Gender Diversity Audit of Thompson Rivers University

February 4, 2020

Executive Summary

This report contains the findings and recommendations arising from the Gender Diversity Audit conducted by TransFocus Consulting at Thompson Rivers University from March to December 2019. The audit entailed interviews with 25 institutional stakeholders and one student organization, document reviews, and survey results from 103 students and 204 employees, of which 27% and 5% identify as transgender, non-binary, and Two Spirit (TNB2S), respectively.

This discovery process surfaced three key themes among TNB2S students and employees, highlighting the urgent need for strong and effective measures to address their specific challenges and barriers. It was also determined that cisgender employees and students were unsure or uncertain of how gender diversity fits at TRU. Many of these challenges and barriers operate together to maintain a difficult status quo for TNB2S people studying and working at TRU. However, they can be addressed with strategic system changes and clearer and more effective communications.

Key Theme 1	Ongoing challenges handled alone:
	TNB2S students and employees frequently take the initiative to get the most basic of needs met. Cumulative efforts detract energy and focus from the key objectives: learning and working. In some instances, the adverse impacts have been too great and TNB2S students have left TRU before completing their degree. Examples of these persistent challenges include: ● Preferred Names: Lack of use of preferred name across campus, especially in the classroom. ● Pronouns: High levels of misgendering via use of incorrect pronouns, often due to assumptions based on appearance and/or name. ● Washrooms and Change Rooms: Inadequate number and distribution of single-occupancy all-gender washrooms and lack of privacy in gender-designated facilities (e.g., open-concept showers). ● Residence: Roommate matching system and gendered apartments present unique challenges to TNB2S students. ● Health Clinic: Primary focus of some health care professionals on sex assigned at birth in clinic on campus.
Key Theme 2	Cisgender employees not knowing how to help:
	Despite a high level of support for gender diversity, there is a lack of preparedness and knowledge to be able to tangibly support and welcome TNB2S people on campus.
Key Theme 3	Lack of systems preparedness that reinforce invisible challenges:
	While some effort has been undertaken to update systems to be more responsive to the needs of TNB2S people, deeper systemic changes are needed. Given privacy considerations, changes often require extensive testing to avoid unexpected outing.

TransFocus developed a total of 23 recommendations to address these and other challenges detailed in this report. These are divided into five different areas, including: a) communications and interpersonal interactions; b) gender records; c) gender data; d) gendered facilities, and e) programs and services. Table 1 summarizes eight high impact solutions across the five areas, which are identified as the most pressing to implement for TNB2S wellbeing.

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

Category		Key Solutions
	COMMUNICATIONS AND INTERPERSONAL INTERACTIONS	Development of community standards for respectful interactions.
		Comprehensive and continuous communications and education plan.
	GENDERED RECORDS	Integrate and communicate standardized, prioritized, and widespread use of preferred names.
	GENDER DATA	Develop "Gender Data Use Plan" to adopt strategic uses of gender data.
	FACILITIES	Provide safe space to TNB2S people to gather and support one another.
		Ensure at least one all-gender washroom per building on campus.
		Install more inclusive washrooms, change rooms, and wayfinding signage developed by TRUSU.
	PROGRAMS + SERVICES	Clarified and added processes to ensure wrap-around support for TNB2S students.

Table of Contents

Acknowledgements

We acknowledge that TRU Kamloops is situated on the traditional lands of the Tk'emlúps te Secwépemc. Furthermore, this report was written on Coast Salish territory, including the lands of the Tsleil Waututh, Squamish, and Musqueam. Given the history of colonialism and the inter-generational harm it has caused, it is important to move forward with open hearts, minds, and arms. In particular, we want to recognize the specific trauma experienced by Two Spirit people, who played central and important roles and were regarded in high esteem until colonial laws and efforts put restrictions on their dress, appearance, language, and connection to land and community. Two Spirit people are slowly reclaiming and recovering their original roles and responsibilities. Their insights and voices are important to listen to and act upon to support them in this journey. In fact, the TNB2S inclusion efforts outlined in this report are a small piece of the work of the broader reconciliation and decolonization by creating space to celebrate and recognize the complexity of gender, as it often existed pre-contact.

We would also like to thank the students and institutional stakeholders we surveyed and interviewed as part of this audit. There was a common theme of a strong desire to share, support, and understand for greater inclusion of gender diversity at TRU. This spirit is an important ingredient in successful implementation. We would also like to thank the support of four key contacts at the university, who provided critical support in guiding and setting up the logistics of this project, including Chris Adam, Nicola Forbes, James Matthews, and the members of the steering committee, including: Sam Singer, Warren Asuchak, Theron Reed, Lucille Gnanasihamany, Mike Bluhm, Amanda Ellison, Jan O'Brien, Dorys Crespin-Mueller, and Larry Phillips.

About the Author

This report was written by Kai Scott, M.A. and reviewed by Hélène Frohard-Dourlent with graphics by Femi Coppi.

Mr. Scott identifies as a transgender man and is a senior social scientist educated in the field of International Development with nearly 15 years' experience developing, conducting, and reporting on complex, multi-stakeholder processes. He uses exploratory, evidence-based techniques with a range of quantitative and qualitative tools to solve problems related to gender diversity.

Glossary

The following terms and concepts are referred to frequently throughout the report and are defined as follows for ease of understanding. Figure 1 depicts how these concepts are distinct and interrelated.

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

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

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

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

Two-Spirit - refers to a cultural and spiritual identity used by some Indigenous people to describe gender variance and sexuality. It is a term coined in the 1990s a group of pan-national Indigenous people working to reclaim their traditional words, stories, and roles post-colonization.

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

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

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

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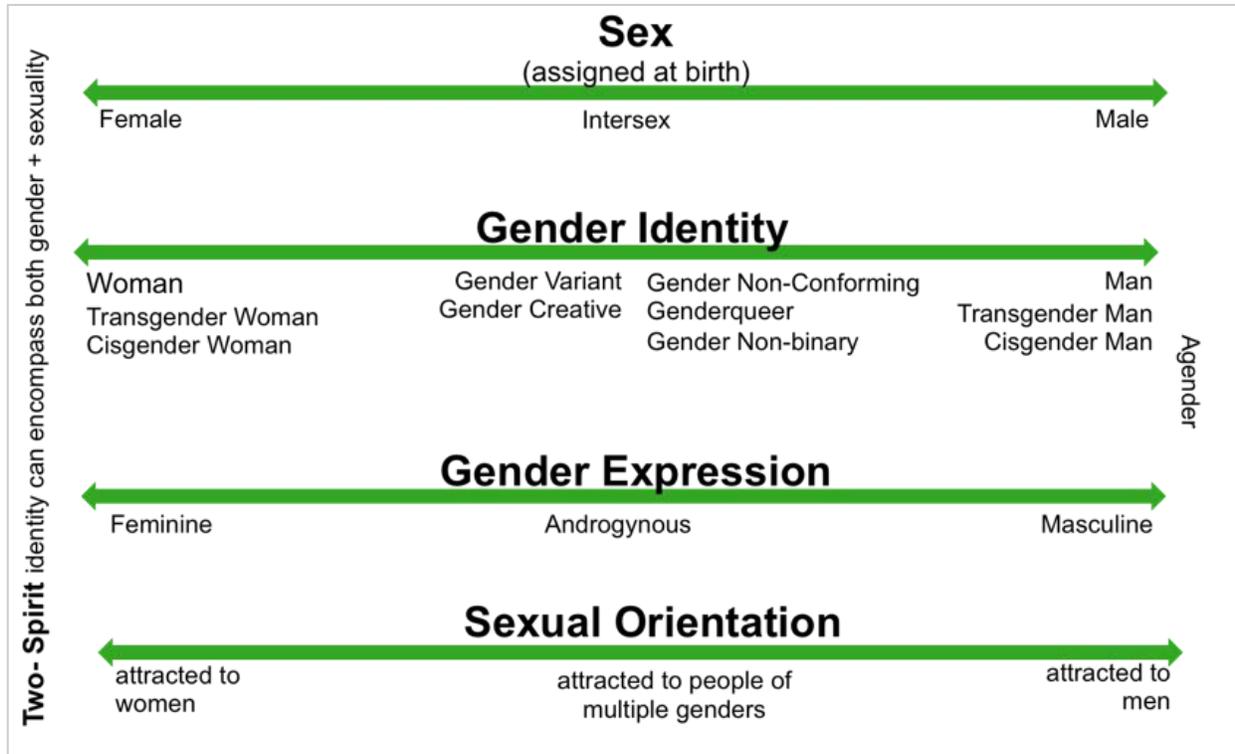
Section 1 – Introduction

"[T]he solutions considered in this report could go well beyond the walls of TRU and has the potential to permeate (like the Pride Parade) to Kamloops, throughout the region, and internationally, resulting in a brighter future for TNB2S people."

TransFocus conducted a Gender Diversity Audit in order to identify challenges and develop solutions for transgender, non-binary, and Two Spirit (TNB2) students and employees at Thompson Rivers University (TRU). The project was undertaken from March to December 2019.

The purpose of this project is to better understand current systems, spaces, and procedures at the university along with the current experiences, challenges, and unmet needs of TNB2S students and employees at TRU. This is intended to inform the development of meaningful and effective solutions improve TRU's supports for TNB2S people across five key areas: (a) communications; (b) gendered records; (c) gender data; (d) gendered facilities (including washrooms, change rooms, and residences); and (e) programs and services. Figure 1.1-1 provides concrete examples of these five areas.

Figure 1.1-1 Impact of Blind Spots across Five Key Areas

1.2 Ongoing Efforts

TRU has already commenced its Diversity and Inclusion (D&I) journey with various initiatives and efforts, especially with Indigenous and international students who make up about 10% and 30% of the student population, respectively. TRU is exploring broader D&I strategies for a range of equity-seeking groups.

A key part of TRU's fabric is being flexible and learner-centred within "regional, national, and international communities" (TRU 2014). In particular, the university's strategic planning includes one of TRU's 5 priorities is "the creation of a culture of inclusion in all aspects of university work and life" (TRU 2014). As part of the strategic planning for the Faculty of Student Development, the top

priority identified for 2017 to 2022 was to "increas[e] students' sense of belonging," followed by "improving students' health and wellbeing" and "engaging diversity and practicing inclusion in programs and services" (TRU 2017a), which was a key theme in the findings of the Gender Diversity Audit.

In 2015, Keeling and Associates, a US consulting firm, conducted a comprehensive assessment of Student Services, including awareness, utilization, and satisfaction with programs as well as any remaining unmet needs (Keeling and Associates 2016). Keeling and Associates made 65 recommendations to improve Student Services, including measures such as an early alert system that "allows faculty and staff to identify students who are presenting patterns that may lead to academic difficulty in their courses" (Keeling and Associates 2016).

These frameworks and ongoing efforts provide a meaningful context and setting in which the recommendations provided in this report can be effectively understood and implemented.

1.3 TRU as Regional Leader

TRU started in 1972 as the Cariboo College. It became a university college in 1989 and the province's most recent addition to the list of universities in 2005. It has two campuses, including the main campus in Kamloops, and smaller satellite campus in Williams Lake. Its current enrollment is about 26,000 students who have access to 140 on-campus programs taught and supported by more than 2,200 full-time and part-time employees (TRU 2019a). There are 10% Indigenous students on campus. Over 30% of the student population is from abroad. Students may opt to reside on or near campus in three residences with beds for 1,122 students.

TRU plays a particularly unique role in protecting and advancing TNB2S issues in Kamloops and throughout the region. TRU's Student Union (TRUSU) organized a Pride Parade starting in 2011 attended by 300 people, including community members from Kamloops. This parade eventually gave rise to the Kamloops Pride Parade in the summer of 2017. So, for six years TRU played a pivotal role in hosting the parade celebrating LGBT lives for the TRU and Kamloops community members.

TRU is especially attractive to TNB2S students who live in the City of Kamloops or the region to find a safe place to explore, come to terms with, and share their gender identity. There are few, if any, places for TNB2S people to be their full, authentic selves in relative safety. The tagline of "Find Your TRU" echoes TNB2S journeys related to gender and identity. Furthermore, TRU is also appealing to international TNB2S students, who are seeking a safe place from the difficult and dangerous laws and treatment in their home countries to be who they are at TRU, and also undertake important aspects of medical transition (if they so choose).

In this sense, the possible positive impact of the solutions considered in this report could go well beyond the walls of TRU and has the potential to permeate (like the Pride Parade) to Kamloops, throughout the region, and internationally, resulting in a brighter future for TNB2S people.

1.4 Report Outline

This report is organized into seven key sections, including:

- Section 2: Theory + Methods
- Section 3: Interpersonal Communications
- Section 4: Gendered Records
- Section 5: Gender Data
- Section 6: Gendered Facilities
- Section 7: Programs + Services
- Section 8: Conclusion

Each section starts with a broad overview or background on the topic, followed by a description of the issues and challenges faced by TNB2S students and/or employees on that topic. The section ends with a description of the solutions that will address the barriers specific to that topic. The full set of recommendations are provided in Section 8 along with final thoughts and considerations, including prioritization and sequencing.

Section 2 – Theory + Methods

"This approach often systematically addresses TNB2S issues, while bringing along cisgender people, thus reducing uncertainty, anxiety, and confusion for all."

2.1 Theory of Change

There are three key components of TransFocus' theory of change that inform how the recommendations were developed. First, there is the framework of structural and cultural aspects of change that need to be integrated for tangible and meaningful improvement to occur. Secondly, it is important to identify the key stakeholder interactions to incorporate all relevant perspectives and experiences into the recommendations. And finally, there are guiding principles that provide goal posts towards desirable solutions that can be explained to the community.

First, meaningful and lasting change requires solutions for both 1) respectful interactions as well as 2) adjustments to spaces, systems and practices in order to ensure an inclusive organization (Figure 2.1-1). The two go hand-in-hand. In order to avoid having employees get caught off guard with new and unfamiliar topics, such as supporting TNB2S people, it is important to identify and explore solutions for structural issues before conducting training of staff. Once solutions specific to TRU are developed, staff can be more more meaningfully educated with concrete and tangible measures arising from the gaps identified. In this way, there is effective integration of inclusive structures and supportive culture for the wellbeing of all involved. This approach often systematically addresses TNB2S issues, while bringing along cisgender people, thus reducing uncertainty, anxiety, and confusion for all.

Figure 2.1-1 depicts the interdependencies between supportive structures and culture. Furthermore, there are supportive actions as part of each of these components. In order to create supportive structures, issues and gaps need to be identified to surface suitable solutions. Supportive culture is created with the introduction of targeted education sessions, policy revisions or additions, and ongoing evaluation to monitor the rate of success.

**Figure 2.1-1 Components of Building Inclusive Organizations**
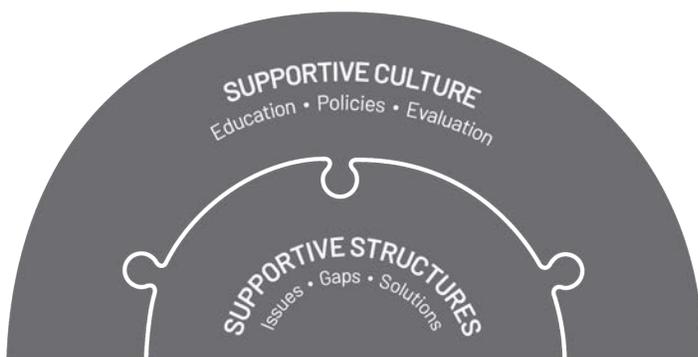
Secondly, these changes need to occur in different types of interactions on campus, which are depicted in Figure 2.1-2. For example, interactions between TNB2S students and their cisgender counterparts are key to ensure TNB2S students experience a supportive environment at TRU.

TNB2S people need the support and input from cisgender employees, including staff and faculty, as well as their peers, to help them navigate systems, facilities and processes.

Also, from an employee perspective, cisgender employees need a degree of readiness to confidently and competently engage with TNB2S students and employees. Finally, there a TNB2S employees in need of specific support, who interact with their cisgender colleagues to access support.

Figure 2.1–2 Interactions Needing Support
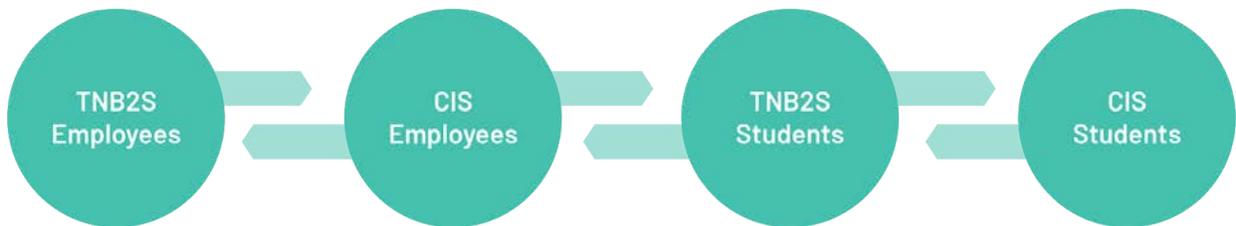
Finally, in order to address key limitations, there are four guiding principles that help to define a clear way forward to unravel the challenges and barriers TNB2S people experience at TRU. Each principle is defined briefly to help to explore options and determine the best course of action. These principles were used in the shaping of solutions. The principles are depicted in Figure 2.1-3.

1	**Fairness**:
	Everyone should be treated by the same standard and provided with the same level of access. TNB2S people should not be held to a different or higher standard (e.g., more proof of identity and need for greater modesty).
2	**Choice:**
	Everyone should be able to make choices from an adequate number of options to determine the one best for them based on their situation and/or self-determined gender identity.
3	**Privacy**:
	Everyone should have the same ability to protect and keep in confidence their stories, identities, and bodies.
4	**Safety**:
	Everyone has a right to safety (i.e., freedom from physical and/or verbal harm). Safety should be measured and assessed based on someone's behaviour, not their gender identity.

Figure 2.1–3 TransFocus Guiding Principles
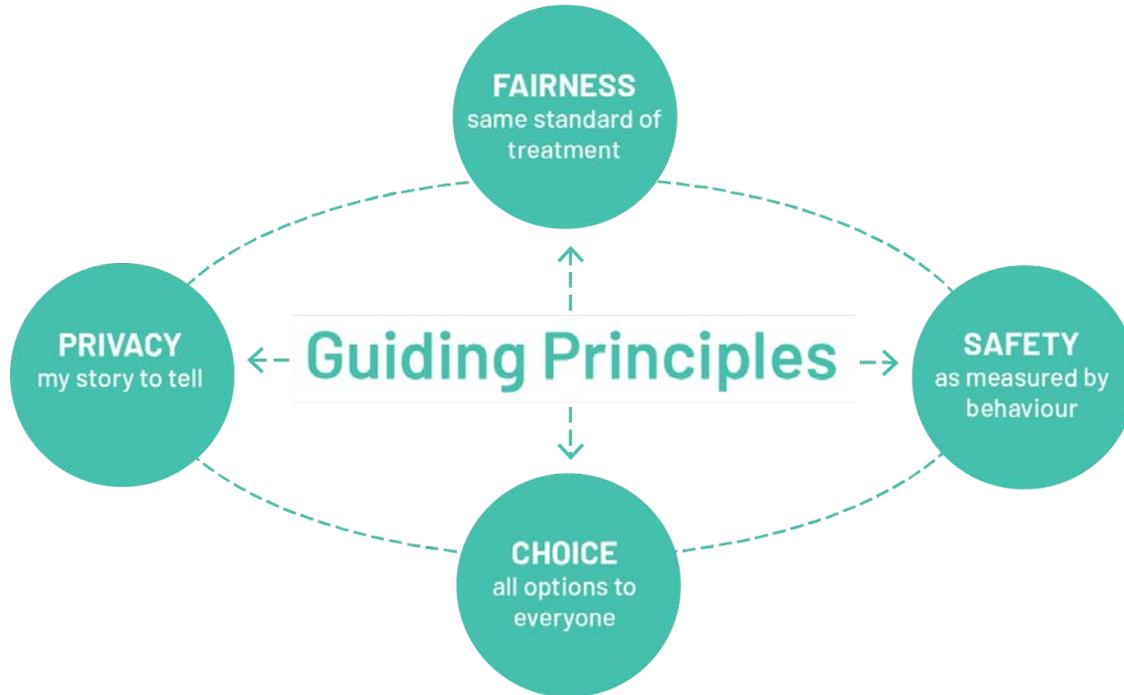
2.2 Overview of Methods

TransFocus conducted mixed methods research among administrative and student stakeholders. The administrative stakeholders were engaged during six interviews. The names of the interviewees and the dates of the interviews are summarized in Appendix 1. Tours of key facilities were undertaken at five buildings and three residences. Furthermore, all TRU employees and students (including TNB2S and cisgender people) were invited to participate in a 15- to 30-minute survey that contained 44 questions. Representatives of the TRUSU Equity Committee were also engaged for TNB2S issues in previous years. The number of stakeholders across the consultation efforts is summarized in Table 2.2-1.

Table 2.2–1. Summary of Stakeholders

Group	Number of Stakeholders
Administrative Stakeholders	+ 26 interviewees + 74 faculty members + 132 staff members
Student Stakeholders	+ 103 student respondents + 5 interviewees
TOTAL	**340 Stakeholders**

TransFocus identified the topics needing exploration and discussion to surface priority institutional changes. TransFocus generated a tailored set of interview and survey questions that covered topics for each of the five areas. Table 2.2-2 summarizes the topics that were discussed and covered in the various consultation efforts.

