

LGBTQ+ Inclusion in Campus Recreation and Physical Activities
Anthony Bordignon, Aspen Dirk, Ashley Hultman, Rozmin Irani, Toni Li
University of British Columbia
KIN 465 - Interculturalism, Health & Physical Activity
November 24, 2016

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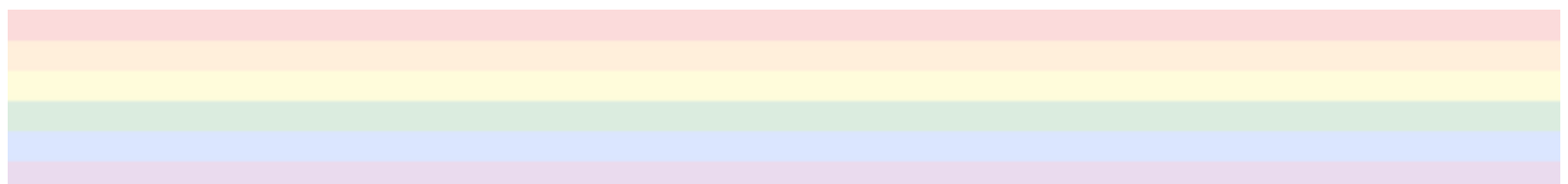
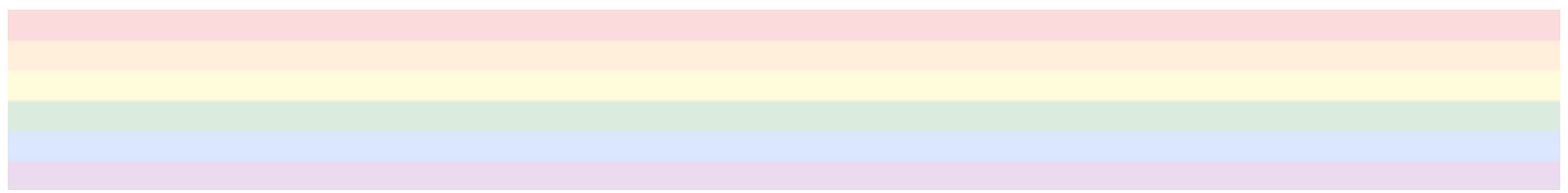


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Executive Summary

Lesbian, Gay, Bisexual, Transgender, Queer, + (hereafter referred to as LGBTQ+) students encounter a number of barriers with regards to physical activity and recreation participation at university. This community-based experiential learning project outlines the methodology, findings and recommendations and proposes to create more inclusive recreation and physical activity opportunities for individuals who identify as part of the LGBTQ+ community. An analysis of last year's project and a detailed literature review were conducted in order to establish the focus of this project. The recommendations proposed from this project are vital to ensuring that the University of British Columbia –Vancouver Campus (hereafter referred to as UBC) becomes a more inclusive campus for students to thrive. All students irrespective of their perceived sexual orientation, gender identity, or gender expression, should feel safe and respected within the UBC community.

A mixed methodological approach was implemented to gather both quantitative and qualitative data. An online survey consisting of 13 Likert-type scale questions regarding UBC recreation and physical activity opportunities was distributed for 17 days gathering 52 completed quantitative responses. A single focus group consisting of four participants was conducted to gain qualitative responses via discussion questions. Upon completion of the survey and focus group, a thematic analysis of the qualitative data and an analysis of the quantitative data was performed.

The study produced an assortment of findings acknowledging the distinctive yet meaningful value of physical activity participation for each individual. From our findings, a resounding 78% of participants agree that UBC Recreation could do more to promote LGBTQ+ community inclusion within their facilities. Our findings highlight the importance of universal change rooms and washrooms, changes to recreational facilities and promotion of inclusive programming for LGBTQ+ members.

This project emphasizes four key recommendations; creating accessible universal change rooms and washrooms, improvements in visibility of the LGBTQ+ community, implementation of inclusive terminology and mandatory inclusivity training for UBC Recreation staff.



