people are more likely to feel comfortable sharing more about themselves, such as their gender identity (Garvey and Rankin 2014 and Davidson and Halsall 2016). Figure D.1-19 depicts the levels of outness at UBC among T2SGD respondents.

Figure D.1-19 Levels of Outness among T2SGD respondents (N=209)
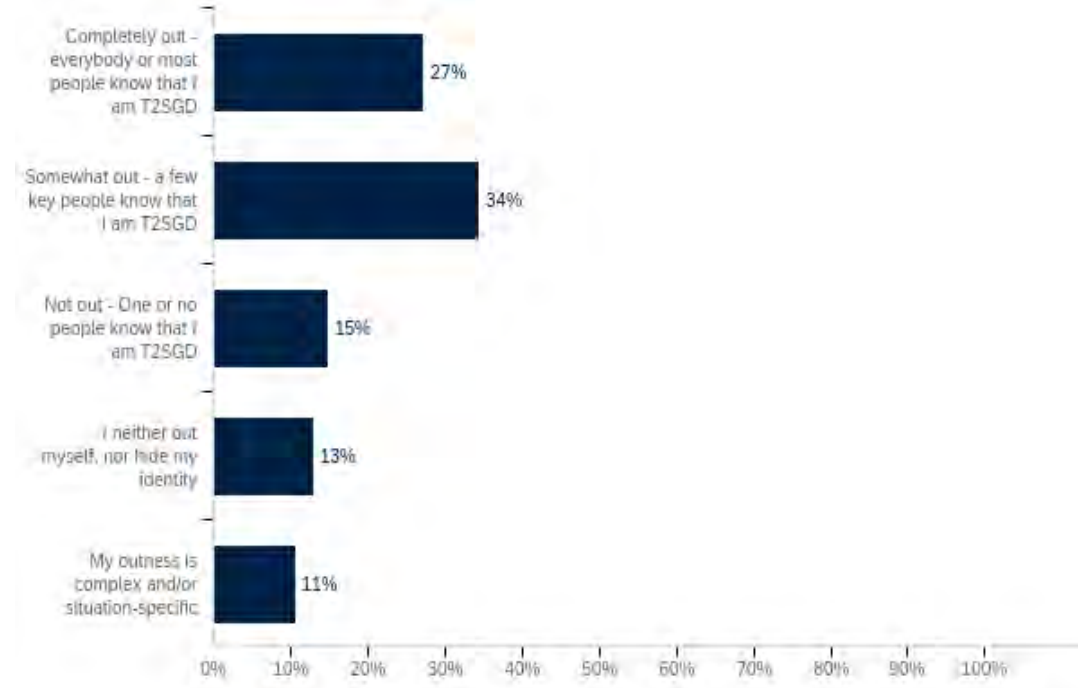
Of those who selected a response other than completely out, T2SGD respondents were asked a follow-up question about whether they wanted to be more out as T2SGD at UBC. There is interest in being more out among the majority of T2SGD respondents (78%); however, with some reservations. Figure D.1-20 summarizes the interest among T2SGD respondents to be more out at UBC.

Figure D.1-20 Desire to be More Out at UBC (N=152)
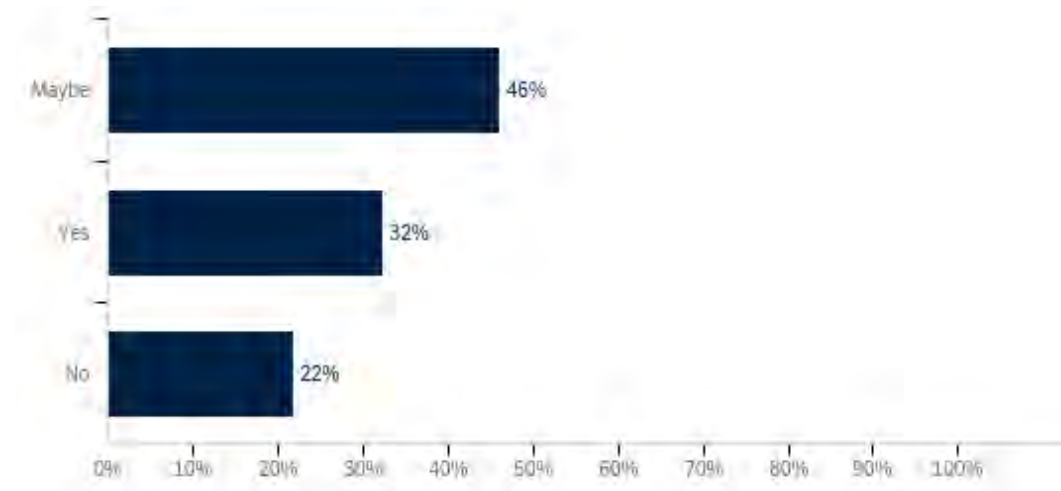
D.2 Intersectional Nuances among T2SGD

T2SGD across Gender Spectrum

Most variables of general challenges related to climate and safety have no statistically significant differences across the gender spectrum. There are three questions in the survey for which there are statistically signficant differences, including types of discrimination faced, which roles survey respondents report do the discrimation, and levels of outness.

First, T2SGD respondents across the gender spectrum differed in the types of discrimination they report facing at UBC. In particular, gender diverse, trans women, and Two-Spirit respondents experience bias and microaggressions at greater rate than trans men; however, these differences are not statistically significant. With respect to systems challenges, trans men and gender diverse respondents are more likely to experience them compared to trans women and Two-Spirit respondents. Furthermore, Two-Spirit respondents are more likely to experience bullying/harassment (35%, p = .01) and being excluded from important activities (47%, p < .001) than others across the gender spectrum. Gender diverse respondents are more likely to face repeated accidental misgendering at UBC (49%, p < .001) compared to their counterparts. Figure D.2-1 summarizes the types of discrimination faced by T2SGD respondents across the gender spectrum.

Figure D.2-1 Types of Discrimination Faced across Gender Spectrum
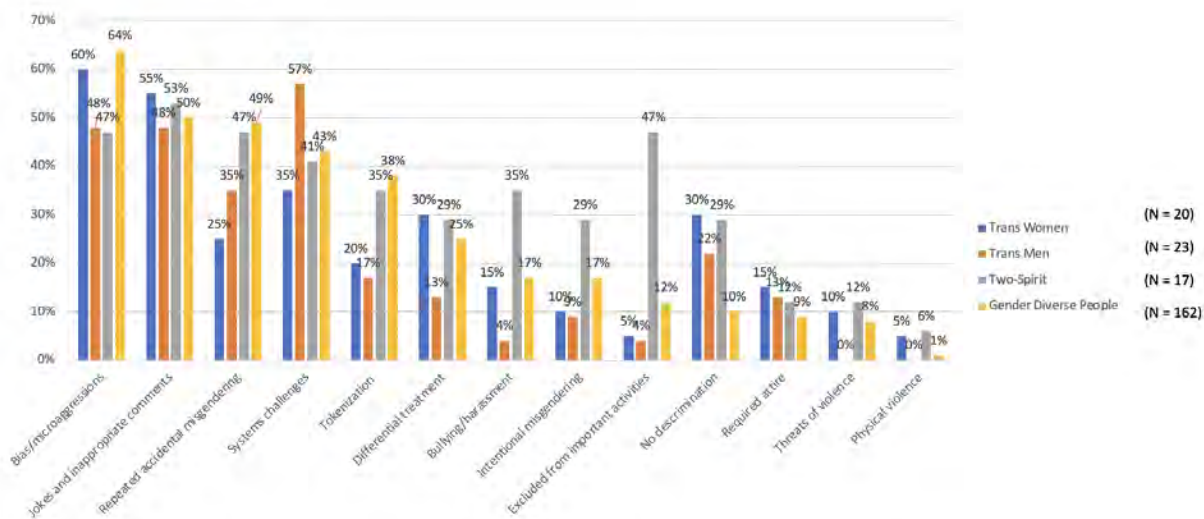
T2SGD respondents report statistically significant differences in terms of which roles are doing the discrimination. That is, trans men and gender diverse respondents are more likely to report facing discrimination from students (77%, p < .001 and 80%, p = .18, respectively) compared to lower levels among Two-Spirit (69%, p = .6) and trans women (57%, p = .18). However, trans women and Two-Spirit respondents experience slightly more discrimination from faculty compared to trans men and gender diverse respondents. There are comparable lower levels of discrimination

reported by T2SGD respondents from staff at UBC. Figure D.2-2 summarizes who is doing the discrimination at UBC faced by T2SGD respondents across the gender spectrum.

Figure D.2-2 Who is Discriminating faced by T2SGD Respondents across Gender Spectrum
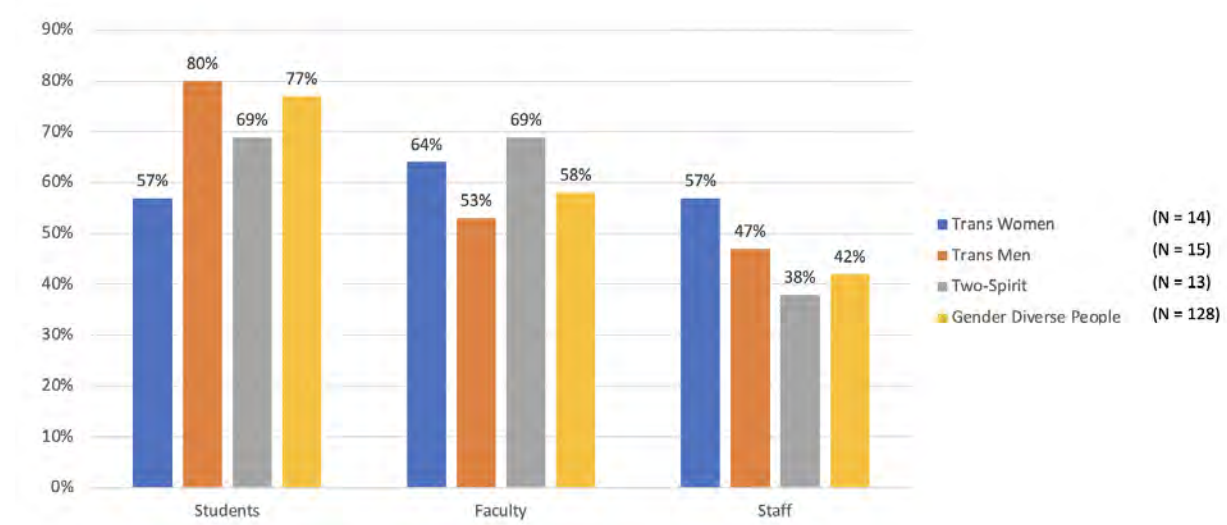
There are also statistically significant differences across the gender spectrum with regard to being out at UBC. More specifically, trans men are more likely to report not being out (43%, $p = .02$) compared to other T2SGD respondents across the spectrum. This is in contrast to trans women, gender diverse, and Two-Spirit respondents report higher levels of being somewhat or completely out at UBC; however, these are not statistically significant results. Figure D.2-3 summarizes levels of being out at UBC among T2SGD respondents across the gender spectrum.

Figure D.2-3 Levels of Outness at UBC across Gender Spectrum
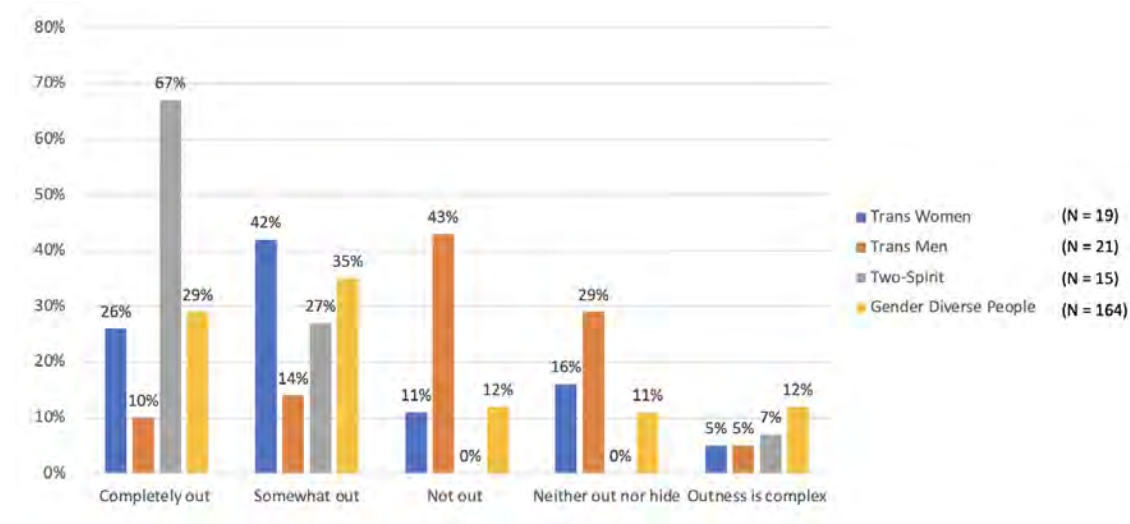
T2SGD across Campuses

Most variables related to climate and safety have no statistically significant differences across campuses, including Okanagan and Vancouver. The exception to this is the responses to the question about what roles at UBC are being discriminatory.

In particular, respondents at the Okanagan campus are more likely to report facing discrimination from students (88%, $p < .001$) as compared to those at the Vancouver campus (70%, $p = .04$). Furthermore, T2SGD respondents more likely to indicate that they face discrimination from staff at other locations (100%, $p < .001$) compared to staff at the Okanagan campus (35%, $p < .63$) or Vancouver campus (42%, $p = .43$). Figure D.2-4 breaks down the roles that are discriminating against T2SGD respondents across the gender spectrum.

Figure D.2-4 Who is Discriminating Faced by T2SGD Respondents By Campus
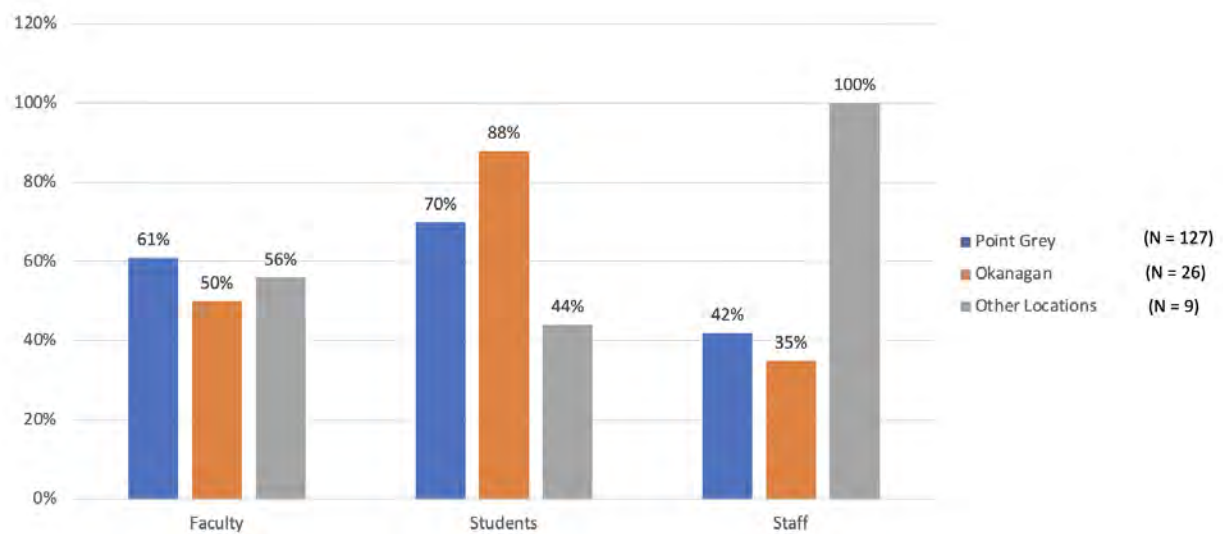
T2SGD across Roles

Most variables of climate and safety have no statistically significant differences between T2SGD students and employees. Where there are significant differences, they pertain to which roles respondents report they face discrimination from, who at UBC they turn to first when they experience discrimination, and their level of outness.

First, T2SGD respondents in different roles report varying levels of discrimination from particular roles. In particular, T2SGD staff are more likely to report that they face discrimination from other staff (91%, $p < .001$) compared to other roles (50%, $p = .43$ from faculty members and 31%, $p = .08$ from undergraduate students). Furthermore, T2SGD students are more likely to indicate experiencing discrimination from other students (63%, $p = .34$ of grad students and 87%, $p < .001$ of undergraduate students) as opposed to faculty (50%, $p = .72$) and staff (35%, $p = .05$). The only

exception is that T2SGD respondents (regardless of their role) report similar levels of discrimination from faculty with a slightly higher levels resported among faculty (71%, p = .23). In general, the results point to inter-role discrimination rather than cross-role discrimination (with the exception of faculty). Figure D.2-5 breaks down the roles that are discriminating against T2SGD respondents across roles.

Figure D.2–5 Who is Discriminating Faced by T2SGD Respondents By Role
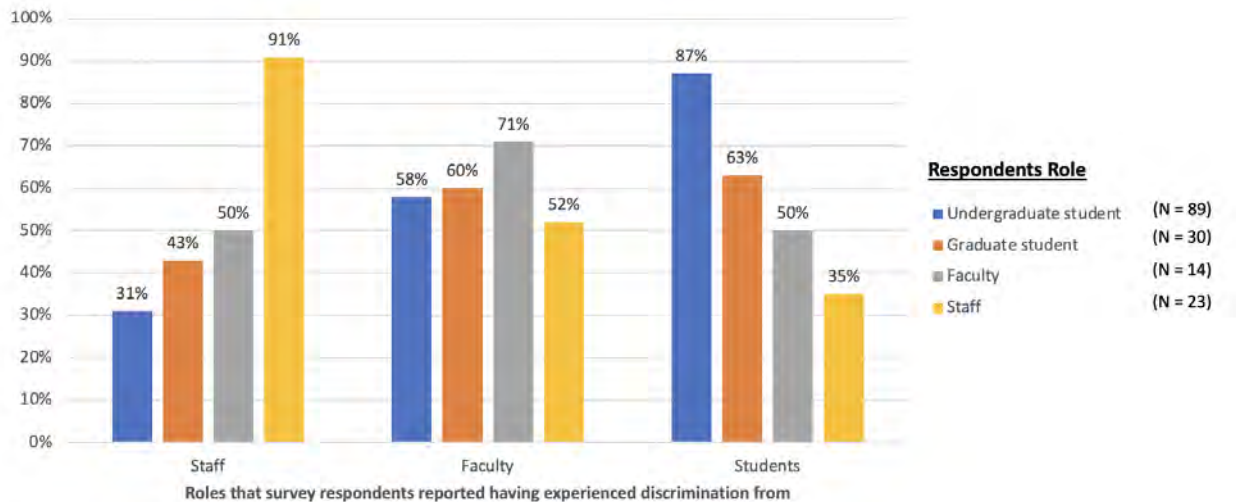
Next, there are statistically significant differences among T2SGD respondents across roles related to who at UBC they turn to first when they experience discrimination. That is, T2SGD students are more likely to reach out to trusted fellow students, including 30.5% (p < .001) of undergraduate students and 20.0% (p = .11) of graduate students. This is in contrast to T2SGD staff who are more likely to turn to their managers first (23.5%, p < .001). And T2SGD faculty members go to another trusted colleague when they experience discrimination at UBC (55.0, p < .001%).

While at a lower rate than the aforementioned options, the overlap between T2SGD respondents across roles (with the exception of faculty) is the Equity and Inclusion Office at percentages greater than 15%. This points to the EIO having and growing a key institutional part in supporting inclusion of gender diversity across roles. Of particular note is that T2SGD faculty are less likely to turn to the Equity and Inclusion Office (5%) compared to T2SGD respondents in other roles. This underscores the need to (re)building relationships between faculty members and EIO. Figure D.2-6 depicts where T2SGD respondents across roles in terms of who they are turning to in instances of discrimination.

Figure D.2–6 Where T2SGD Respondents Turn to First When Experience Discrimination by Role
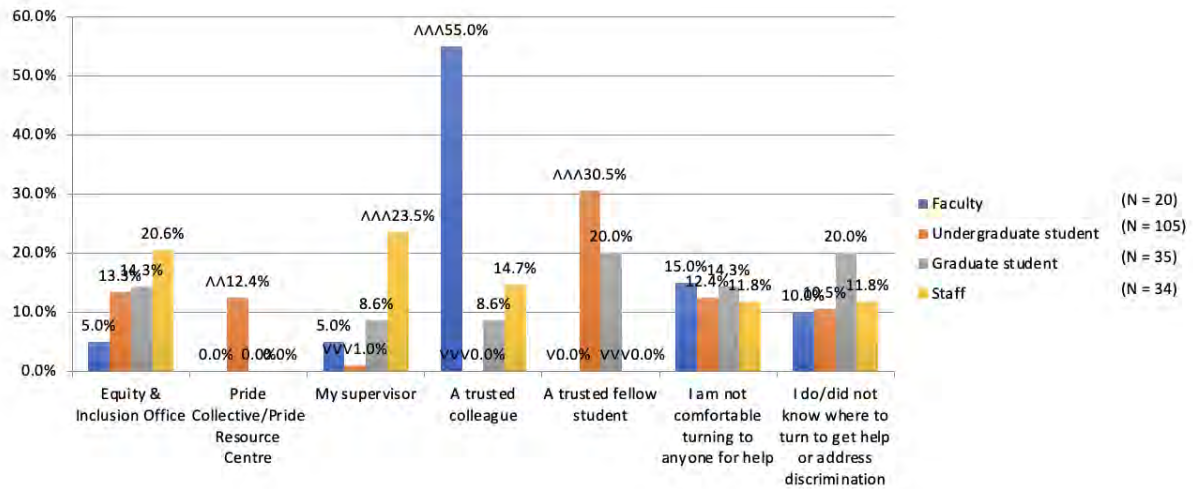
There are statistically significant differences in terms of levels of outness at UBC between T2SGD respondents across roles. In particular, T2SGD staff report slightly higher rates of not being out (22.2%, $p = .27$) compared to other roles. Furthermore, undergraduate students are more likely to report that their outness is complex (15.1%, $p = .02$). That said, the majority of T2SGD respondents are somewhat and completely out at similar percentages across the various roles at UBC with undergraduate students (65.6%) and staff (66.6%) being at the lower levels compared to the higher levels among faculty (81.3%) and graduate students (82.2%). Figure D.2-7 provides a summary of the levels of outness across T2SGD respondents of various roles.

Figure D.2–7 Levels of Outness among T2SGD Respondents by Role
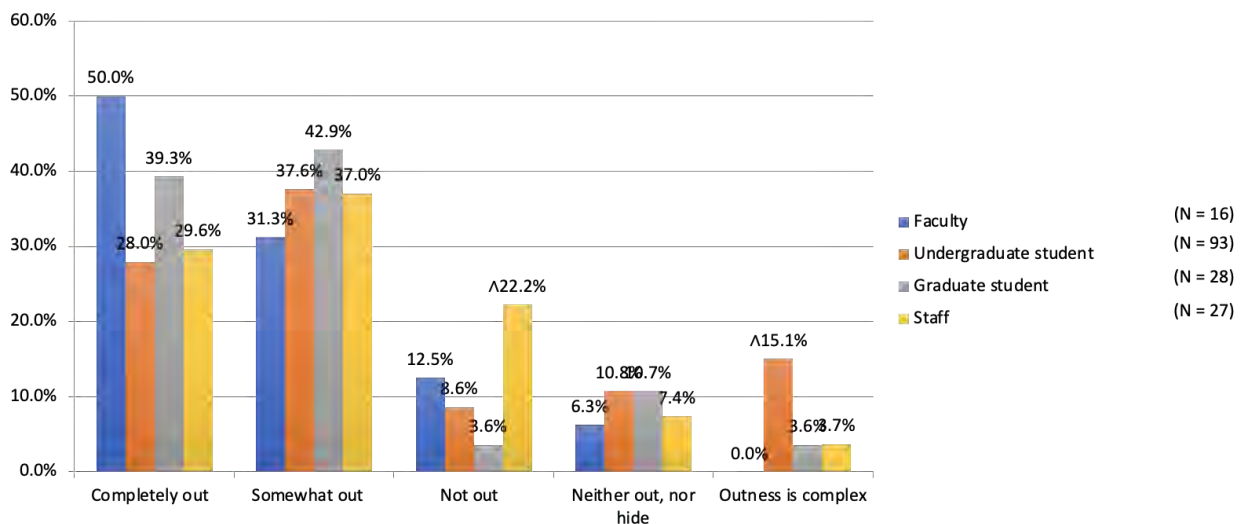
T2SGD survey respondents were asked if they would like to be more out at UBC. Most of the responses have comparable percentages across the roles. The two exceptions are T2SGD faculty

members who are more likely to respond that they do not want to be more out (56.3%, *p* = .02) and T2SGD undergraduate students are more likely to indicate that they do want to be more out (44.0%, *p* < .001) compared to other respondents of other roles. Figure D.2-8 depicts the desire among T2SGD respondents for greater outness at UBC across the various roles.

Figure D.2-8 Desire for More Outness among T2SGD Respondents by Role
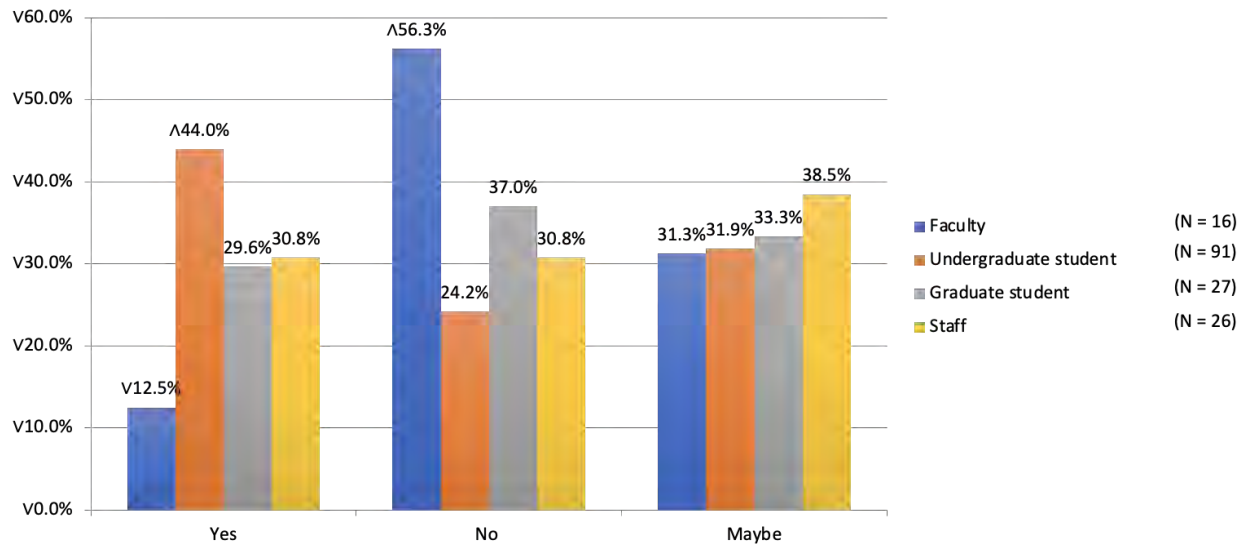
T2SGD across Racialization

Most variables of climate and safety have no statistically significant differences between racialized and non-racialized T2SGD respondents. Where there are significant differences, they relate to types of discrimination experienced. For most part, the types of discrimination faced are at comparable levels across racialized and non-racialized T2SGD respondents. However, there is one category of discrimination where there is a statistically significant difference, namely "excluded from important activities." In particular, racialized respondents are more likely to report experiencing this type of discrimination (22.2%, *p* < .001) compared to their non-racialized counterparts (7.6%, *p* = .02). Figure D.2-9 summarizes the types of discrimination faced by T2SGD respondents by racialization.

**Figure D.2–9 Types of Discrimination Faced by Racialization**
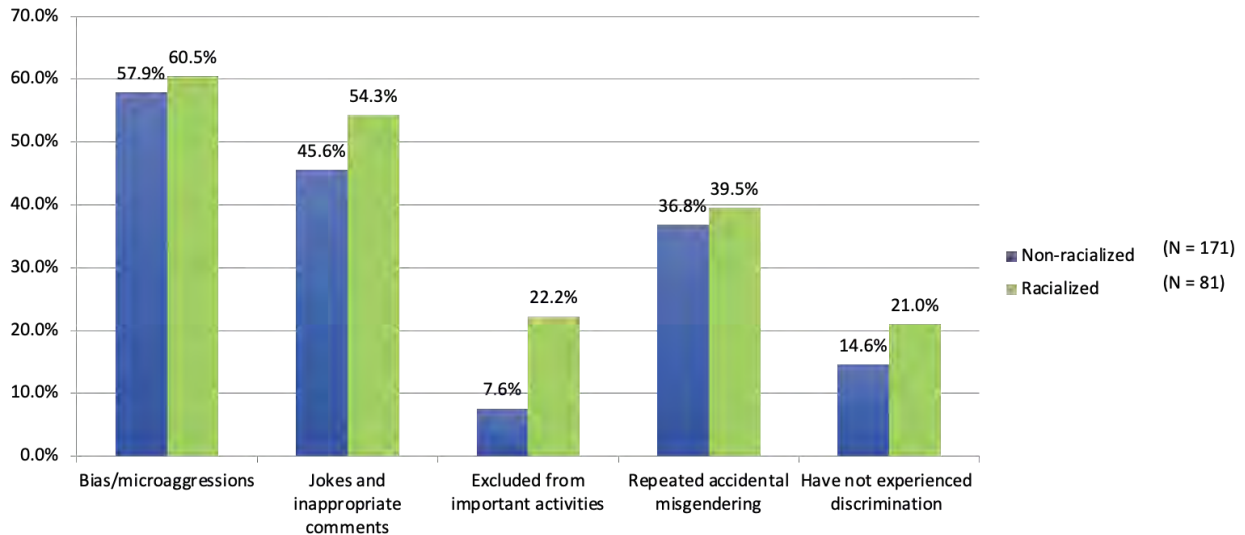
This was explored further in the T2SGD focus group on race. Focus group attendees reported many instances of observed differential treatment between racialized and non-racialized people in class and in office. In particular, many white people are given more support and exceptions to rules at UBC than racialized students and employees.

Attendees spoke about the challenges and additional labour facing racialized T2SGD people at UBC to navigate two levels of assumptions:

- Others using assumed gender to determine what pronouns they use
- Others using assumed race to determine what they can and cannot do

Furthermore, there are complexities between different levels of visibility of their intersecting identities. In particular, for some attendees, their gender is invisible, while their race is visible. This gave rise to the simultaneous actions of amplifying their gender (i.e., through sharing of pronouns) and de-emphasizing their race (to avoid differential treatment from others). In doing so, attendees reported feeling greater expectations to do more to educate others on top of their regular work and studies.

"I have certainly experienced micro-aggressions and have had to hold my tongue as co-workers and superiors discuss politics that I completely disagree with, particularly racial and gender politics."

~ Racialized T2SGD Participant

> *"I feel like I can bring very little of myself to work. ... I am not 'out' about my gender identity or sexuality at work. I feel like I have to hide my invisible disabilities of mental illness because I know they will not be taken seriously or respected by my manager or PI. I also feel like I have to hide a lot of my politics, which are intimately tied to my identity and experiences as a marginalized person. The only thing I can't hide is my skin colour."*
>
> **~ Racialized T2SGD Participant**

T2SGD across Disabilities

There are minimal differences in responses to climate and safety questions in the survey between T2SGD respondents with and without disabilities. There are four key differences, including 1) levels of inclusion and exclusion at UBC, 2) types of discrimination experienced at UBC, 3) frequency of discrimination, and 4) who they experienced discrimination from.

First, respondents without disabilities are more likely to feel included by most people at UBC (58.9%, $p = .04$) compared to those with disabilities (41.8%, $p < .001$). The reverse is the case for the response option of "included by some people and excluded by others" with 49.6% ($p < .001$) of respondents with disabilities and 34.4% ($p = .04$) among those without disabilities. There are comparable levels of feeling excluded by most people at UBC between respondents with and without disabilities. Figure D.2-10 summarizes the levels of inclusion and exclusion felt at UBC by T2SGD respondents with or without disabilities.

Figure D.2-10 Levels of Reported Inclusion and Exclusion by Disability
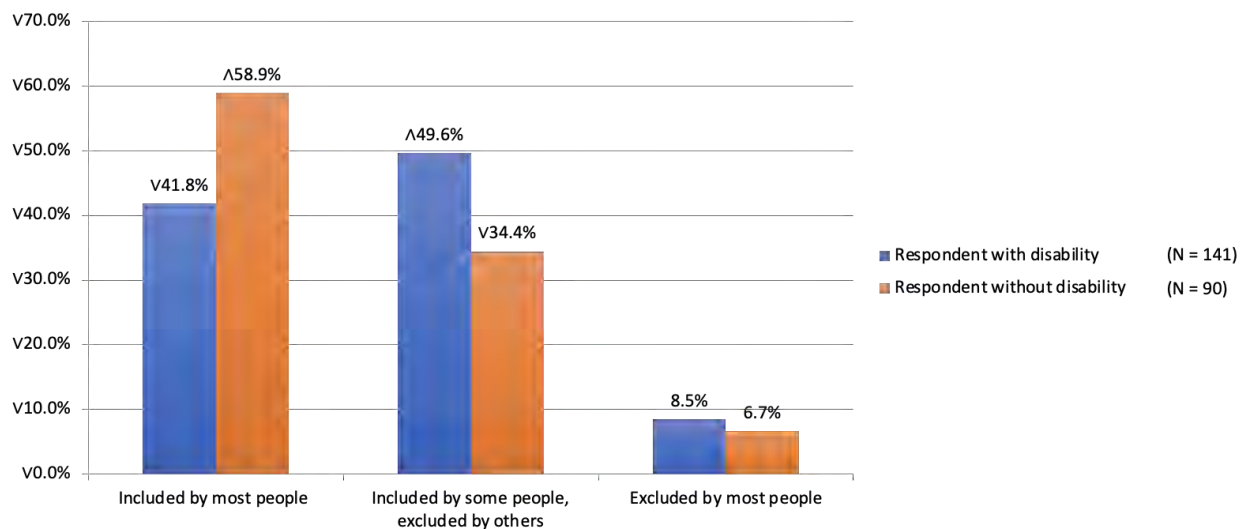
Secondly, there are also statistically significant differences related to types of discrimination experienced between T2SGD respondents with and without disabilities. More specifically, T2SGD respondents with disabilities are more likely to experience bias and microaggressions (64.5%, *p* < .001) than their counterparts without disabilities (48.9%, *p* < .001). In addition, respondents with disabilities are more likely to experience repeated accidental misgendering at UBC (44.7%, *p* < .001) compared to respondents without disabilities (25.0%, *p* < .001). Finally, respondents with disabilities experience greater differential treatment (27.0%, *p* = .01) compared than their counterparts (18.5%, *p* = .30) Figure D.2–11 summarizes the types of discrimination faced by T2SGD respondents by disability.

Figure D.2–11 Types of Discrimination Faced by Disability
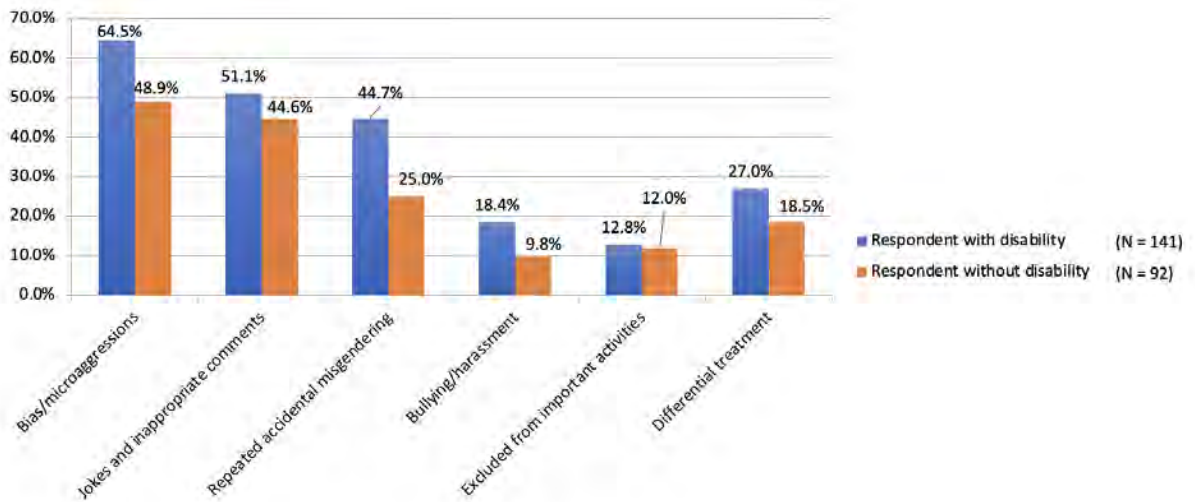
Next, the survey results reveal that disability is a factor in the frequency with which T2SGD respondents experience discriminiation during in-person interactions (as opposed to online interactions). In particular, T2SGD respondents with disabilities are more likely to experience regular discrimination (14.8%, *p* = .01) compared to their counterparts without disabilities (3.5%) during in-person interactions. Relatedly, T2SGD respondents with disabilities are less likely to rarely experience discrimination. Figure D.2-12 depicts the frequency of discrimination faced by T2SGD respondents by disability.

Figure D.2–12 Frequency of In-Person Discrimination Faced by Disability
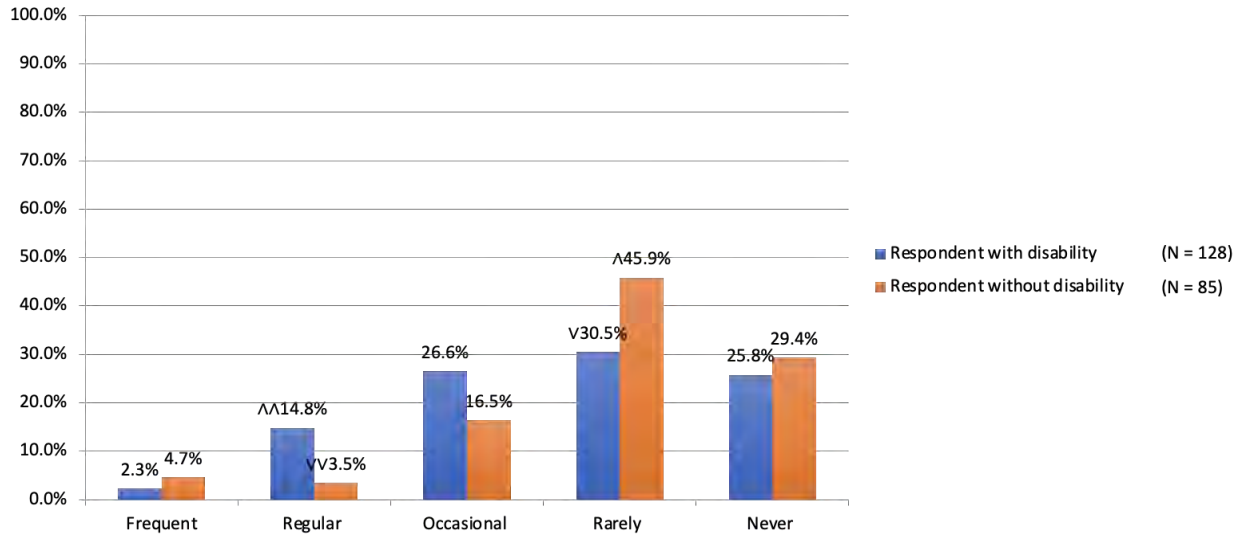
Furthermore, respondents with disabilities are more likely to be discriminated against by faculty members (50.4%, $p < .001$) compared to their counterparts without disabilities (31.5%, $p = .05$). Discrimination from staff and students are experienced at comparable levels across disability. Figure D.2-13 breaks down the roles that are discriminating against T2SGD respondents across disability.

Figure D.2–13 Who is Discriminating Faced by T2SGD Respondents By Disability
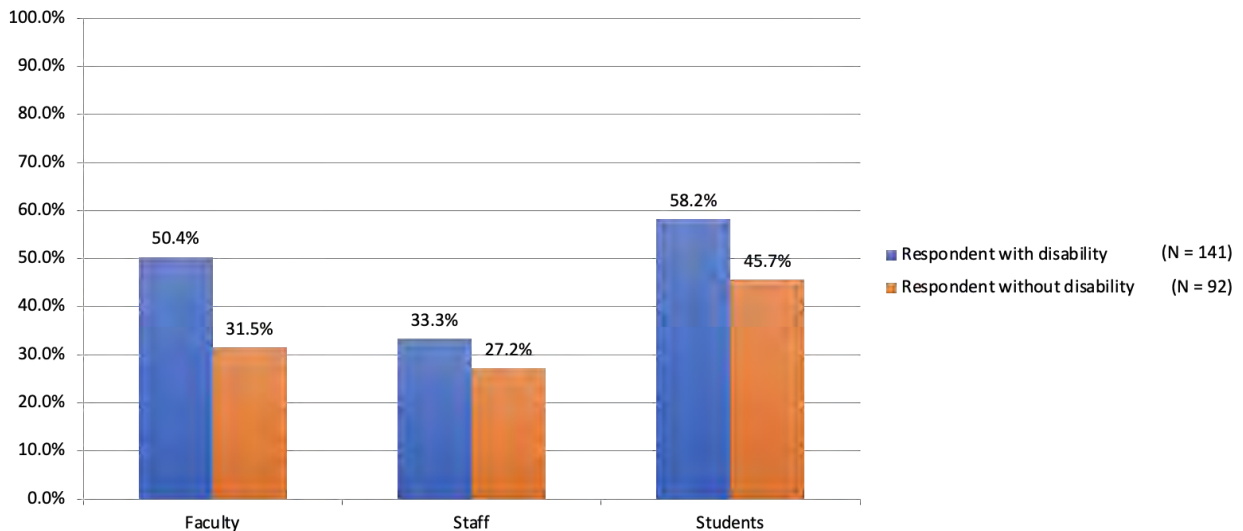
Experiences with discrimination were explored further in the focus group attended by T2SGD respondents with disabilities. They spoke about the relationship between gender and their

disability. In particular, they noted that their gender is taken less seriously when they disclose their disability (T2SGD with Disability Focus Group, April 2021). That is, some people at UBC negate or dismiss T2SGD people's gender based on them having a disability, which impacts the T2SGD person's agency and self-determination.

Furthermore, both identities are less or not visible. Focus group attendees spoke of the complexity of navigating and addressing two levels of assumptions, including others thinkinig they are cisgender and without disabilities (T2SGD with Disability Focus Group, April 2021). Some attendees shared that it is more difficult for them to disclose mental health conditions due to the ongoing stigma, especially in certain faculties related to the helping professions.

This is further compounded by some T2SGD people with disabilities being less likely to correct misgendering because of their levels of social skills and/or exhaustion.

T2SGD people with disabilities find it difficult to request accommodations, because faculty are often unsure or dismissive (T2SGD with Disability Focus Group, April 2021).

Some attendees noted differences between large and small class sizes. The larger classes in the lower years provide more anonymity than upper year classes, which tend to be smaller. This speaks to not wanting to draw attention to oneself and blending in to ensure safety (T2SGD with Disability Focus Group, April 2021).