Table 2.2–2. Summary of Topics for each Area

Category		Overview of Topics
	COMMUNICATIONS	+ Interactions with and support for TNB2S employees + students + Level of inclusivity in language + imagery in institutional materials
	GENDERED RECORDS	+ When and how legal and chosen names and pronouns are collected + Where name, pronouns and gender are used on campus + Ability to change records
	GENDER DATA	+ Where and how gender data are collected on forms and surveys + Systems capabilities for collecting gender data + Application of gender data to inform institutional decision-making + Ability to change gender
	GENDERED FACILITIES	+ Safety, access, and privacy within facilities for TNB2S students + employees + Availability and distribution of all-gender facilities + Concerns and conflicts surrounding access to facilities
	PROGRAMS + SERVICES	+ Identify need for TNB2S-specific programs and services + Support for TNB2S people at TRU with transition guidelines and health benefits

2.3 Steering Committee

A committee comprised of cross-departmental members was established in June 2019. It met on four different occasions, including July 18, September 19, December 13, 2019, and February 4, 2020. Its purpose was to guide the development of consultation materials and review the findings of the consultation process. Furthermore, it is intended to provide continuity from the development of solutions to their seamless implementation at TRU. Departments or areas of the university represented on the committee include:

- Human resources
- Enrolment services
- Faculty
- Student services
- Communications
- Facilities

2.4 Administrative Interviews

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

TransFocus conducted six interviews with staff and administration, including:
- Enrollment Services with five attendees;
- Facilities with three attendees;
- Faculty + Staff with seven attendees;
- Human Resources with four attendees;
- Student Services with six attendees; and
- Culinary School with one attendee.

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

2.5 Community Survey

Finally, all employees and students of TRU were invited to participate in an online survey that explored various dimensions of gender diversity. There were three key reasons why everyone was engaged in the survey:

1) Protect the identities and confidentiality of TNB2S students and employees;
2) Obtain a pulse check on the perspectives and preparedness of cisgender people; and
3) Engage people in a convenient manner.

The goal of the survey was to discover experiences at TRU that highlight the need for changes in university systems, spaces, policies, or practices to improve support for TNB2S students and employees. The survey was conducted using SurveyMonkey with servers in Canada. The overarching research questions that informed the survey included:

1. What points of exclusion and/or challenges have TNB2S students and employees experienced at TRU?
2. What ideas do TRU community members have to address these?

Student Services and TransFocus collaborated on recruitment efforts to make students and employees aware of the survey. Recruitment materials were sent to various departments and organizations across campus, which are listed in Table 2.5-1. Each contact was provided with recruitment materials that explained who was included, its objectives, and any risks to participation. Some groups used the materials to post on their social media channels and others distributed it in email listservs or newsletters. This resulted in a wide distribution of the survey link and a participation rate of 1%. The survey ran for a month and a half between October to November 2019.

Table 2.5-1. Summary of Survey Promotion Efforts among Employees and Students

Stakeholder	Groups Reached
Employees	TRU Communications, TRU Faculty Association, Administrative Staff Association.
Students	Aboriginal Drum Circle, Aboriginal Pow Wow Club, Black Law Students Association, Caribbean Students Club, Catholic Students Society, Christian Ministries, Conservative Club, Employment Law, Human Rights Club, Indigenous Centre, Indigenous Law Club, Jesus and Friends, Law Needs Feminism Club, Leadership for Gender Equality Club, Outlaw Students Group, Pakistani Student Association, Pan-Asian Law Society, Pride Club, Psychology Club, Recreation, Social Justice Club, South Asian Law Society, Taiwanese Student Club, TRU Athletics, TRU Student Union Equity Committee, Women and Law Society Club, Women in STEM, Young Liberals.

The majority of respondents were cisgender for both employees and students. There were a total of 37 TNB2S respondents, mostly students and a handful of employees. Of particular note, there was a high rate of intersectional identities, including 18% of TNB2S respondents who are international students. Furthermore, a total of 20 respondents, comprised of 12 employees and 8 students, preferred not to provide their gender and/or whether they have transgender experience. Table 2.5-2 provides the breakdown of survey respondents by role and gender.

Table 2.5-2. Summary of Respondents by Gender History and Primary Role

Group	TNB2S Respondents	Cisgender Respondents	Prefer Not to Say Gender and/or Trans	Total
Employees	9	183	12	**204**
Students	28	67	8	**103**
TOTAL	**37**	**250**	**20**	**307**

2.6 Compilation + Analyses

Once the consultation was completed, TransFocus compiled the response data and notes, including qualitative and quantitative information from participants. The quantitative and qualitative responses are provided throughout this report and referenced as TRU Community Survey 2019. Where relevant, the responses are distinguished between cisgender and TNB2S people. Information and ideas from respondents informed shaped the development of solutions.

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

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

Section 3 – Communications

"When I get misgendered it makes my anxiety sky rocket and I usually can not finish my classes that day."

~ TNB2S Survey Respondent

3.1 Overview

This section covers issues related to different forms of communication pertaining to TNB2S students and employees. In particular, there are specific approaches to interpersonal, written, and visual communications that result in challenges on various levels for TNB2S students and employees. These are often invisible to many cisgender people and result in inadvertent upset, frustration, and isolation among TNB2S people. Many times, the communication issues are smaller in scale; however, they are more frequently at play, which results in a cumulative impact on TNB2S people. For example, being misgendered once by mistake is manageable, but being misgendered 20 times in one day takes a tremendous toll on someone's psychological well-being (Russell et al 2018).

While the campus is generally supportive of gender diversity, the results of the consultation process reveal a gap in understanding and knowledge among TRU employees and students about the issues facing TNB2S people. There is willingness, but a lack of knowing what to do. Overall, the TRU campus trends towards supportiveness of gender diversity with an average 74% of cisgender respondents indicating full support. Figure 3.1-1 provides a breakdown of the levels of support by role at the university. There is a slightly higher percentage of confusion (10%) and indifference (20%) towards gender diversity among staff/administration at TRU. Even though very low, the greatest opposition to gender diversity comes from the student population (5%). Not depicted in Figure 3.1-1 is the full support of gender diversity among TNB2S respondents.

Table 3.1-1 Cisgender Levels of Campus Support for Gender Diversity by Role (N=243)

Legend:
- I'm indifferent about gender diversity
- I'm in full support for gender diversity
- I'm opposed to gender diversity
- I'm confused by or I don't know what to make of gender diversity
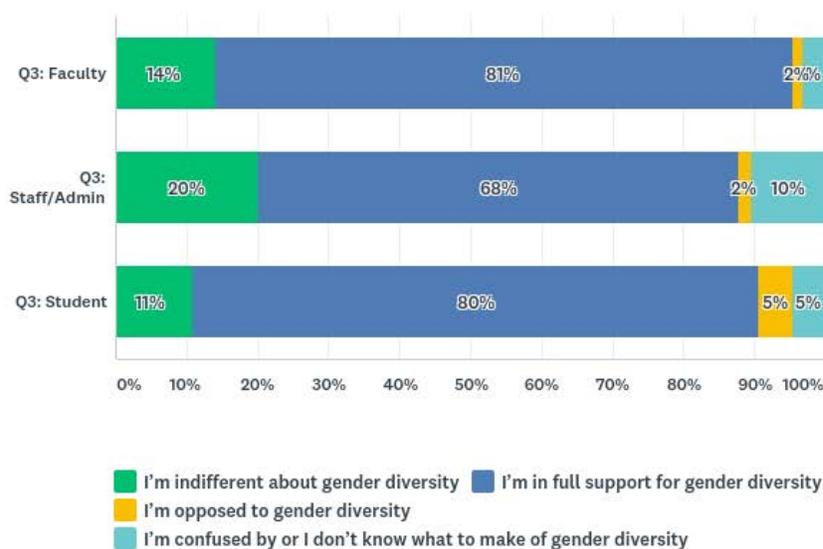
Despite this kind of support for gender diversity, less than half of TNB2S survey respondents (both students and employees) feel like they belong at TRU (48%) with 30% unsure of whether they belong, and 22% who do not feel they belong at TRU (Figure 3.1–2). By comparison, 81% of cisgender women and 84% of cisgender men agree or strongly agree that they belong at TRU.

Figure 3.1–2 Ratings of Belonging at TRU (Cis=241 and TNB2S=37)
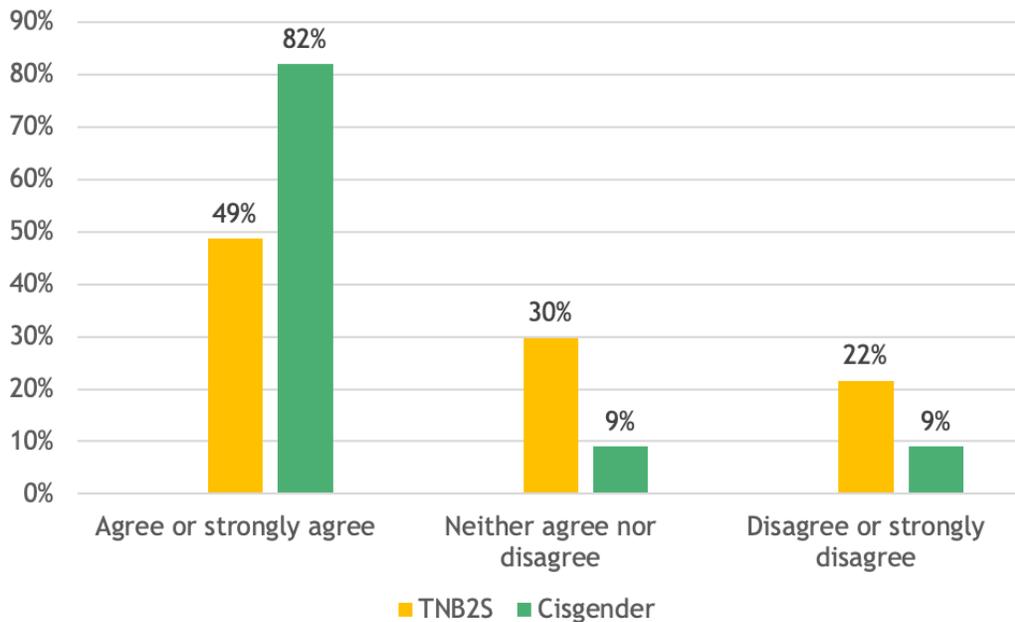
Furthermore, 38% of TNB2S respondents felt that their gender identity and pronouns are not respected at TRU and 38% who were unsure. Only a quarter felt their gender was respected on campus (Figure 3.1–3). By comparison, a large majority of cisgender respondents (79%) felt their gender and pronouns were respected at TRU with 17% unsure. The latter might be associated with cisgender folks who are unsure of what the question is asking, or who experience misgendering based on their gender expression.

Figure 3.1–3 Ratings of Respect of My Gender + Pronouns at TRU (Cis=241 and TNB2S=37)
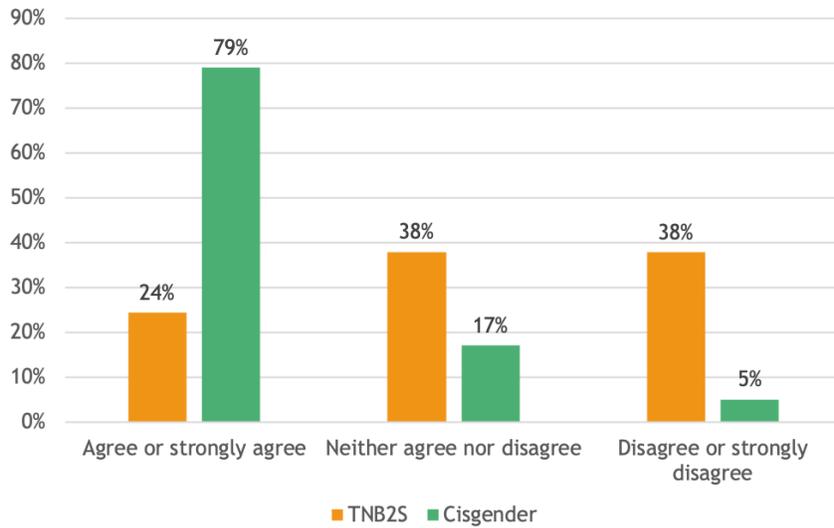
In particular for interpersonal communications, the results of the community survey revealed that there is frequent misgendering experienced by TNB2S staff and students, which is also observed by 33% cisgender people. However, little is done to address misgendering by both cisgender and TNB2S community members. There is an air of silence on this issue fueled by not knowing and hesitation. This is discussed in more detail in Section 3.2.2.

Of the few respondents who did raise their concerns with the university, many indicated being unsatisfied with the university response, further discouraging future intervention. As such, many felt that there is a current discouraging cycle of communications, which prevents important information and issues from coming to the surface to allow them to be addressed in a competent and consistent manner.

Visual and written communications are another area where gaps in depiction and representation exist that partially or fully erase TNB2S people as an integral part of the TRU tapestry. These are often subtle and less obvious forms of exclusion, including using gendered language that only references the binary of men and women as well as narrow depictions of femininity and masculinity and little to no depiction of androgyneity to fill out the existing picture of gender expression on campus. As a whole, these results inadvertently, yet persistently messages to TNB2S people that they do not belong at TRU.

3.2 Interpersonal Communications

3.2.1. Opinion of TNB2S Students

All survey respondents were asked to rate what the average opinion of TNB2S students was among most employees and students. The results, depicted in Figure 3.5-2, were mixed. When assessing TRU employees, cisgender respondents were evenly divided, with about a third rating TRU employees as "aware/friendly" (31%) towards TNB2S students, another third rating them as "unaware" (36%), and a final third indicating that they were "not sure" (32%). In contrast, the majority of TNB2S students indicated that they perceive TRU employees as "unaware" of their issues (62%) with a small percentage deeming most employees as transphobic (14%). These results are depicted in Figure 3.2-1. Employee results were excluded, because the majority of employees felt uncertain about how students perceive one another.

Figure 3.2-1 Ratings of Employee Opinion toward TNB2S Students (Cis=246 + TNB2S=37)
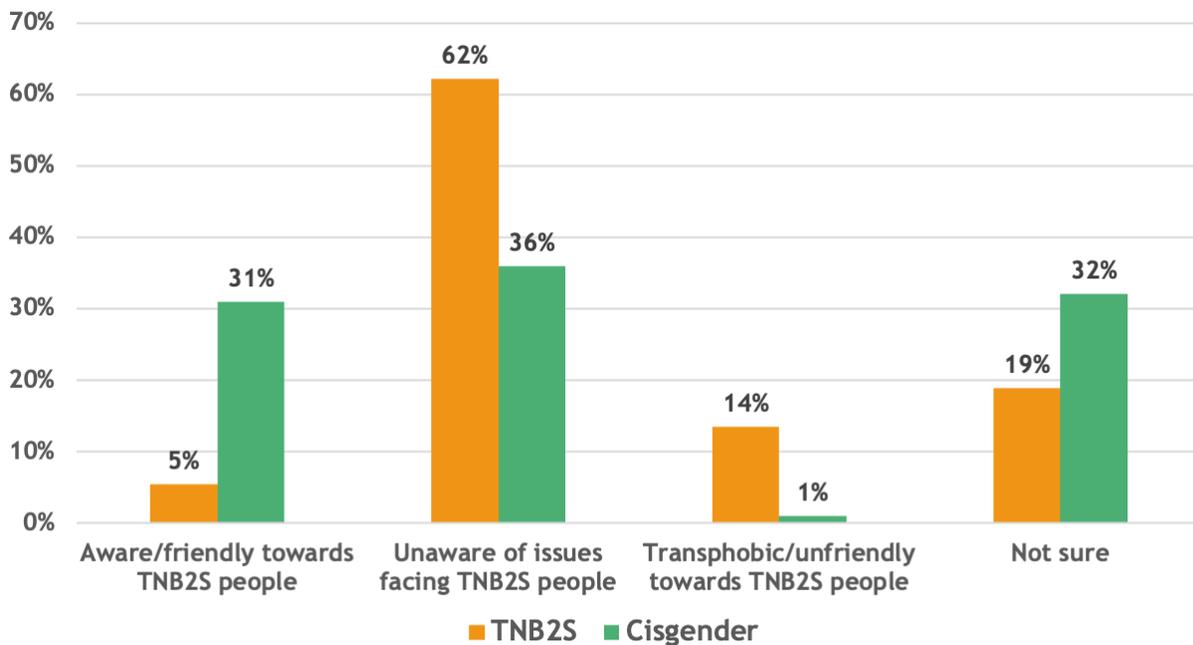
As shown in Figure 3.2-2, there was less confidence when student respondents rated most of their peers' opinion of TNB2S students. In particular, fewer cis student respondents considered their peers as "aware/friendly" (22%) towards TNB2S students as compared to TRU employees. In fact, cis respondents were more likely to think that most of their peers were transphobic (10%). Among both TNB2S and cis students, there was a high level of being unsure about what most of the student population felt towards TNB2S students (27% and 29%, respectfully).

Figure 3.2-2 Ratings of Student Opinion toward TNB2S Students (Cis=113 + TNB2S=37)

Legend: TNB2S (orange), Cisgender (green)

Categories: Aware/friendly towards TNB2S people — TNB2S 0%, Cisgender 22%; Unaware of issues facing TNB2S people — TNB2S 59%, Cisgender 39%; Transphobic/unfriendly towards TNB2S people — TNB2S 14%, Cisgender 10%; Not sure — TNB2S 27%, Cisgender 29%.
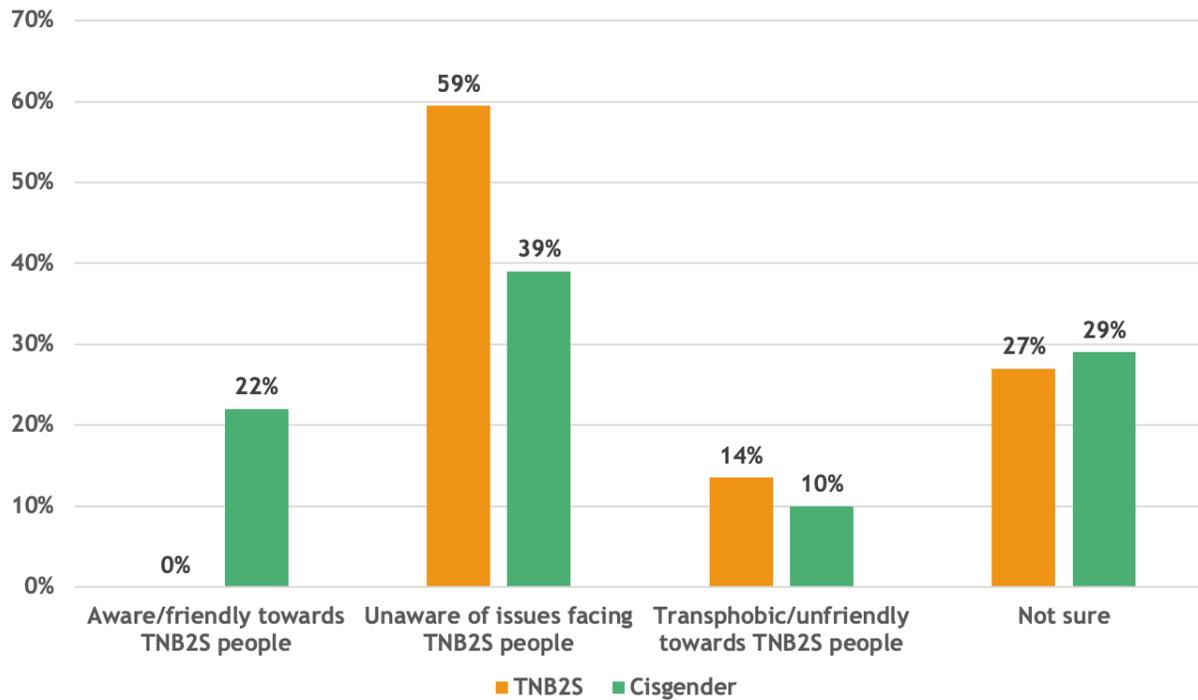
High Drop-Out

The themes and sentiments surfaced in the community survey were further echoed in the institutional interviews. In particular, many TNB2S students are struggling at TRU. Faculty and staff noted a prevailing pattern of TNB2S students starting at TRU and then dropping out before graduating (Faculty and Staff Interview 2019). Often TNB2S students have rocky academic experiences with high levels of stress and low to no support. Students are away from home for the first time and issues of gender identity are now coming to head and there is internal pressure to come out as TNB2S before entering the job market. Some noted that the attrition rate among TNB2S students at TRU is higher compared to other universities (Faculty and Staff Interview 2019).

Several past TNB2S students have attempted to address systemic issues they and other students faced at TRU (Faculty and Staff Interview 2019). However, little changed at a slow pace. In particular, students have made requests for a safe space on campus as a reprieve from daily experiences of transphobia, misgendering, and assumptions. It is also important to consider intersectional approaches to TNB2S need for support. In particular, trans women of colour at TRU witness and struggle with the disturbing trends of violence against and murder of trans women of colour in the United States (HRC 2016 and HRC 2019) and around the world, wondering if they will succumb to similiar fates (Faculty and Staff Interview 2019).

Student as Educator

Furthermore, expectations are placed on TNB2S students to educate TRU faculty and staff and handle emotionally challenging experiences on top of an already heavy class load. Some faculty are reticent to step in to help TNB2S students because they lack tenure. In some Schools and Faculties, student disillusionment is more pronounced as students go into these studies because they are equity-seeking and become despairing when they find the program itself perpetuates the very issues they are wanting to combat (Faculty and Staff Interview 2019). While some accommodations have been granted in the past, more centralized, targeted support is needed to help TNB2S students navigate the issues specific to them at school.

Attempts to Improve Interactions

Some attempts have been made to improve interactions with TNB2S people on campus. For example, staff at Student Services look first at the notes section in the MyTRU profile for pronouns and preferred names as a way to support respectful interactions with TNB2S students. However, they note these are ad hoc workarounds and there is no official or standard approach, so interactions with TNB2S students are highly variable - sometimes good, sometimes challenging (Student Services Interview 2019).

Increasingly employees at TRU are adding pronouns to introductions in a classroom or group context. However, some students are not familiar with this approach and get confused or upset. There is often a gap in understanding (Student Services Interview 2019).

International Students

International students who are TNB2S face additional challenges that threaten their safety in their home country and family. They are often trying to get status in Canada (i.e., Permanent Residency or Canadian Citizenship) to ensure their safety (Faculty and Staff Interview 2019). This adds layers of stress or complexity for international students, which may discourage them from coming forward to address barriers because they fear jeopardizing their status in Canada. As such, there is also a greater caution and need for confidentiality among some international students who are TNB2S, especially if their status in Canada is precarious or in process.

Issues with Cisgender Students

The most common issues between cisgender and TNB2S students is outing and resistance. In particular, there is a growing number of people who are inspired by Dr. Jordan Peterson on the topic of freedom of academic expression with a desire to debate TNB2S issues. This gives the perception that inclusion efforts are pitted against freedom of speech principles.

