

Being Seen, Being Counted:

Establishing Expanded Gender and Naming Declarations

*Prepared for The British Columbia Council on Admissions and Transfer
Prepared by Kai Scott (M.A.) and Drew Dennis of TransFocus Consulting*

June 2017



Research by

BCCAT

Being Seen, Being Counted:

Establishing Expanded Gender and Naming Declarations

*Prepared for The British Columbia Council on Admissions and Transfer
Prepared by Kai Scott (M.A.) and Drew Dennis of TransFocus Consulting*

June 2017

BC COUNCIL ON ADMISSIONS & TRANSFER
709 – 555 Seymour Street, Vancouver BC Canada V6B 3H6
bccat.ca | educationplanner.ca | bctransferguide.ca
t 604 412 7700 | f 604 683 0576 | e info@bccat.ca

Research by
BCCAT

Foreword

The authors of this report have specific transgender identities and experiences that cover both binary and non-binary forms. This proved useful in considering the multi-faceted nature of the solutions that needed to be brought forward. We also recognize that we are non-Indigenous authors with western worldviews with particular biases and blind spots, which we attempted to mitigate in several ways through discussions with people from a variety of different backgrounds and experiences.

To Trans, Non-binary, and Two Spirit Students: We thank you for your time participating in the focus group and/or the online survey. We appreciate your heartfelt, passionate, considerate, and thoughtful responses, ideas, and suggestions. We heard the many challenges, frustrations, and issues you raised, and we incorporated much of your voices and words in this report, refining the direction, wording, and shaping of the final recommendations. That said, we diverged on the topic of expanded gender categories in order to allow for greater data manageability and sufficiency to support institutional adaptation and change to support, care, and respect TNB2S students. We hope that we provide sufficient, strong rationale and context to explain and justify this departure.

To BC Registrars: This report summarizes the considerations, rationale, and thinking behind the recommended options for expanded gender categories, as well as practices related to collecting names and pronouns. We trust this will provide you with strong tools and a road map to begin to deepen your understanding of your diverse student population, in particular those with TNB2S identities. We hope the results of this tool, including the knowledge of how many TNB2S students you have in your midst, will provide inspiration to continue to build inclusive facilities, classrooms, curriculum, dorms, programs, services, communications, and, policies to respectfully support your TNB2S students so that they can focus on the important aspects of learning and growing within an academic environment that invites diversity as a source of strength. With these types of data and information come great responsibility. TNB2S students who respond to the gender identity question and provide their names and pronouns entrust you and others at the institution to consider and address their distinct needs. They give you the gift of knowing; we hope this report continues to equip you to meet them.

Executive Summary

In general, systems do not see individuals, they count and manage information organized within categories and fields. It is within this context that this report explores how to make educational systems more inclusive and responsive to transgender, non-binary, and Two Spirit (TNB2S) applicants and students. This is achieved through two broad means, namely using systems to:

1. Collect and store relevant personal information (including name and pronouns) to inform and support respectful interactions and communications; and
2. Compile and apply aggregate gender data to drive strategic and ongoing institutional changes to address the specific needs and interest of TNB2S students across the institution.

The BC Council on Admissions and Transfer's Admissions Committee, in partnership with the British Columbia Registrars Association (BCRA), commissioned this report to determine the optimal methods for achieving more inclusive and flexible naming and gender category practices. Inclusion of diverse gender identities within educational institutions has several key components, including providing the ability to indicate and/or change names and pronouns, as well as selecting expanded gender categories beyond the current response options of female and male categories on application and registration forms. While seemingly straightforward, this research project raised many interrelated issues that required careful attention, consideration, and balancing to arrive at recommended options and practices going forward. The considerations related to expanding gender categories were far more complex than those associated with names and pronouns. As such, the volume of content of this report trends in favour of gender categorization; however, this does not mean that categories are more important than policies surrounding names and pronouns.

A total of 109 stakeholders and informants were engaged to shed light on the complex and nuanced factors to support effective decision-making on these matters. They included voices, experiences, and perspectives from TNB2S and cisgender students, Two Spirit members, registrars from British Columbia, Ontario, and the United States, government agencies, and systems providers. Through interviews, focus groups, surveys, and desk-based sources, stakeholders and informants each provided one piece of the puzzle to inform the whole picture.

First, stakeholders and informants provided insights into how to handle common names (as distinct from legal names) and pronouns for optimized, respectful interactions with TNB2S students in classrooms and across campus.

Secondly, desk-based research revealed six different options for expanded gender categories. These options included:

- The current, dichotomous response categories (man / woman),
- Two options that incorporated a third response category (i.e., a broad option of “other” or a more specific term of “gender variant”),
- An option that allowed respondents to “choose all” categories that applied to their gender identity,
- A two-part question, and
- An option to collect no gender information

The stakeholders and informants also surfaced 11 key issues for consideration when identifying the costs and benefits of each of the options identified. These issues included:

- Increasing inclusivity in general, and for specific groups of students,
- Creating a positive application experience for both TNB2S and cisgender students,
- Data-related considerations (including manageability, applicability, sufficiency and collapsibility), and
- Considerations related to software systems capability and government data compliance requirements.

In order to balance and weight these diverse and sometimes competing objectives, a structured decision-making (SDM) approach was adopted to clearly and transparently demonstrate the recommended option in a manner that can be replicated by others. When compared to the other five options, the recommended option was the most inclusive of both binary trans and non-binary students with a moderate ease of data management, a high level of data applicability, reportability to government, and consistency with upcoming information system revisions. The key recommendations of the project are summarized in Table 1, on the right.

The report concludes with details to consider when implementing the recommendations to ensure coordination and integration across institutional systems, practices, and facilities. These considerations include staff and faculty training, student information sessions, strong rationale for data collection and definitions of terms (especially uncommon ones), heightened security measures to keep gender data confidential, and the application and reporting of gender data.

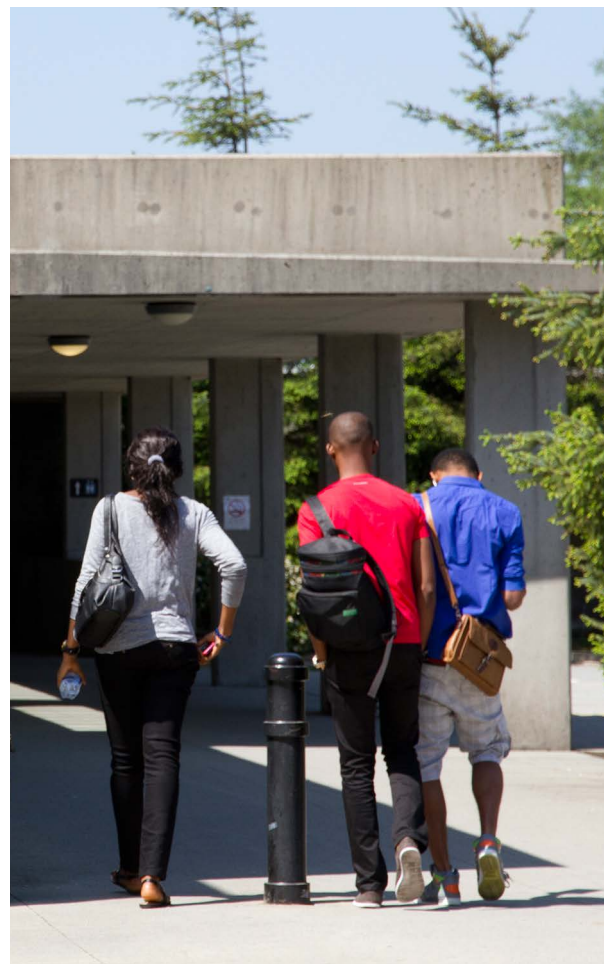


Table 1 Summary of Recommendations

Type of Recommendation	Description of Recommendation
R1. Names	a) Three possible name fields b) Student self-determination of name exposure c) Consistent and flexible name change processes
R2. Pronouns	a) Voluntary disclosure of pronouns b) Staff and faculty training on pronoun use
R3. Expanded Gender Categories	a) Preferred expanded gender categories collected through a two-part question: <ul style="list-style-type: none"> • What is your gender identity? Select one from: Woman, Non-Binary, or Man. • Are you someone with trans experience (meaning your gender identity does not align with your sex assigned at birth)? Select one from: Yes or No. b) Voluntary disclosure of gender c) Long-term: De-linking personal information from collection of gender data d) Track and report gender data e) Apply gender data to institutional programs, practices, operations, communications, and facilities
R4. Indigenous Considerations	a) Conduct more consultation and outreach with Two Spirit and Indigenous people

Acknowledgements

The authors of this report acknowledge the contributions of various diverse stakeholders and informants, including post-secondary, governmental, Indigenous, and Two Spirit interviewees for providing information, insights, and perspectives on naming practices and expanded gender nomenclature in their institutions, organization, and nations. The authors also thank institutional staff, faculty, and student groups at the Justice Institute of BC, Simon Fraser University, and University of British Columbia campuses for their help in circulating the invitations to the focus groups and student online survey. The authors are particularly grateful to the students who took the time to participate in the survey to provide their valuable input and illustrative stories. Finally, the authors acknowledge the iterative feedback and input from the eight members of the BC Registrars Association Sub-committee and especially thank Mary DeMarinis of the Justice Institute of BC and Dr. Robert Adamoski of the BC Council on Admissions and Transfer for their project guidance and review of the report.

Citation:

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.

Glossary

This glossary provides definitions of the frequently referenced terms in this report. Figure 1 depicts how these concepts are related and interconnected as they exist along continuum.

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

Intersex is a general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male.

Gender Identity refers to how people each understand their deepest, truest sense of their gender. It includes a wide range of identities that include but are not limited to woman or man.

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

Transgender (Trans) refers to an individual whose gender identity or expression is different from the gender associated with their sex assigned at birth. It is understood as an umbrella term that describes a wide range of experiences and people.

Non-Binary refers to individuals whose gender identity or expression exists outside of the gender binary of woman or man. This includes, for example, gender-fluid, gender creative, genderqueer, gender non-conforming, and agender people.

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

Cisgender refers to people who experience harmony between their gender and the sex assigned to them at birth.

Stealth is someone who lives completely as their gender identity, and are read as such by others with most people being unaware of their trans status or history.

Figure 1: Gender and Sexuality Spectra

Beyond the Binary: Spectrums of Gender, Sex + Sexuality

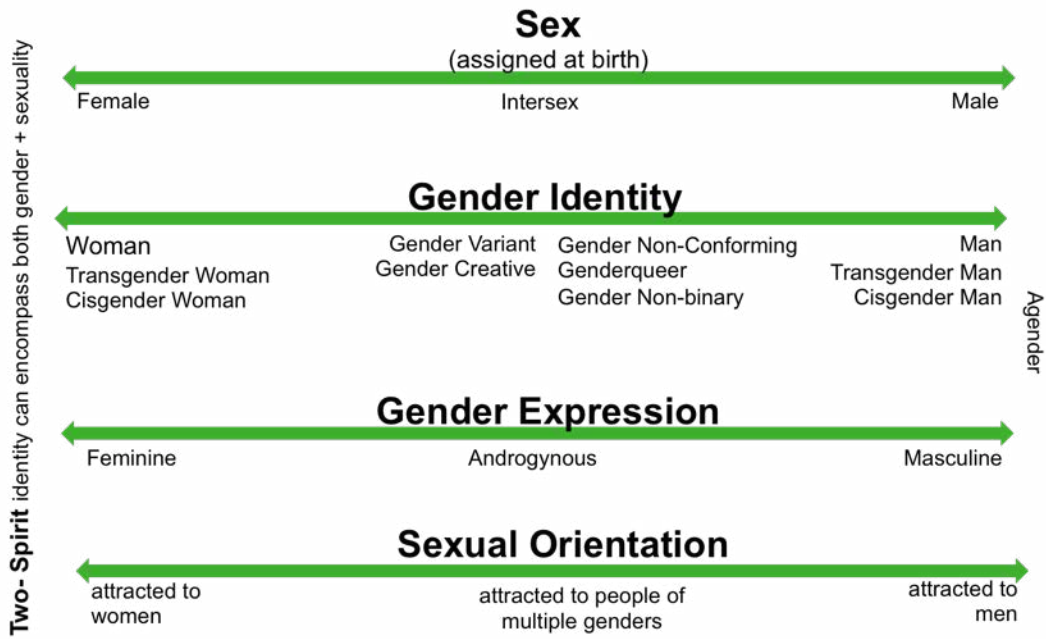


Table of Contents

- 1 Introduction 1**
 - 1.1 Overview 1
 - 1.2 Legal Context..... 2
 - 1.3 Objectives..... 2
 - 1.4 Related Areas 2
 - 1.5 Report Outline..... 3
- 2 Methods..... 4**
 - 2.1 Overview 4
 - 2.2 Desk-based Research..... 5
 - 2.3 Stakeholder Interviews..... 5
 - 2.4 Focus Groups..... 5
 - 2.5 Online Surveys..... 6
 - 2.6 Ethics Approval..... 8
 - 2.7 Structured Decision-Making..... 8
 - 2.8 Data Limitations 10
- 3 Names and Pronouns..... 11**
 - 3.1 Overview 11
 - 3.2 Names 11
 - 3.3 Pronouns 16
- 4 Expanded Gender Category Options 18**
 - 4.1 Background 18
 - 4.2 Option A 21
 - 4.3 Option B 21
 - 4.4 Option C 22
 - 4.5 Option D..... 23
 - 4.6 Option E 23
 - 4.7 Option F..... 24
 - 4.8 Other Options 24

5 Discussion of Issues	31
5.1 Overview	31
5.2 Inclusivity	31
5.3 Challenges Filling in Application.....	36
5.4 Privacy and Disclosure.....	39
5.5 Data Output	41
5.6 Government Compliance	44
5.7 Systems Capability.....	45
5.8 Summary	46
6 Comparison of Options by Issues	47
6.1 Overview	47
6.2 Cost-Benefit Analysis by Option	48
6.3 Comparative Analysis	54
7 Recommendations and Implementation	58
7.1 Recommendations	58
7.2 Considerations for Implementation	61
8 Conclusion	69
References	70
Appendices	72

Acronyms and Abbreviations

AVED	BC Ministry of Advanced Education
BCCAT	British Columbia Council on Admissions and Transfers
BCRA	British Columbia Registrar's Association
CHRC	Canadian Human Rights Commission
FTM	Female to Male
GALE	Global Alliance of Lesbian, Gay, Transgender Education
JIBC	Justice Institute of British Columbia
LGBT	Lesbian, Gay, Bisexual, and Transgender
MAESD	Ontario Ministry of Advance Education and Skills Development
MTF	Male to Female
OCAS	Ontario College Application Service
OUCA	Ontario Universities Council on Admissions
SFU	Simon Fraser University
SDM	Structured decision-making
SIS	Student information system
SUNY	State University of New York
TNB2S	Transgender, Non-binary, and Two Spirit
UBC	University of British Columbia
UCLA	University of California Los Angeles
USDOJE	US Departments of Justice and Education

1. Introduction

1.1 Overview

It has been long recognized by ancient civilizations, including Indigenous groups across Canada, that gender exists along a spectrum and is not rigidly connected to anatomy at birth. However, this has only recently become an issue actively considered by educational systems. Post-secondary institutions are currently undergoing a paradigm shift; wrestling to understand and respond to the diversity of gender identities. Additional name fields accompanied by pronouns and expanded gender response options beyond female and male have been introduced by various Canadian and American institutions to respond to transgender, non-binary, and Two Spirit (TNB2S) students' needs.

As revealed by desk-based research and interviews, there are many options for expanded gender categories. The options range from simply adding an additional category to composite identities formed through the selection of multiple categories. There is no clear emerging leader or trend as few of these options have been implemented to date. This report identifies institutional and student interests and needs for gender data collection, management, and reporting. By identifying and testing six gender nomenclature options, benefits and costs were identified and weighed to arrive at a recommended option. This process revealed that there is no single option that will address all parties' interests and needs. The best that can be achieved is a conscientious and informed balance or blend, where the benefits outweigh the known costs for most involved, with a particular focus on the needs of TNB2S students.

Some of the options proposed by institutions through the desk-based research and interviews reveal underlying assumptions that are incorrect; that all TNB2S students are alike and can be collectively captured by a single additional category (e.g., "other"). This only allows an unspecified type of visibility for non-binary students; however, does not capture trans women and men who identify and would respond as women or men. The importance of having adequate categories lies in part in the ability to generate gender data that can drive effective institutional decision-making, especially as it relates to specific needs and interests. The importance of capturing consistent and accurate data by providing a blend of categories is illuminated throughout the report.

Within this context, the BCRA has identified and discussed the issue of collecting gender within the student information system (SIS). The BCRA acknowledges that post-secondary institutions in BC collect gender data as a required field. Historically, gender has been one of the fundamental pieces of basic data that has been used for demographic and reporting purposes and has included only two response options: Female or male.

Given increasing societal awareness and legal recognition of transgender, non-binary, and Two Spirit (TNB2S) students, there is a need to address limitations within current institutional systems and practices. TNB2S applicants and students often encounter insufficient gender responses options, safety issues around disclosure, struggles with their chosen name, and challenges with respectful encounters with institutional staff based on assumed pronouns.

Based on extensive data collection among stakeholders and informants from institutions, students, government agencies, and software providers, this report identifies and discusses options and concludes with clear guidance for implementation. In general, TNB2S students expressed a strong desire and need to be seen and respected by institutions. Through the exploration of various approaches, it became evident that practices related to names and pronouns were the most direct and tangible way to support respectful interactions between institutions and TNB2S students. However, gender categorization did not offer the same level of institutional recognition of specific and individual gender identities.

1.2 Legal Context

The issue of accommodating TNB2S people within organizations, practices, systems, and spaces is becoming further clarified in enacted legislation and rulings by judicial bodies. In July 2016, the BC Human Rights Code was amended to explicitly include gender identity and expression among the protected grounds covered by the code. This further underscores the general need for expanded gender categories and name recording approaches to support TNB2S people. Furthermore, on the federal level, a recent Canadian Human Rights Commission (CHRC) ruling (CHRC 2017) clarified specifically the tension of collecting gender information along other personal-identifying information. This ruling requires federal departments to review their gender data collection practices by applying a robust test to determine whether there are sufficiently compelling reasons for this practice. This is expected to be an ongoing trend placing onus on institutions collecting gender information to provide strong rationale and shift towards de-linking gender data from personal information.

1.3 Objectives

The general objectives of this research were:

- To review and document best practices and language related to current gender nomenclature in use in British Columbia, across Canada, internationally;
- To explore with diverse stakeholder groups the desired choices, including students, registrars, provincial government agencies, and system providers;
- To describe considerations for the implementation of the recommendations; and
- To make recommendations to the BCRA related to declaration of gender and name practices.

1.4 Related Areas

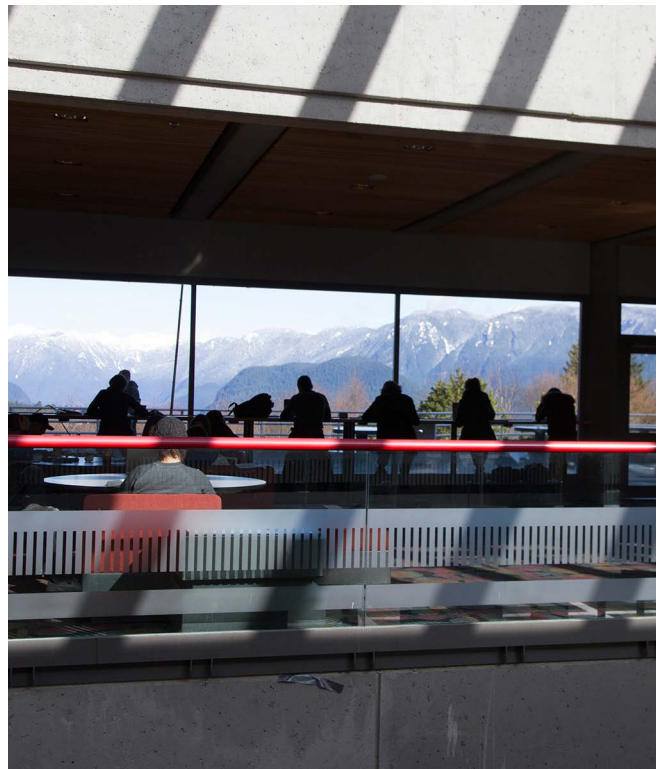
While the scope of this project is narrowly focused on names, pronouns, and gender categories within educational systems, it is recognized that there are many related and connected areas that also require attention and adaptation to expand TNB2S inclusion (Table 1.4-1). These were raised by TNB2S students highlighting repeated experiences of exclusion, challenge, confusion, and efforts to find a place of respect and dignity within institutions. While not the focus of this report, these issues were deemed sufficiently important to be summarized in Appendix 1 to point the way toward further consultation and exploration.

Table 1.4-1 Examples of Related Areas Raised by TNB2S Students

Area	Brief Description
Residence	<ul style="list-style-type: none"> • Provision of adequate options including universal, women’s and men’s dormitories. • TNB2S-inclusive practices related to dormitories that neither alienate nor spotlight TNB2S students.
Health Care and Wellbeing	<ul style="list-style-type: none"> • TNB2S inclusive and competent care, including counselling. • Peer support for transitioning and questioning students.
Scholarships	<ul style="list-style-type: none"> • Creation of scholarship for non-binary students. • Clarification that trans women are eligible for women’s scholarships.
Two Spirit	<ul style="list-style-type: none"> • Provision of childcare to support student-parents. • Leave of absence for community ceremonies and funerals.

1.6 Report Outline

This report contains eight main sections. The report begins with an overview of the methods in Section 2, followed by a discussion of key findings related to names and pronouns in Section 3. Section 4 provides a description of the expanded gender category options investigated as part of this project. Section 5 delves into the complex set of issues considered when expanding gender categories within institutional application and registration processes. Section 6 compares the options using ratings on measures for each issue to determine the trade-offs between costs and benefits for each option, resulting in an informed decision about a recommended option. Section 7 summarizes 11 key recommendations and provides key considerations for implementation of the recommendations, and Section 8 provides a conclusion.



2. Methods

2.1 Overview

A mixed methods approach was undertaken, including desk-based research, quantitative and qualitative data collection from a range of stakeholders and information sources to better understand current experiences of collecting gender data as well as various needs and interests in expanded nomenclature within existing as well as preferred approaches to moving forward. The following data were gathered as part of this project, which are summarized in Table 2.1-1:

- Desk-based research;
- Interviews;
- Focus groups; and
- Surveys.

Table 2.1-1 Summary of Project Participants by Method

Type of Stakeholder	Organizations Involved	Type of Method	Dates Engaged	# of Participants
BC Registrars	Member institutions of BC Registrars Association	Meeting	Sept 2016	28
		Online Survey	Oct 2016	21
Educational	State Universities of New York, Purdue University, University of California of Los Angeles, Common Application, Justice Institute of BC, and Ontario University Council on Admissions	Interviews	Oct + Nov 2016	6
Governmental	BC Ministry of Advanced Education	Interviews	Nov 2016	2
Systems	Ellucian (Banner + Colleague Student Information Systems)	Interviews	Dec 2016	1
Students	University of British Columbia, Simon Fraser University, and Justice Institute of BC	Focus Group	Jan 2017	3
		Online Survey	Feb + March 2017	44
Two Spirit	Individual experiences and cultural insights and reflections	Interviews	Feb + March 2017	4
			TOTAL #	109

2.2 Desk-based Research

Desk-based research entailed online searches of information from government, academic, and organizational sources across Canada and internationally detailing experiences with expanded gender categories. The results of the research were compiled and summarized in a database (Appendix 2). As part of the desk-based research effort, 32 sources were compiled, reviewed, and summarized. Most of the sources are from the education sector with others from health and government sources. The issue of expanded gender categories has generally been more explored or better documented in the United States, than it has in Canada. Furthermore, the topic of expanded gender categories is a recent issue that organizations have only turned their attention to in the last three years.

2.3 Stakeholder Interviews

Based on the outcomes of the desk-based research, several organizations with experience implementing expanded gender categories were identified for follow-up interviews. Interview questions were developed to facilitate surfacing lessons learned and outcomes relevant to recommendations for practical and respectful nomenclature. A sample set of interview questions are provided in Appendix 3.

These interviews were conducted in a semi-structured manner with notes taken on key information. After each interview, notes were completed and sent to the interviewees for review, revision, and confirmation. Key information and quotes from these interviews are referenced throughout the document in this form (Jakway, pers. comm., 13 October 2016) and listed in detail Appendix 4. Text of the interviews were not included in this report due to their confidential nature.

Based on feedback from a Two Spirit student, efforts to recruit Indigenous students to the focus groups and survey were redoubled. Due to the relatively low response rate on the survey, additional efforts were made to reach out to non-student Two Spirit people within the researchers' networks. This resulted in four additional interviews with Two Spirit people whose words, experiences, and insights inform the Indigenous consideration sections of this report.

2.4 Focus Groups

Two student focus groups were conducted in January 2017 in Vancouver and Kelowna involving students from UBC, SFU, and Justice Institute of BC. The project specifically recruited self-identified transgender, gender variant, and/or queer students. Particular recruitment attention was paid to encouraging representation in the focus group across indigeneity (including Two Spirit), race, ethnicity, ability, and class with the understanding that they may have additional or unique considerations. Researchers offered options of livestream or conference call access to the focus group to allow them to participate in an anonymous manner.

Researchers asked student participants questions about their current experiences with filling out gender on applications and registration at their universities, including challenges, barriers, and issues encountered and ways they have tried to address the gaps and concerns. The rest of the focus group entailed exploring, discussing, and weighing the six different options for expanding the gender categories within systems.

The focus groups were recorded through note-taking and did not rely on audio or video recordings. The focus groups lasted for an average of two hours. A total of three students participated in the two focus groups, all from one institution. Table 2.4-1 provides a breakdown of students from each institution and by date and location.

Table 2.4-1 Breakdown of Student Participant Numbers

Location	Institution	Numbers (%)
Vancouver (SFU) January 23, 2017	UBC	0 (0%)
	SFU	3 (100%)
	Justice Institute of BC	0 (0%)
Kelowna (UBC) January 25, 2017	UBC	0 (0%)
TOTAL		3

2.5 Online Surveys

2.5.1 Registrars

The research included a 10-question survey distributed among BC registrars with quantitative and qualitative questions to better understand their objectives in expanding gender nomenclature within their student information systems. The survey had both rating and ranking questions to clarify priority objectives. The survey questions are provided in Appendix 5.

The registrars were also asked to rank their preferred expanded gender category options (based on stated costs and benefits). These options were mirrored in the student survey to allow for comparison of the preferred option between registrars and students to determine if there is any divergence or convergence on a particular option. While most options were the same between the student and registrar’s surveys, Option B was only added later to the student survey as it became apparent that it was a common option under consideration by several Canadian institutions. There were 21 registrars who responded to the survey, which is a response rate of 60%.

2.5.2 Students

Researchers also conducted an online survey with students at UBC, SFU, and Justice Institute of BC. The survey consisted of 54 questions (Appendix 6). The original survey consisted of 25 questions and was intended to briefly clarify and prioritize options with those students who had participated in the focus group. However due to the low attendance rate at the focus groups, the online survey became the primary data collection tool and the questions were expanded to include more in-depth and detailed discussions and deliberations on expanded gender categories, names, and pronouns.

The survey was distributed among on-campus lesbian, gay, bisexual, and transgender (LGBT), women’s and Indigenous groups, as well as key student contacts with distribution in gender studies classes. The survey was open from January 26 to March 5, 2017. A total of 44 students completed the entire survey. In addition, 86 people viewed the survey, providing no responses to questions. There are some respondents who partially completed the survey with sporadic responses to questions; however, they did not provide any demographic information (such as what institution they are from), which was at the end of the survey. As such, some questions have more than 44 respondents. Table 2.5-1 provides an overview of the key demographics of the student respondents.



Table 2.5-1 Breakdown of Student Survey Respondents

Categories	Response Options	Numbers (%)
University (N=45)* *only required response in entire survey	UBC (Vancouver)	15 (33%)
	UBC (Okanagan)	7 (16%)
	SFU	15 (33%)
	Justice Institute of BC	5 (11%)
	Other	3 (7%)
Gender (Broad) (N=43)	TNB2S	22 (51%)
	Cis	17 (40%)
	Not Sure	4 (9%)
Indigenous (N=130)	Two Spirit	4 (3%)

2.6 Ethics Approval

The student focus groups received ethics approval on January 3, 2017 from both UBC and SFU under Certificate H16-03063 (Appendix 7) with amendments for the student survey approved on February 10, 2017. Additional ethics approval was provided by Justice Institute on February 15, 2017 under Protocol JIBCER-2017-05-ENEG (Appendix 7).

2.7 Structured Decision-Making

The sheer volume of data collected through the study necessitated an efficient and transparent mechanism to consider and balance key differences between the options. This was undertaken using a structured decision-making (SDM) approach (Gregory et. al. 2012). Broadly defined, structured decision-making is “an organized approach to identifying and evaluating creative options and making choices in complex decision situations” (SDM 2017). It consists of several key steps (depicted in Figure 2.7-1):

- **Problem definition** (Section 1 of this report): What specific decision has to be made?
- **Options Determination** (Section 4 of this report): What are the different actions to choose from? This entails description of the options (including the status quo) available to decision-makers.
- **Issues Identification** (Section 5 of this report): What are the issues involved in making the decision? These are converted into measures (ideally quantitative; however, mostly qualitative scales), facilitating comparison between options. A total of 11 measures were selected.
- **Tradeoff Analysis** (Section 6 of this report). Where there are multiple issues, how do they trade off with each other? Determine the relative importance among issues in tension with one another, and then compare options across multiple issues to find the ‘best’ compromise.