> "I am a transgender man. Being transgender is not important to me specifically, and I do not feel particularly like a trans person in my day-to-day life. I just feel like a normal guy who unfortunately had to overcome some extra obstacles in order to live and present authentically. ... I'm autistic as well, and this identity is important to me ... I don't feel like it's a disability, but rather a part of my personality. It changes the way I perceive and interact with the world, and I wouldn't be the same without it. It does, however, make a lot of things harder. Sometimes it can be very upsetting. And I wouldn't be able to be a student at UBC without my accommodations."
>
> **~ T2SGD Student Participant**

> "Being autistic and having ADHD at UBC has been really hard, though. Other than extended time on tests, my other accommodations seem to be more like recommendations than rules, and it's been hit and miss whether the particular professor or TA I'm dealing with has any respect whatsoever for either my disabilities or the mental health issues I've been dealing with. Some people are incredibly understanding, but it seems like the system doesn't really protect me or force anybody to respect me, so I'm completely dependent on individuals within the system happening to be well educated about my issues and understanding of them. It's a very precarious position to be in, hoping that my professor will care to accommodate me rather than having any kind of guarantee that they have to."

~ T2SGD Student Participant

"I felt more shy about being open about having a disability, as this is something I have felt the need to mask. Even though I am [in a helping profession] and am doing my [program] support people all the time who have disabilities, I find there is still stigma against caring professionals themselves having a disability. I have made a conscious decision to be more open about my disability as sometimes the effort it takes to hide my disability and appear "normal" is taxing. For me, this meant accessing disability accommodations (and student loans) and talking about my disability with some of my cohort when I felt safe to do so"

~ T2SGD Student Participant

"Though I found that there were many hoops to jump through to get disability accommodations, I am really glad I did and was glad to be able to. As someone with a mental health disorder, I wasn't sure I would be able to"

~ T2SGD Student Participant

"I have had negative experiences with police and they don't make me feel safe: the opposite is true. I also know that black and brown people are most often the targets of police violence, and police often escalate violence vs diffusing it. I would like to see cops off UBC campus. Things like safewalk and UBC security with de-escalation tactics, and no guns are better alternatives."

~ T2SGD Student Participant

"I'm stealth to most people unless I know them well and we end up talking about personal stuff and it becomes relevant to the conversation. So my being trans isn't really visible. Sometimes I feel like as a white, relatively traditionally masculine presenting, financially stable, cis-passing trans man, I have a responsibility to be visible and use my privilege to help others. But I really just want to live a normal life and not have to use my existence as a form of activism. So I'm comfortable with that not being very visible. The same is true of my being autistic. I feel less pressure to be visibly autistic compared to being visibly trans, but I still feel some."

~ T2SGD Student Participant

"[M]ore trans profs, especially trans profs who research trans related topics! I had one trans prof and this person was so instrumental to me being able to do the research I wanted, and they also really helped me grow as a scholar"

~ T2SGD Student Participant

"The assumption that I'm a cisgender, straight, neurotypical, mentally healthy guy who doesn't need any support. None of those things are true."

~ T2SGD Student Participant

"I feel like I can mostly bring my whole self to UBC, but there is the obvious stigma associated with stimming and sensory overload reactions while on campus. I feel very welcomed and supported by staff like [redacted for confidentiality] who are very inclusive and make continuous efforts to make courses and interactions accessible and comfortable, as well as politically correct. I feel like my queerness is quite visible at UBC, because of the way I dress and my ability to connect with other queer students, but my mental illness/disability has gone largely underperceived because I often perform so well and am not registered with the Centre for Accessibility."

~ T2SGD Student Participant

T2SGD across Immigration Experiences

There are no statistically significant differences in responses to climate and safety questions in the survey between T2SGD respondents who are newcomers versus those who are not.

D.3 Cisgender Preparedness

Cisgender survey respondents were asked their level of knowledge on the topic of gender diversity. The majority of cisgender respondents (61%) reported having a moderate level of knowledge. Nearly a quarter of respondents (22%) indicated they had a low level of knowledge on the topic and 17% said they had a high level of knowledge. Figure D.3-1 summarizes the levels of reported knowelge among cisgender respondents at UBC.

Figure D.3-1 Levels of Knowledge regarding Gender Diversity among Cisgender Respondents (N=898)
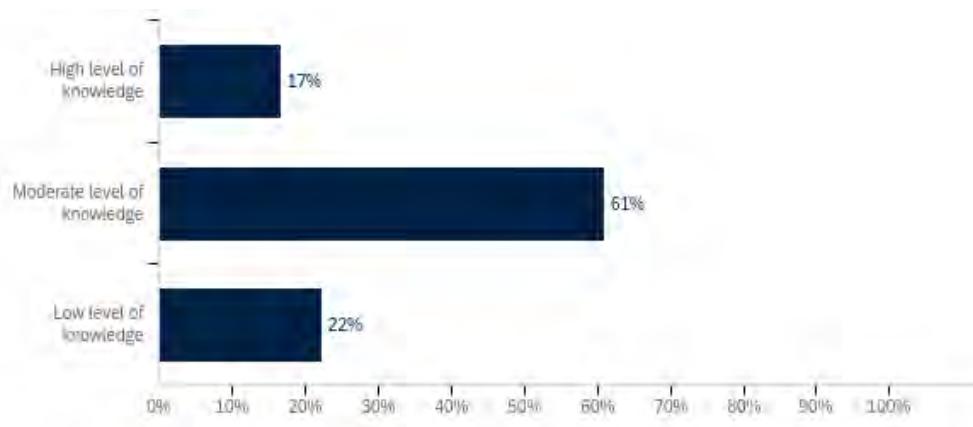
Cisgender respondents were asked about their level of preparedness to handle issues related to gender diversity at UBC. A majority of respondents feel somewhat or very repared (55%). However, one quarter of cisgender respondents feel unprepared. When knowledge and preparedness results are compared, there are greater levels of knowledge than preparedness. This points to knowledge about gender diversity not easily translating into specific or concrete actions or applicability to work functions at UBC. Figure D.3-2 summarizes the levels of preparedness among cisgender respondents at UBC on the topic of gender diversity.

Figure D.3-2 Levels of Preparedness regarding Gender Diversity among Cisgender Respondents (N=899)
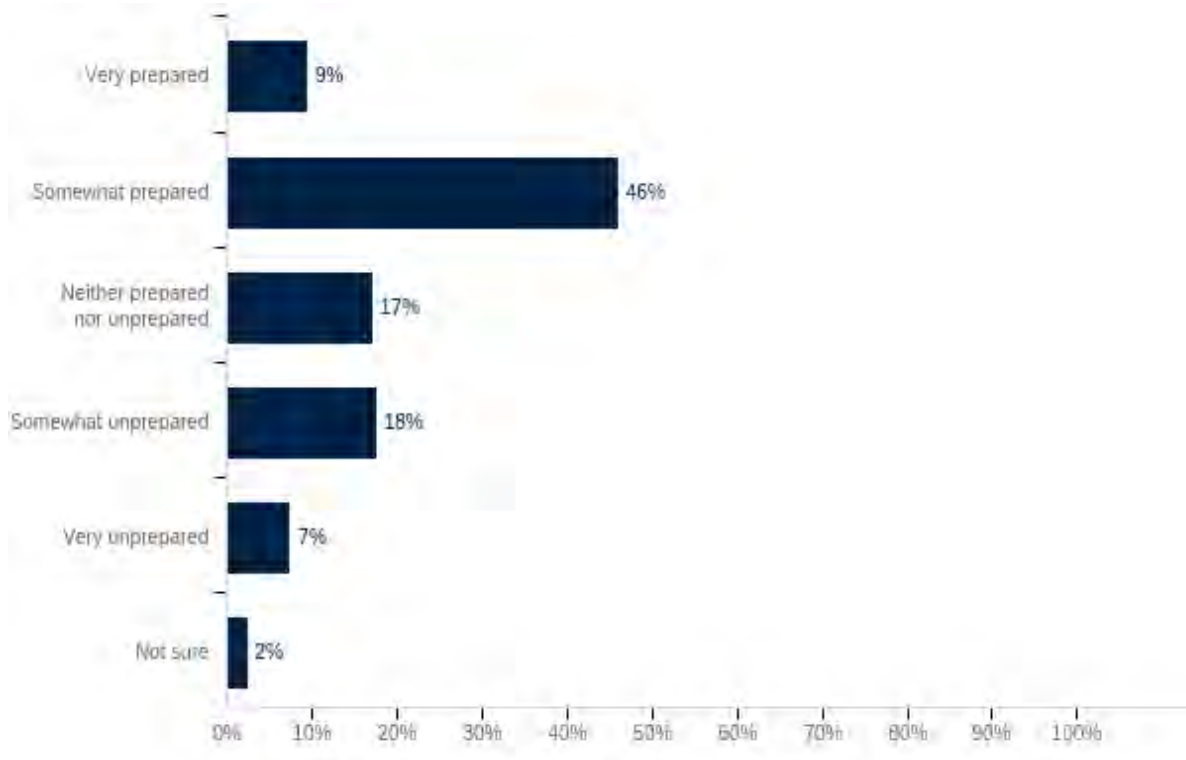
In terms of what would help them feel more prepared, cisgender respondents selected from a check-all-that-apply list of options. The majority of respondents reported that policies and guidelines (73%), listening to panels (61%), and information sheets (56%) would better prepare them on the topic of gender diversity. Cisgender respondents also provided suggestions for other tools that would assist with greater leves of preparedness, including: Videos, documentaries, gender inclusive language, respectful interactions, how and where to report incidents, how to surface pronouns, how to handle transphobia, requiring training, and opportunities to practice. Several respondents did not feel they needed any information or preparedness on this topic, including some who dismissed the importance of the topic altogether. Figure D.3-3 summarizes the preferred tools to better prepare cisgender respondents at UBC handle issues related to gender diversity.

Figure D.3-3 Preferences among Tools to Better Prepare Cisgender Respondents on Gender Diversity (N=840)
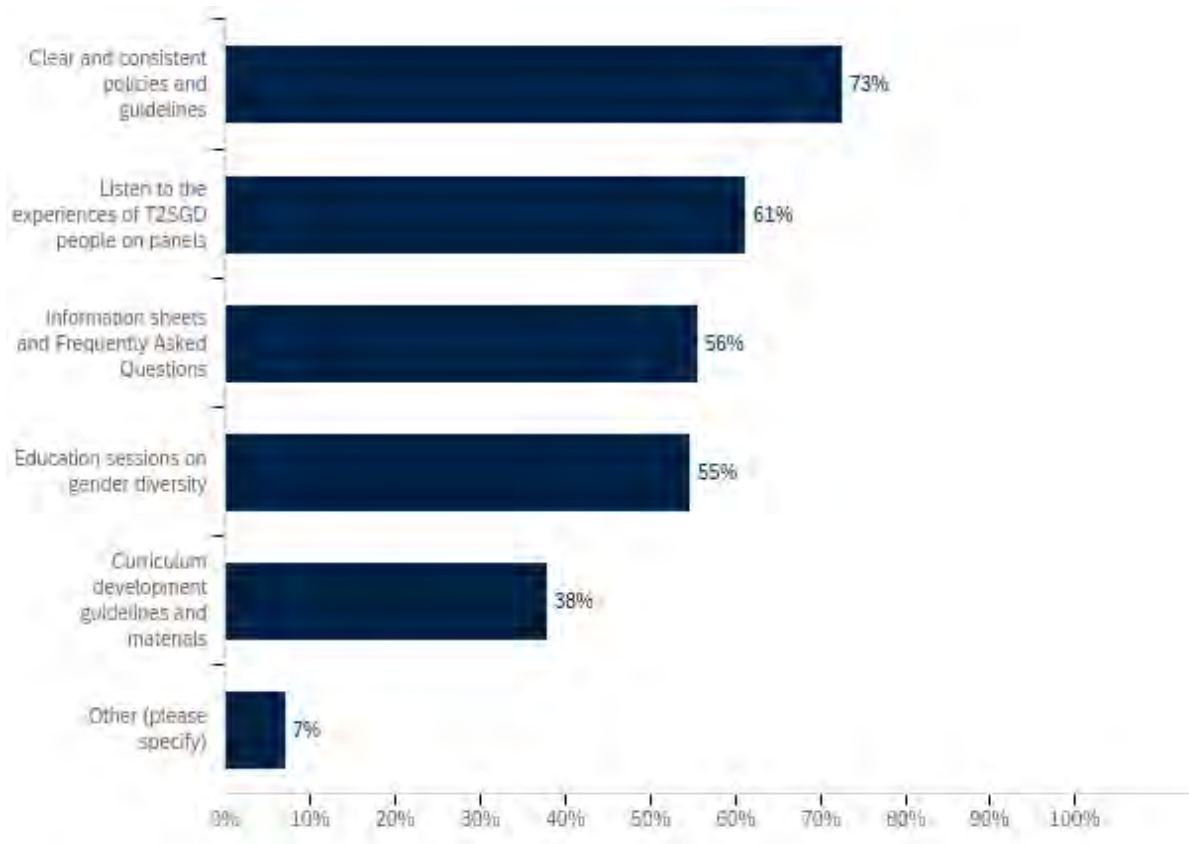
Note: Percentages do not add to 100% because respondents could select more than one response

Based on several comments in an open-ended question, provided additional considerations and needs for feeling more prepared. The desired approaches are often tied to interaction with other people as resources and occasionally information provided in a self-serve manner through documentation.

> "I highly support hearing from people who do feel this discrimination on campus to better understand their feelings."
>
> **~ Cisgender Employee Respondent**

> "I have always learnt more by talking to people in a relaxed setting, I often feel like panels encourage people to add their experiences but still reinforce popular narratives."
>
> **~ Cisgender Student Respondent**

> "Helpful list of information resources I can access on my own. I had to do a lot of this on my own, however, would prefer it would be vetted by experts."
>
> **~ Cisgender Employee Respondent**

More specifically, cisgender respondents were asked about what types of information they are interested in learning about during education sessions. The majority of cisgender respondents (65%) seek instruction on how to respectfully interact with T2SGD people. Furthermore, 60% of respondents want to better understand the challenges that T2SGD people face. There is also a desire among half of respondents to know how to address structural limitations that exclude T2SGD people. There is less of a need for the basics of terms and concepts, which are a little more than a third selected. Although a small percentage, there are 12% who are not interested in these topics due to time constraints or already having learned about these issues. There was a space to provide other types of information, and respondents provided the following suggestions: How to identify and respond to situations of discrimination and listening to T2SGD people directly about their experiences. These results point to the effectiveness of existing education offered through Positive Spaces, other education offerings at the university, and general awareness happening in society. However, there is clearly a need for the next level of knowledge. Figure D.3-4 summarizes the preferences for types of information among cisgender respondents about gender diversity at UBC.

Figure D.3-4 Types of Information during Education Sessions on Gender Diversity (N=867)

Category	Percentage
Respectful interactions (e.g. pronouns, gender inclusive language, mistake recovery, gender inclusive practices)	65%
Challenges and barriers that T2SGD people face	60%
How to address structural issues in my department or faculty (e.g., gender data, first names, pronouns in systems and inclusion in gender-specific programs)	51%
Terms and concepts	37%
How to have a classroom or workplace discussion about gender diversity	35%
Scenario work in small group discussions	25%
Roleplay practice	14%
I am not interested in any of these topics	12%
Other (please specify)	3%

*Note: Percentages do not add to 100% because respondents could select more than one response

"I'd like to know if and how gender diverse people would like to be asked about their pronouns and any special needs they may have. Or, would they just like to be treated respectfully as human beings, not focusing on gender at all."

~ Cisgender Student Respondent

"[H]ow to collect ongoing feedback during a course in order to adjust but also at the same time maintain authority."

~ Cisgender Employee Respondent

"I've already learned most all of this, and I really don't want anymore extra work added to my class load."

~ Cisgender Student Respondent

The majority of cisgender respondents (85%) are not aware of existing resources on how to support T2SGD people at UBC. Among the remaining percentage of respondents who are aware of the existing resources, 4% have used them and 12% have not. Figure D.3-5 depicts whether or not cisgender respondents have accessed existing resources about gender diversity at UBC.

Figure D.3-5 Access to Existing Resources on Gender Diversity by Cisgender Respondents (N=88)
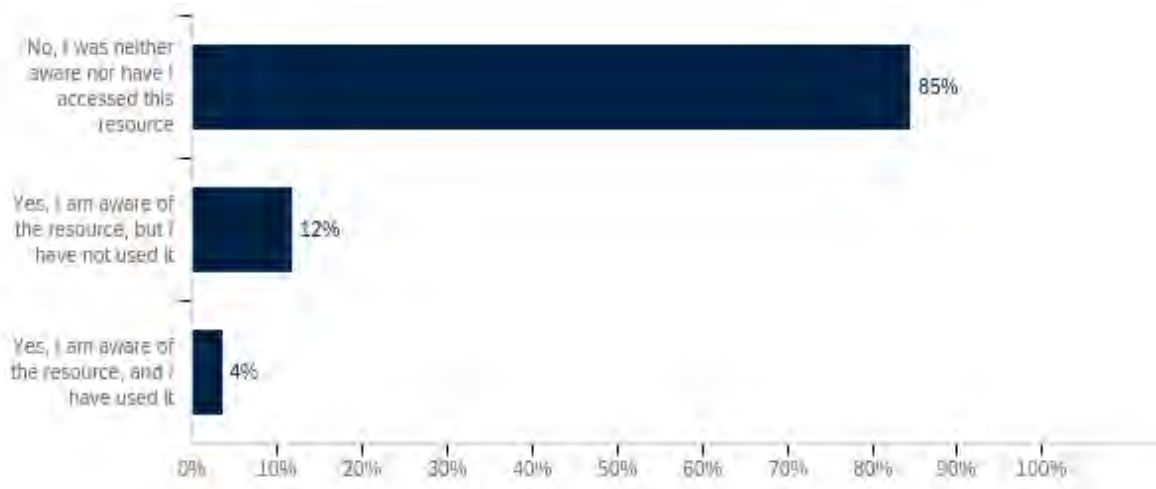
Cisgender respondents were asked about their current practices related to pronouns. Much of the efforts to date are centered on noticing pronouns, including the majority of respondents taking a note of other people's pronouns in their email signature (56%) and in Zoom (50%). Lower percentages of cisgender respondents are providing pronouns, including in email signatures (37%) and in Zoom (28%). There are also more than a third of respondents who are not providing their pronouns during interactions (36%). Low percentages of respondents are undertaking more involved practices related to pronouns, including sharing their pronouns during interactions (13%) and classroom introductions (20%). The differences in rates of noticing versus providing pronouns point to these being emerging practices in need of more instruction and information to help cisgender people feel more comfortable and confident in them. Figure D.3-6 depicts if and how cisgender respondents are engaging with pronouns at UBC.

Figure D.3-6 Practice of Sharing Pronouns among Cisgender Respondents (N=888)

Response	Percentage
Yes, I take note of other's pronouns in their email signatures	56%
Yes, I take note of others' pronouns next to their name in Zoom	50%
Yes, I provide my pronouns in my email signature	37%
No, I am not surfacing pronouns in my interactions	36%
Yes, I provide my pronouns next to my name in Zoom	28%
Yes, I set-up voluntary sharing of pronouns publicly as part of introductions in meetings or classrooms	15%
Yes, I provide my pronouns when introducing myself to someone I don't know	13%
Yes, I set-up sharing of pronouns privately as part of introductions in meetings or classrooms	4%
Yes, I set-up mandatory sharing of pronouns publicly as part of introductions in meetings or classrooms	1%

*Note: Percentages do not add to 100% because respondents could select more than one response

Lastly, more insights were gathered from cisgender respondents who do not currently provide pronouns. The most common reason reported by 29% of cisgender respondents is not being comfortable with the practice. Another one-fifth indicated that they are not aware of these practices. And a small percentage (16%) reported a preference for relying on assumptions rather than obtaining pronouns through asking or modelling. About one-third of respondents provided other reasons, including:

- Using alternative strategies (such as first names or "they/them");
- Not feeling it is necessary for them to share their pronouns, because others already assume their pronouns correctly;
- Not wanting to highlight or overemphasize gender, especially wanting to avoid their own gender-based discrimination;
- Worried about this practice possibly applying pressure on gender diverse people to out themselves;
- Uncomfortable with the practice (i.e., feels "odd" or out of place);
- Equating pronouns to sharing private information, such as sexual orientation, which they think is not necessary to surface during interactions because it is not important to the conversation;
- Equating pronouns to visible features, such as height and eye colour, which they think there is no need to surface during interactions because they are already known;
- See no issues with current social practices related to pronouns;
- Indifference about what pronouns others use for them, so no need to provide them in conversation;
- Excepting T2SGD people to provide their pronouns, but not needing others to do the same;
- Wanting to avoid standing out as the only one engaging in this practice;
- On the fence or undecided about the practice;
- Needing more practice to get into the habit;
- Concerned about lack of time to surface pronouns;
- Wanting more information or proof that being T2SGD is real before changing practices; and
- Use of assumed pronouns is considered a fact about perceived biology (and, as such, not in need of adjustment or correction).

Figure D.3-7 summarizes the reasons why some cisgender respondents do not engage with pronouns at UBC.

Figure D.3-7 What Prevents Cisgender Respondents from Sharing Pronouns (N=327)

Category	Percentage
Other (please specify)	34%
Not comfortable with or practiced in these approaches	29%
Not aware of these practices	20%
Would rather rely on assumptions rather than obtaining pronouns directly	16%
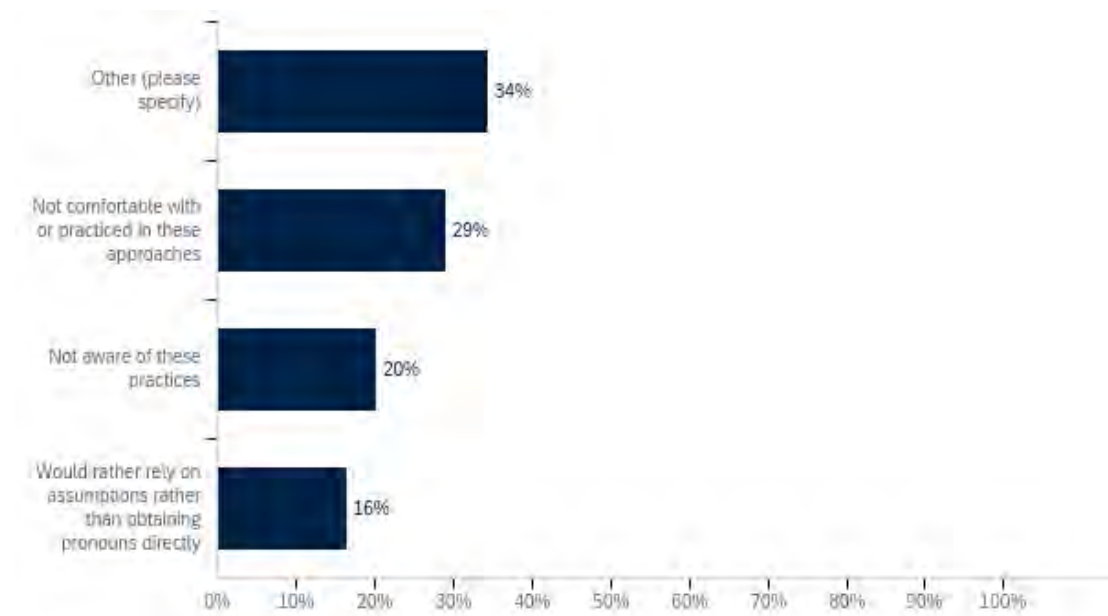
> "I would like more evidence that this is something desired by those that identify to these groups. Does it make them feel that have to disclose that information if they want it to be private? I have family and close friends that identify gay and they feel that doesn't need to be part of their work life."
>
> **~ Cisgender Employee Respondent**

> "I try to avoid them as this has become a rather politically charged issue. The person's gender should not be at issue that it is necessary to specify."
>
> **~ Cisgender Employee Respondent**

> "Have limited interactions with people who are unknown to me, and don't think my pronouns are important to identify in my email correspondence as there are other things I would like to draw attention to."
>
> **~ Cisgender Employee Respondent**

"I do not think it is important to do. We can gather pronouns like we have been doing forever and if we get them wrong we can be corrected. It's not a big deal to go about it this way. Institutions do not need to get involved in everyday human interactions for no reason."

~ Cisgender Student Respondent

"[V]ery limited interactions these days, so little opportunity to implement these practices."

~ Cisgender EmployeeRespondent

"Rely on others to tell me what they prefer if it is not obvious. If the person looks X and I call them X, but they prefer Y, they can tell me that. Going around telling everyone your gender upon meeting is incredibly odd."

~ Cisgender Student Respondent

"I am not comfortable with these approaches. I feel that unprompted statement of one's pronouns should be optional; the requirement that one state them would feel like an imposition. My gender is no more central to my identity than my height, my weight, the colour of my eyes, etc."

~ Cisgender Employee Respondent

"I'm not sure why I haven't done this yet. But my name is quite gendered, so people usually get my pronouns right, so I don't feel a need to surface my pronouns."

~ Cisgender Student Respondent

"Having not infrequently experienced discrimination in the workplace based on gender I do not wish to foreground my gender identity in any way."

~ Cisgender Employee Respondent

"I'm supportive of trans people and have no issue with treating people as they want to be treated and calling them what they want to be called, but do have an issue with certain terms and am uncomfortable referring to specific individuals as they as it's confusing and sounds ungrammatical. I also don't want to surfacing pronouns to become expected as I'm not especially comfortable with it."

~ Cisgender Employee Respondent

"There is no need. It's not my business. It is a self-identified variable. I don't go into meetings asking people about their sexual orientation either. This information is useless to me."

~ Cisgender Employee Respondent

"Not standard practice in the hospital system and I do not wish to stand out alone."

~ Cisgender Employee Respondent

"People are free to assume my pronouns. If they get it wrong (which they never do), it wouldn't phase or bother me."

~ Cisgender Employee Respondent

"In the beginning I felt it was intrusive - maybe I don't want to be that connected explicitly with my gender. Now it is probably laziness."

~ Cisgender Employe Respondent

"I believe that there has not been enough research into why people come to identify as a gender other than their biological birth gender, and I feel this is a very important area to research so that we can find out more about what may be going on, and thereby be truly helpful to T2SGD people."

~ Cisgender Employee Respondent

"Not necessary; The inclusion comes from [the] heart."

~ Cisgender Employee Respondent

"Unconvinced it is necessary for vast majority based on time spent in already time-starved environments."

~ Cisgender Employee Respondent

D.4 Shaping the Recommendation

As part of R7, measures of success are an important part of implementation, including defining desired outcomes and monitoring the rate of achieving them. Specific numbers and targets are critical to determining whether implementation is on or off course. If implementation is off course, it allows UBC to review the recommendations to determine if adjustments or additional initiatives are needed to ensure continued meaningful change. Table D.4-1 provides a list of 12 proposed measures for the T2SGD Task Force's consideration. The table also includes baseline data from the results of the university-wide survey as a starting point for change.

Table D.4-1 Proposed Measures of Success and Baseline Data from 2021 Survey Results

Stakeholder	Proposed Measure	Baseline from Survey (2021)
Measures for <u>both</u> T2SGD Students and Employees (collect as part of an annual survey to measure changes from year to year)	**M1**: Achieve at least 85% levels of inclusion and sense of belonging among T2SGD students and employees.	48.3% of T2SGD respondents feel included by most people at UBC. 58% of T2SGD respondents experience a sense of belonging at UBC.
	M2: Decline in the percentage of T2SGD people who report being discriminated against.	85% of T2SGD respondents have experienced some form of discrimination.
	M3: Increase in the percentage of T2SGD respondents who are somewhat or very satisfied with the way that the issues they raise with UBC are handled.	17.9% T2SGD survey respondents report being somewhat or very satisfied with the way that the issues they raise with UBC are handled.
	M4: Decrease in levels of unwanted first name exposures at UBC, including legal and chosen first names.	49.5% of T2SGD respondents had unwanted legal name exposure 29.8% of T2SGD respondents had unwanted chosen name exposure
Measures specific to <u>T2SGD Students</u>	**M5.** Levels of confidence in UBC Health and Counselling Services as measured by ratings of competency among health care practitioners and counsellors.	26.7% of T2SGD respondents rate healthcare professionals as very competent. 13.5% of T2SGD respondents rate counsellors as very competent.
	M6. Levels of inclusion in athletics and recreation programming	50% of T2SGD respondents rate UBC athletics as somewhat or very inclusive. 57.2% of T2SGD respondents rate intramural sports as somewhat or very inclusive.

Measures specific to <u>T2SGD Employees</u>	**M7**: Increase in the <u>recruitment</u> and/or <u>hiring</u> of T2SGD employees from year to year.	No baseline data available
	M8: Maintenance or increase in the <u>retention</u> of T2SGD employees from year to year.	No baseline data available
Measures specific to <u>Cisgender Employees</u>	**M9**: Within 5 years, 50% of UBC employees attend at least a core T2SGD competency training.	No baseline data available
	M10: Within 5 years, at least 50% of staff attend role-specific training on the topic of gender diversity.	No baseline data available
	M11: Within 5 year, 50% faculty attend role-specific training on the topic of gender diversity.	No baseline data available
	M12: Increase in the percentage of cisgender employees who report sharing their pronouns	37% and fewer provide their pronouns in various settings, including in person or virtually.

Appendix E – Detailed Results for Information Systems

E.1 Comparative Experiences

E.1.1 Overall

Survey respondents were asked their overall challenges with information systems as UBC on a scale from few to many challenges. T2SGD respondents were more likely to experience some or many challenges (57.9%, $p < .001$) compared to their non-T2SGD counterparts (30.3%, $p < .001$). On the contrary, non-T2SGD respondents were more likely to have few challenges (69.7%, $p < .001$) with T2SGD respondents experiencing this less (42%, $p < .001$). Figure E.1-1 depicts the levels of general systems challenges at UBC.

Figure E.1-1 Levels of Overall Challenges with UBC Information Systems
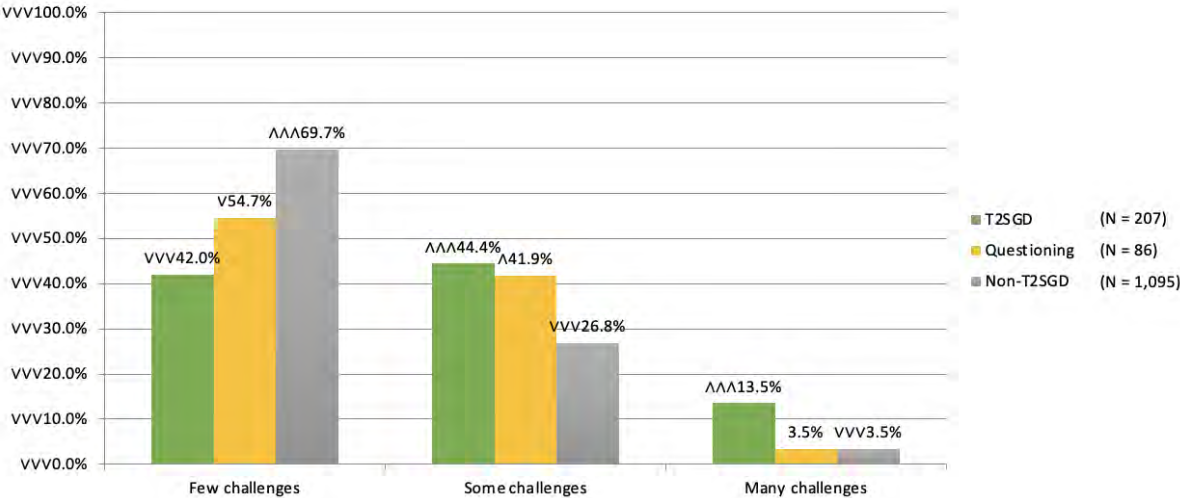
E.1.2 First Names

Survey respondents were asked their challenges (if any) with regard to their chosen name (where different than their legal name) in terms of its exposure across UBC systems as well as issues related to changing chosen names.

When asked about the relationship between legal and chosen first names, survey respondents vary across status. In particular, non-T2SGD respondents are more likely to have their legal name be their chosen first names (84.9%, , $p < .001$) as compared to their T2SGD counterparts (44.1%, $p < .001$). T2SGD respondents are nearly four times more likely to have past or current experiences

where their legal and chosen first names differ(ed) (55.9%, *p* < .001) compared to non-T2SGD respondents (15.1%, *p* < .001). Important to note that a third of T2SGD respondents currently have chosen first names that are different from their legal first names. This underscores the importance of having clear and consistent procedures regarding chosen names. Figure E.1-2 summarizes the alignment or non-alignment between legal and chosen first names among survey respondents at UBC.

Figure E.1-2 Levels of Alignment between Legal and Chosen First Names by Gender Status
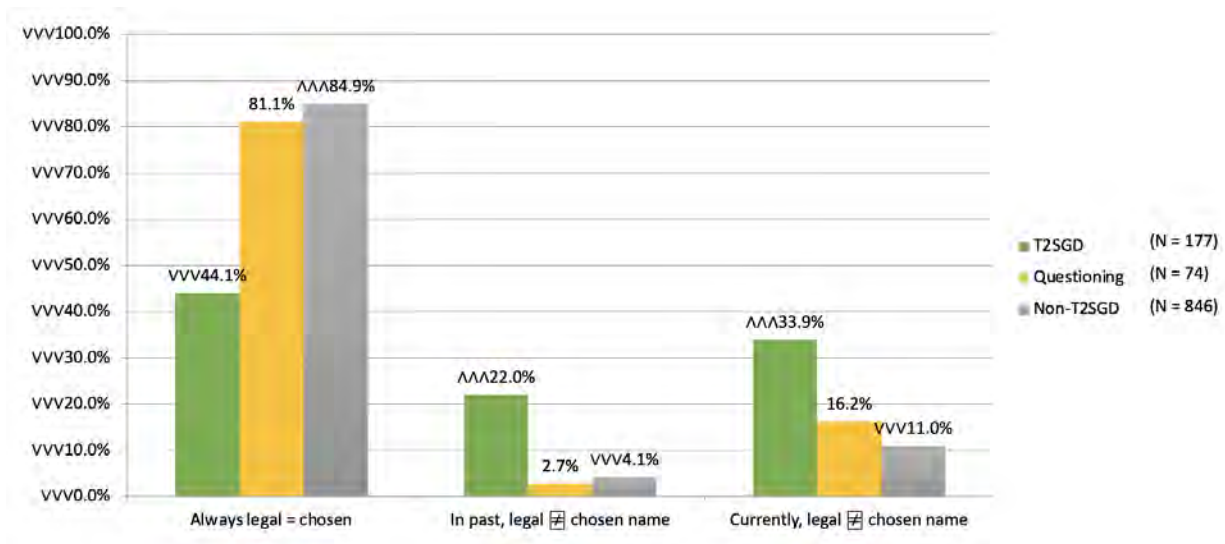
Furthermore, the survey inquired about the level of unwanted exposures of legal first names (for those respondents who have chosen names different from their legal names). If provided to the university, for some T2SGD respondents there is for many the expectation that chosen names are used across many, if not all, UBC systems. Currently, non-T2SGD people are slightly more likely to report rarely or never having unwanted exposure of legal names at UBC (71.2%, *p* = .03) as compared to T2SGD (50.5%, *p* = .04) respondents.

By contrast, T2SGD respondents are twice as likely to report having their legal first name appear sometimes in places they did not want it (33%, *p* < .001) compared to 15.2% (, *p* < .001) of non-T2SGD respondents. This points to a broader institutional issue that is experienced by T2SGD people. Figure E.1-3 summarizes the frequency of chosen names being exposed at UBC.

Figure E.1–3 Frequency of Unwanted <u>Legal</u> First Name Exposure by Gender Status
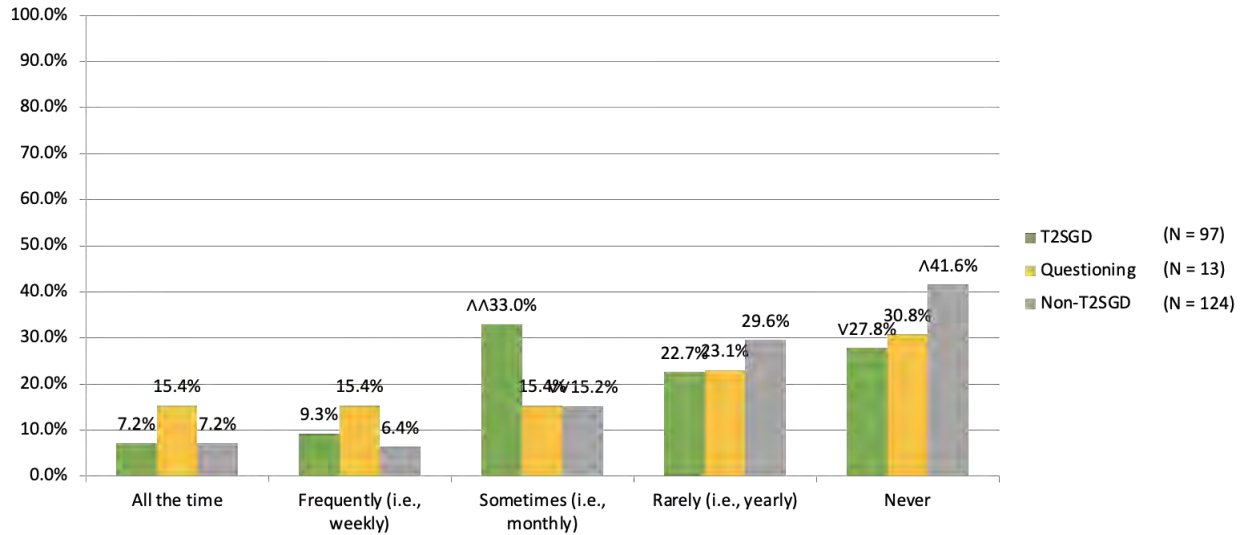
Survey respondents were also asked if their chosen name appeared anywhere they did not want it to (e.g., a letter home or pay cheque). The majority of respondents (regardless of group) reported that this rarely or never happened, including T2SGD (70.1), questioning (69.2), and non-T2SGD people (79%). The differences between the groups are minimal and not statistically significant. That said, there are still one-third of T2SGD respondents (29.8%) for whom this happens sometimes, frequently, or all the time. This points to the need for a nuanced approach to first name exposures in UBC systems. Figure E.1-4 summarizes the frequency of chosen names being exposed when not wanted at UBC.

Figure E.1–4 Frequency of Unwanted <u>Chosen</u> First Name Exposure by Gender Status
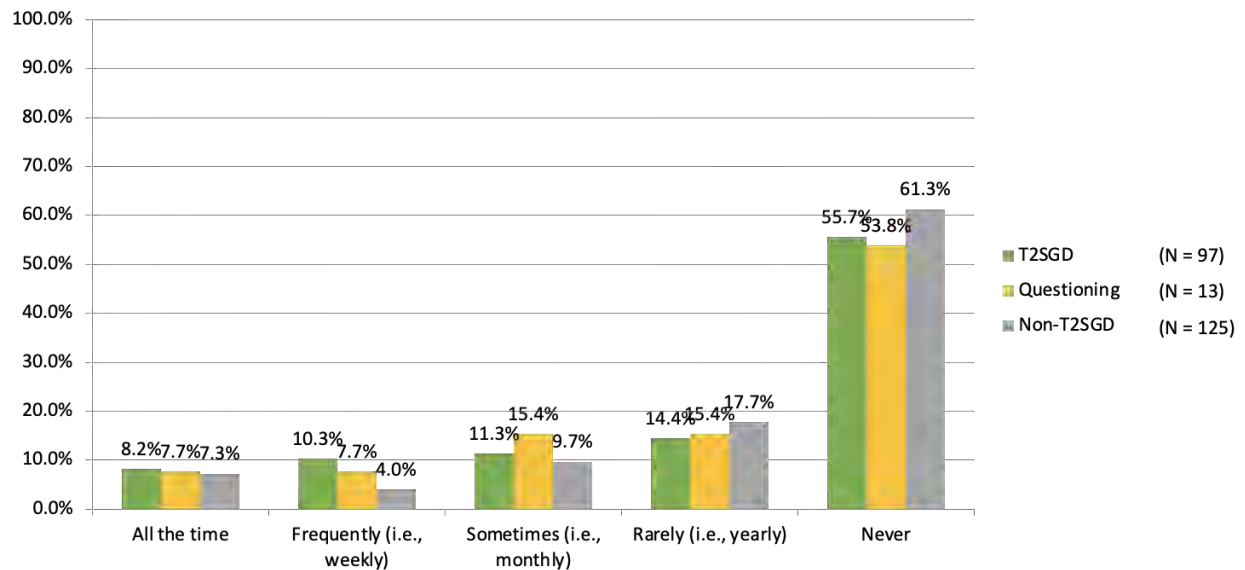
Comparing unwanted exposure of the two types of first names among T2SGD respondents, there are lower levels of unwanted <u>chosen</u> name exposures than <u>legal</u> name exposures. This speaks to the continued practice and prioritization of legal first names at UBC.

Specific to Two-Spirit and Indigiqueer respondents, they were asked if they tried to add their Indigenous name in UBC systems and whether they encountered any challenges. Three-quarters of Two-Spirit and Indigiqueer respondents have not changed their first names in systems at UBC. Of those remaining, more than one-tenth of them (13%) encountered challenges due to their Indigenous first name using syllabic, punctuation, numbers, and/or other characteris. Figure E.1-5 provides a breakdown of Two-Spirit and Indigiqueer respondents who experienced system challenges with their Indigenous at UBC.

Figure E.1-5 Challenges with Providing Indigenous Name in UBC Systems (N=16)
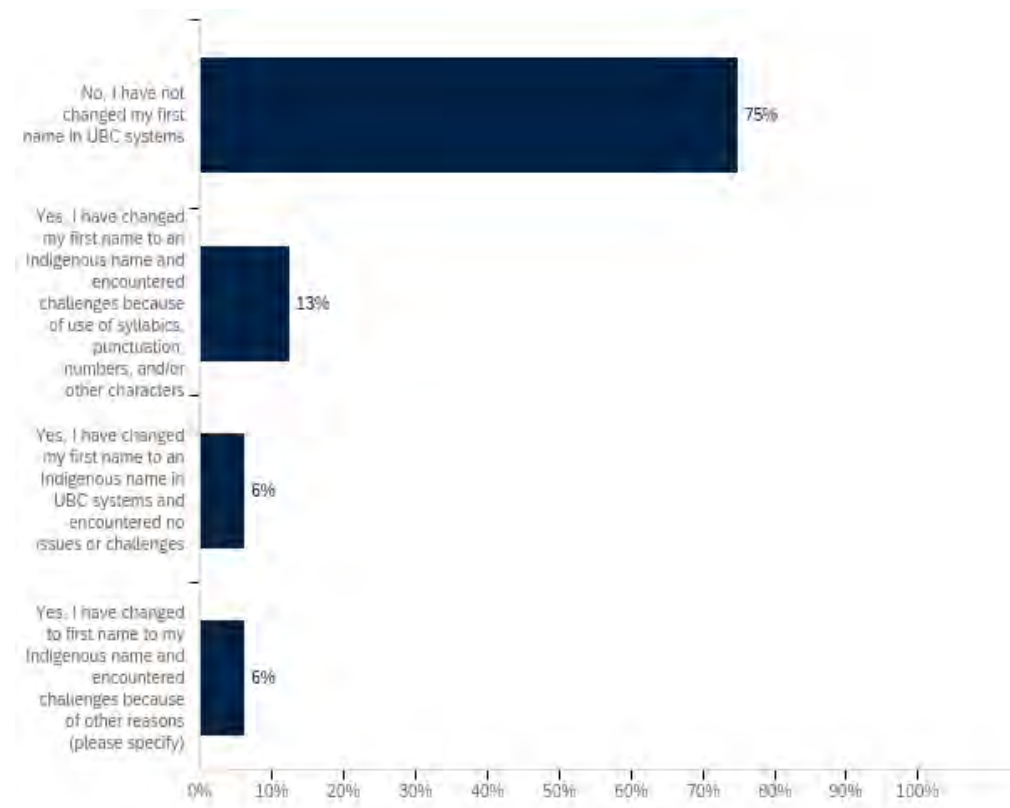
Survey respondents were asked the impacts of unwanted first name exposure had on them. In general, T2SGD respondents were more likely to report challenging effects, such as frustration (74%, $p < .001$), anxiety (61%, $p < .001$), anger (61%, $p < .001$), and sadness (57%, $p < .001$) compared to their non-T2SGD counterparts who had more neutral reactions. Even though overall few respondents experienced harassment or violence due to unwanted name exposure, T2SGD respondents experienced them at greater rates than non-T2SGD respondents. Figure E.1-6 depicts the types of impact of unwanted first name exposure among survey respondents at UBC.