Several comments from cisgender respondents in the TRU community survey revealed underlying tension, frustration, fear, and resistance to the topic of gender diversity. In particular, this entailed explicit dismissal of non-binary identities (Community Survey 2019).

Faculty Courses

Some Schools and Faculties have attempted to address the gap in knowledge and understanding about TNB2S issues. In particular, the Faculty of Law has added TNB2S issues to its Legal Perspectives course, which exposes much of the first year to these important issues (Faculty and Staff Interview 2019). Furthermore, the exam uses gender-neutral names and terms (e.g., person). Also, the Social Work and Human Service program offers a course on sexual orientation and gender identity (SOGI), which focuses heavily on TNB2S issues. It has guest speakers and videos to create empathy and understanding to shift the culture at TRU and beyond. The course is capped at 30 students. Social Work also covers TNB2S issues across all courses, including topics of partner violence, aging, and social needs (Faculty and Staff Interview 2019).

Intercultural Dimensions

There is an important intercultural complexities to respectful interactions. In particular, expressions of gender diversity vary from culture to culture. In many ancient societies, there is a long history of revered genders beyond men and women with language that is different than in North America (Student Services Interview 2019). International students may not associate with the terms "transgender" or "non-binary," but rather with their nation-specific terms (e.g., hijras in India, kathoey in Thailand, and mahu in Hawai'i) along with their accompanying roles and customs.

Some cisgender international students whose first or primary language does not have pronouns may struggle with applying correct pronouns whether someone is TNB2S or cisgender. Other cisgender international students may encounter TNB2S people at TRU for the first time and struggle to relate or understand given their particular cultural context with specific beliefs about men and women (which are also shared by some in a North American context).

3.2.2. Navigating Issues

As a concrete example of how issues are navigated pertaining to interpersonal communications, the topic of misgendering was explored in more depth in the community survey. There are many other interpersonal issues involving gender diversity (e.g., navigating washrooms and accessing support), but misgendering is a common challenge faced by many TNB2S folks. Misgendering happens when a person assumes what someone else's third-person pronouns (e.g., she, he, or they) are based on how they look, their name, or the tenor of their voice.

When asked about the level of misgendering, TNB2S respondents indicated frequent misgendering (50%), while 33% of cisgender respondents did not experience any misgendering but did observe it happening (especially by faculty and students). Among TNB2S people, trans women reported the highest percentage of experiencing misgendering compared to other TNB2S people. Figure 3.2-3 summarizes the experiences of misgendering among TNB2S respondents, while Figure 3.2-4 depicts cisgender respondents.

Figure 3.2-3 TNB2S Respondent Experiences with Misgendering (N=36)
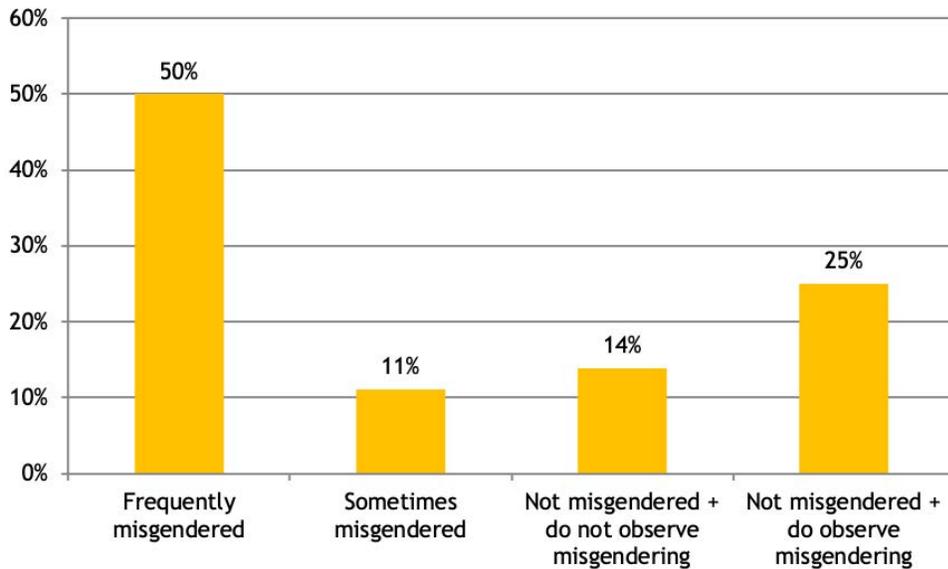

Figure 3.2-4 Cisgender Respondent Experiences with Misgendering (N=235)
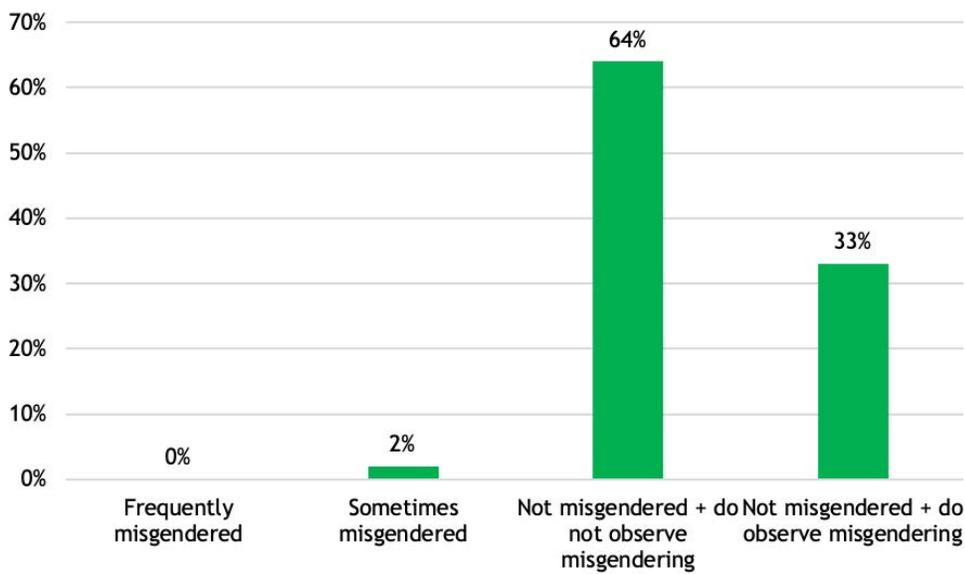
When respondents were asked to describe the experiences of misgendering, there was a range of different locations, scenarios, types, and responses to misgendering. These are described in Table 3.2-1 with quotes from respondents on the following page.

Table 3.2-1 Respondent Description of Misgendering

| Category	Details
Locations	In person in class or with frontline staff, via email, on the phone.
Intentionality	Mostly unintentional, forgetful, and accidental based on assumptions. On rare occasions, it is intentional.
Who is misgendered	Mostly TNB2S people, but also some cisgender people based on unfamiliar or neutral names.
Types of misgendering	Incorrect pronoun, name, and gendered terms (e.g., woman and gentleman).
Range of responses	Anxious, frustrated, sad, fatigue, accepting, uncertain how to respond, neutral.

In terms of addressing this issue, 11% of cisgender faculty and staff reported raising issues related to misgendering with the university. No cisgender students reported raising this issue. Of those who raised this issue, most were somewhat or very satisfied (85%) with the university's response.

In contrast, while TNB2S respondents were about equally likely (14%) to report raising this issue with the university, primarily faculty and staff, most of them were somewhat or very dissatisfied with the response from the university (75%). This reveals a substantial gap between cisgender and TNB2S levels of satisfaction with university response.

Respondents who did not raise this with the university gave a range of reasons. TNB2S respondents' most common responses were fear of the repercussions (43%), not wanting to constantly expend the effort of correcting (23%), not feeling supported by the university (23%), and figuring they would be ignored if they did report (8%).

For respondents who did not identify as TNB2S the most common responses were that the misgendering felt resolved (13%), that they did not know where to report (11%), that it did not feel serious enough to report (11%), that they do not view misgendering as an issue (9%), that they did not trust administration (8%), and that they feared being penalized themselves for speaking up (6%). Others responses included that respondents dealt with it on their own, were uncertain as to whether they should, did not feel knowledgeable enough to do so, and were already tokenized themselves as LGBTQ and did not feel the burden should always fall to them.

When asked, where would they turn in instances of challenges or discrimination, TNB2S responses (N=21) largely reflected a lack of awareness and/or comfort:

33% Do not know	24%	19%	14%	10%	10%	10%
	Not comfortable going to anybody	Trusted instructor	Counsellor	Student Services	Security	Gathering Place (for Two Spirit individuals specifically)
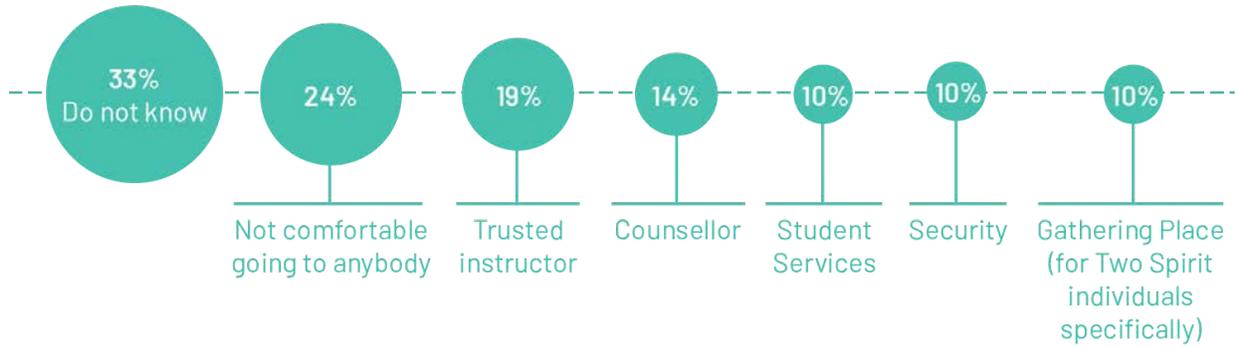
> "I honestly have no idea where I would go because TRU has not made that apparent."
>
> **~ TNB2S Respondent**

Cisgender responses (N=198) were more varied:

26%	24%	23%	14%	10%
Student services	Administrator /supervisor	Human resources	Do not know	Counsellor/ Wellness centre

"When I get misgendered it makes **my anxiety sky rocket** and I usually can not finish my classes that day."

~ TNB2S Student

"It was easier to leave (misgendering) alone and walk away than to confront or tell someone...It's **exhausting**."

~ TNB2S Student

"My teacher gave a presentation on why they/them, the pronouns I use, are not grammatically correct to use when referring to a single person. I didn't say anything and went and **cried in the bathroom** after class."

~ TNB2S Student

"I get misgendered and I indentify with the sex I was assigned at birth."

~ CIS Student

"I had stated that I am non binary....(However, a TRU staff used a gender-specific reference to the student)...Which was not only **embarrassing**, but incredibly **invalidating**, as (the staff) was reading off a document that so clearly stated "gender non binary" and talking right to me."

~ TNB2S Respondent

3.2.3 Preparation of TRU Employees

To date, TRU has offered some education sessions on gender diversity. The attendance at these sessions was voluntary and mostly attended by people who already knew or understood the issues (HR Interview 2019). The sessions have been topic-specific. For example, TRU leadership received a session on pronouns. The sessions have been offered by a mix of both legal counsel and trans-led professional education firm (HR Interview 2019).

There have also been faculty-specific education endeavours. In particular, there was a Pro D speaker series that looked specifically at increasing faculty member literacy on LGBT, intercultural, Indigenous, and disability issues.

Cisgender respondents to the TRU community survey also shared their level of preparedness to support TNB2S people on campus. The majority of faculty respondents reported feeling somewhat prepared (69%) as compared to lower levels among staff and administration (49%) and students (46%). Staff and administration indicate the highest levels of not being prepared (27%). Student respondents report the highest levels of being very prepared (15%), while at the same time, a quarter of student respondents reported feeling not prepared (25%). Figure 3.2-5 summarizes the results by role at the university.

Figure 3.2-5 Level of Cisgender Preparedness by Role (N=246)
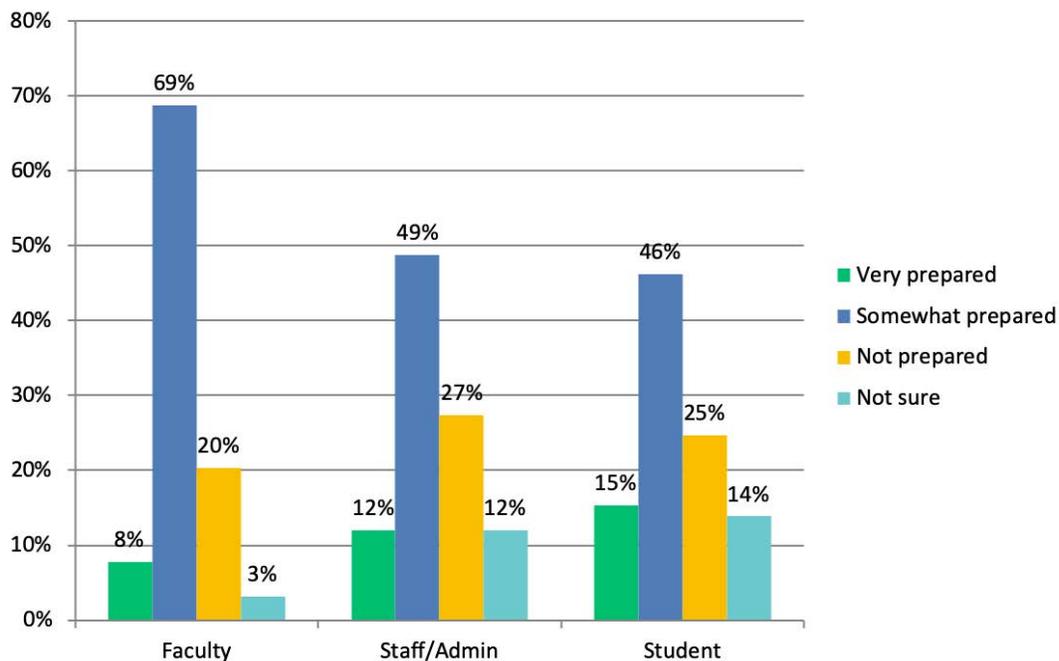
During the faculty and staff interview, participants shared that they felt ill-equipped to navigate difficult classroom discussions about current events and societal issues related to gender (Faculty and Staff Interview 2019).

3.3 Visual Communications

The Marketing and Communications department (MarComm) makes a conscious effort to have visual representation across diverse groups. It provides guidance on photography to depict TRU's brand and voice (TRU 2019c). The key principle is authenticity, which is a strong theme in TNB2S experiences. The guide also talks about the importance of "showcas[ing] diversity," so "our audiences can see themselves here" (TRU 2019c).

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

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

Whether the people represented are cisgender or TNB2S, these combinations of gender expressions and identities ensure a broader spectrum of representation and serve to relax and reduce the amount of gendered-assumptions at the university.

Icons are a popular method of visual communications to easily organize and convey concepts and issues. In the past, the university occasionally used the commonly-read as male icons in university communication materials. For example, the annually-generated factbook has used this icon in past versions (TRU 2016 - Figure 3.3-1). Now, the iconography is generally more gender-neutral (TRU 2019d - Figure 3.3-2).

**Figure 3.3-1. Past Use of Male Icon in University Fact Book (2015-16)**
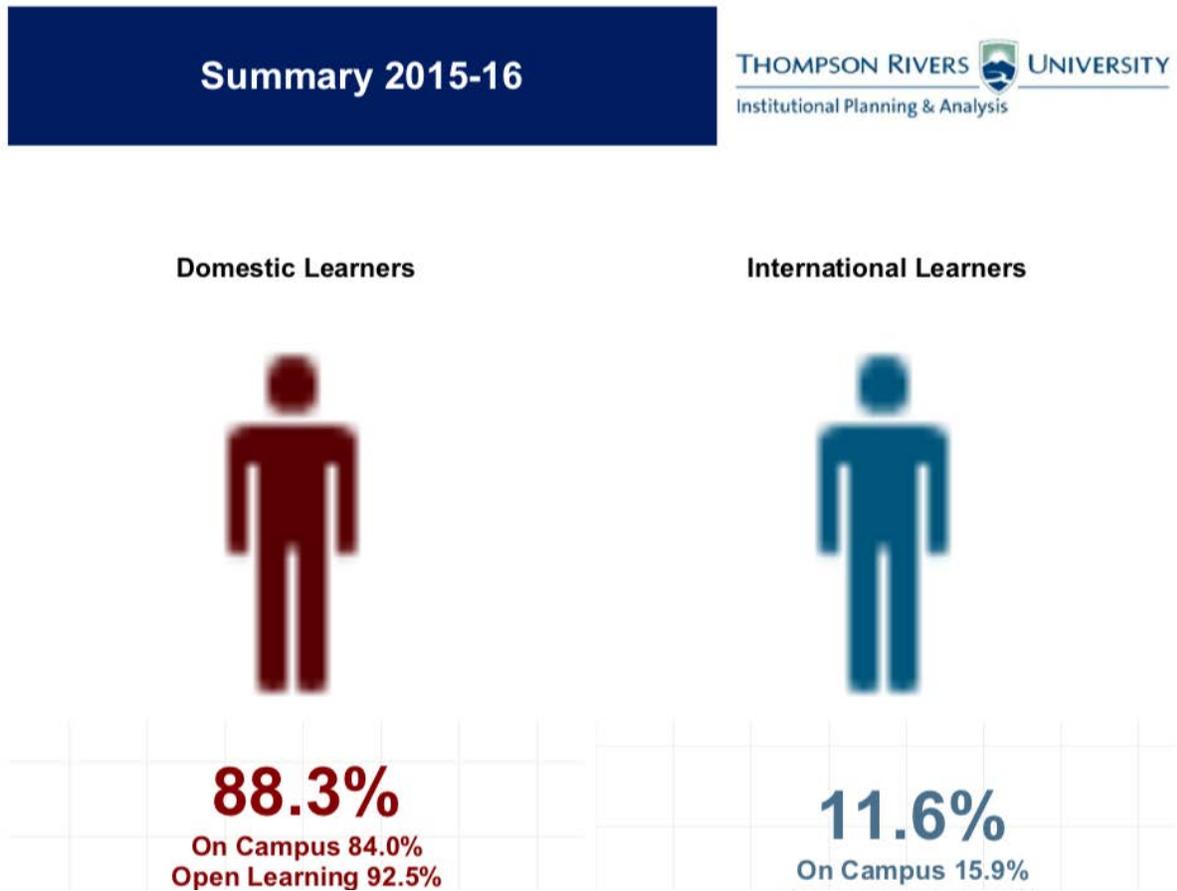
Figure 3.3-2. Current Use of Gender-neutral Icons in TRU's Facts and Figures
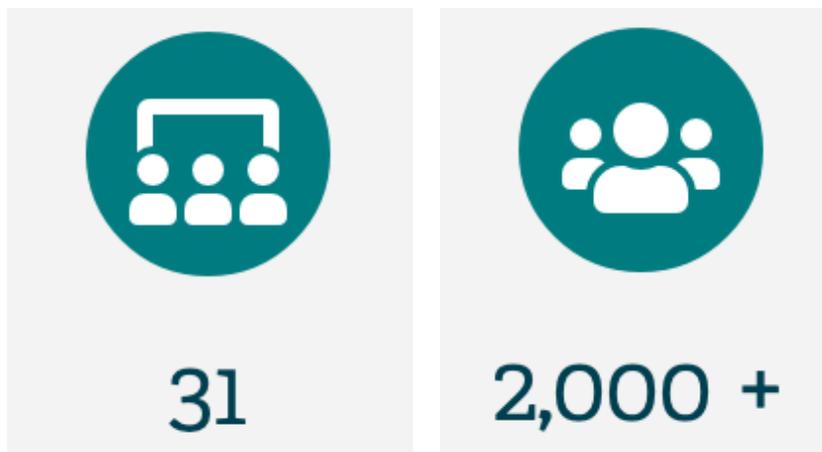
3.4 Written Communications

TRU generates a lot of communications materials, including its website, annual reports, brochures, and posters. MarComm has an editorial style guide, which is frequently referenced to create consistent messaging at the university for one-time posts and regular reporting.

The style guide makes several gender-related recommendations for consistency, especially in the section named "Sex and Gender." First, it has information on pronouns and title usage (TRU 2019e). For example, the style guide recommends gender-neutral terms, such as "humanity" instead of "mankind" or "working hours" instead of "man hours." Secondly, the guide also has a specific section on personal pronouns, and recommends the second person singular ("you" and "we") to make the materials more direct, approachable, and gender-neutral. As a starting point, these are good practices for gender inclusive language.

Despite the objectives of inclusion, there are several issues that present challenges or unintended exclusion of TNB2S people, especially non-binary people. For example, the guide recommends and uses binary-only terminology (e.g., recommends reference to "he or she" and "husband and wife") (TRU 2019e). Despite this guidance, there is progress being made in other areas of the university, such as the newly negotiated collective agreements that have shifted the language from "he/she" to "they."

The style guide also provides inaccurate descriptions of gender as "masculine" and "feminine," which for greater accuracy pertain to gender expression. Furthermore, the language in the guide overemphasizes the alignment of sex with gender. Finally, there is overutilization of sex, especially for learning and workplace contexts. The section "Sexuality and gender identity" currently has no meaningful content. By combining sexuality and gender, it continues to perpetuate a common conflation and confusion between sexual orientation and gender identity. As such, "gender identity" is better suited for and addressed in the section "Sex and Gender."

3.5 Solutions for Communications

Table 3.5-1 provides five key solutions to address the challenges and barriers faced by TNB2S students and employees related to communications.