Introduction

Partnerships

This project was completed in partnership with two on-campus community advisers. Adeline Huynh is an Equity Facilitator with the UBC Equity and Inclusion Office. The Equity and Inclusion Office's mission is to advance human rights by promoting diversity, eliminating discrimination and engaging the community in dialogue and action (UBC Equity, 2016). Kristy McConnel is a Project Coordinator for the Social Ecological Economic Development Studies Sustainability Program (hereafter referred to as SEEDS). SEEDS is committed to sustainability by creating partnerships between students, operational staff and faculty on innovative and impactful research projects (UBC Sustainability, 2016). We connected with our partners via email and bi-weekly team meetings throughout the term. Their continuous support and meaningful feedback was integral to the success of this project.

Purpose and Objectives

The purpose of this project is to further build upon last year's project about how LGBTQ+ members of the UBC community think about physical activity and fitness (Busayong et al., 2015):

- I. Learn about existing programs/initiatives on and off campus that can be built on and strengthened
- II. Assess barriers to LGBTQ+ participation in campus physical activities (intramurals, drop-in classes, etc.)
- III. Provide recommendations for improvements in program design and service provision to better foster inclusion and participation of LGBTQ+ students

Background Information

Literature Review

The purpose of reviewing literature surrounding LGBTQ+ inclusion in physical activity was to provide a foundation which would enable the research to target recurring themes as seen in recent literature: as Taylor et al. (2013, p.7) states, "Understanding issues of social exclusion and health for LGBTQ populations is critical in order to design and implement appropriate strategies for healthy living". The information gathered from literature assisted the creation of our online survey, helping identify which reoccurring themes were most important to the



LGBTQ+ community's involvement in physical activity. American and Canadian literature was reviewed, with a greater focus on university and high school settings.

The most common issue surrounding LGBTQ+ involvement in physical activity is changing room spaces. A study conducted by Morrow & Gill (2003) asked individuals where individuals of the LGBTQ+ community experience high levels of harassment; the locker room was a popular response.

Furthermore, it was reported that four in ten individuals would avoid locker rooms (GLSEN, 2013). Other than harassment, concepts such as stereotypes would keep individuals who identify as part of the LGBTQ+ community away from locker rooms. For instance, statements such as "Gay men are delicate and non-athletic, whereas straight men are tough, strong and athletic" have potential to create negative environments for LGBTQ+ individuals (Morrow & Gill, 2003, p. 207). Through harassment and stereotypes, it is no surprise that locker rooms can be deemed an uncomfortable environment for individuals of the LGBTQ+ community.

"It was really, really horrible there... In gym, especially horrible. I wasn't out, but every-one assumed. They wouldn't say anything to my face. I would change in the bathroom stall because I didn't want to be accused of looking at anyone. I was tardy to class all the time because of how long it took me to get changed." (HumanRightsWatch, 2001, p. 27)

Another recurring issue seen throughout the literature is a lack of support for individuals in the LGBTQ+ community in a physical activity setting. Although there are various ways that positive spaces are promoted, many feel that this is insufficient as there are either no policies supporting non-discrimination and sexual orientation nor enforcement of these policies if they happen to be present (Gill et al., 2006). The lack of policies and enforcement are not the only concerns of the LGBTQ+ community in physical activity. Gill et al. (2006) also determined that teachers' and other health professionals' inadequate training surrounding diversity make it difficult to support victims and confront actions of harassment and discrimination. Without adequate training and education for staff to support this population when discrimination or harassment occurs, physical activity settings will remain unsafe for LGBTQ+ people.

Lastly, it has been found that individuals of the LGBTQ+ community may refrain from participating in physical activity altogether. The study conducted by GLSEN, 2013 concluded that more than half of individuals that identify as part of the LGBT community experienced harassment and assault due to their sexual orientation or gender expression. This resulted in the victims of harassment and assault avoiding these classes, stating that "discrimination prevented them from participating in sports fully and safely" (GLSEN, 2013, p.3). Negative experiences such as this, further contribute to lower participation of LGBTQ+ community members in physical activity.



Critique of Last Year's Project

The following information is based on Busayong, Wilson, Allan, and Fischer's project from the previous academic year (2015).