Figure E.1-6 Types of Impacts related to Unwanted Name Exposure by Gender Status
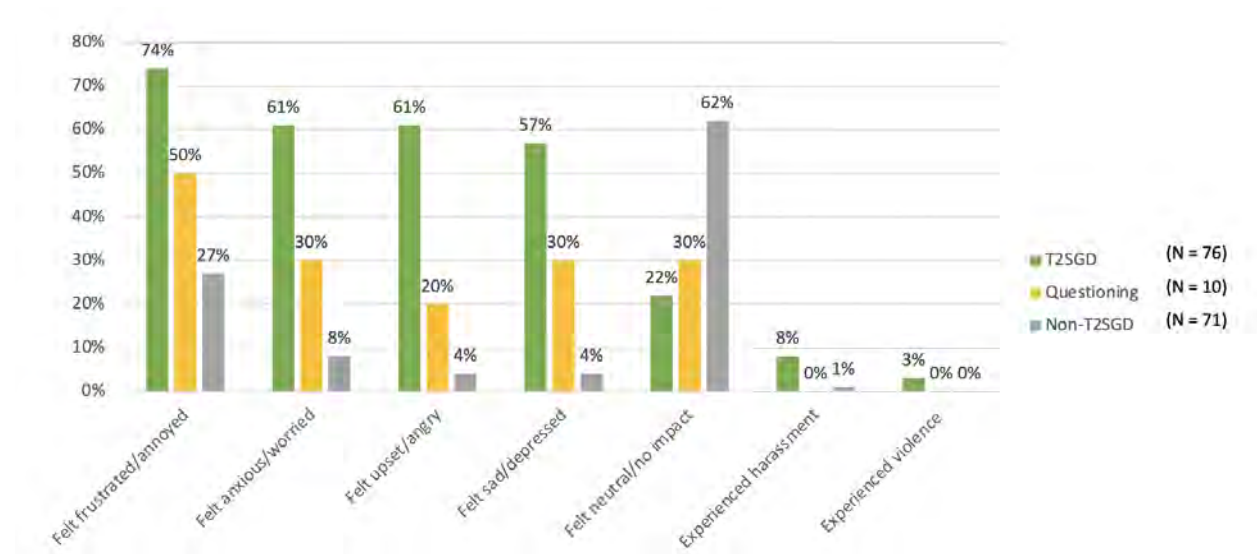
In an open-ended question, T2SGD respondents provided more details and nuances of unwanted public exposures of first names, in particular legal names. They provided insights into where these challenges are happening, including:

- Co-op programs;
- On Zoom during exams;
- Name tags during group work;
- Folder of materials for students;
- Faculty email for teaching assistants;
- Checkout at dining halls; and
- Student cards.

Furthermore, their experiences highlight a lack of consistency and clarity on procedures to both the T2SGD person and staff involved. Some staff attempt to support and make corrections without institutional guidance or clarification. Other staff insist on legal names, do not see the issues, or take them seriously, thus requiring T2SGD people to convince and prompt them to action. Regardless of the type of staff, there are considerable levels of effort expended by T2SGD people to address system errors along with managing their emotional responses to the matter. Some unwanted name exposures are visible within the university in public settings and others are visible to parties outside the university. Any unwanted name exposure is a breach of privacy with potential to out them as T2SGD, putting them at risk and causing confusion among employees and students who end up misnaming T2SGD people.

Remove Legal Name as Default

"The technical side is that, *by **default***, the field everyone making new integrations with UBC systems gets is the **legal name field**, and they explicitly have to pick the preferred name field. This is very easy to shoot yourself in the foot with, and get the wrong name. On a policy level, **nobody tests these things**, even if they're brand new such as that replacement for the AMS clubs system, before trans students complain after getting yet another instance of deadnaming, putting the burden of working around this poor technical decision on trans students."

~ T2SGD Student Respondent

"UBC should not make legal first names accessible to any system that does not specifically require them, and should have a process to confirm that such a system has a genuine reason for doing so. For example, hide the field of legal first name by default (instead offering "preferred" name only) and only allow access after a review by Equity and Inclusion to verify that a legal name is indeed needed (such as for financial documents)."

~ T2SGD Student Respondent

"Make sure only people who REALLY need to see our legal names can see them (workers at the **dining hall** checkout should not see that). When confirming the identity of a student (for example at **residence front desk**), employees should ask for last name and/or student number, but should not make us say our legal first names out loud in public. **Careers Online** can only display legal name right now, and this needs to change."

~ T2SGD Student Respondent

Importance of Chosen Name

"Allowing my business card to have my chosen name on it made me feel SO WELCOMED by UBC and for that small act alone i'm eternally grateful"

~ T2SGD Employee Respondent

Indigenous Names

"UBC should recognize First Nations Traditional names rather than christian names, even though is not 'legal'... ."

~ T2SGD Student Respondent

Exam and Class Practices

"There was a professor who set a rule for students to have their **full legal name on zoom during a test**. I emailed that person and got an ok to use my preferred name after explaining why it was distressing for me to have to use my legal name since I previously used my preferred name during normal lectures. Although the situation got sorted out, it didn't feel great to have to choose between **revealing that I'm trans** to my prof or getting outed based on my legal name to my classmates in the zoom meeting."

~ T2SGD Student Respondent

"My legal name appeared on a class list that was **shown to all students** when we had to use our signature to confirm our identity **on an exam**. I was upset when I saw it and felt as though I had to sign my legal name even though I only ever used my chosen name in that class. The experience also **rattled me in writing the exam** and I did more poorly than what I was capable of. It would have helped me much more if only chosen names were used in all class lists that are shown to students, even for official use like confirmation of identity."

~ T2SGD Student Respondent

"I attended a class where the professor set out **name tags on different desks** so that the students could get into groups for that class. I told my groupmates that I didn't really like using my legal name which was on the name tag. One of them took a sharpie and blacked it out after asking for what I'd prefer. The professor was also really understanding when I asked after class if I could go by my preferred name instead."

~ T2SGD Student Respondent

"[P]rogram printed my deadname out and put it on a **series of folders which sat in a publicly accessible area**, even though my preferred name is in the UBC system. Every student in the program had one of these folders in the same location, and we had to flip through to find our folder, which means other students had to look at my deadname and last name together in order to find their own folders. I asked administration to fix this, and it took about 30 minutes of **negotiating to convince them that they had to put my preferred name** there. They seemed to think they were required to put my legal name on class lists even though I know this to be false."

~ T2SGD Student Respondent

Email Challenges

"[A]llow UBC staff to choose their @ubc.ca email address with their name where possible. My email alias, which is my preferred name, seems to only appear for recipients randomly and not consistently."

~ T2SGD Employee Respondent

"When I first joined UBC as a grad student, I was just beginning medical transition and so was not read as my gender, and experienced constant and repeated misgendering, that mostly seemed to be by accident. It was also **extremely difficult to get my faculty email** (which is required for TAing) changed to reflect my actual name, rather than my legal deadname. When I first signed up for FASmail, they used my preferred name, but **then later changed it to my legal name without notifying me**. This caused a lot of problems and confusion for both myself and my students, and resulted in a lot of deadnaming even after I explicitly told my students what to call me."

~ T2SGD Student Respondent

Concerns about Outing

> "Part of why I am not out publicly at UBC is because I'm afraid of getting **outed to my family with my chosen name** appearing on documentation that they might see. I don't think there would be much direct discrimination towards me from the school, but I'm not ready to deal with my family yet."
>
> **~ T2SGD Student Respondent**

E.1.3 Titles

There are statistically significant differences between T2SGD and non-T2SGD people at UBC with regard to whether or how to use titles at UBC. The majority of T2SGD and questioning people see the value of removing salutations and using first names at UBC (54%, $p < .001$ and 59.4%, $p < .001$, respectively) compared to 37.9% (, $p < .001$) among cisgender respondents. However, there are more than a quarter of non–T2SGD respondents (26.0%, $p < .001$) reported being neutral with respect to salutations. A quarter of T2SGD and questioning respondents indicated that they agree with using salutations if gender-neutral selections (e.g., Mx) are made available. Figure E.1-7 provides a breakdown of the desired use of titles at UBC.

Figure E.1-7 Input on Use of Titles at UBC by Gender Status
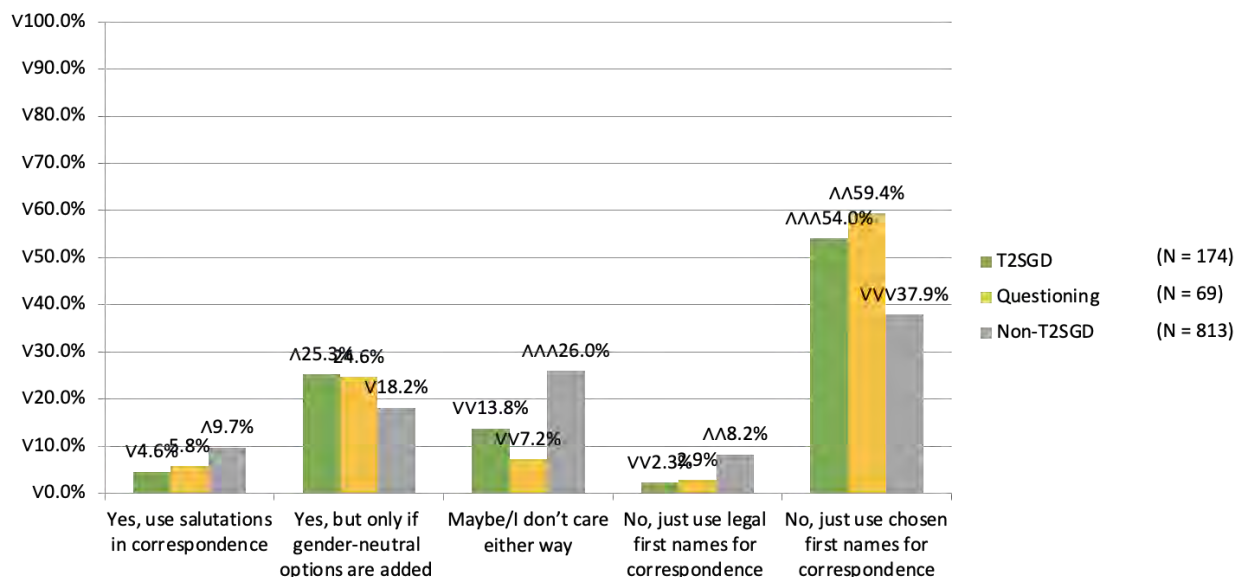
Legend:
- T2SGD (N = 174)
- Questioning (N = 69)
- Non-T2SGD (N = 813)

Categories: Yes, use salutations in correspondence; Yes, but only if gender-neutral options are added; Maybe/I don't care either way; No, just use legal first names for correspondence; No, just use chosen first names for correspondence

Values shown: 4.6%, 5.8%, 9.7%; 25.3%, 24.6%, 18.2%; 13.8%, 7.2%, 26.0%; 2.3%, 3.9%, 8.2%; 54.0%, 59.4%, 37.9%

E.1.4 Pronouns

In preparation for introducing a pronoun field in UBC systems, survey respondents were asked whether they would provide their pronouns. Cisgender people are more likely to provide their pronouns (65.6%, p = .05) compared to T2SGD and questioning people (60.0% and 55.6%, respectively). T2SGD and questioning respondents, who reported that they would not provide pronouns (29.7%, p < .001 and 29.1%, p < .001, respectively), were more likely to express concerns compared to their non-T2SGD counterparts, including being outed or discriminated against. These are statistically significant differences. There were also a statistically significant percentage of non-T2SGD respondents who did not see the need for providing pronouns (22.2%, p < .001). Figure E.1-9 summarizes the likelihood of providing pronouns in UBC systems for different gender statuses.

Figure E.1-9 Likelihood of Providing Pronouns in UBC Systems by Gender Status
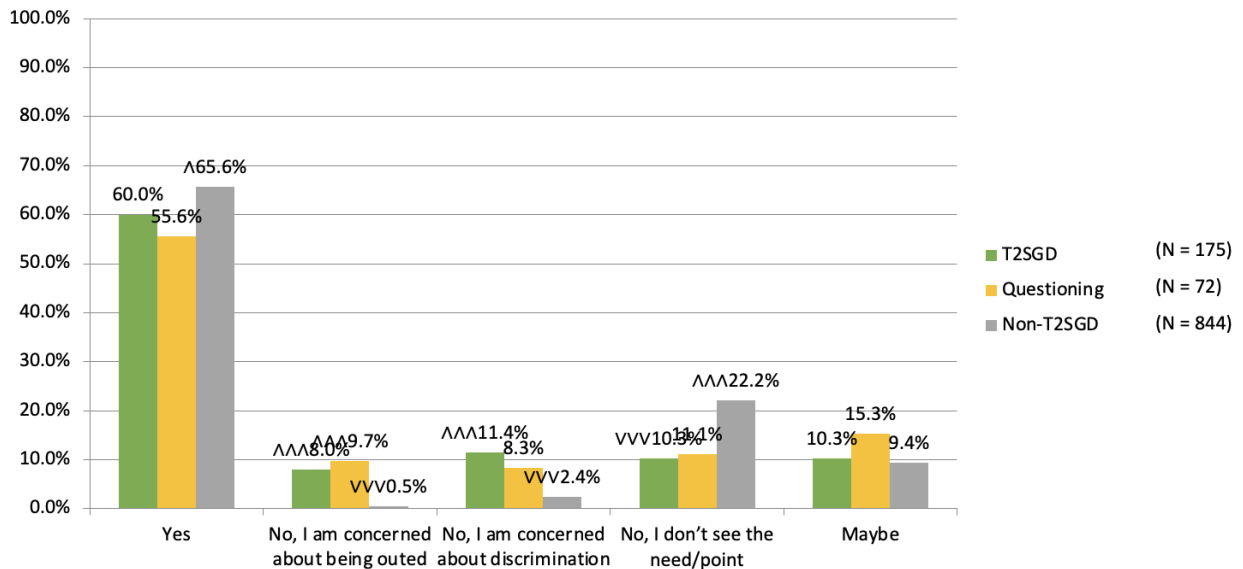
Survey respondents were asked in an open-ended question what their approach to providing pronouns is. Some T2SGD respondents think that the giving and receiving of pronouns is an important part of creating an inclusive culture at UBC and normalizing "they/them" pronouns. Other T2SGD respondents worry about a socially-expected practice of providing pronouns which disproportionately impact gender diverse and questioning people, underscoring the importance of

the voluntary nature of sharing, especially among people who use "they/them" pronouns as they may not feel ready to provide this information. There is a strong desire to choose where pronouns provided in UBC systems get exposed with the ability to provide multiple sets of pronouns. Furthermore, systems are not sufficiently dynamic to support the variability of pronouns among gender fluid people.

"For programs such as Canvas, it would also be useful if the privacy of pronouns could be toggled so that they could be completely private, visible only to course instructors, or visible to everyone."

~ T2SGD Student Respondent

"For UBC faculty to [discuss] what pronouns/names [students] feel most comfortable being referred to by and in what contexts (since many people may not be out to family etc and may not want it included on their paperwork)."

~ T2SGD Survey Respondent

"I would love to see the option to select multiple pronouns on Canvas and UBC web services, as I am genderfluid and use multiple sets of pronouns. I really appreciate the option to choose "they/them," but that does not encompass me in my fullness"

~ T2SGD Student

"[A] voluntary field for pronouns is one step but, again, get it right. Limits right now that are she/her, he/him, they/them — are insufficient. For example, I prefer NO pronouns. And where I must select, would choose they/she/him to reflect my gender queerness. This option does not exist."

~ T2SGD Employee Respondent

"I think that providing pronouns in UBC's systems is a good idea, especially in a mainly online learning environment. However, having the ability to pick and choose when and where to display pronouns is very important because I feel that revealing my nonbinary gender within some events/groups may lead to discrimination against me in some way. Having control over when I display my nonbinary pronouns makes me feel safer."

~ T2SGD Student Respondent

"The more everyone does it, the more gender diverse people can without being outed. Giving the option allows it to be normalized. Also not using it should also be normal. Gender doesn't matter to everyone, no need to force it."

~ T2SGD Student Respondent

"It would be a lot easier to just put my pronouns on something instead of feeling pressure to come out over and over again"

~ T2SGD Student Respondent

"I have difficulty with the issue of pronouns in UBC systems as, I think for cisgender people, it makes no difference if they have their pronouns visible, and for those who have transitioned and their appearance aligns more closely with their gender, it can be an affirmation. In the case of gender-fluid or otherwise gender diverse people, it can be more difficult to navigate and I find that in my experience I am not comfortable using my preferred pronouns publicly in an environment where people I don't know and trust can see. I do appreciate the effort made but I am not sure that it is safe for all gender diverse people at UBC to provide their pronouns. Perhaps in situations where pronouns might be required, they/them could be given as a default with the option to change it manually by the individual."

~ T2SGD Student Respondent

"[G]iving me the option on Canvas is really nice. I still chose to just have female pronouns mostly because it looks bulky and being a women (sic) is hard enough I don't want to add the risks of being they/them as well. But letting me change that at anytime is fantastic"

~ T2SGD Student Respondent

"Continue to normalize different pronouns, but **not placing pressure** on queer students to declare their pronouns."

~ T2SGD Survey Respondent

"The pronouns on Canvas are great. Especially that you can have more than one set of pronouns. Professors need to continue to address pronouns and invite their students to share their pronouns."

~ T2SGD Student Respondent

"There is already an option to provide pronouns on canvas, but it is not widely used and even then mostly by trans and gender diverse people. I would want to see more encouragement for cis people to specify their pronouns so that it does not turn into a signal for which students identify differently than their assigned gender."

~ T2SGD Student Respondent

"I would not provide my pronouns for fear of being outed. The only people I will not ever come out to is my family, particularly my mother, who has access to my [account] and other things for financial reasons. If that wasn't the case, I would absolutely put my pronouns in."

~ T2SGD Student

"for folks who experience gender as more fluid (as I do) forcing the stating of pronouns feels like a forced categorisation that does not align for me. I think where people do feel alignment with pronouns, encouraging folks to share them is really wonderful, it helps us do better to see people for all the genders that we want to be known by. "

~ T2SGD Student Respondent

"Make sure when standardizing pronoun introductions that nobody is required to give their pronouns. I had a friend at UBC who was forced to give her pronouns several times during [events] before she was out. This meant that she had to say

the wrong pronouns, which made her feel very dysphoric, because she wasn't out yet so she couldn't say the right ones."

~ T2SGD Student Respondent

"I've heard from cisgender peers that their feeling obligated to include their pronouns makes them resentful of trans people and I don't want that resentment to be directed at me, especially when emailing or interfacing with people I don't know. I prefer to share my pronouns in face-to-face interactions."

~ T2SGD Student Respondent

"In an environment that increasingly encourages the sharing of pronouns, but which doesn't support trans staff, I worry about finding myself backed into a corner where I have the choice of misgendering myself or facing the consequences of outing myself to my boss."

~ T2SGD Employee Respondent

"Now that canvas allows me to state pronouns on my account I am not misgendered."

~ T2SGD Student Respondent

E.1.5 Gender

Survey respondents were asked how often gender categories on forms and surveys at UBC reflect their gender identity. Non-T2SGD respondents are four times more likely to report that their gender identity is always represented in systems at UBC (73.7%, $p < .001$) compared to their T2SGD counterparts (16.3%, $p < .001$). T2SGD respondents are more likely to report their gender represented all the time. This indicates a paradigm shift moment wherein some parts of the university are adopting changes to expand gender categories and others are not. Figure E.1-10 summarizes the frequency of representation with the current gender categories across the groups.

Figure E.1-10 Frequency of Representation among Current Gender Categories in UBC Systems by Gender Status
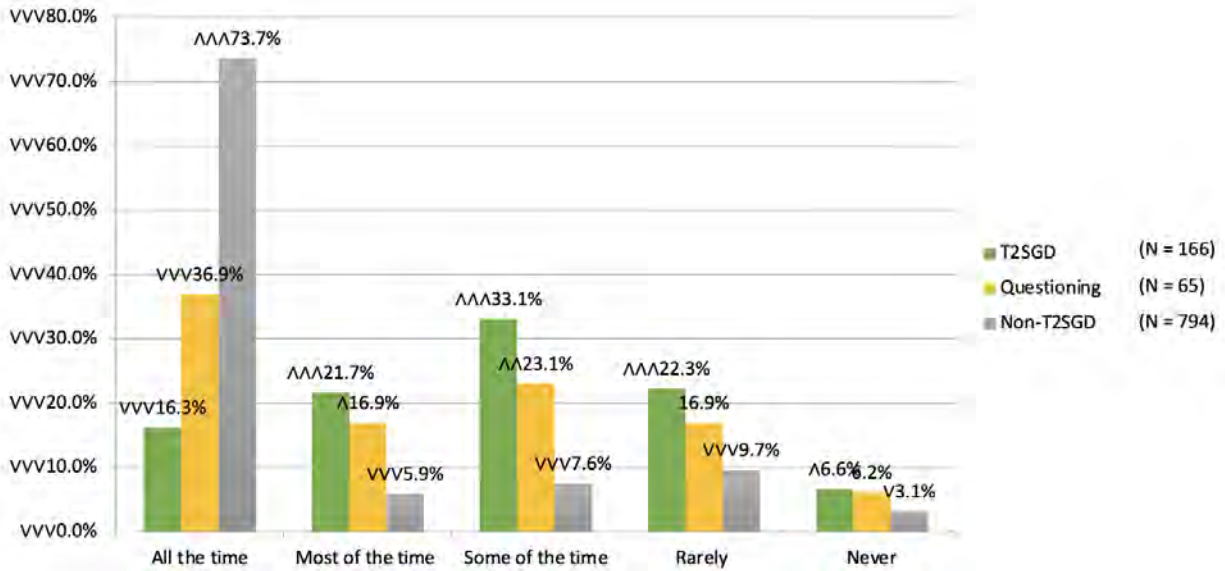
Of those who responded that their gender was not represented all the time, survey respondents were asked how much current gender categories on forms and in surveys at UBC represent their gender identity. There were statistically significant differences between cisgender and T2SGD and questioning respondents. The majority of non–T2SGD respondents (88.5%, , $p < .001$) have a category that fully represents their gender identity compared to 13.1% (, $p < .001$) of T2SGD and 12.8% (, $p < .001$) of questioning respondents. Instead, T2SGD respondents are represented partially (67.2%, $p < .001$) or not at all (19.7%, $p < .001$) by the current categories compared to non–T2SGD respondents. Figure E.1-11 depicts the different levels of representation with the current categories across the groups.

Figure E.1-11 Level of Representation among Current Gender Categories in UBC Systems by Gender Status
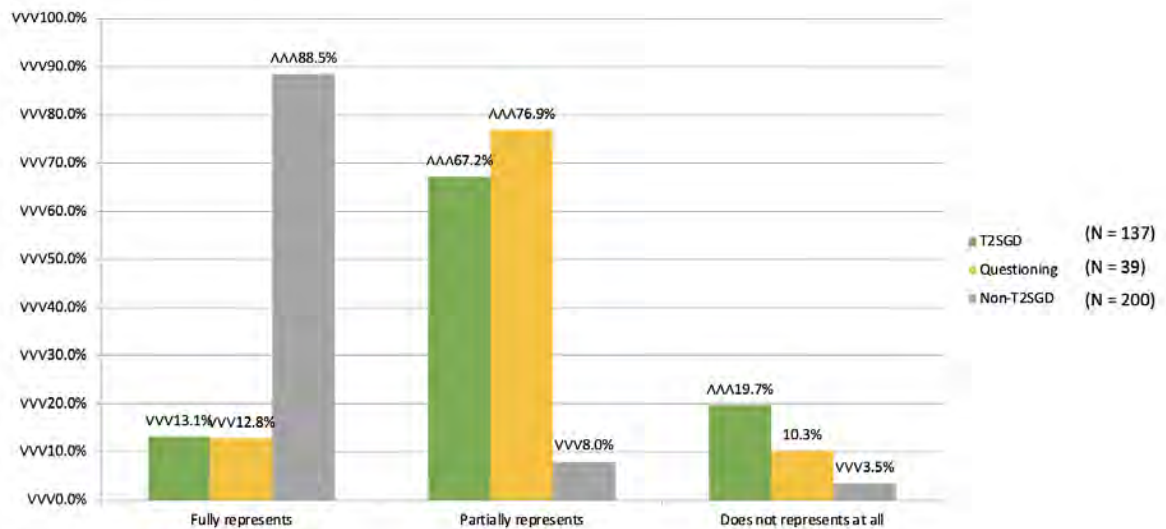
Those respondents who reported partial or no representation in the current gender categories at UBC were asked about the impact that this has on them. T2SGD respondents were more likely to report feeling frustrated and along with their questioning counterparts invisible and that they do not count as compared to non-T2SGD respondents. Questioning respondents were more likely to indicate that they feel anxious. Non-T2SGD respondents were more likely to report that they feel neutral towards not having gender categories that represent their gender identity. Figure E.1-12 depicts the different levels of representation with the current categories across the groups.

Figure E.1-12 Impact of Partial or No Representation in Current Gender Categories at UBC by Gender Status
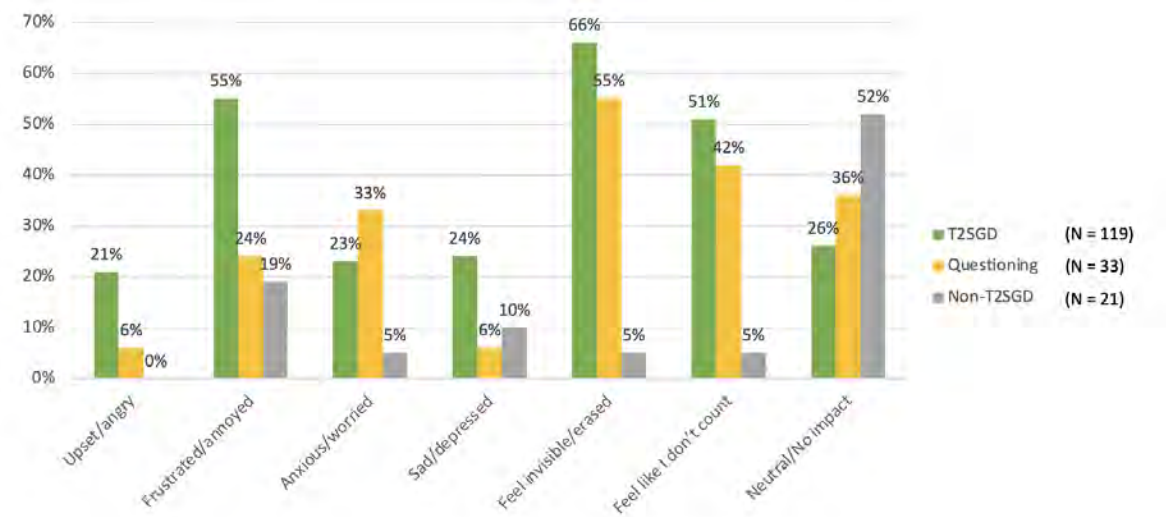
Those respondents who reported partial or no representation in the current gender categories at UBC were asked about what they do when their gender identity is not represented. There are comparable levels of employing a range of strategies when the current gender categories do not match their gender identity. The most common strategy is selecting the gender category that is closest to their gender identity, which is used among 45.8% of T2SGD respondents. Others change their responses based on the situation, including 25.4% of T2SGD respondents. Another strategy employed among 15.3% of T2GSD respondents is selecting the gender they were assumed at birth based on their sex. Figure E.1-13 summarizes the strategies employed among survey respondents when there is no or partial representation of gender with the current categories across the groups.

Figure E.1–13 Strategies for Partial or No Representation in Current Gender Categories at UBC by Gender Status
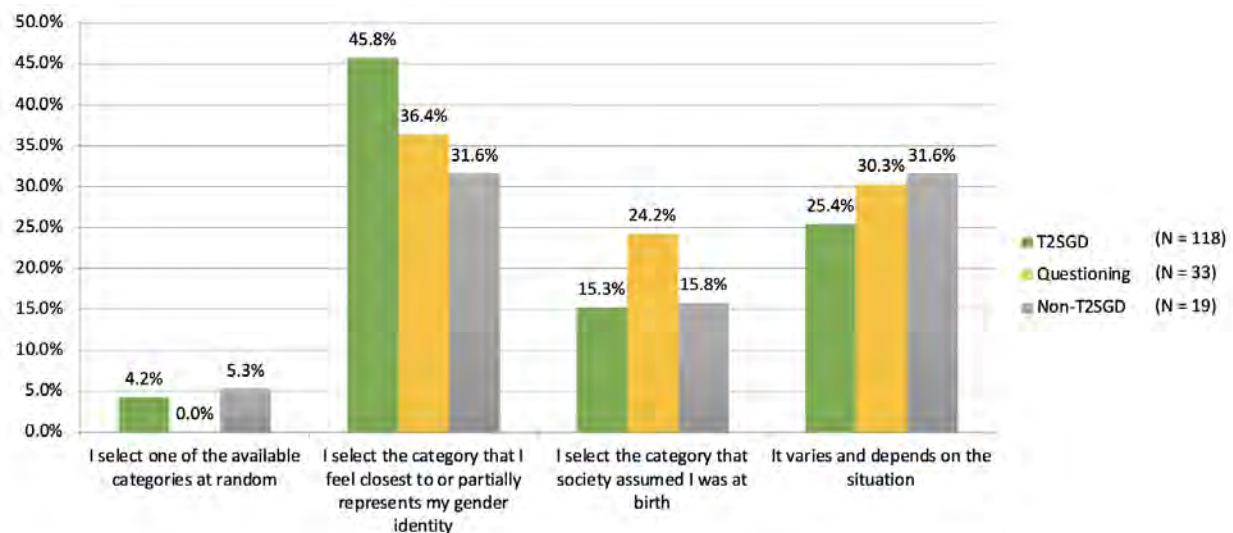
E.1.6 Ability to Change

Survey respondents were asked whether they have recently changed their records in the last two years and if so, which type of records (e.g., chosen or legal first names, gender categories, and/or titles). There were statistically significant differences between T2SGD and non–T2SGD respondents across all of the types of records. In particular, T2SGD respondents were more likely to have changed their chosen names, legal names, and gender categories compared to non-T2SGD counterparts. The greatest differences are for changes to chosen first names (22% among T2SGD respondents) and gender categories (among 20% of T2SGD respondents). This points to issues related to changing records being uniquely relevant to T2SGD people and why these have been largely invisible without a university-wide response or strategy. The lower rates of changing titles (5% of T2SGD respondents) may be related to titles only being collected among employees and not students.

Important to note that there are high rates among T2SGD and questioning respondents in terms of not knowing how to change their records (30%, , $p < .001$ and 24%, $p < .001$, respectively). Also key is that among T2SGD respondents, the rate of changing chosen names (22%) is double that of legal names (11%), which points to chosen name records offering vital solutions due to preference or necessity. Figure E.1-14 summarizes whether survey respondents have changed various types of gendered records in UBC systems across the groups.

Figure E.1-14 Types of Records Changed by Gender Status
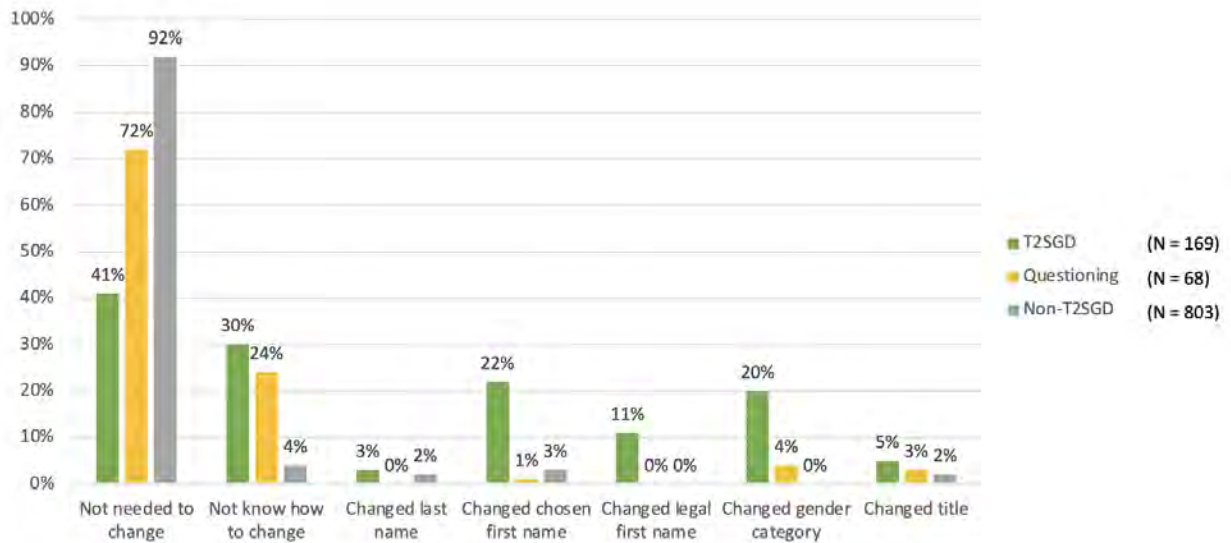
Of those who have changed their gender records in the last two years, survey respondents were asked about how easy or difficult it was to find information about changing them. There was a range of responses that were comparable across the gender status groups. Nearly half found it difficult to find information (43.5% among T2SGD and 45.1% among non-T2SGD respondents) and about a third found it easy to find information at UBC. This points to an overall problem with information dissemination for both T2SGD and non-T2SGD people. Figure E.1-15 depicts the ease or difficulty with which information about changes to gendered records across the groups.

Figure E.1-15 How Easy or Difficult to Find Information about Gendered Record Changes by Gender Status
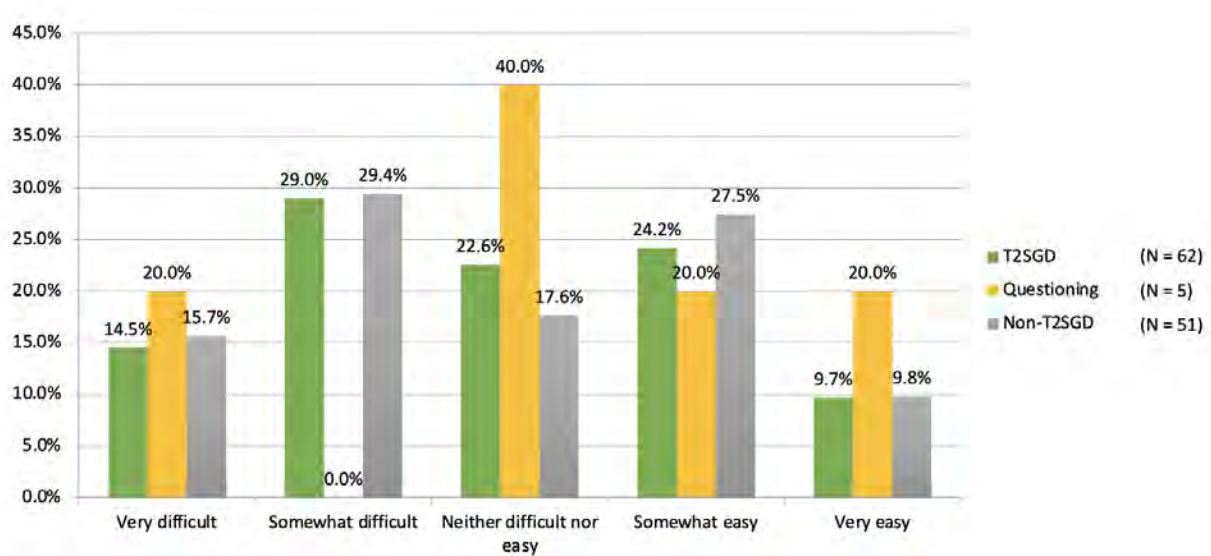
Of those who have changed their gender records in the last two years, survey respondents were asked about the clarity of the information that they obtained about changing their records. There were no statistically significant results across the gender status groups. The majority of both T2SGD and non-T2SGD respondents found the information somewhat or very clear (64% and 56.9%, respectively). About one-fifth report the information is unclear to some degree. Figure E.1-16 depicts the level of clarity of the information about changes to gendered records across the groups.

Figure E.1–16 Level of Clarity of Information about How to Change Gendered Record by Gender Status
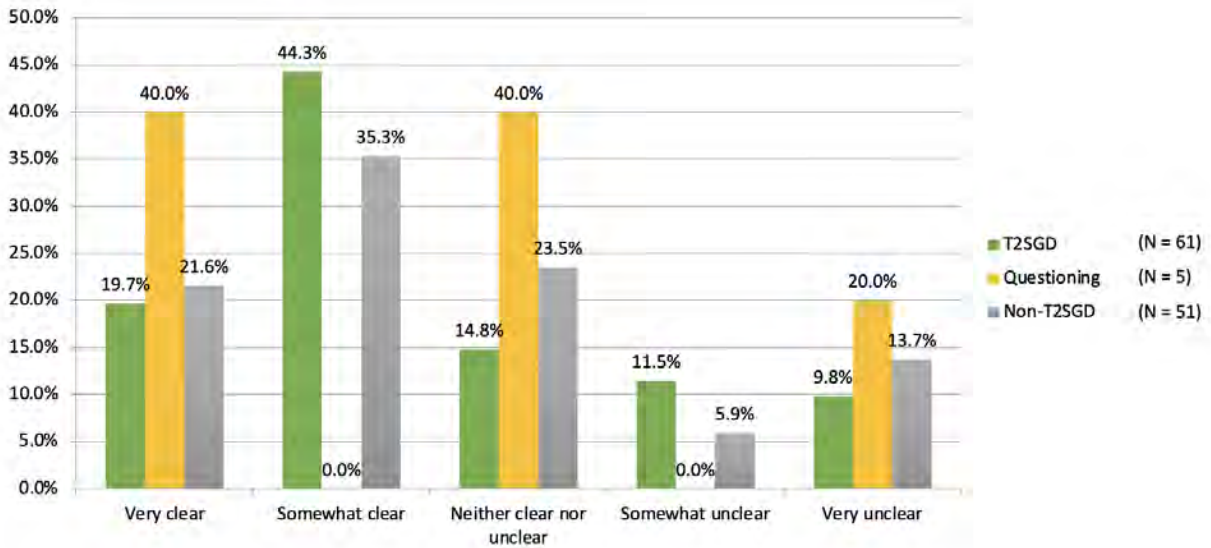
Survey respondents were also asked how long it took them to change their gendered records in UBC systems. The majority of respondents' records take a week or less to change (68.3% among T2SGD and 57.4% among non-T2SGD respondents). On average, non-T2SGD respondents tend to take longer to change their records as compared to T2SGD respondents. About one-fifth of T2SGD respondents waited between one month and a year as compared to 34.1% ($p = .01$) of non-T2SGD respondents. Questioning respondents are also more likely to take a half a year to (20%, $p = .01$) compared to non-T2SGD respondents. Figure E.1-17 summarizes the length of time to make changes to gendered records at UBC across the groups.

Figure E.1-17 Length of Time to Change Records in UBC Systems by Gender Status
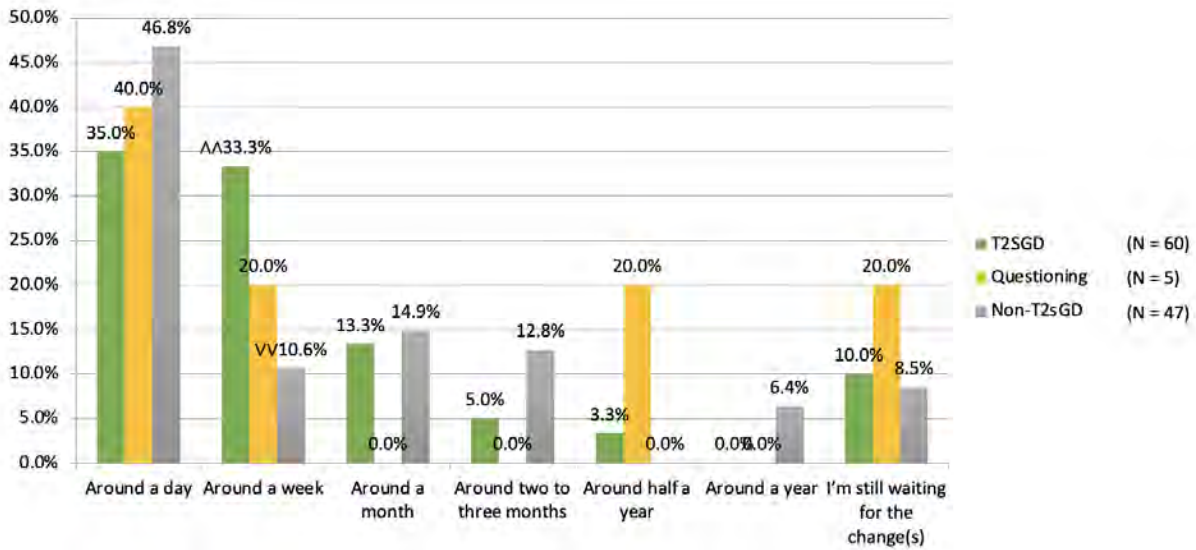
Those who changed their gendered records at UBC in the last two years were asked whether and how many unexpected issues they encountered during the change process. There were no statistically significant differences between the groups. The majority of both T2SGD and non-T2SGD respondents (61%) did not encounter any unexpected issues. Nearly one-fifth of respondents in each group encountered unexpected issues that entailed a low amount of effort to address (i.e., one follow-up call, visit, or meeting). Of particular note are the 15.3% of T2SGD respondents who reported substantive follow-up (i.e., > 3 calls, visits, or meetings). Survey respondents Figure E.1-18 summarizes whether and what level of unexpected issues encountered related to changing records at UBC across the groups.