Table 3.5-1. Solutions pertaining to Communications

Type	Issues and Challenges	Solution to Address Challenge
Interpersonal Communications	Uncertainty and hesitation about what to do or what is expected of TRU employees with regard to TNB2S people, whether students or fellow colleagues.	**R1.** Create a policy or Community Standard that clearly outlines the university's expectations related to gender, pronouns, names, washroom usage, shared accommodations designated by gender, and respect for privacy.
	Lack of understanding among TRU cisgender employees and students about the day-to-day issues of TNB2S people along with their specific/unique needs.	**R2.** Comprehensive and continuous communications and education plan supported by systemic changes (covered in Sections 4 to 7) for students and employees.
	Uncertainty and hesitation about how to address or let university know about persistent issues related to TNB2S people (whether experienced or observed).	**R3.** Create and introduce clear and fair mechanism led by a key resource person for reporting and addressing persistent issues faced by TNB2S people.
Visual Communications	Primarily feminine and masculine people represented in university photography. Also, possible outing TNB2S in an attempt to create more inclusivity as part of TRU photography.	**R4.** Revise photography guide with regard to spectrum of gender expression and consent for photography.
Written Communications	Initial attempts at gender inclusive language exists in university style guide; however, it lacks accuracy and TNB2S specificity. In particular, binary-only language (such as "he/she") unintentionally excludes people who do not identify as neither men nor women. Also, use of gender icons in infographics reinforces gender stereotypes.	**R5.** Revise style guide for greater accuracy and representation as well as specific information about how to respectfully reference TNB2S people. Expressly state avoidance of gender icons in TRU communication materials and reports.

Section 4 – Gendered Records

"TNB2S students expressed frustration about hearing their "dead name" (also referred to as "name at birth") despite repeated attempts to educate and explain their names and pronouns to instructors."

~ TNB2S Survey Respondent

4.1 Overview

A gendered record is any field within a system profile that references or indicates gender, including names, titles, and pronouns. TRU uses a platform called Banner to collect and manage key records for both students and employees. Providing information about gender and/or sex is considered separately in Section 5, because it is and can be aggregated with the data from other people in ways that gendered records cannot.

Gendered records are often sites of challenge and barrier for TNB2S students and employees. In general, this entails having too few fields and options for referencing oneself in TRU systems. This section provides the specifics of current systems functionalities and the issues that TNB2S students and employees face with each gendered record.

This is important because the majority of TNB2S people have a mixture of names. This is specifically tied to the systemic challenges of changing one's legal name, which is arduous, unclear, and costly. In many jurisdictions, particularly outside of Canada, there are requirements for surgery before document change is possible (which is not the case in British Columbia). This is especially challenging for those who do not wish to have any surgery. Obtaining a name change certificate also often requires going to the police department and getting fingerprinted, which is intimidating for some TNB2S people, especially those with intersecting identities. Given these complex factors, the majority of TNB2S (68%) have not changed any of their legal documentation, according to proxy data from a nation-wide American survey conducted by the National Center for Trans Equality (NCTE 2016).

4.2 Legal + Chosen Names

4.2.1 TNB2S Students

TRU collects preferred names along with legal names in Banner. The way that TRU operationalizes first name is through an added field called "current name," which can be linked to either legal or preferred name. Enrolment Services is currently developing a process to operationalize the preferred name field (Enrolment Services Interview 2019). The default link is to legal name. In particular, they are identifying where preferred names would be exposed throughout the TRU systems. The need for this change has been surfaced by Student Services. The issue with preferred names for TNB2S students is shared with international students who sometimes opt for an anglicized preferred name different from their legal name.

In some places at TRU, the preferred name cannot be used, such as transcripts and financial aid. There is a need to balance avoiding harm through the use of legal name and needing use of legal name for verification or requirement, especially with matters of money (e.g., scholarships, awards, and tax documents). Other verification methods used are date of birth and a recent course and grade.

Sometimes there are ad hoc workarounds for dual name situations, including use of brackets. However, this has given rise to inconsistencies and confusion. Some staff have used "legal name (preferred name)" and others have flipped this with "preferred name (legal name)." This becomes even more complex when students become faculty or staff.

In general, when it comes to preferred names, there is a high degree of inconsistency across TRU. This is often more challenging for TNB2S, because they do not know what to expect and when they may need to advocate for your use of their preferred name.

A key objective for TRU is to maintain the privacy of students and employees. This is especially important for TNB2S people who may have legal and chosen names that are different and public exposure of their legal name may inadvertently out them in ways that could endanger them. The goal is to suppress and limit access to legal names, especially for class lists (Enrolment Services Interview 2019).

Besides the systems limitations, there are also procedural issues. University instructors and staff often do not know how to utilize preferred names (Enrolment Services Interview 2019). There is no policy or set of guidelines that govern this matter.

In TRU's community survey, TNB2S students expressed frustration about hearing their "dead name" (also referred to as "name at birth") despite repeated attempts to educate and explain their names and pronouns to instructors. Given the preferred name is not yet integrated, the workaround for most students is having to do the labour of telling each instructor every semester about their name and pronouns. Sometimes this goes well and other times there is pushback or dismissiveness from faculty.

Email addresses at TRU are a combination of the initial of the first name and last name of the student. In order to change one's email address, students need to email the IT department to change their display name. The previous name still remains on record, but the name that email recipients see is the new display name. So, if a TNB2S student changes their name from Carol to Carl Smith, then their email address does not change, except the display name. However, if someone has a new initial associated with their first name (e.g., Tony to Drew), then the email address does need to be updated along with the display name. The most common change is of a student's last name in case of marriage.

For graduation ceremonies, the name on the parchment is legal name, and students can request a name different than their legal name be announced during the stage walk to get the degree (Enrolment Services 2019). The name is in the brochure at the graduation is also the legal name. This mixed approach to names during graduation presents a particularly challenging experience to TNB2S people with great potential for outing someone as TNB2S. This is especially difficult on such a momentous day.

Many forms used on campus prioritize the use of legal name and do not collect preferred name at all (e.g., admission checklist, course registration, statement of presiding supervisor, consent to release personal information, and receipt request). This kind of repeated exposure to a TNB2S student's previous name is particularly challenging, especially when it is not necessarily needed. Many TNB2S people have negative reactions to seeing their previous name, especially on an ongoing basis (Nadal and Wong 2014).

In order to get one's preferred name used across all systems on campus, Enrolment Services will require students to fill out a form (called *Name Change Request* form). Enrolment Services wants to make students aware of where this name will appear and to make a formal record of the request. The form can be submitted in-person as well as electronically. There is no documentation required to change one's preferred name.

Change of one's legal name also requires filling out a form and providing documentation of the change (i.e., British Columbia's Certificate of Name Change, marriage certificate, or divorce decree). This does not include means by which TNB2S people change their names in other jurisdictions (e.g., through a court order in the United States). Besides the *Name Change Request* Form (TRU 2019h), there is no information on the university website regarding the name change process for either legal or chosen name.

According to research conducted for the BC Registrar's Association (BCRA) and BC Council for Admissions and Transfer (BCCAT 2017), the ability to change chosen names for Two Spirit students has specific importance for cultural reasons. In particular, many Indigenous groups mark milestones in life with changes in name (BCCAT 2017). As such, there is a need for flexible systems that allow for more than one change in name over the course of their studies. Currently, it is not possible to add numbers or symbols to names, which are sometimes part of Indigenous names.

4.2.2. TNB2S Employees

The systems used for employees at TRU are Banner and HR Smart. There are both legal and preferred name fields in these systems. Banner uses the name field "current name," which links to either legal or preferred name based on additional information provided by employees. The default link is legal name. Similar to students, TNB2S employees need to fill out the *Name Change Request* form to update their preferred and/or legal names. There is currently no information during onboarding or on the employee intranet to explain this process, leaving TNB2S employees unaware of their options or wondering what they need to do or what is expected of them.

4.3 Titles

No titles are used as part of communications with students. Enrolment Services simply uses students' first names on all correspondence rather than titles with last names (Enrolment Services 2019).

Titles are used in communications with employees, in particular faculty. This is due to the deference towards faculty with doctorates (HR Interview 2019). The exception is on email correspondence, where first names as opposed to titles are used. Titles are not a required field. The options available in in TRU systems include: Mr, Ms, Mrs, Miss, Prof, Dr, Hon, Fr, and Rev. However, there is no non-position, gender-neutral title available.

4.4 Pronouns

Currently, there is no field for pronouns in Banner for either employees or students. Recently, Banner released an updated version which now allows this capability (Enrolment Service Interview

2019). This customizable field is currently being tested for use across campus. It will be possible for employees and students at TRU to change their pronouns in Banner through a self-serve portal online. Providing the option of pronouns is seen as having a potential positive impact on staff interactions with students.

Enrolment Services staff noted that the systems change component is relatively easy. However, it will be more difficult to change patterns of behaviour among TRU employees to reference pronoun information in Banner before and during interactions with people on campus. In particular, staff interactions with students are often hectic and fast-paced. As such, there are currently challenges among TRU employees assuming someone's pronouns based on their name by email, how they look in person, and/or how they sound over the phone (Enrolment Services Interview 2019).

For employees, there is a fill-the-blank for pronouns in Banner. There is no accompanying explanation about what a pronoun is and why it is important to provide.

4.5 Photos

Student photos, used in Banner, other platforms, and student identification, are taken when they first acquire a Campus Card, and thereafter only at the student's request. If students need to change their photo mid-year, there is a charge to have the card reprinted. This is an additional consideration for students who may be transitioning during the school year and their original photo may not accurately represent their current presentation and physical features.

4.6 Solutions for Records

This section provided an overview of the challenges and barriers related to gendered records, including pronouns, titles, and operationalizing legal and chosen name fields already collected to support TNB2S students and employees in respectful interactions. Table 4.6-1 summarizes three key solutions important to making gender records more inclusive and responsive to TNB2S students and employees at TRU.

Table 4.6-1 Solutions pertaining to Gender Records

Type	Issues and Challenges	Solution to Address Challenge
Names	Ongoing challenges related to operationalizing and prioritizing preferred names above legal names.	**R6.** Finalize the process for operationalizing preferred names in class lists, user names in Banner, email addresses, ID cards, correspondence, and graduation brochure. Particular focus should occur in places where names are publically displayed or spoken. Introduce failsafe measures for legal names. Clearly and centrally explain name change processes along with sequence and timelines of changes. Aim for completed change by October 2020.
Titles	No gender-neutral titles available.	**R7.** Ideal: Remove collection and use of titles in all correspondence. Alternative: Offer the option of a general gender-neutral title that is not related to a profession, such as Mx. When the title is not provided, use preferred first name.
Pronouns	The newly available pronoun field in Banner is now ready to be used.	**R8.** Finalize and introduce voluntary disclosure of pronouns for employees and students in Banner for those who choose to provide this information to support smooth(er) interpersonal interactions.

Section 5 – Gender Data

"Include us, don't erase us."

~ Two Spirit Survey Respondent

5.1 Background

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

Last year at TRU, there were 55% female students, 44% male, and 1% gender unknown students at TRU (BC Status 2019). As depicted in Figure 5.1-1, most years have greater than 50% female students (BC Stats 2019).

Figure 5.1-1 Gender Breakdown of Students by School Year (2015-19)
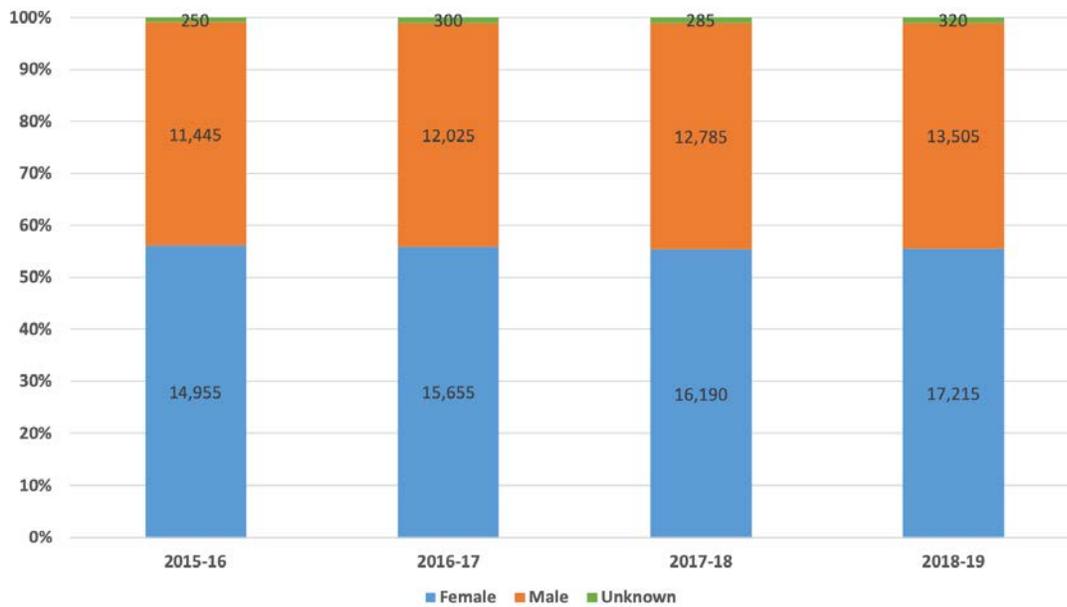
Source: BC Stats 2019

There are 2,200 employees at TRU, of which about 1,000 are core (HR Interview 2019). The percentage of employees who are female is 58% (HR Report 2019). These are depicted in Figure 5.1–2.

Figure 5.1–2 Gender Breakdown of Employees in 2018–19
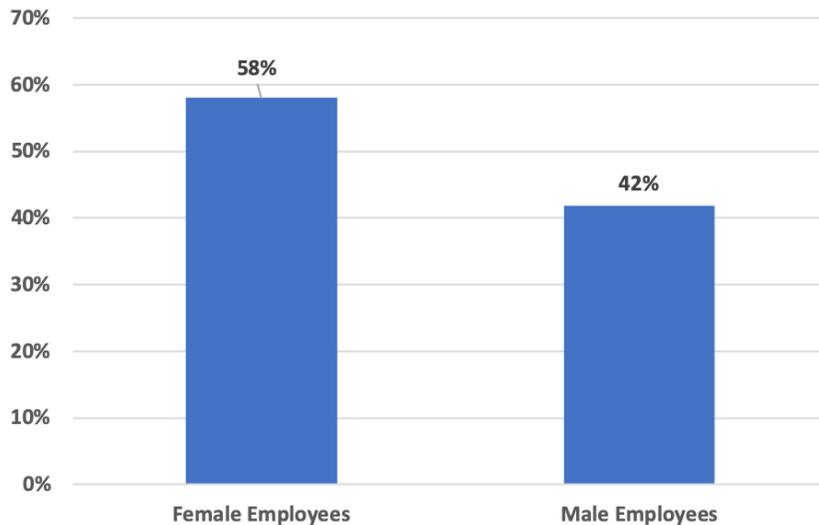
5.2 Data Collection

5.2.1 Students

Currently, TRU collects gender data from students as part of the application and new student registry process. The gender response categories in TRU's system provided by Banner are primarily "male" and "female" (Enrolment Services Interview and Human Resources Interview 2019). Furthermore, some programs at TRU ask for additional information as part of the Personal History Form in essay format from equity-seeking groups, including "gender minorities" (Bachelor of Social Work Degree Program).

For students, there is a key complicating dependency with the provincial government. TRU uses the common application as part of Education Planner BC (EPBC), which started in 2016. The majority of applications to TRU go through EPBC. The collection of gender within EPBC is mandatory and binary only. TRU automatically transfers applicant information, including gender, from the EPBC platform to the university system within Banner. As such, any efforts to expand categories at TRU would need to occur in coordination with EPBC to ensure proper and full transfer expanded gender data of students.

5.2.2 Employees

There are several points of collection for gender among employees at TRU. TRU collects does not collect gender from applicants; however, does collect for employees. New employees to TRU fill out the New Hire Information Form. This form contains an open field for filling out gender. This is

entered into Banner in the field called "gender designation" (TRU HR Documents 2019). The Annual Human Resources Report has a gender breakdown of employees at TRU (HR Interview 2019).

There is also the Diversity and Inclusion (D&I) Survey, which consists of five questions as a way to collect demographic data on TRU employees to inform changes at TRU. The questions cover the four designated groups in the federal Employment Equity Act, namely Indigenous people, women, visible minorities, and people with disabilities. A fifth question has been added about lesbian, gay, bisexual, and transgender (LGBT) employee. While data are collected on LGBT employees, they are not presently included in TRU's Employment Equity Policy, which complicates the actioning of data collected on LGBT employees.

Furthermore, the D&I Survey does not allow for disaggregation of transgender experience or counts of non-binary people, so it is only marginally helpful in efforts to support gender diverse employees. Also, gender is referenced in and divided between two categories, including women and transgender as part of the LGBT category. This results in a bifurcated rather than a cohesive accounting TNB2S issues among employees at TRU. To date, about 25% of TRU employees have responded to this survey (HR Interview 2019).

The enrollment forms for BC's Medical Services Plan (MSP), pension, and extended benefits come from Manulife. All three collect binary-only responses for "male" and "female" (HR Interview 2019). From HR's perspective, there is no need to collect sex as part of the pension form. It is not evident whether providers are asking for sex assigned at birth or legal sex. These are important distinctions for transgender people who are often confused in answering this kind of question.

Job applicants to TRU do not provide their gender identity, although it could be assumed based on their name or the title they provide (Human Resources, Interview 2019).

5.2.3 Experiences + Options

In the TRU community survey, TNB2S survey respondents shared their mostly negative experiences when filling out forms and surveys at TRU. Several described gender options as too binary and not inclusive. Some avoided forms that collect gender altogether. Others indicated not knowing what to write or check, in cases where their gender does not match their legal status.

Cisgender respondents had no challenges filling out forms (mainly because these already account for their gender identity). That said, several respondents questioned the necessity of gender data being collected at all (Community Survey 2019).

Since 2016, TRU has been part of provincial efforts to address the lack of inclusion of TNB2S students in the current gender categories. BC Registrars Association (BCRA) and the BC Council on Admissions and Transfer (BCCAT) started a project to identify the optimal set of categories to capture the spectrum of gendered experiences among students. This entailed an 8-month research effort and consultation process involving 109 stakeholders and informants (including 44 students). This effort culminated in a recommendations report (BCCAT 2017), which identified the optimal approach to gender categories. The registrars voted in the expanded gender categories in June 2017, including the former registrar at TRU.

In the TRU community survey, students were asked to provide their rating of the BCRA-approved expanded gender categories, which are depicted in Figure 5.2-1. This expanded option had a mixture of ratings among TRU survey respondents. Nearly half of TNB2S students (46%) at TRU liked the proposed expanded category option compared to 43% of cisgender students. About a third of TNB2S and cisgender respondents also gave the option neutral ratings (Figure 5.2-2). A small percentage of respondents disliked the option.

Figure 5.2-1 Proposed Expanded Gender Categories

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

2. Do you have transgender experience?
(i.e., your gender identity is different than your sex assigned at birth)
- ❏ No
- ❏ Yes
- ❏ Prefer not to say

Figure 5.2-2 Student Ratings of Expanded Gender Category Option (Cis=249 and TNB2S=37)
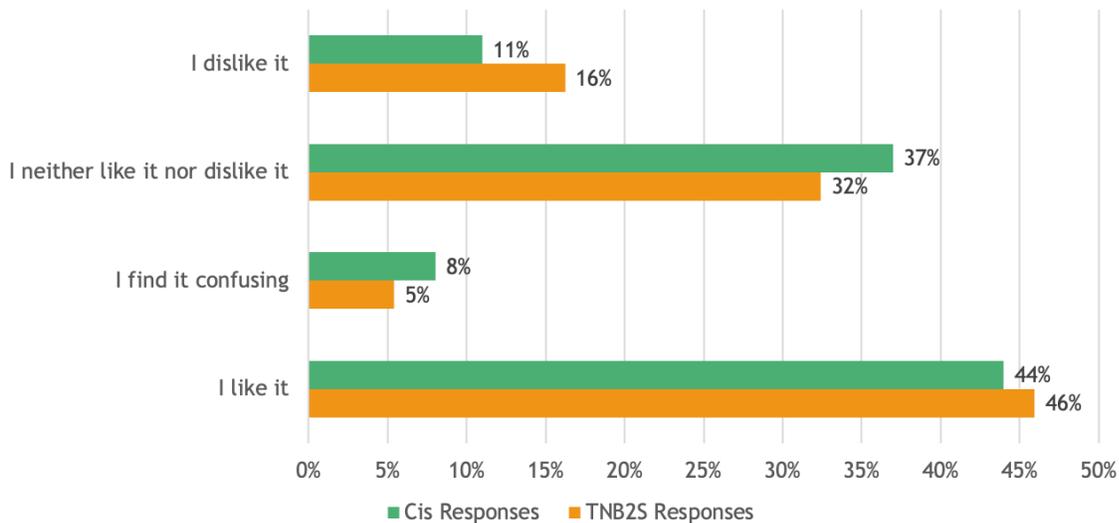
As represented in Figure 5.2-3, the majority of cisgender and TNB2S students indicated they were very or somewhat likely to provide gender (71% and 89%, respectively). Interesting to note is the slightly higher attrition rates among cisgender respondents (29%) compared to their TNB2S counterparts (10%).