The SDM approach entails measures with both quantitative and qualitative scales and ratings. Standard text was developed for the qualitative scales, which are easily converted into numbered ratings. Ratings for the measures occur along a four-point scale to support simple comparison, trending towards positive outcomes (i.e., 4 represents the most positive outcome). The ratings for each measure were informed by results from interviews, focus groups, and surveys. Table 2.7-1 summarizes the issues and their respective measures, which are discussed and utilized in more detail in Section 6.

Figure 2.7-1 Steps in the Structured Decision-Making Approach



Table 2.7-1 Summary of Issues and Measures with Ratings Scale

		Issue Ratings Scale			
Issue	Measure	1 (least favourable)	2	3	4 (most favourable)
Overall Inclusivity (Section 5.2)	<i>Number of gender categories provided</i>	No additional gender categories included	One additional gender category included	Two to three additional gender categories included	Most or all additional gender categories included
Inclusion of Non-binary Students (Section 5.2.1)	<i>Level of data available on non-binary students</i>	No tally of non-binary students	Some tally of non-binary students	Complicated, mostly full tally of non-binary students	Clear, full tally of non-binary students
Inclusion of Binary Trans Students (Section 5.2.2)	<i>Level of data available on binary trans students</i>	No tally of binary trans students	Some tally of binary trans students	Complicated, mostly full tally of binary trans students	Clear, full tally of binary trans students
TNB2S Student Experience (Section 5.3.1)	<i>Level of TNB2S student rating of options as provided in the student survey results</i>	Majority of trans students surveyed disliked the option (>75%)	Some trans students surveyed disliked the option (btwn 50% and 74%)	Low level of trans students surveyed disliked the option (btwn 15% and 49%)	Few or no trans students surveyed dislike the option (<14%)
Cis Student Experience (Section 5.3.2)	<i>Level of understanding among cis students</i>	None	Low	Moderate	High
Data Manageability (Section 5.5.1)	<i>Level of effort to manage data</i>	High level of effort	Medium level of effort	Low level of effort	No effort
Data Applicability (Section 5.5.2)	<i>Level of applicability</i>	No data useability or applicability	Low level of data usefulness and applicability to a few contexts and inquiries	Medium level of data usefulness and applicability to some contexts and inquiries	High level of data usefulness and applicability to most contexts and inquiries
Data Sufficiency (Section 5.5.3)	<i>Level of data available to apply to institutional objectives and operations</i>	High level of data suppression because insufficient data in a large number categories	Moderate level of data suppression because insufficient data in a medium number categories	Low level of data suppression because insufficient data in a few categories	No data suppression because of ample data in each category
Data Collapsibility (Section 5.5.4)	<i>Level of ability to expand and contract gender data set</i>	No collapsibility feature	Some collapsibility feature	Medium collapsibility feature	Full collapsibility into 3 categories
Government Compliance (Section 5.6)	<i>Level of fulfilling 99% threshold for gender</i>	Nowhere near threshold (<70%)	Somewhat close to meeting 99% threshold (btwn 71 and 84%)	Proximate to meeting 99% threshold (btwn 85 to 98%)	Meeting 99% threshold
Systems Capability (Section 5.7)	<i>System ability to collect gender as per option (as of May, 2017)</i>	Not able to support data collection	May be possible based on future releases	Partially able to support data collection	Fully able to support data collection

2.8 Data Limitations

2.8.1 Interviews

To date, there has been little reporting on implementation efforts of expanded gender categories, names, and pronouns within organizations. As such, interviews are often the only way to glean this experience and knowledge. To that end, several interviews with institutions that have implemented expanded gender categories, names and/or pronouns were successfully undertaken for this project. Unfortunately, we were not able to secure participation from one of the larger implementations, at Fenway Health in Boston, Massachusetts. Furthermore, it was deemed important to capture future directions anticipated by Stats Canada, in order to consider whether gender data collection might have the potential to be coordinated across various governmental levels. However, Stats Canada is still in the early stages of identifying relevant and viable expansion of gender categories and, therefore, declined to participate at this time.

2.8.2 Focus Group

There was a low attendance rate among students in both focus groups. The researchers gleaned rich and in-depth information, despite the low turnout. Feedback from the students and organizers indicated reasons for the lack of student participation included challenges with competing demands on time, other activities, travel distance, and level of ‘outness’ of TNB2S students. This lack of participation in the focus group was mitigated by an increased emphasis on the survey tool as a main source of student feedback, input, and experiences.

2.8.3 Student Survey

While there was a stronger response rate among students within the online survey, there was a relative overrepresentation of cisgender respondents. There was a strong response from non-binary students, who provided robust and rich feedback and comments. However, the survey responses did not contain much information from the experiences of binary trans people (e.g., trans women and men). As such, the survey results should not be considered conclusive or comprehensive, especially pertaining to the gaps in certain gender identities.

2.8.4 Indigenous Representation

While some preliminary information was collected for this report about the distinct needs and interests of Two Spirit people, many more Indigenous voices and perspectives are needed to further clarify and deepen the knowledge in this area. The words, experiences, and insights shared during this project inform the Indigenous consideration sections of this report; nevertheless, the present report should not be considered conclusive or final in this regard.

2.8.5 Cultural Representation

There are also additional gender-based cultural identities that were not explored in depth as part of this research (e.g., Hijra from India and Mahu from Hawai’i). However, their inclusion should be considered for future expansions of gender categories, where culturally appropriate and necessary. The Global Alliance of Lesbian, Gay, Transgender Education (GALE) is conducting research on culturally appropriate and relevant ways of asking and responding to the question of gender with considerations of safety and diverse cultural understandings of gender.

3. Names + Pronouns

3.1 Overview

Properly documenting names and pronouns is an integral part of respectful and informed interactions and communications between the institution and its students whether in person, or via email or letter. Staff and faculty use of a student's chosen name and pronouns is one of the most effective and direct ways for institutions to fully see and acknowledge TNB2S students; even more so than expanded gender categories can afford. However, given the variability and change over time of names and/or pronouns among students, there are specific and unique measures that require attention and resolution to properly address the needs of TNB2S students and to ensure respectful communication. This section provides the considerations for collecting and exposing names and pronouns that inform, support, and substantiate the recommendations summarized in Section 7.1.

3.2 Names

3.2.1 Collection and Changes

The use of names within organizations is challenging for many TNB2S students by virtue of their often having two or more names over the course of their lives. Many systems are built with the assumption that students' names remain static throughout their lives, becoming one of the foundational bases for identity verification. As such, the systems to date have had a singularity and rigidity, preventing necessary changes and adaptations over time. This has been challenging for TNB2S students whose chosen name differs from their legal name due to the lengthy, complex, and costly processes involved in changing government-issued documentation. It is also an issue for people who change their last name through marriage, international students who have an anglicized name, as well as Indigenous names based on cultural practices and stages of life. Despite the demand, many existing systems have not been able to accommodate and maintain this sort of name-based plurality and variability.

However, many institutions as well as their supporting systems have started to introduce changes to allow for flexibility to honour and respect TNB2S students, and other segments of the student population. This section outlines the challenges that students face and the existing and planned system changes to accommodate name variability. It concludes with the existing efforts by US and Canadian institutions to update their systems on name changes and exposure of different types of names.

TNB2S Student Challenges

BC students who were surveyed or who participated in a focus group for this study told many stories of substantial effort on the part of TNB2S students to change and/or clarify their names in a variety of situations at their respective universities. Students described encountering staff who appeared to be unsupportive, unprepared, confused, or uncooperative when requesting a name change on student identification, email addresses, transcripts and diplomas. There is often no consistent or clear procedure or practice around name change and often students get competing

information about the process within the same institution, requiring much time, effort, and expense, causing frustration and annoyance. One student in the focus group summarized it as follows: “This is a systemic issue that if you are different, you do the leg work and pay for it” (Focus Group, January 2017).



One student explained the complex and arduous process of changing their name on their student identification card. The administrator at one of the campuses said it was not possible to change their name without legal documentation. When they went to another campus of the same institution, the staff facilitated the request relatively easily (Focus Group, January 2017). The campus LGBT student club advocated and collaborated with the administration to develop an updated practice on name change. Now, there is a form that a student can fill out to include a preferred name. The revised practice still requires that the student know about the form, seek out this information, and subsequently request the change. The campus LGBT student club now circulates the forms to students to help raise awareness (Focus Group, January 2017).

As part of the focus group, another BC student shared their proactive attempts, in advance of graduating, to have their preferred name listed on their diploma, and their resulting frustration and disappointment at the administration’s mishandling of their request:

I graduated [with a Bachelor of Arts] last year and will be graduating again [with a Masters degree] this year. I go by a name different from my birth/legal name. Ahead of graduating with my Bachelor of Arts, I inquired with staff if there was a transgender inclusion policy, and the staff person initially said that they did not know. Upon taking a half hour to consult with others, the staff person returned and said that a legal name change was required. Despite six months lead time to work on this issue, the institution insisted that my undergrad diploma had to have my birth/legal name on it until my name is legally changed. ... It’s dehumanizing. I want my name on my diploma. It was like pulling teeth to get them to call out my name when I crossed the stage, but they wouldn’t put in on my diploma. ... Now I have the privilege of paying \$50 to change the name on the diploma [to update their bachelor’s degree]. ... I cannot bear to hang my bachelor’s degree with my ‘dead’ name on the wall, and I also cannot afford to change my name, much less the \$50 diploma change fee. I hope I will have a different experience for my Masters graduation, but I am not overly optimistic (Focus Group, January 2017).

Another student expressed frustration at the lack of being able to change their name on their university email address:

It was challenging to have my university email address changed. Staff told me, “No, we can’t change your email address.” It appears email addresses are considered a permanent and immutable record (Focus Group, January 2017).

As for the interests of BC students participating in the survey, they were asked if they have or plan to change their name legally. The results indicate that 33% of respondents wish to change their name, but have not done so yet. There are various complex reasons and challenges involved in changing one’s name legally. The survey reports some of those challenges, such as cost and lack of familial support, as the main barriers to name changes. The costs of changing multiple forms of government-issue identification and documents can be challenging for students to afford on tight budgets. The sheer volume of paperwork is another limiting factor in changing documents, requiring hours of form filling and locating originals of old documentation. Correspondence, including emails and in-person meetings, require travel and coordination of logistics that students with a full course load and/or employment may struggle to complete. Finally, TNB2S may not have family support (whether emotional or financial) to complete an official name change. For these and other reasons, this topic may be mired in a complex web of challenges, frustrations, budget considerations, reminders of painful memories, and logistics. So, it is important for institutions to alleviate the already heavy burden of TNB2S students with respect to names and their associated changes.

System Supports

Ellucian’s committee of member institutions is reviewing standard name fields and how they are exposed throughout their systems. The need to use and reflect multiple names in different circumstances, as well as flexibility of determining primary name are recognized as important to support the many different needs of students, including TNB2S students.

Currently, institutions use formatted name fields within their systems (e.g., nickname and diploma name). Institutions can have an unlimited number of name fields other than legal name. Colleague by Ellucian is shifting to provide its members with three standard name fields. That is, they are providing “chosen name,” which is different from the legal name. However, some students may or may not want to go by their full chosen name. As such, Colleague is also introducing nickname as part of a consistent suite of name fields. For example, a student may legally be named Dilbert, may have a chosen name of Deborah, and a nickname of Debbie. There are also plans to introduce name use hierarchy. For example,

- If a student provided a nickname, use this.
- If no nickname provided, then use chosen name.
- If no chosen name provided, then use legal name.

Best Practice

There are several US and Canadian universities that are starting to tackle the issue of name records, including their variability over time and their multiplicity at any given time. For example, Justice Institute allows for a preferred name in their system (White and DeMarinis, pers. comm. 15 November 2016). Students can change their names without any proof of documentation. While Justice Institute has this flexibility, students have to know to ask (White and DeMarinis, pers. comm. 15 November 2016).

Furthermore, University of California Los Angeles (UCLA) worked with the support of the on-campus LGBT Centre to introduce the ability to enter or update preferred first name within the myUCLA portal about two years ago (Jakway, pers. comm., 13 October 2016). The portal gives undergraduate students access to their records, where they can update their personal information, including name(s), at their convenience on their own time and location. This has several key benefits by not requiring documentation (which may not exist or be pending), not having to go to an administrative office, or out themselves to administrative staff who may not understand, have clarity, or be sympathetic to the student's needs. This a key best practice that supports the recommendations in Section 7.1.

Also, the University of Waterloo made changes to the process with which a student requests a name change. That is, they have amended their Name Change Form, removing the need to provide a reason. A legal name change does require documentation, however a preferred name change application does not. A student can also change their gender in the system by completing a Gender Change Form (Darling, pers. comm., 10 November 2016).

At SUNY, individual campuses are introducing preferred name and pronouns within their systems (Proctor, pers. comm., 7 November 2016). The Diversity and Inclusion advisory committee is looking at a systems-wide approach, along with the potential to develop a policy and implementation plan.

At Purdue University, the issue of names was highlighted and elevated in importance by the Dear Colleague Letter from US Department of Education under the Obama administration entitled *Transgender Students with respect to Title IX* (USDOJE 2016). The Department of Education suggests that if institutions and their staff continue to routinely misgender or out TNB2S students (e.g., using legal name), this could be considered a violation of Title IX with impacts to the institution's levels of federal funding. This provided motivation for Purdue, along with other institutions, to change their practices and update their systems to accommodate the needs and interests of TNB2S students by allowing preferred name on transcripts and diplomas (Beals, pers. comm., 24 October 2016).

3.2.2 Indigenous Considerations

There were similar issues and themes regarding names raised by Two Spirit interviewees. They noted multiple names that change over the course of their lives. In particular and unique to Indigenous students and people is the variability of names based on cultural customs, practices, and stages of life. The interviewees listed the many names that an Indigenous person may have within their lifetime as part of their nation: Baby name, adult name, matriarch name, ceremonial name, chief name, etc. Some names stay with that role; they do not belong to individuals. Interviewees also explained that certain Indigenous names are not easily or ever translatable into English (i.e., use of non-alphabet characters, such as numbers and apostrophe).

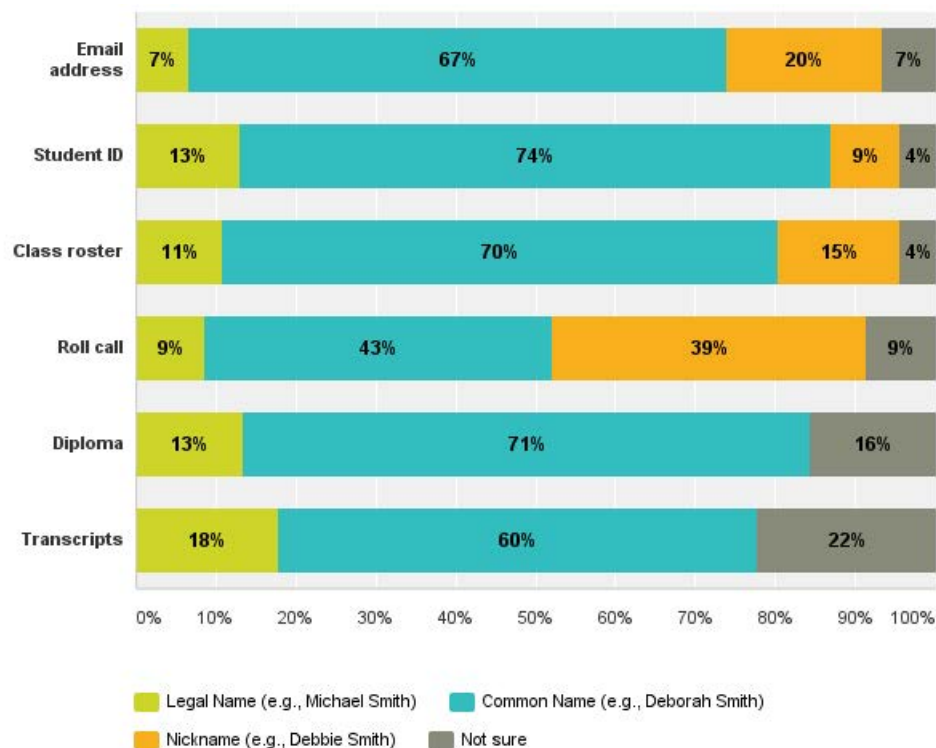
3.2.3 Exposure

Besides collecting different types of names, student information systems must wrestle with the contexts in which various names get exposed. Compared to the relative simplicity of allowing expanded gender categories, exposing the desired name is the greatest challenge facing systems providers. This has both system capability and student preference components, both of which are addressed in this section.

Exposure of name using the hierarchy approach to distinguish between the three types of names allows them to be applied to a range of different purposes, including class rosters and online user profiles (Smith, pers. comm., 19 December 2016). These changes would not affect what institutions are already using; however, provide additional exposure capability. This is the greatest challenge because there are high costs and consequences for institutions getting it wrong (e.g., accidentally outing TNB2S students).

For example, in August 2016, the Edmonton Public School District was involved in a human rights case when a trans student’s legal name was consistently exposed on class list despite repeated notification and attempts to address by the student and her parents. The Office of the Information and Privacy Commissioner of Alberta ruled in favour of the student, requiring the school district to introduce more consistent and protective measures for exposing names throughout their system (Global News 2016). This resulted in the elevation of the importance of the preferred name at the Edmonton Public School District to protect student privacy and confidentiality: “The preferred name, with parental consent, is what is put on the official record and that includes attendance and progress reports” (Global News 2016).

Figure 3.2-1 Exposure of Different Types of Names [N=46]



The results from the student survey (depicted in Figure 3.2-1) revealed a majority preference for exposing common names, compared to legal and nick names (Student Survey, February 2017), with the exception of roll call where there is a split between common (43%) and nick names (39%). Legal name is rarely the primary name chosen among respondents with a slight increase in selection among 18% of respondents for transcripts. One student survey respondent described the challenges they faced to prevent their legal name from being exposed by institutional systems:

I have had to e-mail administrative/IT/information system departments at the beginning of each semester, to remind them to not use my legal name in, for example, the course evaluation system so as to not reveal my full legal name to all my students (I'm a TA) (Student Survey, February 2017).

Another student emphasized the need for system flexibility in supporting student self-determination regarding where their various names are exposed within the institution, including a combination of names:

[S]tudents should have the option to choose what name is where [class roster, email, diploma] and also have all names included on official documentation. For example, Michael (Deborah) Smith or Debbie (Michael) Smith (Student Survey, February 2017).

3.3 Pronouns

The collection and use of pronouns (i.e., how someone refers to another person in the third person) are also a growing matter of discussion and importance within an institutional context. To date, there are fewer universities considering and implementing this issue compared to name change and expanded gender categories. While at a societal and institutional level, assumptions have been made about which pronouns a student uses based on proxies of appearance and voice, these have long outgrown their usefulness in determining and respecting someone's gender identity. These are issues that have and continue to be a source of contentious debate within university contexts.

One of the students in the focus group noted the need for explicit collection of pronouns to avoid assumptions:

Institutions cannot use gender identity to assume what pronouns a student uses [e.g., gender identity = woman, and therefore, she/her pronouns]. As such, collecting several pieces of information related to gender (e.g., names and pronouns) in the application and storing this information separately from gender identity to ensure privacy and confidentiality [i.e., being treated respectfully with the appropriate name and pronoun without having to disclose to the institution one's trans status] (Focus Group, January 2017).

To address this gap between knowing and understanding among students, administrators, and faculty, the practice of collecting and exposing pronouns as provided and determined by students is considered a practical and respectful procedure going forward. This is an emerging practice among several educational institutions across Canada and the United States and further substantiated and supported by student survey results. In particular, the institutions and organizations interviewed, Common Application, Justice Institute, and UCLA plan to collect information about pronouns in future versions of their application forms and/or within their student information systems.

The responses to the student survey regarding pronouns ranged from preferring that faculty ask students in a face-to-face setting to a strong and repeated preference for pronouns collected by institutions on application forms and then exposed on class rosters as a means of respectful dialogue. Some students want it listed on rosters to avoid frequent and/or awkward conversations with staff and faculty about how to address them as a matter of efficiency. Several students offered a compromise between the two methods by making response to pronouns to be optional and voluntary based on student self-determination.

Another student noted the value of providing pronouns as an efficient way to reduce socially challenging situations for both TNB2S students and institutional faculty or staff: “[C]lass roster, so that profs could know without me having to go up and make an awkward thing of it ditto for department advisors & such” (Student Survey, February 2017).

The practice of asking for pronouns needs to be applied to all students as explained by one student:

On class rosters and other admin documents, but it would be great if all students’ pronouns were listed, not just trans students’. That would increase inclusivity and reduce alienation (Student Survey, February 2017).

Another student noted the equal importance of names and pronouns: “Directly beside my name in any and every administrative place my name shows up. I want my pronouns and name to be equally important and respected” (Student Survey, February 2017).

Where pronouns are not provided or not known, common sense approaches of respectfully and privately inquiring about pronouns still apply. One respondent explains their classroom practices related to pronouns:

But also teachers should just ask their students- not always publicly, I get my students to write down things they want me to know about them and hand them in to me directly. They can share pronouns or any personal information that they feel might impact their learning. I can’t think why else the university would need to have my pronouns? People should get in the habit of asking one another (Student Survey, February 2017).

At UCLA, the LGBT Center provided training on related pronoun changes and uses (especially for non-binary people). The issue of collecting and using pronouns is being worked on currently (Jakway, pers. comm., 13 October 2016).

From a systems perspective, the changes that Colleague plans to introduce include collection of pronouns. Institutions will be allowed to populate their own pronouns in a dropdown list with examples provided from the University of Milwaukee, including he, she, ze, they, or use my name as pronoun (Smith, pers. comm., 19 December 2016). Institutions can delete and add any pronouns as they see fit. There is no ability for students to fill in pronouns that are not listed in an option (e.g., no “not listed, please specify _____.”). The exposure of pronouns, including to faculty and advisors, is planned for a later time after names have been introduced (Smith, pers. comm., 19 December 2016).

Because not everyone knows what “pronouns” mean, one BC student underscored the importance of providing a definition of pronouns on the application form (Student Survey, February 2017). That is, explaining to applicants that pronouns are how one refers to oneself in the third person.

Related to pronouns is collection and use of honorifics. There has also been an ongoing and emerging discussion about the removal of honorifics on the Ontario Universities Council on Admissions (OUCA) application and within their registration systems, including whether it is optional and expanding the options within it (Darling, pers. comm., 10 November 2016).

4. Expanded Gender Category Options

4.1 Background

This section shifts from individual students being seen and respected (through the use and collection of names and pronouns) to them being counted within aggregated gender data. In general, gender responses options allow students to select as part of broader categories that may not exactly reflect their individualized and specific gender identity. However, it does allow them to be counted in clusters that drive effective and timely institutional changes to address their unique collective needs.

Overall, the results of the desk-based research and interviews with institutions who have implemented expanded gender categories underscore the growing importance of expanding gender categories (Lynch 2010) to be more inclusive and supportive of TNB2S students. While there is general agreement on objectives, the research reveals a vast diversity of approaches to expanding gender categories within organizational and educational application processes. Some institutions provide one additional category, whereas others provide a series. Some ask for gender in a single measure, and others as part of two-part question. The questions sometimes prompt for information on sex assigned at birth, and other times on gender identity (often both). Some institutions include binary and non-binary identities. Most notable is how recently institutions have started to explore and implement expanded gender categories. Most of those who have undertaken initiatives in this area have done so within the last two to three years. As such, few institutions have implemented anything substantive and most are in the early stages of discovery. Because of these factors, there has been no clear trend emerging to date, despite a range of attempts to address the topic. Appendix 8 provides detailed results of the desktop research, including key secondary sources and a summary of the 27 universities with their respective, diverse response options (as of 2016).

The most frequent approach to expanding gender nomenclature emerging from the desk-based research includes five responses options (e.g., woman, man, trans woman, trans man, and non-binary identities). Most expanded gender category configurations discussed in the desk-based research sources include non-binary category(ies) options (Appendix 8). The sources are divided on whether to allow for open-ended responses (i.e., fill-in-the-blank approach).

Of the 27 American and Canadian universities captured in the desk-based research, the following approaches have been adopted (Appendix 8):

- 10 universities ask the broad question: “Are you part of LGBTQ community?” (Y/N responses);
- 5 universities ask the broad question: “Are you trans?” (Y/N responses);

- 10 universities use open-ended responses (along with collecting sex assigned at birth);
- 4 universities use terms for non-binary trans identities (e.g., gender variant, queer, or fluid);
- 4 universities use specific terms for binary trans identities (e.g., trans man and trans woman); and
- 3 universities use a variety of terms for both sex at birth and gender identity.

In particular, the three American universities interviewed for this project, including UCLA, SUNY, and Purdue University, introduced single measure questions with a diverse range of responses options. The different types of categorizations across these universities are captured in Table 4.4-1. At UCLA, undergraduate students access their records within myUCLA portal, where they update their information, including gender identity and sexual orientation (Jakway, pers. comm., 13 October 2016). In fall 2015, SUNY decided to collect gender information through a voluntary, anonymous survey with seven response options once applicants are admitted to the university (Proctor, pers. comm., 7 November 2016). Finally, Purdue University has begun to collect gender using seven response categories (Beals, pers. comm., 24 October 2016). While there are terms covering both binary and non-binary identities (which will yield a full set of data), the diversity of response options reveals a lack of standardization and language still in flux. For example, in Table 4.1-1 there are a mixture of terms that refer to sex (e.g. male to female [MTF] and female), and genderqueer is combined with a variety of other non-binary identities.

Table 4.1-1 Summary of Gender Categories at UCLA, SUNY, and Purdue University

University	Start Date	Gender Response Options		Fill-in-the-Blank
		Binary Categories	Non-binary Categories	
UCLA	September 2015	<ul style="list-style-type: none"> ● Male, Female ● Trans Male, Trans Female 	<ul style="list-style-type: none"> ● Genderqueer/ Gender non-conforming ● Different 	No
SUNY	September 2015	<ul style="list-style-type: none"> ● Man, Woman ● Trans Man, Trans Woman 	<ul style="list-style-type: none"> ● Genderqueer/ Gender-fluid ● Questioning or Unsure 	Yes
Purdue University	August 2014	<ul style="list-style-type: none"> ● Woman, Man, ● FTM/Trans Man, MTF/Trans Woman 	<ul style="list-style-type: none"> ● Genderqueer ● Prefer not to disclose 	Yes

The health sector is also clarifying this matter in its intake processes to improve care to TNB2S patients. According to the desk-based research, the medical sector appears to be leading the way in terms of implementing expanded gender categories within their intake process. Many large medical providers (e.g., Kaiser Permanente and Fenway) have added expanded gender categories to their intake forms across nearly 100 health care facilities throughout the United States in the last three years (Fenway 2013; Cahill 2014; and Alper and Feit 2012). As part of this effort, there is substantial momentum behind the two-question approach (e.g., asking for sex assigned at birth, followed by gender identity) in health care and research sectors with official endorsements by World Professional Association of Transgender Health (Deutsch et. al. 2013) and other large LGBT organizations (GenIUSS 2014).

Based on the research of emerging approaches to inclusive gender data, six options were generated to explore and test their viability for use in BC university applications and student information systems. The set of options includes the status quo of “female” and “male,”¹ and are summarized in Table 4.1-2. These options were discussed among BC registrars and students at UBC, SFU, and the Justice Institute. These options are sufficiently distinct to allow for meaningful analysis of their differences along with key trade-offs, which are covered in Section 6. This section focuses on introducing each of the options in terms of the gender response options provided, how they function, and the number and types of data outputs.

The figures included in this section are comprised of fictitious data for a total of 10,000 applicants. Each visual includes the gender response options to the proposed question in the student application forms: “What is your gender identity”? These visuals are intended to illustrate the data outputs based on the response options provided as a way to support deliberation on the options and informed decision-making on the top choice.

Table 4.1-2 Expanded Gender Category Options

Option	Response Components
A	Woman and Man (select one)
B	Woman, Man, Other (select one)
C	Woman, Man, Gender Variant (select one)
D	Woman, Man, Gender Variant, Transgender, Cisgender (select all apply)
E	Part 1: Woman, Man, Gender Variant (select one) Part 2: Trans? Yes or No
F	No gender data collected

¹ These terms were shifted to language that reflects gender rather than sex (i.e., “woman” and “man”).

4.2 Option A

This option entails the current response categories to the question of gender identity, namely: Woman and Man. This option allows applicants to select one of two responses and would generate outputs within two categories (Figure 4.2-1).