Last year was the first time this project was implemented in KIN 465 based on recommendations brought forward by former kinesiology students. They acknowledged a lack of involvement from the LGBTQ+ community in physical activity that needed to be addressed.

Their findings are noteworthy; however, they are solely based on qualitative data consisting of focus groups with a relatively small sample size of 11 participants recruited from their own social networks, as opposed to being randomly selected. This could introduce the possibility of social desirability bias whereby, participants respond to questions in a way they believe will lead to them being accepted and liked. Without quantitative research methods, last year's project could not attribute value of objective and statistical measures to their findings, which achieve higher levels of reliability and can perhaps be generalized to a larger population.

Moreover, no transgender participants were included in last year's project, which completely overlooked this segment of the community. By excluding transgender individuals, their thoughts, feelings and recommendations to create inclusive physical activity opportunities are categorically disregarded, thereby marginalizing them within the LGBTQ+ community.

Finally, recommendations that were proposed in last year's project were vague and lacked specificity. For instance, recommendations to build a lasting relationship with the UBC Pride Collective were not feasible or realistic as no specific contacts who were interested in the project were prearranged nor did any executives from the club respond to our numerous emails or Facebook messages.

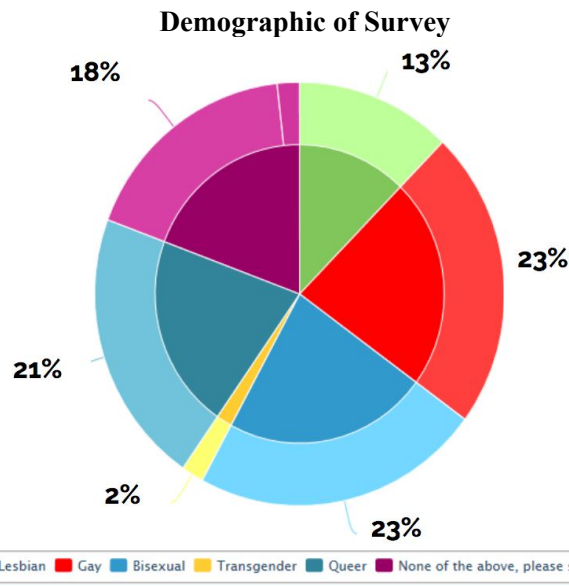
Methodology

After discussion with the community partners, the methodology was designed to improve upon last year's project: it was determined that a mixed methods approach, consisting of both quantitative and qualitative data would bolster this year's research.

After reviewing last year's project with the community partners it was established that there was concern for the small amount of participants gathered and was suggested that a quantitative survey be implemented to enable the gathering of more participants and further solidify the findings through numbers. The incorporation of quantitative data provided more participants, establishing a greater representation of the LGBTQ+ community, highlighted the issues and trends surrounding the issue of inclusion and which of these issues and trends are important by looking at the quantity of responses to that specific question (Seidler, 1974). With this in mind, the creation of a Likert-type scale survey online was composed of 13 questions and limited participants to UBC graduates, undergraduates, faculty, staff and alumni. The questions



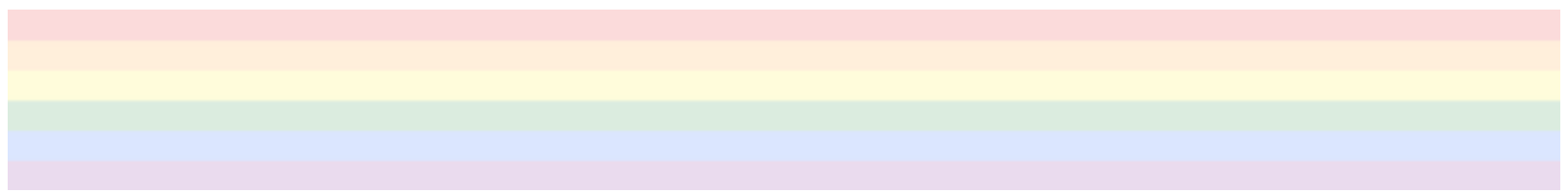
were created by reviewing literature surrounding individuals of the LGBTQ+ community and their perceptions on physical activity, as well as building on the survey questions from last year's project (Busayong et al., 2015). Before finalizing the survey, a meeting with Kristy was held in order to provide feedback and assist in ensuring the questions were targeting the issues sought to



be of significance. The survey was then sent to Adeline and course instructor for final approval before dispersal. The survey was distributed online through social media for 17 days, gathering 52 completed responses. More specifically, the questions focalized on safe/positive space, recommendations and facility layout. The data from the survey was then analyzed and organized into pie charts and bar graphs, which enabled the selection of which issues proved to limit the participation of individuals in LGBTQ+ community at UBC recreation facilities.