Figure E.1-18 Levels of Unexpected Issues with Record Changes by Gender Status
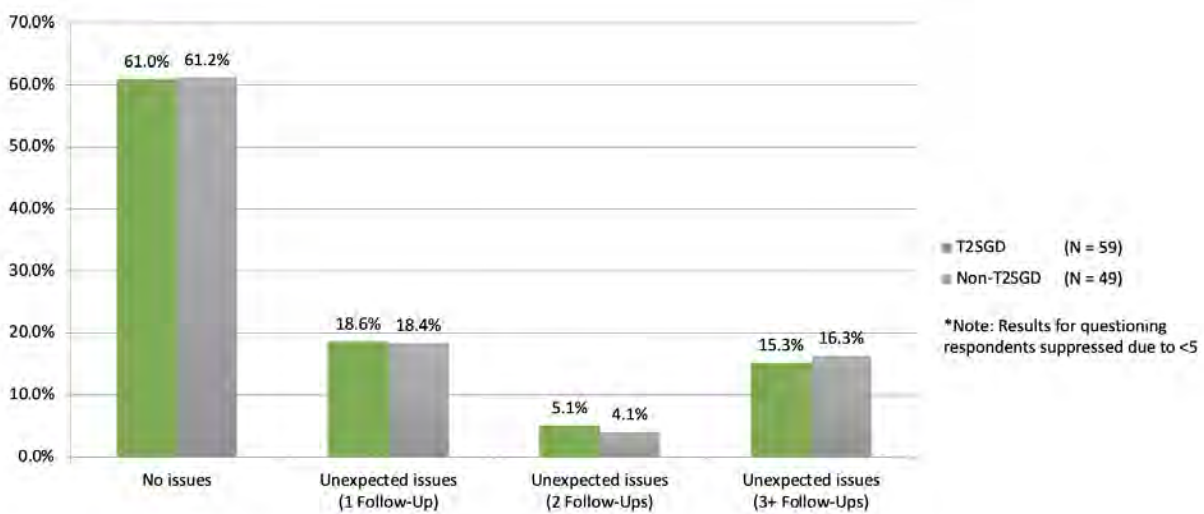
Many T2SGD respondents who encounter unexpected issues changing their records describe staff who are under- or unprepared to address the systems issues. T2SGD respondents get sent to other departments or are told the changes are not possible. Time and time again T2SGD respondents expend substantial time and energy to rectify the issues. This underscores that changes to systems are not sufficient, and there is a need for accompanying education and information about the ability to change records among staff. Even where a legal name is needed on official documents (such as pay cheques for employees or diploma for students), there are instances of addressing someone by their legal name in person or via written correspondence, which is not necessary and disrespectful.

Un(der)prepared

"My issue was with changing my gender on [program] co-op pd portal. I messaged the co-op office and they didn't know how to do it and told me to talk to student services, so I talked to my services contact and they told me that they couldn't change it on their end and they had to talk to the co-op office. In the end my services contact was very nice and told me she would take care of the rest of it."

~ T2SGD Student Respondent

"When changing my legal gender identity and name during **my co-op program** in undergrad, the system automatically sent my unchanged legal name to all prospective employers, despite the fact that this was no longer the name I was using in my documents or day-to-day life. This feature of the system **forcibly outs transgender** students who are in the process of legal (name+gender marker) transition, and leaves us vulnerable to discrimination and hiring bias from prospective co-op positions."

~ T2SGD Student Respondent

Not Possible

"I've tried submitting changes request through the last decade+ and get met with "oh, the system doesn't allow us to do that" - with no easy path to escalate. Where I have spent time trying to escalate - it eventually gets dropped because no one actually knows (or cares?) or has the time to "change one small thing for one person.""

~ T2SGD Employee Respondent

"The person couldnt figure out what I was asking for and why I was asking for the changes/had never dealt with a similar request; systems were not updated correctly; issues with email account and forwarding; issues with workday updates; requiring a legal name change for changes to take place."

~ T2SGD Employee Respondent

"I was told I could not change my chosen name prior to changing my legal name and thus waited until I had done so."

~ T2SGD Student Respondent

"[The staff member] was disrespectful and tried to tell me at first that changing my gender marker didn't really matter and I had to insist."

~ T2SGD Student Respondent

Incorrect or Mixed Messaging

"Is says on the website to not put in a different name as it can cause issues later and so I was too scared to do so, maybe making it so that putting in a different name is not as unadvisable that would be nice"

~ T2SGD Student Respondent

"These are both systems and culture issues. I regularly try to affect change in these areas, and keep running into a combination of these two types of issues. Even with consistent reminders, staff in areas like Enrollment Services continue to give incorrect information to students regarding the limited options UBC does provide (in that they fail to provide even those basic options to two-spirited, trans and gender diverse students)."

~ T2SGD Employee Respondent

Repeat Efforts for Each System

"So many information systems that don't communicate with each other, so I was left to tell each department/person/HR/student system about the change, one after the other. Each seemed to have a different approach to documenting the change."

~ T2SGD Student Respondent

"IT had to work to change the gender and name category from nickname to chosen first name and gender salutation. [P]ension office had to be give quite the nudge."

~ T2SGD Employee Respondent

"Payroll was awful. They kept using my legal name in situations where they shouldn't, such as when addressing me in emails or when calling out my name verbally as I sat in their waiting area, despite my gentle reminders and corrections. They also used my preferred name in places that they shouldn't, such as on my first paycheck, and then tried to blame me for their mistake. When I was trying to pick up my paycheck when I first started the job, the staff at the front desk were very rude, and seemingly laughing to each other while reviewing my ID and other documentation. I have a pretty thick skin, but found having to go back and back to correct them difficult, especially when they were rude and accusatory in response. When Workday was launched, my legal name was made visible to all of my colleagues. IT staff said my legal name was not properly recorded initially, which is why it wasn't transferred over to Workday, which was hard to hear after all my communications back and forth with Payroll on this exact point."

~ T2SGD Employee Respondent

"I had to call like 4 different people many different times to get my chosen name updated in one of the systems so that I could get the name on my card. ALSO, I have been trying to change my legal name because I had a legal name change and I was directed to fill out a form on UBC website and no one has gotten back to me. It's been many weeks. Also I didn't even know changing gender category was an option or what that means. So basically, changing chosen name is easy but everything else is hard."

"My legal name appears in my email, despite my preferred name set up as an alias. I don't know if there is any way around this, but this results in those I contact by email often referring to me by my legal name."

~ T2SGD Employee Respondent

"[E]ven though I had my preferred name in the system, and the system told me that my preferred name would be **printed on my student card**, my deadname was printed there instead. I saw this in the card preview but couldn't change it. I contacted me enrollment services advisor and she said she would personally take card of it. She said the deadname card would be in my welcome package ..., but she would have them print one with my preferred name and would give it to me when I got to UBC. She was wonderful, and everything worked out. However, two of my friends weren't so lucky and spent **multiple days being sent back and forth** between different offices at UBC, each of them claiming it was the other office's job to fix it, before they eventually managed to get it fixed."

~ T2SGD Student Respondent

Self-Serve Ability to Change

"Allow employees/students to change their preferred name on their own without needing assistance from others to do so. Have their preferred name integrated into a system where it is automatically updated across all systems; if this is not possible, have one single person be a point of contact to have these changes made at a system-wide level."

~ T2SGD Employee Respondent

"There should to be a way for graduate students, staff, and faculty to be able to change their preferred name in the FASmail system/staff directory on their own, without having to email several different departments for assistance and having to out themselves repeatedly."

~ T2SGD Student Respondent

Choice which Records Exposed

> "I think it would be helpful to have some sort of cheat sheet for students who register a chosen name that differs from their legal name, something that could indicate which name would appear on different kinds of documents and [why]"
>
> **~ T2SGD Student Respondent**

> "I think it would also be very important for students to be able to check off which name to use in different contexts where use of a legal name might not be important (ie. which name to use when speaking to an emergency contact, which name to use when mailing a package or letter, which name to use in emails from UBC etc)"
>
> **~ T2SGD Student Respondent**

Central Place to Change

> "[H]ave a specific office that could deal with all the legal issues, form changes and coverage issues we have to deal with and not having to go to multiple different sources along with having to out, or potentially out ourselves to multiple people to explain why. A single office to deal with all of it would be greatly appreciated"
>
> **~ T2SGD Student Respondent**

> "Most IT systems use different accounts for different things and changing my preferred name meant having to make multiple changes over many systems. Sometimes that meant one system would be missed leaving me to stumble on opening a program that had a big "Welcome, <old name>" on the screen. It caused quite a bit of discomfort and anxiety as I tried to fix it."
>
> **~ T2SGD Student Respondent**

E.2 Intersectional Nuances

E.2.1 Overview

This section reports results for questions related to information systems with statistically significant differences among T2SGD respondents based on intersectional factors. More specifically, if a question is not reported in this section, it means that the results in Appendix E.1 for T2SGD respondents apply to both intersectional and non-intersectional T2SGD respondents.

E.2.2 Gender Spectrum

There are several key differences for systems challenges across the gender spectrum related to first names, changing records, and providing pronouns, and suitable gender categories.

First, T2SGD respondents were asked whether there is a difference between their legal first name and chosen first name either currently or in the past. There are statistically significant differences among T2SGD respondents across the gender spectrum. In particular, gender diverse and Two-Spirit respondents are more likely to have their legal name as always their chosen name (57.1%, $p < .001$ and 50.0%, $p < .001$, respectively) compared to trans men (22.7%, $p = .73$) and trans women (26.7%, $p = .73$). Furthermore, trans men (40.9%, $p = .29$) are more likely than gender diverse respondents (15.0%, $p < .001$) to have their legal name be different than their chosen name in the past (i.e., they have updated their records to reflect their chosen name). Although not statistically significant, trans women report slightly higher levels of legal names currently different from chosen names (46.7%) compared to other T2SGD respondents along the gender spectrum. Regardless of the differences in this category, this represents an area of need to allow T2SGD people at UBC to align their first name records, as desired and needed. Figure E.2-1 depicts the relationship of T2SGD respondent's legal to their chosen names.

Figure E.2-1 Status of First Names among T2SGD Respondents across Gender Spectrum
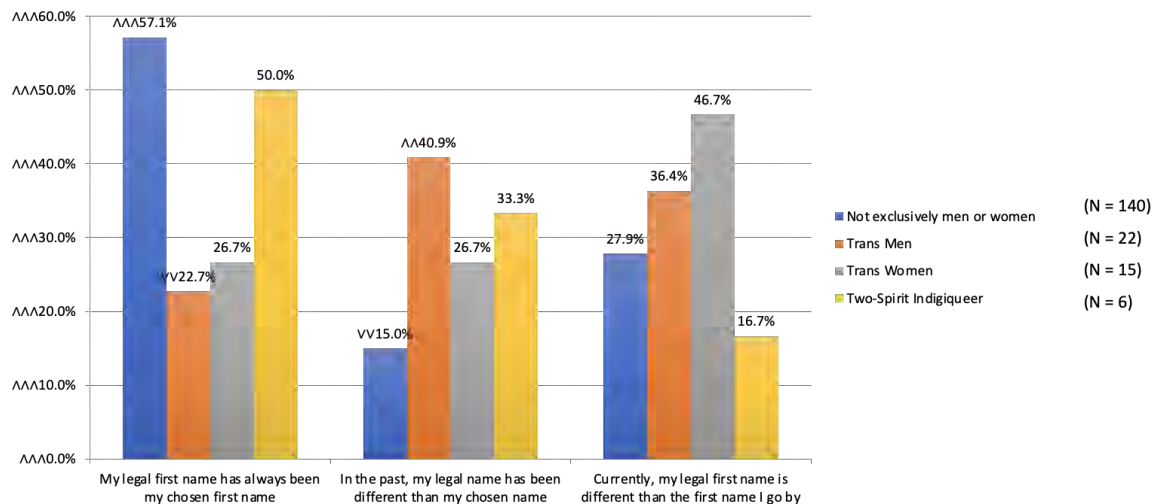
Secondly, there are a few statistically significant differences among gender diverse respondents and trans women in terms of their ability to locate information about steps to change their records at UBC. That is, 38.9% (*p* = .05) of gender diverse respondents were more likely to rate the information finding process "neither difficult nor easy" compared to others, whereas trans women were more likely to rate finding information as "somewhat easy" (44.4%, *p* = .40). Figure E.2-2 provides a breakdown of respondent ratings across the gender spectrum on locating information about record changes.

Figure E.2-2 Ability to Find Information about Changing Records across the Gender Spectrum among T2SGD Respondents
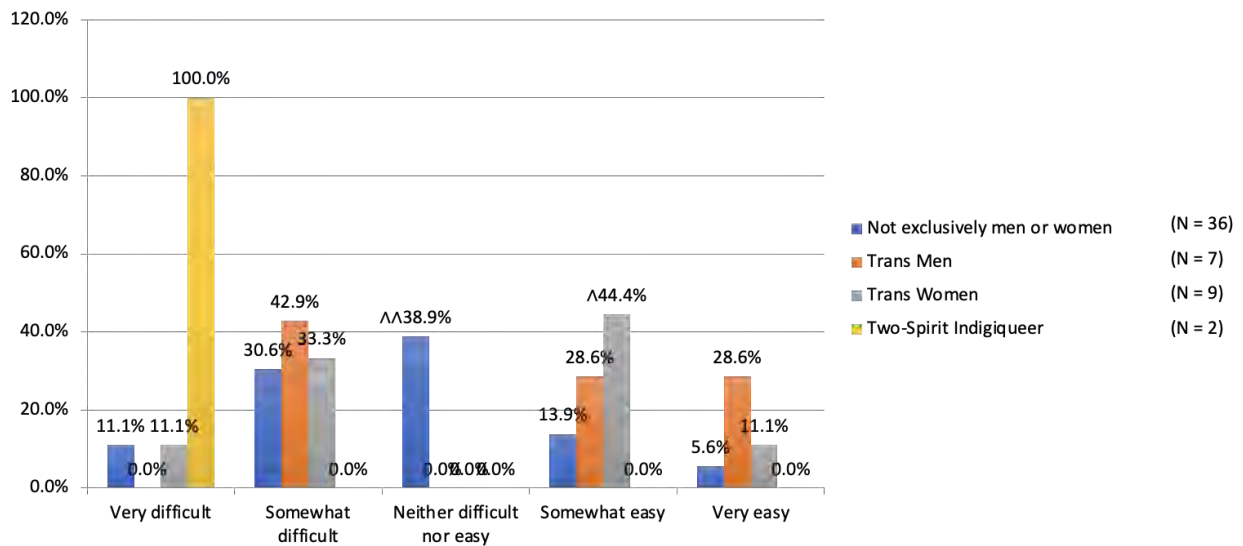
Furthermore, there are statistically significant differences among T2SGD respondents across the gender spectrum on who would provide their pronouns in UBC systems. With the exception of trans women, the majority of T2SGD respondents said they would enter their pronouns in UBC systems. In fact, the majority of trans women (60%, *p* = .05) either do not see the need to share pronouns or are on the fence about providing them within UBC systems. Of the gender diverse respondents, 14.2% (, *p* < .001) hesitated to provide their pronouns because of concerns of being discriminated against. Much of this variation highlights the need to provide clear instructions and/or choice among options for exposure of pronouns throughout the systems. Figure E.2-3 breaks down the likelihood of providing pronouns across T2SGD respondents.

Figure E.2-3 Likelihood of Providing Pronouns across Gender Spectrum among T2SGD Respondents
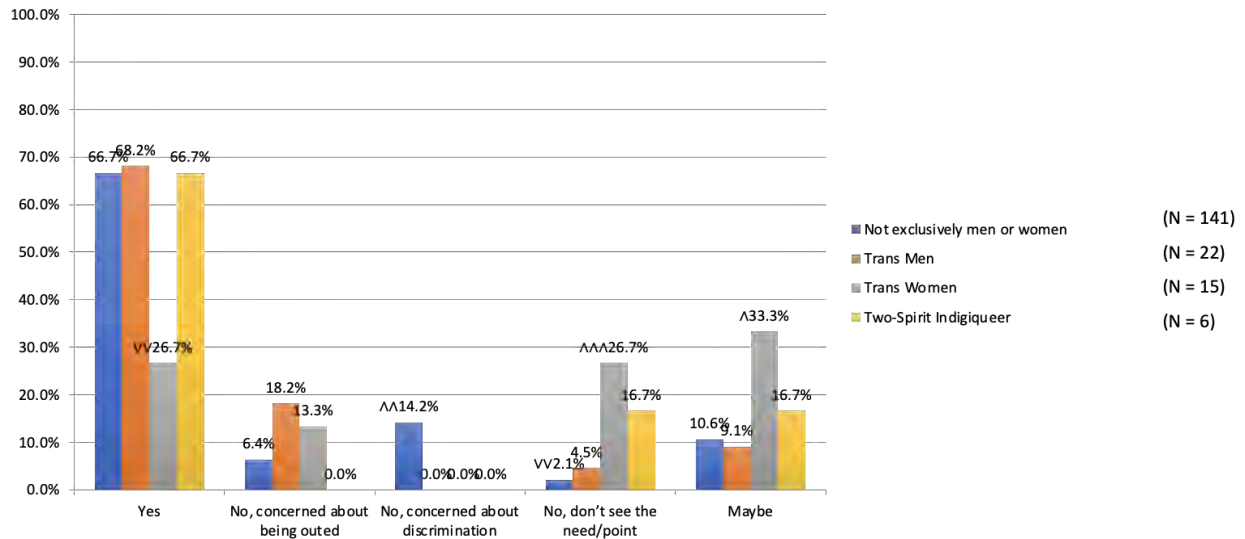
Next, trans women and men are more likely to report having a gender category that represents them all of the time (46.2% and 57.1%, respectively) compared to their gender diverse counterparts (7.3%, *p* < .001). Gender diverse respondents are more likely to report the gender categories at UBC represent their identity some of the time as (42.3%, *p* < .001) compared to trans female and male respondents (4.3% and 30.8%, respectively). Important to note that the majority of Two-Spirit respondents report greater infrequency of gender representation (e.g., 60% rarely or never have a category). Figure E.2-4 summarizes the frequency of gender representation in current categories across the gender spectrum among T2SGD respondents.

Figure E.2-4 Frequency of Representation in Current Gender Categories across Gender Spectrum among T2SGD Respondents
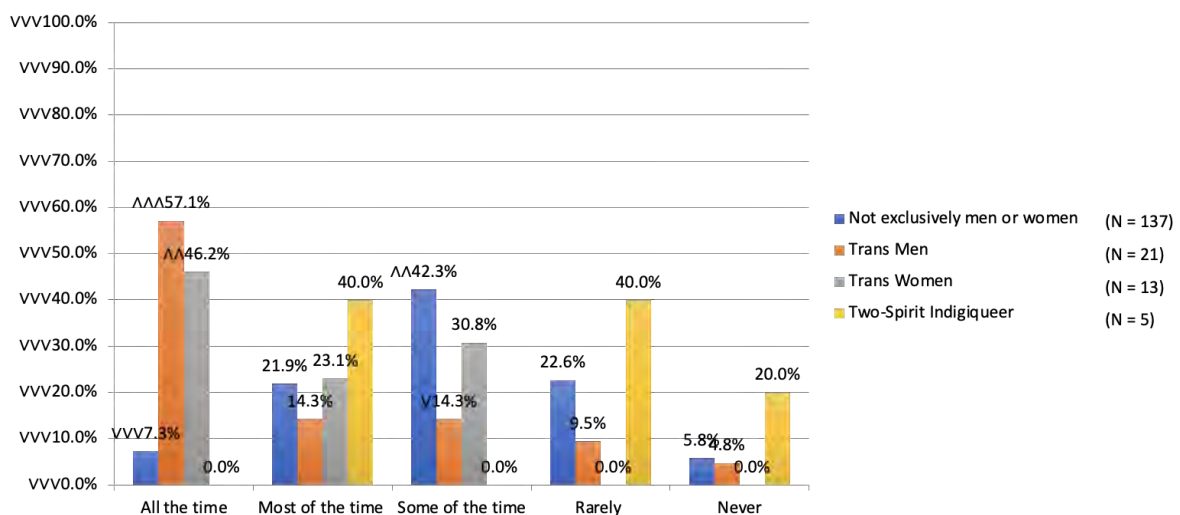
Finally, trans women are more likely to report having a gender category that fully represents them (57.1%) compared to fewer gender diverse respondents who experience this (8.1%, *p* < .001). A majority of gender diverse and trans men indicate that there is usually a gender category that partially represents their identity (73.4%, *p* < .001 and 75.0%, *p* = .15, respectively), whereas less than half of trans women and Two-Spirit respondents shared the same. Figure E.2-5 breaks down the level of representation of current gender categories across the gender spectrum among T2SGD respondents.

Figure E.2-5 Level of Representation of Current Gender Categories across Gender Spectrum among T2SGD Respondents
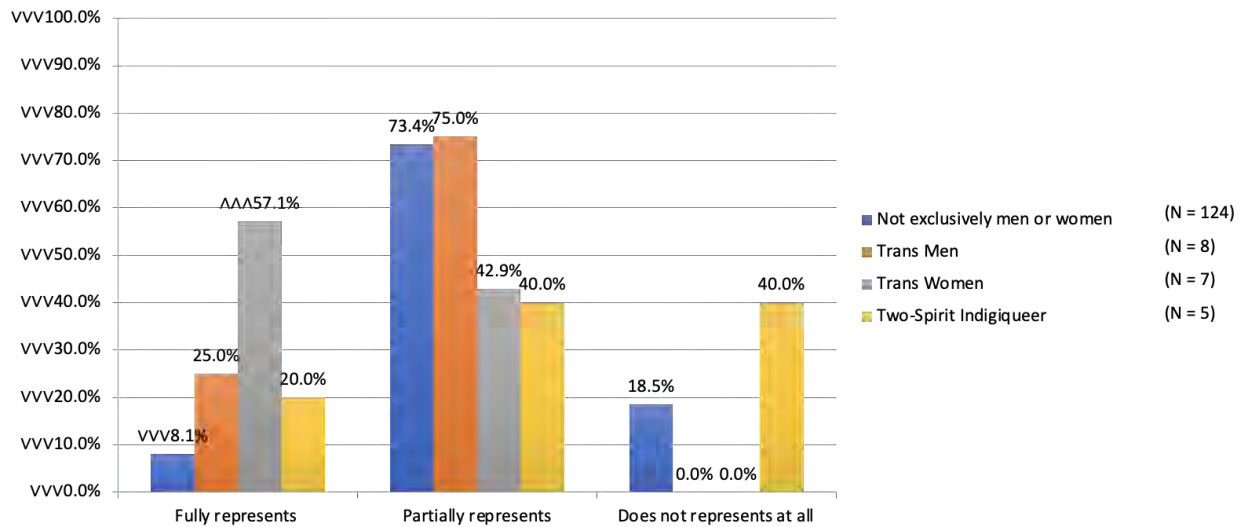
E.2.3 Campus

In general, there are few statistically significant differences between the campuses in terms of challenges with information systems among T2SGD respondents at Okanagan and Vancouver locations.

Among T2SGD people who have experiences changing their records at UBC, there is one statistically significant result where Okanagan and Vancouver campuses differ as it pertains to length of time to change records. In particular, T2SGD survey respondents from the Okanagan campus reported taking less time than their Vancouver counterparts. That is, most Okanagan respondents (92.3%) reported changes to records taking a week or less compared to 63.1% (, *p* < .001) of respondents at the Vancouver campus. This difference may be attributable to smaller campuses having a flatter structure allowing for faster processing times. Figure E.2-6a provides the breakdown of time taken to change records by campuses at UBC.

Figure E.2–6a Amount of Time to Change Personal Record by Campus among T2SGD Respondents
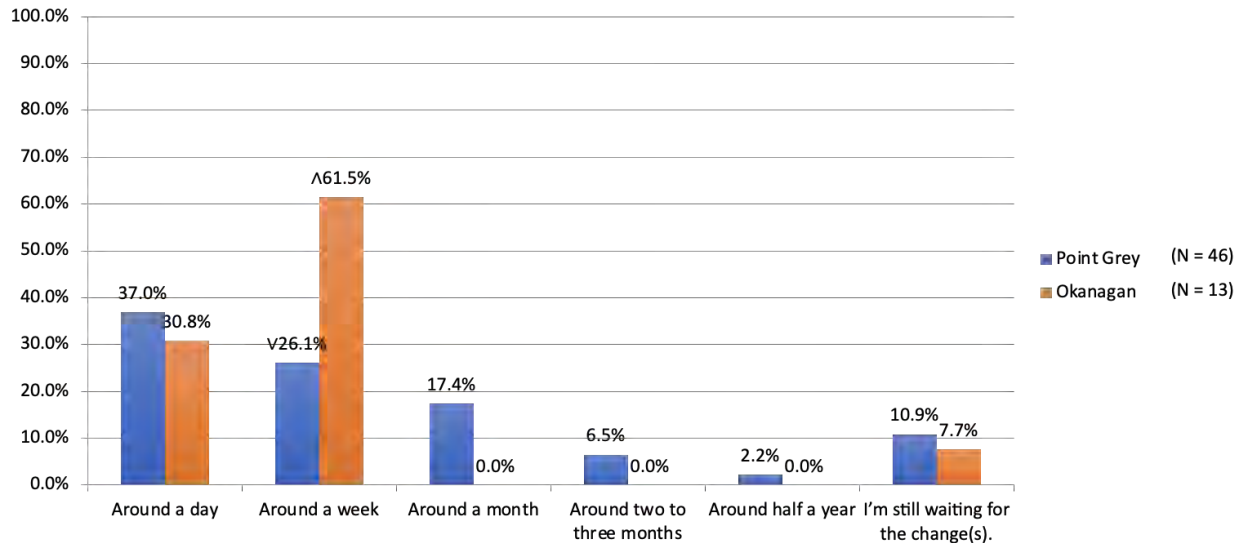
T2SGD respondents across different locations of UBC reported what types of records they changed in the last two years. The results indicate one statistically significant result in that T2SGD respondents on the Okanagan campus are twice as likely to report changing their chosen name (31.3%, *p* < .001) compared to T2SGD respondents in Vancouver (15.5%, *p* < .001). Figure E.2-6b depicts the types of records changed recently across campuses at UBC.

Figure E.2–6b Types of Personal Records Changed by Campus among T2SGD Respondents
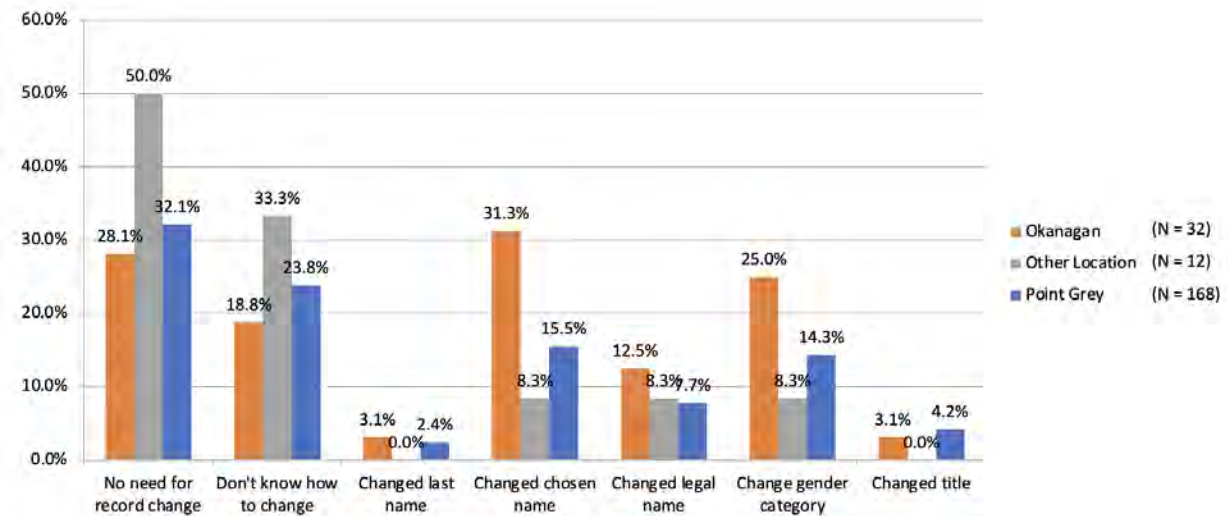
E.2.4 Role

For the most part there are few statistical differences between T2SGD students and employees related to system challenges. However, there are two statistically significant outcomes where T2SGD students and employees differed related to the time it takes to change chosen names and representation in current gender categories at UBC.

In particular, among those who have attempted to change their name, students were more likely to spend less time changing their records as compared to faculty and staff. A majority of students (86.4% for undergraduates and 53.9% for graduates) took less than a week, whereas faculty and staff reported changes taking a month or more (66.7% for staff and 100% of faculty). Figure E.2-7 provides the breakdown of time taken to change records by respondent's roles at UBC.

Figure E.2-7 Amount of Time to Change Personal Record by Role* among T2SGD Respondents
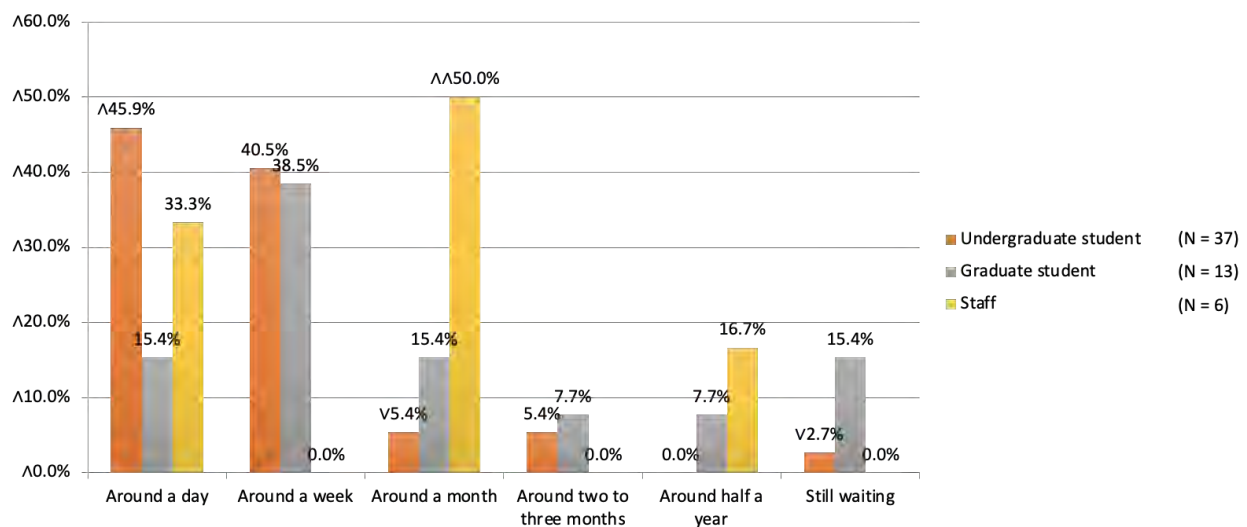
*Note: Faculty data are suppressed due to N<5

Another significant difference between different roles at UBC is how much the current gender categories in UBC information systems reflect the gender identity of respondents. In particular, undergraduate students were more likely to report that current gender categories partially represented their identity (78.9%, $p < .001$) compared to faculty and graduate students (41.7%, $p = .73$ and 50.0%, $p = .15$, respectively). Graduate students are also more likely to report that the categories do not represent their gender at all (34.6%, $p < .001$), whereas fewer undergraduate student respondents report this (13.2%, $p = .21$). Figure E.2-8 summarizes T2SGD respondents reporting the level to which gender categories represent their gender identity by roles at UBC.

Figure E.2-8 Level of Gender Representation in Gender Categories by Role among T2SGD Respondents
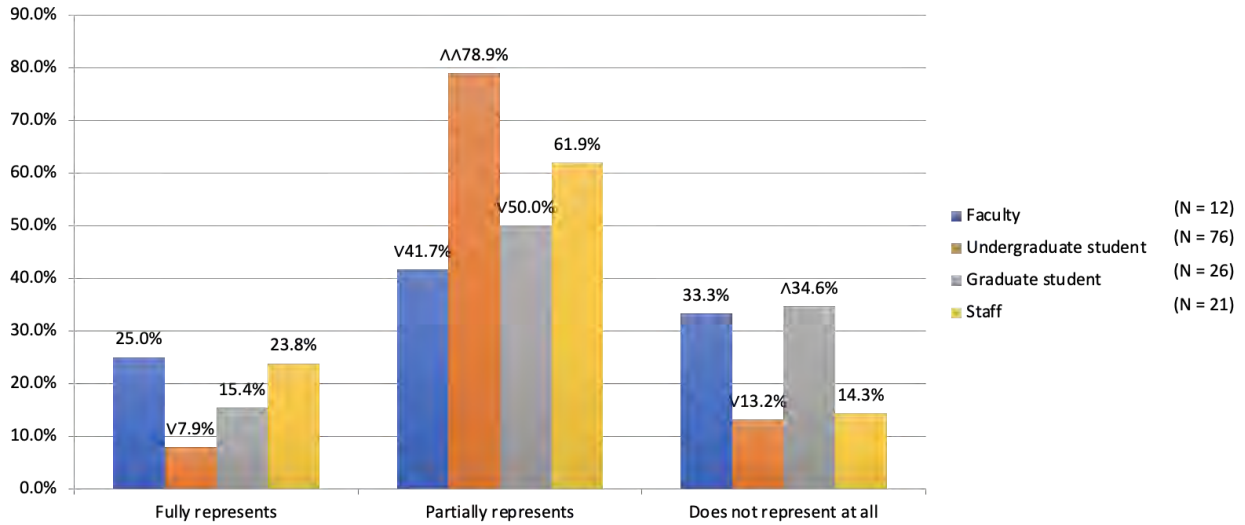
E.2.5 Race

Most of the issues and challenges related to information systems facing T2SGD people are shared in common across racialized and non-racialized people. There are a couple exceptions. In particular, there are statistically significant differences between racialized and non-racialized T2SGD people at UBC when it comes to chosen names appearing publicly where they are not wanted (e.g., letter home or pay cheque). That is, racialized respondents (26.9%, $p <= .01$) are more likely to report this happening "all the time" and "frequently" compared to non-racialized respondents (17.2%). Furthermore, 23.1% of racialized respondents and 8.6% of non-racialized respondents report this happening "sometimes."

These results are cause for concern as the current system set-up is not serving a particularly vulnerable part of the T2SGD population at UBC. To better understand the issues, further analyses were conducted to determine if these results could be attributed to levels of outness. Racialized respondents were more likely to be completely out and reporting experiences of always having unwanted chosen name exposure. Figure E.2-9 provides the frequency with which the chosen name appears publicly where it is not wanted by the respondent's racialization.

Figure E.2-9 Chosen Name Appearing Where <u>Not</u> Wanted by Racialization among T2SGD Respondents
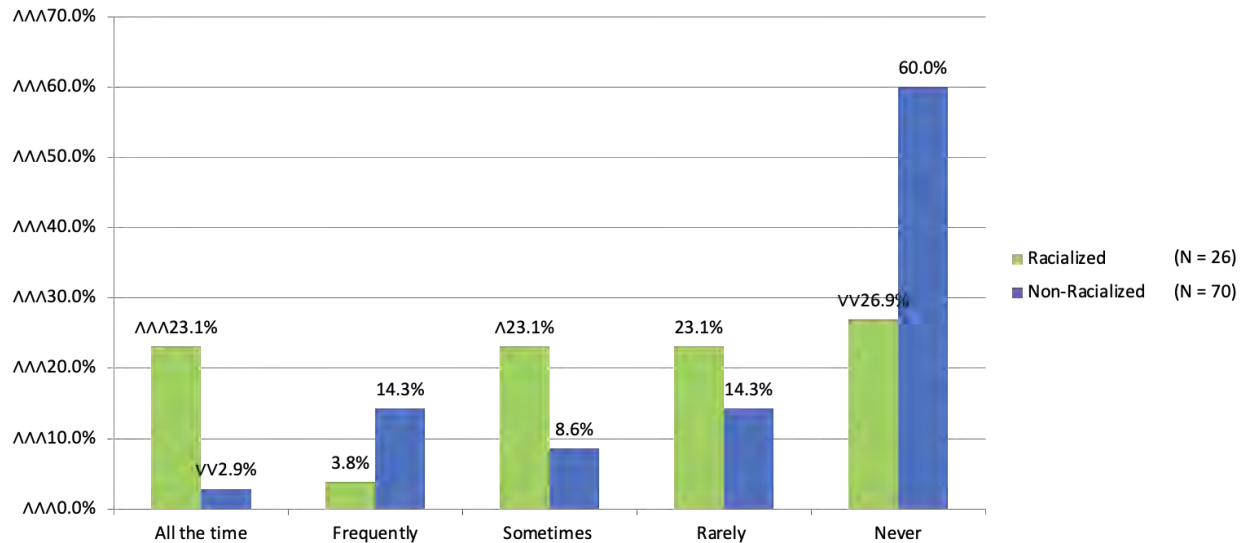
> "My family situation regarding my gender identity is a bit fraught, so I intentionally leave my legal name in some places where I think my parents would encounter it- it's a personal situation"
>
> **~ Racialized T2SGD Student Respondent**

> "[S]o far my only solution has been to choose my legal name for anything my family may see, which sucks but works."
>
> **~ Racialized T2SGD Student Respondent**

Furthermore, there is another racialized difference related to providing pronouns in information systems at UBC. That is, slightly less than half of the racialized T2SGD respondents (47.8%, $p = .05$) plan to provide their pronouns if and when a pronoun field is introduced in UBC systems compared to 65.5% (, $p = .64$) of non-racialized T2SGD respondents. The rest of the responses have greater rates of anticipated negative outcomes among racialized respondents (e.g., being outed or discriminated against, 26.1%, $p < .001$). Figure E.2-10 breaks down the likelihood of providing pronouns across respondents by race.

Figure E.2–10 Likelihood of Providing Pronouns by Racialization among T2SGD Respondents
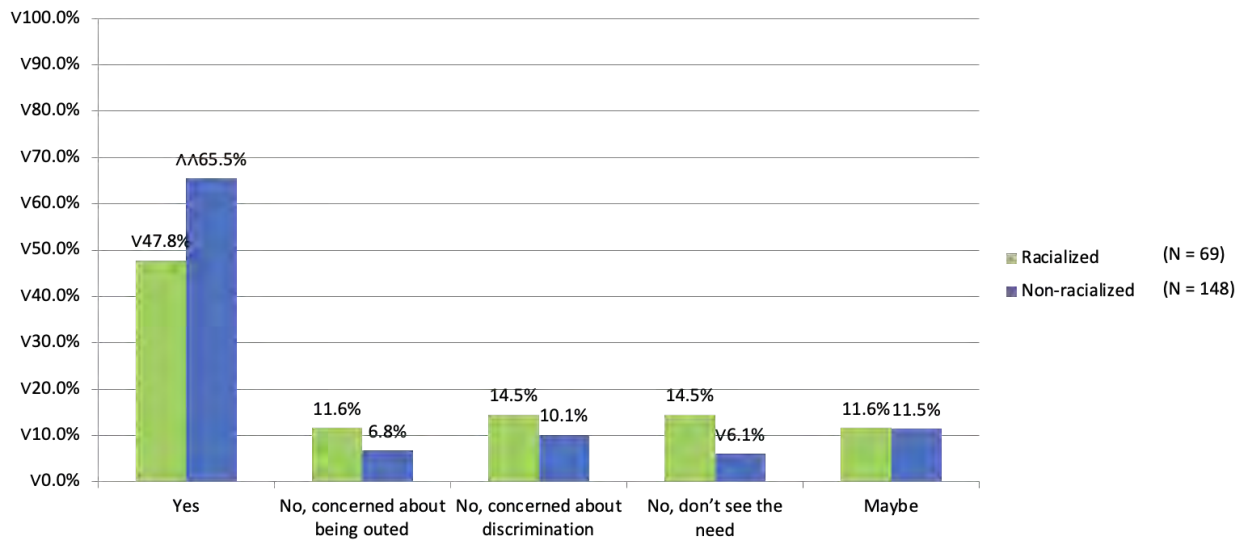
E.2.6 Disability

There are two key differences with regard to system challenges between respondents with and without disabilities, including general challenges and gender categories that represent respondents' identities. First, T2SGD respondents with disabilities are more likely to report encountering some or a lot of challenges with information systems at UBC (67.3%, *p* = .75) compared to those without disabilities (32.6%, *p* < .001). Figure E.2–11 summarizes the level of challenges with information systems at UBC by disability.

Figure E.2–11 Level of Challenge by Disability among T2SGD Respondents
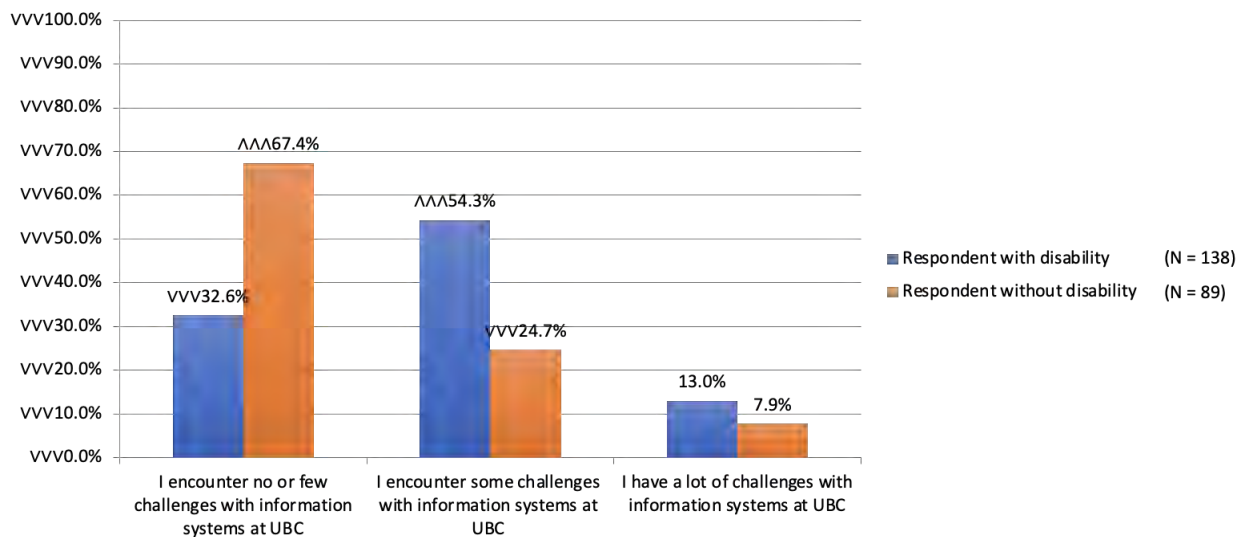
Secondly, T2SGD respondents with disabilities are more likely to report rarely having a gender category on forms and surveys that reflect their gender identity (25.8%, $p < .001$) compared to respondents without disabilities (19%, $p = .14$). By contrast, T2SGD respondents without disabilities were twice as likely to report always having a gender category that represents their gender (33.8%, , $p < .001$) as compared to T2SGD respondents with disabilities (15.3%, $p < .001$). These statistically significant differences are reflected in Figure E.2-12, which summarizes the level of challenges with information systems at UBC by disability.