Figure 4.2-1 Data Inputs and Outputs for Option A

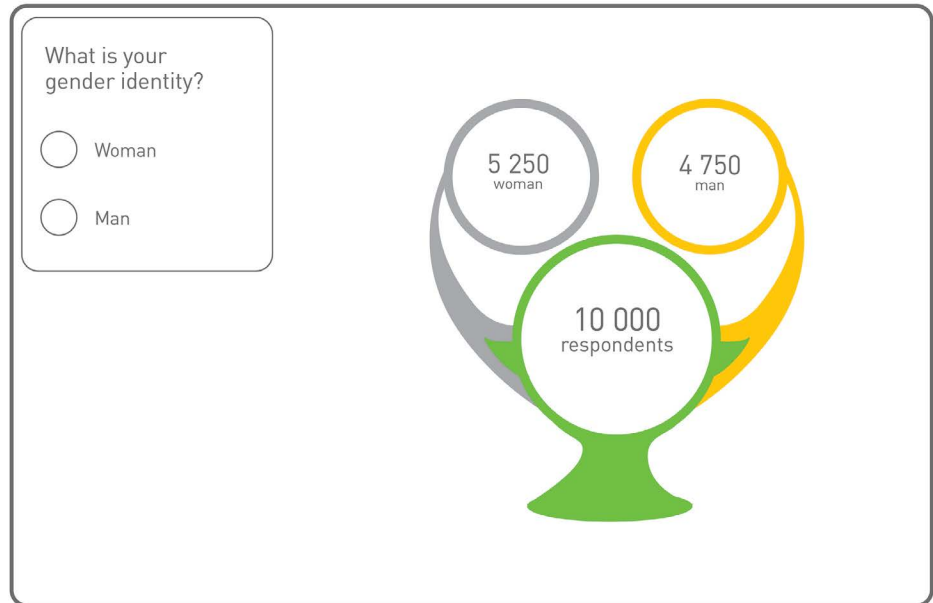
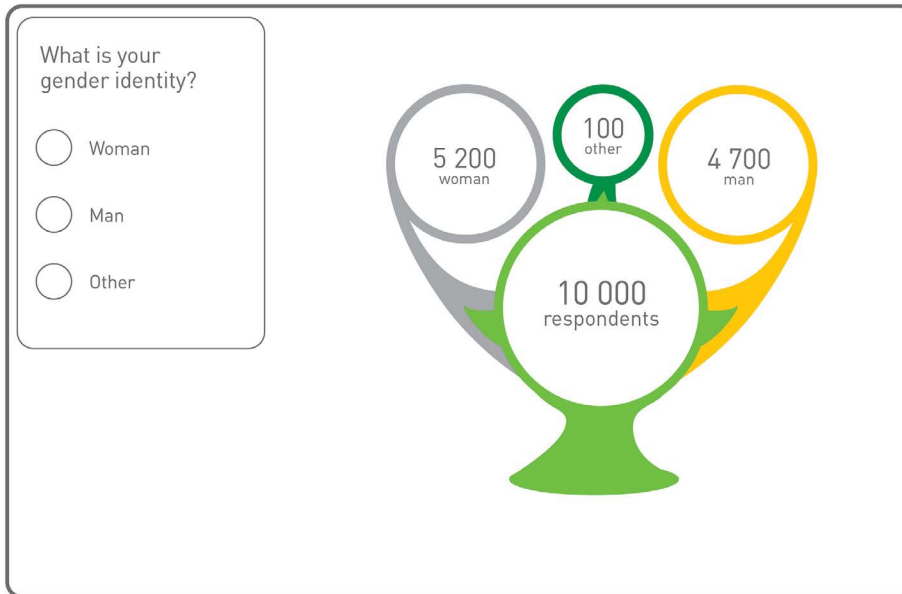


Figure 4.3-1 Data Inputs and Outputs for Option B



4.3 Option B

This option entails the following responses to the question of gender identity: Woman, Man, and Other. This option allows applicants to select one of these responses, and it would generate outputs within three categories with two that align with the status quo (Figure 4.3-1).

Of the institutions that were interviewed for this project, the Canadian universities have implemented this option within their systems.

For example, about 10 years ago, the Justice Institute adopted a

third gender category to the existing binary options of male and female on all its registration and application forms, which has changed over time (White and DeMarinis, pers. comm. 15 November 2016). They began with

“transgender” and, three years ago, they replaced that term with “other”, providing space for the student to write in more information.

Furthermore, The Ontario College Application Service (OCAS) introduced the expanded categories of “male, female, and another gender identity” for students applying September 2016 (Darling, pers. comm., 10 November 2016). Ontario Universities Council on Admissions (OUCA), comprised of 20 universities, adopted this expanded nomenclature for their September 2017 admissions intake. The OUCA working group produced the *White Paper: Updating the Gender Identification Options on the OUAC 101 and 105 Application Forms* (OUCA 2016), which explains the rationale behind selecting this option as a way to align with the recent changes in the Ontario Human Rights Code. In the white paper they emphasized the importance of finding a sufficiently expansive category in order to avoid discriminating against or excluding those who identified other than women or men.



4.4 Option C

Figure 4.4-1 Data Inputs and Outputs for Option C

This option entails the following responses to the question of gender identity: Woman, Man, and Gender Variant. This is intended to provide a more specific term for people who identify outside the gender binary that describes an actual gender identity, rather than a catch-all term such as “other.” Similar to Option B, this option allows applicants to select one of these responses, and would generate outputs within three categories with two that align with the status quo (Figure 4.4-1).

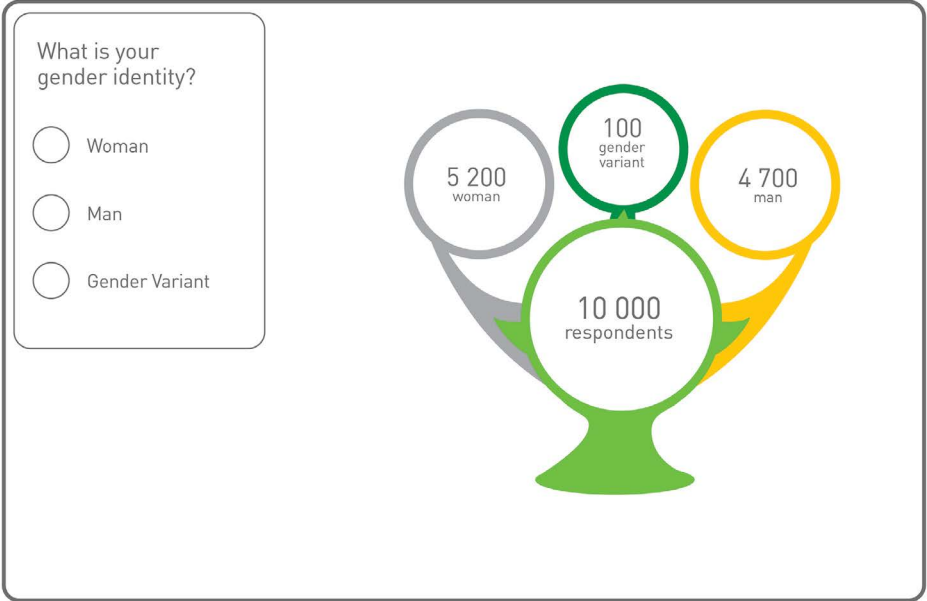
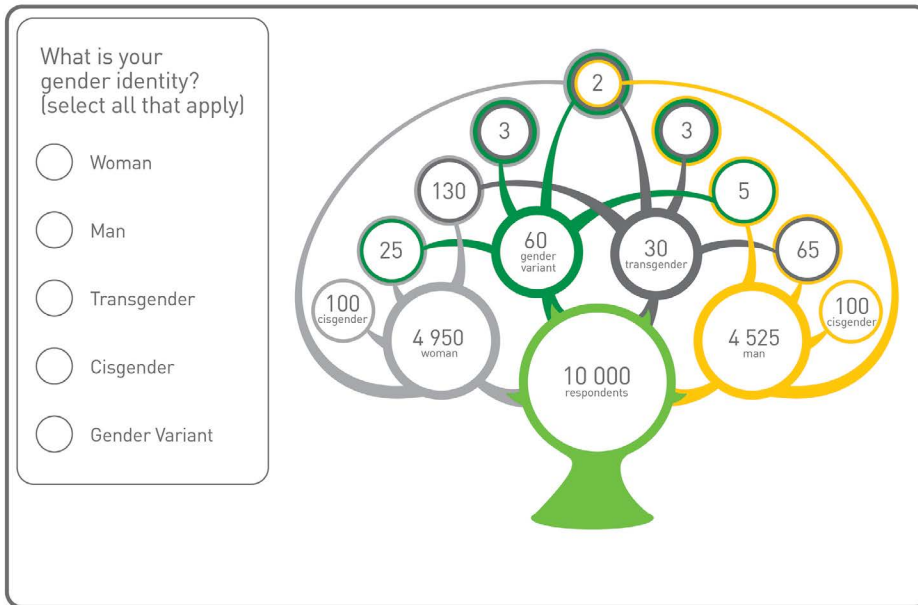


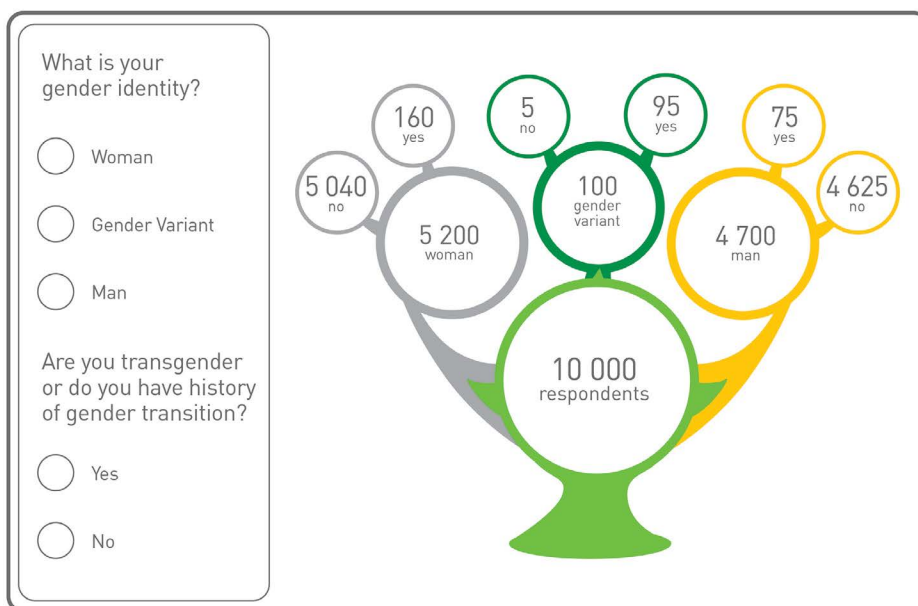
Figure 4.5-1 Data Inputs and Outputs for Option D



4.5 Option D

This option entails the following responses to the question of gender identity: Woman, Man, Gender Variant, Transgender, and Cisgender. Notably, this option allows applicants to select all that apply. As Figure 4.5-1 illustrates, this option would generate multiple data outputs with as many as 16 possible outputs based on combinations of categories. For instance, in Figure 4.5-1, of 10,000 applicants in this fictitious data set, two people selected woman, gender variant, transgender, and man, as well five applicants indicated that they are gender variant men.

Figure 4.6-1 Data Inputs and Outputs for Option E



4.6 Option E

This option entails a two-step approach with the following responses to the first question of gender identity: Woman, Man, and Gender Variant. This is followed by a second question asking applicants, “Are you transgender or do you have a history of gender transition?” with the following responses: Yes and No. This option allows applicants to select one response for each part of the question. As Figure 4.6-1 illustrates, this option would generate six distinct data outputs.

The first question of this option allows students to self-declare their gender identity across three broad categories: Woman, Man, and Gender Variant. The responses to the second question allows for further qualification of the gender identity provided in the first part, particularly for making binary trans students more visible to institutions. This approach has built-in functionality allowing institutions to collapse and expand the data sets based on student declarations.

4.7 Option F

The final option provided within the surveys entails removing the collection of gender altogether from student application forms. This would entail the complete lack of any kind of gender data for institutions.

4.8 Other Options

Among the universities identified in the desk-based research and those that were interviewed, there were a wide variety of other options. Also, students in the survey offered several alternatives, which were largely variations of the aforementioned options. These are explored and discussed in this section, along with explanations and rationale for why they are not carried forward in the option analysis or in the ultimate determination of the recommended option.

4.8.1 Fill-in-the-Blank

During the focus groups and survey, many respondents proposed the fill-in-the-blank approach, which they noted as the most inclusive method. From the perspective of respondents, this approach allows applicants to indicate their full gender identity using their own preferred terms. This is an approach adopted by several universities in the US as noted in Section 4.1. During the focus group one student highlighted the systems capabilities and challenges of such an approach:

It is feasible from a programming perspective as it involves creating float values for each unique response. Additional layers of programming could direct float values to be combined for more clustered categories (e.g., woman, cis woman, trans woman, MTF). At the outset, it might require a combination of data interpretation from institutional staff and agreed-upon amalgamation of particular categories achieved by programming protocols. There is a limitation to this approach pertaining to memory capacity related to high number of float values. This option allows most inclusive and expansive way to describe applicant's full gender identity and an organic evolution of language and terminology (Focus Group, January 2017).

Another student focus group participant explained their preference for an open-ended gender response option (while appreciating its data applicability challenges), because 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] (Focus Group, January 2017).

While this approach does afford a high level of flexibility and self-determination, it presents an ethical dilemma. That is, categorization is merely delayed and responsibility is transferred to the institutions for compiling and aggregating the information provided. This may be undertaken and completed by staff with little to no knowledge of gender diversity issues and nuances. As such, the identities may be improperly handled and combined, further complicating data-driven decision-making. So, while the fill-in-the-blank approach has the optics of inclusion and expansiveness, it does not in practice result in being counted adequately and properly.

Bauer et. al. (2017) speak to the ethical challenges of data processing that fill-in-the-blank options present, including loss of data:

Write-in responses provided by trans respondents can sometimes be quite idiosyncratic and even impossible to categorize, resulting in data loss. Moreover, we believe it creates an ethical problem in that such questions appear to allow participants to avoid simple categorizations, but then participants' identities are categorized by researchers after the fact; the final categorization may be inconsistent with a participant's self-categorization when given those categorical options" (Bauer et. al. 2017:32). ... "[and] this can require a large amount of time devoted to recoding" (Bauer et. al. 2017:37).

This has been underscored by the recent experience of the US Common Application, which serves over 700 universities in the United States with over 1 million applicants a year. In September 2016, the Common Application introduced an open-ended response option to provide their gender identity. Not only were there a complex and nuanced set of gender identity responses, the open-ended field included statements (e.g., "I am human") as well as declarations of sexual orientation (e.g., gay, lesbian) and/or gender expression (e.g., butch, androgynous) (Blankson, pers. comm., 6 February 2017). This entailed a massive back-end categorization effort that challenged aggregation and, in some instances made it impossible to combine with other terms provided.

For these reasons, the fill-in-the-blank option was not carried forward in the testing of the options leading to a recommended option in Section 6.

4.8.2 Single Measure

Several students suggested single measure questions (rather than a two-part question), including woman, man, trans woman, trans man, and non-binary (similar to the American universities that were interviewed). While the desire to keep one level of responses is understandable, the reference to woman and man as separate from trans woman and trans man re-enforces the mistaken concept that trans women and trans men are not real or normal men and women. This is harmful and alienating. Rather the responses should reveal that there are men and women with different histories or statuses (e.g., cis and trans). This is explained by one of the BC students in the focus group:

The list of 5 to 9 gender response options of select one from woman, man, trans woman, trans man, genderqueer, and questioning is challenging for binary trans people. For instance, a trans man would have to choose between 'Man' and 'Trans Man,' which reinforces the notion that a trans man is somehow "not a real man" [because cis men could select the option without a qualifier] (Focus Group, January 2017).

Some students in the survey suggested a combination of some of the aforementioned approaches with a blend of categories and open-ended responses: ‘Ciswoman,’ ‘cisman,’ transwoman,’ ‘transman,’ ‘other gender identity: _____.’ While the use of ciswoman is commendable and properly denotes different varieties of men and women, it is not commonly understood among cis people that this is a reference to describe them. As such, it would introduce response confusion, which would increase data loss among cis respondents.

As such, long lists of terms in a single measure approach (such as the ones discussed in this section) were not included in the options carried forward for testing and analysis in Section 6.

4.8.3 Questioning or Unsure

A few students raised the issue of how to handle applicants and students who are questioning their gender, or at the moment unsure about how they identify their gender. One of the students in the focus group noted the absence of a response option for “not sure” or “questioning” within the expanded gender categories (Focus Group, January 2017). Some students suggested adding a response option for questioning students to the expanded suite of categories.

While it is important to provide space and respect to those who are navigating the challenges of locating and determining their gender identity, there are several key challenges in including this state as a response option within expanded gender categories. First, it is recognized for many this is a temporary state (i.e., that with exploration and time, they settle on a gender identity). As such, it is not a gender identity in itself, but rather a temporary state of flux.

While it is acknowledged that one of the main needs of this subset of people is competent support as they experience this phase of their life (especially as it is little understood and often stigmatized to undergo this sort of exploration), the challenge of adding this to a gender response category is that it will most likely experience data suppression due to anticipated low response rates. As a result, it is highly recommended that institutions provide these supports without the need to collect these data as a standard part of institutional services for students.

Therefore, the category of “questioning or unsure” was not added to the expanded gender category options going forward.

4.8.4 Sex Assigned at Birth

The suite of options identified for testing did not include a direct request for students to provide their sex assigned at birth. While this is still the practice in many Canadian and American universities, based on reporting requirements mandated by state, provincial, or federal governmental agencies, it is recognized that this is a waning practice. Many people question the need for this kind of information, which relates mostly to bodies and anatomy and typically is often still conflated with gender identity. This is further supported by information provided by one of the survey respondents:

Why does anyone need to know what sex I was assigned at birth? Unless someone self discloses, it is none of anyone’s business. Why do we need to know what genitals you have in documentation at a university? (Student Survey, February 2017).

There are a few exceptions to when it is acceptable to ask for sex assigned at birth. Another student explains these circumstances:

[Asking about sex assigned at birth is] mostly for medical intake forms where the specifics of the body are important. It might also be useful to include (for medical intake ONLY) a blank space to include what medical transition has occurred (Student Survey, February 2017).

This challenge was also surfaced in the desk-based research results. One source explored the likelihood of LGBT patients' response to sexual orientation and gender identity questions on health care intake forms with the following reflections from TNB2S patients:

Though I understand the importance of knowing birth sex when dealing with trans medical issues, it's still a very sensitive question that most [transgender people] would probably not want to answer. While 87% of transgender men agreed that they would answer the birth sex question, only 65% of transgender women agreed (Fenway Institute 2013).

4.8.5 Indigenous and Cultural Identities

Two Spirit interviewees raised the issues of inclusion of Indigenous identities involving gendered components. Insights, observations, and ideas arose from several interviews and survey results from Two Spirit and other Indigenous people. These revealed the need for a multi-faceted and holistic understanding of their identities by institutions, which evade singular and siloed approaches. This is further compounded by a challenging and often traumatic history with colonial or settler cultures and worldviews complicating and/or erasing these rich identities. Given these and other factors, clear direction emerged in terms of avoiding reference to Two Spirit and other Indigenous identities within the gender identity question (as this is too reductionist). Instead Indigenous interviewees suggested that "Two Spirit" have its own response option added to the ethnicity and race section of demographic information (e.g. perhaps a follow-up question once someone selects Indigenous/Aboriginal). It is recognized that more consultation and research needs to be done on this topic to properly and respectfully include these gender-related identities within application forms and registration systems. This section provides some preliminary insights into considerations and scoping of issues at play associated with their inclusion.

The challenges of categorizing these types of identities was surfaced in Greta Bauer's research on expanded gender categories, which is explained by an Indigenous participant who noted:

"[H]aving almost kind of like that balance of sometimes that I feel that I have—I'll have a more of a masculine day and more—as compared to having more of a feminine day. ... it fluctuates, and it's not that I think that I'm transgendered at all. I think whereas some people, they misunderstand that two-spiritedness can be—is considered to be something under the transgender spectrum, when really it's something that's more of a spectrum in itself that is inclusive of sexuality and gender identity... but very exclusive to First Nations and Indigenous people" (Bauer et. al. 2017:25).

Background and History

The history of colonization, including laws, administrative practices, and academic research, have undermined, erased, intimidated, and forced assimilation on a range of distinct Indigenous cultures and nations, including Two Spirit people. This history entailed institutions and governments collecting data that were and continue to be used against Indigenous people. One Two Spirit interviewee noted:

The Indian Act and residential schools imposed binary gender upon Indigenous communities; and this is the foundation of the issues at hand (Sarah Hunt, Interview, March 2017).

Given, the past, there is an inherent and understandable distrust of data collection efforts conducted by non-Indigenous people. This colonial context of filling out information on forms is explained by one of the Two Spirit interviewees:

[There is a] general resistance for Indigenous people to register because of the Indian Act and the parameters of membership that is based on your Nation. Even if one qualifies for a benefit, because of this resistance they may choose to not disclose and register (Indigenous Interviewee A).

Furthermore, there is also a hesitancy and doubt as to whether providing this kind of sensitive information about being Two Spirit will yield tangible benefits to them based on past experiences. One of the Indigenous interviewees shared that she frequently checks the “Indigenous” box on forms and surveys, and in her experience “it has given me literally nothing.” That is, she did not see any corresponding benefits, in terms of additional services or supports on campus (e.g., child care or need for sudden leave to attend funerals). Furthermore, she noted that: “I can check Two Spirit on the application form, but I still have to include my legal name and I am not able to access Two Spirit-competent or Two Spirit direct services on campus (Indigenous Interviewee A)” As such, the inclusion within the application form gives the appearance of inclusion, however, it is outing people without any demonstrated supports or ability to ensure confidentiality.

This concern is echoed by another Two Spirit interviewee who explained the dynamics and noted particular nation responses to data collection by non-Indigenous researchers:

Indigenous people have a long history of interacting with researchers, who take information, say for their Masters, and then do not return anything to the communities to demonstrate and highlight benefits. There is no feedback loop, which exacerbates the feeling of being left behind and ignored. As such, many Indigenous people are reluctant to provide information or have an angered response to being asked. In fact, Haida Gwai’i passed a Band Council Resolution that banned any academics from doing research on their island nation for the reasons stated and lack of benefit flowing back to their communities (Indigenous Interviewee B).

While another Two Spirit interviewee understands the critique and concerns regarding registration forms, documentation, and data collection as an aspect of continued colonialism, he also acknowledges that they are sometimes necessary to access benefits and supports:

There is a need to fill out this information. I choose to complete forms for benefits. I am ok with personal disclosures, but I know many Two Spirit people who are not. I also think there needs to be expanded options to be more inclusive of the variety and range of different identities both gender and sexuality (Sempulyan, Interview, February 2017).

Preferred Approach

All of the Two Spirit interviewees and survey respondents stated a preference for adding “Two Spirit” as a sub-component of the Indigenous response option to the race and ethnicity question. One of the Two Spirit survey respondents suggested the following approach, mirroring the United States Census, in order to ensure only Indigenous applicants can select Two Spirit:

Taking the lead from the US Census ... it would look like this in the form: [Broad Indigenous categories]; [followed by specific] Nation or Tribal affiliation: _____. [And finish with:] Are you Two-Spirit Identified? Yes or No. This way we know what Nation folks are from and it is clear from the question that ‘Two-Spirit’ is a Native identity. I am concerned that if Two-Spirit is list as a gender and/or sexual orientation, then non-Native people will select it, and we will not have accurate data on Two-Spirit participants (Student Survey, February 2017).

This approach is further substantiated by another survey respondent, who noted that the all-encompassing nature of Two Spirit makes the gender question insufficient in covering this multi-faceted identity. More specifically, it is redundant to have Two Spirit as a response option in both ethnicity/race and then again under gender:

It covers the entire queer umbrella. Once you answer Two Spirit then no other categories are necessary. Do not have a category of gender and then sexual orientation. Two Spirit means I and others are diverse and how we feel and express this is our own business (Student Survey, February 2017).

One of the Two Spirit interviewees further explained the challenges of including Two Spirit as a gender response option:

Two Spirit is not necessarily mutually exclusive in regards to gender, sexuality and cultural role. If Two Spirit is added to a list such as Woman, Man and Neither, then it feels like each is separate. Rather, someone can identify as woman and Two Spirit (Sarah Hunt, Interview, March 2017).

The rationale for a layered approach to collecting information on Indigenous people is explained by another survey respondent:

[F]or the Two-Spirit see themselves in this application process. Additionally, their Nation affiliation will also be affirmed. Because identity is complex and context dependant, the way this data is gathered individual may identify as (for example) gay, trans* man and then Gixan (sic) and Two-Spirit. We then get a much richer profile of these students! (Student Survey, February 2017).

One interviewee noted that this approach has been adopted by a local non-profit organization:

I worked at [organization name] and I noticed that in the ethnicity/race section under Indigenous, there was an additional detail option of Two Spirit. I agree with this approach (Sempulyan, Interview, February 2017).

With a few exceptions, the preferred term among interviewees and survey respondents is “Two Spirit.” This is because the term is widely recognized within the mainstream and among Indigenous people to describe people who encompass both gender and sexual variation.

One interviewee expressed challenges related to using a culturally appropriate and respectful term for their identity:



The term ‘Two Spirit’ came out of the prairies, and it doesn’t translate into my culture. It is, however, a way to identify me as Indigenous and queer. But still people don’t know how to quantify Two Spirit yet. It is a tool, but is still a bit of a homogenous within a national context (Indigenous Interviewee A).

As it relates to nation-specific terms for Two Spirit, one interviewee did not think it was appropriate for this information to be collected by universities:

Do universities have the right to ask about community and cultural roles? I’ve been told that within some Coast Salish cultures there are six genders, but a university application form is not going to capture that (Sarah Hunt, Interview, March 2017).

Based on the history of and concern about providing personal information among Indigenous people, one Two Spirit interviewee underscored the importance of providing applicants with information and explanations:

There is a need to explain the data collection rationale and where the information will be used. This will help address some Indigenous people’s concerns about data gathering (Indigenous Interviewee B).

In response to non-Indigenous people who might raise concerns about erasure of Two Spirit people by not including a category under gender, one the interviewees explained that there are broader issues of erasures to address:

The erasure goes beyond an erasure of gender identity or sexuality; it is more complicated than that. The erasure starts with the fact that our Nation is not there; that our sovereignty is not recognized. As Indigenous people, we tend to be racialized before we are misgendered. That is not everyone’s experience, but I would say it is a fairly common experience. The erasure occurs first with exclusion of our Nations and preferred name as primary (Indigenous Interviewee A).

5. Discussion of Issues

5.1 Overview

This section surfaces the varied and complex issues that require consideration and balancing to make an informed decision about the leading expanded gender category option. These issues are explained and described in this section and then further balanced and tested in Section 6. The following issues are at play related to gender categories at the various stages of data collection, compilation, analysis, and application within an institutional context:

- Inclusivity of non-binary and binary trans applicants and students;
- Challenges filling out application forms for TNB2S and cis students;
- Privacy and disclosure considerations for TNB2S students;
- Data manageability, applicability, sufficiency, and collapsibility for institutions;
- Compliance for purposes of reporting to provincial and federal governments; and
- Systems capabilities for collecting, storing, and using gender data.

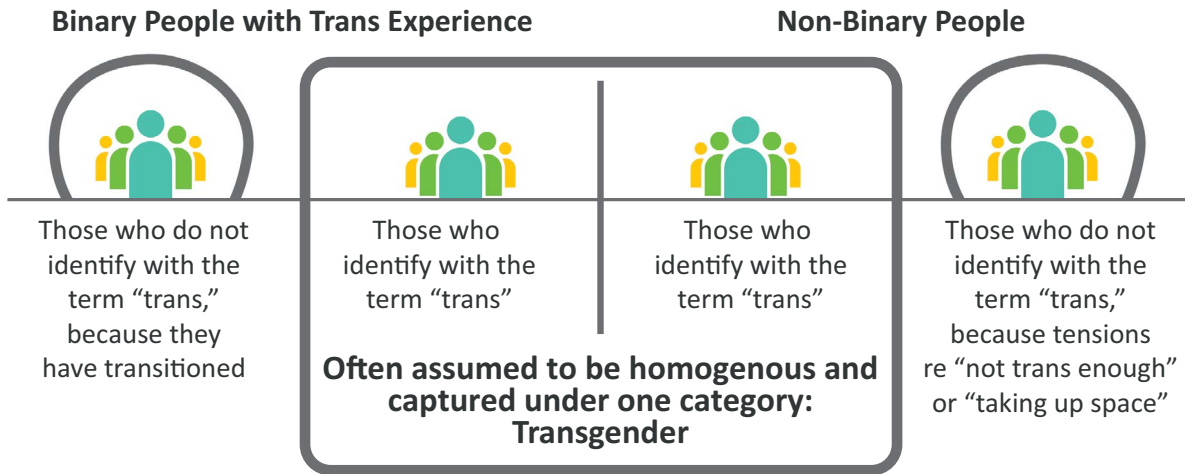
5.2 Inclusivity

In general, inclusivity of diverse gender identities is strongly favoured among all stakeholders, including students and registrars. While inclusion is a primary objective, it is complicated by who considers themselves encompassed by the umbrella term of “transgender.” Both binary and non-binary people have complex relationships with this term. While the simple definition of “transgender” is someone whose gender identity does not align with their sex assigned at birth, the political and social movements as well as societal stigma have caused complications in how people choose to relate to this term.

Furthermore, many people assume that all TNB2S students are alike and can be captured by one additional gender category (whether “transgender” or “non-binary”). However, there are two key aspects of this inclusion, which require consideration of both binary trans and non-binary students. The importance of collecting data on these two groups separately arises because of the distinct needs and interests of the groups which require different institutional responses and changes. At the same time, there is value in combining the data across TNB2S categories to make the case for common needs and interests.