Figure 5.2-3 Respondent Likelihood of Filling out Gender (Cis=248 and TNB2S=37)
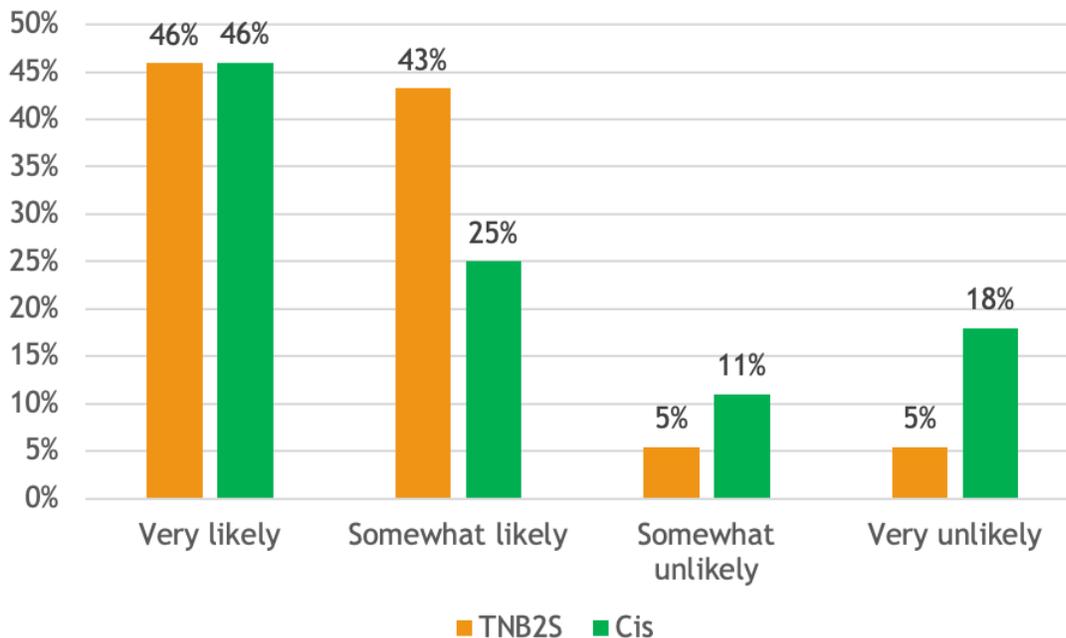
The BCCAT project revealed the popularity, especially among TNB2S students, of the fill-in-the-blank approach to collecting gender data. To many students, this felt like the most expansive way to gather these pertinent data (BCCAT 2017). While there are many benefits to this approach, there are also costs to it. In particular, the backend categorization of fill-in-the-blank responses are done in ways that respondents may not agree with or have considered (usually by a cisgender staff). These concerns were surfaced in the TRU Community Survey and respondents were asked to weigh the pros and cons to determine if their preference for this approach would change. Figure 5.2-4 depicts the results of these deliberations for survey respondents. Aside from the high level of neutrality on the topic, 38% of TNB2S respondents prefer the fill-in-the-blank despite the costs outlined. Nearly a third of cisgender respondents do not prefer fill-in-the-blank.

These results speak to the strong link in many TNB2S people's minds that gender categories play a role in identity affirmation, where categories need to closely or exactly mirror terminology used by the individual rather than approximate categories for practical purposes. This concept is summarized in the BCCAT report.

> "[T]his approach allows applicants to indicate their full gender identity using their own preferred terms. … [It] offers agency, and offers the form filler-outer [student] the chance to be who they are. I would prefer be able to self-declare as 'non-binary femme' and I don't think I'll ever have the chance to fill that out [as category offered as a response option]" (BCCAT 2017:24).

Figure 5.2-4 Respondent Trade-Off Analysis of Fill-in-the-Blank Approach (Cis=246 and TNB2S=37)
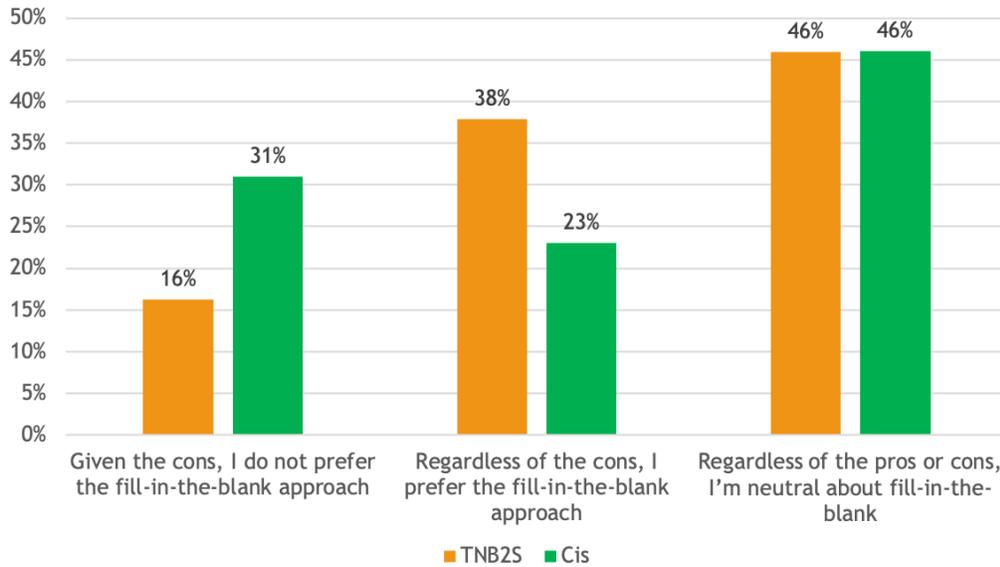
As a part of the BCCAT research, preliminary research about where to account for Two Spirit students surfaced complex considerations. In particular, Two Spirit is an Indigenous-specific cultural and spiritual identity that, in some instances, can span both gender and sexual variance. Without a companion question about sexuality in the system, this may leave some Two Spirit students' profiles incomplete. A second issue of including Two Spirit as a response option to gender is that without understanding that Two Spirit is an Indigenous-specific term, some non-Indigenous students may select it, causing inaccuracies in the aggregate data. As such, preliminary ideas point to the inclusion of Two Spirit as a follow-up to questions about Indigeneity (BCCAT 2017).

To explore these issues further, survey respondents to the TRU Community Survey were asked to consider the pros and cons outlined above to see if they were in favour of adding Two Spirit to the gender categories. Nearly half cisgender respondents did not feel equipped to weigh in on this matter or did not have a strong opinion either way (49%). Many cisgender (34%) and TNB2S (46%) respondents (including all the Two Spirit respondents) were not deterred by the negative consequnces and felt that Two Spirit should be included as part of gender data collection. Figure 5.2-5 depicts the results on this important consideration.

Figure 5.2-5 Trade-off of Two Spirit as Gender Category (Cis = 244 and TNB2S = 37)
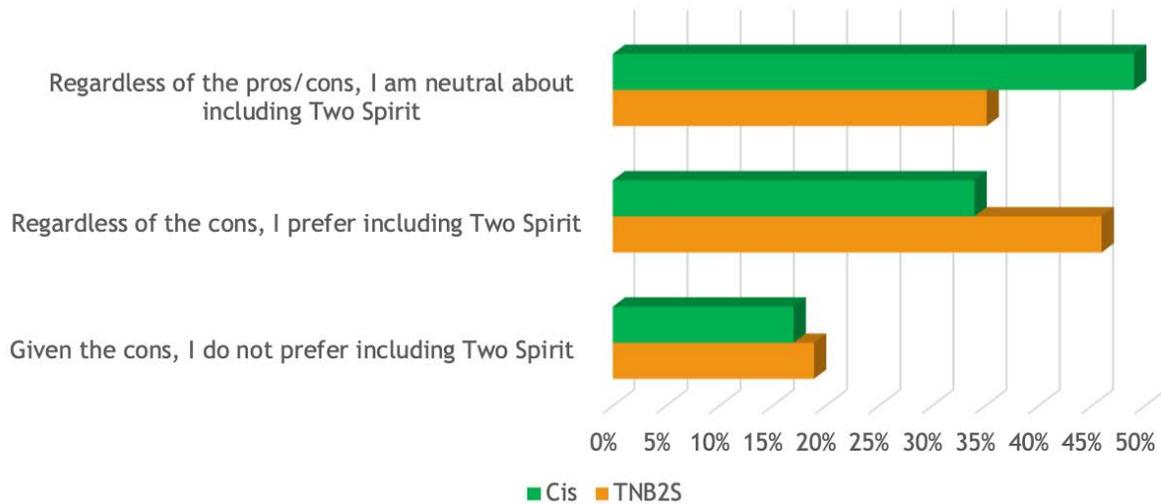
Furthermore, survey respondents were presented with an alternative of asking Two Spirit people to disclose their identity as a follow-up to the Indigenous question. Again, many cisgender and TNB2S respondents (49% and 41%, respectively) did not know enough to make a determination. The remaining respondents were divided between saying the alternative was the way forward (43% of cisgender respondents along with half of Two Spirit respondents) and noting the alternative was not the way forward (34% of TNB2S along with half of Two Spirit respondents). Figure 5.2-6 represents the results of the consideration of the alternative method of collecting Two Spirit data.

Figure 5.2-6 Alternative Collection of Two Spirit (Cis = 244 and TNB2S = 37)
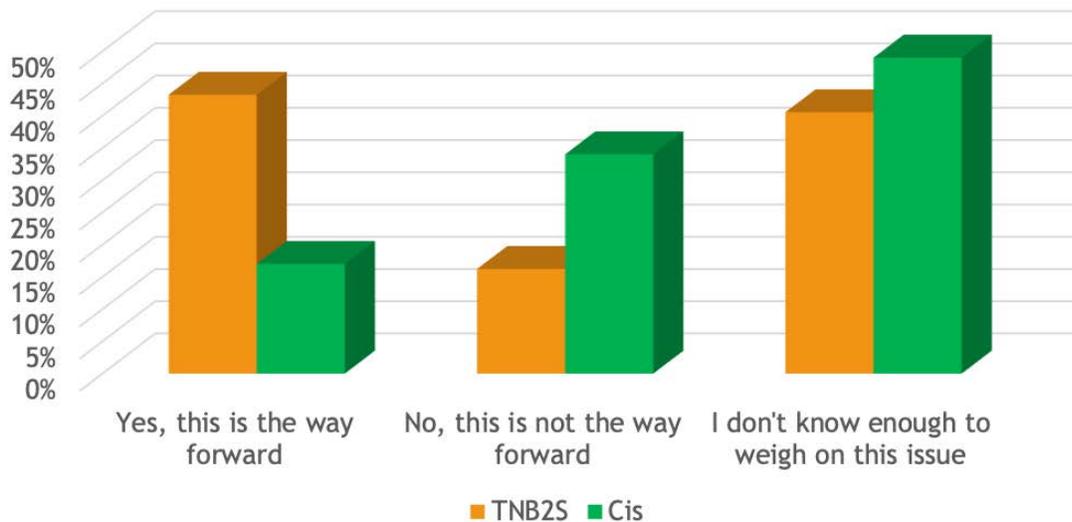
When asked for additional ideas and thoughts in the community survey, most TNB2S respondents asked for more flexibility filling out forms – particularly having an 'other' (fill in the blank) option, as well as finding a way to capture non-cis identities that do not use the term "trans" to describe themselves.

One respondent provided a blended approach to combine the need for individuation and categorization:

> "I know the percentage of people who opt to fill in the blank will be less than 6% of the population, and so the data does not frequently need to be further examined. Essentially, at this time and for the purposes for which we collect this information, it is enough to know that those people do not identify as male or female. We could therefore ask "male, female, or non-binary" and have the non-binary open to a fill-in-the blank. That option allows the person to express themselves, but does not affect statistics."
>
> **(Community Survey 2019)**

Furthermore, this way allows an adaptive approach to this third gender category. Responses in the fill-in-the-blank may reveal changes and evolution in language, which could trigger the update of the category to remain relevant and legible to incoming community members.

Many cisgender respondents simply expressed support for this venture and deferred to TNB2S people as the ones who should be driving the conversation. Several questioned the need to collect gender at all. And several respondents emphasized the need to define Two Spirit to clarify it as Indigenous-specific.

Lastly, of note is the role of "prefer not to say" across the two-part question to determine gender identity and history. In terms of respondents to TRU's Community Survey survey, here is a breakdown of those who did not prefer to provide their gender and/or trans experience:

- 16 respondents preferred not to say either their gender identity or whether they have trans experience;
- 8 respondents provided their gender identity, but not whether they have trans experience;
- 4 respondents provided their trans experience, but not their gender identity.

This provides insight that TRU community members are generally more comfortable providing gender identity, but less so about their gender history (i.e., whether or not they have trans experience). This is understandable given the relative newness of the latter question. Here are possible reasons why people may want to avoid answering whether they have trans experience:

- **Cisgender**: Not understandign the relevance or importance of the second question. It may also feel largely redundant, having already provided gender identity.
- **TNB2S**: It may be considered too risky to disclose gender history, especially in a small community or department.

"**Confidentially** is very important particularly with students' families."

~ **TNB2S Respondent**

"If gender is relevant (for example, for considering representation or safety issues) then the kind of data necessary should be collected."

~ **TNB2S Respondent**

"Include us, **don't erase us**."

~ **Two Spirit Student**

"There is an overall confusion with the student population as to why the gender and (A)boriginal population information is being collected. It is not for the purpose of inclusion or right to choose…it is for funding and government reporting."

~ **TNB2S Student**

5.3 Ability to Change

The change process for updating student's gender in the system has not been clarified yet. The options for change are presently only limited to the binary of female and male, so they do not support people identify as neither male nor female (Enrollment Services 2019).

There is also no known or standard process for changing gender within HR Smart for employees (HR Interview 2019).

5.4 Data Uses

For both employees and students, gender data are currently utilized; however, not as much for strategic purposes, such as identifying and resolving unmet needs and issues. Table 5.4-1 provides a summary of the areas where these data are used and provided to internal and external recipients.

Table 5.4-1 Summary of Gender Data Uses for Students and Employees

Recipient	Students	Employees
Internal Recipients	- Gender part of admissions panels, especially gender equity in nursing, trades, law, and social work. - TRU offers gender-based scholarships. - Annual reports and factsheets with total student enrolment numbers broken down by gender. - Verification for financial aid and visas. - Refer gender data to Athletics.	- Presentation summaries to board - Annual human resources reports with female and male numbers - Canada Chair Research with gender equity targets - Accreditation Board seeks gender balance - Employee gender balance on research grants - Gender balance on governance and appointments committees
External Recipients	Bi-annual reports to province and federal governments about student success (e.g., retention, credential awarded, student satisfaction). The Ministry is particularly interested in researching areas of underrepresentation for women and so are seeking data from universities on percentage of women in Science, Technology, Engineering, and Math (STEM).	- HR data sent to Statistics Canada, including number of full-time employees and gender with only two options (i.e., "male and female"). - Send reports to the provincial advocacy organization Post-secondary Employer Association. They have a human resources database with codes for different genders.

Some students prefer less reliance on gender data, especially considering historical issues with data collection. A key part of this effort will entail overcoming the current and understandable mistrust about data uses:

> "I would much rather see an approach that provides appropriate support regardless of gender self identity. Historically, collection and analysis of this information has not resulted in positive outcomes for marginalized groups."
>
> **(Community Survey 2019)**

5.5 Solutions for Data

This section provided an overview of the challenges and barriers of TNB2S students and employees experience related to gender data, including insufficient categories and the downstream effects on inadequate gender response options to make informed decisions about supports for student and employee wellbeing and achievement. Also, there is a lack of clarity on how and where to change one's gender within the university systems. Based on these issues, Table 5.5-1 provides tangible and important additions or revisions to current systems in terms of data collection and uses, and ability to change.

Table 5.5-1 Solutions pertaining to Gender Data

Type	Issues and Challenges	Solution to Address Challenge
Data Collection	Currently no gender categories beyond male and female on student and employee profiles + surveys. Possible misalignment of student gender data between TRU and provincial systems.	**R9.** Introduce two-part gender question as recommended by BCCAT with three key changes to refine the language and approach to the questions and response options for both students and employees. TRU to advocate with the Ministry of Advanced Education (MAVED) for front-end alignment of systems for coordinated and accurate gender data transfer. <u>Note</u>: Adding non-binary students to an "unknown or undisclosed" category is not a suitable solution.
Ability to Change	There is no available information on how to change gender on student and employee profiles - changes are focused on names, not gender.	**R10.** Clearly and centrally explain gender change process, ideally in online and self-serve options (as is the case at the University of California Los Angeles UCLA 2019).
Data Uses	There are no strategic uses of gender data to identify and resolve issues of sub-populations, especially vulnerable ones. Possible misalignment of student gender data between TRU and provincial systems.	**R11.** Develop "*Gender Data Use Plan*" to identify and explain strategic uses of gender data for students and employees. The plan will provide clear rationale for gender data and its uses along with regular report-back mechanisms for TRU community to see its meaningful use and impact. TRU to advocate with MAVED for back-end alignment of systems for coordinated and accurate gender data transfer. <u>Note</u>: Adding non-binary students to an "unknown or undisclosed" category is not a solution.

Section 6 – Gendered Facilities

"I really love how they redid the bathrooms in the Den.
That is amazing."

~ TNB2S Survey Respondent

6.1 Background

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

On TRU's Kamloops campus, there are two types of washroom configurations, including 1) all-gender, single-occupancy washrooms, and 2) gender-designated, multi-stall washrooms (i.e., men's and women's washrooms). Generally, the older buildings have fewer washroom options compared to newer ones (Facility Interview 2019). For example, in the Arts and Education building, there are smaller washrooms with one to two stalls that are currently gender-designated.

In total, there are 19 gender-neutral units. The number of women's stalls and men's units (including toilets and urinals) on campus are not currently known. There are no multi-stall universal washrooms on campus. The university also provides change rooms and showers within several buildings on campus.

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

6.2 Washrooms

6.2.1 Experiences

According to the TRU community survey, TNB2S students feel less safe than their cisgender counterparts when using the washrooms. In particular, 14% of TNB2S respondents indicated they feel mostly anxious and 43% sometimes uneasy when using TRU washrooms (Figure 6.2-1). In particular, most trans women and 51% of non-binary people report feeling somewhat to not safe in TRU washrooms. Interesting to note that 10% of cisgender students also feel unsafe some or a lot of the time in washrooms. This speaks to a broader issue at play in washrooms. This was echoed during the interview with facilities staff, who have heard general safety concerns when accessing washrooms or change rooms after hours, in dark areas, and/or in basements (Facilities Interview 2019).

Figure 6.2-1 Sense of Safety in Washrooms (Cis=250 and TNB2S=37)
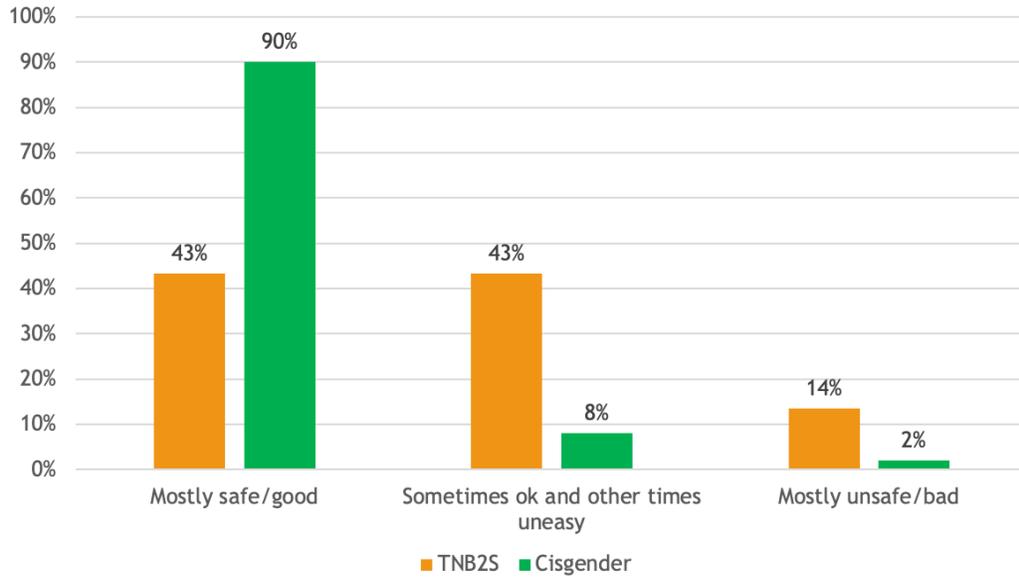
The majority of TNB2S people use all-gender washrooms (56%). The second most important washroom to survey respondents was the women's washroom, used by 27% of TNB2S respondents. These results are depicted in Figure 6.2-2. Of particular note is the high use of single-occupancy washrooms among trans men and women's washrooms among non-binary people.

Also surprising is the level of single-stall washrooms usage among nearly a quarter of cisgender respondents (22%), which consists of 24% cisgender women respondents and 18% of cisgender men respondents. This underscores the broader need for all-gender spaces on campus to accommodate needs of both TNB2S and cisgender people.

Figure 6.2-2 Type of Washroom Usage among TNB2S (N=37)
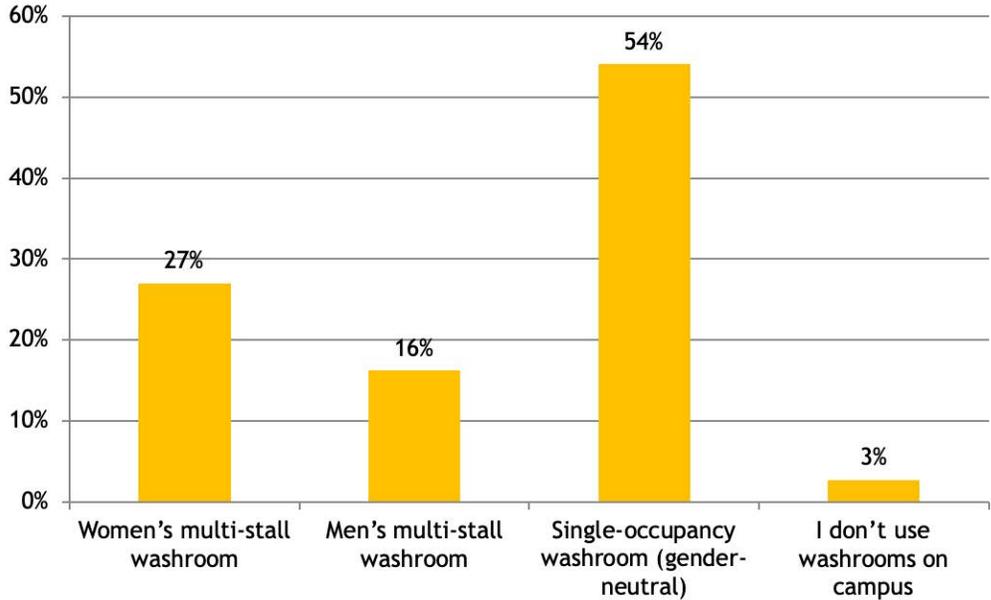
When sense of safety is combined with washroom type used, there are additional insights into why certain spaces are preferred. According to TNB2S respondents, they feel the safest in women's washrooms (Figure 6.2-3). The majority of those who use the men's washroom are experiencing being sometimes ok and other times uneasy, while the single-occupancy is a blend of feeling safe (45%), sometimes uneasy (40%), and unsafe (15%). This may speak to the perceptions of relative safety in women's spaces and challenges in men's spaces as well as people using the washroom based on how they look rather than how they identify.