Figure E.2-12 Frequency of Having Gender Category that Represents Identity by Disability among T2SGD Respondents
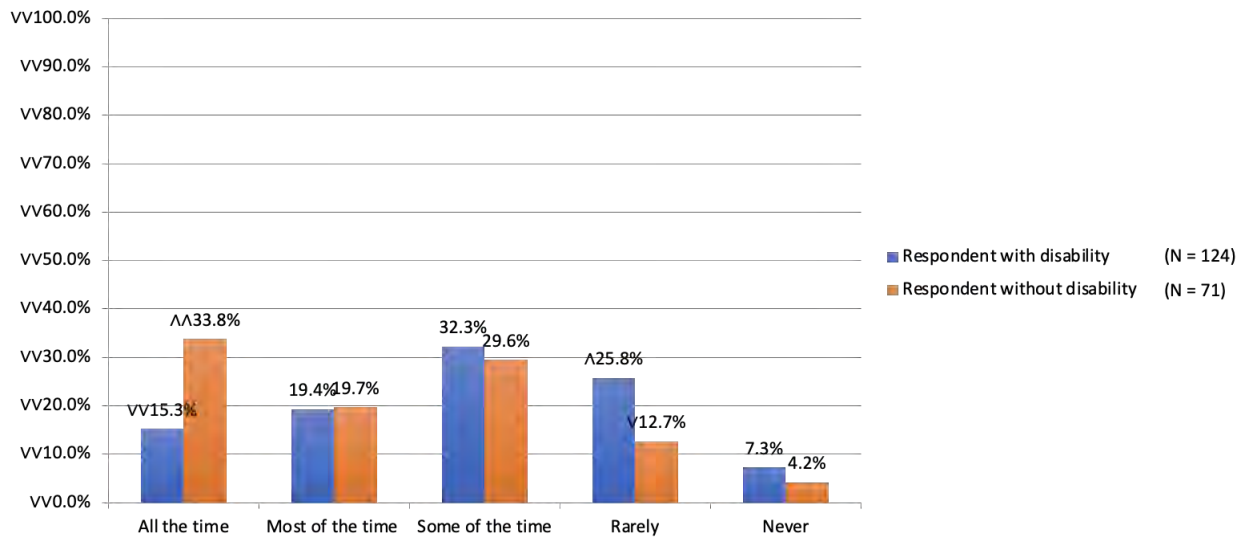
E.2.7 Immigration

There are no statistically significant differences among those T2SGD people who have moved to Canada in the last five years and those who have been here longer.

E.3 Shaping Recommendations

E.3.1 Preferences for Record Exposure

T2SGD survey respondents were asked to provide their preferences in terms of where within UBC systems they would want to have various gender-related records exposed in ways that are viewable by the public or other students or colleagues at UBC. In particular, 24% of T2SGD respondents want to use their legal name within the student information system. Further sub-analyses show differences between racialized (33%) and non-racialized T2SGD (22%) respondents with respect to wanting to have their legal name in the student information system. Furthermore, of note among

non-T2SGD respondents is the low levels of preference to expose their legal name (i.e., between 9% and 25%).

Exposure of pronouns across UBC systems for students and employees reveal a high degree of variability. There are lower levels of interest to expose pronouns on ID cards and in Workday. There is more interest to expose pronouns among a little less than half of respondents in emails, canvas profiles, student information system, and faculty and staff directory.

Titles and gender categories have similar low levels (i.e., below one-fifth of T2SGD respondents) of interest in exposure. In particular, the result discussed next related to the high likelihood of providing gender (84%, Figure E.3-3) coupled with low desire to expose this record (3% to 12%) indicates how gender data are largely considered private by most T2SGD respondents. This underscores the importance of using these data primarily in aggregate and to protect the privacy of these records.

Overall, these results point to the need for self-determination about which gendered records are exposed in UBC systems, especially first names. Figure E.3-1 summarizes the preferences among T2SGD respondents for where their gender-related records are exposed.

Figure E.3-1 Preferred Exposure in UBC Systems for each Gender Record among T2SGD Respondents
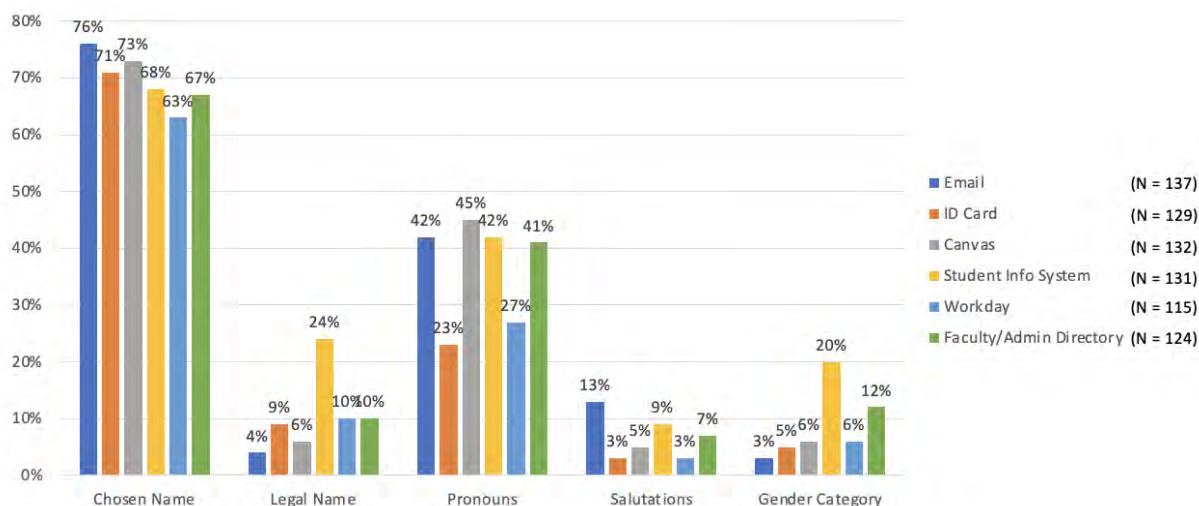
*Note: Percentages do not add to 100% because respondents could select more than one response

E.3.2 Preferences for Two-Part Gender Question

Close to or more than half of respondents have comparable levels of liking the expanded gender categories as presented in BCCAT 2017, including T2SGD (53.6%), questioning (40.9%), or non-T2SGD (48.3%) respondents. From one-fifth of T2SGD respondents to one-third of non-T2SGD respondents are neutral about the expanded categories. Furthermore, T2SGD respondents are more likely to dislike the proposed expansion of gender categories (22.0%, $p = .02$) as compared to

non-T2SGD respondents (14.1%, *p* < .001). Lastly, non-T2SGD respondents are more likely to be neutral about the expanded gender categories (34.6%, *p* < .001) compared to T2SGD respondents (20.2%, *p* < .001). Figure E.3-2 depicts the level of like or dislike of the proposed expanded gender categories at UBC by gender status.

Figure E.3-2 Level of Like or Dislike of Proposed Expansion of Gender Categories at UBC by Gender Status
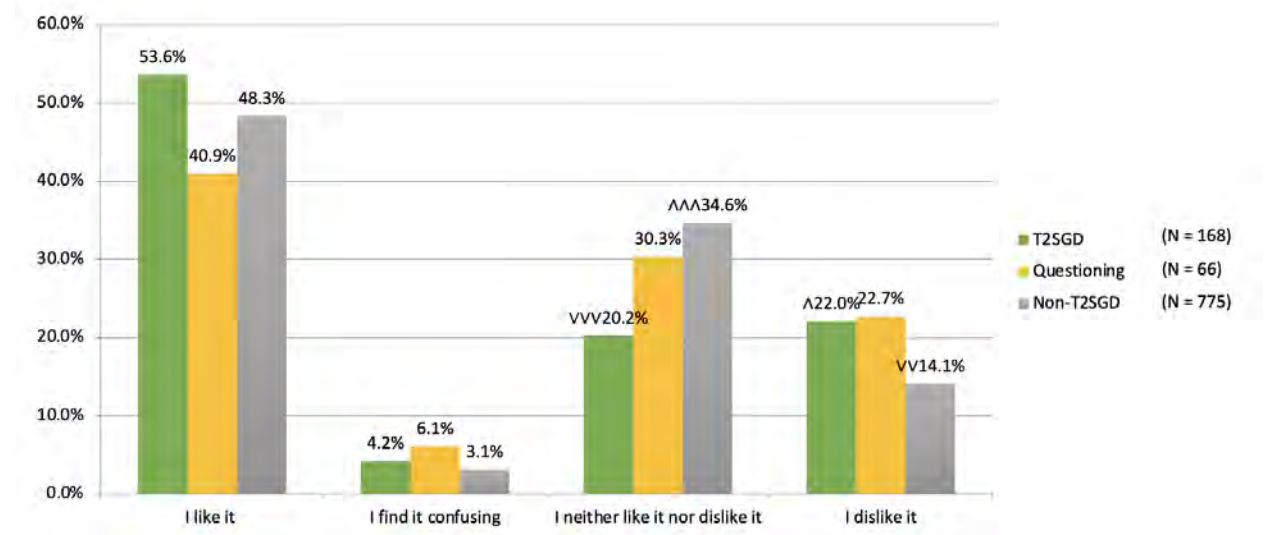
E.3.3 Likelihood of Providing Gender

When asked how likely survey respondents are to fill out the first part of the proposed expansion of the gender question in UBC systems, non-T2SGD respondents are more likely to say they are somewhat or very likely to respond to it (92.3%, *p* < .001) as compared to T2SGD (84%, *p* < .001) and questioning (74.3%, *p* < .001) respondents. The lower levels of liking the expanded categories compared to the higher likelihood of filling out their gender indicates the need for additional communications and explanation to create greater understanding for the categories and use of gender data.

Questioning respondents are more likely to report being neutral about their likelihood of responding to the first part of the expanded gender question (*p* < .001). Between 5.5% and 13.6% of respondents indicated that they are somewhat or very unlikely to respond to this question. The neutrality and hesitation among questioning respondents may be linked to their need for space and time to better understand and come to terms with their gender identity, with selecting a gender category feeling too premature. Figure E.3-3 summarizes the likelihood of filling out forms and surveys with the first part of the proposed expanded gender categories at UBC by gender status.

Figure E.3-3 Likelihood of Filling out Forms or Surveys with First Part of Proposed Expanded Gender Categories at UBC by Gender Status
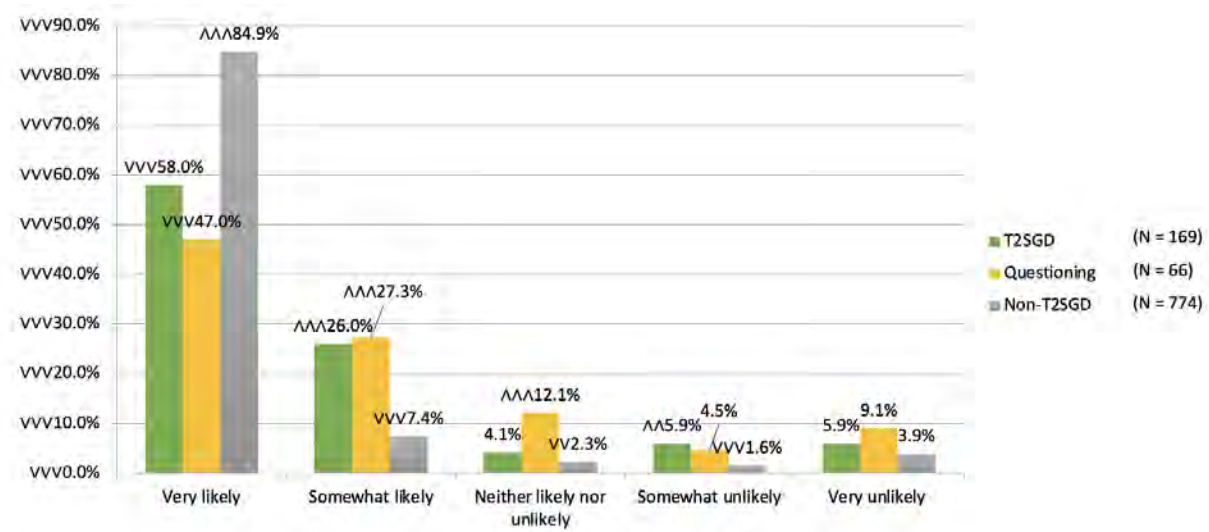
When asked how likely survey respondents are to fill out the second part of the proposed expansion of the gender question in UBC systems, non-T2SGD respondents are also more likely to say they are somewhat or very likely to respond to it (76.8%, $p < .001$) as compared to T2SGD (53.3%, $p < .001$) and questioning (50.0%, $p < .001$) respondents. Of note is that non-T2SGD respondents are willing to fill out the second part even though it may feel irrelevant to or redundant for them due to their alignment between gender and sex.

As opposed to the likelihood of responding to the first part of the gender question, T2SGD and questioning respondents are more likely to report that they are somewhat or very unlikely to respond to the second part of the gender question (37.3%, $p < .001$ and 41.0%, $p < .001$, respectively) as compared to their non-T2SGD counterparts (18%). Further sub-analyses across the gender spectrum reveals that 36.9% ($p < .001$) of gender diverse respondents are somewhat or very unlikely to provide their answer to the second part compared to lower levels among trans women (26.7%) and trans men (30.4%). This underscores that it is not necessary to ask this question of gender diverse people and instead focus on trans women and men for this part of the question. Figure E.3-4 summarizes the likelihood of filling out forms and surveys with the second part of the proposed expanded gender categories at UBC by gender status.

Figure E.3-4 Likelihood of Filling out Forms or Surveys with Second Part of Proposed Expanded Gender Categories at UBC by Gender Status
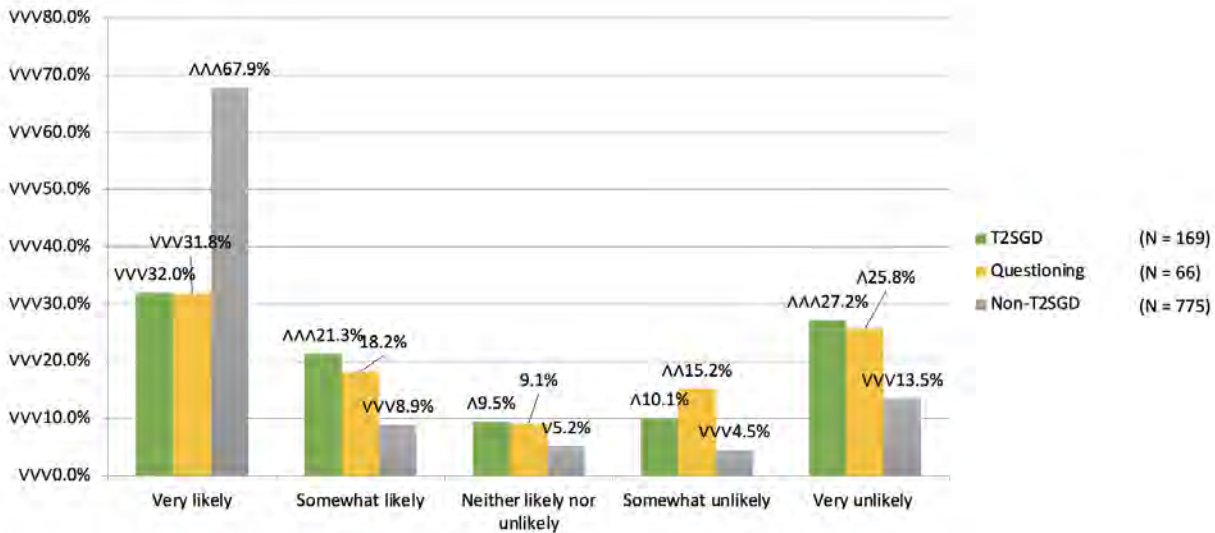
"UBC has a large infrastructure of system which has remained unchanged for years. Having wide access to gender identity information could put people in danger. If UBC implements expanded gender categories, it needs to be clear how that information can be retrieved."

~ T2SGD Employee Respondent

"I would hate to be identified with one label because it can stick with you just like how labels at birth are stuck to us. It maybe acceptable here but for those with their families spread around the world, it complicates things even more. I have never felt comfortable with being narrowed down to one way and one gender."

~ T2SGD Employee Respondent

"The mere presence of these options is a signal that we are neither invisible nor reacted to with dismissive contempt. These normalizations don't just make us visible in data, but encouraged that we matter socially."

~ T2SGD Employee Respondent

E.3.4 Preferences for All-Encompassing Term

T2SGD respondents were asked about their preferences for an all-encompassing term to represent genders beyond the binary. The most frequently selected term considered all-encompassing among 44% of T2SGD respondents is "non-binary," followed by "gender diverse" among 18% T2SGD respondents. The question also allowed for open-ended responses in an "other" field, in which 15% of respondents provided many options for consideration, which are summarized in Table E.3-1. Figure E.3-5 depicts the preferences among the T2SGD respondents for particular encompassing terms.

Figure E.3-5 Preferences for All-Encompassing Category for Genders beyond the Binary among T2SGD Respondents (N=234)
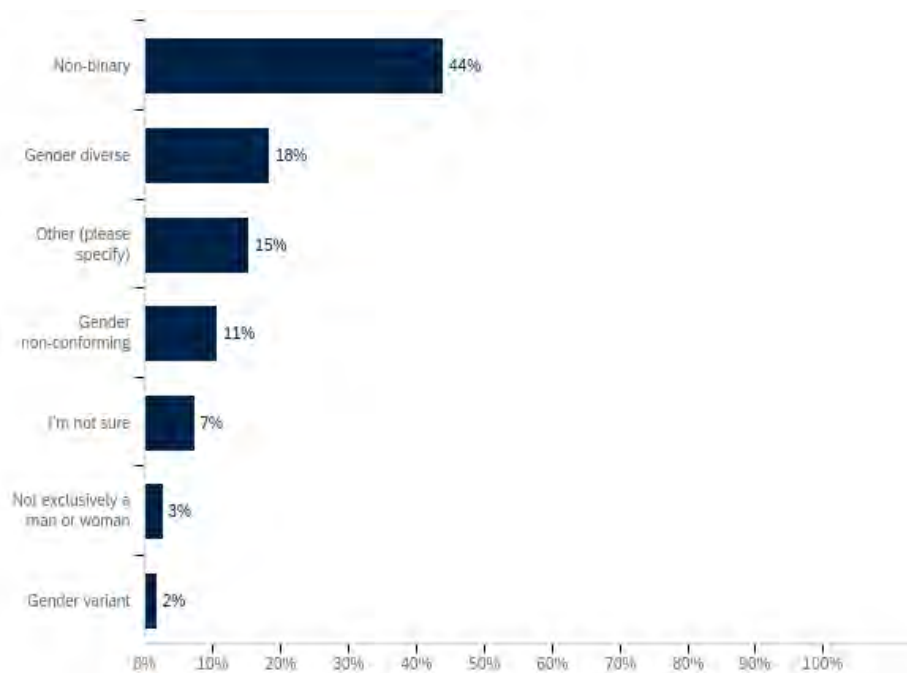
In terms of additional or alternative approaches, many respondents suggested a fill-in-the-blank or check-all-that-apply feature, which allows for space to self-describe one's gender as a means to be fully seen by UBC. Table E.3-1 summarizes key quotes of T2SGD respondents suggesting different features and approaches to gender data collection. However, these features present substantial challenges to conducting meaningful statistical analyses, if use in equity objectives is desired. As surfaced in BCCAT 2017, there is an unfortunate trade-off between being seen specifically in one's full identity and being counted generally as part of broad categories. These insights reflect the complexity of identifying an all-encompassing category for those beyond the gender binary of women and men.

Table E.3-1 Alternative Options for Gender Categories among T2SGD Respondents (N=35)

Desired Feature or Category	Supporting Quote(s)
Fill-in-the-blank (N=13)	"Please include an 'Other' option with an opportunity to elaborate or describe an identity or experience that is not listed on the options, rather than **forcing people to use the 'prefer not to say'** option if they're not represented on the form." - T2SGD Student Respondent
	"Have an open box. The term non-binary **doesn't always resonate** with everyone even if it is there as an umbrella. For example, some agender people don't consider themselves as part of any gender spectrum, and feel that non-binary suggests a gender, and other agender people don't" - T2SGD Student Respondent
	"I don't know if I've ever seen a self-description of gender identity on a UBC form, but that has been good in other experiences of mine. It would add an extra step for crunching data in order to group gender identities within the given gender categories, but it would also allow for participants to **feel seen in their identity** in a way that often isn't possible with those three categories" - T2SGD Student Respondent
Concerns about question: "Is your gender different than your sex" (N=9)	"Why are they asking if my gender identity is different from my birth sex, and what is it used for? The question is basically just, ARE YOU TRANS? I would **need more information** before I'm comfortable answering that question." - T2SGD Student Respondent
	"[A]s someone who identifies as transgender, I strongly oppose asking whether a person's gender identity is different/same with their sex assigned at birth. It evokes **extremely negative emotions** in me, because it reminds me of the incongruence I have to live with every day. Please, do not force this micro-trauma on us." - T2SGD Student Respondent
	"I like that male, female, nonbinary, and prefer not to say are options, but I feel weird about then being asked if my gender differs from sex assigned at birth. Myself and most trans people I know don't want to be thought of as "trans [insert gender]", we just want to be thought of as "[insert gender]". So I would really ask yourself **very carefully if you need to ask that second question**. I don't really see the point of it unless you're specifically trying to get stats on how many trans people are at UBC. It just feels like **we're being singled out**." - - T2SGD Student Respondent
Check-all-that-apply (N=6)	"Categories are **not mutually exclusive**. When asking for gender, do not use radio boxes (as above) and instead allow people to select multiple categories and/or write their own." - T2SGD Student Respondent
	"I think it might be beneficial to change the selection into all that apply instead of having to choose one, or perhaps doing that and adding a question like "For statistical purposes, which category would you prefer to be counted as?" where you can only select one option." — T2SGD Student Respondent

Add Two-Spirit (N=5)	"HOWEVER two-spirit people are **not necessarily "non-binary**," so they may need another category." - T2SGD Student Respondent
Differentiate non-binary (N=3)	"I strongly dislike having non-binary, gender non-conforming, agender, and more all grouped into one category. **They are different genders** and it should either be a textbox where someone types their gender, or all have their own category." - T2SGD Student Respondent
Questioning (N=2)	"It would be nice to add a category for "unsure/questioning", because the gender exploration **journey isn't always quick and easy**, and some people ponder their gender for a very long time before coming to any kind of conclusion, if ever." - T2SGD Student Respondent
Preference for gender diverse (N=2)	"Non-binary as an umbrella term is not the best, as it is an identity unto itself. I think '**gender diverse'** is a nice umbrella term, since (at least in my experience) it is not used as a gender label on it's own" - T2SGD Student Respondent
	"I much prefer 'gender diverse' because it doesn't align things on a spectrum, and **sounds/feels more holistic** to me. It allows for movement. It isn't predicated on some 'normalcy' and isn't referencing the binary either." - T2SGD Employee Respondent
Avoid gender non-conforming	"Please do NOT use **gender nonconforming**. It's often used to describe gender expression, rather than identity, so having it as a gender identity option would be very confusing." - T2SGD Student Respondent
	"**Gender non-conforming**" (or GNC for short) is a good term and honestly it wouldn't be bad to include it as an option, but it's a descriptor for gender expression, not interchangeable with "nonbinary." Broadly speaking, GNC folks may or may not identify as cis, and often (though not always!) identify with a binary gender." - T2SGD Student Respondent
No all-encompassing term	"There is no all-encompassing term for a person that doesn't identify as a woman or a man. Using terms like "non-binary" and treating it in forms and in real life like a "third gender" option is harmful. Its not a third gender, but rather multiple gender identities across a spectrum that fits outside of our known gender binary. The goal is not to make gender diverse identities a third part of the binary, but to move away from the expectation of the gender binary." - T2SGD Employee Respondent
Avoid collecting gender data	"I would not think the use of my gender information relevant in any of the above options. For some, it is, and that should be recognized. **Forced inclusion isn't inclusion**." - T2SGD Student Respondent
	"There are many instances where there is **no need for gender** to be specified, for example TAing" - T2SGD Student Respondent
Importance of two-part question	"I think non-binary is a good catch-all term for most people who are not exclusively and entirely men or women. ... Binary trans people, i.e. MtF and FtM, ARE women and men. DO NOT separate them from those categories, except by providing an **optional second question if necessary**." - T2SGD Student Respondent

Need for sex assigned at birth (along with gender)	"For expanding gender categories, I like the two questions provided above, but a third question should **ask people their biological sex**, with an option "prefer not to say". Gender identity demographics are different from biological sex demographics. For example, I identify as non-binary but my sex is male and I appear stereotypically masculine. Somebody who appears stereotypically feminine who is non-binary will **experience gender-based discrimination differently than I**. If we only ask questions about gender, surveys may miss these differences that are based on sex. The importance of creating expanded categories is that it separates gender, and the corresponding day-to-day language that surrounds it, from biological sex. Additionally, it is important for health providers to be able to collect data on biological sex as males and females respond to various treatments differently." – T2SGD Student Respondent

The open-ended gender question in the university-wide survey as part of this project provides additional insight into this complexity. In particular, Figure E.3-6a provides a depiction of the myriad of terms used by T2SGD respondents to describe their gender. This reveals the desired fill-in-the-blank gender option would present backend complexities when attempting to compile these terms into categories for monitoring, tracking, and analyses. In some instances, this is not possible (e.g., respondents providing names, nationalities, gender expressions, pronouns, statements, and colours). And in other instances, there are difficult decisions (e.g., does one combine gender non-conforming with non-binary). As such, the openness of this option does not lend itself to ethical categorization for the purposes of statistical analysis (i.e., to categorization that the respondents would have consented to).

Figure E.3-6a Sample Responses to Fill-in-the-Blank in University-Wide Survey
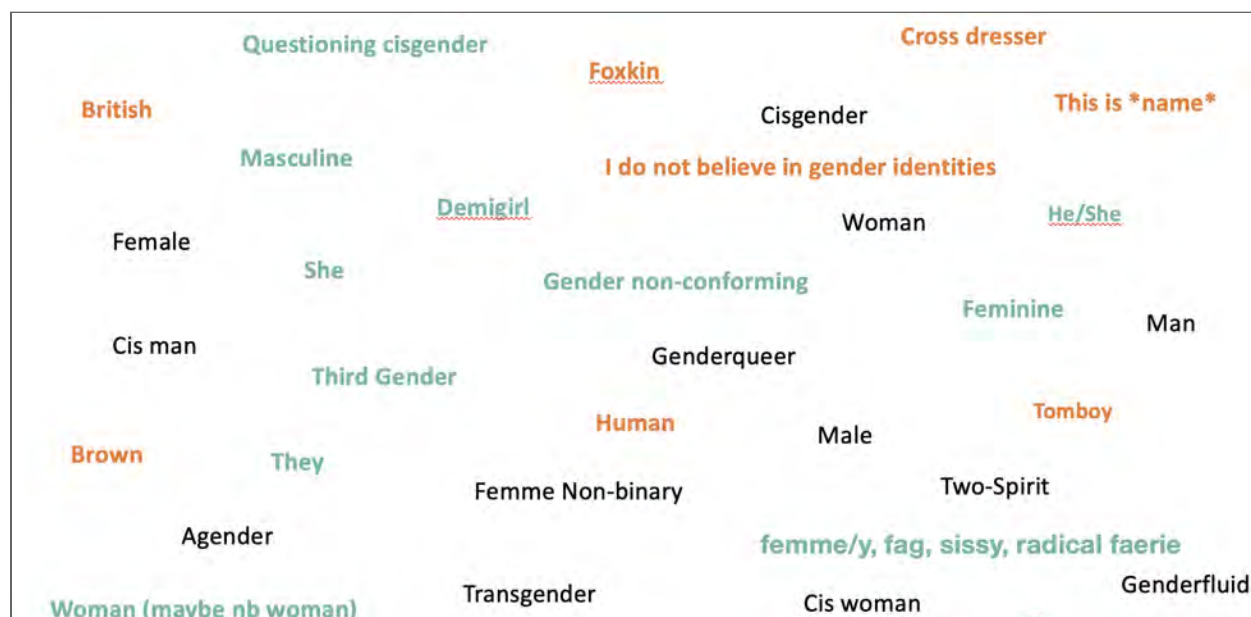
Figure E.3-6a shows the trade-off between inclusivity (i.e., room to provide one's specific term(s) related to gender) and level of effort and deliberation at the backend related to ethical combination of terms into categories. The spectrum of different approaches to gender data collection and where they fall along the continuum of inclusivity and effort is depicted in Figure E3.6-b.

Figure E.3-6b Summary of Gender Data Collection Collection Options and Their Levels of Inclusivity and Ethical Considerations

Figures E.3-7 and E.3-8 depict attempts at quantifying the open-ended responses to gender. An important discovery of the fill-in-the-blank question is that the term "non-binary" is the most frequently used term by T2SGD respondents, usually in combination with other terms. In many instances, "non-binary" was the root gender identity and then qualified by gender expression terms (e.g., fem non-binary). Other times, "non-binary" is combined with another gender identity (e.g., non-binary man). In other instances, the term "non-binary" functioned as an umbrella term with follow-up specific terms, such as "agender" and "genderfluid." As such, it is with greater confidence that "non-binary" can used as an inclusive and accessible encompassing category within gender data collection.

Figure E.3-7 Terms Used to Self-Describe Gender among T2SGD Respondents (N=156)
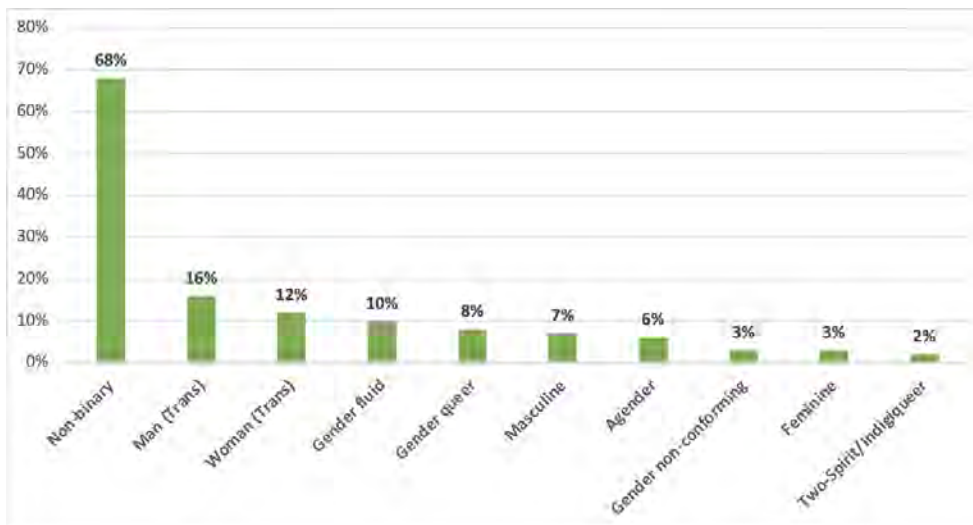
*Note: Percentages do not add to 100% because respondents could use multiple terms to self-describe

Among respondents who used the "non-binary" as part of their self-description, each term was categorized into either representing one or multiple genders. Figure E.3-8 depicts the breakdown of single or multiple genders. This points to the possibility of further sub-dividing the category of "non-binary" between those who use it as a single versus multiple gender identification. This and other ways of quantifying common terms provided in a fill-in-the-blank as part of a "non-binary" category (as in **R15**) can help adapt and evolve the gender data collection process at UBC.

Figure E.3-8 Summary of Self-Describe Terms representing One or More Genders among T2SGD Respondents who used "Non-binary" as part of Descriptor (N=68)
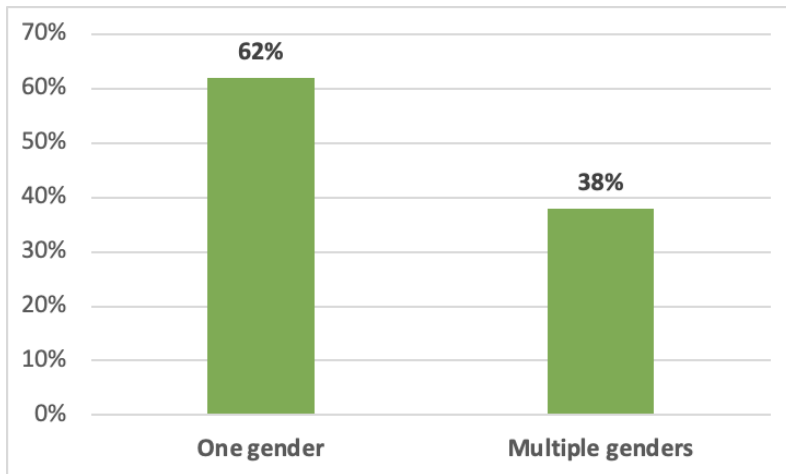
Specific to the question of where to collect Two-Spirit and Indigiqueer data, Two-Spirit respondents were asked in the university-wide survey about the options for collecting data on their identities. The most frequently-selected option among 40% of Two-Spirit respondents was adding Two-Spirit and Indigiqueer as a category to both gender and sexual orientation questions and the Indigenous question. The second most selected option by 27% of Two-Spirit and Indigiqueer respondents was adding a separate question as a follow-up to the Indigenous question only. This points to the complexity of this matter and the need for a nuanced approach to collection of Two-Spirit and Indigiqueer data at UBC. Figure E.3-9 summarizes the preferences among options for how to collect Two-Spirit and Indigiqueer data at UBC.

Figure E.3-9 Preferences for How to Collect Two-Spirit and Indigiqueer Data at UBC (N=15)
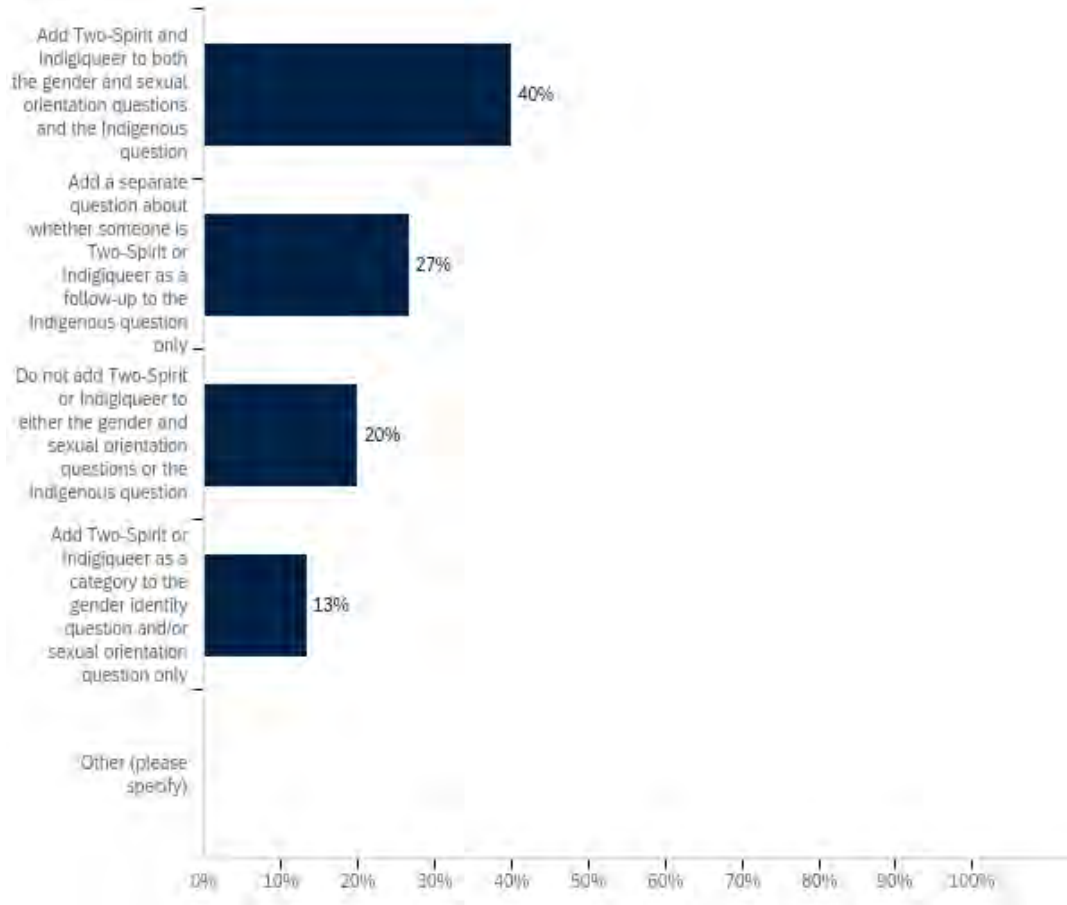
E.3.5 Uses of Gender Data

T2SGD respondents were asked which uses of gender data they thought were justified, which they selected from a check-all-that apply list and provide additional suggestions in an "other" open field. Use of employee-related measures are considered more justified than gender data uses for students. Human resources equity objectives are reported as somewhat or very justified among 83%T2SGD respondents, followed by leadership composition among 77% of T2SGD respondents. Next is the use of gender data to determine research team representation, which 74% of T2SGD respondents considered somewhat or very justified. Figure E.3-10 depicts the justified uses of gender data among the T2SGD respondents.

Figure E.3-10 Justified Uses of Gender Category among T2SGD Respondents (N=230)

Legend:
- Very justified
- Somewhat justified
- Neither justified nor unjustified
- Somewhat unjustified
- Very unjustified
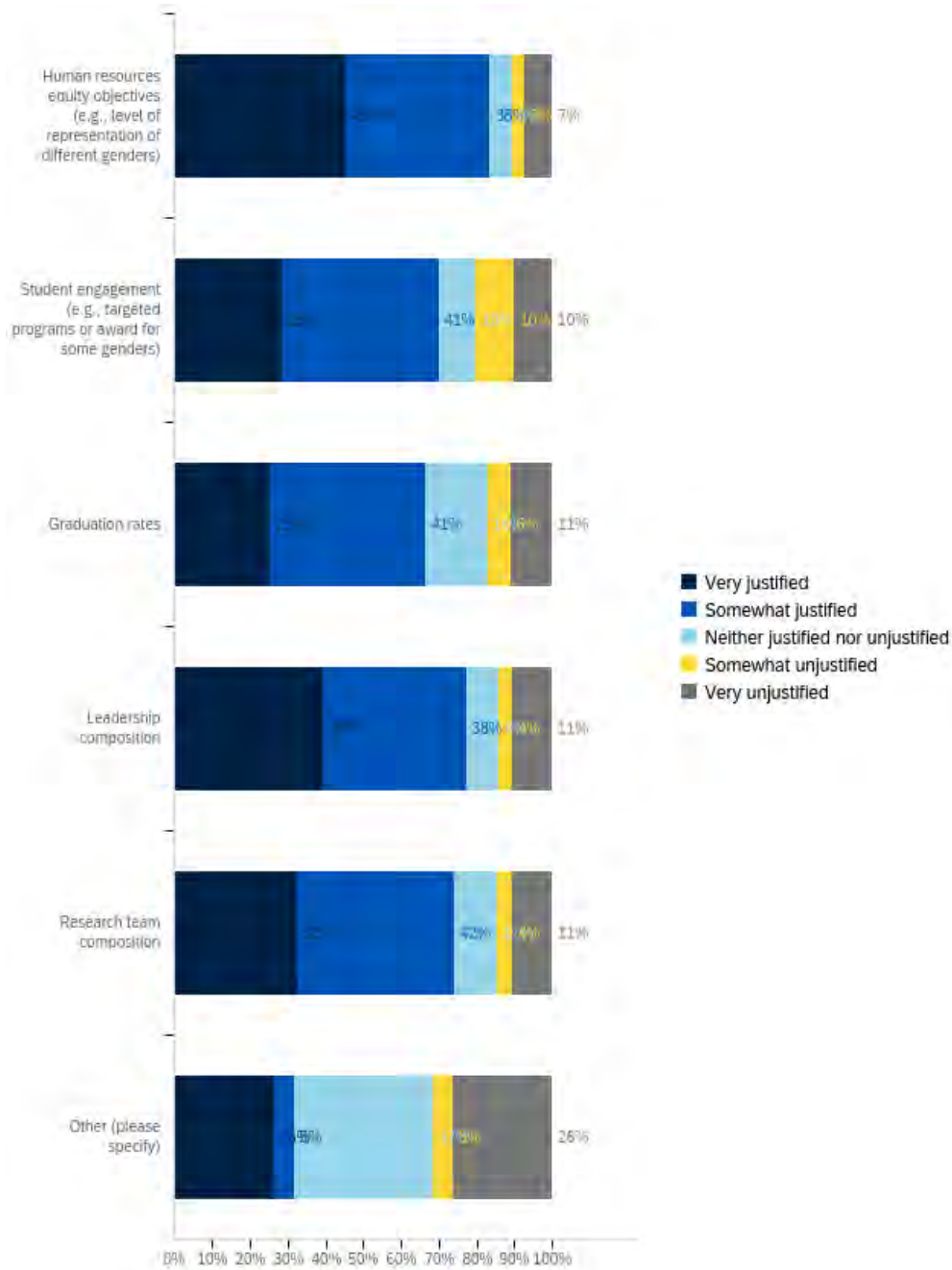
"These gender categories should matter primarily in the aggregate, not at individual level."

~ T2SGD Employee Respondent

"[T]ake gender off UBC applications: I hate having to put my gender in a box like this, and I hated the lack of options when I applied. I don't think UBC needs to know my gender, so why ask it?"

~ T2SGD Student Respondent

Appendix F – Detailed Results for Programs + Services

F.1 Comparative Experiences

F.1.2 Health Services

Survey respondents were asked their level of access to UBC Health Services on both the Vancouver and Okanagan campuses. There are statistically significant differences between T2SGD, questioning, and non-T2SGD respondents in terms of their access levels. More specifically, non–T2SGD were more likely to report not needing access to health services (63.3%, *p* < .001) compared to T2SGD (47.1%, *p* < .001) and questioning respondents (35.8%, *p* < .001).

Of particular concern and focus are the differences specific to the response category of "needing health services, but not being able to access" them at UBC. Questioning respondents are more likely to respond to this category (17.0%, *p* < .001) as compared to non-T2SGD respondents (4.2%, *p* = .11). This points to the unique issues facing questioning respondents. Figure F.1–1 depicts the breakdown of access levels between T2SGD, questioning, and non-T2SGD respondents.

Figure F.1–1 Levels of Access to UBC Health Services by Gender Status
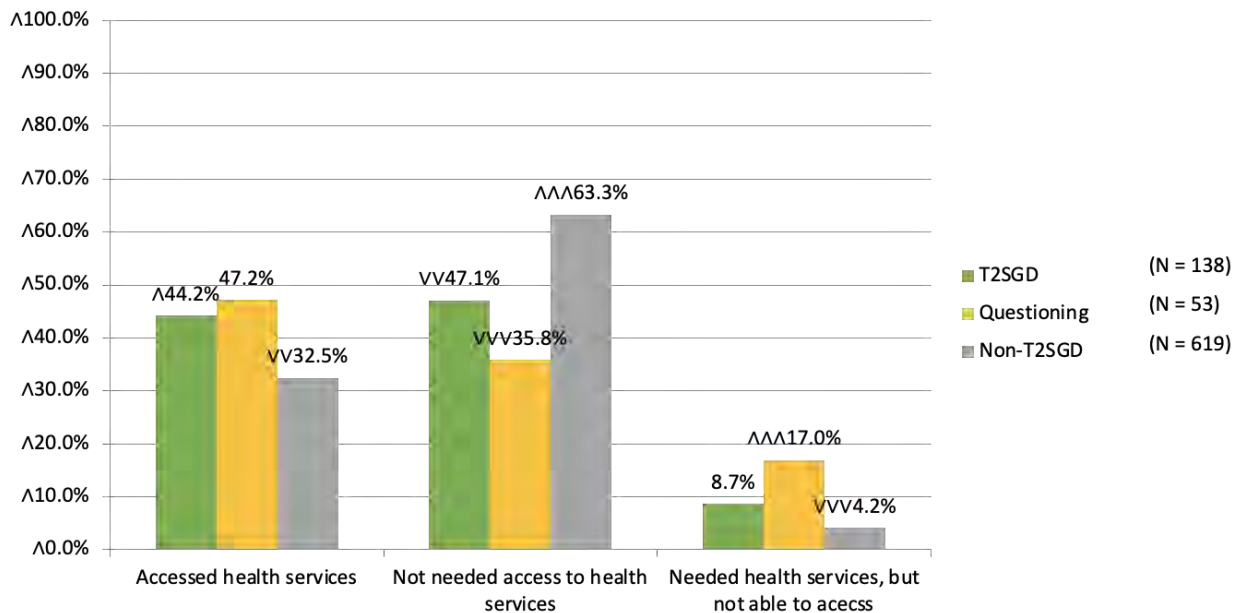
Among survey respondents who reported not accessing health services, they were asked to report the reasons why they have not. A list of responses were provided, including T2SGD-specific reasons and those not related to being T2SGD, along with an open comment field. The quantitative

results reveal that the majority of both T2SGD and non-T2SGD respondents (more than 80%) have reasons that are not specific to gender diversity. That said, half of T2SGD respondents report reasons of insufficient information partially driving their health care access challenges at UBC. Other reasons provided by respondents include lack of cultural safety, services unavailable for employees, and services unavailable outside of BC. Figure F.1-2 breaks down the reasons for not accessing UBC Health Services by among respondents.