The impact of these two tensions is depicted in Figure 5.2-1. These tensions were important considerations when arriving at this report’s final recommended option and also informed specific language choices made to capture the experiences of as many people as possible, even if they do not identify with the term “transgender.” This was achieved by softening the language (i.e., shifting away from “identify as trans” to “having trans experiences”) and relying more on supporting definitions of the terms in response options.

Figure 5.2-1 Binary and Non-binary People and their Relationships to the Term “Trans”



By far, the most commonly repeated desired outcome of expanded gender categories across multiple stakeholders is for TNB2S inclusion. This is supported by BC registrars who ranked the importance of TNB2S inclusivity as the primary objective of expanding gender nomenclature on application forms (Figure 5.2-2). Students also emphasized the importance of inclusion and specified who should be counted within the expanded gender categories (Figure 5.2-3).

Figure 5.2-2 Registrar Ratings on Gender Diversity Inclusion [N=21]

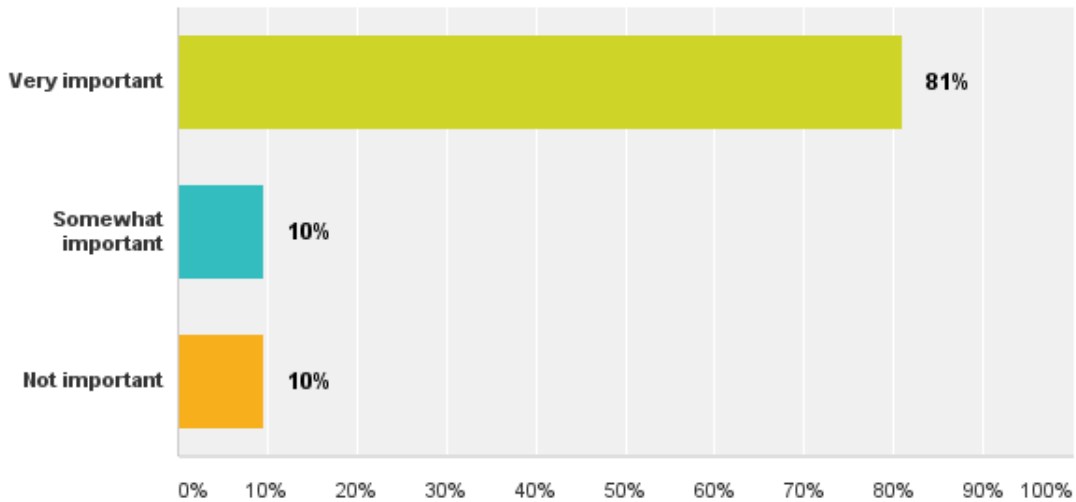
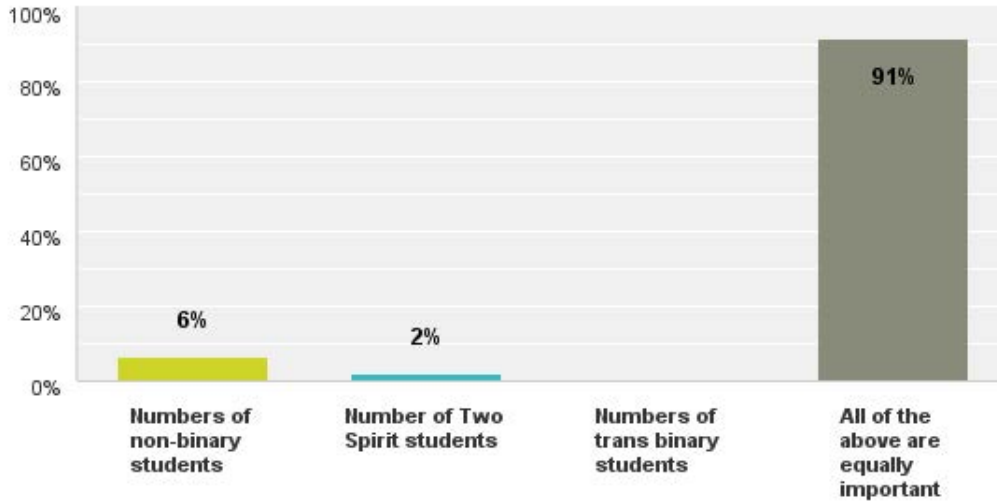
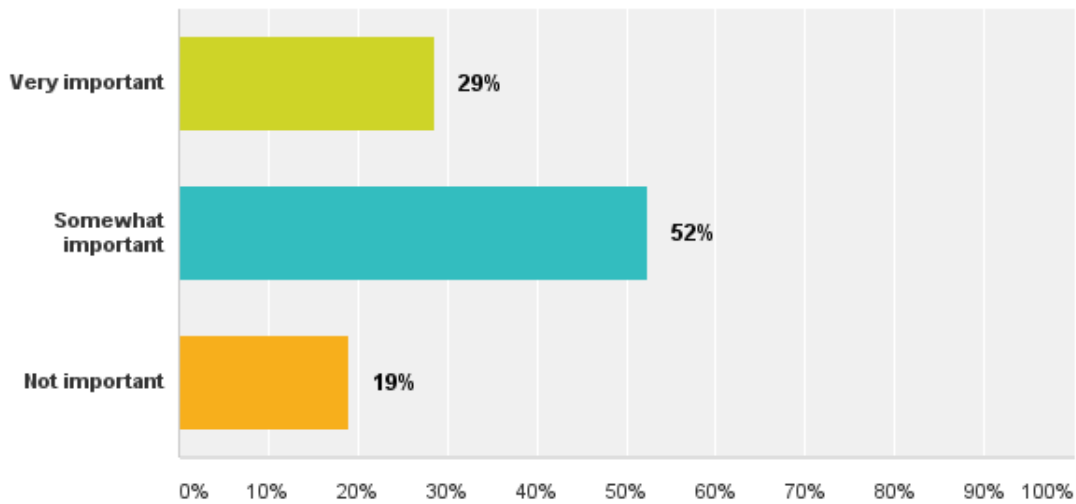


Figure 5.2-3 Student Ratings on Types of Inclusion [N=47]



Although not as strong as the objective of being more inclusive, registrars who responded to the survey also indicated interest in knowing the total number of trans applicants and/or student population, including binary and non-binary counts (Figure 5.2-4).

Figure 5.2-4 Registrars Ratings on Importance of Total Trans Tally [N=21]



5.2.1 Non-Binary Students

There is general acknowledgement that the current gender data collection approach excludes non-binary students; requiring awkward workarounds, often with painful consequences. The path forward for their inclusion however, is complicated by their own self-conceptions of whether they are trans and, as such, captured by the term “transgender” in filling out gender response options.

First, it is recognized that non-binary applicants and students have no alternative option to select in the current gender categories of female and male on application forms and in registration systems. One non-binary student commented: “It’s as if we don’t exist or we are not visible” (Focus Group, January 2017). The absence of a non-binary option has a corresponding result in a lack of data on these students. That is, institutions are completely unaware of how many non-binary applicants and/or students they serve. This represents a significant gap in the understanding of their specific and unique needs, interests, issues, and/or challenges.

Where there are only two gender response options, a diverse range of responses from adaptive to avoidant strategies arise. Underlying these is the fact that non-binary students are faced with an ethical dilemma. Limited gender response options for non-binary students can lead to avoidant strategies.

This survey respondent clarified their complex, adaptive response process as a workaround to the lack of gender response options:

[I]f asked for gender out of a binary for important (gov’t, university, bank) things, I choose woman because my sex is female, and I want to make sure all my ID matches, but it really makes my hackles go up. If it’s not for something important (website registration, social media, opinion surveys) I usually choose man, mostly to make up for having to choose woman so often (Student Survey, February 2017).

Generally, there is a strong desire among non-binary survey respondents to be open and honest in responding to gender questions and, at the same, time feeling that the current response options prevent them from doing so. This survey respondent stated: “Besides obviously making me feel upset, not giving a third option makes it feel like I’m lying to the university by clicking either one of the above two” (Student Survey, February 2017).

As such, there is strong rationale for providing more response options, which is explained by this survey respondent as follows:

Because being invisible is both a painful experience as well as practically speaking doesn’t allow for the particularized needs of non-binary people. Just as women need to be included as a separate category from men based on histories of oppression and academic erasure, trans, NB and 2 Spirit people have particularized lived experiences and thus need to be accounted for as real, existing people with specific needs (Student Survey, February 2017).

While there is a strong rationale and justification for inclusion of non-binary students within response options, some felt conflicted about responding whether they are trans or not. One non-binary student explained in the student survey:

“Are you or aren’t you trans is very easy for lots of people and really really complicated for lots of other people, especially those of us on the NB spectrum. Are we or aren’t we ‘trans enough’ and in what spaces are we trans? I’m never cis but are cis and trans binaries? Nope, so I guess that puts me in an invisible space of not being cis but also not being trans” (Student Survey, February 2017).

Furthermore, one of the non-binary students thought it would be challenging for them to fill this option out, because there is “a lot of baggage in the trans community whether non-binary people can count themselves as trans.” They are conscious about taking up space (Focus Group, January 2017). They provided further explanation of the nuance involved in their decision-making regarding selecting the category of trans:

I don’t use cis anymore because that doesn’t fit. I would not apply for a trans scholarship because I am uncomfortable taking up that space; however, I am comfortable socially being categorized as ‘trans.’ It would depend upon who is asking the question and for what reason. ... If it was the census, I would indicate ‘trans’ to claim that space and create visibility – ‘yes, we exist.’ So, I feel okay to take up cis space as ‘trans’, but I don’t want to take up limited trans space such as for a scholarship (Focus Group, January 2017).

Given these complications, one student suggested flipping the question to ask: “Are you cis[gender]?” (Focus Group, January 2017). Broadening the question in this way is especially relevant now since the definition of transgender is in flux, and there is a lot of discussion among people whose sex assigned at birth does not align with their gender identity (Focus Group, January 2017).

Furthermore, the approach of allowing students to select only one gender response option, “pose[s] problems for gender fluid people who are sometimes men, sometimes women, and how may not identify as ‘gender variant’” (Student Focus Group, January 2017). As such, there was a preference for options that allowed for composite identities. Another student also noted that this would address the issues of dynamic gender identities in that they allow visibility to different components of one’s gender identity (e.g., someone genderfluid could select trans, woman, and man) (Focus Group, January 2017).

5.2.2 Binary Trans Students

Inclusion of binary trans people within response categories is also complicated by virtue of 1) being invisible within broader categories of men and women (where no opportunity for differentiation is provided), and 2) some no longer identifying as “trans” despite having a history of gender transition.

While binary trans applicants (i.e., those who identify as women and men) are able to honour their gender identity under the current gender options, their trans histories or statuses are not fully visible to the institution. Without any other mechanism for them to qualify their identities, institutions miss out on knowing they have trans women and trans men in their midst with distinct and common needs and interests compared to non-binary students. Bauer et.

al. (2017) reaches the same conclusion- that gender questions with only binary designations- precludes binary trans people from sharing their trans status. This also eliminates the possibility of a total trans count, because binary trans students are not sufficiently distinguished to combine with other trans identities (i.e., non-binary students).

Respondents to the student survey confirmed this desire to be counted as a binary trans student: “I’m a (binary) trans woman but would prefer a more specific term, and recognize that the options don’t represent a large number of [TNB2S] people” (Student Survey, February 2017).

While there is a desire to be visibly counted, it is complicated by some self-conceptions of binary trans students. Specifically, one student shared the challenges of binary students with trans experiences who do not identify as transgender, especially those that are post-operative (Focus Group, January 2017). That is, for some people “trans” means being “in transition.” This underscores the need for specific, carefully considered response options that will allow people with experiences with gender transition to be counted properly.

One student explained the value of definition-based rather than term-based response categories:

I like ‘does your GI [gender identity] align with your SAAB [sex assigned at birth],’ as a follow-up question, because it allows room for folks who identify as men/women, ‘of trans experience’ (Student Survey, February 2017).

Another student noted the use of the term “transition” in response options gave rise to reminders about the challenging aspects of or the inability to transition:

The second option is much better [sex assigned at birth aligned with gender identity]. Not all trans people want to or are able to physically transition, so reducing their identity to whether or not they’ve transitioned isn’t good (Student Survey, February 2017).

5.3 Challenges Filling In Application

The manner in which the gender question is asked and the response options provided are important for TNB2S students, but also affect cis students. More specifically, there are potential sources of confusion and/or issues that are at play for applicants, such as a conflation of sex and gender identity and challenges of unfamiliar terminology. This section describes issues at play for both TNB2S and cis students.

5.3.1 TNB2S Student Experience

The terminology used within the question and corresponding response options can pose challenges for how TNB2S applicants may choose to respond. This plays itself out in several ways, including asking for gender with responses that indicate sex assigned at birth, or use of outdated terminology.

If a question simply asks “gender” with “female” and “male” as response options, TNB2S applicants are often left wondering if the institution is asking for their sex assigned at birth or gender identity. “They must comprehend which

dimension of their sex/gender is being queried (e.g., birth-assigned sex, identity, lived gender), make a judgement regarding the ideal response, and then map that response onto the available options or decide to skip” (Bauer et. al. 2017:5). This was confirmed during the focus group when one student noted that “[the] current student application is problematic because it asks ‘male’ or ‘female’ which is sex assigned at birth, not gender” (Student Focus Group, January 2017).

Similarly, the terminology used within the response options offered is important given that language is continually evolving over time and is often understood differently by TNB2S people. For example, among students who participated in the focus group and survey, there were differing opinions and preferences for the language reflecting non-binary trans experiences, in particular reflections on whether “other” and “gender variant” served or undermined them.

Students acknowledged the benefit of the response option of “other” could include a lot different people beyond woman and man; however, semantically they considered it awkward as it is quite literally “othering” students. They offered several alternatives to the term “other,” including “none of the above” or “another gender identity” to resolve some of this tension (Focus Group, January 2017). This was echoed by another student who explained their hesitant accepting “other” as a viable response option:

It’s vastly better than only offering binary choices. I’ll take it but it means that I am categorized as “other” or basically ‘not important enough to differentiate from the rest of the folks who identify as “other.” We’re hardly all the same and this box suggests we are. That said, I can live with it and save myself a lot of cranky phone calls (Student Survey, February 2017).

With regard to the term “gender variant,” students noted this as a specific subset of non-binary identities. Several students noted that they still felt heard or seen by this language; however, indicated that “gender variant” may not suit or represent other people who identify outside of the gender binary. For example, one student explained what “variant” means to them: “I think “variant” makes it sound too much like “abnormal”, e.g. not right” (Student Survey, February 2017).

As such, students suggested the alternate term of “non-binary” to be more expansive than “gender variant” (Student Focus Group, January 2017). This is supported by the results of the student survey with 58% of respondents indicating “non-binary” as the preferred third term (Student Survey, February 2017).

Similarly, the registrar at State University of New York (SUNY) shared that following the introduction of expanded gender categories within student application forms (which included “genderqueer”), the university received requests from students that indicated, “they would feel more comfortable with a ‘non-binary’ option” (Proctor, pers. comm., 7 November 2016).

5.3.2 Cis Student Experience

There are several sources of potential confusion for cisgender students filling out application forms with expanded gender categories. These include the use of unfamiliar terms and/or different or redundant selection mechanisms. These considerations are important to ensure accuracy of data collection. Bauer et. al. (2017) discuss potential unfamiliarity of trans-inclusive response options among cis respondents:

Approximately 30% of Americans were unfamiliar with the term “transgender” or unsure of its meaning as recently as 2011 (Public Religion Research Institute, 2011). As most participants in population surveys will be cisgender, confusion among a small proportion could generate a group of “trans” participants composed primarily of misclassified cisgender participants (Scout & Gates, 2014)” (Bauer et. al. 2017:5).

Similarly, the term “cisgender” is not familiar to the population it is intended to describe and capture. This became evident in the responses to open-ended questions in the student survey where a cisgender student asked for the definition of the term “cisgender” (Student Survey, February 2017). As such, any expanded gender category options should minimize the reliance on this term to reduce response errors and confusion among cis students.

Bauer et. al.’s recent evaluation of expanded gender category options, which included cis participants, found that cis participants generally did not experience challenges with two-part approaches to expanded categories. This was found to be “consistent with other research showing that cisgender participants did not have comprehension difficulties with trans-inclusive survey measures (Lombardi & Banik, 2016, Reisner et al., 2014b)” (Bauer et. al. 2017:18).

While cis respondents did not experience any confusion, they did experience a sort of redundancy; however, this did not typically result in response skipping:

While many cisgender participants did not see much distinction between the two questions [sex assigned at birth and gender identity] (true for both sets), their clarity for trans participants may have been dependent on both [parts of the question] being visible. Thus, we recommend that the questions be simultaneously visible for online and paper surveys (Bauer et. al. 2017:27).

Where there is an approach allowing the selection of multiple gender categories, there is a greater risk of challenging cis students to respond correctly and adequately. This was echoed by one of the students: “I liked the aspect of being able to check more than one category and that giving me more agency and flexibility; however, the list of terms may be too complex and confusing for cis people to complete the form” (Student Focus Group, January 2017).

Bauer et. al.’s research was based in Canada, and further research and consultation may be necessary to understand the level of knowledge and understanding by international students of trans-inclusive terminology rooted within a Western context. Kate Jakway at the UCLA reported that the introduction of expanded gender categories within student information systems in 2016 resulted in generally low responses to the gender question, with the greatest number of blank responses from international students (Jakway, pers. comm., 13 October 2016). This may be arising from unfamiliar or culturally complex terminology.

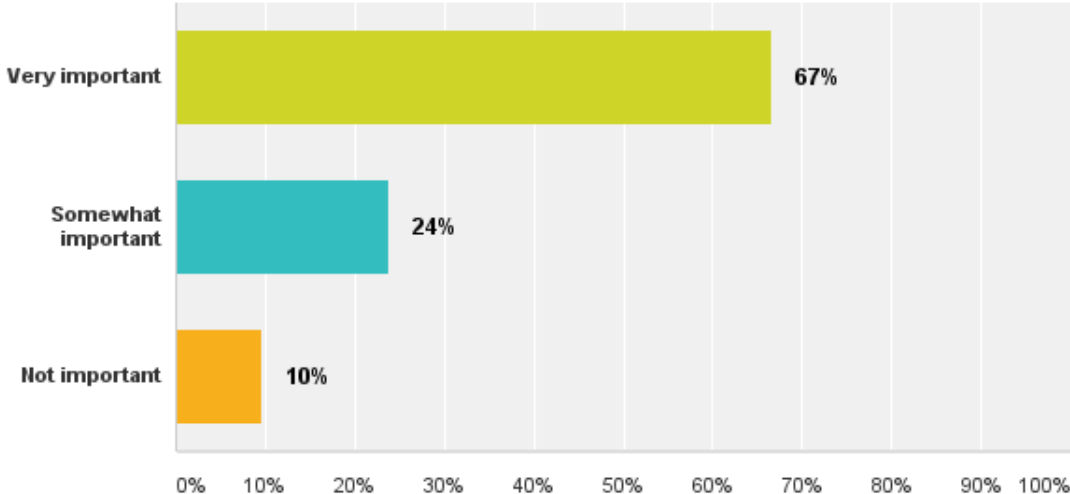
5.4 Privacy and Disclosure

Given the current challenges, discrimination, and issues facing TNB2S people in society at large, safety is a real and paramount consideration. There are many, varied ways that TNB2S secure their physical, emotional, and mental wellbeing, including the control of personal information. As such, there is often a strong reluctance among TNB2S to provide gender data, especially where it is connected to permanent records. There is a great sense of risk associated with “being out” in this way within administrative systems. Even greater scrutiny is directed at organizations that have inadvertently released sensitive gender information, or organizations with insufficient experience and understanding about the nature of the information they are requesting and its importance to the respondent. Therefore, some TNB2S people err on the side of keeping their information private and avoiding disclosure of their gender identity.

This is also being recognized as a pressing issue by the Canadian Human Rights Commission (CHRC). In one of its recent cases involving a trans person against Employment and Social Development Canada, it ruled in favour of de-linking gender from personal information (unless there is compelling reasons). This approach allows for TNB2S people to be counted, while maintaining their anonymity and safety.

BC registrars understand this issue with the majority of survey respondents recognizing the importance of students being able to opt out of answering the gender question (Figure 5.4-1).

Figure 5.4-1 Registrar Ratings on Student Ability to Determine Disclosure [N=21]



Some educational institutions that have implemented expanded gender categories have noted a high skip rate among TNB2S students. In particular, SUNY employs a demographic survey circulated to students upon admission. SUNY allows students to skip any question on the demographic survey, or to not take the survey at all. Cynthia Proctor estimates 60% of registered students completed the survey (Proctor, pers. comm., 7 November 2016). Of those who completed the survey, many opted out of responding to the questions about gender identity.

Of note on this matter, the SUNY survey is administered only to students who are over the age of 18 years old. SUNY also had concerns about international students, particularly those from countries that do not recognize or suppress LGBT rights (Proctor, pers. comm., 7 November 2016). As such, SUNY decided not to administer the survey to international students to avoid security risks. SUNY is looking to increase the communication around data security for the next survey round to encourage more TNB2S students to respond to the gender question (Proctor, pers. comm., 7 November 2016). There have been similar experiences at UCLA. It has a large population of TNB2S people on campus; however, few students provided information about their gender identity in the institutional student information system.

Low response rates may be attributable, in part, to the fact that many applicants are teenagers who are getting parental or counsellor support to fill out application forms. The applicants may not be out about their gender identity to parents and other adults. Responding to this question correctly may out them or make them more visible than they are prepared to be at that point (Jakway, pers. comm., 13 October 2016). This presents privacy concerns related to answering this question on the application form. As a result, applicants fill out the application in the way the reviewer expects them to (usually sex assigned at birth), and they are more likely to update their gender information after they have been admitted to the university.

One of the respondents to the student survey spoke of the need for balance between visibility and vulnerability:

“I am averse to identity labels in general and hesitate over the increased fervor of queer organizing and the political left for embracing a big-data-friendly “everyone should disclose all of their personal information all of the time” mindset. [T]he balance between making life easier for trans students navigating post-secondary and making members of that same group hyper-visible within the institution’s data collection practices is one that worries me” (Student Survey, February 2017).

In conclusion, the privacy considerations raised in this section underscore the need for collection methods that allow applicants and students the ability to opt out of providing gender identity, or, alternatively, that provide anonymous response mechanisms separate from personal, permanent records.

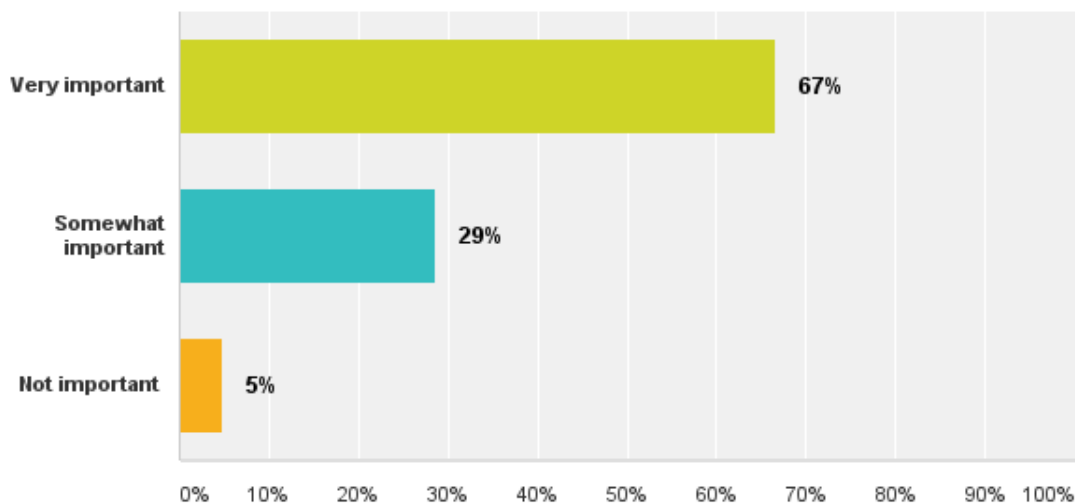
5.5 Data Output

While there are many issues related to gender data collection, there are also important considerations at the data output stage. This section explores the various dimensions of expanded data outputs, including 1) the level of effort to manage them by institutions once collected, 2) how they are currently being applied by institutions, 3) what happens when there is not enough data, and 4) registrar interest in data collapsibility. Of particular importance is the role and function of response clustering. That is, having sufficient responses to categories to allow for institutional application of gender data.

5.5.1 Data Manageability

Based on the gender response options provided, there may be varying levels of effort involved in data compilation and analyses by institutions. In general, where there are greater number of response outputs to the gender question, there is greater demand on institutions to interpret complex sets of information. A balance in manageability is achieved through fewer response options that allow for clustering of responses to occur within gendered data sets. In general, institutional interviewees and survey responses from registrars underscored the importance of keeping data management reasonable with 67% of registrars noting this as very important (Figure 5.5-1). This issue ties specifically to implementation and application of these gender data (covered in the next section) by institutions into operations and decision-making.

Figure 5.5-1 Importance of Data Manageability to Registrars [N=21]



5.5.2 Data Applicability

Educational institutions that have implemented expanded gender categories have begun to receive gender data and apply them to different operational contexts. For example, gender data has driven a powerful level of awareness about the number and distribution of trans students. It has also driven the introduction of new staff positions and the establishment of committees to identify and extend inclusive practices.

For example, the Justice Institute compiles responses from students who identify as transgender. Before the expanded gender categories, the Justice Institute had no sense of the numbers of TNB2S students at the institution. The staff expected TNB2S representation in counselling areas, which has an understandable concentration of marginalized people (White and DeMarinis, pers. comm. 15 November 2016). However, the gender data shed light on TNB2S representation across all program areas. This shifted preconceived notions of which programs and courses would have TNB2S student enrolment and shed light on the need for general readiness to address their specific and unique needs across all programs.

SUNY used gender data collected from completed surveys to track TNB2S completion and retention rates over time compared to their peers (Proctor, pers. comm., 7 November 2016).

Among the 118,800 students who completed the demographic survey with about 100 TNB2S student responses in 2016 (Proctor, pers. comm., 7 November 2016). These data helped to establish the need for a staff position dedicated to administering the Diversity and Inclusion Policy, in particular, the aspects supporting LGBT students. A Diversity and Inclusion advisory committee was established. (Proctor, pers. comm., 7 November 2016). The survey results have also supported iterative conversations about gender at SUNY.

Purdue University reported 6,500 to 7,000 students who identify as LGBT² out of a total population of 40,000 students on the main campus (Beals, pers. comm., 24 October 2016). The number of LGBT students reporting their status has grown dramatically in one year. More and more students are finding the survey link and feeling confident to share their identity(ies).

Purdue is using gender data in recruitment efforts to signal a welcoming campus and to demonstrate the number of TNB2S students in their campus community. The data are used as part of student outreach (e.g., inviting students to events). Gender data are combined with home country or nationality to identify greater needs and resources for students (e.g., how to talk to family about one's identity). Where there a lack of resources and supports for LGBT students is identified, the university responds with greater services to support academic performance and success (Beals, pers. comm., 24 October 2016).

Disaggregated numbers of TNB2S students were requested from Purdue; however, the information was not provided.

5.5.3 Data Sufficiency

Data suppression is a common practice in census- and survey-based contexts. As such, there is concern, especially with more than three gender responses options, that there may not be enough respondents in each category to allow results to be reported without compromising respondent privacy. When UCLA introduced expanded gender categories in 2016, many of their populations of interest had too few respondents to report (i.e., less than 10 students). As such, these data are suppressed in order to protect these students' identities and confidentiality (Jakway, pers. comm., 13 October 2016).

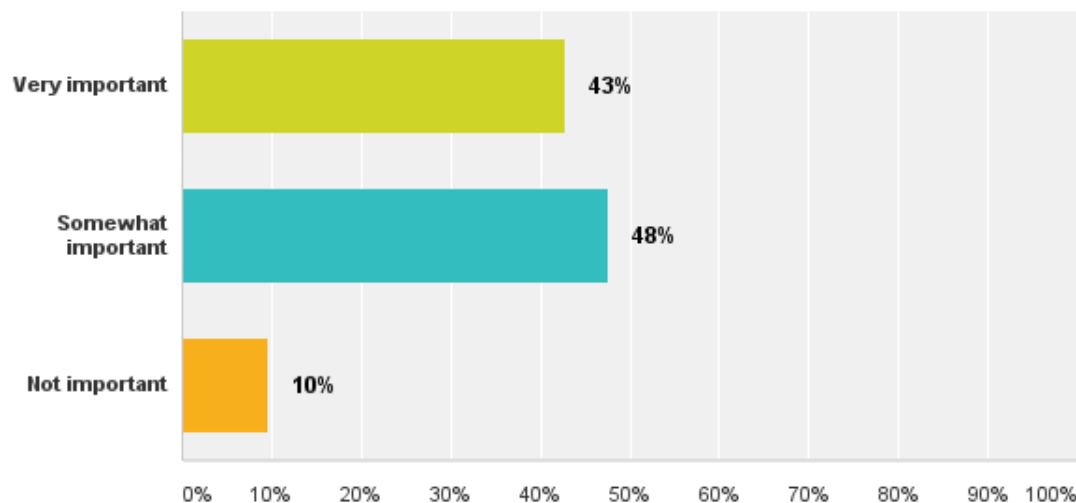
The BC Ministry of Advanced Education (AVED) noted the issues of low responses numbers, especially in gender-related categories (Stock, pers. comm., 1 November 2016). In such cases, AVED has a policy of data suppression to protect the identity of students. For example, within some trades programs the ministry cannot report gender break downs because of the small number of women enrolled. The ministry considers it is relevant to track gender diversity, but also wonders if there will be enough data to allow reporting.