Figure 6.2-3 TNB2S Sense of Safety by Washroom Type (N=36)
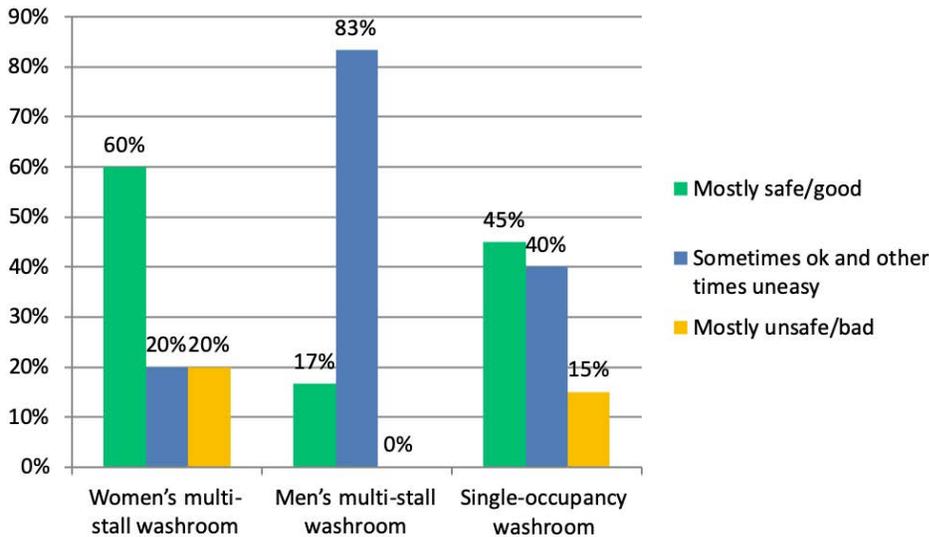
6.2.2 Privacy

There is a range of privacy issues in washrooms at TRU. For example, there are commonly-found gaps in the frame, usually in front of the mirror (Photos 6.2-1 and 6.2-2). This can be revealing in ways that are gendering, especially if someone is standing or sitting. Occasionally yet inconsistently, there is colour-coded indication whether a stall is locked or occupied. Locks indicate green when vacant or red when occupied (Photos 6.2-3 and 6.2-4). There are also privacy measures for urinals (Photos 6.2-5 and 6.2-6).

Photo 6.2-1 Stall Door with Gap in Student Union Building

Photo 6.2-2 Stall Doors with Gap in Front of Mirror in Trade and Tech

Photo 6.2-3 Lock with Occupancy Indicator in Main Building

Photo 6.2-4 Lock without Occupancy Indicator in Industrial Training

Photo 6.2–5 Urinals with Privacy Dividers in Trades + Tech

Photo 6.2–6 Urinals without Privacy Dividers in the Gym

6.2.3 Gender-designated Washrooms

Most of the 22 buildings on the Kamloops campus have at least one set of gender-designated multi-stall washrooms. While there is no inventory of the number of existing stalls, it is assumed that the majority of toilet fixtures are designated by gender, mainly arising out of past and current building codes. The Williams Lake campus has 5 women's toilets, and 2 men's toilets with 1 urinal.

6.2.4 All-Genders Washrooms

There are a total of 19 all-gender single-occupancy washrooms across nine out of 22 buildings on campus. There are currently no all-gender showers. Gender-neutral washrooms were originally designed for accessibility that were then expanded to be gender-neutral through signage changes.

Often if there are both gender-designated as well as all-gender washrooms available, the former are prioritized by their location within the building (e.g., on the first floor and near the entrance compared to down the hall or downstairs). For example, in the Trades and Technology Building, the gender-designated washrooms are forefronted while the all-gender washrooms are located at the back of the building. Furthermore, there is little wayfinding to support people's access to all-gender washrooms. Additional issues related to signage are discussed in Section 6.4.

Recently constructed buildings, such as the Nursing Practical Health building or the Den in the Students' Union Building, take a different approach to washrooms. In particular, each of these offer a bank of six single-occupancy washrooms with common sinks that are accessible to any gender

(Facilities Interview 2019). There is a drawback to these types of washrooms as they take up more space than multi-stall washrooms. However, this approach is seen as an emerging best practice.

Furthermore, the TRU website has a page that lists where community members can access single-occupancy washrooms across campus (TRU 2019i). There is also a version of the campus map that details the location of some, but not all single-occupancy washrooms (TRU 2019).

The locations and quantities of these washrooms on the Kamloops campus are listed in Table 6.2-1. Of particular note, there are no all-gender washrooms in the Arts and Education building, despite it being one of the high traffic buildings on campus. The Williams Lake campus has three gender-neutral washrooms.

Table 6.2-1. Summary of Locations and Quantities of All-Gender Washrooms

Building	# of Toilets
Old Main	3
House of Learning	2
Library	1
Trades + Tech	1
Student's Union Building	7
Campus Activity Centre	1
Cplul'kw'ten Place	2
Human Resources	1
McGill Residence	1
9 buildings	**19 toilets**

According to TNB2S students, there are an insufficient number of all-gender washrooms, especially since they are only single-occupancy. Because originally gender-neutral washrooms were designed for people with disabilities, there is a sense among able-bodied TNB2S students that they are taking up space in accessible washrooms by using them (Community Survey 2019 and Facility Interview 2019).

The majority of TNB2S students strongly desire more all-gender washrooms and their cisgender counterparts agree (45%), but are also unsure (42%) (Figure 6.2-4). Part of the reason for TNB2S students is the desire to avoid separating from their classmates (an isolating experience) to go to another floor or building to use the washroom.

Figure 6.2-4 Ratings of Amount of Gender-neutral Washrooms (Cis=249 and TNB2S=37)
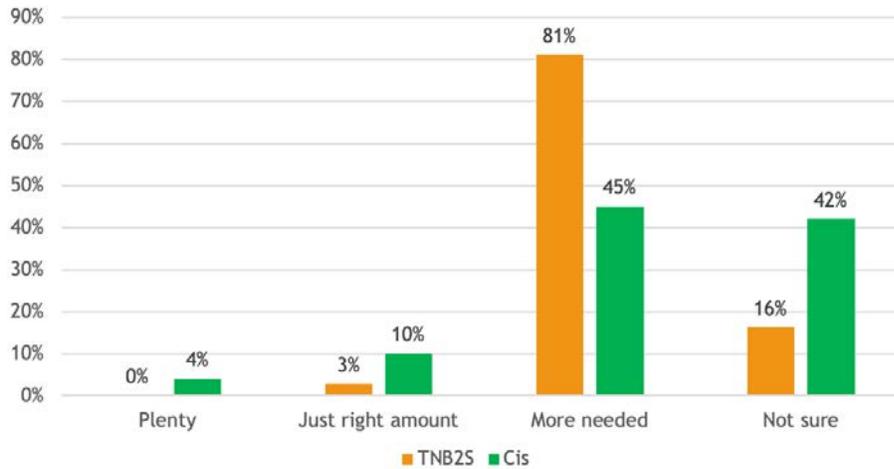
The TRU Community Survey revealed that TNB2S students make more difficult choices if an all-gender washroom is not available compared to their cisgender peers (Figure 6.2-5). More than half (65%) of TNB2S students either use a washroom that is not their preference or avoid using the washroom altogether when an all-gender washroom is not available. In particular, trans men have the greatest rates of avoidance if all-gender washrooms are not available. The levels of avoidance among TNB2S respondents is of great concern, because it has accompanying health implications. In particular, the US national transgender survey revealed that 8% of respondents reported having a kidney or urinary tract infection from avoiding restrooms in the last year (NCTE 2016). It is important to note that an additional 7% of cisgender respondents also avoid using washrooms if an all-gender washroom is not available.

Figure 6.2-5 Impact if No Gender-neutral Washroom (Cis=240 and TNB2S=37)
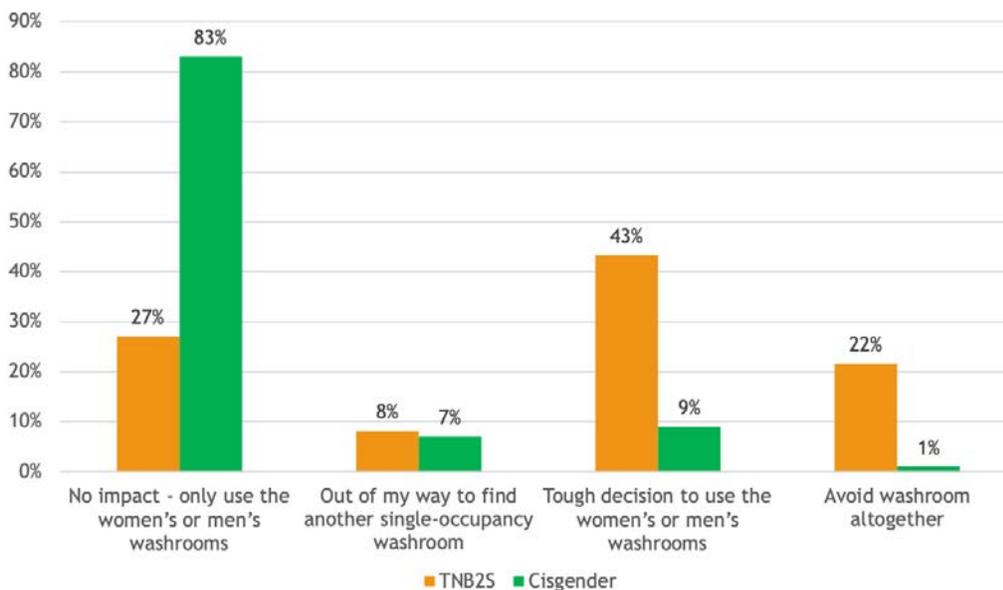
> "All washrooms should just be washrooms - why separate them by gender? **We're all there to do the same things**."

> **~ Cisgender Student**

> "I really love how they redid the bathrooms in the Den. **That is amazing**."

> **~ TNB2S Student**

> "I always feel safer using single-stalled washrooms, but it does feel bad to use one that is **explicitly for (disabled) people**. Ensuring that signage is reflective of the bathroom's use will make me feel better."

> **~ TNB2S Student**

6.3 Change Rooms

There are several change room facilities available to TRU students and employees on or adjacent to campus that are designated by gender, including the gym and the Tournament Capital Centre (TCC). There are a handful of gender-neutral change rooms (named "Family Change Rooms" and designated by signage for groups and people with disabilities). The TCC has women's and men's change rooms, including for home and away teams. All of them have open-concept shower arrangements.

In change rooms, there is a range of different privacy standards in place. Based on the design features installed, there is a continuum from very private to completely exposed (Figure 6.3-1). The design features range from open concept shower areas to fully-enclosed shower spaces. The latter are further subdivided by the types of doors they provide, including clear, frosted, solid doors, or curtains, and locking mechanisms or curtain (in Photos 6.3-1 to 6.3-4).

Figure 6.3-1 Levels of Privacy by Design Features

HIGH PRIVACY
Solid door with lock

MODERATE PRIVACY
Frosted door with no lock

LOW PRIVACY
Clear door with no lock

NO PRIVACY
Open-concept
shower area
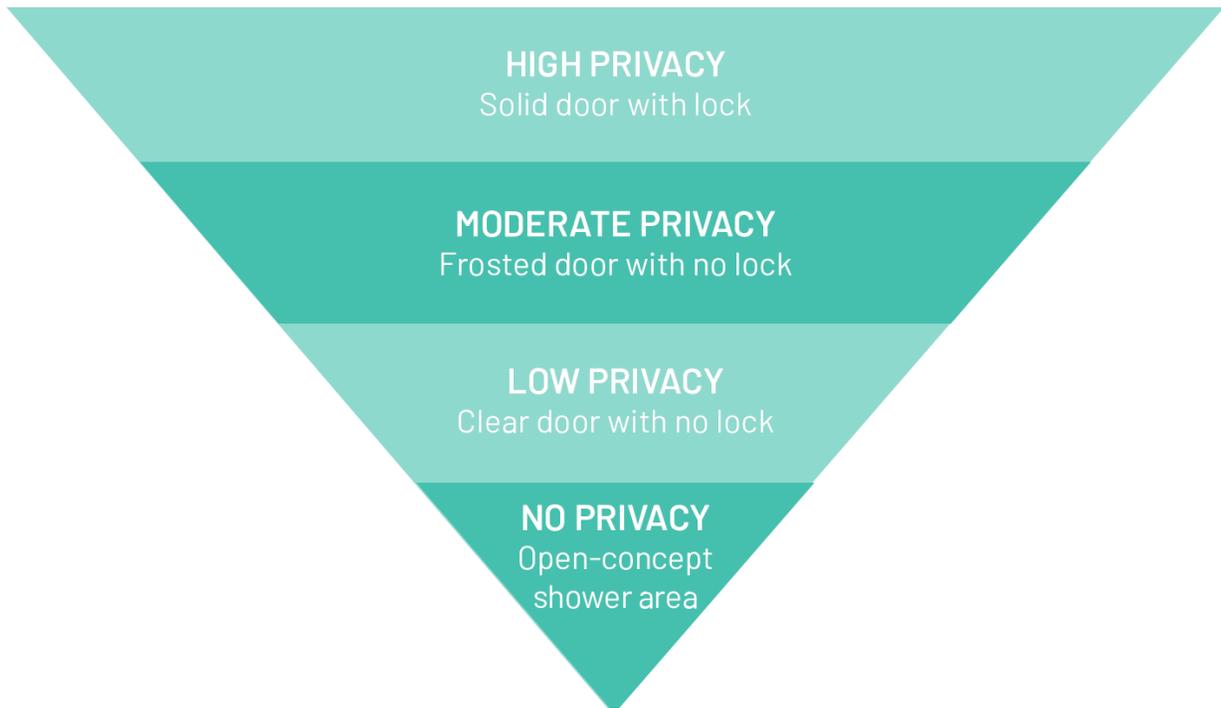
Photo 6.3-1 Clear Shower Door in House of Learning

Photo 6.3-2 Frosted Shower Door in Gym

Photo 6.3-3 Shower with Curtain in TRU Residences

Photo 6.3-4 Open Concept Shower in Gym

Open concept showers present particular challenges to TNB2S students. There are plans to eliminate open concept shower areas on campus during renovations. However, these have been postponed until summer 2020 to line up the necessary funding to undertake these large scale changes.

According to the results of the TRU Community Survey, TNB2S respondents overwhelmingly described feeling uncomfortable and unsafe in open concept showers. Few TNB2S respondents indicated that they would even consider using them.

> "I don't like open concept showers, but if there were single stalls available I would use them."
>
> **~ TNB2S Student**

> "I haven't used the change rooms at all because I'm too afraid."
>
> **~ TNB2S Student**

Cisgender respondents echoed their TNB2S counterparts with mostly negative experiences or responses. Over half of cisgender respondents expressed a strong discomfort, 15% of responses were neutral, and only 2% were positive. Several also mentioned the locker rooms feeling outdated or dirty and rarely used. A handful of respondents mentioned discomfort with mixing students and faculty.

> "...Open concept showers (are) an outdated concept and should be abolished. We need spaces that respect privacy."
>
> **~ Cisgender Respondent**

Lastly, there are also shower rooms with two stalls labeled for men and women and restricted by FOB access (Photo 6.3-5). Their use is intended for TRU employees only.

Photo 6.3-5 Gender-designated Showers in House of Learning

6.4 Signage

There is a diverse range of approaches and aesthetics to the signage associated with washroom and change room facilities at TRU. More often than not, signage includes the use of gender icons on both gender-designated and single-occupancy washrooms and change rooms (Photos 6.4-1 to 6.4-8). This entails the male icon with pants and female icon with dress.

In July 2017, TRU Student Union (TRUSU) conducted consultation among the student population to better understand the needs and interests related to signage (TRU 2018). The survey distributed asked students to choose between three different options of signage from a variety of other examples at other universities and municipalities across Canada. The key outcome of the survey with 60 respondents (including 13 people with disability and 12 trans and non-binary people) was the preference for the option that is currently installed in the Student Union Building (Photo 3.3-4). There are plans to change the signage of other single-occupancy washrooms on TRU's campus to align with TRUSU's findings (Facilities Interview 2019).

Photo 6.4-1 Signage for Single- Occupancy Washroom in Student's Union

Photo 6.4-2 Signage for Single- Occupancy Washroom in Industrial Training
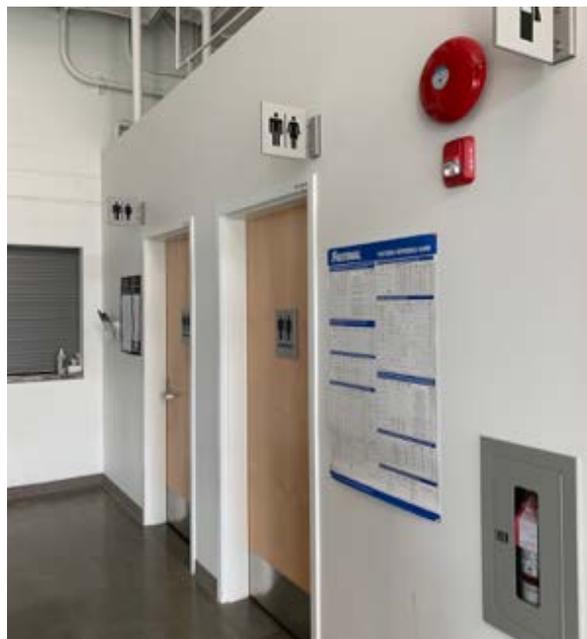
Photo 6.4-3 Signage for Single- Occupancy Washroom in Trade + Tech

Photo 6.4-4 Signage for Single- Occupancy Washroom in House of Learning

Photo 6.4-5 Example of Signage for Gender-designated Washroom in Old Main

Photo 6.4-6 Signage for Gender- designated Washroom in Trades + Tech

Photo 6.4-7 Signage for Gender- designated Washroom in Culinary Arts

Photo 6.4-8 Signage for Gender- designated Washroom in Old Main Building

6.5 Residence

6.5.1 Overview

TRU offers student residences in three different locations both on and off campus, including East Village, McGill, and North Tower. The residences are managed by Campus Living Centres, which is a housing management company based out of Ontario. The maximum number of beds available across all three locations is 1,332 students (Mackereth, Interview 2019). Most students in residence are female who are in the fields of nursing and education (Mackereth, Interview 2019).

Each TRU residence houses one student per bedroom as opposed to two students per bedroom, which is the case at other universities. This approach at TRU provides increased privacy, which is especially important to TNB2S students. The following sections provide a brief overview of the set-up and amenities at each residence along with the roommate search procedure.

6.5.2 East Village

The East Village residence is located off campus and consists of five buildings with 4-bedroom and 2-bedroom suite options that can house up to 456 people (Mackereth, Interview 2019). The 2-bedroom suites are larger and more expensive (Photo 6.5-1). Each apartment contains bedrooms, a dining room with kitchen, and a shared shower and washroom. Within apartment units, there are

no internal locks on individual students' room doors (Facilities Interview 2019). The majority of tenants at the East Village are first year students.

Photo 6.5-1 Shared Kitchen + Dining

Photo 6.5-2 Bedroom Layout
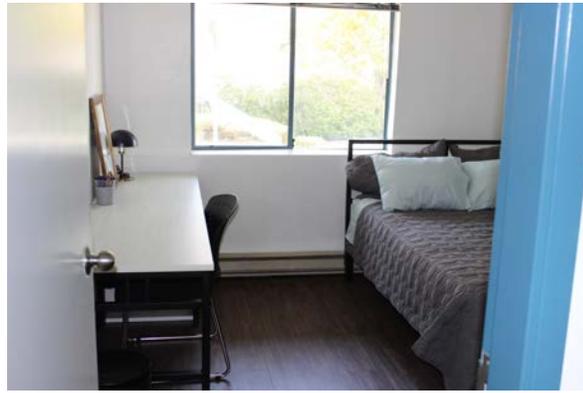
6.5.3 McGill

The McGill residence consists of three buildings with 4-bedroom suite options that can house up to 302 people (Mackereth, Interview 2019). Each suite contains individual bedrooms that have a fridge, microwave, and sink as well as a shared shower and washroom (Photos 6.5-3 and 6.5-4). Each person has their own entrance. There is no dining room. McGill often has more mature students (Mackereth, Interview 2019). Within apartment units, there are no internal locks on individual students' room doors (Facilities Interview 2019).

Photo 6.5-3 Hotel-Like Arrangement

Photo 6.5-4 Individual Room Layout

6.5.4 North Tower

The North Tower residence consists of one building with 4-bedroom, 2-bedroom, and 1-bedroom suite options that can house up to 574 people (Mackereth, Interview 2019). There are 11 floors in this tower with 8 residence assistants. Each floor has a common area. Each suite contains bedrooms, a dining room with fridge, microwave, and sink, and shared shower and washroom (Photos 6.5-5 and 6.5-6). The majority of tenants at the North Tower are first year students (Mackereth, Interview 2019).

Photo 6.5-5 Shared Kitchen

Photo 6.5-6 Individual Room Layout

6.5.5 Roommate Selection

Finding a roommate at TRU entails a process involving gender distinction. That is, for a 2-bedroom apartment with two occupants, both students must have selected the same gender category. The residence application form includes the options of female, male, and other (and does not connect with the student's profile in Banner). About one to two people select the "other" gender category each year (Mackereth, Interview 2019). There is also no preferred name field on the residence application form (TRU 2019k).

The "other" gender category is not fully operationalized since there are no current mixed gender apartment options available (Mackereth, Interview 2019). When someone selects the gender category of "other," Campus Living Centre staff reach out to the student to determine if they know

someone that they would like to share their apartment with, or whether the student is more comfortable in a male or female apartment.

Each floor may have a mixture of female and male apartments as depicted in Figure 6.5-1.