Figure F.1-2 Reasons Why Survey Respondents Do Not Access UBC Health Services by Gender Status
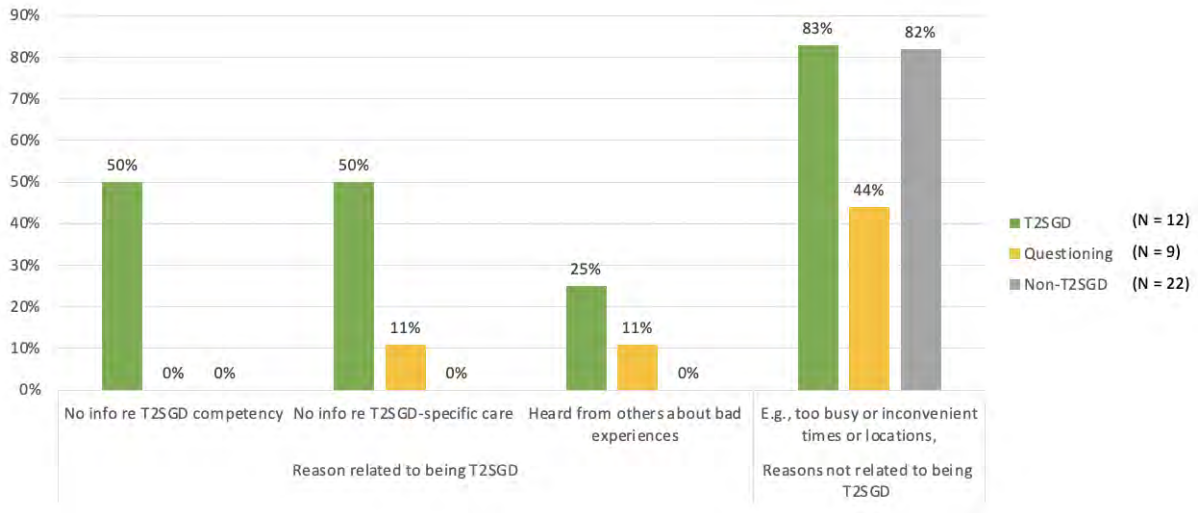
Survey respondents were asked to rate the level of competency of healthcare providers at UBC Health Services. Non-T2SGD respondents are more likely to rate healthcare professionals at UBC Health Services as very competent (48.5%, $p < .001$) as compared to their T2SGD counterparts (26.7%, $p = .01$). By contrast, T2SGD respondents are more likely to rate healthcare providers as somewhat and very incompetent (26.7%, $p < .001$) compared to non-T2SGD respondents (3.5%, $p < .001$). Figure F.1-3 summarizes competencies of healthcare professionals experienced by T2SGD, questioning, and non–T2SGD respondents when accessing UBC Health Services.

Figure F.1-3 Healthcare Professional Competency reported by Survey Respondents by Gender Status
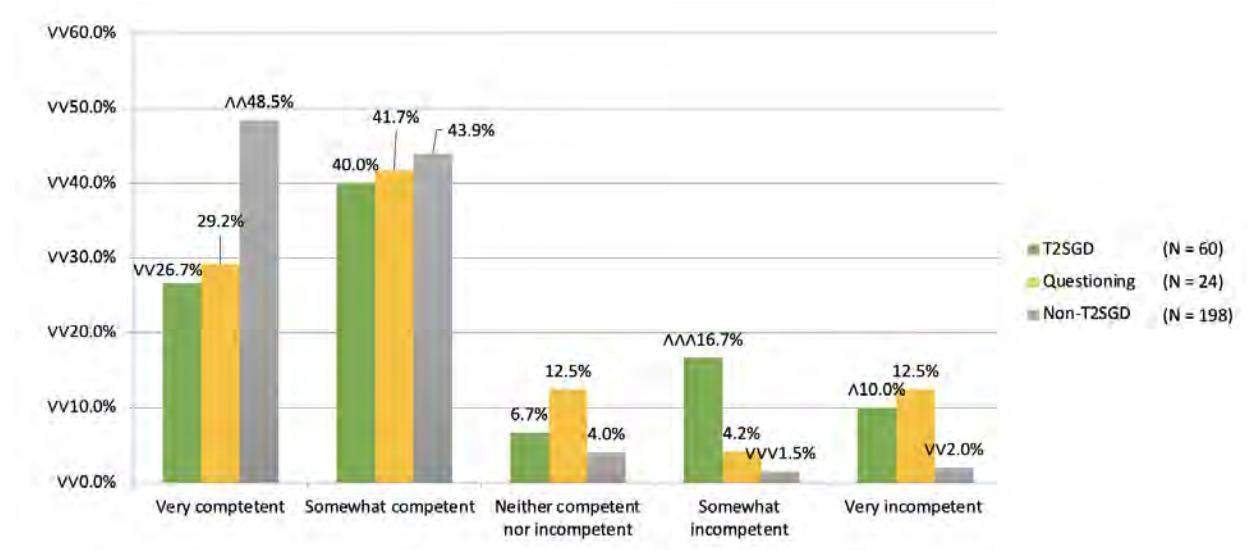
Survey respondents were asked to report the frequency of certain experiences during appointments with health care professionals at UBC Health Services. There were several statistically significant differences related to specific issues, including 1) using incorrect pronouns and names, 2) incorrect assumptions about the patient's body, 3) needing to educate their providers, and 4) providers said they did not know enough to provide care. In terms of positive outcomes, 29% and 33% of T2SGD respondents reported being asked their pronouns and getting access to T2SGD-specific care at UBC Health Services, respectively.

Survey respondents were asked about the frequency of experiences with misgendering and misnaming among employees at UBC Health Services. T2SGD respondents were more likely to report being misgendered and misnamed during appointments a lot or sometimes (62.5%, $p < .001$) compared to their non-T2SGD counterparts (4.3%, $p < .001$). This represents a stark contrast, which underscores the need for improving interactions between T2SGD patients and their providers at UBC Health Services, especially as it pertains to names and pronouns. Figure F.1-4 depicts the reported rates of misgendering and misnaming that survey respondents experienced at UBC Health Services.

Figure F.1–4 Levels of Misgendering and Misnaming at UBC Health Services by Gender Status
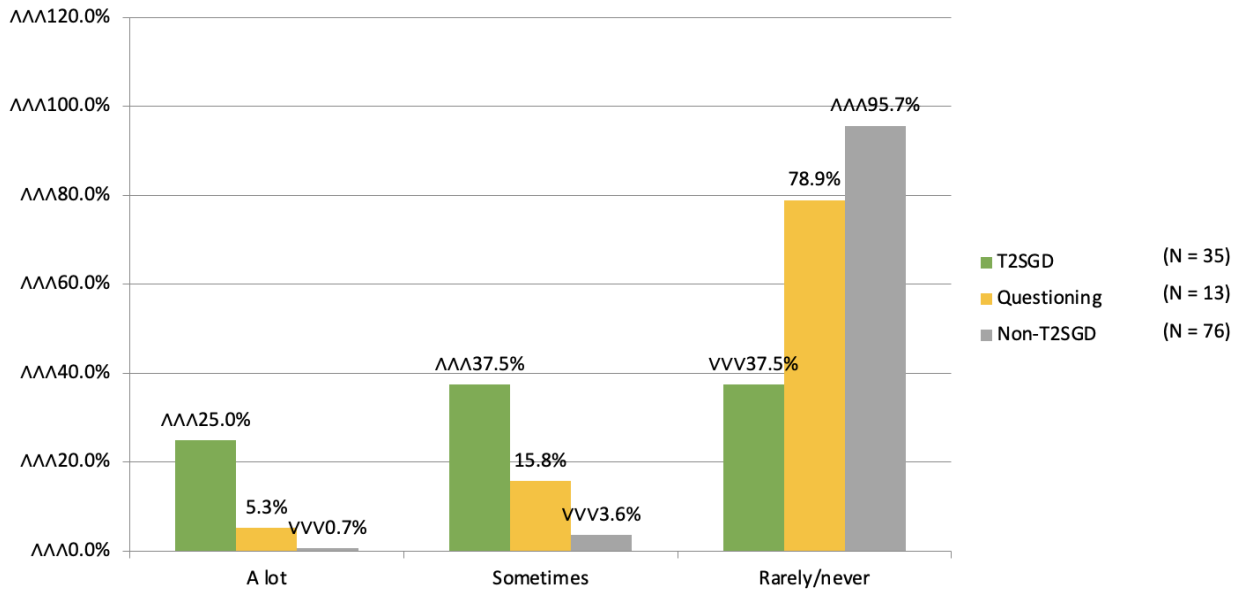
Another common experience among T2SGD people accessing health care is the need to educate their providers to get adequate care. Survey respondents were asked the frequency with which this experience was at play. T2SGD respondents are more likely to report this happening sometimes or a lot at UBC Health Services (57.1%, *p* < .001) compared to non–T2SGD respondents (3.9%, *p* < .001). Figure F.1-5 summarizes the frequency with which patients need to educate their health care providers across the gender statuses.

Figure F.1–5 Needing to Educate Health Care Providers at UBC Health Services by Gender Status
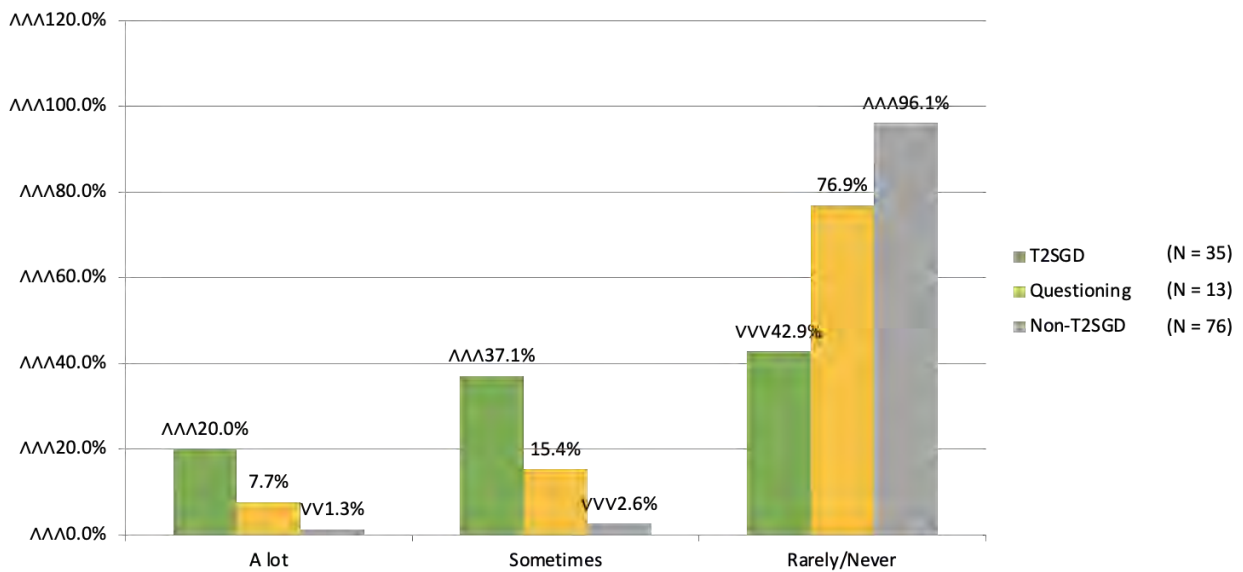
Survey respondents were asked to report whether health care providers have made incorrect assumptions about their anatomy during examinations. T2SGD respondents are much more likely to report having this experience sometimes or a lot (44.7%, $p < .001$) compared to non-T2SGD respondents (11.3%, $p < .001$) and questioning respondents (35.0%). Making incorrect assumptions about a patient's anatomy could lead to medical errors, which are of particular concern. So, these contrasting experiences point to the need for changes to improve standards of care for T2SGD respondents. Figure F.1-6 depicts the breakdown of frequency with which providers make incorrect assumptions about patients' bodies.

Figure F.1-6 Providers Incorrect Assumptions about Patient Anatomy by Gender Status
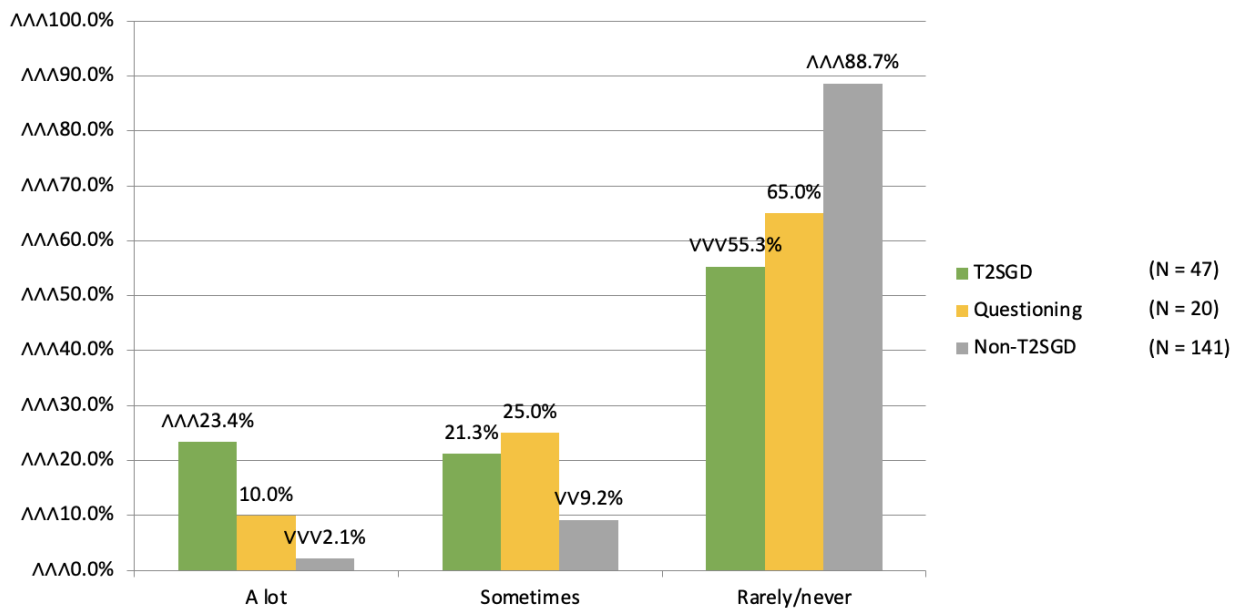
Finally, another common issue among T2SGD respondents is health care providers telling them that they have insufficient knowledge to care for them. There are statistically significant differences between the gender statuses. In particular, T2SGD respondents are more likely to respond that they have experienced this a lot or some of the time (30.4%, $p < .001$) compared to non-T2SGD respondents (1.5%, $p < .001$). These stark differences point to the need for greater education among health care providers to equip them with the tools and knowledge to adequately care for T2SGD people. Figure F.1-7 depicts the breakdown of frequencies by gender status for providers saying they cannot care for a patient because they lack the knowledge.

Figure F.1-7 Providers Saying They Cannot Care Because Lack of Knowledge by Gender Status
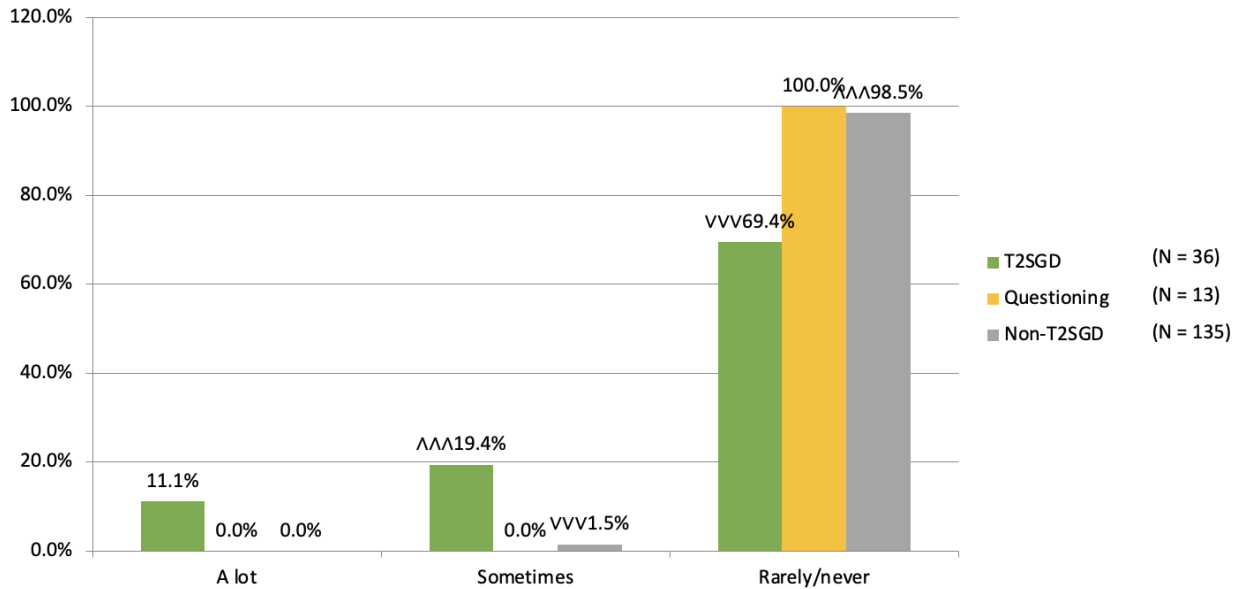
T2SGD respondents shared more of their experiences with health care professionals at UBC in an open-ended question. The qualitative data show that respondents expend more energy correcting and educating health care professionals and are not diagnosed properly resulting in delayed care. They also struggle with medications and referrals. There is a particular challenge related to mental health

Referrals

"Despite knowing that I am a trans person and having been my primary care provider for 5+ years, my provider at UBC Student Health Services was unprepared when I asked for a referral to a trans-inclusive and competent OBGYN. Instead, [the healthcare provider] asked *me* if I knew of any such providers, placing the onus on me to name someone. Rather than proactively anticipating that I would need a referral to a competent provider, the primary care provider made no effort and depended on my knowledge in order to make an appropriate referral."

~ T2SGD Student Respondent

Lack of Mental Health Expertise

"The doctor at the clinic … is very dismissive of student concerns. Ignored my symptoms I provided as bad habits. When brought forward to a different doctor they were able to diagnose me with a mental health disorder. A referral would have been enough to get me critical help for an issue that has plagued me for 2 years since I went to the UBC doctor."

~ T2SGD Student Respondent

"I visited Student Health Services with mental health concerns (partly due to gender), and met with a male doctor. The doctor dismissed my concerns after making me fill out an evaluation form. He did not refer me to mental health services, and made me think that my concerns were stupid. He was also impatient when I asked about the meaning of technical terms on the form. That experience happened several years ago, but it still haunts me. I did not actively seek mental health care until years later. I hope things have improved since then, but I would not try again myself."

~ T2SGD Student Respondent

Invasive Questions

"[R]ather than providing me with the care I ask for directly, they instead asked a lot of extremely probing questions multiple times to try to determine for me whether I needed that care. When they eventually agreed with me, it had been too long and it was traumatic"

~ T2SGD Student Respondent

Miscategorized

"I requested that my sexual history not be put on my medical chart and asked a rhetorical question instead. The doctor placed MSM on my chart even though I never said that. The chart is not-reversible and can never be changed."

~ T2SGD Student Respondent

Medication

> "I take testosterone and I've had to teach my doctor about correct dosages after the trans-friendly clinic said my normal doctor should be able to provide care for me."
>
> **~ T2SGD Student Respondent**

Positive Experiences

> "I appreciated that the nurse I saw made no assumptions about my gender or my sexuality while talking about sexual health-related topics."
>
> **~ T2SGD Student Respondent**

> "The reception folks have been great on fixing my file, so shout-out to them!"
>
> **~ T2SGD Student Respondent**

> "Doctors seemed eager and willing to help but not particularly educated"
>
> **~ T2SGD Student Respondent**

F.1.3 Counselling Services

Of particular concern and focus are the differences specific to the response category of "needing counselling, but not being able to access" them at UBC. Questioning and T2SGD respondents are more likely to respond to this category (32.7%, $p < .001$ and 24.6%, $p < .001$, respectively) as compared to non-T2SGD respondents (9.4%, $p < .001$). This points to the unique issues facing questioning respondents. Figure F.1-8 depicts the breakdown of access levels to counselling between T2SGD, questioning, and non-T2SGD respondents.

Figure F.1–8 Levels of Access to UBC Counselling Services by Gender Status
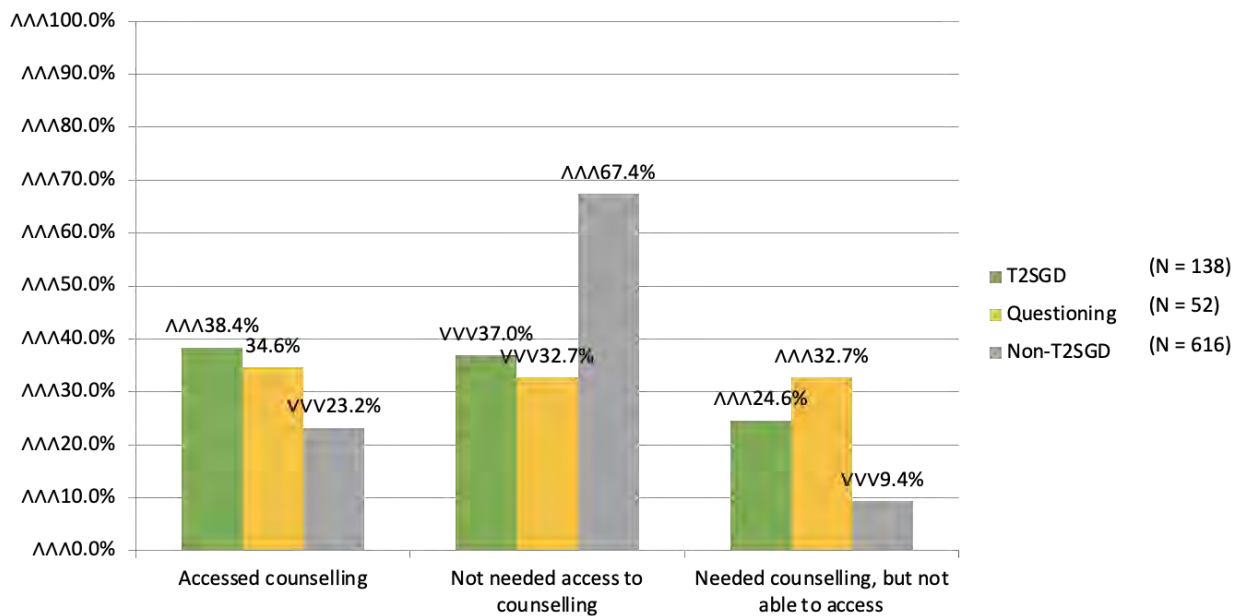
Of those survey respondents who reported not accessing counselling, they were asked why they do not access these services. Most respondents report reasons not related to gender diversity; however, half of T2SGD respondents reported another driver being a lack of information, especially related to whether counsellors are T2SGD-competent. Figure F.1-9 breaks down the reasons for not accessing UBC Counselling Services by among respondents.

Figure F.1-9 Reasons Why Survey Respondents Do Not Access UBC Counselling Services by Gender Status
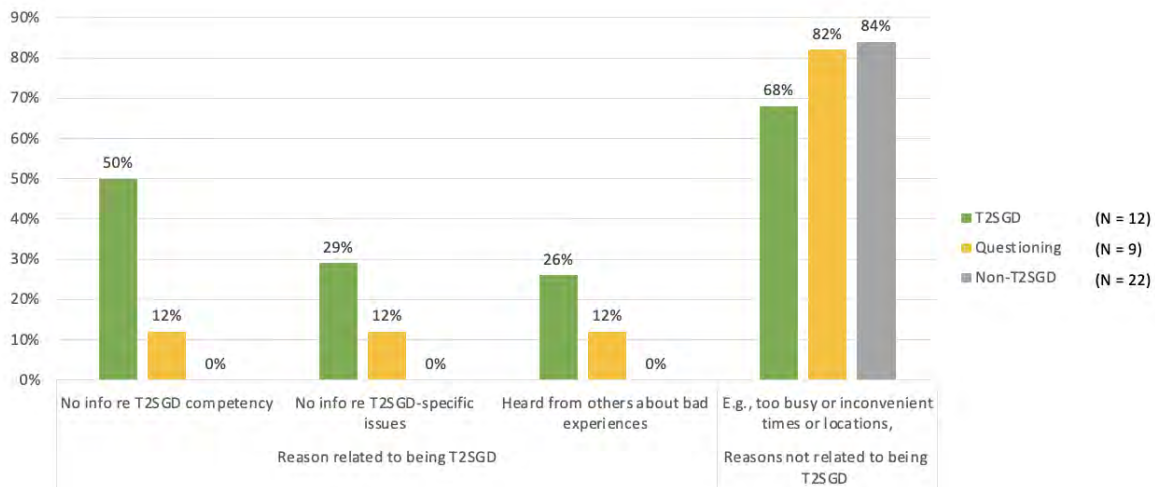
Survey respondents were asked the level of competency that counsellors had in addressing their mental health issues. Non-T2SGD respondents were more likely to report counsellors at UBC as being somewhat or very competent (66.2%, *p* = .01) compared to their T2SGD counterparts (53.9%, *p* = .02). A quarter of T2SGD respondents and one third of questioning respondents rate counsellors at UBC as somewhat or very incompetent. Figure F.1-10 summarizes competencies of counsellors experienced by T2SGD, questioning, and non–T2SGD respondents when accessing UBC Health Services.

Figure F.1-10 Counsellor Competency reported by Survey Respondents by Gender Status
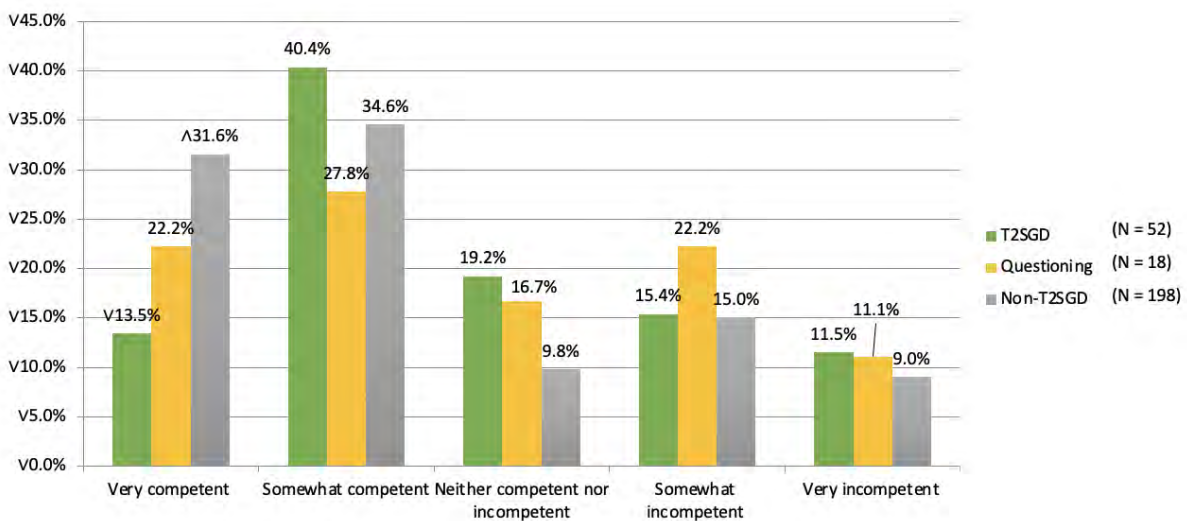
There are three common issues that T2SGD respondents reported experiencing with counsellors at UBC, including 1) being misgendered or misnamed during appointments, 2) not talking about their gender identity, and 3) having to educate them on their issues. T2SGD respondents experience these at disproportionate rates compared to their non-T2SGD counterparts.

Survey respondents reported how frequently they experienced misgendering and misnaming among UBC counsellors. Non-T2SGD respondents were nearly twice as likely to rarely or never experience misgendering or misnaming (97.6%, $p < .001$) as compared to T2SGD respondents (51.2%, $p < .001$). By contrast, T2SGD respondents were more likely to report being misgendered or misnamed some of the time by counsellors at UBC (41.5%, $p < .001$) as compared to non-T2SGD respondents (2.4%, $p < .001$). Of particular note is that this is also higher than the rate reported at UBC Health Services at the same frequency (37.5% of T2SGD respondents). Figure F.1-11 summarizes the frequency with respondents reporting being misgendered or misnamed during sessions at UBC Counselling.

Figure F.1-11 Frequency of Being Misgendered or Misnamed by Counsellors at UBC by Gender Status
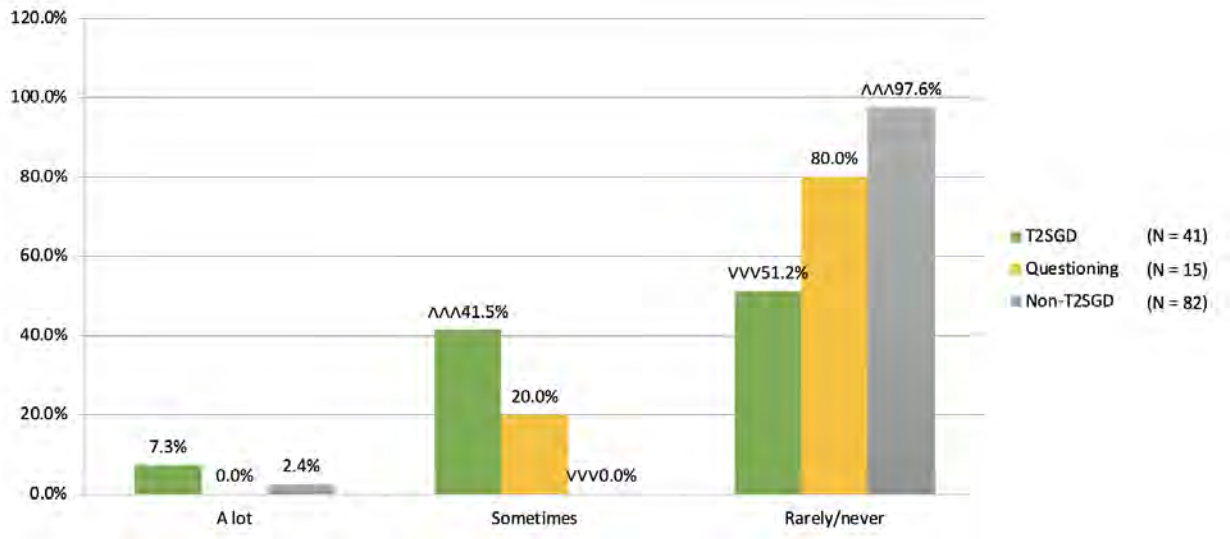

Survey respondents were asked how frequently they had to educate counsellors at UBC on their mental health needs. Non-T2SGD respondents were more than twice as likely to report that this happened to them rarely or never (96.1%, $p < .001$) compared to their T2SGD counterparts (42.9%, $p < .001$). By contrast, T2SGD respondents were more likely to report that this happens to them sometimes or a lot (57.1%, $p < .001$) compared to non-T2SGD respondents (3.9%, $p < .001$). Figure F.1-12 summarizes the frequency with which clients need to educate their counsellors across the different gender statuses.

Figure F.1–12 Needing to Educate Counsellors at UBC by Gender Status
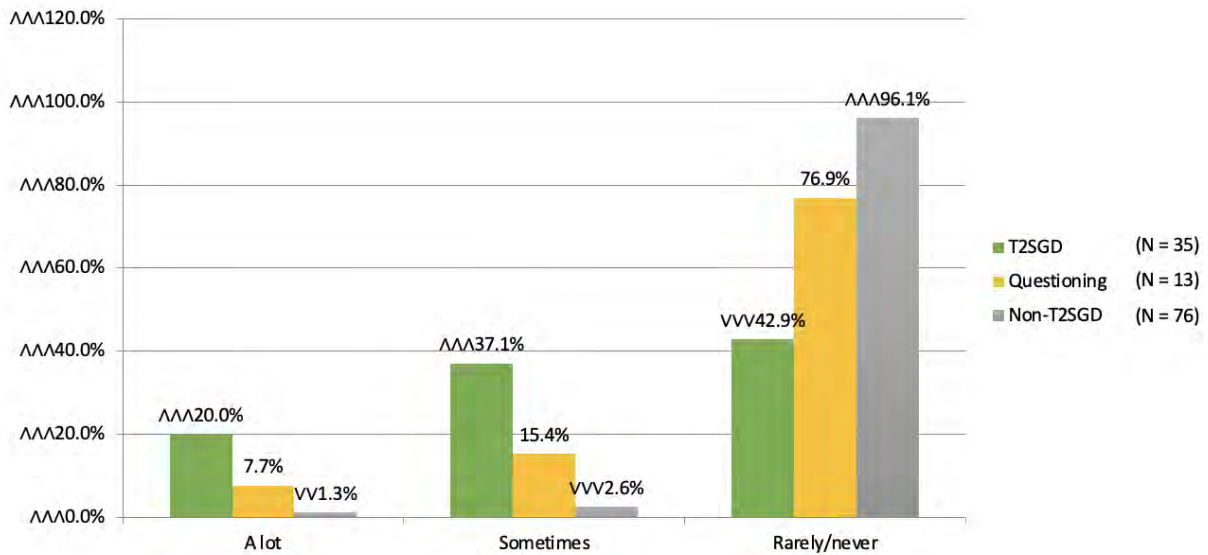
Survey respondents rated how frequently their gender identity was never or rarely a topic of discussion with counsellors at UBC. Questioning respondents were more likely to report that this happened a lot with counsellors (46.7%, $p < .001$) compared to T2SGD and non–T2SGD respondents (26.8%, $p < .001$ and 19.0%, $p < .001$, respectively). This is particularly concerning given the importance of a space to explore and unpack their relationship to gender. Figure F.1-13 depicts the frequency with respondents reporting not talking about their gender identity during sessions at UBC Counselling.

Figure F.1–13 Never or Rarely Discussed Gender with Counsellors at UBC by Gender Status
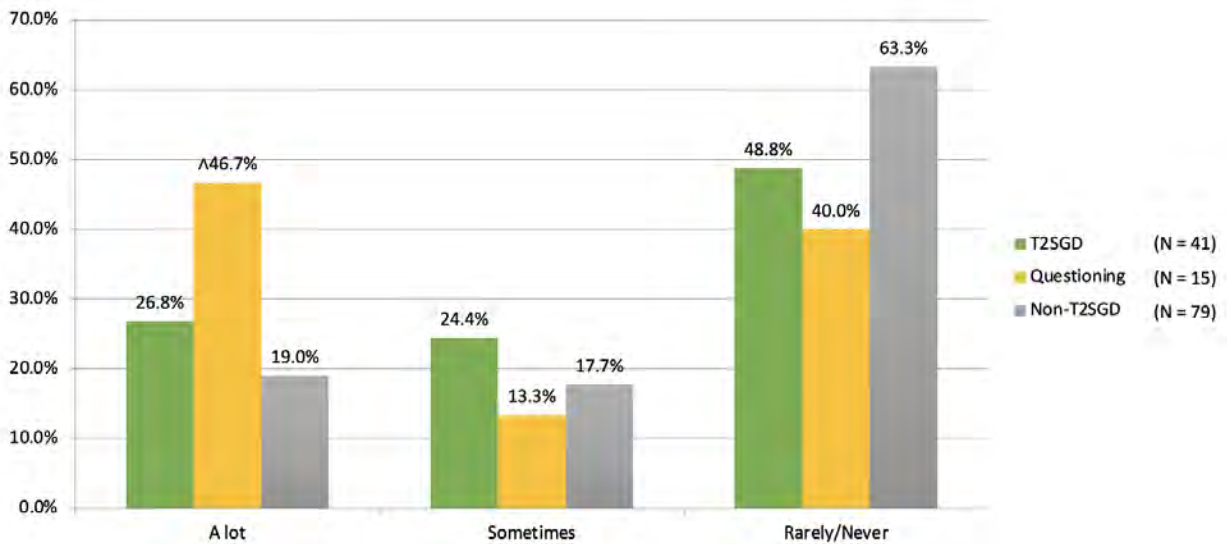
T2SGD respondents shared more of their experiences with counsellors at UBC in an open-ended question. The qualitative data showed that respondents desire more nuance in their access to mental health support provided through UBC counselling. Furthermore, T2SGD respondents provided details of their experiences with misgendering from counsellors at UBC. Some respondents spoke to the length of the sessions as well as the number of sessions being a limitation in terms of addressing their specific gender and disability issues, especially where they intersect.

"[S]tudents need real advocates in depts that will listen when they have a complaint and not (a) treat it like a crisis when it isn't but (b) treat it seriously still - diagnostic services at a lower barrier to access"

~ T2SGD Student Respondent

"The people at UBC services seem to have no idea about gender diversity and how it intersects with other mental health difficulties"

~ T2SGD Student Respondent

"UBC counsellors have very little understanding about gender diversity. They are nice and professional, but it is tiring to use some of the appointment time to explain things from non-binary or queer perspective"

~ T2SGD Student Respondent

"My counsellor was good at recognizing that my mental health concerns were separate from my gender identity, which caused me no such distress or upset. However, [this person] would repeatedly misgender me and did not seem to understand non-binary identifies."

~ T2SGD Student Respondent

> "I was hoping to talk to a counsellor to help me figure out my gender identity and whether to transition. But I left with the impression that they can't do this because the low resources are taken up by <u>more pressing needs from other students</u>. The counselor also <u>seemed not very knowledgeable</u>. So I had to go elsewhere and reduce my reliance on counselling."
>
> **~ T2SGD Student Respondent**

> "Counselling at UBC was a crucial help for me when i first began transitioning and i feel that my being comfortable enough to seek help from the counsellors means <u>they are doing an excellent job</u>."
>
> **~ T2SGD Student Respondent**

F.1.4 Housing

When asked about their preferences or current housing status, survey respondents generally had comparable levels across the different response options. The majority of respondents were divided between not needing housing on campus at UBC (between 42% and 56%) and having dorm housing (between 23% and 42%). Around one-tenth of respondents in each group are in need of dorm housing on campus. There is a slightly lower desire for private housing on campus. Figure F.1-14 depicts the types of preferences and needs for housing among survey respondents.

Figure F.1-14 Preferences for Housing among Survey Respondents at UBC by Gender Status
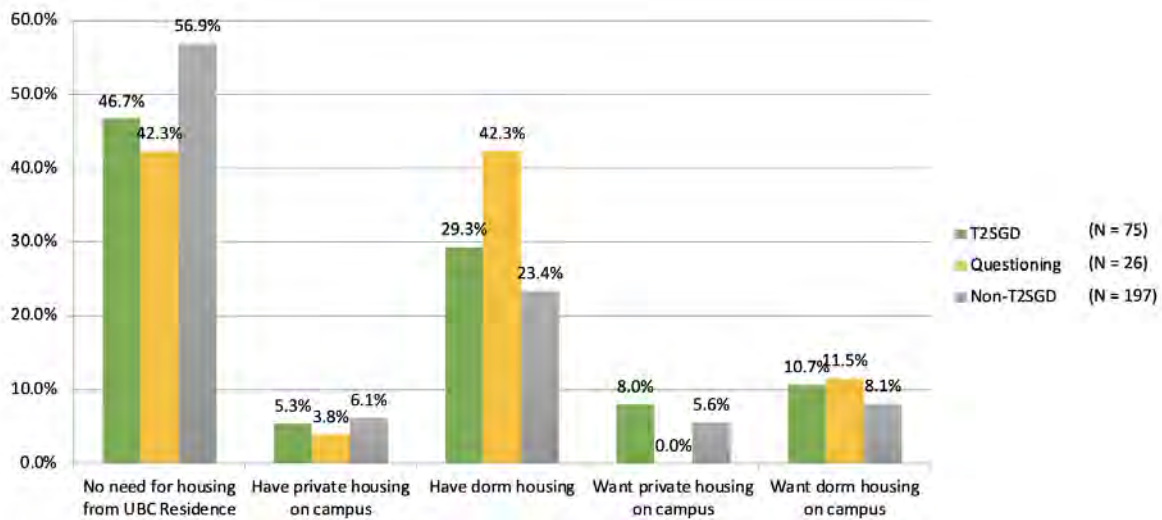
Of the respondents who reported living on campus, they were asked the levels of safety and feeling welcome in residences at UBC. Most respondents reported feeling somewhat or very safe across the groups. Non-T2SGD respondents are more likely to report that they feel very safe and welcome in UBC residences (60.9%, *p* < .001) compared to T2SGD respondents (18.2%, *p* < .001). T2SGD respondents were slightly more likely to report that they feel somewhat safe (59.1%, *p* = .02) compared to non-T2SGD and questioning respondents (32.6%, *p* = .15 and 27.3%, *p* = .38, respectively). Among the respondents who reported feeling neither safe nor unsafe, questioning respondents were more likely to report this compared to T2SGD and non-T2SGD respondents. Around one-tenth of T2SGD and questioning respondents reported feeling somewhat or very unsafe in UBC residences. Figure F.1-15 summarizes the levels of safety and feeling welcome in housing at UBC among survey respondents.