5.5.4 Data Collapsibility

Data collapsibility is a function that allows reporting and application at both broad and specific levels. This functionality is produced by asking gender questions in a layered manner (i.e., two- or three-part questions) that allows students to determine how the categorization of their gender identity occurs. In other words, there is a front-end categorization that is transparent to the respondent rather than a back-end amalgamation between various categories based on institutional best guesses and assumptions – often without student knowledge or confirmation.

Collapsibility and expandability of gender data allows institutions flexibility in what and how much they report to government or use within their institutions. For example, they could report to government in a few, broad gender outputs, while apply more detailed, specialized gender data sets to institutional areas, practices, and issues. Figure 5.5-2 depicts the level of importance BC registrars place on this feature.

Figure 5.5-2 Importance of Data Collapsibility to Registrars [N=21]



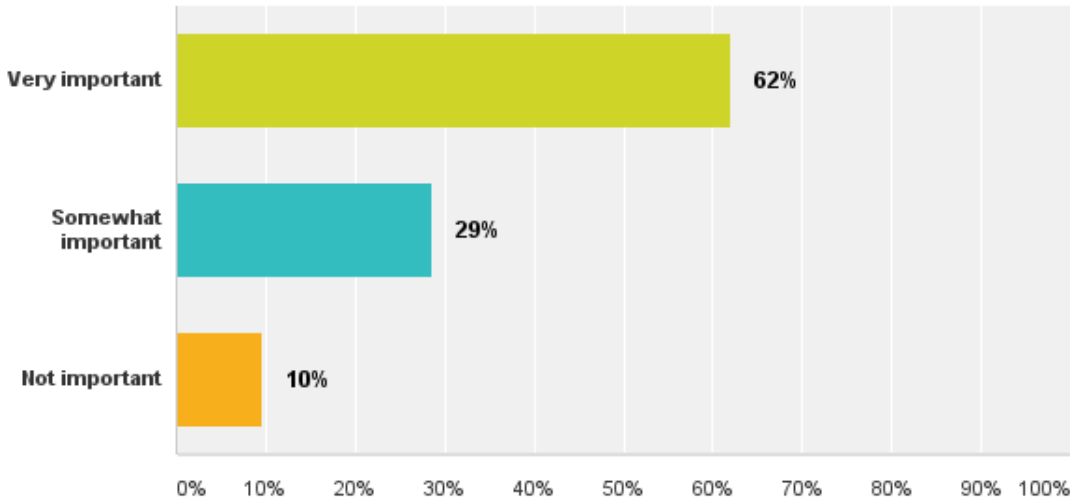
5.6 Government Compliance

Gender data serves a variety of purposes, including institutional reporting of aggregate gender data to the BC Ministry of Advanced Education (AVED). The current gender response options are “female” and “male.” In the instance where students do not respond, the university indicates gender as “unknown.” For example, the Justice Institute has added a category of “other” on their application form. This is currently tracked by the variable “unknown” (Stock, pers. comm., 1 November 2016 and White; and DeMarinis, pers. comm. 15 November 2016).

Currently, if institutions report 1% or more as “unknown” for gender, they are considered non-compliant by AVED standards. Given these accountability requirements, many registrars (62%) placed high importance on being able to report gender data to the provincial government, even if different from the current reporting format (Figure 5.6-1). Stakeholders from the ministry who were interviewed for this report stated that gender data informs broader research regarding enrollment, program of studies, employment rate (by credential level), and level of credential (Stock, pers. comm., 1 November 2016). AVED, in turn, is required to provide aggregate data to Statistics Canada on behalf of the 21 post-secondary institutions in BC. (The four large research universities submit data independently and directly to federal agencies.)

In other Canadian provinces, provincial governments have shown flexibility around reporting requirements on gender. The OUCA working group was in conversation with the Ontario Ministry of Advance Education and Skills Development (MAESD) during the process of changing gender categories in terms of reporting expectation, and gender responses are no longer required fields. This change was implemented for the September 2017 intake and has been accepted by MAESD (Darling, pers. comm., 10 November 2016).

Figure 5.6-1 Level of Importance among Registrars for Reportability to Government [N=21]



5.7 Systems Capability

Beyond the issues experienced by students and institutions through the provision, collection, compilation, and reporting of gender data, there is the practical issue of whether information systems are capable of handling expanded gender categories. That is, are the technological and technical requirements for recording and storing the information provided by applicants and students available to institutions for collecting gender in the way that is more inclusive? BC public post-secondary institutions typically rely on a few key software companies to deliver cloud-based and integrated systems services and solutions, including Banner and Colleague by Ellucian.

In the past, the institutions who made attempts to expand gender categories (e.g., Justice Institute and Purdue University) were limited in their capability to collect this information by virtue of their student information system. As such, they had to develop workarounds, such as storing the gender data beyond binary responses of female and male in Microsoft Excel (DeMarinis, pers. comm., 15 November 2015). This did not allow for widespread knowledge of, ready access to, and/or full application and integration of the gendered information throughout the institution.

Purdue University is also experiencing current limitations to data functionality based on their system administered by Ellucian. Purdue reported that currently it cannot expand gender options within Ellucian (Beals, pers. comm., 24 October 2016). As such, Purdue collects gender data through an external survey separate from their system. These data are stored in a warehouse with restricted access. Departments at Purdue can request access to the gender data for specific purposes, and with strong privacy protections in place (Beals, pers. comm., 24 October 2016).

Based on the interview with one system provider (Colleague Student and Core by Ellucian), they are aware of the increasing demands of their client institutions to collect and store gender information beyond the typical options of “female” and “male.” In the last three years, Colleague has been consulting with its clients about gender data issues and options. This discussion gathered profile when a letter was issued by the Department of Justice (under the Obama administration), which highlighted the presence of transgender students in post-secondary institutions through the discussion of providing appropriate washroom and change room facilities (USDOJE 2016). Given these executive directions, compliance with federal funding requirements was added to the existing motivations for universities to broaden their gender inclusiveness.

Colleague is currently undertaking a pilot of flexible selection of fields for the gender portion of application and registration forms for universities (Smith, pers. comm., 19 December 2016). To date, there have been four meetings with approximately 50 institutional stakeholders. Colleague has collected feedback on both institutional and student needs in this area. At the time of this report, testing is underway and general release to all institutions is planned for late May 2017.

Based on these efforts, Colleague anticipates that they will be able to accommodate all the options presented in this report, including the more complex two-step methods. The system can also support the ability for applicants or students to opt out by providing a “prefer not to say” response option to the question of gender. Currently, however, Ellucian is not able to support a “select all that apply” approach.

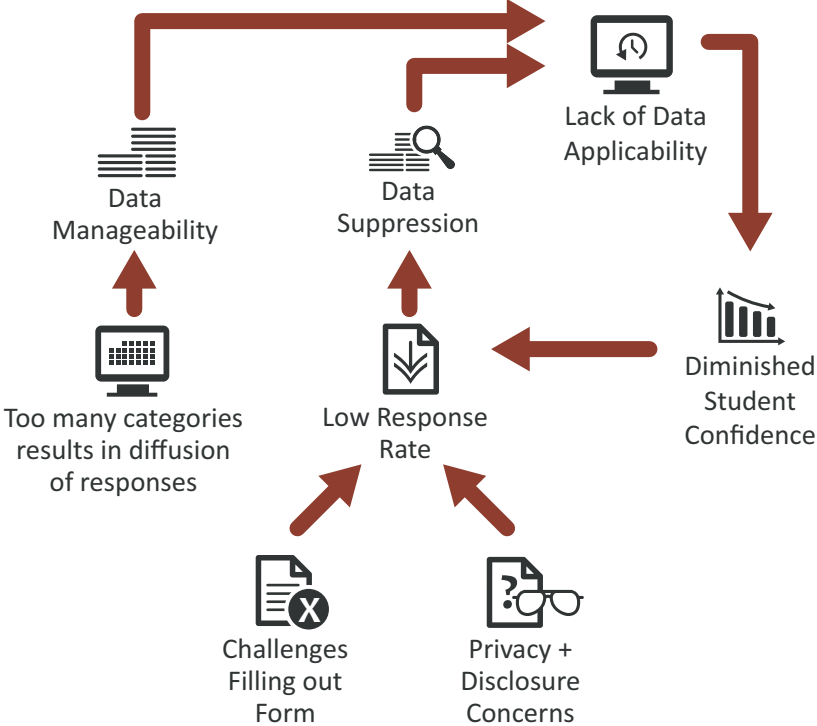
Beyond the response categories themselves, there are additional useful and supportive systems capabilities that would ease the addition of categories which may be unfamiliar to some applicants and students. Colleague has some ability to provide definitions of terms (e.g., insert paragraph above or hover-over function). The description associated with each category must be short (i.e. limited to 25 to 30 characters). Responsive help in Colleague could be another avenue to help with defining gender category terms.

With regards to analysis and interpretation of the gender data, institutions can use SQL or Oracle to report on any piece of data that they collect within Colleague as part of admissions or registration systems. Institutions can also use reports included within Colleague reporting and analytics. In particular, institutions expressed interest in the ability to select particular sub-groups for more focused and tailored reporting to drive decision-making processes.

5.8 Summary

The singular issues discussed in this section are each important to BC students and registrars in the consideration of expanded gender categories. However, they also operate collectively in concert with one another. That is, outcomes in one area may impact to other areas. This is particularly at play with regards to student confidence, which may be adversely affected by a variety of issues, resulting in a negative feedback loop with continuous low response rates, as depicted in Figure 5.8-1. Data suppression and high demands on data manageability, may adversely affect the quantity and quality of gender data available to inform institutional attempts to address TNB2S needs. This, in turn, may diminish student confidence in gender data collection and leave students less likely to respond to gender questions in the future. These dynamics are further explored in Section 7, which examines how to improve student confidence in data collection efforts by ensuring confidentiality or anonymity, as well as by showing how gender data are utilized.

Figure 5.8-1 Negative Feedback Loop of Issues Affecting Student Confidence



6. Comparison of Options by Issues

6.1 Overview

This section combines options described in Section 4 with the considerations of issues discussed in Section 5 to analyze the costs and benefits of each option. While it is appreciated that stakeholders may wish to see all the issues addressed and considered, there are issues and objectives that are at odds or in tension which prevent this. Awareness of these key trade-offs is intended to produce informed decision-making with a view toward the recommendations that minimize costs and maximize benefits for all involved.

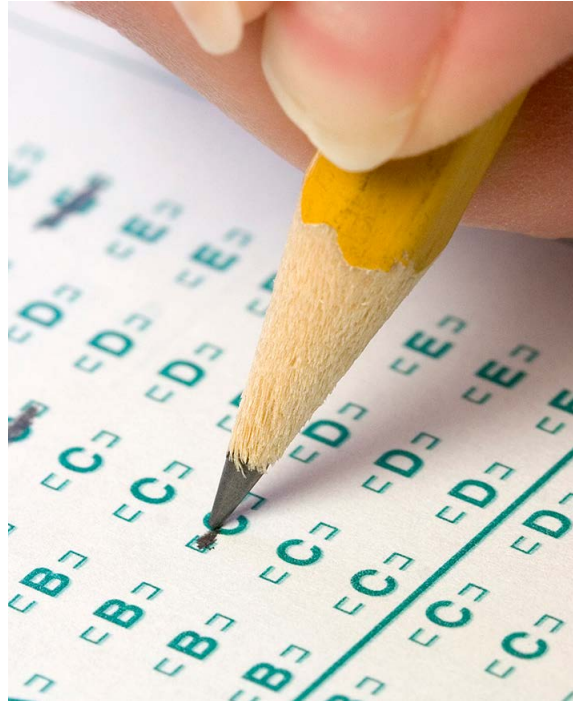
This analysis is supported by information provided from the interviews, focus groups, survey responses, and desk-based research. The use of structured decision-making (described in Section 2.6) provides ratings on 11 key measures in an attempt to combine and balance different needs, objectives, and interests across a diversity of stakeholders and key informants, including registrars, students, government agencies, and system providers.

The 11 measures include:

- Number of gender categories provided;
- Level of data available on non-binary students;
- Level of data available on binary trans students;
- Level of TNB2S student rating of options as provided in the student survey results;
- Level of understanding among cis students;
- Level of effort to manage data;
- Level of applicability;
- Level of data available to apply to institutional objectives and operations;
- Level of ability to expand and contract gender data set;
- Level of fulfilling 99% threshold for gender; and
- System ability to collect gender as per option.

This section begins with an analysis of each option and concludes with a comparative analysis resulting in a set of recommendations. The costs and benefits for each option are reported in standard tables based on how they rate on the measures listed above. The tables are summarized in Table 2.7-1.

The measure of TNB2S student responses to each of the six options is based on survey results, which are summarized and presented in Appendix 9.



6.2 Cost-Benefit Analysis by Option

6.2.1 Option A (Man/Woman)

Currently, many institutional application and registration forms still rely on the binary choice of “female” or “male;”. In addition to exclusion inherent in this approach, the reference is to sex assigned at birth, not gender (Student Focus Group, January 2016). Table 6.2-1 delineates the costs and benefits across the 11 measures. There are a total of six benefits, related to being understood and easily managed. However, there are also five measures by which this option performs poorly, mostly related to exclusion of TNB2S students.

Table 6.2-1 Benefits and Costs of Option A

Issue	Measure	Benefits	Costs
Overall Inclusivity (Section 5.2)	<i>Number of gender categories provided</i>		No additional categories
Inclusion of Non-binary Students (Section 5.2.1)	<i>Level of data available on non-binary students</i>		No non-binary total
Inclusion of Binary Trans Students (Section 5.2.2)	<i>Level of data available on binary trans students</i>		No binary trans total
TNB2S Student Experience (Section 5.3.1)	<i>options as provided in the student survey results</i>		>75% of TNB2S students disliked this option
Cis Student Experience (Section 5.3.2)	<i>Level of understanding among cis students</i>	High level of understanding	
Data Manageability (Section 5.5.1)	<i>Level of effort to manage data</i>	Low level of effort	
Data Applicability (Section 5.5.2)	<i>Level of applicability</i>	Medium level of data usefulness and applicability to some contexts and inquiries	
Data Sufficiency (Section 5.5.3)	<i>Level of data available to apply to institutional objectives and operations</i>	No data suppression because of ample data in each category	
Data Collapsibility (Section 5.5.4)	<i>Level of ability to expand and contract gender data set</i>		No collapsibility feature
Government Compliance (Section 5.6)	<i>Level of fulfilling 99% threshold for gender</i>	Meeting 99% threshold	
Systems Capability (Section 5.7)	<i>System ability to collect gender as per option (as of May 2017)</i>	Fully able to support data collection	

6.2.2 Option B (Man/Woman/Other)

Table 6.2-2 compares the costs and benefits of this option, revealing benefits on seven measures, with a few notable costs (i.e., the ease of data management and a lack of binary trans count). There was a notable preference for “another gender identity” among BC student survey respondents (74%), instead of the term “other” as a way to soften the experience of “othering.”

Table 6.2-2 Benefits and Costs of Option B

Issue	Measure	Benefits	Costs
Overall Inclusivity (Section 5.2)	<i>Number of gender categories provided</i>	One additional gender category included	
binary Students (Section 5.2.1)	<i>Level of data available on non-binary students</i>	Some tally of non-binary students	
Trans Students (Section 5.2.2)	<i>Level of data available on binary trans students</i>		No tally of binary trans students
Experience (Section 5.3.1)	<i>options as provided in the student survey results</i>	15%-49% TNB2S students disliked this option	
Experience (Section 5.3.2)	<i>Level of understanding among cis students</i>	Moderate level of understanding	
Data Manageability (Section 5.5.1)	<i>Level of effort to manage data</i>		Medium level of effort
Data Applicability (Section 5.5.2)	<i>Level of applicability</i>		Low level of data usefulness and applicability to a few contexts and inquiries
Data Sufficiency (Section 5.5.3)	<i>Level of data available to apply to institutional objectives and operations</i>	Low level of data suppression	
Data Collapsibility (Section 5.5.4)	<i>Level of ability to expand and contract gender data set</i>		No collapsibility feature
Compliance (Section 5.6)	<i>Level of fulfilling 99% threshold for gender</i>	Proximate to meeting 99% threshold	
Systems Capability (Section 5.7)	<i>System ability to collect gender as per option (as of May 2017)</i>	Full system support of data collection	

6.2.3 Option C (Man/Woman/Gender Variant)

According to Table 6.2-3, and, this option has more benefits than did Option B (among eight of the measures) with fewer costs (on three measures). The former are mostly related to an increased level of data applicability, though there is still an exclusion of binary trans visibility in the categorization.

Table 6.2-3 Benefits and Costs of Option C

Issue	Measure	Benefits	Costs
Overall Inclusivity (Section 5.2)	<i>Number of gender categories provided</i>	One additional gender category included	
Inclusion of Non-binary Students (Section 5.2.1)	<i>Level of data available on non-binary students</i>	Clear, full tally of non-binary students	
Inclusion of Binary Trans Students (Section 5.2.2)	<i>Level of data available on binary trans students</i>		No tally of binary trans students
TNB2S Student Experience (Section 5.3.1)	<i>Level of TNB2S student rating of options as provided in the student survey results</i>	15%-49% TNB2S students disliked this option	
Cis Student Experience (Section 5.3.2)	<i>Level of understanding among cis students</i>	Moderate level of understanding	
Data Manageability (Section 5.5.1)	<i>Level of effort to manage data</i>		Medium level of effort
Data Applicability (Section 5.5.2)	<i>Level of applicability</i>	High level of data usefulness and applicability to most contexts and inquiries	
Data Sufficiency (Section 5.5.3)	<i>Level of data available to apply to institutional objectives and operations</i>	Low level of data suppression	
Data Collapsibility (Section 5.5.4)	<i>Level of ability to expand and contract gender data set</i>		No collapsibility feature
Government Compliance (Section 5.6)	<i>Level of fulfilling 99% threshold for gender</i>	Proximate to meeting 99% threshold	
Systems Capability (Section 5.7)	<i>System ability to collect gender as per option (as of May 2017)</i>	Fully able to support data collection	

6.2.4 Option D (Check All Apply: Man/Woman/Trans/Gender Variant)

While a popular choice among students and registrars, Table 6.2-4 reveals several key challenges with this option, which includes notable costs across several measures. Specifically, this option may cause confusion among cis students, yield data in categories that require suppression to protect personal identities with a high level of effort in data management. Along with these issues, there also might be compliance issues with reporting to the government. Furthermore, this option is not currently supported by planned changes to information systems.

Table 6.2-4 Benefits and Costs of Option D

Issue	Measure	Benefits	Costs
Overall Inclusivity (Section 5.2)	<i>Number of gender categories provided</i>	Most or all additional gender categories included	
Inclusion of Non-binary Students (Section 5.2.1)	<i>Level of data available on non-binary students</i>	Complicated, mostly full tally of non-binary students	
Inclusion of Binary Trans Students (Section 5.2.2)	<i>Level of data available on binary trans students</i>	Complicated, mostly full tally of binary trans students	
TNB2S Student Experience (Section 5.3.1)	<i>Level of TNB2S student rating of options as provided in the student survey results</i>	15%-49% TNB2S students disliked this option	
Cis Student Experience (Section 5.3.2)	<i>Level of understanding among cis students</i>		Low level of understanding
Data Manageability (Section 5.5.1)	<i>Level of effort to manage data</i>		High level of effort
Data Applicability (Section 5.5.2)	<i>Level of applicability</i>		Low level of data usefulness and applicability to a few contexts and inquiries
Data Sufficiency (Section 5.5.3)	<i>Level of data available to apply to institutional objectives and operations</i>		High level of data suppression
Data Collapsibility (Section 5.5.4)	<i>Level of ability to expand and contract gender data set</i>		Some collapsibility, but complicated
Government Compliance (Section 5.6)	<i>Level of fulfilling 99% threshold for gender</i>		Nowhere near threshold (<70%)
Systems Capability (Section 5.7)	<i>System ability to collect gender as per option (as of May 2017)</i>		May be possible based on future releases

6.2.5 Option E (Two Part Question)

Table 6.2-5 illustrates that this option has the fewest costs when compared to the other options, according to ratings on key measures. It provides many of the benefits, including binary trans and non-binary counts, while being less susceptible to data suppression due to lower category outputs. The main costs are a moderate level of effort to manage the data, and some dislike of this option among TNB2S students.

Table 6.2-5 Benefits and Costs of Option E

Issue	Measure	Benefits	Costs
Overall Inclusivity (Section 5.2)	<i>Number of gender categories provided</i>	Two to three additional gender categories included	
Inclusion of Non-binary Students (Section 5.2.1)	<i>Level of data available on non-binary students</i>	Clear, full tally of non-binary students	
Inclusion of Binary Trans Students (Section 5.2.2)	<i>Level of data available on binary trans students</i>	Clear, full tally of binary trans students	
TNB2S Student Experience (Section 5.3.1)	<i>Level of TNB2S student rating of options as provided in the student survey results</i>		50% and 74% students disliked this option
Cis Student Experience (Section 5.3.2)	<i>Level of understanding among cis students</i>	Moderate level of understanding	
Data Manageability (Section 5.5.1)	<i>Level of effort to manage data</i>		Medium level of effort
Data Applicability (Section 5.5.2)	<i>Level of applicability</i>	High level of data usefulness and applicability to most contexts and inquiries	
Data Sufficiency (Section 5.5.3)	<i>Level of data available to apply to institutional objectives and operations</i>	Low level of data suppression	
Data Collapsibility (Section 5.5.4)	<i>Level of ability to expand and contract gender data set</i>	Full collapsibility into 3 categories	
Government Compliance (Section 5.6)	<i>Level of fulfilling 99% threshold for gender</i>	Meeting 99% threshold	
Systems Capability (Section 5.7)	<i>System ability to collect gender as per option (as of May 2017)</i>	Fully able to support data collection	

6.2.6 Option F (No Gender Data)

Table 6.2-6 reveals a high level of costs related to this option relative to the few benefits.

Table 6.2-6 Benefits and Costs of Option F

Issue	Measure	Benefits	Costs
Overall Inclusivity (Section 5.2)	<i>Number of gender categories provided</i>		N/A
Inclusion of Non-binary Students (Section 5.2.1)	<i>Level of data available on non-binary students</i>		No tally of non-binary students
Inclusion of Binary Trans Students (Section 5.2.2)	<i>Level of data available on binary trans students</i>		No tally of binary trans students
TNB2S Student Experience (Section 5.3.1)	<i>Level of TNB2S student rating of options as provided in the student survey results</i>		>75% of TNB2S students disliked this option
Cis Student Experience (Section 5.3.2)	<i>Level of understanding among cis students</i>	High level of understanding	
Data Manageability (Section 5.5.1)	<i>Level of effort to manage data</i>	No effort	
Data Applicability (Section 5.5.2)	<i>Level of applicability</i>		No data available to apply to operations
Data Sufficiency (Section 5.5.3)	<i>Level of data available to apply to institutional objectives and operations</i>		N/A
Data Collapsibility (Section 5.5.4)	<i>Level of ability to expand and contract gender data set</i>		N/A
Government Compliance (Section 5.6)	<i>Level of fulfilling 99% threshold for gender</i>		N/A
Systems Capability (Section 5.7)	<i>System ability to collect gender as per option (as of May 2017)</i>		N/A

6.3 Comparative Analysis

This section builds on the previous analysis to provide an empirical assessment of the various options, highlighting key trade-offs between how the options scored across the measures. Rating scales allow for easy comparison of the options using a transparent and repeatable approach. As with any effective and informed decision-making, the recommended outcome will maximize benefits and reduce or eliminate costs. As defined in Section 2.6, the standard descriptive text within the tables in the previous section convert into numbered ratings (i.e., 1 to 4 with 4 being the most favourable outcome).

For key trade-offs, ratings on pairs of measures were graphed across the options. This allowed a closer examination of two issues at a time, revealing which issues are at odds with each other in a sort of tug-o-war (i.e., with ratings trending in opposite directions). For example, one option could have a score of 1 on one measure and a score of 4 on another measure, which produces a sort of canceling effect (i.e., there is a great benefit, but it comes at a high cost). As such, optimization is produced by having ratings between measures that “move in the same direction” (e.g., one option having a score of 3 on one measure and score of 4 on another measure). That is, ideally options have high ratings on both compared measures.

All possible combinations of two measures were reviewed for substantial differences in ratings across the options (to determine the measures driving key trade-offs). This scan of the results revealed three main tensions, namely:

- **Tension 1:** Maximizing inclusivity of expansive gender diversity adversely affects level of effort in managing the gender data collected;
- **Tension 2:** Inclusivity of non-binary students adversely affects manageability of data;
- **Tension 3:** Maximizing inclusivity of additional gender categories increases the likelihood of having to suppress data outcomes to protect identities.

Each of these tensions is examined in more detail with the support of graphs that plot the ratings between two measures at a time. Each graph is preceded by a description of the analysis and key outcomes pointing toward a recommended option.

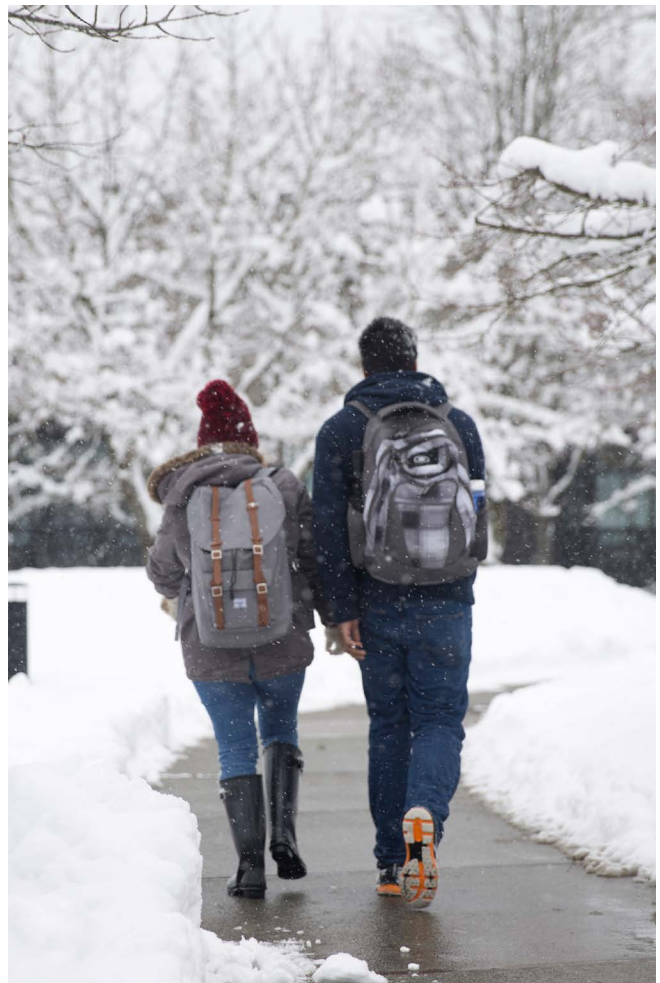


Figure 6.3-1 Rating Comparison: Tension between Overall Inclusivity and Data Manageability

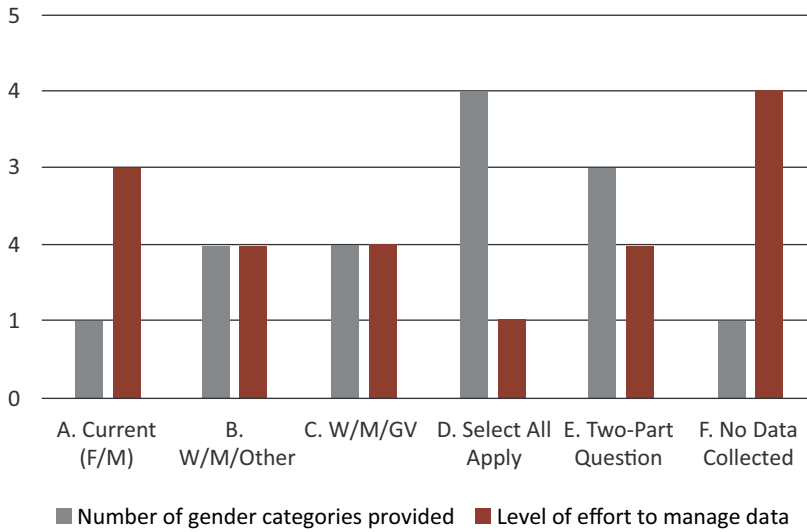


Figure 6.3-1 depicts **Tension 1** between increased gender categories and level of effort to manage data. The graph shows that Option A does not provide inclusivity; however, it is favourable from a data management perspective. Options B and C provide balance between additional categories and data management. Option D has many additional categories; however, requires a lot of more interpretation and analyses of data outputs. That is, Option D’s benefits are diminished by its data management costs. Option E has more categories without as much effort.