Figure 6.5-1. Gender-neutral Floors and Gender-designated Apartments in TRU Residences
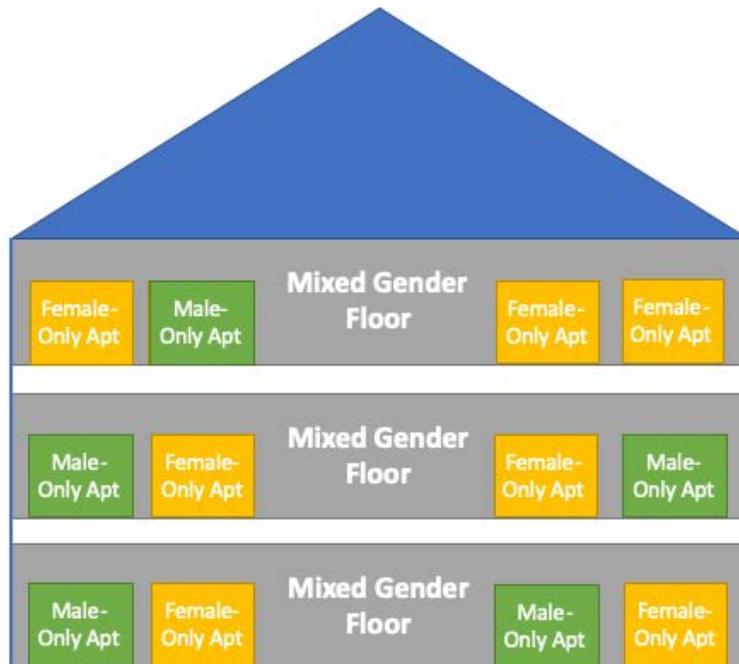
This approach presents a level of complexity for non-binary students wishing to reside on campus at TRU. If a non-binary student does not know someone to share an apartment with, they are put in the difficult position of having to choose between two options that do not align with their gender identity. This concern is currently being explored and solutions are being piloted by Campus Living Centres in Ontario (Mackereth, Interview 2019). They are in the process of developing gender-inclusive housing options with mixed gender configurations (e.g., male and female or non-binary and non-binary in one apartment).

6.5.6 Information + Procedures

There is currently no information or written procedures in place at Campus Living Centres to provide guidance on gendered residences and/or roommate selection (Mackereth, Interview 2019). Furthermore, there is also no information for TNB2S students who come out mid-year and need to change gender-designated apartments.

In instances of mid-year transitions, Campus Living Centres has informal plans to work one-on-one with TNB2S students to create a workable solution (Mackereth, Interview 2019). Key considerations for finding a way forward are:

- Does the TNB2S student want to stay or leave their current roommate configuration, based on the TNB2S student's level of comfort?
- What is the availability in other suites in the same residence or another residence? There are options for temporary placement in the North Tower.
- Mediate between roommates to resolve conflict or issues.

A big unknown or concern among TNB2S students is being matched with a roommate who is not familiar with transgender issues, or worse, is transphobic. Many TNB2S students wonder whether they would be stuck with a problematic roommate, or feel awkward moving mid-way through the year. There is a big concern about safety. TNB2S students do not know the process and/or how issues or challenges are handled. In order to avoid these uncertainties and challenges with roommates, they wonder if they would have to pay more for living in a one-bedroom apartment.

In order to address these and other issues, Campus Living Centres provides training to its student residence advisors. They receive three weeks of training, including allyship training which covers the LGBT umbrella and how to support and be respectful and welcoming (Mackereth, Interview 2019).

6.6 TNB2S-specific Space

The university has also shown its public support of LGBT people by installing a rainbow crosswalk in a prominent location of the university in 2013 (Photo 6.6-1, TRU 2019m). Despite this important step, there is currently no specific space for TNB2S people to gather. This was a frequently referenced issue among TNB2S respondents to the community survey and raised by the TRUSU Equity Committee (Interview 2019).

Photo 6.6-1. Rainbow Crosswalk on TRU's Campus

6.7 Solutions for Facilities

This section provided an overview of the challenges and barriers of TNB2S students and employees face related to gendered facilities, including washrooms, change rooms, and residences. By providing a partial accounting of the number and types of features within these facilities, the section identified the specific issues of safety, availability, and access that both TNB2S students and employees struggle with. Table 6.7-1 summarizes three key solutions to address the challenges surfaced.

Table 6.7-1. Solutions pertaining to Gendered Facilities

Type	Issues and Challenges	Solution to Address Challenge
TNB2S-specific Space	TNB2S currently face many challenges on campus and have no safe place to gather to support one another and foster social connections.	**R12.** Provide available space to TNB2S people (along with LGB counterparts) for safe space to gather. The Wellness Centre has recently been completed and was identified as a model for developing a welcoming space.
Washroom + Change Rooms	Various challenges facing TNB2S people in washrooms and change rooms that have cumulative negative impacts, including: a) Low numbers and lack of distribution of all-gender washrooms. b) Avoidance of showers due to complete lack of privacy while showering. c) Signage reinforces a narrow concept of who should be in facilities and constrains choice.	**R13.** Develop and apply *Facility Guidelines and Considerations* document that addresses the following key components in existing and future washrooms and change rooms at TRU: 　a. Each building should have at least one all-gender washroom (preferably multi-stall) 　b. Eliminate all open-concept showers 　c. Change stall to urinal ratio 　d. Floor-to-ceiling stalls with no gaps and colour-coded locks (vacant/occupied) 　e. Convert *all* single-occupancy washrooms to all-gender washrooms with TRUSU signage 　f. Eliminate female and male icons on signage and wayfinding. Replace with function-based icons and include message "trans people welcome" For all new design plans: Architects apply for exemption to these guidelines along with rationale why they cannot fulfill these standards.
Residences	Challenges with gender-based roommate matching in student residences. Within apartment units, there are no internal locks on individual students' room doors in two residences. Uncertainty experienced by TNB2S students who do not know if and how they will be supported in their unique housing needs.	**R14**: Update to Campus Living Centres application form and procedures to improve and support experiences of TNB2S students in TRU residences: 　a) Roommate matching methods 　b) Proper gender category 　c) Additional preferred name field 　d) Increased privacy measures, including locks 　e) Official mid-year change procedures due to gender disclosure

Section 7 – Programs + Services

"There are a handful of gender-specific programs on campus to support students. ... These single-gender programs play an important role on campus. ... The materials advertising these groups specify 'students who identify as female'"

7.1 Background

There are several programs and services on campus that reference or involve gender. There are currently no TNB2S-specific programs or services on campus (Faculty and Staff Interview 2019). Not only is there no programming, but TRU does not provide its students and employees with specific resources - either built-in house or drawing on outside expertise. Two services of particular interest and need for TNB2S students and employees are health care and counselling, which will be described in more detail in this section.

Most TNB2S survey respondents reported having no experience with or awareness of single-gender programs on campus. Most of those who were aware of such programs said they avoided the programs out of a fear or assumption that they would not be welcomed or included. One respondent expressed that they might go if the program was explicitly inclusive of TNB2S identities, and another shared that they have participated in gendered programs and did not feel excluded.

The vast majority cisgender respondents said that they felt gendered programs were broadly inclusive of everyone and did not need to be changed. A few cisgender respondents emphasized the need for women-only spaces, especially athletic spaces, both for comfort reasons and cultural and religious reasons. A few respondents reported that the current programs felt binary (i.e., only for men and women), or that programs separated by gender should not exist at all.

7.2 Health Care

7.2.1 TNB2S Students

TRU provides health care to students on campus through a clinic. This clinic offers trans-competent care every other Friday through one local doctor, including prescribing and monitoring hormone replacement therapies (Student Services Interview 2019). Despite having an important resource person, the experiences of TNB2S survey respondents using the on-campus clinic have been mostly challenging. The clinic is not set-up formally to ensure consistent, respectful interactions along with supportive systems. There are a handful of stories of misgendering at the clinic. The intake form at the clinic asks for both sex assigned at birth and gender identity with fill-in-the-blank response option. These two data considered together allows clinic staff to determine someone as TNB2S.

In an open-ended comment as part of the TRU Community Survey, TNB2S survey respondents shared their experiences with the health clinic**,** which was a mixture of positive and negative experiences, as well as 25% who indicated that they were too nervous about negative experiences to even try going to the clinic. Problems reported by survey respondents include misgendering, lack of ability to register chosen name and/or pronouns, a binary framework, and a lack of staff comfort and training. The positive experiences TNB2S people shared included a staff that was compassionate and specifically affirming.

> "[One doctor] is a trans competent doctor at TRU she has been great. Other than that most of experiences having to explain my gender have been challenging and stressful.... It's always a gamble."
>
> **~ TNB2S Respondent**

> "Health Clinic – They help me get moving again on my hormones and felt safe in terms of gender stuff."
>
> **~ TNB2S Respondent**

> "Having to register in your legal name not your preferred name makes it really hard to go about everything."
>
> **~ TNB2S Respondent**

Cisgender respondents reported mostly positive experiences at the clinic. Despite an overall feeling of satisfaction, several respondents described existing programs as inadequate for women, and/or staff mistreating women.

> "Students complain they don't have care with issues of sexual assault, verbal or physical assault, etc. beyond basics...and some of the basics are not great."
>
> **~ Cisgender Respondent**

The Student Health Care Plan covers many hormone therapies beyond the scope of what BC's Medical Services Plan (MSP). Students can check online whether specific hormone methods are covered (e.g., some topical methods may not be covered). Major gender-affirming surgeries are covered by MSP. However, smaller procedures, such as facial feminization and/or laser hair removal, are not currently covered by either MSP or the Student Health Care Plan (Student Services, Interview 2019).

Most TNB2S respondents have not tried to access gender-specific coverage through TRU. Of those who expressed interest, over half said they were not aware that TRU had any coverage for such procedures. One respondent noted the lack of information about this kind of coverage:

> "[I]t would have been cool to learn about gender affirming health care coverage explicitly in a workshop or something."
>
> **~ TNB2S Respondent**

7.2.2 TNB2S Employees

The university offers its employees extended health and dental benefits through Manulife (HR Interview 2019). There is no coverage of gender-affirming surgeries by extended health benefits. Many of these are considered covered by BC's Medical Services Plan (MSP). Hormone replacement therapies are not covered by MSP, but could be covered by the ManuLife extended health care with the necessary documentation (HR Interview 2019). It is not known whether laser hair removal is covered by ManuLife; however, if it is, it would be covered for all employees.

Communications about benefits are provided through quick sheets, which TRU creates. They are summaries of coverage for all employees and no specific sheets that address particular needs, such as transition-related care (HR Interview 2019).

7.3 Counselling

7.3.1 TNB2S Students

Student Services supports TNB2S students through counselling and resources such as those in the Wellness Centre. For example, file notes use gender-neutral language, such as "the student" and instead of pronouns, staff simply write the student's name repeatedly (Student Services Interview 2019). The centre has introduced certain informal procedures with regard to pronouns and names. The centre provides a space for TNB2S struggling with frequent misgendering (Student Services Interview 2019).

7.3.2 TNB2S Employees

TRU offers on-call support through the Employee Assistance Program (EAP) through LifeWorks. The level of TNB2S competence that counsellors within the EAP have is not known (HR Interview 2019). A search of LifeWorks' support and resources database yielded 9 results for the term "transgender" and no results for either "non-binary" or "Two Spirit." Of the 9 articles on the topic of transgender, they were mostly geared towards cisgender co-workers and family members (i.e. six

of 9 articles). It is not known whether counsellors as part of the EAP are equipped to handle issues specific to TNB2S people, especially during critical times.

7.4 Accommodations

7.4.1 TNB2S Employees

To date, the human resources process around disclosing one's gender identity on the job has been largely ad hoc. The process is developed in collaboration with the TNB2S employee tailored based on their specific needs and interests.

There are currently no guidelines on other issues or topics (HR Interview 2019). However, there are internal resources documented in OneNote that itemize various processes (e.g., change of name through marriage or divorce). During the HR interview, staff wondered whether documenting procedures related to transitioning employees could be done in OneNote. The OneNote approach works well for issues that are already well understood or socially accepted. However, supporting a TNB2S employee to disclose their gender on the job requires more formality and standardization to ensure all sides can feel confident and competent. Furthermore, TNB2S applicants will often look for transition guidelines (even if they have already come out) to determine whether a workplace has sufficient forethought, willingness, and preparedness to support TNB2S employees. The absence of this document can suggest to prospective employees that the employer is not well prepared to support TNB2S employees more generally.

7.4.2 TNB2S Students

Academic accommodations for students with options for support and leave are not widely known or publicized. There is a policy for entitled "Withdrawal in Extenuating Circumstances" (TRU 2017b) to apply for late withdrawal from courses, and the university has a policy on Academic Accommodations for Students with Disabilities. These policies can be used to support TNB2S students in a variety of circumstances. There is a resource for faculty and staff, entitled *Suggested Procedures for Dealing with At-Risk Students* (TRU 2001) that outlines what faculty and staff can do when a student exhibits "physical and emotional difficulties" and their academic performance begins to suffer. Much of the suggested actions focus on engaging Counselling or Health Services with the use of templated referral form. The procedure underscores the maintenance of the students confidentiality when talking to colleagues about options and for the need to follow-up.

Currently, it may be unclear to TNB2S students whether they could be considered and accommodated under the current Academic Accommodations for Students with Disabilities, especially in the definition of "episodic impairment" as part of Section 3.a (TRU 2009). Many TNB2S students have volatile academic experiences with daily challenges, experiences of violence, and/or medical procedures that could match the definition of "episodic impairment" (Faculty and Staff Interview 2019).

Accessibility Services at TRU supports TNB2S students with both temporary and permanent measures. The survey results and information from the Staff and Faculty Interviews indicate that

students and faculty are not aware of these supports (Community Interview 2019 and Staff and Faculty, Interview 2019). If students need temporary accommodation for surgeries or other gender-affirming procedures, this entails meeting with an advisor and getting a medical note to get extension on assignments or arrange a temporary leave (Student Services Interview 2019). This is typically the same approach for addressing mental health needs. Cohort programs (e.g., social work and nursing) present particular challenges for temporary leaves and solutions are more difficult to find.

Accessibility Services also supports students with permanent disabilities who have an official diagnosis that presents a barrier to learning. Many students have multiple disabilities, including episodic ones. Some TNB2S students may need this level of support based on mental health issues arising from ongoing minority stress.

7.5 Sports + Intramural Recreation

TRU has five varsity teams under the banner of Wolf Pack and seven intramural recreation options. The TRU Wolf Pack consists of varsity sports, including basketball, cross-country, soccer, swimming, and volleyball, as well as club sports, including baseball and cheerleading. Varsity sports are divided into men's and women's teams or categories of competition. Federal guidelines recently created by U Sport govern varsity sports at TRU in terms of the inclusion of trans women and men. The U Sport policy allows trans women and men to compete in the category that aligns with their gender identity, and does not require hormone replacement therapy as a prerequisite for competition (U Sport 2018). However, the policy is largely silent on the matter of non-binary athletes, leaving an unanswered question about where they fit in binary-only sports teams.

The varsity sports program has undertaken its own targeted inclusion efforts to reduce homophobia and transphobia on the playing field. In particular, teams have discussed issues facing LGBT players and had prominent trans athlete, Chris Mosier, come to give a presentation (Shephard Interview 2019). The varsity teams also participate in *You Can Play*, promoting LGBTQ inclusion and allyship in sport.

TRU offers non-competitive intramural recreation for badminton, basketball, cricket, dodgeball, floor hockey, soccer, and volleyball. Intramural recreation has fewer regulations and less reliance on gender in team creation. In fact, there is a minimum requirement for people whose gender is under-represented in sports. This includes "a minimum of one individual that self-identifies as Woman, Two-Spirit, Trans, Gender Non-Conforming playing on the court at all times" (TRU 2019I). This creates a greater environment of inclusion for TNB2S students in mixed gender team configurations.

7.6 Gender-specific Programs

There are a handful of gender-specific programs on campus to support students. For example, there are women's groups to talk about sexualized violence, women in trades groups, men's soup and conversation groups, and women's belly dancing classes. These single-gender programs play an important role on campus, especially for international students (Student Services Interview

2019). In particular, for women students from abroad who have a hard time talking about matters of sexual health in front of men, thus making women-only spaces tremendously important for their continued health. Women who wear hijabs take them off during fitness classes that are for women only. Sometimes their attendance is contingent on the class or group being all-women (Student Services Interview 2019). There are also men's-only programs that allow space to unpack hypermasculinity and support male survivors of sexualized violence. The Wellness Centre also hosts a group on the topic of healthy relationships for LGBTQ students.

The materials advertising the women's groups specify "students who identify as female," which is intended to signal the inclusion of trans women. That said, because the inclusion of trans women is not directly spelled out, some cisgender participants may not understand the full implications of this kind of phrasing and have varying degrees of reactions when TNB2S people show up.

The Wellness Centre also creates health campaigns to promote breast exams and screening for testicular cancer. These are not gender-specific, but rather anatomy-focused. So, for example, it is understood that even if someone is a man, he may have breasts that necessitate regular examination.

From time to time, there are gender-specific programs or campaigns as part of TRU residences, especially related to sexualized violence (Student Services Interview 2019). One campaign created in Edmonton and used at TRU had a series of posters that read "Don't be that guy!" Gaps of experiences were identified and the next series of the campaign featured experiences of violence with two men and another with a woman perpetrator (Student Services Interview 2019). In this way, it is hoped to fill out the spectrum of experiences, although non-binary experiences have not been explicitly included in these conversations so far.

The university has hosted a traditional Powwow since 2011. In one instance, a warrior and princess were crowned (Student Services Interview 2019). Powwow dancers are also divided by women and men. Two Spirit people are free to go between these two categories. There is respect for the dance and protocols. There are also drum circles that are gender-based. The closed drum groups are men-only compared to open drum circles that are available to all genders. The Gathering Place works with Two Spirit people to determine which drum circle works best for them (Student Services Interview 2019). In the experience of the Gathering Place, having events hosted by Two Spirit people tends to draw more TNB2S people as the word spreads in those networks.

7.7 TNB2S-specific Programs

There are currently no ongoing TNB2S-specific programs on campus. There are, however, occasional events that celebrate the lives and contributions of TNB2S (along with their LGB counterparts). For example, TRU has hosted the Kamloops Pride Parade every year since 2012. The parade is one of the few times and places where LGBT people get together on campus. TRUSU also puts on the annual Pride Awareness Week with events, movies, and panel discussions to raise awareness among cisgender and heterosexual students as well as offer fun and supportive activities for LGBT students and employees.

Even though the Sexual Violence Policy (TRU 2017c) specifically references that "gender-variant, Trans or Two-Spirit people are also at heightened risk of Sexual Violence," there are no corresponding support groups for TNB2S survivors. Efforts have begun to make this happen.

At one time, the Pride Collective was a student-run group that provided support and connection for TNB2S students. It started in 2013 and ran for a few years and then has been dormant for two years without any leadership. Currently, the only LGBT-specific student group active on campus is the Outlaws Club, which is primarily focused on law students (TRU 2019n).

There are also challenges unique to international students who are TNB2S. They may not be out as TNB2S in their home country, or if they are out, they may have had to flee. As such, this may limit their participation in on-campus events for LGBT students (Student Services Interview 2019). Often there is also concern about photography at LGBT events, where photos of some TNB2S international students could have life-threatening implications if and when they return to their home country.

7.8 Solutions for Programs

This section provided an overview of the challenges and barriers of TNB2S students and employees related to programs and services that involve gender at TRU. There are specific needs related to access to health care, counselling, and gender disclosure support. Lastly, varsity sports present unique challenges to non-binary athletes and a lack of accommodation threatens TNB2S student and employee retention. Table 7.7-1 summarizes the nine key solutions associated with improving programs and services for TNB2S people at TRU.

Table 7.7-1 Solutions pertaining to Gendered Programs

Type	Issues and Challenges	Solution to Address Challenge
Health	Low levels of TNB2S-competent health care on campus	**R15.** Introduce TNB2S-supportive health care model at the health clinic.
	Some gender-affirming procedures not covered by either MSP or student or employee extended benefits	**R16.** TRU to advocate for coverage of missing gender-affirming procedures with health care providers for both students and employees
Counselling	Lack of TNB2S-competent counselling for students and employees	**R17.** Introduce TNB2S-competent counselling options for both students and employees on and off campus.

Type	Issues and Challenges	Solution to Address Challenge
Accomodation	Inadequate safety nets for TNB2S students struggling with course requirements, because of transition-related challenges and/or challenges handling ongoing trans-related issues (such as misgendering).	**R18.** Ensure official, consistent wrap-around support for TNB2S students.
	Lack of guidance for disclosing one's gender on the job for TRU employees	**R19.** Develop and introduce *Gender Disclosure Checklist* for TNB2S employees at TRU.
TNB2S Travel	Lack of clarity and procedure about to account and include gender diversity in shared accommodations while travelling and TNB2S-specific travel risk.	**R20.** Introduce formal procedures that address travel-specific considerations for TNB2S students and employees at TRU, including: a) shared accommodation designated by gender, and b) travelling to countries where laws are prohibitive and exclusionary towards TNB2S people.
Varsity Sports	No current options fo inclusion of non-binary athletes.	**R21.** Continue advocacy to make sports more inclusive of gender diversity as part of local and regional competitions and with U Sport.
Gender- specific Programs	Lack of explicit inclusion of TNB2S people in gender-specific programs	**R22.** Prepare content and participants in single-gender programs for the current or eventual participation of TNB2S people. Further clarify and specify the language used in advertisements for groups to signal to both transgender and cisgender people.
TNB2S- specific Programs	No TNB2S-specific programs for students	**R23.** Dedicated staff to support the reboot of the Pride Collective in LGBT-specific space (in R12) with regular programming. Also, add TNB2S-specific issues to Career Services.

Section 8 – Conclusion

"Cultural change takes time, and more active leadership,
modelling practices and engaging in the daily business of
the participants rather than sitting in meetings and offices
enacting policy."

~ Faculty Survey Respondent

8.1 Prioritization

Based on the key findings discussed in Sections 3 to 7, TransFocus identified a total of 23 solutions for TRU to improve the inclusion and safety of TNB2S students and employees at TRU. These recommendations arise from ideas provided by university employees and students as well as best practices from other organizations. In terms of feedback in the TRU Community Survey, both TNB2S and cisgender respondents were in agreement that policy change is a top priority to ensure greater inclusion of TNB2S people on campus. In terms of other possible initiatives, TNB2S ranked a welcoming culture and respectful communications as the other key priorities (Figure 8.1-1). Still important, but less of a priority are gender categories, washrooms changes, and gender inclusive programs.