Figure F.1-15 Levels of Safety and Feeling Welcome among Survey Respondents at UBC by Gender Status
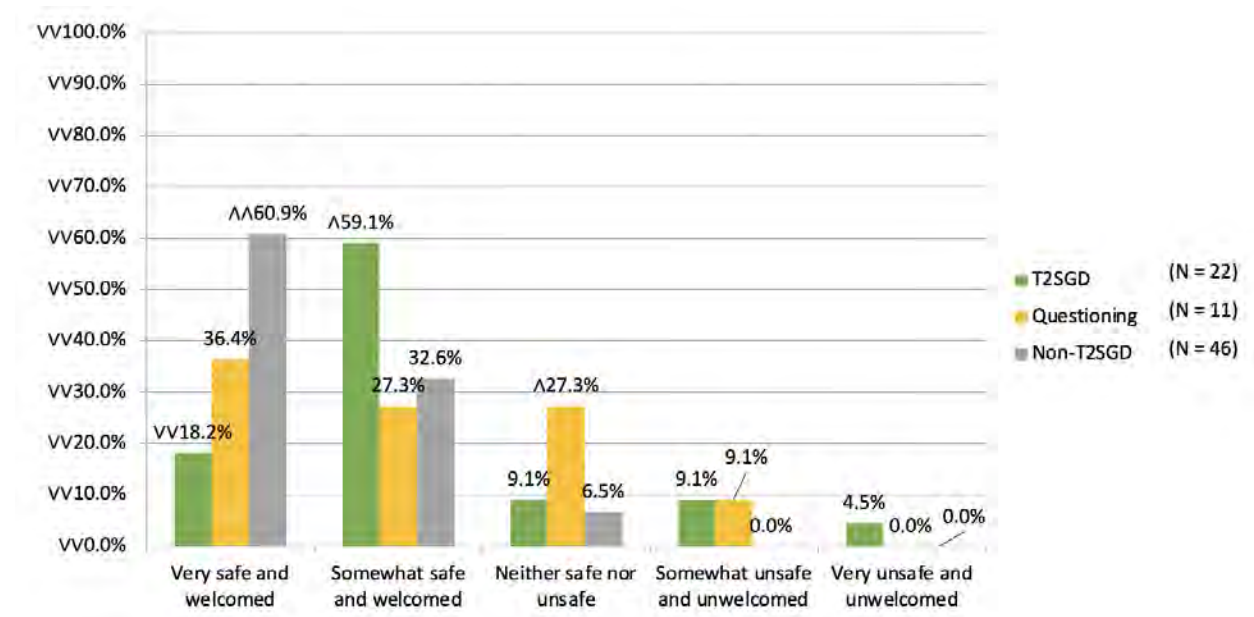
Of the respondents who reported wanting to live on campus, they were asked the types of challenges they face in accessing housing at UBC. T2SGD respondents were more likely to report that there are too few all-gender housing options, no policies that clarify inclusion of T2SGD people, and they worry about the reactions of others compared to non-T2SGD respondents. The majority of both T2SGD and non-T2SGD respondents also reported reasons unrelated to gender identity, such as cost, insufficient availability of units, distances from family, and not being available to look. Figure F.1-16 summarizes types of issues preventing respondents from obtaining housing at UBC.

Figure F.1–16 Types of Challenges Preventing Access to Housing at UBC by Gender Status
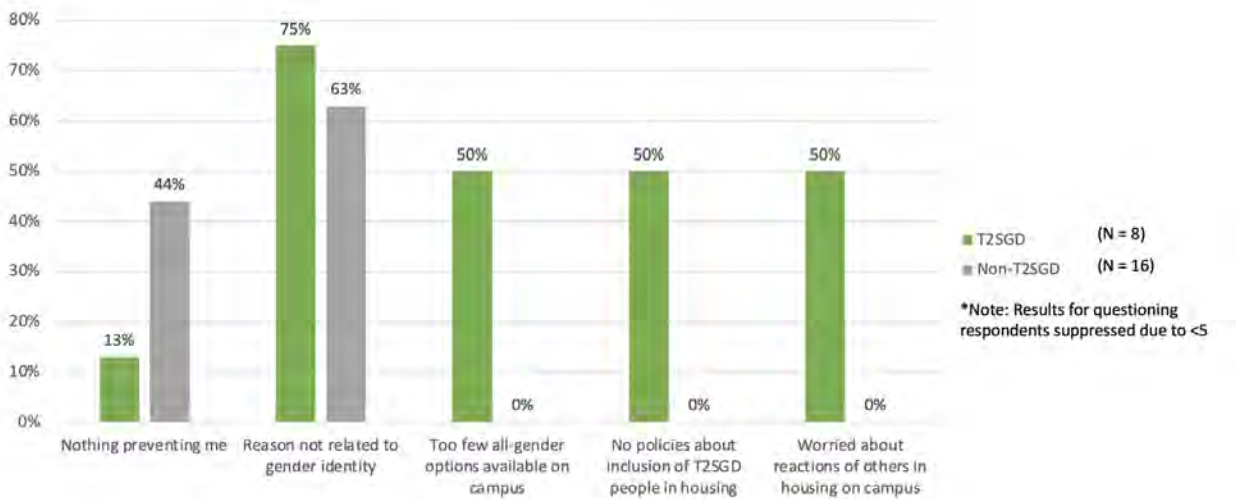
T2SGD respondents also provided their challenges with housing in an open-ended question. In particular, they identified cultural, procedural, and structural issues that made UBC Residence complex and harmful. In particular, the lack of all-gender shared housing for upper year students. Also, UBC Residence's practice of gender-based placement of students into residences is limiting for some T2SGD respondents. It is also challenging because it requires outing of students to meet their housing needs. There are also limitations related to washroom and shower facilities in residences.

Upper Year Housing

> "Make nonbinary accessible upper year housing that doesn't cost a pile more money on account of being a studio. Currently students have to stuff themselves into a binary gender box, which can be very uncomfortable for transfeminine nonbinary people who may feel very uncomfortable in men's housing and concerned their roommates will be weird about someone who's not a woman in women's housing. From what I've heard, housing just tells you to spend more money on a studio."
>
> **~ T2SGD Student Respondent**

Placement and Change Procedures

"Mostly, the issues that I've come up against are more on the systemic plane, like weighing whether to <u>declare myself as non binary on residence applications</u>, having heard negative experiences from trans friends at ubc."

~ T2SGD Student Respondent

"One was regarding housing, turns out if I identified as M in my gender marker (I'm FTM) then <u>they could place me in an all-male dorm</u> which would make me uncomfortable as a trans person. I eventually changed it to Non-binary so that they would place me away from either gendered situation, though I identify as male. I'm not too bothered by this, but it was a bit annoying to have to contact someone about it:("

~ T2SGD Student Respondent

"I was forced to be with the girls as a trans man."

~ T2SGD Student Respondent

"The process of transferring to different gendered housing was unclear and I didn't know it was an option until too late in the year to bother. I would have liked that to be publicized more"

~ T2SGD Student Respondent

Residence Culture

"The students are surface welcoming. They smile at your face and <u>snicker behind your back</u>."

~ T2SGD Student Respondent

"Some other residents (usually men in sciences) were dismissive and cruel toward the entire LGBTQ community. Hateful language in the halls and common spaces"

~ T2SGD Student Respondent

"Yes, but only to an extent (for example, in 1st year housing there is "gender inclusive" houses like CSNM house in totem park, but the bathroom signage is very obviously gendered and the residence advisors are not trained to specifically help support with gender nonconforming students, and upper year housing options are often more expensive and still binary gendered)."

~ T2SGD Student Respondent

Washrooms

"UBC centers cis people to a hilarious degree by having RAs decide on whether they will have a gendered washroom on their floor by anonymous vote of whether any students are uncomfortable with having people of other genders use the washroom (which is architecturally well designed to be totally private) then making it so even if one student is uncomfortable."

~ T2SGD Student Respondent

"CSNM house in totem park is suggested by student housing administrators to trans first-years who email them with concerns. This is because CSNM supposedly has all gender neutral washrooms. However, in reality, the washrooms are not really gender neutral, they're just split into "masculine" and "feminine", rather than "male" and "female". It was quite a let down when I discovered this after moving in. The single-stall gender neutral bathrooms that exist lock automatically and require your room card to get in, whereas the gendered washrooms do not. This seems pointless and weird, and was really annoying for my nonbinary friend who would come and visit me and then need to ask to borrow my room key just so they could go to the bathroom."

~ T2SGD Student Respondent

"Getting student housing in first year as a trans person was a positive experience. They were very accommodating, and made sure I received housing that I would feel most comfortable in."

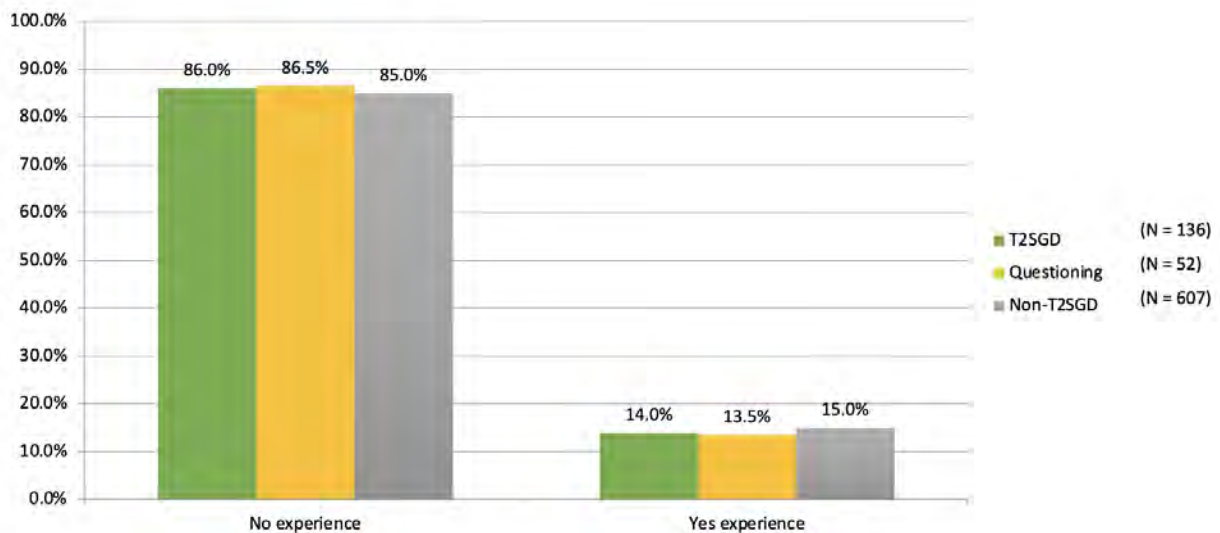**~ Student Respondent**

Correspondence

"After having legally changed my name I was still <u>receiving my dead name in emails</u> from the housing office especially"

~ T2SGD Student Respondent

F.1.5 Gender-specific Programs

Survey respondents were asked about their participation in gender-specific programs. There were comparable levels of T2SGD, questioning, and non-T2SGD respondents most of whom have not participated in gender-specific programs around (85%). There is a low percentage of respondents who have (around 15%). Figure F.1-17 depicts whether or not respondents have participated in gender-specific programs at UBC.

Figure F.1-17 Participation in Gender-Specific Programs at UBC by Gender Status

"Go Global binary gender shared sleeping accommodations"

~ T2SGD Student Respondent

"Greek life and please abolish it."

~ T2SGD Student Respondent

"Women's self defense before I knew my gender was more complicated than that. It felt safe however I worry about transmisogyny within women's spaces."

~ T2SGD Student Respondent

"[L]eadership programs, fitness"

~ T2SGD Student Respondent

F.1.6 Employee Programs

Survey respondents were asked about the level of support they experienced during their hiring process at UBC. There were comparable rates across the different levels of support during hiring whether T2SGD, questioning, or non-T2SGD. In particular, the majority of respondents reported similar rates of the hiring process at UBC being somewhat or very easy, including 58.4% of T2SGD respondents, 64.3% of questioning respondents, and 71.% of non-T2SGD respondents. T2SGD respondents were slightly more likely to report that the hiring process was neither easy nor difficult (22.9%, p = .03) as compared to non-T2SGD respondents (12.3%, p = .01). Figure F.1-18 summarizes the level of support experienced by survey respondents in the hiring process at UBC.

**Figure F.1-18 Level of Support in Hiring Process at UBC by Gender Status**
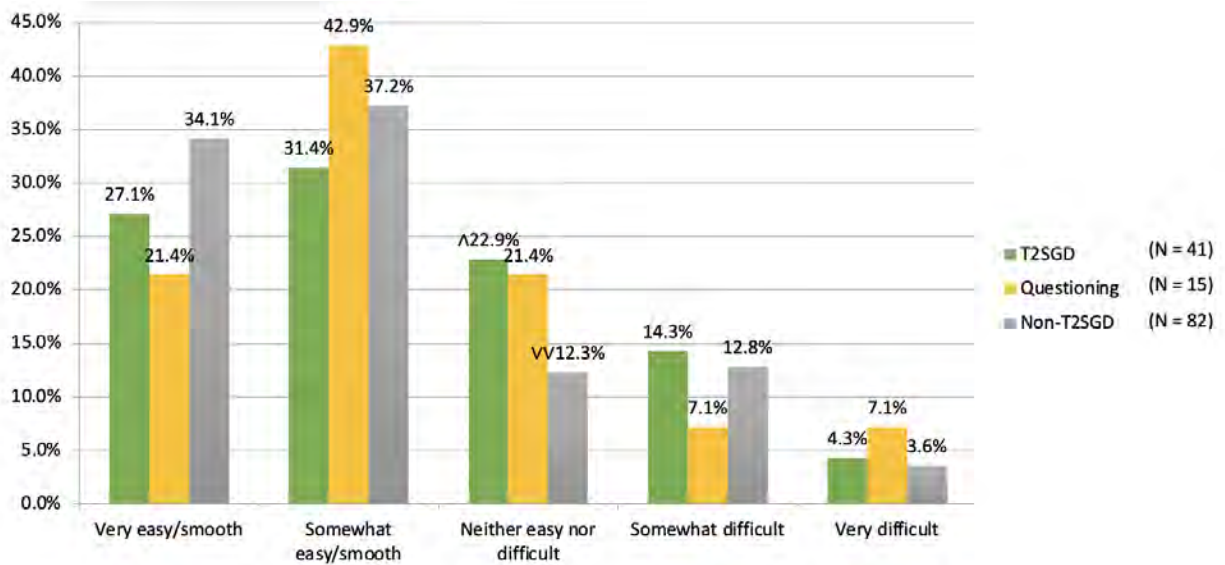
Employee respondents were also asked about the quality of on-the-job supports once they were hired at UBC. Respondents report mostly comparable levels of on-the-job supports at UBC with no statistically significant differences between T2SGD, questioning, and non-T2SGD. The majority of respondents rate the supports as being ok to good, including 70% of T2SGD respondents, 71.5% of questioning respondents, and 72.6% of non-T2SGD respondents. One-fifth of T2SGD respondents rated on-the-job supports between bad and awful with similar levels among questioning (17.8%) and non-T2SGD respondents (10.3%). Figure F.1-19 ratings among survey respondents in on-the-job supports at UBC.

Figure F.1-19 Rating of On-the-Job Supports at UBC by Gender Status
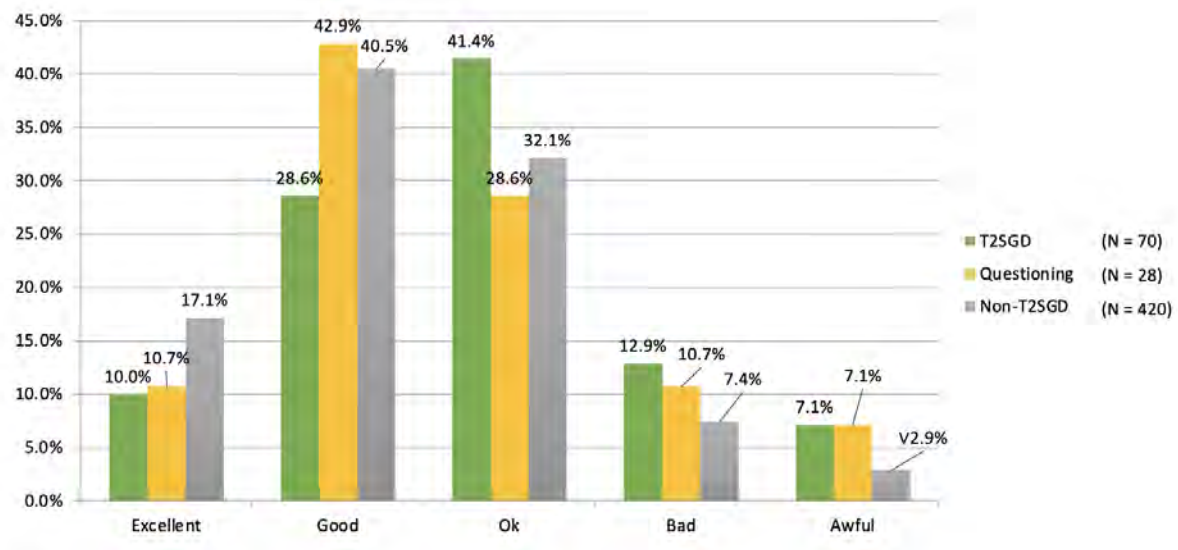
Survey respondents were asked whether or not current extended health care coverage provided at UBC addressed their gender-related needs. Non-T2SGD respondents were twice as likely to report that the coverage did address their gender-related needs (35.4%, $p < .001$) compared to T2SGD and questioning respondents (16.4%, $p < .001$ and 15.4%, $p < .001$, respectively). T2SGD and questioning respondents were more likely not to know whether the coverage addressed their specific needs (46.3%, $p < .001$ and 53.8%, $p < .001$, respectively) compared to non-T2SGD respondents (23.8%, $p < .001$). Figure F.1–20 levels of extended health care benefits coverage at UBC.

Figure F.1–20 Levels of Health Care Coverage at UBC by Gender Status
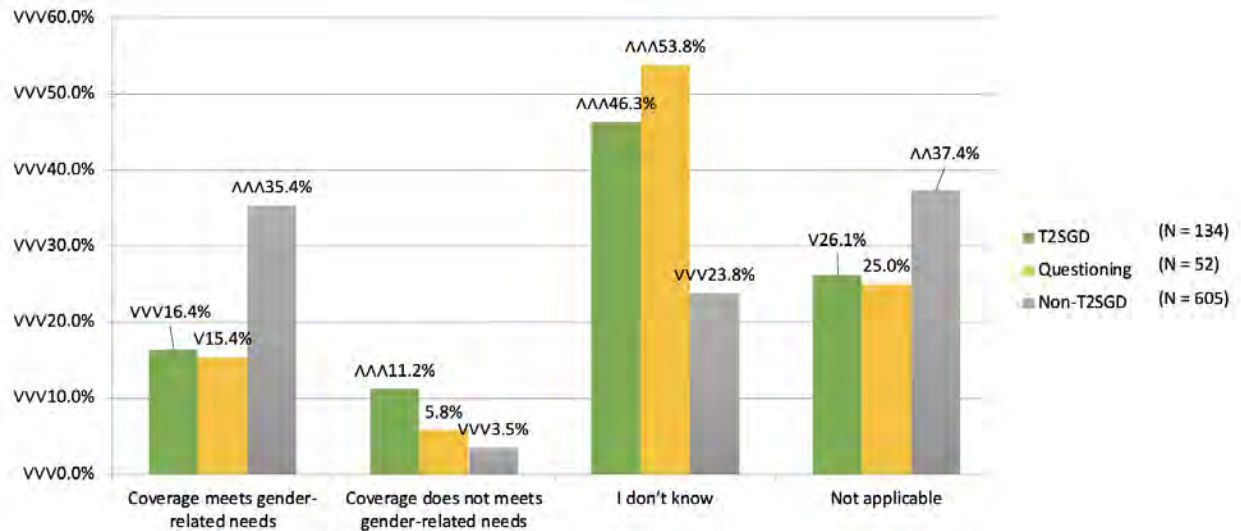

F.2 Intersectional Nuances

F.2.1 Gender Spectrum

There are no statistically significant differences for services and programs across the gender spectrum between gender diverse, Two-Spirit, and trans women and men.

Two Spirit People

Two-Spirit and Indigiqueer respondents were asked about their experiences with the availability of health and counselling services at UBC that addresseed their specific needs. Figure F.2-1 summarizes the level availability of health and counselling services that specifically address Two-Spirit needs among Two-Spirit respondents.

Figure F.2-1 Level of Availability of Health and Counselling Services for Two-Spirit People (N=14)
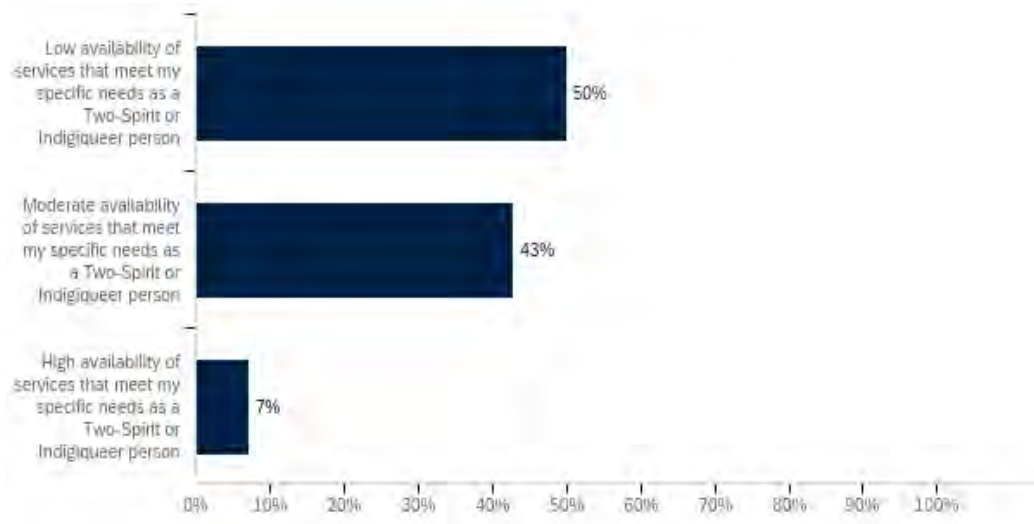
Two-Spirit and Indigiqueer respondents were asked in an open-ended question what is important to them and ideas for how UBC could support them. They spoke of the importance of connections to the land and to each other. There is also a critical need for healing through connection to culture and language.

> "Increased funding, relationship building with local Nations, accepting guidance from local 2S/Indigequeer leadership / funding for cultural wellness resources and healing."
>
> **~ Two-Spirit and Indigiqueer Respondent**

> "Language, ceremony, elders, land and more than human relations. More hiring of Two-Spirit and Indigiqueer people."
>
> **~ Two-Spirit and Indigiqueer Respondent**

> "UBC is situated on Musqueam & Syilx territories so they are not my homelands. I appreciate getting to know our host nations, hearing their language/songs, and learning about them."
>
> **~ Two-Spirit and Indigiqueer Responden**

"I honestly don't know as much about my culture as I would like. Perhaps some Indigenous programs that help students find out information about how to get in touch with/ learn about their bands, nations, and cultures would be helpful."

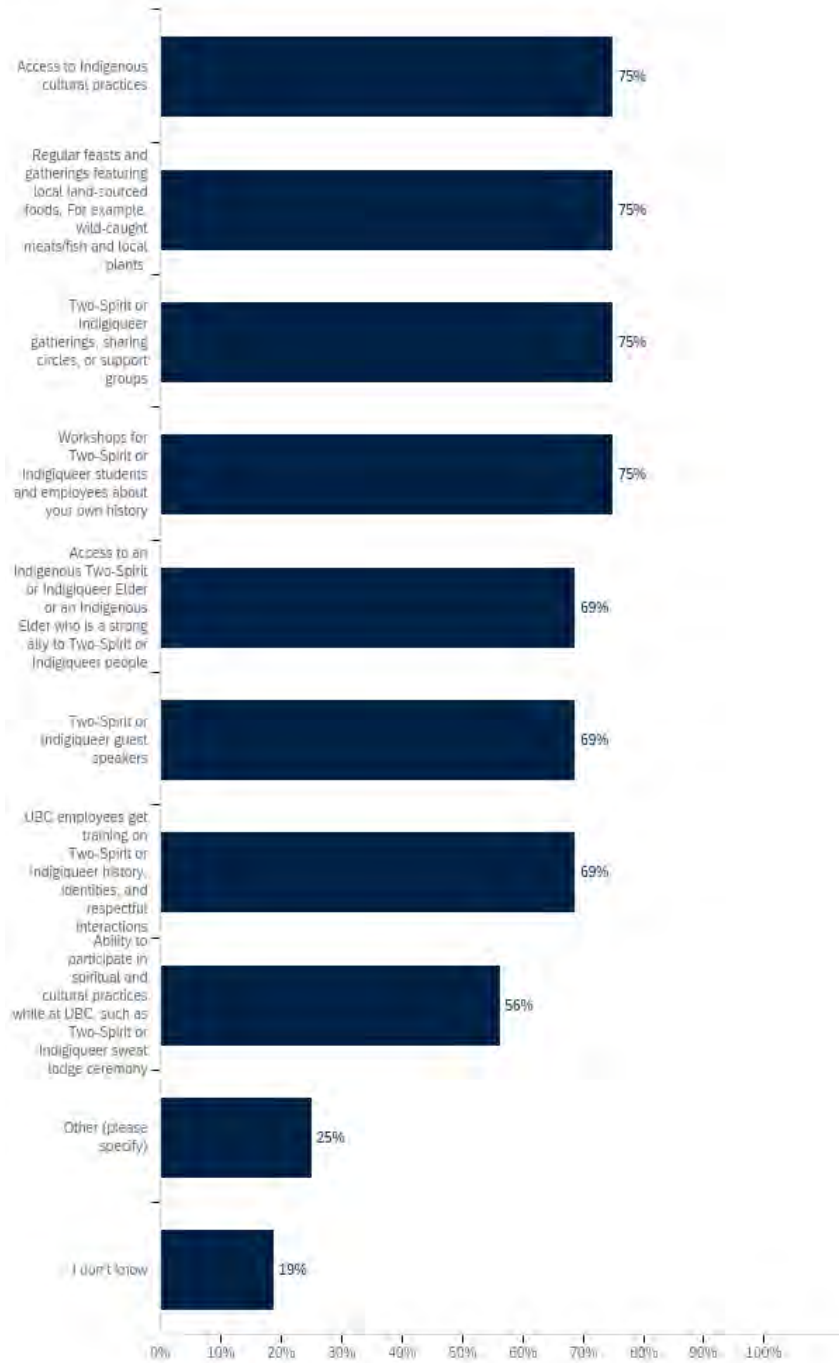**~ Two-Spirit and Indigiqueer Respondent**

"[T]he land it heals and is alive"

~ Two-Spirit and Indigiqueer Respondent

Two-Spirit and Indigiqueer respondents were asked how to address current gaps to support them at UBC. Three-quarters of Two-Spirit and Indigiqueer respondents reported a need for access to cultural practices, regular feasts and gatherings specific to Two-Spirit and Indigiqueer people, and workshops for Two-Spirit and Indigiueer on their own history. Other measures that are also of interest by the majority of respondents are guest speakers, access to Elders, and education of UBC employees on the distinct issues and needs of Two-Spirit and Indigiqueer people. Respondents were also given a space to provide additional suggestions, which included additional resources such as free tuition, Two-Spirit gathering, and wanting to be treated the same as everyone else. F.2-2 depicts the measures to address needs specific to Two-Spirit and Indigiqueer respondents.

Figure F.2-2 Preferences for Supports among Two-Spirit and Indigiqueer Respondents (N=16)


Preference	Percentage
Access to Indigenous cultural practices	75%
Regular feasts and gatherings featuring local land-sourced foods. For example, wild-caught meats/fish and local plants	75%
Two-Spirit or Indigiqueer gatherings, sharing circles, or support groups	75%
Workshops for Two-Spirit or Indigiqueer students and employees about your own history	75%
Access to an Indigenous Two-Spirit or Indigiqueer Elder or an Indigenous Elder who is a strong ally to Two-Spirit or Indigiqueer people	69%
Two-Spirit or Indigiqueer guest speakers	69%
UBC employees get training on Two-Spirit or Indigiqueer history, identities, and respectful interactions	69%
Ability to participate in spiritual and cultural practices while at UBC, such as Two-Spirit or Indigiqueer sweat lodge ceremony	56%
Other (please specify)	25%
I don't know	19%

F.2.2 Campus

Health and Counselling

Most variables measuring health and counselling challenges have no statistically significant differences between Okanagan and Vancouver campuses. There are three expectations for this, including access to counselling, reasons for not going to counselling, and competency ratings of health care professionals.
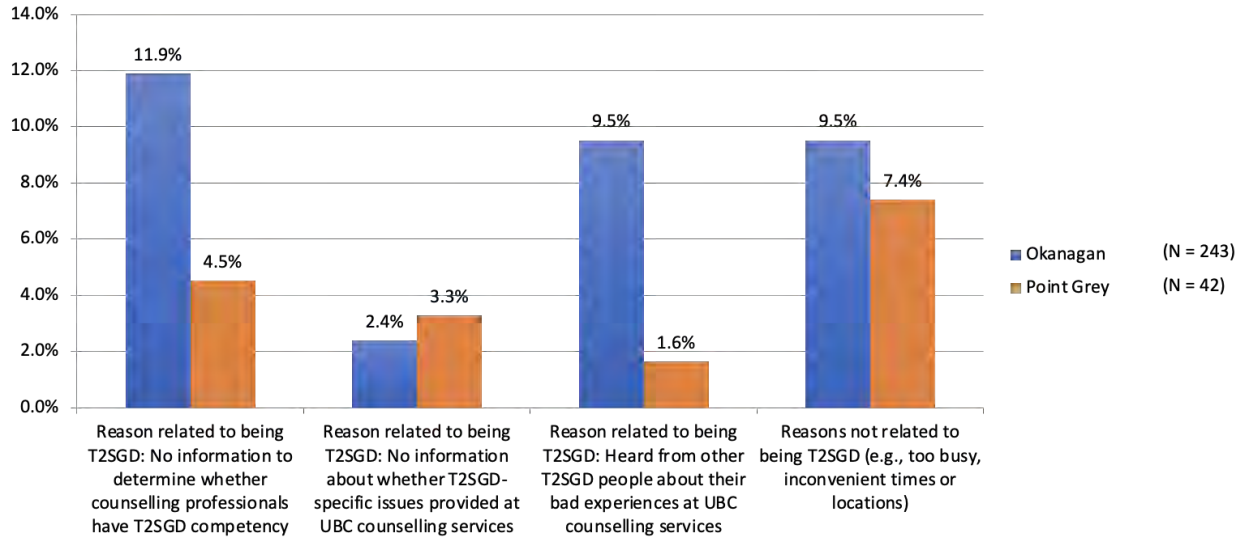
First, T2SGD respondents on the Okanagan campus are more likely to access counselling (63.6%, *p* < .001) compared to the Vancouver campus (35.8%, *p* < .001). Figure F.2-3 depicts the levels of access to counselling across locations at UBC.

Figure F.2-3 Whether or Not T2SGD Respondents by Campus are Accessing Counselling
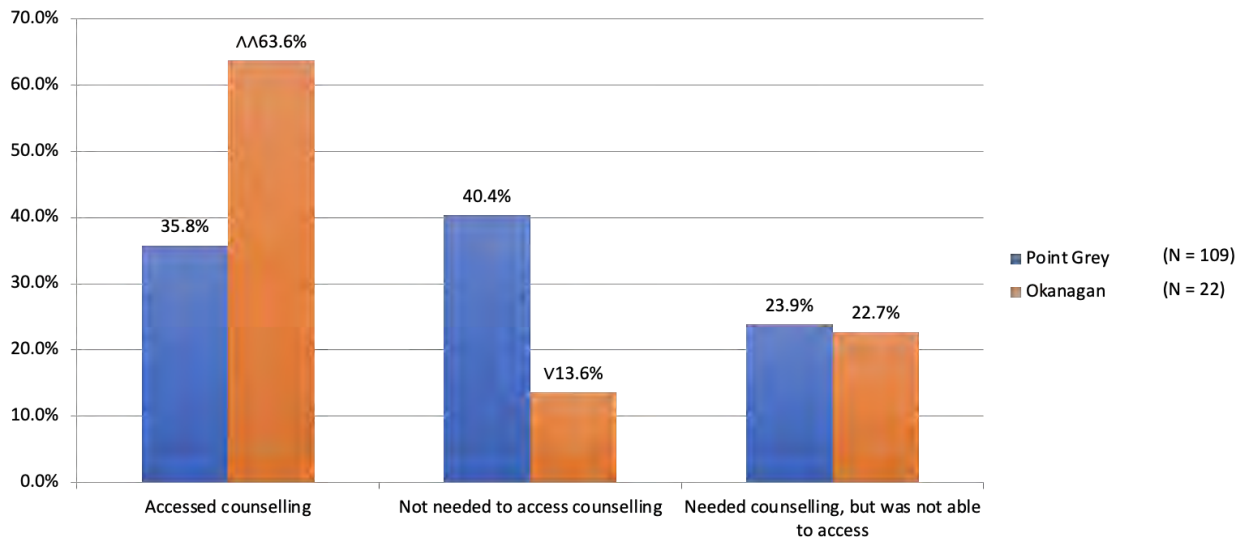
Secondly, T2SGD respondents at the Okanagan campus are more likely to avoid counselling because they heard from others about their challenges (9.5%) compared to their counterparts at the Vancouver campus (1.6%). Figure F.2-4 summarizes the reasons why T2SGD respondents do not access counselling across locations at UBC.

Figure F.2-4 Reasons for Not Accessing Counselling by Campus among T2SGD Respondents

Bar chart with y-axis from 0.0% to 14.0%. Legend: Okanagan (N = 243), Point Grey (N = 42).

- Reason related to being T2SGD: No information to determine whether counselling professionals have T2SGD competency — Okanagan 11.9%, Point Grey 4.5%
- Reason related to being T2SGD: No information about whether T2SGD-specific issues provided at UBC counselling services — Okanagan 2.4%, Point Grey 3.3%
- Reason related to being T2SGD: Heard from other T2SGD people about their bad experiences at UBC counselling services — Okanagan 9.5%, Point Grey 1.6%
- Reasons not related to being T2SGD (e.g., too busy, inconvenient times or locations) — Okanagan 9.5%, Point Grey 7.4%

Lastly, T2SGD respondents at the Okanagan more likely to rate health care providers as somewhat incompetent (39%, $p < .001$) compared to Vancouver campus respondents (11%, $p = .04$). By contrast, T2SGD respondents on the Vancouver campus are likely to rate health practitioners as somewhat competent (47.8%, $p = .46$) compared to the Okanagan campus (15.4%, $p = .04$). Figure F.2-5 depicts T2SGD respondent ratings of UBC health care provider competency across locations at UBC.

Figure F.2-5 Ratings of Competency of Health Care Providers among T2SGD Respondents by Campus

Bar chart with y-axis from 0.0% to 60.0%. Legend: Point Grey (N = 46), Okanagan (N = 13).

- Very competent — Point Grey 26.1%, Okanagan 23.1%
- Somewhat competent — Point Grey ^47.8%, Okanagan ∨15.4%
- Neither competent nor incompetent — Point Grey 4.3%, Okanagan 15.4%
- Somewhat incompetent — Point Grey ∨10.9%, Okanagan ^38.5%
- Very incompetent — Point Grey 10.9%, Okanagan 7.7%
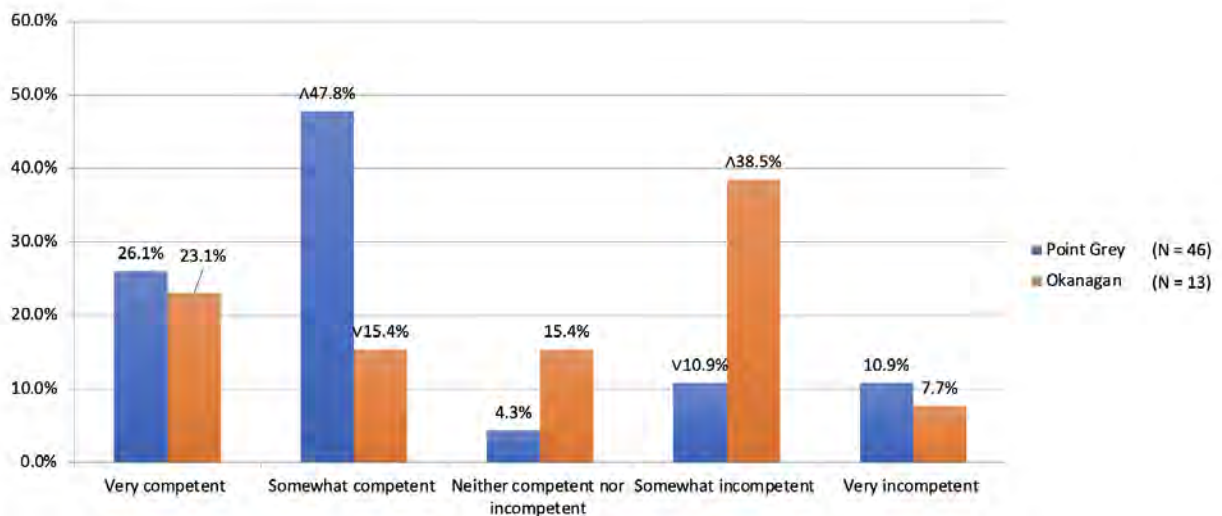
Housing

There is a slight difference in the need for shared housing at UBC between the Okanagan and Vancouver campuses. In addition, T2SGD respondents from the Okanagan campus are more likely to express a desire for shared housing on campus (23.1%, *p* = .01) compared to their counterparts in Vancouver (6.6%, *p* = .76). Some respondents already have shared housing at UBC, including 31.1% at the Vancouver campus and 23.1% at the Okanagan campus. There is a corresponding desire for private housing on campus, including 23.1% on the Okanagan campus and 4.9% on the Vancouver campus. Figure F.2-6 depicts the existing housing arrangements as well as the desire for housing by campus.

Figure F.2-6 Levels of Housing Needs at UBC by Campus
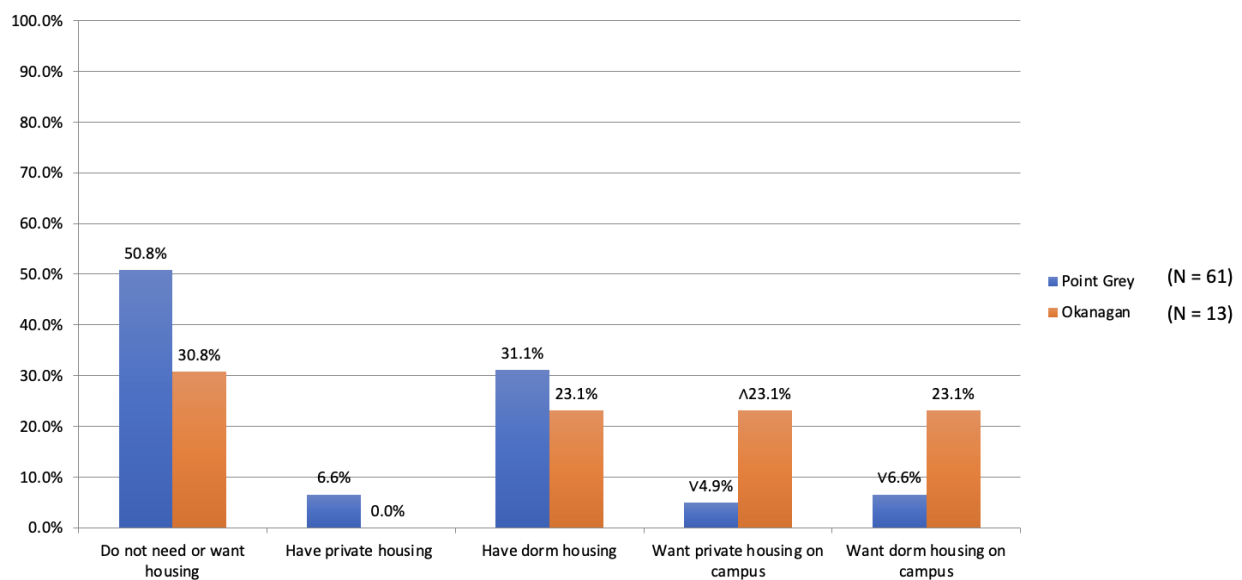
F.2.3 Race

There are statistically significant differences related to access to UBC Health Services between racialized and non-racialized T2SGD respondents. In particular, racialized respondents are less likely to report accessing (31.6%, *p* = .96) or needing health services (57.9%, *p* = .84) compared to their non-racialized counterparts (52.5%, *p* = .01 accessed health services and 36.7%, *p* < .001 have not needed access). There are comparably low rates of needing but not being able to access health care across both racialized and non-racialized T2SGD respondents. Figure F.2-7 depicts the breakdown of health care access by racialization.

Figure F.2-7 Levels of Access to UBC Health Services by Racialization
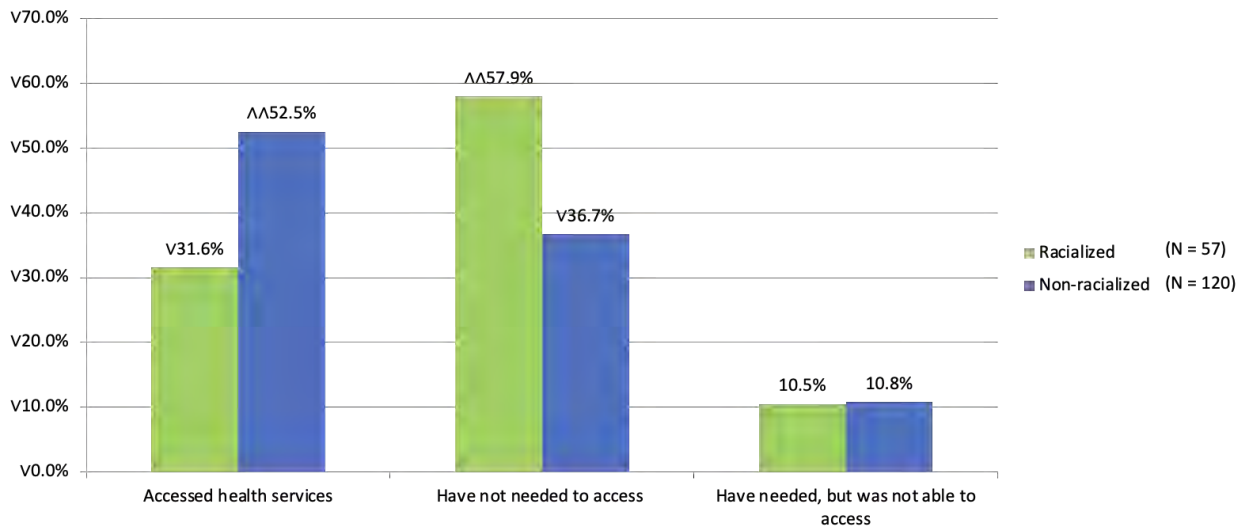
F.2.4 Disability

There are statistically significant differences between T2SGD respondents with and without disabilities when accessing UBC Health Services. More specifically, T2SGD respondents with disabilities are more likely to have accessed health services (55.6%, *p* < .001) compared to their counterparts without disabilities (34.5%, *p* = .13). Furthermore, T2SGD respondents without disabilities report not needing access to health services (56.4%, *p* = .26) compared to respondents with disabilities (34.3%, *p* < .001). There are comparably low rates of needing but not being able to access health care across both T2SGD respondents with and without disabilities. Figure F.2-8 depicts the breakdown of health care access by disability.