Although there was a clear understanding of what was limiting individuals of LGBTQ+ community in UBC recreation facilities, it was yet to be understood why these specific issues and trends were of concern. As Osborne (2006) states, quantitative data does not take into consideration the participants' experience and voice, whereas qualitative data assists in understanding why these issues are of concern. Furthermore, to address this issue, it was agreed upon that it would be beneficial to conduct a focus group as the qualitative method of data collection. Through the online survey, participants were given the opportunity to take part in the focus group. Of the 52 individuals who completed the survey, four participants were able to make it to the session. Four questions, with supplemental supporting questions, were created from the issues and trends as seen throughout the survey: an issue or trend was deemed significant through analyzing the quantity of responses. The questions were then sent to Adeline for approval to ensure that they would facilitate a continuous conversation rather than an interrogative format. The duration of the focus group was approximately two hours and in this time, issues and trends were discussed. Responses were recorded from the focus group via tape recorder; notes were taken by Adeline. Data collected from the focus group was then transcribed to provide a better understanding of why these issues limited LGBTQ+ inclusion at UBC recreation facilities.

A mixed methods approach was chosen as it proved to be beneficial due to the fact that it has the potential to offset the weaknesses in both quantitative and qualitative data (Bryman,



2004). This assisted the reduction of gaps in the results and further justifying what will help the LGBTQ+ community feel more entitled to participate in programs at UBC recreation facilities.

Outcomes and Findings

To reiterate, the purpose of this study was to identify and address barriers the LGBTQ+ community faces when participating in UBC Campus Recreation and physical activity. Although not every participant had the same experience, we want to highlight 3 main findings gathered from our data. We will also go into detail on the trends for the transgender – identified participants, as we have found their experience is somewhat different from the rest of the sample. Throughout each section, we will incorporate direct quotes from our focus group that we deem appropriate and relevant to the finding in order to capture a deeper understanding of these results. The responses to the survey can be found in Appendix D.

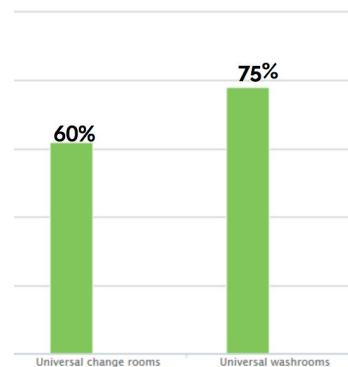
The Three Main Findings are as Follows:

1. A strong desire to have both universal change rooms and universal washrooms in the Student Recreation Centre (SRC)
2. Implement specific visual changes to UBC Recreation and intramural facilities such as rainbow flags (Pride Flag) and poster campaigns that highlight the LGBTQ+ community
3. Have physical activities in UBC recreation programs that are explicitly identified as LGBTQ+ inclusive

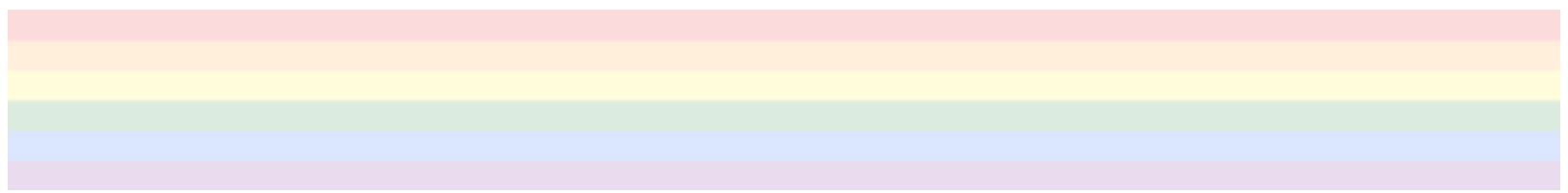
Finding #1 – Universal Change Rooms and Washrooms

We anticipated the desire of a universal change room to be a popular among our participants, given the progressive movement behind this idea (Goutsos, 2005). However, what we did not expect was that 75% of our participants strongly desire a universal change room in the SRC, while 60% would like a universal washroom. Also, no one expressed any concerns or hesitation about these two facilities.