Figure 6.3-2 Rating Comparison: Tension between Non-Binary Inclusion and Data Manageability

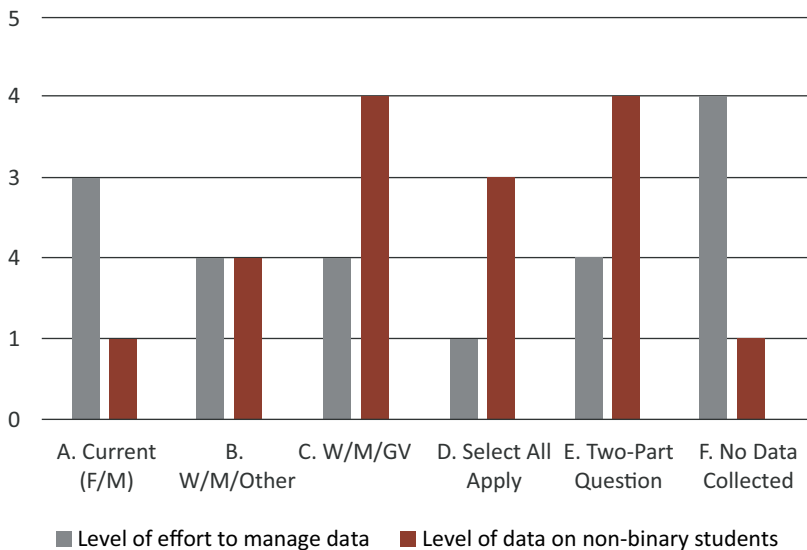
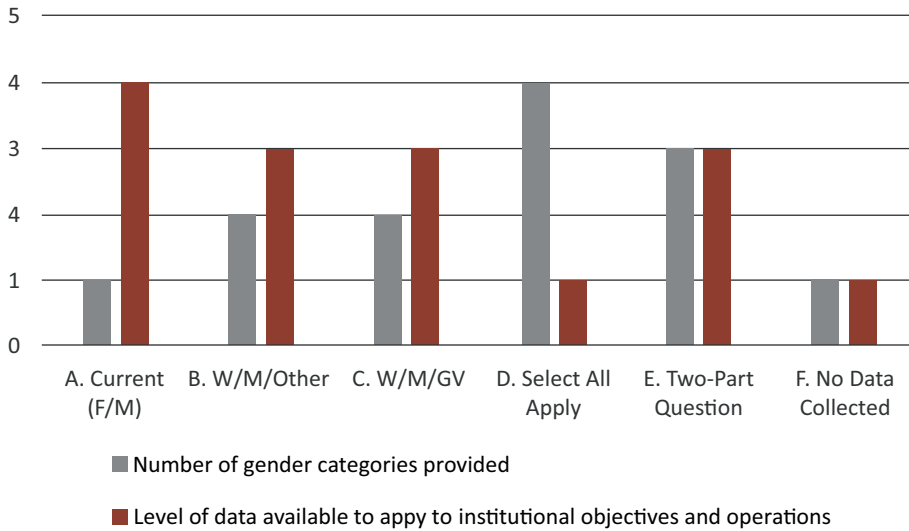


Figure 6.3-2 surfaces **Tension 2** between sufficient data inclusion on non-binary students and data manageability. Both Option A and D’s costs and benefits do not balance. That is, the former has manageability but no recognition of non-binary students, whereas the latter has recognition of non-binary students, but requires a higher level of effort to manage the data. Option F’s benefit of no data management is canceled out by the high cost of not providing any data. Option C and E have similar results of providing high degree of additional category beyond woman and man with some level of effort to manage data.

Finally, Figure 6.3-3 takes a closer look at **Tension 3** between number of additional categories and sufficient data available for driving institutional change (based on how much data suppression is required to protect personal identities). Option A and D both result in a net negative effect in that there are not enough expanded categories or too much data suppression. Options B and C results in net positive effect on the comparison between these two issues with less data suppression while providing only one additional category. Option E and F provide net neutral effect with a balance between added categories and level of data suppression.

Figure 6.3-3 Rating Comparison: Tension between Overall Inclusivity and Data Sufficiency

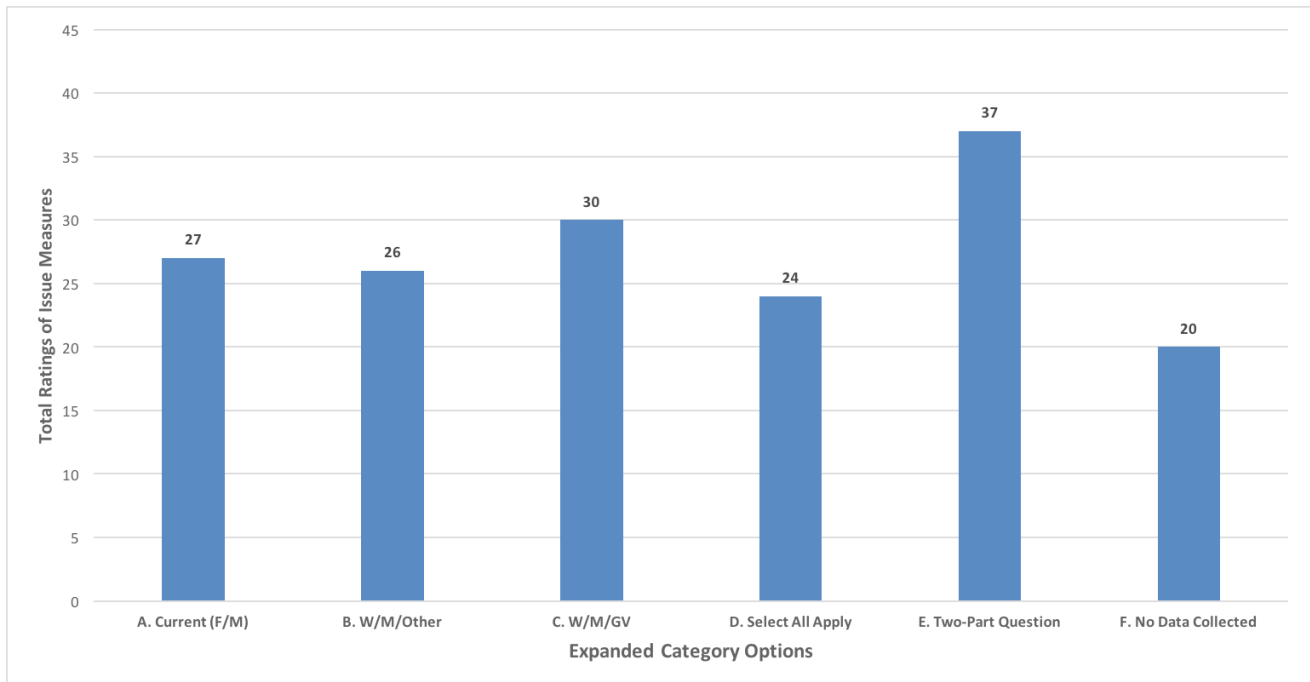


For each of the three tensions between various measures, there are repeated net positive or neutral outcomes for Option E. That is, while many of the options do not perform well within key trade-offs, Option E continuously comes out on top. Table 6.3-1 provides a summary of each of the scores by measure across the options. Each of the ratings on measures were added together to produce a total score for each option. The highest total score is 37 for Option E, followed by 30 for Option C. The total scores of all the options are graphed in Figure 6.3-4. This confirms the results of the comparative analysis related to the main tensions on key measures. As such, by various approaches and perspectives, Option E is a clear recommended choice.

Table 6.3-1 Summary of Ratings Score by Option

Issue	Measure	OPTION RATING (1 Least Favourable to 4 Most Favourable)					
		A. Current (W/M)	B. W/M/Other	C. W/M/GV	D. Select All Apply	E. Two-Part Question	F. No Data Collected
Overall Inclusivity (Section 5.2)	Number of gender categories provided	1	2	2	4	3	1
Inclusion of Non-binary Students (Section 5.2.1)	Level of data available on non-binary students	1	2	4	3	4	1
Inclusion of Binary Trans Students (Section 5.2.2)	Level of data available on binary trans students	1	1	1	3	4	1
TNB2S Student Experience (Section 5.3.1)	Level of TNB2S student rating of options as provided in the student survey results	1	3	3	3	2	1
Cis Student Experience (Section 5.3.2)	Level of understanding among cis students	4	3	3	2	3	4
Data Manageability (Section 5.5.1)	Level of effort to manage data	3	2	2	1	2	4
Data Applicability (Section 5.5.2)	Level of applicability	3	2	4	2	4	1
Data Sufficiency (Section 5.5.3)	Level of data available to apply to institutional objectives and operations	4	3	3	1	3	1
Data Collapsibility (Section 5.5.4)	Level of ability to expand and contract gender data set	1	1	1	2	4	1
Government Compliance (Section 5.6)	Level of fulfilling 99% threshold for gender	4	3	3	1	4	1
Systems Capability (Section 5.7)	System ability to collect gender as per option (as of May 2017)	4	4	4	2	4	4
Total Score (out of 44)		27	26	30	24	37	20

Figure 6.3-4 Total Score of Issue Measures by Option



7. Recommendations and Implementation

7.1 Recommendations

Based on the detailed and nuanced discussions and analyses above, a change to current practices in the collection of gender data appears to be both necessary and justified. Specifically, more inclusive policies around name and pronoun declaration and documentation are important in improving how institutions see and respect TNB2S students, whereas expanded gender categories provide an effective mechanism for institutions to count TNB2S students within aggregate data to better understand their distinct and collective needs and interests.

The first five recommendations seek to acknowledge students and allow for respectful interactions with students based on different names and pronouns provided. Furthermore, institutions can harness the insight and clarity arising from aggregate gender data collected in a way that reflects the spectrum of gender diversity while maintaining a relatively manageable data structure. As such, there are five recommendations pertaining to the recommended Option E for expanded gender categories to drive continued institutional change based on tracking gender data over time. Of particular note is the shift in language in Option E away from “gender variant” to “non-binary” based on strong student feedback in the online survey. Finally, this report began to surface the complexity and richness of gender-based Indigenous identities, such as Two Spirit students, who require their own unique approach. As such, there is a recommendation for continued consultation.

Table 7.1-1 provides a summary of the 11 recommendations toward expanded gender and naming declarations within student application and student information systems.

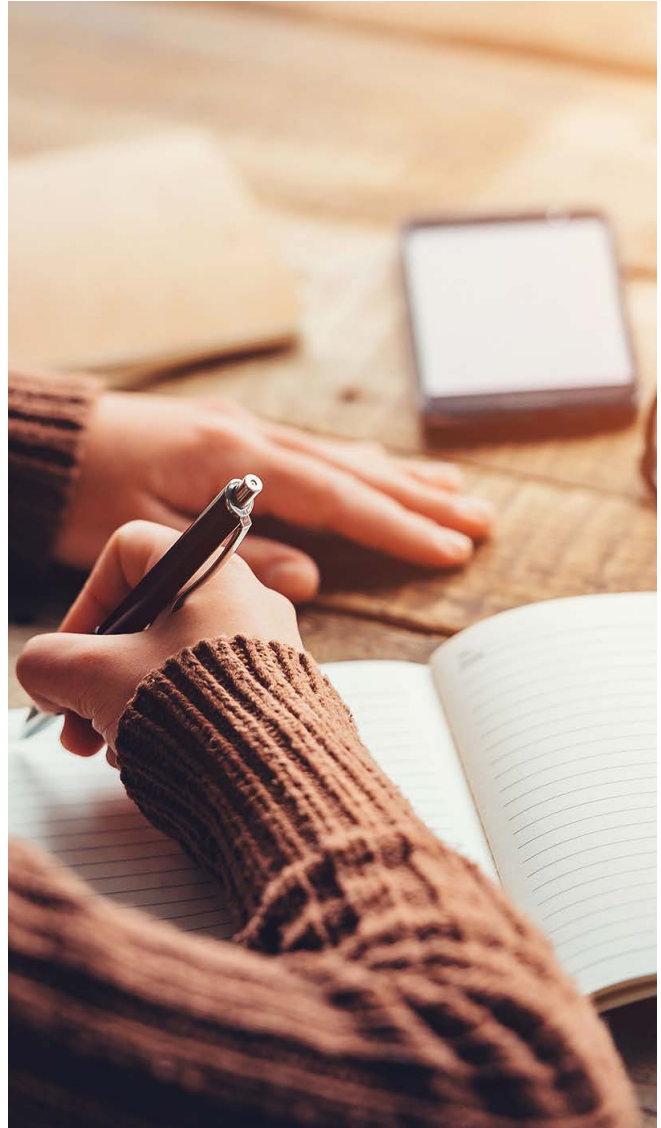


Table 7.1-1 Summary of Recommendations

Type of Recommendation	Description of Recommendation
<p>R1. Names</p>	<p>a) Introduce three fields to collect legal, common, and nick names.</p> <p>b) Allow students to indicate where and which name they want to expose, or use, including multiple names at once.</p> <p>c) Allow flexible, consistent, and widely-known process to change name(s) [ideally online without need for documentation, or, at least, with standard forms accompanied by clear and consistent procedures].</p>
<p>R2. Pronouns</p>	<p>a) Introduce a field within the application form and registration to allow for voluntary disclosure of third-person pronouns of the applicant or student.</p> <p>b) Provide training for staff and faculty to review and consistently use pronouns provided by applicants or students.</p>
<p>R3. Expanded Gender Categories</p>	<p>a) Option E with key modifications and the need for both parts of the question to be visible on the application at the same time:</p> <ul style="list-style-type: none"> ● What is your gender identity? Select one from: Woman, Non-Binary, or Man. ● Are you someone with trans experience (meaning your gender identity does not align with your sex assigned at birth)? Select one from: Yes or No. <p>b) Ensure that response to the gender question is optional to allow for voluntary disclosure of gender identity (i.e., ability to skip the question without response, or add a “prefer not to say” category to R3.a).</p> <p>c) De-linking personal information with the collection of gender data to increase confidentiality and ultimately protect privacy (e.g., introducing a post-application survey with demographic information).</p> <p>d) Track and report gender data outputs on applicants compared to admitted students with baseline in September 2018.</p> <p>e) Develop plan(s) to link data outputs with institutional programs, practices, operations, communications, and facilities to drive ongoing, accurate decision-making.</p>
<p>R4. Indigenous Considerations</p>	<p>a) Conduct more consultation and outreach with Two Spirit and Indigenous people to understand their unique needs for inclusion related to gender-based categories and/or procedures related to names and pronouns.</p>

To measure the level of impact of the recommendations pertaining to expanded gender categories, students were asked to reflect on how these would change their likelihood of responding to the question and how it would change how they fill out application forms (Figures 7.1-1 and 7.1-2). The results provide compelling reasons in favour of expanding gender categories which will result in beneficial changes to how students fill out application forms. A majority of TNB2S student respondents noted that they were much more likely to respond to the gender question with expanded responses options (70%). And 40% of respondents reported moderate level of change to how they would fill out gender on application forms (Student Survey, February 2017).

Figure 7.1-1 TNB2S Student Likelihood of Responding to Gender Question with Added Categories [N=20]

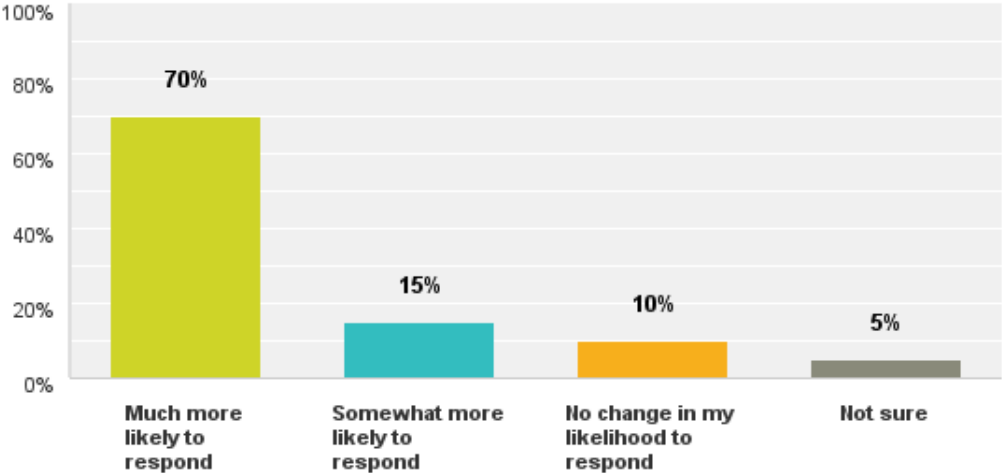
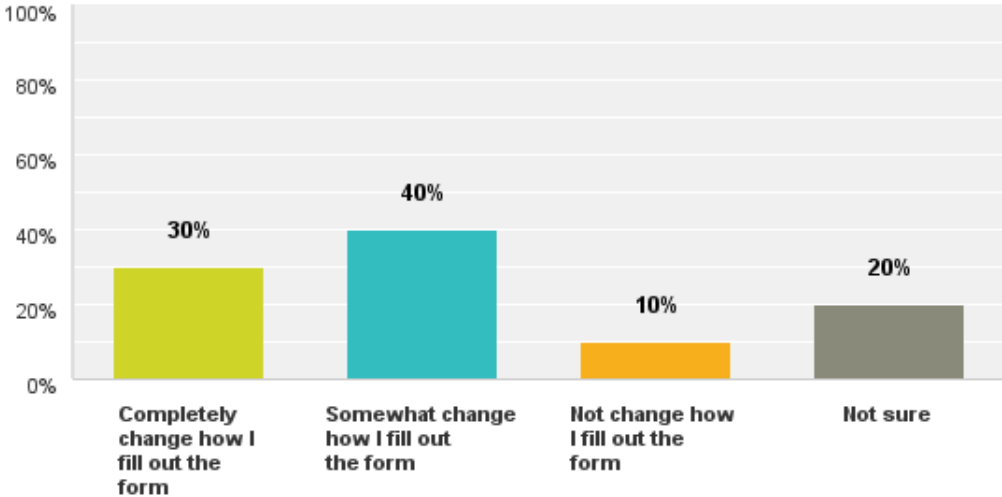


Figure 7.1-2 TNB2S Student Level of Change in Responding to Gender Question with Added Categories [N=20]



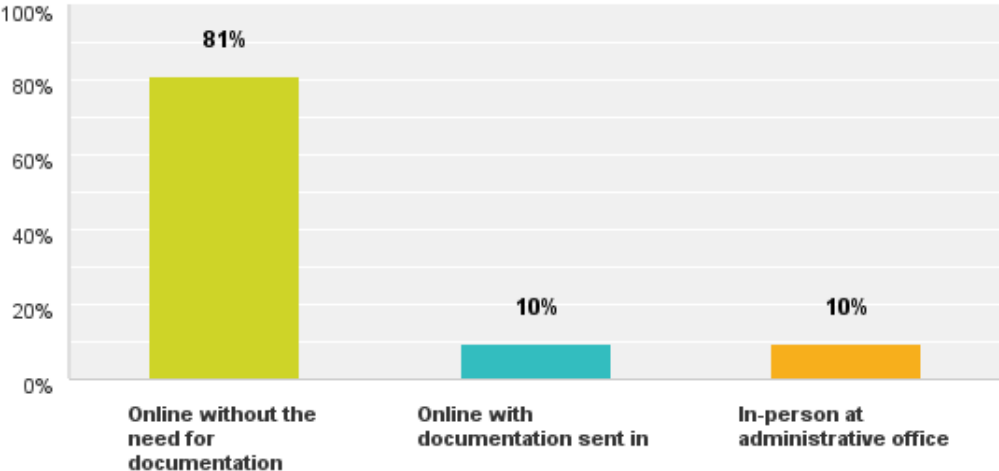
When asked what factors would increase the likelihood of them responding to the gender question, 70% selected assurance of confidentiality, another 70% selected description of how the data will be used, and 80% wanted a rationale of collecting gender information (Student Survey, February 2017). The open-ended responses provided further clarification, including wanting institutions to change their practices and interactions based on the information provided. That is, for institutions to demonstrate the link between the provision of data to some sort of tangible outcome or benefit. Other comments further clarified and underscored the need for confidentiality, and the provision of training for staff handling the sensitive and confidential gender information.

7.2 Considerations for Implementation

7.2.1 Clear and Consistent Procedures

There is a strong preference among TNB2S student respondents to be able to make changes to their gender identity and any changes to their name and pronouns in an online platform without having to provide documentation (Figure 7.2-1). There are many compelling reasons why this is, including some that have already been discussed in Section 4.2.1. During the student focus group, several students spoke of challenging experiences with institutional staff, many of whom are not prepared to handle requests for name and gender marker changes in a respectful and confident manner. As a result, there has been much confusion and ad-hoc implementation of procedures (which ranges widely between offices and campuses), requiring a persistent and high degree of effort on the part of TNB2S students. These and other reasons underlie the preference for a convenient autonomy to change one’s own records.

Figure 7.2-1 TNB2S Students Preference for Method of Providing Gender Identity [N=21]



7.2.2 Institutional Preparedness

Staff and Faculty Training

Based on information provided in interviews, surveys, and focus groups, it is evident that training for staff and faculty about policies and procedures related to gender information, and expected conduct in handling this information is crucial. This ensures a level of institutional coordination and consistency when introducing changes of this magnitude within institutions. The need for training is confirmed in the experiences of institutions that have implemented expanded gender categories and naming procedures, and has been requested by TNB2S survey respondents.

One of the most important lessons learned from SUNY's expanded gender categories development and implementation process was to keep engaging with the campus community. There was some initial confusion and concerns; however, with ongoing and consistent discussions and communications with various stakeholders, including students, staff, and faculty, support and understanding ultimately emerged. There was a real education process by keeping the lines of communication open (Proctor, pers. comm., 7 November 2016).

At the Justice Institute, there was in-house training to support staff on how to collect these kind of gender data (White and DeMarinis, pers. comm. 15 November 2016). The intention was to help staff in how to inform and ask about gender response options, so that applicants or students would know the existence of options beyond female and male. For instance, some staff were assuming gender based on name and voice and may not have known to ask to confirm their assumptions.

The Purdue LGTB Centre has been involved with training students and faculty. Academic departments are undertaking training to be more considerate and knowledgeable about the unique needs and experiences of LGBT students. The center has also introduced stickers to highlight and display safe spaces for ally support.

The value of training is further underscored in the desk-based research results. Secondary sources from the health care sector highlighted the need for staff to understand expanded gender categories to be able to field questions and treat trans patients with respect and competency, especially avoiding assumptions and the importance of self-identification (Alper and Feit 2012 and Newhouse 2013).

One of the BC students during the focus group noted:

Staff checking [student] IDs often conflate gender identity and expression such that gender presentation and how it is perceived can put trans people and cis people who do not conform to gender expression at greater risk of harassment and issues. For instance, staff may expect a woman to look a certain way. They also noted that for some gender fluid people their gender expression may change from day-to-day. Staff training is required so that people can begin to move away from biased and preconceived notions of how particular genders should look, act, or sound (Focus Group, January 2017).

One survey respondent confirmed the importance of training, and what happens when staff are unprepared or unco-operative:

TRAINING!! Being able to be a real, visible, respected person when I use university and/or administrative facilities. It is hard and on the good days irritating to navigate being chronically misgendered and knowing there's very little I can do about it since it seems clear staff have had no training on trans or GV students and I am rarely able/willing to launch into a 'how to not suck when talking to trans people' conversation every time I need a copy of my transcript, to talk to financial aid or book a doctor's appointment (Student Survey, February 2017).

Another student suggested the key content for training sessions [*italics added for emphasis*]:

By providing education to all staff that *gender identity is a spectrum* and that they cannot be forceful of a gender binary. To make sure that gender identity is respectful for all and that it is *determined by the individual* (Student Survey, February 2017).

Student Information Sessions

The need for education and awareness among cisgender students is key and apparent from several responses to the survey of BC students undertaken during this project. The fact that sex and gender are separate and occur along a continuum are challenging concepts for some students. The following responses within the student survey speak to this struggle (with some respondents informed by religious frameworks):

Recommend these people [TNB2S students] see a psychiatrist to help them with their confusion. This is reality, two genders, these people need help. Their suicide rate is disproportionately high compared to other demographics. This is not because of a "phobia" and bigotry, this is because they are mentally unwell. It is sick to indulge them (Student Survey, February 2017).

This is absolutely ridiculous. At this rate, I might as well sexually identify as a purple penguin (Student Survey, February 2017).

This survey is a waste of time. God created male and female (Student Survey, February 2017).

These are common and harmful misperceptions of TNB2S students. These comments underscore the need for continued dialogue, education, and awareness sessions for and among students to build empathy toward TNB2S students and understanding regarding the need and rationale for expanded gender categories. Furthermore, it indicates the need for institutions to proactively develop responses in support of TNB2S students when these kinds of issues arise.

7.2.3 Definitions and Rationale

The responses during interviews and surveys clearly indicate the need for explanations and definitions during gender data collection. More specifically, application forms and registration systems should provide clear rationale for gender data collection and how the data will be used and applied. Also, institutions should provide definitions of unfamiliar terms to reduce cis student confusion (and related response errors). It is also important to create common understanding among TNB2S students that enables them to adequately map out their response(s) and, thus, generate more accurate gender data sets.

The ministry indicated that it is up to the institutions to include a message to students as to why the institution is collecting the data, and BC saw success with similar messaging when the Aboriginal Data Standards were introduced. For example, the following text could accompany the question of gender identity: “Supporting students to self-identify and be supported in their gender identities” (Stock, pers. comm., 1 November 2016).

One focus group participant initially questioned why universities needed to collect gender, but through the discussion became more willing to disclose their gender identity for the purposes of being counted so that institutions can apply gender data within their operations, practices, and spaces. To help with student motivation and assurance, they suggested that institutions provide a rationale (i.e. via pop-up) on the application form that provides why the information is being gathered and how it will be used (Focus Group, January 2017). Section 7.2.5 describes ideas and examples for how institutions can use these data in a way that increases student confidence and motivation to provide their gender identity.

Besides providing rationale directly on forms, students also suggested clear, concise, and widespread communications (including newsletters, pamphlets, and student guides) on this topic so there is information on the benefits of providing this kind of information (Focus Group, January 2017).

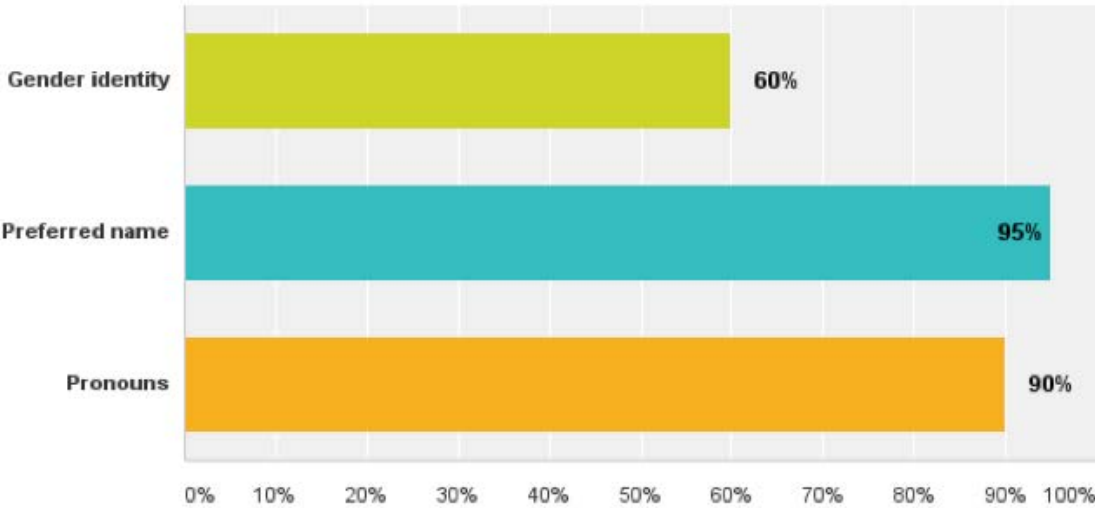
7.2.4 Confidentiality and Privacy

BC students and registrars provided their preferences for when to collect information regarding gender, name, and pronouns. While there is motivation to provide this information, there is a corresponding hesitation and concern among TNB2S students about this type of disclosure. Because of this tension, where this information is kept attached to personal accounts, there is additional need for protective measures.



Among TNB2S student respondents, there is a strong preference for having their preferred name linked to their personal information. Ninety percent of respondents preferred that their pronouns be treated in the same manner. However, fewer respondents were willing to provide gender identity along with personal information among TNB2S respondents. These preferences are depicted in Figure 7.2-2.

Figure 7.2-2 TNB2S Students Preference for Providing Personal Information [N=20]



** Does not total to 100% because multiple responses were possible

As these survey results reflect, students and institutional informants underscored the importance of limiting access to personal information related to gender identity. This is particularly important to avoid the accidental disclosure of TNB2S status with the potential for unintended harm and repercussions. TNB2S students make careful and deliberate decisions about who, when, and what they tell people about their gender identity and history. By collecting gender data, institutions assume a substantial responsibility for managing this information effectively and ethically. There may be added measures required to protect TNB2S student identities. This may entail requiring strong rationale to access gender data as described in the example of Purdue University. Where this requirement is met, institutions could develop a data sharing agreement with student groups, enabling the use of anonymized data for their own purposes, planning, and program development.

The issue of collecting gender information alongside other personally-identifying information (e.g., age, location of birth, name) was contested and clarified in a recent Canadian Human Rights Commission (CHRC) ruling (CHRC 2017). This ruling requires federal departments to review their gender data collection practices and apply a robust test to review and determine whether there are compelling reasons to keep gender identity with other personal information. Where there is no rationale, the court ordered federal departments to de-link gender identity from other information. Gender data collection can still occur; however, the data should be kept separately from personal information (e.g., as part of post-application or registration surveys).