Figure F.2-8 Levels of Access to UBC Health Services by Disability
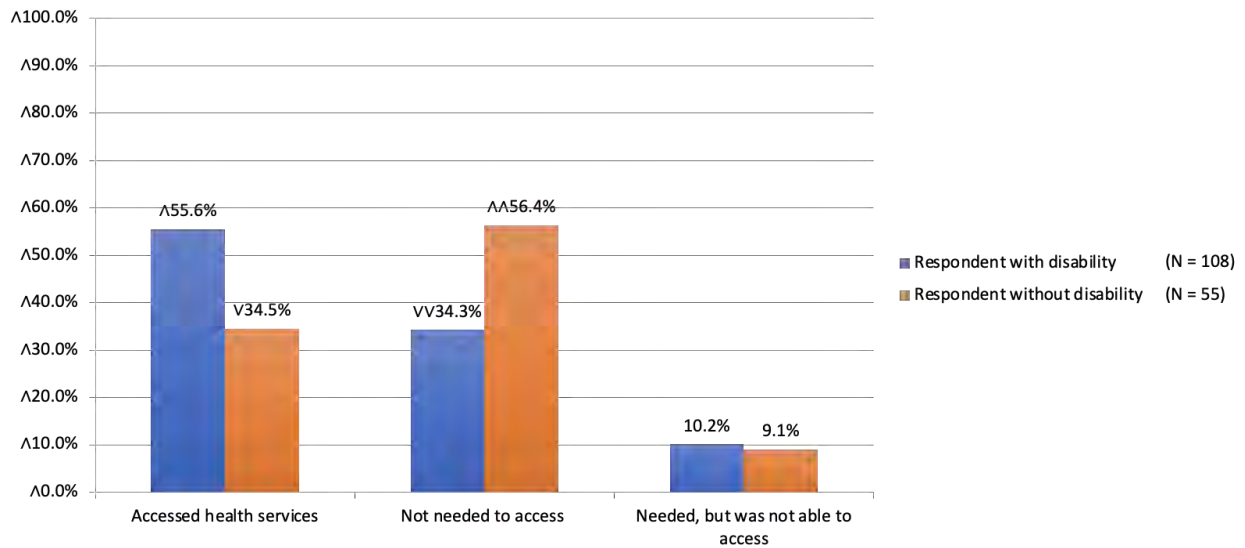
Counselling

> "I have to pay for counselling out of pocket, and student care only covers the cost of 2-3 appointments a year at average rates, so I'm losing a lot of money there. Counselling through UBC focuses on single sessions to solve specific issues, and even UBC counsellors couldn't point me to any ongoing weekly counselling service through UBC, which is what I need, since my issues are ongoing and very nebulous, so I can't narrow them down to a specific topic to solve in a 50 minute session. Obviously, trans people and people with disabilities are more likely to need counselling for mental health reasons, so I feel that this issue is linked to my being trans and autistic"
>
> **~ T2SGD Student**

> "[A]s a neurodivergent person with multiple mental illnesses, it can be dicult (sic) to navigate certain situations due to the sensory overwhelm associated with large crowds, loud noises and long treks to and from class. I am also incredibly disappointed in the lack of long term mental health care available at UBC. They claim to care and put students first, but when our mental illnesses become a problem for more than a few weeks, they refuse to pay for the support we need"
>
> **~ T2SGD Student**

"As an autistic person, it was also really important for me to be able to have a space where I could be completely alone during my down time, but I wasn't sure that would count as a valid excuse, so I didn't mention that."

~ T2SGD Student

"[W]hen my nonbinary friend came to visit, they were not comfortable having to choose between masculine and feminine [washrooms]. There was a separate, single-stall gender-neutral bathroom, which was great, but … [it] inexplicably required a key card to access, while the main bathrooms didn't. This was really weird because you already needed a key card to get into the building so it seemed really pointless, but it also meant my nonbinary friend had to ask for my room card if they needed to pee, and then I couldn't leave my room until they got back or my door would lock behind me. It just seems discriminatory to put this extra barrier on the gender-neutral bathroom and not on the gendered one."

~ T2SGD Student

F.2.5 Immigration

There are no statistically significant differences for services and programs based on being newcomers to Canada.

Appendix G – Detailed Results for Athletics + Recreation

G.1 Comparative Experiences

G.1.1 Overview

This section provides insights into current experiences of intramural sports, exercise classes, gym facilities, and athletics among T2SGD, questioning, and non-T2SGD stakeholders at UBC. Overall, there are comparable low levels of participation in athletics, exercise classes, intramurals, and the gym across T2SGD, questioning, and non-T2SGD. The highest level of reported participation among these four is the gym (34.8% among T2SGD respondents) with the lowest level of participation in intramural sports (10.6%).

In addition, there are similar ratings in levels of inclusivity in athletics, exercise classes, and intramurals between T2SGD, questioning, and non-T2SGD respondents. The only statistically significant difference between these groups is the level of inclusion at gym facilities at UBC including T2SGD respondents reporting greater levels of exclusion compared to their non-T2SGD counterparts. This is an important finding, because T2SGD are both more likely to go to the gym and encounter challenges there, which requires attention to improve.

In qualitative data, there are particular concerns with the way that competitive intramural is currently set-up with gender-based minimums and maximums, which are not only inaccurate, but also problematic. T2SGD respondents express a strong desire to participate in recreation and sports; however, report feeling hesitant because of binary-only configurations and facing violence in the washroom and change room. As such, the ongoing barriers relate to space rather than programming. There is an expressed need for knowing the washroom and change room configurations and layouts before arriving to plan one's visit to recreation facilities, including intramural sports.

> "I love sports and activities and really want to engage in this at ubc but I haven't tried because I am too scared to walk into the building for a work out and then discover that there is **only a male and female change room**. Intramurals, exercise classes, facilities CANNOT be separated by gender if you want non-binary people to be able to participate."
>
> **~ T2SGD Survey Respondent**

G.1.2 Intramural Sports

Levels of Participation in Intramural Sports

There are no statistically significant differences between T2SGD, questioning, and non-T2SGD respondents. Regardless of the type of respondents, there are overall low levels of participation, including 10.6% of T2SGD respondents and 22.2% of questioning respondents. Figure G.1-1 depicts the levels of participation among respondents in intramural sports at UBC.

Figure G.1-1 Levels of Participation in Intramural Sports
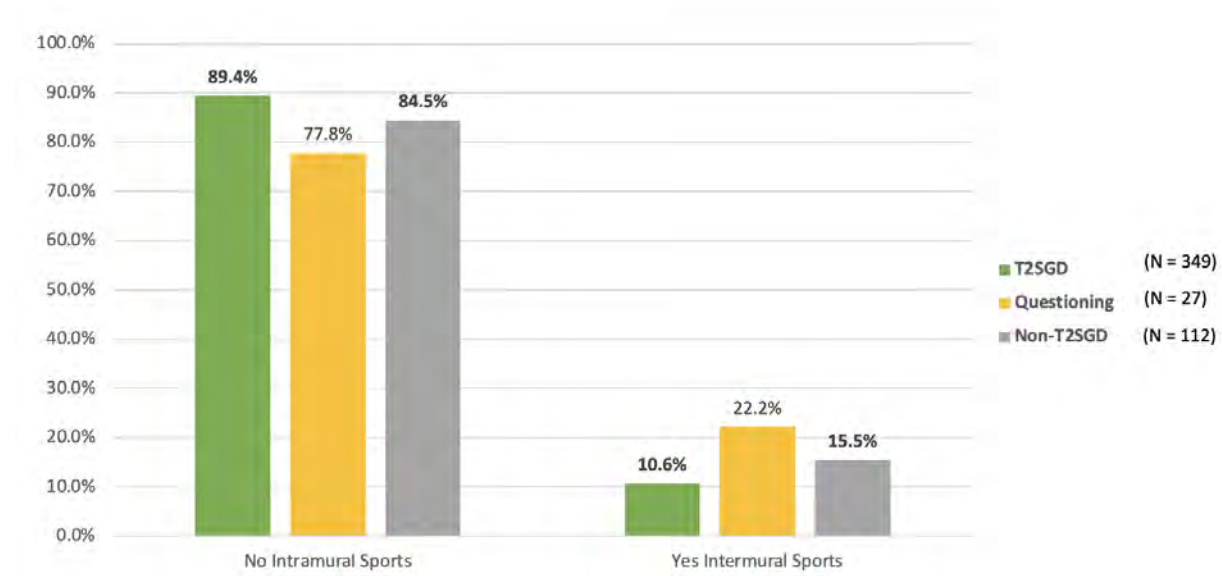
Inclusion Levels in Intramural Sports

There is a wide range of opinion on whether intramural sports is inclusive of gender diversity with a high percentage of questioning (24.5%) and non-T2SGD respondents (33.3%) reporting that they do not know if intramural sports at UBC are inclusive. More than half of T2SGD respondents (57.2%) think that intramural sports are inclusive of gender diversity. Figure G.1-2 shows the levels of inclusion and exclusion reported among respondents for intramural sports at UBC.

Figure G.1–2 Levels of Inclusions and Exclusion in Intramural Sports
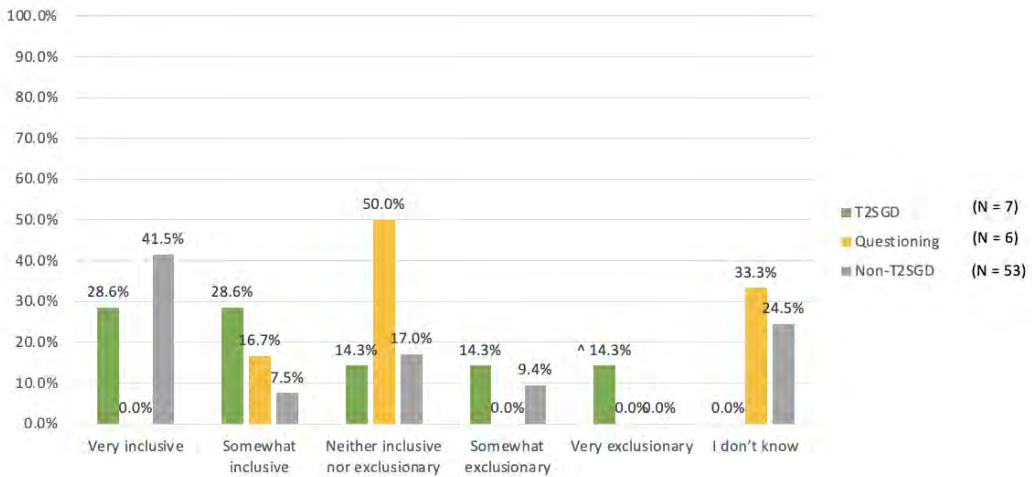
In qualitative results, there were questions and concerns about the current configuration of competitive intramural teams, especially vis-a-vis the minimum number of men. While many noticed and appreciated the explicit inclusion of T2SGD players, several respondents spoke to the challenging and problematic assumptions that reduce the number of male players. Because there are varying levels of skills and strength among all genders, this quickhand was not thought to address the core matter.

"I have noticed that Intramurals tend to have rules about gendered teams such as "anyone who identifies as a man can go on the men's team. Mixed teams have a maximum of three members who identify as men." I feel that this is somewhat discriminatory to T2SGD participants, as it changes the gender binary from "**men and women**" to "**men and not-men**". Additionally, if the issue with mixed teams is not wanting a team of entirely men to "stack" the team, it does not consider the fact that some non binary people and trans women have the exact same hormones and body types as cis men, so "stacking" would still be possible and legal. **You can choose to be gender inclusive or you can choose to enforce the idea of men being naturally superior at sports just by virtue of being men. You cannot do both.**"

~ T2SGD Student Respondent

"Safe space classes / programs specifically for gender diverse people. For a lot of gender diverse folks (myself included), gyms and exercise facilities feel like strongly gendered spaces that can be triggering to dysphoria. There needs to be a space FOR gender diverse people GUIDED BY gender diverse people."

~ T2SGD Employee Respondent

G.1.3 Exercise Classes

Levels of Participation in Exercise Classes

Regardless of category, there are low levels of respondents participating in exercise classes, including 16.7% of T2SGD and 33.3% of questioning respondents. Figure G.1-3 provides a breakdown of respondent participation in exercise classes at UBC across different gender statuses.

Figure G.1-3 Levels of Participation in Exercise Class
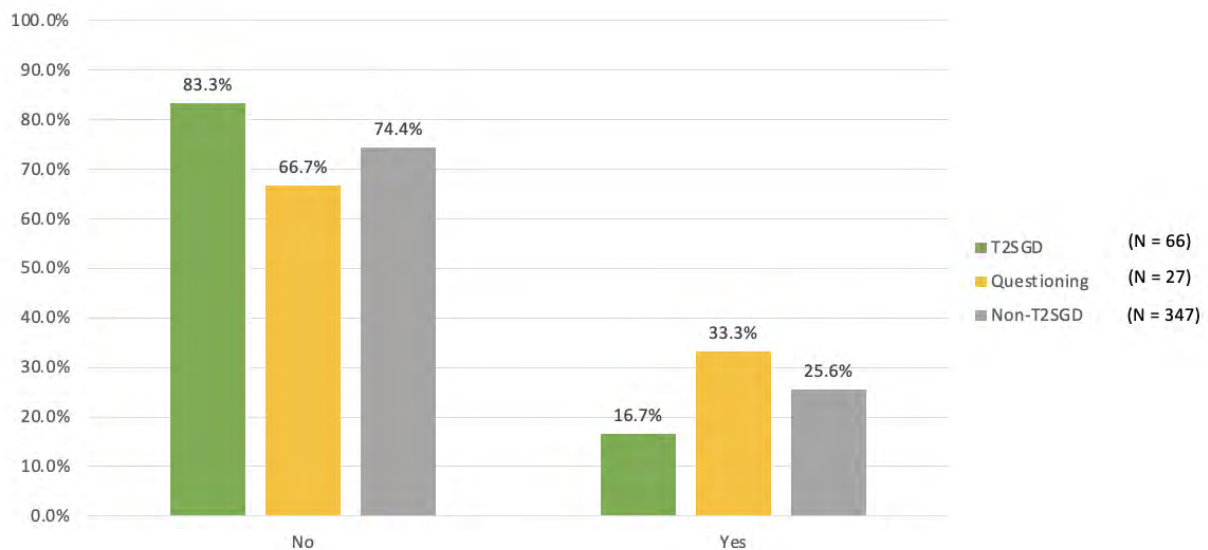
Inclusion Levels in Exercise Classes

There is consistency across gender categories in the ratings of exercise classes being inclusive of gender diversity. In general, there are large percentages of neutral ratings of exercise class being neither inclusive nor exclusive. In particular, close to half of T2SGD respondents (45.5%) report exercise classes being neither inclusive nor exclusive along with 33.3% of questioning respondents and 22.5% of non-T2SGD respondents. Slightly more T2SGD and questioning respondents rated exercise classes as being somewhat or very exclusionary (18.2% and 33.3%, respectively). One statistically significant result is non-T2SGD respondents being more likely to not know whether exercise classes are inclusive of gender diversity. Figure G.1-4 summarizes respondent ratings of levels of inclusion and exclusion in exercise classes at UBC across different gender statuses.

**Figure G.1–4 Levels of Inclusion and Exclusion at UBC Exercise Classes by Gender Status**
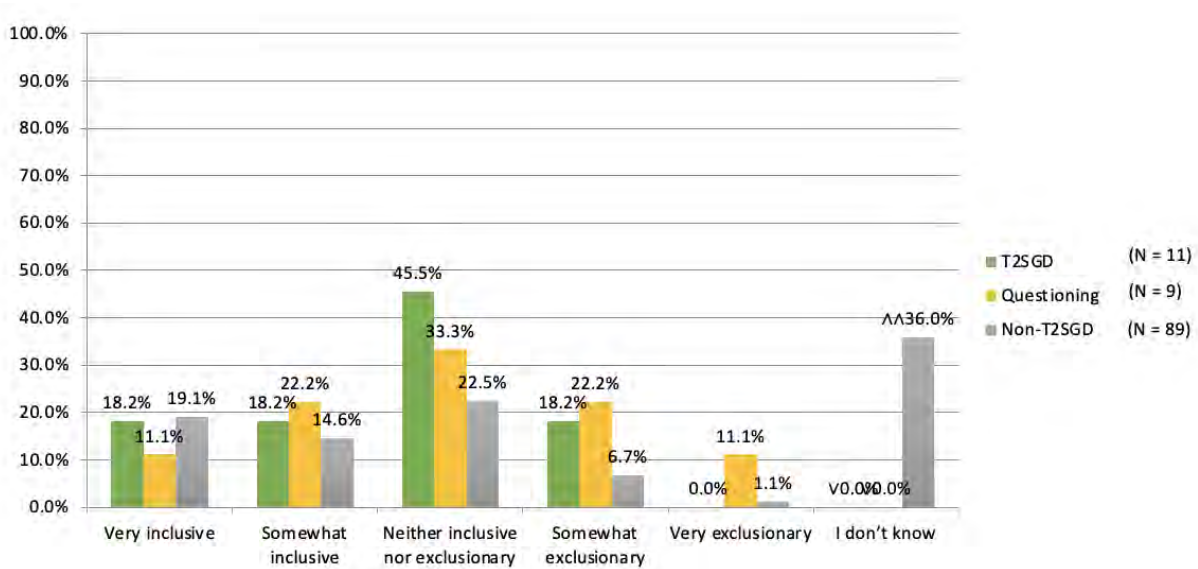
G.1.4 Gym

Levels of Participation in the Gym

There are comparable levels of gym use at UBC across the gender categories with a majority of respondents that they do not use the gym. In particular, 34.8% of T2SGD and 40.7% of questioning respondents go to the gym at UBC. Compared to other types of recreation and sports activities, going to the gym is the highest among survey respondents. Figure G.1–5 provides the levels of participation among respondents at UBC gyms across different gender statuses.

Figure G.1–5 Levels of Inclusion and Exclusion at UBC Gym Facilities by Gender Status
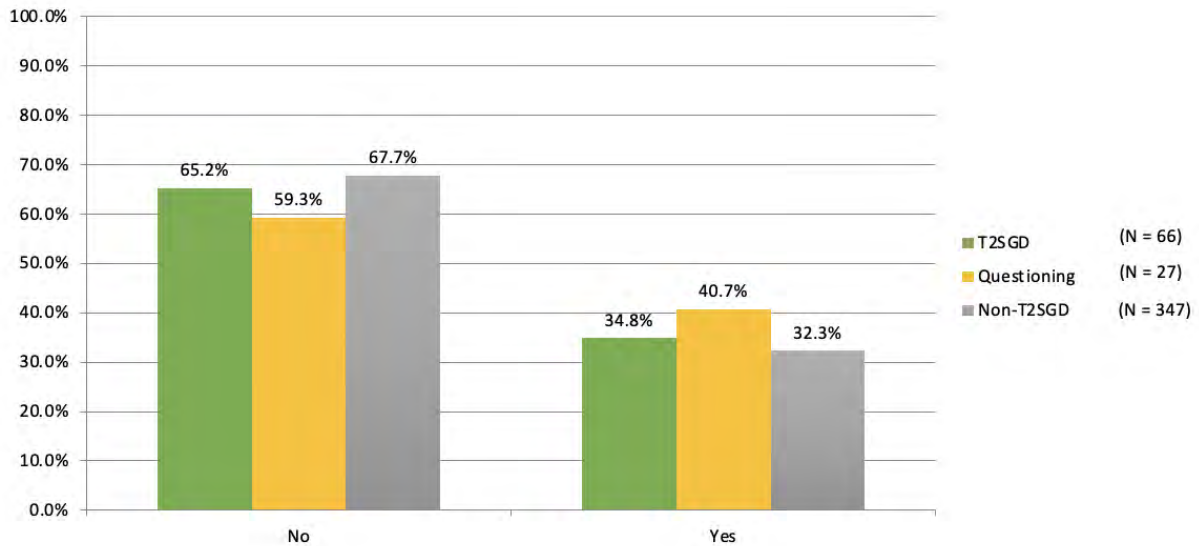
Inclusion Levels at the Gym

Secondly, survey respondents were asked to rate their level of inclusion or exclusion at UBC gym facilities. There were statistically significant differences between T2SGD, questioning, and non–T2SGD survey respondents for this measure. In particular, T2SGD respondents are more likely to rate their experience of gyms at UBC as "very exclusionary" (21.7%, $p < .001$) as compared to 9.1% of questioning and 3.6% (, $p < .001$) of non–T2SGD respondents. Furthermore, non–T2SGD are more likely to rate the gym as being "very inclusive" (35.7%, $p = .04$) and questioning respondents are more likely to rate the gym as "somewhat exclusionary" (27.3%, $p = .53$). Figure G.1-6 depicts the breakdown of respondent ratings of the inclusion or exclusion at UBC gyms across different gender statuses.

**Figure G.1–6 Levels of Inclusion and Exclusion at UBC Gym Facilities by Gender Status**

Legend:
- T2SGD (N = 23)
- Questioning (N = 11)
- Non-T2SGD (N = 112)
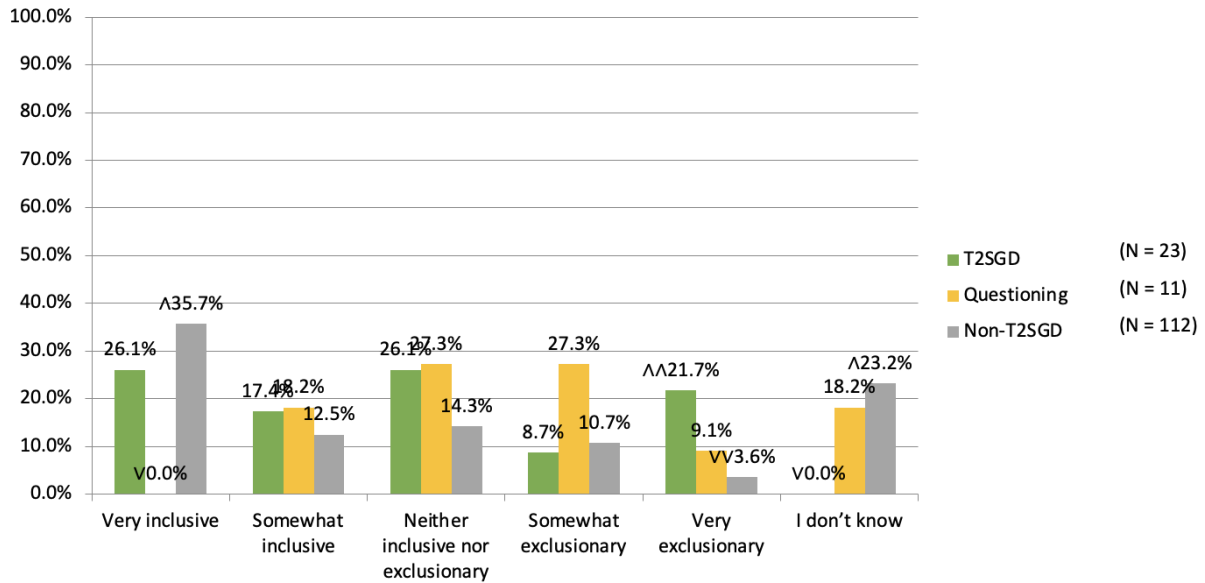
G.1.5 Athletics

Levels of Participation in UBC Athletics

Regardless of gender categories, there are low levels of participation in UBC athletics with 12.1% of T2SGD and 22.2% of questioning respondents reporting their participation. Figure G.1-7 provides the levels of participation among respondents in UBC athletics across different gender statuses.

Figure G.1–7 Levels of Participation in UBC Athletics by Gender Status

Legend:
- T2SGD (N = 66)
- Questioning (N = 27)
- Non-T2SGD (N = 347)
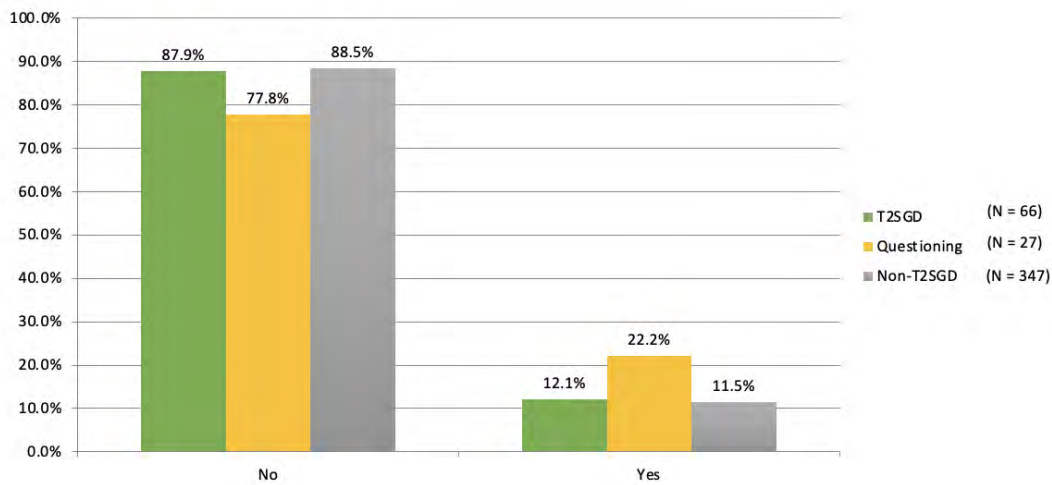
> "I want trans specific classes, more support in the gym, and more inclusive options for rec/athletics. I love basketball but I have **felt too intimidated** by the cis environment to ever go and play."
>
> **~ T2SGD Student Respondent**

Inclusion Levels in UBC Athletics

There is a wide range of ratings among respondents who have participated in UBC athletics in terms of its levels of inclusion or exclusion of gender diversity. In particular, questioning respondents are more likely to report that UBC athletics is neither inclusive nor exclusive of gender diversity (66.7%, p = .01) compared to their counterparts. Furthermore, half of T2SGD respondents rate UBC athletics as somewhat or very inclusionary and 37.5% do not know. Figure G.1-8 breaks down respondent ratings of the inclusion or exclusion in UBC athletics across different gender statuses.

Figure G.1–8 Levels of Inclusion and Exclusion in UBC Athletics by Gender Status
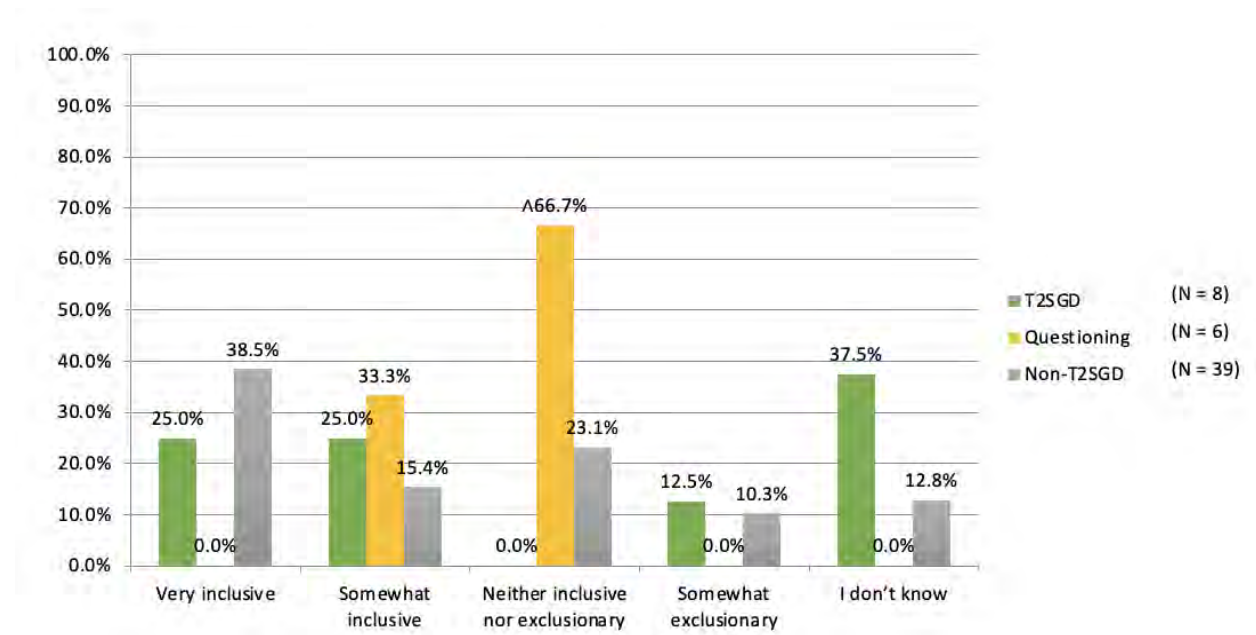

Awareness of U Sports Policy

Survey respondents were asked if the U Sports Trans Inclusion Policy would play a role in them joining athletics at UBC. There were several statistically significant differences between gender

statuses. This includes the majority of non-T2SGD respondents being more likely to report that the policy would not affect their decision to join UBC athletics (87.5%, *p* < .001) compared to T2SGD and questioning respondents (48.1%, *p* < .001 and 52.4%, *p* < .001, respectively). Furthermore, there are greater percentages of T2SGD and questioning respondents who said the policy might impact their decision to join (44.4%, *p* < .001 and 38.1%, *p* < .001, respectively) compared to their non-T2SGD counterparts (10%, *p* < .001). This represents a group of people interested yet hesitant who would benefit from targeted   outreach. There were comparable levels of those who said that it would impact their decision to participate. Figure G.1-9 summarizes the role of the U Sports Trans Inclusion Policy on survey respondents joining UBC athletics.

Figure G.1-9 U Sports Policy Influence on Joining UBC Athletics by Gender Status
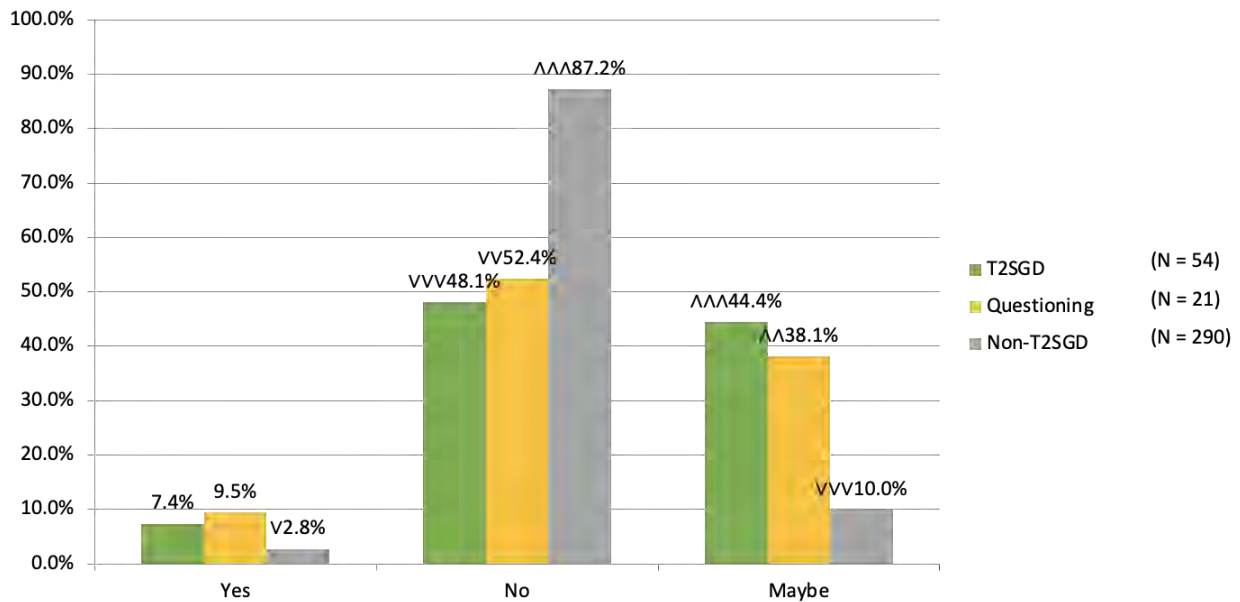
Opinion of U Sports Policy

The question asking respondents to provide their opinion about the U Sports Policy surfaced two important findings. In particular, there is an overall lack of knowledge about the policy across gender categories (i.e., all more than three-quarters). Furthermore, among T2SGD respondents, nearly a third of respondents (32%, *p* < .001) reported that they do not think the policy goes far enough, especially with regard to non-binary athletes. Figure G.1-10 breaks down the opinion that respondents have about the U Sports Trans Inclusion Policy.

Figure G.1-10 Opinions about the U Sports Policy by Gender Status
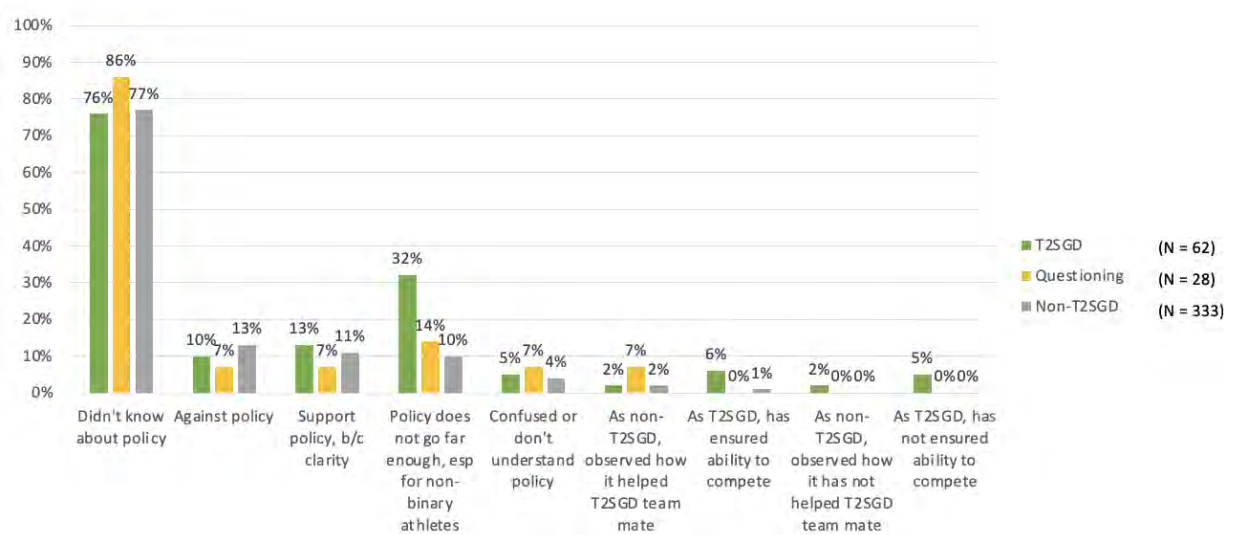
Levels of Comfort with Change Rooms

There are varying levels of comfort with using the change rooms at UBC in order to access recreation and athletic programming. More specifically, T2SGD respondents are more likely to feel somewhat or very uncomfortable with changing rooms at UBC (29%, $p < .001$) compared to questioning (22.2%, $p = .38$) and non-T2SGD respondents (10.3%, $p = .05$). This is compared to non-T2SGD respondents who are more likely to be somewhat or very comfortable in change rooms (65.5%) as compared to their T2SGD (35.5%) and questioning counterparts (38.9%). Questioning respondents are also more likely to not use the change rooms (38.9%, $p = .03$) compared to non-T2SGD respondents (16.1%, $p = .02$). Figure G.1-11 depicts the levels of comfort or discomfort among respondents regarding the change rooms as part of UBC recreation and athletic activities.

Figure G.1–11 Levels of Comfort or Discomfort with UBC Change Rooms by Gender Status
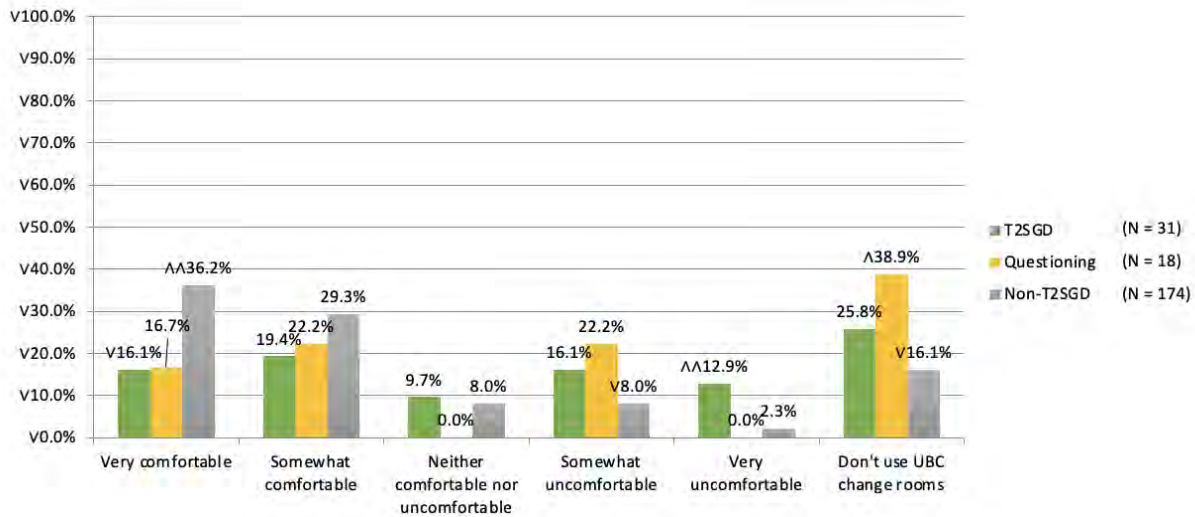
> "Gender neutral changerooms need to be publicized, advertised, readily available, spaces CANNOT be divided by gender or else we just literally cannot come participate. Maybe these options are there but I don't know about them so they haven't been made accessible to me. It's too scary to get all ready to go to the gym and then wander around the building anxiously hoping i'll find a gender neutral changeroom and not knowing if there is even one there."
>
> **~ T2SGD Student Respondent**

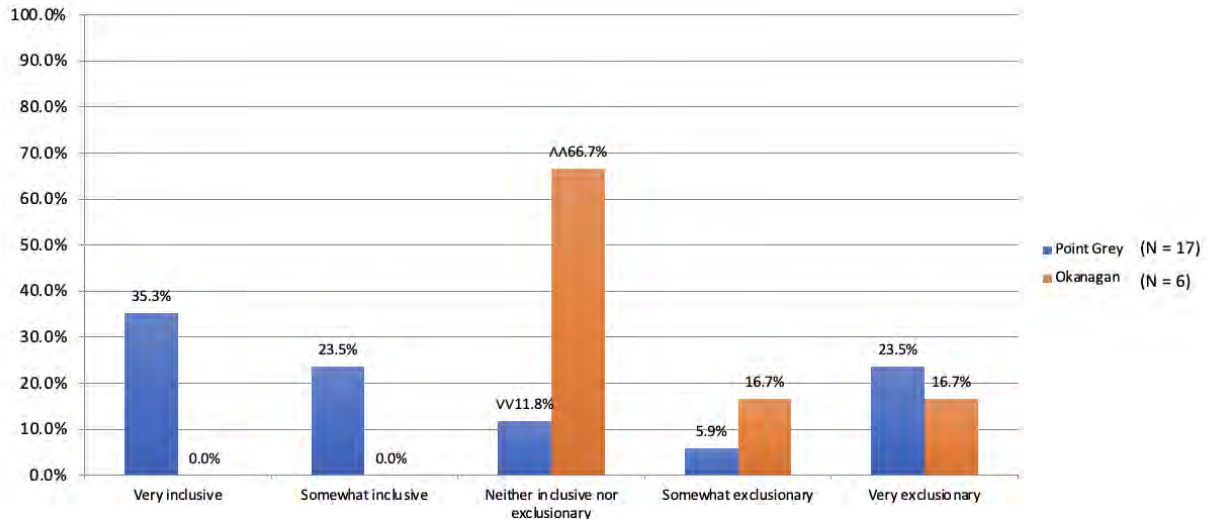# G.2 Intersectional Nuances

G.2.1 Gender Spectrum

There are no statistically significant differences as part of recreation and athletics questions in the survey among T2SGD respondents across the gender spectrum.

G.2.2 Campus

Most variables measuring challenges in recreation and athletics have no statistically significant differences between Okanagan and Point Grey campuses. However, there is one exception, which is that none of the T2SGD respondents at the Okanagan campus participate in UBC athletics compared to Vancouver campus, which has 13% T2SGD respondent participation in athletics.

Furthermore, there are some differences across the campuses in terms of experience levels of inclusion at UBC gyms. That is, T2SGD respondents at the Okanagan campus are more likely to rate the gym as neither inclusive nor exclusionary (66.7%, *p* < .001) as compared to their Vancouver counterparts (11.8%, *p* = .52). At comparable levels, a third of Okanagan T2SGD respondents and 29.4% of Vancouver T2SGD respondents rate their experiences at gyms as some form of exclusionary. Figure G.2-1 depicts the levels of inclusion or exclusion of gender diversity among T2SG respondents at the gym.

Figure G.2-1 Levels of Inclusion or Exclusion among T2SGD Respondents at UBC Gyms by Campus
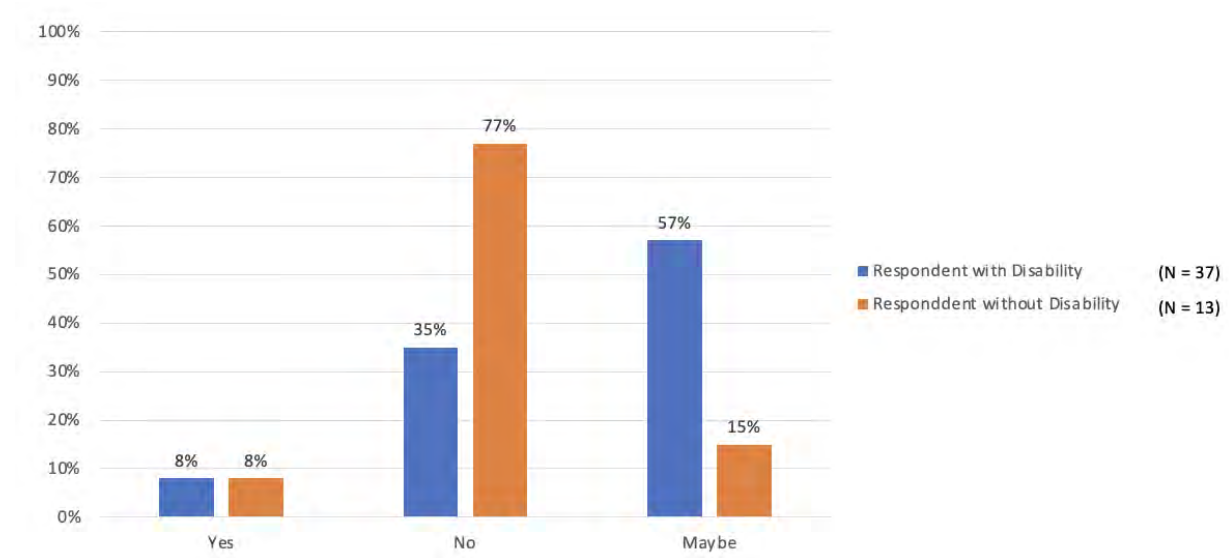

G.2.3 Race

There are no statistically significant differences as part of recreation and athletics questions in the survey among racialized and non-racialized T2SGD respondents.

G.2.4 Disability

When asked if T2SGD respondents would have joined athletics if they knew about the U Sports Policy, those with disabilities were more likely to respond that they might (57%, *p* < .001) as compared to their counterparts without disability (15%, *p* = .86). Conversely, T2SGD respondents without disability were more likely to say that the policy would not have resulted in them joining (77%, *p* = .88) compared to their counterparts with disability (35%, *p* < .001). Figure G.2-2 breaks down the influence of the U Sports Trans Inclusion Policy among T2SDG respondents differentiated

by disability.

Figure G.2-2 Influence of the U Sports Policy among T2SGD Respondents by Disability

G.2.5 Immigration

There are no statistically significant differences as part of recreation and athletics questions in the survey among T2SGD respondents who are newcomers and those who are not. There are also questions where there are a small number of respondents which prevent statistical analyses.