Figure 8.1-1 Respondent Prioritization of Solutions (Cis=217 and TNB2S=37)
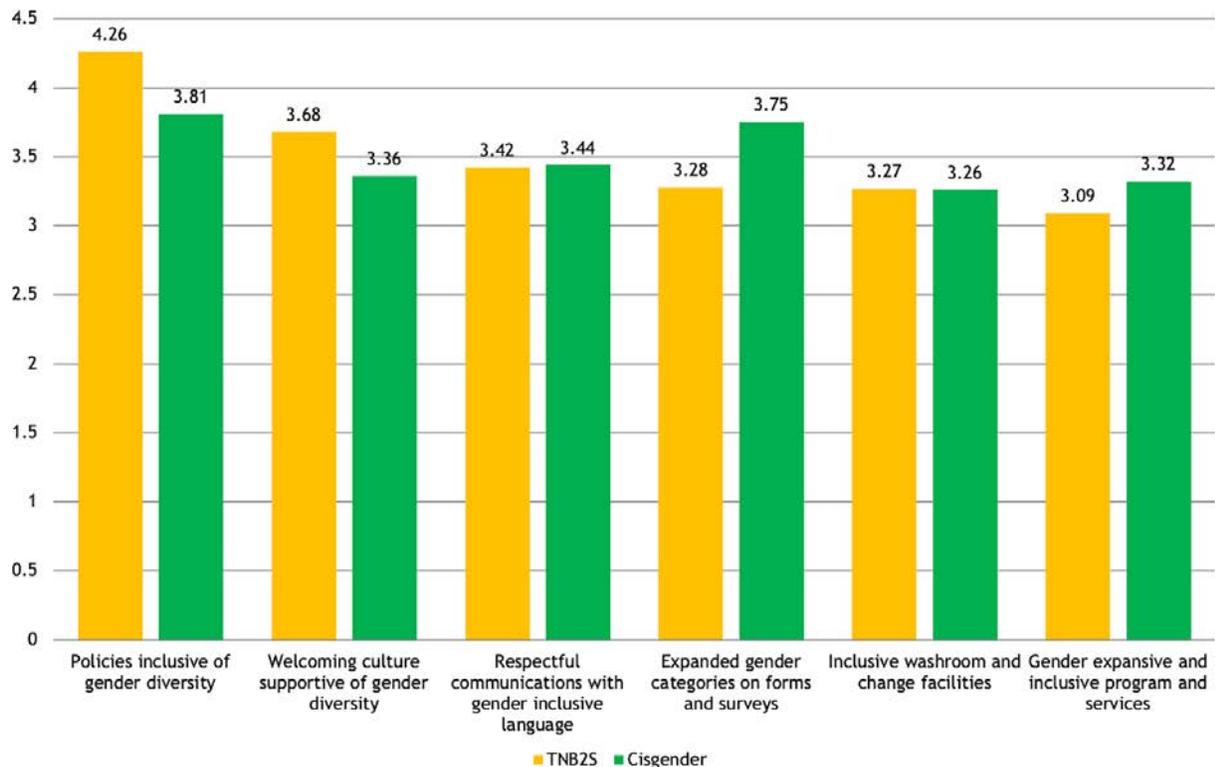
When asked to indicate what would help to address the preparedness issues, cisgender community members indicated education sessions and information materials as their top choices with fewer gravitating towards policy and accountability. Figure 8.1-2 depicts the quantitative results by role.

There was also a fill-in-the-blank option where respondents spoke mostly about the style of change management and specific issues or questions (e.g., shared accommodations, services specific to TNB2S, need for a point person, and risk of suicide). Here are some quotes to illustrate:

> "Cultural change takes time, and more active leadership, modelling practices and engaging in the daily business of the participants rather than sitting in meetings and offices enacting policy. Take a growth approach: leadership being respectful, responsive on a case-by-case basis, encouraging attitudinal change through the ranks."
>
> **~ Faculty Respondent (Community Survey 2019)**

> "Greater connection to TNB2S+ people locally. ... I tend to feel that these are the experts on their own lives and experiences on campus. They are best equipped to advise us on how to move forward in a good way."
>
> **~ Faculty Respondent (Community Survey 2019)**

Figure 8.1–2 Measures to Increase Preparedness for TNB2S People (N=234)
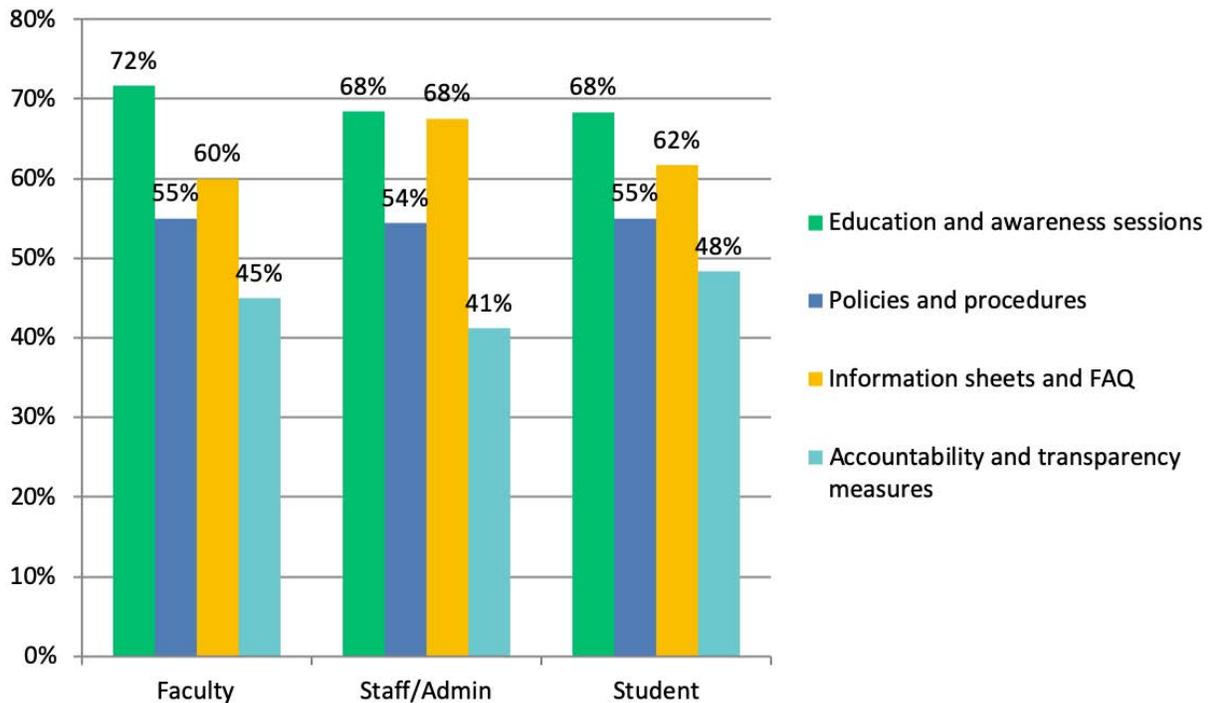
8.2 Sequence of Solutions

Figure 8.2-1 provides a summary of all the solutions in order of sequence based on the level of cost and planning to implement them. *Quick Wins* (denoted in the quadrant labeled 1) are sequenced first, because they are relatively inexpensive and require little planning and preparation to implement. More specifically, they are determined to be implementable within 6 months to a year from the start of implementation. There are a total of 10 solutions that are *Quick Wins*. A subset of five of these have been identified as a high priority because they are both expedient and are expected to have a high impact on most TNB2S people at TRU (which are denoted with accompanying stars). These are important to building trust and understanding among key stakeholders. Seeing institutional commitment to greater inclusion of gender diversity with early relief and change will create the key momentum that will inspire additional action and investment.

The second level of sequence is called *Slow + Cheap*, because solutions in this category have low costs, but require more preparation. There are 6 solutions in *Slow + Cheap*, which are anticipated to take between 1 and 2 years to complete. A subset of four of these have been identified as high priority because they are expected to have a high impact on most TNB2S people at TRU. The third category is *Quick + Costly*, because they are high cost and require low levels of preparation. There are three solutions in this category. The remaining solutions are categorized as *Slow + Costly*, requiring more time and resources to implement. There are four long-term solutions that may take between 3 to 5 years to complete.

Figure 8.2-1 Prioritization of Solutions by Levels of Cost and Plan

HIGH

(R1) Develop Community Standards **
(R6) Operationalize Preferred Name **
(R11) Strategic Gender Data Uses **
(R18) Accommodate TNB2S Students **
(R21) TNB2S-inclusive Sport
(R23) Create TNB2S-specific Programs **

(R2) Develop Education + Comms Plan **
(R13) Develop Facility Guidelines **
(R14) Create Gender Inclusive Housing **
(R15) TNB2S-inclusive Health Care

Slow + Cheap
(Low cost + high prep)   2

4   Slow + Costly
(High cost + high prep)

LOW   HIGH

Quick Wins
(Low cost + low prep)   1

3   Quick + Costly
(High cost + low prep)

(R4) Revise Photography Guide
(R5) Revise Style Guide **
(R7) Remove Titles
(R8) Add Pronouns **
(R9) Expand Gender Categories **
(R10) Ability to Change Gender Records
(R16) TNB2S-specific Health Coverage
(R19) Accommodate TNB2S Employees **
(R20) TNB2S Travel Considerations

(R3) Establish Resource Person **
(R12) Create TNB2S Space **
(R17) TNB2S-competent Counselling

LOW

8.3 Oversight

In order to ensure the meaningful and ongoing implementation of the solutions provided in the preceding sections, TransFocus recommends establishing a steering committee led by the resource person (R3), which is briefly described in this section.

The steering committee would be in charge of coordinating and overseeing implementation. The following types of membership could be included in this committee:

- TNB2S Resource Person (Chair)
- TRU Students' Union
- TNB2S student representatives
- Faculty Association
- University administration
- University executive sponsor
- Union representatives

The following initial steps are proposed to get the committee started:

- Step 1: Create Terms of Reference
- Step 2: Confirm measures of success
- Step 3: Introduce solutions and their supporting rationale
- Step 4: Create annual implementation goals and work plans
- Step 5: Assign tasks to relevant committee members
- Step 6: Schedule regular meetings to determine progress towards meeting goals and completing tasks

The steering committee can also call and rely upon subject matter experts (SMEs) within an advisory role to be closely involved with the activities of the steering committee. This could be TRU community members or might involve external experts if that expertise is not found internally.

8.4 Measures of Success

Measures of success are also an important part of implementation, including defining desired outcomes and determining the rate of achieving them. As part of the Faculty of Student Development Strategic Plan, it was noted "measuring success with our faculty involves more than simply monitoring and measuring usage of our services" (TRU 2017a). Specific numbers and targets are important to determining whether implementation is on or off course. The following are a list of proposed measures for the TRU's consideration:

- Annual increase in enrollment and retention of TNB2S students;
- Annual increase in recruitment and retention of TNB2S employees;
- Achieve at least (or improve on) 85% levels of TNB2S satisfaction, sense of belonging and safety in annual surveys distributed by Integrated Planning and Effectiveness;
- Achieve at least (or improve on) 85% levels of satisfaction, sense of belonging, and safety on annual employee engagement survey among TNB2S employees;
- Increase ratio of all-gender to gender-designated washrooms by increasing the number of all-gender facilities across campus;
- Increase in numbers of employees who have attended gender diversity training from year to year until all employees have been trained; and
- Reboot of the Pride Collective with ongoing support.

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

8.5 Final Thoughts

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

> "I only hope (we) can get staff buy-in, because…there is a huge learning gap. There is an extreme environment of heteronormativity at TRU and there is no place for this in today's age. Students…are highly supportive of gender diversity and sensitivity. We are doing a disservice to them if we do not address this."
>
> **~ Cisgender Respondent**

References

British Columbia Council on Admissions and Transfers (BCCAT). 2017. Being Seen, Being Counted: Establishing Expanded Gender and Naming Declarations. Prepared by TransFocus Consulting, June 2017. Accessed June 2017: http://www.bccat.ca/Media/Default/pubs/gendernom2017.pdf?t=636328758055718017.

BC Statistics. 2019. BC Student Outcome Dashboard for Thompson Rivers University in 2018. Accessed October 2019: http://www2.bcstats.gov.bc.ca/Dashboard/.

Broadly. 2016. Teens These Days Are Queer AF, New Study Says. Broadly Magazine. Accessed June 2017: https://broadly.vice.com/en_us/article/teens-these-days-are-queer-af-new-study-says.

Campus Pride. 2019. Best Colleges for LGBTQ+ Students. Accessed January 2020: https://www.bestcolleges.com/features/best-colleges-for-lgbt-students/.

City of Vancouver (COV). 2016. Supporting Trans Equality and an Inclusive Vancouver. Accessed October 2016: http://vancouver.ca/files/cov/trans-gender-variant-and-two-spirit-inclusion-at-the-city-of-vancouver.pdf.

Health Advocate (HC). 2011. Employee Assistance Program + Work/Life. Accessed May 2017: http://www.healthadvocate.com/downloads/solutions/HA-B-1010015-2BRO_EAP_brochure.pdf.

HCMA. 2018. https://hcma.ca/wp-content/uploads/2018/01/HCMA_Designing-for-Inclusivity_V1-1.pdf

Human Rights Campaign (HRC). 2015. Creating Equal Access to Quality Health Care for Transgender Patients. Accessed May 2017: http://www.hrc.org/resources/finding-insurance-for-transgender-related-healthcare.

Human Rights Campaign (HRC). 2016. Addressing Anti-Transgender Violence. Accessed January 2020: https://assets2.hrc.org/files/assets/resources/HRC-AntiTransgenderViolence-0519.pdf

Human Rights Campaign (HRC). 2019. Violence against the transgender community in 2019. Accessed January 2020: https://www.hrc.org/resources/violence-against-the-transgender-community-in-2019

J. Walter Thompson Intelligence (JWTI). 2017. Gen Z goes beyond gender binaries in new Innovation Group data. Accessed June 2017: https://www.jwtintelligence.com/2016/03/gen-z-goes-beyond-gender-binaries-in-new-innovation-group-data/.

Keeling and Associates. 2016. Review of TRU Student Services. Accessed January 2020: https://www.tru.ca/__shared/assets/The_Student_Services_Review_Report40194.pdf.

National Center for Transgender Equality (NCTE). 2016. The Report of the 2015 U.S. Transgender Survey. Washington, DC. Accessed June 2017: http://www.ustranssurvey.org/report.

Radical Copyeditor. 2017. STYLE GUIDE FOR WRITING ABOUT TRANSGENDER PEOPLE. Accessed October 2018: https://radicalcopyeditor.com/2017/08/31/transgender-style-guide/.

Russell, S., Pollitt, A, Li, G, Grossman, A. 2018. Chosen Name Use Is Linked to Reduced Depressive Symptoms, Suicidal Ideation, and Suicidal Behavior Among Transgender Youth. Journal of Adolescent Health, Issue 63(4), pp 503-505. Accessed January 2020: https://www.ncbi.nlm.nih.gov/pubmed/29609917.

TransCareBC. 2017. Gender-affirming Care for Trans, Two-Spirit, and Gender Diverse Patients in BC: A Primary Care Toolkit. Accessed OCtober 2018:

http://www.phsa.ca/transgender/Documents/Primary%20Care%20Toolkit.pdf.

TransCareBC. 2018. Training Opportunities Webpage. Accessed October 2018:
http://www.phsa.ca/transcarebc/health-professionals/education/training.

Thompson Rivers University (TRU). 2001. *Suggested Procedures for Dealing with At-Risk Students Policy*.
Accessed January 2020:
https://www.tru.ca/__shared/assets/Suggested_Procedures_for_At_Risk_Students5595.pdf.

Thompson Rivers University (TRU). 2009. Academic Accommodations for Students with Disabilities *Policy*.
Accessed January 2020:
https://www.tru.ca/__shared/assets/Services_for_Students_with_Disabilities5619.pdf.

Thompson Rivers University (TRU). 2017a. Strategic Plan for the Faculty of Student Development. Accessed
January 2020:
https://www.tru.ca/__shared/assets/The_Faculty_of_Student_Development__Strategic_Plan__2017___202
241814.pdf.

Thompson Rivers University (TRU). 2017b. *Withdrawal in Extenuating Circumstances Form*. Accessed January
2020: https://www.tru.ca/__shared/assets/complete-withdrawal32587.pdf.

Thompson Rivers University (TRU). 2017c. Sexual Violence Policy. Accessed January 2020:
https://www.tru.ca/__shared/assets/Policy_BRD_25-0_Sexual_Violence40359.pdf

Thompson Rivers University (TRU). 2018. New inclusive washroom for the TRUSU Building. Accessed January
2020:
https://trusu.ca/news/equity/new-inclusive-trusu-washroom-signage-for-trans-and-differently-abled-peop
le/.

Thompson Rivers University (TRU). 2019a. Information for New Employees. Reviewed December 2019 as part
of TRU document compilation.

Thompson Rivers University (TRU). 2019b. Thompson Rivers University Factbook 2018-19. Reviewed
December 2019 as part of TRU document compilation.

Thompson Rivers University (TRU). 2019c. Photography Guide. Accessed January 2020:
https://www.tru.ca/marcom/brandguide/photography.html.

Thompson Rivers University (TRU). 2019d. Thompson Rivers University Factbook 2015-16. Accessed January
2020: https://www.tru.ca/__shared/assets/Factbook_2015-201638956.pdf.

Thompson Rivers University (TRU). 2019e. Style Guide - Inclusive Language. Accessed January 2020:
https://www.tru.ca/marcom/styleguide/Inclusive_Language.html.

Thompson Rivers University (TRU). 2019f. Collective Agreement between Thompson Rivers University and
Thompson Rivers University Faculty Association. Accessed January 2020:
https://www.tru.ca/__shared/assets/trufacaapril12019tomarch31201945030.pdf.

Thompson Rivers University (TRU). 2019g. Collective Agreement between Thompson Rivers University and
Thompson Rivers University Open Learning Faculty Association . Accessed January 2020:

https://www.tru.ca/__shared/assets/truolfacaapril12014tomarch31201945032.pdf.

Thompson Rivers University (TRU). 2019h. *Name Change Request* Form. Accessed January 2020: https://www.tru.ca/__shared/assets/change-of-name33996.pdf.

Thompson Rivers University (TRU). 2019i. Inclusive and Accessible Spaces. Accessed January 2020: https://www.tru.ca/current/diversity-equity/inclusive-accessible-spaces.html.

Thompson Rivers University (TRU). 2019j. TRU Campus Map. Accessed January 2020: https://www.tru.ca/__shared/assets/Accessible_Campus_Map45193.pdf.

Thompson Rivers University (TRU). 2019k. TRU Campus Map. Accessed January 2020: http://myhousingportal.ca/StarRezPortal_TRU/GeneratedSection.aspx?Params=L9ezxPcQnQvtVr1QyvNmxQ3aERsqfnlo.

Thompson Rivers University (TRU). 2019l. Rainbow crosswalk signals positive spaces. Accessed January 2020: https://inside.tru.ca/2013/09/19/rainbow-crosswalk-signals-positive-spaces/.

Thompson Rivers University (TRU). 2019m. TRU Intramurals. Accessed January 2020: https://www.tru.ca/recreation/intramurals.html.

Thompson Rivers University (TRU). 2019n. Outlaws Student Group. Accessed January 2020: https://trusu.ca/club/outlaws/.

Vancouver Park Board (VPB). 2014. Building A Path to Parks & Recreation for All: Reducing Barriers for Trans & Non-binary Community Members. Accessed October 2016: http://vancouver.ca/files/cov/REPORT-TGVIWorkingGroupReport-2014-04-28.pdf

Wellesley Institute. 2002. Creating a space where we are all welcome. Accessed June 2017: http://www.wellesleyinstitute.com/wp-content/uploads/2011/11/a-2002-Creating-a-Space1.pdf.

Williams Institute. 2018. TRANSGENDER STUDENTS IN HIGHER EDUCATION. Accessed January 2019: https://williamsinstitute.law.ucla.edu/wp-content/uploads/1808-Trans-Higher-Ed.pdf.

U Sport. 2018. Press Release: U SPORTS APPROVES INCLUSIVE NEW POLICY FOR TRANSGENDER STUDENTATHLETES. Accessed January 2020: https://usports.ca/uploads/hq/Media_Releases/Members_Info/2018-19/Press_Release_-_Transgender_Policy.pdf.

Appendix 1 – Detailed List of Interviewees

Department	Interviewee (Title)	Date of interview
Enrollment Services **N = 6**	Michael Bluhm (Associate Vice-President Enrolment Services & University Registrar); Jason Maxwell (Associate Registrar, Admissions); Charlene Munro (Supervisor, Academic Advising); Idah Msiska (Enrolment Services Officer); Marion Hannaford (Associate Registrar, Student Systems); Heidi Lawson (Associate Registrar, Records)	September 19, 2019
Student Services **N = 6**	Chris Adam (Dean of Students); Sarah Walz (Director, Student Access and Academic Supports); Amie McLean (Intercultural Coordinator); Val Jacob (Student Services Reception); Holly Winzey (Student Case Manager, Office of Student Affairs); Chelsea Corsi (Wellness Centre Coordinator)	September 19, 2019
Culinary Arts **N = 1**	Kimberly Johnstone (Senior Lecturer)	September 19, 2019
Faculty and Staff **N = 6**	Sam Singer (Professor, Faculty of Law); Craig Jones (Professor, Faculty of Law); Charis Kamphuis (Associate Professor, Faculty of Law); Amber Huva (Sexualized Violence Prevention & Response Manager); Sultan Sandur (Master of Education TRU Student and Recreation Consultant); Silvia Straka (Assistant Professor, Faculty of Education and Social Work)	September 19, 2019
Facilities Services **N = 3**	Jim Gudjonson (Director of Environment and Sustainability); Bryce Parks (Space Planner & Coordinator, Facilities Services); Dillon Alexandre (Manager, Facilities Services)	September 20, 2019
Human Resources **N = 4**	Amanda Ellison (Associate Director, Human Resources); Theron Reed (Manager, Total Rewards and Recognition); Paul Archer (Manager, HR Solutions and Analytics); Jody Coolahan (Human Resources/Payroll Coordinator)	September 20, 2019