We identified three barriers that are associated with universal change rooms and universal washrooms: cultural barrier, organizational barrier, and a gender barrier (Why Don't People Participate, 2016). For this finding, we will focus on the universal change room as it is more strongly desired than a universal washroom. One focus group



What changes would you like to see in UBC's recreation facilities?



participant said “I’m more comfortable changing in the pool change rooms than the ones at the SRC.”

This is a cultural barrier as the concept behind a universal Change room is still quite new and unfamiliar with the general population (Goutsos, 2005). In the United States, there is a “Bathroom Bill” in North Carolina, which seeks to regulate access to public facilities on the basis on the individual’s sex they were assigned at birth (Lopez, 2016). This is due to concern of public safety, security, and to minimize any harassment individuals may face who are using the facility, be it legitimate worry or not (Brodey, 2015). Nevertheless, 75% of people who took our survey agreed that a universal change room should be available in the SRC.

A universal change room is also an organizational barrier, as there is not one currently present within the SRC. The SRC was built in 1995 (UBC Athletics and Recreation, 2016) when the gender binary was the main concept for separation between genders (Goutsos, 2005). It takes resources to build a change room of any kind – planning, construction, implementation – and we understand these obstacle must be overcome before progress is made.

Finally, a universal change room is a gender barrier as those who do not identify on the gender binary (ie. gender fluid) have a difficult decision to make when wanting to use the SRC facilities. They only have two choices; the women’s change room or the men’s change room. If they do not identify with either gender, there is no alternative option for them to choose.

Finding #2 – Changes to UBC’s Recreational Facilities

In addition to the desire for a universal change room and universal washrooms, there is also an inclination for more visual representation of the LGBTQ+ community. More than half of the people who completed this survey would like to see Rainbow Flags (ie. Pride Flags) in the SRC. 56% want to see poster campaigns that raise visibility of LGBTQ community. We also have an “other” response where survey participants identified options and recommendations that were not included in the list of options provided.

“UBC likes to say that it is super inclusive but it’s not always and that’s just a marker of society.” - Focus Group Participant

We identified these changes as a cultural barrier and a communication barrier between UBC Recreation and the LGBTQ+ community. The definition of a cultural barrier is “visible minorities feel uncomfortable or unwelcomed entering a specific space” (Why Don’t People Participate, 2016, p1). This is perpetuated through motivational posters on the walls of the Bird Coop in the SRC (Appendix G). These posters, although we feel were put up with the best intentions, highlight heteronormativity: the idea that humans fall into specific genders (male and female) and these genders fulfill a natural role in society (Warner, 1991).



This is also a communication barrier as there is no effort from UBC Recreation to include the LGBTQ+ community in advertisements and promotion. Currently, there are no poster campaigns that attempt to reach out to the LGBTQ+ community, but one focus group participant understands the challenges associated with this representation, saying, "there is a fine line between diverse poster campaigns and tokenism."

We had an "other" section on our survey where participants could suggest alternative recommendations for UBC Recreation that were not listed as options to select. The most recurring response was for all UBC Recreation Staff to partake in mandatory LGBTQ+ inclusion training so they are properly equipped with resources on how to address any discrimination they see within the SRC.

Finding #3 – Promotion of Inclusive Programming

For our last finding, 73% of participants agree or strongly agree that UBC Recreation should have programming that specifically indicates inclusion of the LGBTQ+ community.

As a point of clarification: this is not meant to be interpreted as programming exclusive and only for members of the LGBTQ+ community. This creates barriers in itself and is something we want to avoid. Focus group participants indicated they could join a "Queer League" outside of campus, and raised concerns associated with such exclusion such as, stigma surrounding those who would attend these programs. One focus group participant said "[they] would feel quite self conscious walking to the class in the first place because that is an act of outing."