Based on these emerging trends, there are compelling reasons for institutions to de-link gender identity from personal information as suggested in recommendation R3(c) above. Shifting toward an anonymous survey to collect gender (among other) demographic data of applicants and students would ultimately relax or resolve the risks of disclosures for TNB2S students and institutional responsibility for data protection measures.

7.2.5 Data Use and Reporting

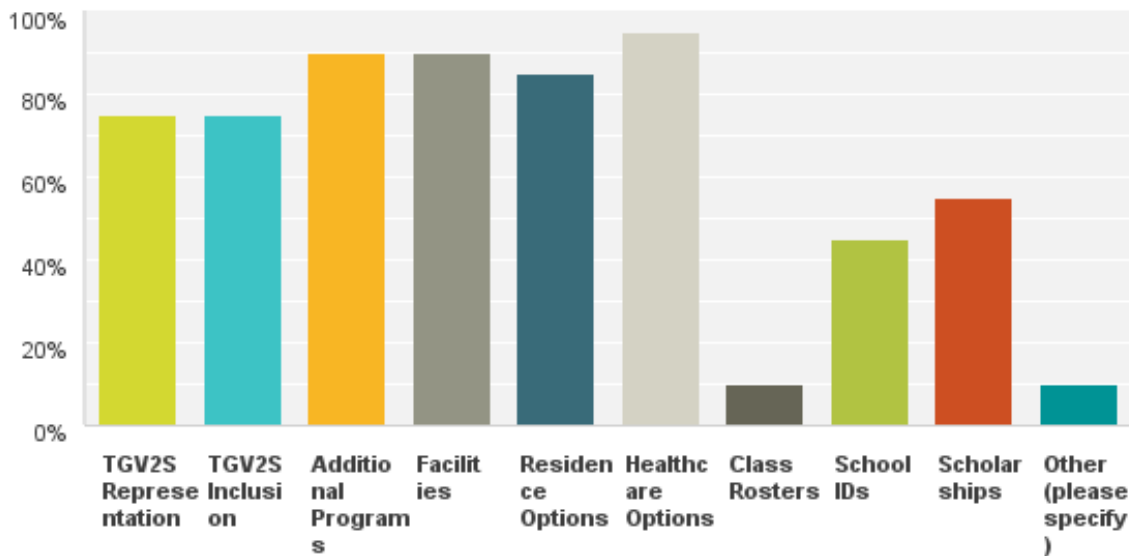
There are significant opportunities for applying gendered data within institutions and as part of reporting requirements to provincial and federal government agencies. This section provides options for application and highlights the need for changes to allow for more expansive collection of gender data (i.e., institutional advocacy to relax required reporting to government). This is intended to add more substance and insight into recommendations R3(d) and R3(e).

TNB2S student respondents shared their expectations for where the gender data should be applied within institutions. Figure 7.2-3 reveals the leading acceptable uses of gender data, including driving additional programs, facilities, residence, and health care options. There was a general lack of support for using gender on school identification and as part of class rosters.

One student respondent summarized their expectations for uses of gender data, including:

Provide adequate spaces that are for these individuals; i.e., gender-neutral bathrooms and safe spaces, and ensure that they have staff they can trust that are equipped to deal with problems that they might encounter with a fellow classmate or instructor. There would be an expectation that their gender identity would be acknowledged, respected, and not discriminated. And that should discrimination occur, it would be handled efficiently and quickly, so as to result in the least amount of harm (mental or physical) to the individual (Student Survey, February 2017).

Figure 7.2-3 Acceptable Uses of Gender Data according to TNB2S Students [N=20]



Based on the types of data applications provided from the student survey, there is value in being able to collapse and expand categories to determine distinct and collective needs and interests of non-binary and trans binary students. Table 7.2-1 provides examples of how gender data in different categories (both particular and broad) might be applied to institutional facilities, human resources, programs and services, athletics, and communications.

Table 7.2-1 Examples of Institutional Uses of Binary Trans and Non-binary Student Data

Gender Category	Institutional Area	Description of Data Uses and Applications
Non-Binary Students	Facilities	Distribution and availability of universal washroom
	Programs and Services (Financial)	Introduce non-binary scholarships
	Athletics	Introduce sporting events using a distinguishing factor other than gender (e.g., time, weight, height)
Binary Trans Students	Communications	Avoid assumptions regarding anatomy and/or life experiences (e.g., “all men do ___,” or “all women have ___”)
	Programs and Services (Healthcare)	Physicians ready to treat testicular cancer in trans women or support pregnant trans men
	Facilities	Introduce additional privacy in washrooms and change rooms (especially where open-concept showers exist)
Common across all categories	Human Resources	Training of staff and faculty on trans issues and needs
	Programs and Services (Health and Mental Care)	Transition support services and resources, including counselling
	Human Resources	Introduce TNB2S specific support staff

One interviewee suggested an annual report to summarize the gender data collected and how the data were applied. It was suggested that the report should be publicly accessible to demonstrate how the provision of data resulted in direct benefit and/or tangible institutional changes. In coordination and collaboration with on-campus Indigenous, women's, and LGBT groups institutions might use this data to explore, analyze, and co-create actionable items. It is particularly important for Two Spirit students to be involved in the analyses of their respective data, mainly because it may require specialized combinations of data for comprehensive interpretation and understanding (e.g., cross-tab between Two Spirit and gender category responses).



The need for reporting is further supported by the comments of a student respondent who requested that:

[Institutions should] say how many total [TNB2S] students are on campus and say what kinds of identities that includes on resources that state services and help for these students. It helps to know how many of us there are on campus so that we know we aren't alone and so that cis people know we exist (Student Survey, February 2017).

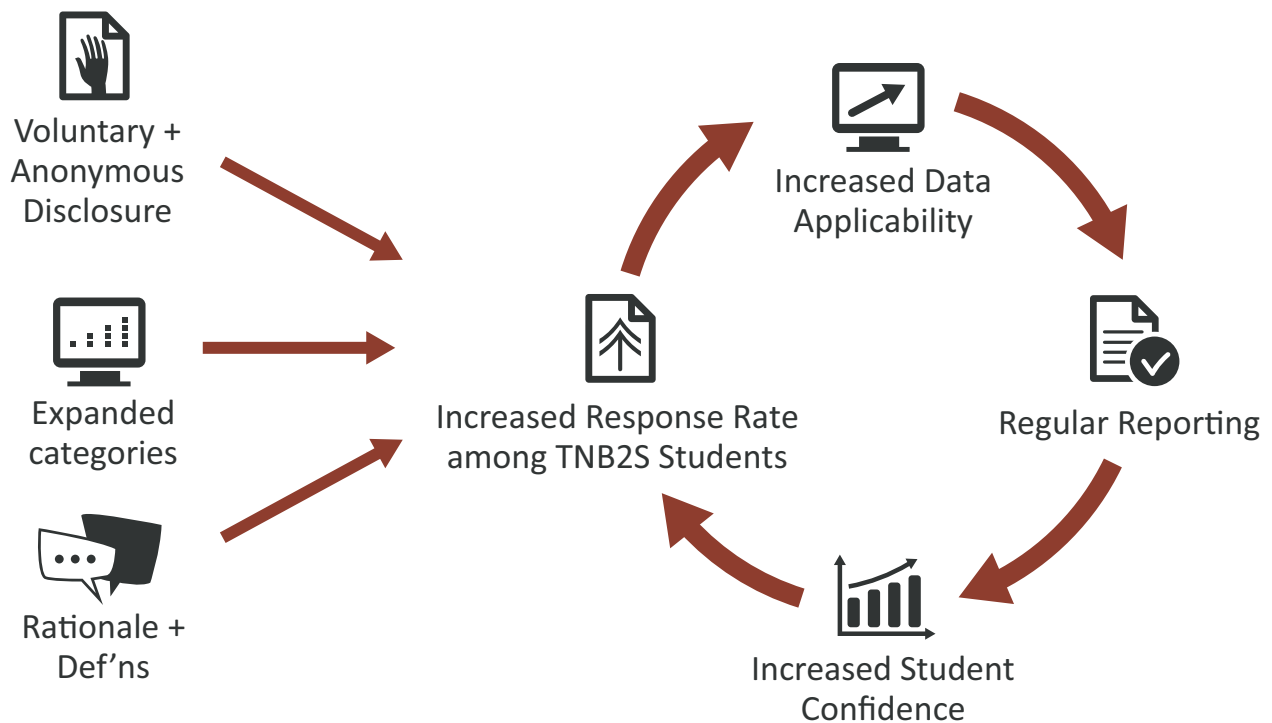
Finally, with regard to current requirements to report gender data to the provincial government, AVED expressed an openness to consider modifying gender categories, following the request or direction from institutions, StatsCan, or other government department-wide initiatives (Stock, pers. comm., 1 November 2016). This points to an advocacy role for BC registrars to allow students to voluntarily disclose their gender identity within expanded gender categories on application forms.

8. Conclusion

This report has explored and determined how to achieve inclusion of diverse gender identities by providing students with the ability to indicate and/or change names and pronouns, as well as selecting expanded gender categories beyond the current response options of female and male categories on application forms. This research project raised many interrelated issues that were carefully considered and balanced to arrive at a recommended option and methods. Eleven key issues were considered to differentiate costs and benefits across six possible data collection schemes. The recommended option balanced inclusivity of both binary trans and non-binary students with ease of data management, high level of data applicability, reportability to government, and as supported by upcoming systems revisions. Finally, considerations for implementation of the recommendations were provided to ensure smooth coordination and integration across institutional systems, practices, and facilities.

The recommendations and considerations for implementation are part of a comprehensive approach to inclusive and effective gender data collection. Figure 8.1-1 depicts how they contribute to a positive feedback loop with a focus on increasing the confidence of TNB2S students to declare their gender identity in ways that serve to improve institutional practices and systems to be more inclusive and responsive to their needs and interests.

Figure 8.1-1 Positive Feedback Loop of Gender Data Collection, Application, and Reporting



References

Alper, J and Feit, M. 2012. Collecting Sexual Orientation and Gender Identity Data in Electronic Health Records: Workshop Summary. Published by Institute of Medicine.

American Educational Research Association (AERA). 2016. AERA Expands Gender Category Options for Member. Accessed September 2016: <http://www.aera.net/Newsroom/AERA-Highlights-E-newsletter/AERA-Highlights-April-2016/AERA-Expands-Gender-Category-Options-for-Member>.

Bauer, G., Braimoh, J., Scheim, A., Dharma, C. 2017. Transgender-inclusive measures of sex/gender for population surveys: Mixed-methods evaluation and recommendations. San Francisco: PLOS ONE Journal.

Cahill, S. Singal, R., Grasso, C. et al. 2014. Do Ask, Do Tell: High Levels of Acceptability by Patients of Routine Collection of Sexual Orientation and Gender Identity Data. San Francisco: PLOS ONE.

Canadian Human Rights Commission (CHRC). 2017. Trans activist settles human rights case about gender collection. Accessed March 2017: <http://www.ccdp.gc.ca/eng/content/trans-activist-settles-human-rights-case-about-gender-collection>.

Departments of Justice and Education (USDOJE). 2016. Dear Colleague Letter on Transgender Students. Prepared by the Office of Civil Rights, May 13, 2016. Accessed in March 2017: <https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201605-title-ix-transgender.pdf>.

Deutsch, M. et al. 2013. Electronic medical records and the transgender patient: recommendations from the World Professional Association for Transgender Health EMR Working Group. *Journal of American Medical Information Association*.

Fenway Institute & Centre for American Progress. 2013. Asking Patients Questions about Sexual Orientation and Gender Identity in Clinical Settings: A Study in Four Health Centers. Accessed March 2017: http://thefenwayinstitute.org/wp-content/uploads/COM228_SOGL_CHARN_WhitePaper.pdf.

Global News. 2016. Trans Student Outed by Edmonton Teachers Wins 'Landmark' Privacy Ruling. Accessed March 2017: <http://globalnews.ca/news/2865174/trans-student-outed-by-edmonton-teachers-wins-landmark-privacy-ruling>.

Gregory, R., Failing, L., Harstone, M., Long, G., McDaniels, T., Ohlson, D. 2012. Structured Decision Making: A Practical Guide to Environmental Management Choices. Hoboken, NJ: Wiley-Blackwell.

Kohlhepp, J. 2015. Calif. students now given six 'gender identity' choices on college admissions applications. Article in The College Fix. Accessed September 2016: <http://www.thecollegefix.com/post/23519/>.

Lynch, B. 2010. Affirmation of Transgender Students: Evaluation of a Rural New England College. Published by Antioch University New England.

Newhouse, M. 2013. Remembering the “T” in LGBT: Recruiting and supporting Transgender students. *Journal of College Admissions*.

Ontario Universities Council on Admissions (OUCA). 2016. *White Paper: Updating the Gender Identification Options on the OUAC 101 and 105 Application Forms*. Prepared by a Working Group of the OUCA, March 2016.

Structured Decision-making (SDM). 2017. Welcome Page of Structured Decision-making Webpage. Accessed March 2017: <http://www.structureddecisionmaking.org>.

GenIUSS Group. 2014. Best practices for Asking Questions to Identify transgender and Other Gender minority respondents on population-based Surveys. Published by William Institute. Accessed March 2017: <http://williamsinstitute.law.ucla.edu/wp-content/uploads/geniuss-report-sep-2014.pdf>.

Appendices

Appendix 1 – Related Areas

Housing and Residence

Some student residences have co-ed rooms but within online systems are still labeled female and male (Student Focus Group, January 2016). The administration had not noticed until students brought it to their attention. She had not initially disclosed her trans identity and it had been a non-issue for her to go into a dormitory room that aligns with her gender identity (Student Focus Group, January 2016). However, later upon disclosing that she is trans, the residence administration staff kicked into high gear and required training for the RAs which put her in the spotlight. During the training and group activities, they introduced a practice of providing pronouns; however they went overboard and forced people to disclose their pronouns (even if they did not want to). There was no opt out procedure (Student Focus Group, January 2016). She shared that from this experience she had felt singled out by residence staff; “Showed me off as ‘out trans person.’”

Gender-based Scholarships

In terms of gender-based scholarships, the non-binary student in the focus group shared that, “I do want to be included as a woman, as I was socialized that way and that is much of my lived experience, [enduring the] issues of inequity that women face” (Student Focus Group, January 2016).

Even though some people may be non-binary, they feel they should not be excluded from the women’s scholarships because that has been their experience growing up (as female assigned at birth people).

Create a non-binary scholarship (in recognition of their vulnerability and need for support), so they do not feel they have to apply for women’s scholarships, which they wonder if they are taking up space.

Student Engagement Surveys

Institutions should consider adding gender identity to student opinion and/or engagement surveys. SUNY also conducts a survey on student opinion. This survey is administered every 3 years. In 2015, SUNY added a question asking sexual orientation. Survey results indicated that there is a difference of opinion of LGB students around incidences of prejudice and discrimination. SUNY found this information to be valuable. Cyndi shared, “once we can start looking at retention and completion rates, we will have whole set of deeper information” (Proctor, pers. comm., 7 November 2016). Next intake, SUNY will be adding a question asking gender identity to the student opinion survey.

Integrated System

The student in the blue dress wished that gender could be integrated across the various systems at the institution, including student information system and health care provision. This way, students only have to provide gender once and it could be a one-stop shop for change name and/or gender. It is often a complex and lengthy process to change these items once one figures out one is trans.

Indigenous Identities

Some Two Spirit interviewees felt there needed to be good faith efforts of inclusion by the institutions before counting them as part of application and registration systems. One student summarized this succinctly: “Inclusion needs to happen first before counting.”

Other interviewees noted that just asking whether someone is Two Spirit or other gender-based cultural identities is not sufficient. There is additional information needed to fill in the nuance and specificity of that person’s experiences. Additional data these identities might include:

- Fluency in Aboriginal language;
- Number of children;
- Relationship to partners (mostly women, mostly men etc).
- Involvement in cultural practices and customs;
- Living on- or off-reserve (with different issues of safety and levels of outness); and
- Urban vs rural (may be a linked to level of Aboriginal language use).

There is a hope that additional data gathering of Two Spirit students will drive changes to provide additional supports and services for this vulnerable and isolated group, including:

- Child care;
- Leave of absence for funerals and ceremonies;
- Challenges and gaps in services for Two-Spirit people;
- Ensure Two-Spirit people feel safe, welcomed and honored at the institution; and
- Health, mental wellbeing and career supports tailored to Two-Spirit students.

One student explained the lack of institutional supports as follows:

My aunts and uncles are considered my parents. If there is a death, I have to make the choice between my school and my community when deciding going home. Similar decisions are at play when going home for sundance or other cultural gatherings. Many professors will not make accommodations- they have no mandate, no trainings. If you are not a strong advocate then you miss out- the systems are prohibitive.

Appendix 2 –Database of Desk-based Research Results

Source #	Search Term	Search Location	Context	Country	Publication Title	Author(s)	Date	Publisher	Link(s)
1	"Expanded gender category"	Google	Organization (Education)	USA	AERA Expands Gender Category Options for Member	N/A	2016	American Educational Research Association	http://www.aera.net/Newsroom/AERA-Highlights-E-newsletter/AERA-Highlights-April-2016/AERA-Expands-Gender-Category-Options-for-Member
2	"Gender options"	Google	Post-secondary (Education)	USA	Calif. students now given six 'gender identity' choices on college admissions applications	JACOB KOHLHEPP - UCLA	2015	The College Fix	http://www.thecollegefix.com/post/23519/
3	"Gender options"	Google	Research	USA	How to Write Gender Questions for a Survey	Andrea Fryrear	2016	Survey Gizmo	https://blog.surveymzmo.com/how-to-write-survey-gender-questions
4	Transgender application	Google	Post-secondary (Education)	CDN	University application forms change for transgender students	By staff	2016	University of Waterloo	https://uwaterloo.ca/stories/university-application-forms-change-transgender-students
5	N/A	N/A	Research	USA	Best practices for Asking Questions to Identify transgender and Other Gender minority respondents on population-based Surveys.	GenIUSS Group	2014	Williams Institute	http://williamsinstitute.law.ucla.edu/wp-content/uploads/geniuss-report-sep-2014.pdf
6	application +gender	Google	Health	CDN	CAMH REFERRAL FORM	Centre for Addiction and Mental Health	2016	CAMH	http://www.camh.ca/en/hospital/Referrals_to_CAMH/Documents/CAMH_Referral_Form.pdf
7	forms +gender	Google	Government	CDN	Ontario Boosts Gender Inclusivity with Changes to Official Documents	Ministry of Government and Consumer Services	2016	Government of Ontario	https://news.ontario.ca/mgs/en/2016/06/ontario-boosts-gender-inclusivity-with-changes-to-official-documents.html
8	registration +gender	Google	Health	USA	Asking Patients Questions about Sexual Orientation and Gender Identity in Clinical Settings A Study in Four Health Centers	The Fenway Institute & Centre for American Progress	2013	The Fenway Institute & Centre for American Progress	http://thefenwayinstitute.org/wp-content/uploads/COM228_SOGI_CHARN_WhitePaper.pdf
9	N/A	In Reference Section of Source #8	Health	USA	A Two-Question Method for Assessing Gender Categories in the Social and Medical Sciences	Tate, C.; Ledbetter, J.; and Youssef, C.	2012	Journal of Sex Research	http://www.tandfonline.com/doi/pdf/10.1080/00224499.2012.690110?needAccess=true
10	application form +trans*	Google	Health	UK	Additional guidance for transgender people completing a Disclosure application form	Disclosure Scotland	2006		http://www.disclosurescotland.co.uk/disclosureinformation/documents/ARTICLE-TRANSGENDER.pdf
11	transgender application form	Google	Government	CDN	ID and name change	Transgender Health Information Program	2016	Provincial Health Services Authority (PHSA)	http://transhealth.phsa.ca/social-transition-options/id-and-name-change
12	transgender application form	Google	Union	UK	LGBT workforce monitoring	Unison - Public Service Union	2016	Unison - Public Service Union	https://www.unison.org.uk/about/what-we-do/fairness-equality/lgbt/
13	transgender application form	Google	Government	NZ	Information about Changing Sex / Gender Identity	Government of New Zealand	2016	Government of New Zealand	https://www.passports.govt.nz/transgender-applicants
14	transgender application form	Google	Post-secondary (Education)	CDN	Preferred First Name FAQ	McGill University	2016		https://www.mcgill.ca/students/records/address/preferredfaq
15	transgender application form	Google	Post-secondary (Education)	India	DU admissions: No facilities to encourage transgender students	Chettri, Shradha	2016	Hindustan Times	http://www.hindustiantimes.com/delhi/du-admissions-no-facilities-to-encourage-transgender-students/story-7hoZQtcJL-Rb1hRqU7BB5aQ.html
16	transgender application form	Google	Post-secondary (Education)	USA	Colleges and Universities with LGBTQ Identity Questions as an Option on Admission Applications & Enrollment Forms	Campus Pride	2016	Campus Pride	https://www.campuspride.org/tpcidentity-questions-as-an-option/
17	N/A	UBC Library	Post-secondary (Education)	USA	Affirmation of Transgender Students: Evaluation of a Rural New England College	Lynch, B.	2010	Antioch University New England	N/A
18	N/A	UBC Library	Post-secondary (Education)	USA	Assessing Campus Climates for Lesbian, Gay, Bisexual and Transgender (LGBT) Students: Methodological and Political Issues	Brown, R. and Gortmaker, V.	2009	Journal of LGBT Youth	N/A
19	N/A	UBC Library	Post-secondary (Education)	USA	"Better dead than co-ed?" Transgender students at an all-women's college	Brymer, L.	2011	WILLIAM & MARY JOURNAL OF WOMEN AND THE LAW	N/A
20	N/A	UBC Library	Health	USA	Collecting Sexual Orientation and Gender Identity Data in Electronic Health Records: Workshop Summary	Alper, J and Feit, M.	2012	Institute of Medicine	N/A

Implementation Organization	Date of Implementation	1- or 2-step	# of Categories (w/o open-ended)	Non-binary Category (ies)? (Y/N)	Open-ended option? (Y/N)	Opt Out of Responding? (Y/N)	Theme(s)	Outcome(s)
Professional Organization	Sept 2016	1-step	4	N	Y	?	Options for and implementation of expanded gender categories	Question: Which best describes your gender identity? Options: Female/Woman Male/Man Transgender Female/Transgender Woman Transgender Male/Transgender Man Another gender identity (please specify):
University	Sept 2015	1-step	5	Y	Y	?	Options for and implementation of expanded gender categories	Question: "How do you describe yourself? (Mark one answer)." Options: "male; female; trans male/trans man; trans female/trans woman; gender queer/gender non-conforming; and different identity." The application also asks "what sex were you assigned at birth, such as on an original birth certificate?" and the two choices are: male or female. Other related actions: "[P]referred name to appear on campus records along with their legal name." "[C]onverting single-stall restrooms into gender-neutral facilities in existing buildings."
N/A	N/A	Multiple options provided	5	Y	Y	Y		Emphasis on why gender collected: "Often the questions are asked because we feel like they should be asked, or because we consider them 'standard' demographic questions, not because the data are necessary for cross tabulation." Importance of distinctions: "[K]eep questions about sex, gender, and sexual orientation separate." Question: "To which gender identity do you most identify?" Options: Female, Male, Transgender Female, Transgender Male, Gender Variant/Non-conforming, Not listed ____, Prefer not to answer
University	Sept 2016	1-step	3	Yish (but doesn't name one explicitly)	N	?		Options + Phases: Those who do not identify as either male or female have the option to check "another gender identity" on common application forms. This will apply for those applying in the fall of 2017. "Application forms will be made even more inclusive in the fall of 2018, with a free form text field under "another gender identity." Data Collection Purposes/Applications: "Darling pointed out that universities are currently mandated to collect gender information for a number of government agencies, gender specific entrance scholarships, and student housing assignments."
Research	2015	2-step	4	Y	N	?		Two-step approach Question: What sex were you assigned at birth, on your original birth certificate? Options: Female/Male Question: How do you describe yourself? (check one) Male/Female/Transgender/Do not identify as female, male, or transgender
Health Services	May 2016	1-step	5	Nish (intersex is a non-binary sex category, but not gender identity)	Y	Y		Question: What is your client's/patient's gender? Check ONE only. Options: Female/Male/Trans-Female to Male/Trans-Male to Female/Intersex/Other: ____/Prefer not to answer/Do not know
Government (Provincial)	January 2017	1-step	3	Y	N	N		Options on driver's licenses: M/F/X
Health Services	N/A	2-step	5	Y	Y	Y		Question 1: What is your current gender identity? Options: Male/Female/FM/MF/Genderqueer/Add'l Gender Category: ____/Decline to Say (please explain why) ____ Question 2: What sex were you assigned at birth (Check one)? Options: Male/Female/Decline to answer (please explain why) ____
Research	N/A	2-step	N	?Y	N	N		Question 1: What sex were you assigned at birth (Check one)? Options: Male/Female/Intersex Question 2: What is your current gender identity? Options: Male/Female/Genderqueer "[I]ndividuals indicating a genderqueer current identity on our survey were directed to a separate page on which they could choose from a list of 17 descriptors to indicate their specific gender identity (e.g., two-spirit, genderblender, postgender)." "[I]f a person checked intersex for the birth-assigned question, they were directed to an additional question: As which gender were you raised? "
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
N/A	N/A	2-step	Open-ended only	N/A	Y	Y	N/A	Any question about gender identity or gender history should be free-standing, not part of questions on sexual orientation or gender. Question: Is your gender identity the same as the gender (they mean sex) you were assigned at birth? Options: Yes No <input type="checkbox"/> prefer not to select
N/A	N/A	1-step	3	Y	N	N	N/A	
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Dehli University	Sept 2015 (undergrad) Sept 2014 (grad)	1-step	3	Y	N	N		Accepting applications under the 'other' gender category
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Variety of approaches depending on the university
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	More general identification of the need for expanded gender categories on admissions application forms.
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Does not weigh in on specific strategies for demographic data collection.
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	1-step	4	N	N	N/A	N/A	"78 [health care] facilities reported that they are actively considering a drop-down option on transgender status. The one general health facility that has a drop-down option has retained "male" and "female" as the options in the existing gender eld, in order to match legal identification and insurance information, but also indicates "transgender MTF [male to female]" or "transgender FTM [female to male]" in a prominent drop-down list that a patient can access."

Source #	Search Term	Search Location	Context	Country	Publication Title	Author(s)	Date	Publisher	Link(s)
21	N/A	UBC Library	Health	USA	Do Ask, Do Tell: High Levels of Acceptability by Patients of Routine Collection of Sexual Orientation and Gender Identity Data	Cahill, S. Singal, R., Grasso, C. et al	2014	PLoS ONE	N/A
22	N/A	UBC Library	Health	USA	Electronic Health Records and Transgender Patients—Practical Recommendations for the Collection of Gender Identity Data	Deutsch, M. and Buchholz, D.	2014	Journal of General Intern Medicine	N/A
23	N/A	UBC Library	Post-secondary (Education)	USA	Women's Colleges Address Transgender Admission Policies	Elfman, L.	2015	Women in Higher Education	N/A
24	N/A	UBC Library	Health	USA	Electronic medical records and the transgender patient: recommendations from the World Professional Association for Transgender Health EMR Working Group	Deutsch, M. et al	2013	Journal of American Medical Information Association	N/A
25	N/A	UBC Library	Health	USA	Maintaining the privacy of a minor's sexual orientation and gender identity in the medical environment	Hyatt, J.	2015	American Society for Healthcare Risk Management of the American Hospital Association	N/A
26	N/A	UBC Library	Government	USA	Modernizing State Vital Statistics	Mottet, L.	2016	Michigan Journal of Gender & Law	N/A
27	N/A	UBC Library	Post-secondary (Education)	USA	Remembering the "T" in LGBT: Recruiting and supporting Transgender students	Newhouse, M.	2013	JOURNAL OF COLLEGE ADMISSION	N/A
28	N/A	UBC Library	Government	USA	Sex-Classification Policies as Transgender Discrimination: An Intersectional Critique	Davis, H.	2014	American Political Science Association	N/A
29	N/A	UBC Library	Post-secondary (Education)	USA	THE EXTENT OF PUBLIC EDUCATION NONDISCRIMINATION POLICY PROTECTIONS FOR LESBIAN, GAY, BISEXUAL, AND TRANSGENDER STUDENTS A National Study	Russo, R.	2006	Urban Education	N/A
30	N/A	UBC Library	Post-secondary (Education)	USA	TRANSGENDER STUDENT ADMISSIONS: THE CHALLENGE OF DEFINING GENDER IN A GENDER FLUID WORLD	Lannon, P.	2015	Boston Bar Journal	N/A
31	N/A	UBC Library	Post-secondary (Education)	USA	TRANSGENDER STUDENTS IN HIGHER EDUCATION: AN IPA STUDY OF EXPERIENCES AND ACCESS OF TRANSGENDER STUDENTS	Roop, Noelle	2014	Northeastern University	N/A
32	N/A		Post-secondary Education	USA	N/A	N/A	2016	application form	https://connect.oberlin.edu/register/apply
33	N/A	N/A	Post-secondary Education	USA	Sexual orientation and gender identity: Disclosing your personal information	N/A	2016	OSU	http://registrar.osu.edu/sexualorientation/

Appendix 3 – Informant Interview Questions



Backgrounder

The British Columbia Council of Admissions and Transfers (BCCAT) has contracted TransFocus Consulting (TFC) for the purposes of conducting research and stakeholder consultation to determine recommendations around the appropriate, respectful and streamlined nomenclature for increasing the declaration of gender from time of application through the admission process, reporting function, and the remainder of the student life cycle.

The project arose from discussion among the British Columbia Registrars Association (BCRA) in March 2015 about the issue of collecting gender in the student information system. In keeping with current trends and best practices in the province, there was an expressed desire to expand the number of choices for students to declare their gender identity. The final report and recommendations are to be presented to the BCCAT in March 2017.

Interview Questions

1. If you are able to share, how many trans and gender variant students have been reported to date (by year, if relevant)?
2. How did the expanded gender categories function? Were the data outputs useable by your organization?
3. How are these gender data used? What were the outcomes of using the data [Prompts: changed policies, practices, additional programs/services, mindful of the number of successful TGV entrants or clients)?
4. Beyond gender categories, are there other additions you have implemented within student application forms, such as preferred name, pronoun, etc.
5. Are there other lessons learned that you would like to share?

Appendix 4 – Detailed List of Interviewees

Scale	Interviewees + Institutions	Date of Interview (Interviewer)	Rationale
Canadian Institutions	1. Ray Darling (University Registrar, University of Waterloo and Chair, Ontario Universities' Council of Admissions Working Group)	November 10, 2016 (Interviewer: Drew Dennis)	Interviews with registrars at two post-secondary institutions in BC and Ontario with experience collecting expanded gender categories.
	2. Mary DeMarinis (Registrar) and Caroline White (Program Director, Centre for Counselling and Community Safety) at BC Justice Institute	November 15, 2016 (Interviewer: Kai Scott)	
American Institutions	3. Cynthia Proctor (Director of Communications and Chief of Staff, State University of New York)	November 7, 2016 (Interviewer: Drew Dennis)	Interviews with registrars at several educational institutions across the United States with experience collecting expanded gender categories.
	4. Lesa Beals (Senior Associate Registrar at Purdue University)	October 24, 2016 (Interviewer: Kai Scott)	
	5. Kate Jakway (Associate Registrar at University of California Los Angeles)	October 13, 2016 (Interviewer: Kai Scott)	
	6. Aba Blankson (Senior Director of Communications at US Common Application)	February 6, 2017 (Interviewer: Kai Scott)	

Provincial Government	7. Cathy Stock and Dean Klompas (Research and Analysis and Central Data Warehouse)	November 1, 2016 (Interviewer: Drew Dennis)	Interview with two administrators at Post-Secondary Data and Interactive Reporting Department, BC Ministry of Advanced Education.
Systems Provider	8. Debbie Smith at Colleague by Ellucian	December 19, 2016 (Interviewer: Kai Scott)	Interview with student system providers for registration at BC post-secondary institutions to understand parameters, readiness, and limitations of registration systems and ensure pragmatic recommendations that can readily be adopted and implemented from a systems perspective.
Two Spirit Identities	9. Indigenous Interviewee B	February 15, 2017	Interview with Two Spirit people to determine respectful and culturally appropriate ways to handle gender-based data collection.
	10. Sempulyan from Squamish and Musqueam Nation	February 16, 2017	
	11. Sii Sityawks (Jessica Wood) from Tsimshian and Gitksan First Nations	February 20, 2017	
	12. Indigenous Interviewee D	March 14, 2017	

Appendix 5 –Registrars Survey Questions

BC Registrar Association - Expanded Gender Category Survey

This survey is a follow-up to the discussion on September 30, 2016 with the intention of better understanding the priorities of registrar's across British Columbia in terms of expanding gender categories on application forms. As presented at the meeting, there are several key objectives that different options for gender category address. There are key trade offs between benefits (e.g., inclusion) and costs (data management). These need to be carefully considered, weighed, and selected. The survey will take about 10 minutes and is anonymous. Please complete the survey by Friday, November 4, 2016 at 5:00pm. TransFocus Consulting will compile the quantitative and qualitative results of the survey and include them in the final report submitted to the BC Registrar's Association and BC Council of Admissions and Transfer in March 2017.

1. How would you rate the importance of transgender inclusivity in expanding gender nomenclature on application forms?

- Very important
- Somewhat important
- Not important

2. How would you rate the importance of students being able to determine their disclosure of gender identity?" (i.e. provide an opt out or prefer not to answer)

- Very important
- Somewhat important
- Not important

3. How would you rate the importance of data manageability in expanding gender nomenclature on application forms? (i.e., not too many additional categories)

- Very important
- Somewhat important
- Not important

4. How would you rate the importance of obtaining a tally of the total trans student population in expanding gender nomenclature on application forms?

- Very important
- Somewhat important
- Not important

5. How would you rate the importance of data flexibility in expanding gender nomenclature on application forms? (i.e., ability to expand and collapse data from broad to specific categories)

- Very important
- Somewhat important
- Not important

6. How would you rate the importance of reportability to support provincial and federal buy-in in expanding gender nomenclature on application forms?

- Very important
- Somewhat important
- Not important

7. What are other important objectives in expanding gender nomenclature on application forms that have not already been covered in the above questions.

8. When should gender identity be asked during the application and admissions process?

- Only asked of applicants
- Only asked of registered students
- Asked of both applicants and registered students

9. Please rank the objectives for expanding gender nomenclature on application forms (in order of most to least important).

⋮	▾	Inclusivity of trans and gender variant students
⋮	▾	Ability to opt-out or prefer not to answer
⋮	▾	Data manageability (not too many additional categories)
⋮	▾	Reportability for provincial and federal buy-in
⋮	▾	Total trans tally for equity purposes
⋮	▾	Data flexibility (ability expand and collapse from broad to specific categories)

10. Rank your preference for the following response options to gender identity on application forms [with considerations of costs and benefits of each option].

<input type="checkbox"/>	Man/Woman (select one) [con: lack of non-binary option; pro: ease of data collection]
<input type="checkbox"/>	Man/Woman/Gender Variant (select one) [con: no count of binary trans people; pro: inclusion of non-binary option and ease of data collection]
<input type="checkbox"/>	Man/Woman/Gender Variant/Transgender (select all that apply) [con: difficult data collection+mngt; pro: all possible identities included and counted]
<input type="checkbox"/>	Part A) Man/Woman/Gender Variant --> followed by Part B) "Are you trans?" Y/N (select one for each part) [con: different way of collecting gender data; pro: all possible identities included and counted and ease of data mngt]
<input type="checkbox"/>	Do not ask gender identity on applications [con: no gender data for equity objectives; pro: no data collection]

Appendix 6 –Student Survey Questions

Student Survey of Gender Category Options, Name, and Pronouns for University Application Forms and Student Information Systems

1. Introduction

The BC Council of Admissions and Transfers and the BC Registrars Association as supported by TransFocus Consulting are researching the topic of expanded gender categories on university application forms and student information systems. This survey is one part of the research that is intended to surface experiences and discussions about student preferences for expanded gender categories, preferred name, and pronouns during application and registration processes as part of university systems. This survey has 5 parts, including 1) interests and uses of gender data; 2) exploration of gender response options; 3) language and option preferences; and 4) name and pronouns; and 5) demographic information. The survey will provide you with an experiential basis of different gender response options to explore the pros and cons of each of the options. Please fill out the options as if you were filling out a real application form. The purpose is to surface the commonly preferred terms for both binary and non-binary trans identities and determine the lead options. For those who identify as Aboriginal, there is an additional, specific exploration of culturally appropriate approaches to and terms for Two Spirit identities.

This survey is focused on the voices and interests of those who identify as transgender, along gender spectrum, Two Spirit, and/or have experienced some form of gender transition. Cisgender allies are also welcome to fill out the survey as well to provide their experiences of the questions and answer on gender identity and/or convey what they have heard from their trans, gender variant, and Two Spirit friends, family, colleagues, or classmates.

The survey will take about 20 to 30 minutes. It is anonymous, so your gender identity will not be disclosed through participating in this process. We also recognize that some of the questions and/or responses options may give rise to discomfort and upset, and we hope you will share this feedback in the open-ended comment field following each option, so we know which options are least to most preferred.

If the survey is completed, it will be assumed that consent has been given. If you have any comments and/or feedback or would like a copy of the final report once it has been submitted in April 2017, please contact kai@transfocus.ca.

Thank you for participating in this important endeavour with the intention of improving the visibility and inclusion of transgender, gender variant, and two spirit students.

Note: For brevity, the acronym TGV2S will stand in for the terms transgender, gender variant, and two spirit identities.

7. What is your preferred approach to including Two Spirit identities within university application forms?

- Within the gender identity question
- Within the sexual orientation question (where/if it exists)
- Within both gender identity and sexual orientation questions
- Separate question from gender identity and sexual orientation questions

8. Are there any other approaches to including Two Spirit people in university application forms not already listed?

9. What is the culturally appropriate and inclusive term?

- Two Spirit
- Indigenous and cultural identities
- Traditional identities
- Other (please specify)

Student Survey of Gender Category Options, Name, and Pronouns for University Application Forms and Student Information Systems

2. Two Spirit Identities

This section is exclusively for Aboriginal people who identify as Two Spirit to explore the culturally appropriate and respectful ways to represent Two Spirit people within a primarily western system of categorization and counting as well as other options outside of these systems.

2. Is it culturally appropriate to count Two Spirit people in western ways (e.g., simplified categories)?

- Yes
- No
- Maybe/Not Sure

3. What other ways are there to include and honour Two Spirit people in the university application process?

4. What are the challenges and opportunities of including a Two Spirit response option in the gender identity question on university application forms?

5. What are the challenges and opportunities of including a Two Spirit response option in the sexual orientation question as part of the university application form (where/if it exists)?

6. What are the challenges and opportunities of a question for Two Spirit identities on university application forms that is separate from gender identity and/or sexual orientation questions?

7. What is your preferred approach to including Two Spirit identities within university application forms?

- Within the gender identity question
- Within the sexual orientation question (where/if it exists)
- Within both gender identity and sexual orientation questions
- Separate question from gender identity and sexual orientation questions

8. Are there any other approaches to including Two Spirit people in university application forms not already listed?

9. What is the culturally appropriate and inclusive term?

- Two Spirit
- Indigenous and cultural identities
- Traditional identities
- Other (please specify)

Student Survey of Gender Category Options, Name, and Pronouns for University Application Forms and Student Information Systems

3. Needs and Uses of Gender Data

This part of the survey explores student interests and needs in expanding gender categories, acceptable uses of gender data outputs, and preferences for name and pronoun usages by university administrators.

10. Rank from least to most important the reasons for expanding gender categories? (1 being the most important)

<input type="checkbox"/>	<input type="text"/>	Being seen and acknowledged in my full identity
<input type="checkbox"/>	<input type="text"/>	Being counted as part of larger category (i.e., gender data aggregate)
<input type="checkbox"/>	<input type="text"/>	Driving institutional changes for greater TGV2S inclusion
<input type="checkbox"/>	<input type="text"/>	Raising awareness and visibility of gender diversity among cis people

11. What (if any) additional reasons are there for expanding gender categories?

12. In your opinion, what are acceptable uses of gender data? (check all that apply)

- Tracking and increasing TGV2S representation among the student population
- Ensuring explicit inclusion of TGV2S students in existing programs and services
- Providing additional programs and services to TGV2S students
- Ensuring adequate washroom and change room facilities for diversity of gender identities
- Determining residence and/or expanding residence options
- Determining adequate health care services
- Class rosters (viewed only by faculty)
- School ID Cards
- Gender-based Scholarships
- Other (please specify)

13. In your opinion, which of the following should be the top priority to track and count TGV2S data within gender data collection?

- Numbers of non-binary students
- Number of Two Spirit students
- Numbers of trans binary students
- All of the above are equally important

14. Brainstorm Ideas: Describe how you expect or envision university administrators to use the following fictitious gender data (for a total student population of 15,500): Total TGV2S student count is 210, of which 78 are trans women; 53 are non-binary; 42 are trans men; and 37 are Two Spirit.

15. In your opinion, when should universities be asking for gender identity?

- While filling out application form (as part of my personal information)
- In a survey after filling out the application form (separate from personal information)
- Upon registration (as part of my personal information)
- Post-registration survey (separate from my personal information)
- When applying for gender-specific services/programs
- Never

16. What is your preferred way of providing gender identity, preferred name, and/or pronouns?

- Online without the need for documentation
- Online with documentation sent in
- In-person at administrative office

17. What are you willing to have linked to your personal information? (check all that apply)

- Gender identity
- Preferred name
- Pronouns

18. Beyond gender data collection, how else might the university fully see and acknowledge your gender identity?

Student Survey of Gender Category Options, Name, and Pronouns for University Application Forms and Student Information Systems

4. Option A

This section gives you the opportunity to respond to experiencing if the gender response options on university application forms were kept the same (i.e., woman and man). This will allow you to reflect how this option does or does not represent your gender identity.

19. What is your gender identity? (select one)

Woman

Man

20. How would you rate this application experience?

Liked it

Neither liked nor disliked it

Disliked it

21. Provide any comments on this option for application form.

Student Survey of Gender Category Options, Name, and Pronouns for University Application Forms and Student Information Systems

5. Option B

This section gives you the opportunity to respond to experiencing if the gender response options on university application forms were woman, man, and other. This will allow you to reflect how this option does or does not represent your gender identity.

22. What is your gender identity? (select one)

- Woman
- Man
- Other

23. How would you rate this application experience?

- Liked it
- Neither liked nor disliked it
- Disliked it

24. Which do you prefer as the third gender response category for this option?

- Other
- Another Gender Identity

25. Provide any comments on this option for application form.

Student Survey of Gender Category Options, Name, and Pronouns for University Application Forms and Student Information Systems

6. Option C

This section gives you the opportunity to respond to experiencing if the gender response options on university application forms were woman, man, and gender variant. This allow you to reflect how this option does or does not represent your gender identity.

26. What is your gender identity? (select one)

- Woman
- Man
- Gender Variant

27. How would you rate this application experience?

- Liked it
- Neither liked nor disliked it
- Disliked it

28. Provide any comments on this option for application form.

Student Survey of Gender Category Options, Name, and Pronouns for University Application Forms and Student Information Systems

7. Option D

This section gives you the opportunity to respond to experiencing if the gender response options on university application forms were select one or more from: Woman, man, transgender, cisgender, and gender variant. This allow you to reflect how this option does or does not represent your gender identity.

29. What is your gender identity? (select all that apply)

- Woman
- Man
- Transgender
- Cisgender
- Gender Variant

30. How would you rate this application experience?

- Liked it
- Neither liked nor disliked it
- Disliked it

31. Provide any comments on this option for application form.

Student Survey of Gender Category Options, Name, and Pronouns for University Application Forms and Student Information Systems

8. Option E

This section gives you the opportunity to respond to experiencing if the gender response options on university application forms were woman, man, and gender variant, followed by a second question that clarified whether the applicant is trans or has a history of gender transition. This allow you to reflect how this option does or does not represent your gender identity.

32. What is your gender identity? (select one, and there is a follow-up question)

- Woman
- Gender Variant
- Man

33. Are you transgender or do you have history of gender transition?

- No
- Yes

34. How would you rate this application experience?

- Liked It
- Neither liked nor disliked
- Disliked it

35. Provide any comments on this option for application form.

Student Survey of Gender Category Options, Name, and Pronouns for University Application Forms and Student Information Systems

10. Language and Option Preferences

This part of the survey allows students to clarify their preferences in terminology (especially vis-a-vis non-binary identities) and rank their top choices among gender category Options A through F.

39. Rank the application form options (from most preferred to least)

☰	<input type="text"/>	Option A: W/M
☰	<input type="text"/>	Option B: W/M/Other
☰	<input type="text"/>	Option C: W/M/GV
☰	<input type="text"/>	Option D: M/W/T/C/GV (select all apply)
☰	<input type="text"/>	Option E: W/M/GV, then "Are you trans?"
☰	<input type="text"/>	Option F: No gender collected

40. What do you see as the emerging term for a variety of non-binary identities?

- Gender variant
- Gender non-conforming
- Genderqueer
- Gender creative
- Non-binary
- Other (please specify)

41. What terms do you know for gender-based cultural identities?

Student Survey of Gender Category Options, Name, and Pronouns for University Application Forms and Student Information Systems

10. Language and Option Preferences

This part of the survey allows students to clarify their preferences in terminology (especially vis-a-vis non-binary identities) and rank their top choices among gender category Options A through F.

39. Rank the application form options (from most preferred to least)

☰	▾	Option A: W/M
☰	▾	Option B: W/M/Other
☰	▾	Option C: W/M/GV
☰	▾	Option D: M/W/T/C/GV (select all apply)
☰	▾	Option E: W/M/GV, then "Are you trans?"
☰	▾	Option F: No gender collected

40. What do you see as the emerging term for a variety of non-binary identities?

- Gender variant
- Gender non-conforming
- Genderqueer
- Gender creative
- Non-binary
- Other (please specify)

41. What terms do you know for gender-based cultural identities?

42. How much more likely are you to provide response to the gender identity question if the categories are expanded beyond the gender binary of woman and man?

- Much more likely to respond
- Somewhat more likely to respond
- No change in my likelihood to respond
- Not sure

43. What measures would increase the likelihood of you responding to the gender identity question? [check all that apply]

- None
- Assurances of confidentiality
- Rationale for collection
- Description of how data used
- Other (please specify)

44. How much will expanded gender response options change how you fill out university application forms?

- Completely change how I fill out the form
- Somewhat change how I fill out the form
- Not change how I fill out the form
- Not sure

Student Survey of Gender Category Options, Name, and Pronouns for University Application Forms and Student Information Systems

11. Name and Pronouns

This part of the survey explores the possibilities and issues for collection and use of names and pronouns on application forms and in student information systems at universities.

45. Have you changed your name legally?

- Yes
- No, I wish to change my name legally, but have not done so
- No, I have no need to change my name legally

46. What prevents you from changing your name? (check all that apply)

- Cost is prohibitive
- No time to do paperwork and go to offices
- Logistics and coordination (e.g., born abroad where not allowed to change birth certificate)
- Familial support
- Nothing prevents me
- Not applicable
- Other (please specify)

47. What name would you prefer to use within the following contexts? [In this fictitious example, Michael Smith is the name given at birth and their legal name. They have socially changed their name to "Deborah" (aka common name), and among friends go by "Debbie" (aka nickname)]

	Legal Name (e.g., Michael Smith)	Common Name (e.g., Deborah Smith)	Nickname (e.g., Debbie Smith)	Not sure
Email address	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student ID	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class roster	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Roll call	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diploma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transcripts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

48. Where would you want your pronouns listed and/or used within the university system?

Student Survey of Gender Category Options, Name, and Pronouns for University Application Forms and Student Information Systems

12. Demographics

This part of the survey asks you for demographic information. The responses you provide are anonymous and kept confidential. The reason why we are asking these questions is to more fully understand the complex dimensions that compose your full identity, so we can best determine the preferred options for expanded gender options that honour these nuances and interconnections. We recognize that some of these questions may feel invasive and/or awkward, especially sex assigned at birth. We hope to see how different identities and experiences may respond to the response options differently, which will help toward selecting the most useful option across a range of gender diversity. Finally, we also want to ensure that we have adequate representation for various subsets of the trans, gender variant, and Two Spirit communities to address and reflect distinct and unique needs and interests.

With the exception of the first question, all these questions are optional.

* 49. What university do you attend?

- University of British Columbia - Vancouver Campus
- University of British Columbia Okanagan
- Simon Fraser University
- Justice Institute of British Columbia
- Other (please specify)

50. What year of university are you in?

- First Year
- Second Year
- Third Year
- Fourth Year
- Masters
- PhD
- Other (please specify)

51. What program are you in?

52. Are you cisgender (sex assigned at birth aligns with gender identity)?

- Yes
- No
- Not sure

53. What is your sex assigned at birth?

- Male
- Female

54. How do you describe you gender identity?

55. How do you describe you gender expression?

56. Please provide any final comments, considerations, and experiences important to determining the approach and terms used to collect gender information in university application forms across British Columbia.

Appendix 7 – Ethics Approval Certificates



The University of British Columbia

Certificate of Ethical Approval for Harmonized Minimal Risk Behavioural Study

UBC Okanagan Campus
Behavioural Research Ethics Board
FIP336 - 3247 University Way
Kelowna, BC V1V 1V7
Tel: 250-807-9412

Also reviewed and approved by:

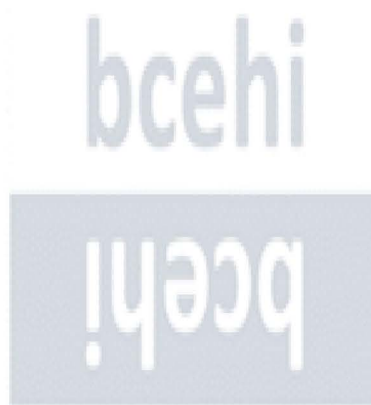
- Simon Fraser University



Principal Investigator: Mary DeMarinis	Primary Appointment:	Board of Record REB Number: H16-03063	UBC REB Number: H16-03063
Study Title: Establishing Nomenclature for Expanded Gender Declaration in Student Information Systems Project			
Study Approved: January 3, 2017		Expiry Date: January 3, 2018	
Research Team Members:	Kai Scott Drew Dennis		
Sponsoring Agencies:	- British Columbia Council on Admissions and Transfer		
Documents included in this approval:	Document Name	Version	Date
	Protocol: TransFocus Response to BCCAT RFP (July 2016)	1	July 29, 2016
	Consent Forms: Student Focus Group Informed Consent Form v3	3	December 22, 2016
	Advertisements: Cover email to LGBT Organizations with attached Study Invitation	1	December 4, 2016
	Student Focus Group Invite v2	2	December 4, 2016
	Questionnaire, Questionnaire Cover Letter, Tests: Student Survey on Expanded Gender Categories v3	3	December 27, 2016
	Focus Group Questionnaire	1	November 15, 2016
	Other Documents: List of Counselling Supports	1	December 4, 2016
	Other: N/A		
	This ethics approval applies to research ethics issues only and does not include provision for any administrative approvals required from individual institutions before research activities can commence.		
The Board of Record (as noted above) has reviewed and approved this study in accordance with the requirements of the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS2, 2014).			
The "Board of Record" is the Research Ethics Board delegated by the participating REBs involved in a harmonized study to facilitate the ethics review and approval process.			

The application for ethical review and the document(s) listed above have been reviewed and the procedures were found to be acceptable on ethical grounds for research involving human subjects.

This study has been approved either by the Board of Record's full REB or by an authorized delegated reviewer.





NOTICE OF APPROVAL – ETHICAL REVIEW

Contact Person & Position Mary DeMarinis, Director, Student Services & Registrar	Institution Justice Institute of BC	Protocol #: JIBCER-2017-05-ENEG
Student or Co-Investigators & Position: Scott Kai and Dennis Drew (Non-JIBC & Non-UBC employees)		
Title of Project: <i>Establishing Nomenclature for Expanded Gender Declaration in Student Information Systems Project</i>		
Sponsoring/Funding Agency: British Columbia Council on Admissions and Transfers (BCCAT)		
Institution(s) where research activities will be carried out: UBC-Vancouver, UBC-Okanagan		
Approval Date: February 15, 2017	Term/Year: February 14, 2018	

Certification: The above named project has been reviewed by the Research Ethics Board and has been approved as described or has been approved subject to the following modifications.

Carol Gardner, Vice-Chair, JIBC Research Ethics Board

Note: This Certificate of Approval is valid for the above term provided there is no change in the procedures or criteria given.

Appendix 8 – Breakdown of University Approaches to Gender Identity

University Name	Are you part of LGBTQ community?		Are you trans?		What is your sex (at birth)?		
	Y/N	Y/N	Male	Female	Intersex		
Bridgewater State University		X					
California two-year colleges		X					
California State University			X		X		
Connecticut College							X
Dartmouth		X					
Duke							
Emhurst College		X					
Elon University		X					
Justice Institute of BC							
MIT		X	X				
Northwestern Illinois University		X					
Ohio State University		X					
Ontario Universities Application Centre							
Oregon State (grad school)		X					
Penn's Law School		X					
Purdue University							
Rhode Island School of Design			X		X		
State University of New York							
University of California			X		X		
University of Maryland							
University of Maryland School of Business		X					
University of Massachusetts							
University of Pennsylvania		X			X		
US Common Application			X				
Warren Wilson College							
Washington two-year colleges							
TOTALS		10	5	4	4	4	2

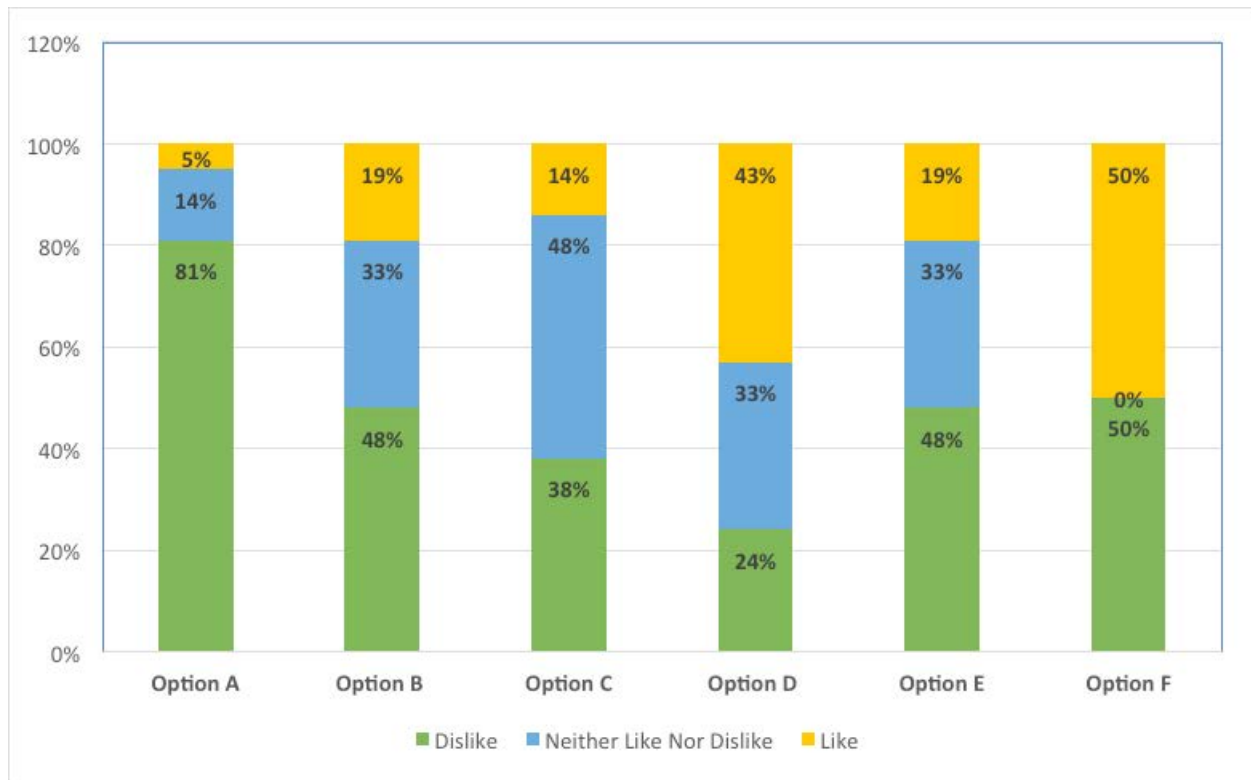
University Name	What is your gender identity?											
	Woman	Man	Genderqueer/ Gender Variant/ Gender fluid	FTM/Trans Man	MTF/Trans Woman	Transgender	Cisgender	Questioning	I identify as:	Prefer not to say	Unknown/Not sure	Other
Bridgewater State University												
California two-year colleges				X	X					X		
California State University			X			X					X	
Connecticut College						X		X				
Dartmouth												
Duke									X			
Emhurst College												
Elon University												
Justice Institute of BC	X		X			X						X
MIT												
Northwestern Illinois University												
Ohio State University												
Ontario Universities Application Centre	X		X									X
Oregon State (grad school)												
Penn's Law School												
Purdue University	X		X		X						X	
Rhode Island School of Design	X		X		X		X					
State University of New York	X		X		X			X			X	
University of California			X		X							
University of Maryland												
University of Maryland School of Business												
University of Massachusetts	X		X			X					X	
University of Pennsylvania											X	
US Common Application											X	
Warren Wilson College											X	
Washington two-year colleges												
TOTALS	6	6	4	4	4	4	4	1	1	11	3	2

** Note: confuses gender identity with gender expression by using terms masculine and feminine, transgender and androgynous, gender neutral

Appendix 9 – Student Ratings of Options

Figure 1 provides an overview of TNB2S ratings across all the options based on a 3-point scale, including like, neither like nor dislike, and like. Based on these survey results, the option that was most disliked among TNB2S students is Option A (with 81% respondents disliking the option), followed by a tie between Option B and E. The most liked option among respondents is Option D (with 43% of respondents liking this option). Of particular note is the ambivalence among some respondents across the options, especially Option C.

Figure 1 Overall TNB2S Student Ratings on all Options [N=21]



BC Council on
Admissions & Transfer **BCCAT**

709 – 555 Seymour Street, Vancouver, BC Canada V6B 3H6

bccat.ca | educationplannerbc.ca | bctransferguide.ca | t 604 412 7700 | f 604 683 0576 | e info@bccat.ca