**ALL
INCLUSIVE**

Source: RCI

This type of programming is identified as both a communication and cultural barrier faced by the LGBTQ+ community (Why Don't People Participate, 2016). As previously stated, there is no direct campaigning aimed at promoting inclusion of the LGBTQ+ community.

Inclusive programming is a cultural barrier, as without attempts to reach the community, the members often feel unwelcome and excluded from the SRC. One focus group participant stated "if it's [poster campaign] visible and it's representative of the community, then I think it really helps toward making a space feel more welcome be it a poster, or alternative imagery, or an instructor who is a prominent member of the community or like is comfortable being themselves then I think that goes a long way towards making a safe space or comfortable space."

Transgender Specific Findings

As previously stated, the transgender participants of this study sometimes felt differently or had contrasting views to the overall LGBTQ+ community identified in our survey. We want to ensure they have accurate representation in this paper, as there were no transgender participants in last year's project. Unfortunately, we did not have any transgender participants in our focus



group, but we still highlight some differences and similarities these individuals indicated on our questionnaire.

The following two points are when the transgender participants felt differently than the rest of the LGBTQ+ community:

1. They disagree that safe space stickers and other visuals make the space feel more safe and welcoming
2. They disagree to having visual components (Pride Flag) be placed in the SRC

The following three points are when the transgender participants felt similar to the overall LGBTQ+ community:

1. They strongly agree that explicit programming identified as LGBTQ+ inclusive should be used by UBC Recreation
2. They agree that having an instructor who is also apart of the LGBTQ+ community would make them more inclined to participate in physical activity
3. They strongly agree that UBC Recreation could do more to be inclusive for the LGBTQ+ community

For more direct findings, please reference Appendix C for the responses from our survey.

Recommendations

Our Four Main Recommendations:

1. To have accessible universal change rooms and washrooms in the Recreation buildings, specifically the Student Recreation Centre (SRC).
2. Improve visibility: adding pride flag icons to the UBC recreation and intramural website and placing safe space stickers in recreation buildings.
3. Implement inclusive terminology while naming UBC Recreation Leagues
4. Mandatory LGBTQ+ inclusion training for UBC Recreation Staff

Recommendation #1: Universal Change Rooms and Washrooms

Our first recommendation is based on our first finding with the survey: 75% of the 52 participants said they wanted access to universal change rooms and 60% of the participants wanted access to universal washrooms. One participants from the focus group even quoted saying, “I feel more comfortable changing in the pool change rooms than the ones at the SRC”. To address and overcome the organizational and gender barriers, we recommend having accessible universal washrooms and change rooms in the recreation buildings. These facilities



are important because they act as a safe space for all participants, regardless of their sexual orientation or gender identity (Qmunity, 2015). Research further shows that those identified as lesbian, gay, bisexual, gender queer or transgender individuals are frequently subjected to victimization, intimidation, and violence when using male/female washrooms (*Gender Based Violence Prevention Project*, 2013). Therefore, having safe and private space addresses the individual's' feelings of safety, well-being, and security.

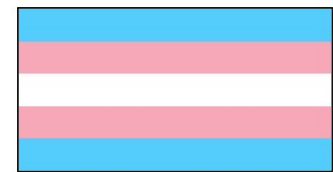
For example, we are aware that the SRC has single stall male/female handicap washrooms that are currently locked and accessed only through staff. We recommend that they be unlocked for the general community to use and be used as a universal washrooms and change rooms until a more permanent solution is found.

Another suggestion is having maps with universal washrooms and change rooms that are visible, clear and easy to find. The purpose of the map is to increase accessibility for the LGBTQ+ community and to bring awareness of universally accessible washrooms and change rooms within the facility. This addresses an important gap between accessibility and universal access (*Gender Based Violence Prevention Project*, 2013).

We wanted to note that our study's recommendations align with last year's recommendations because both years, participants noted universal washrooms and change rooms, or simply more privacy, as being important to them (Busayong et al., 2015).



Source: Qmunity



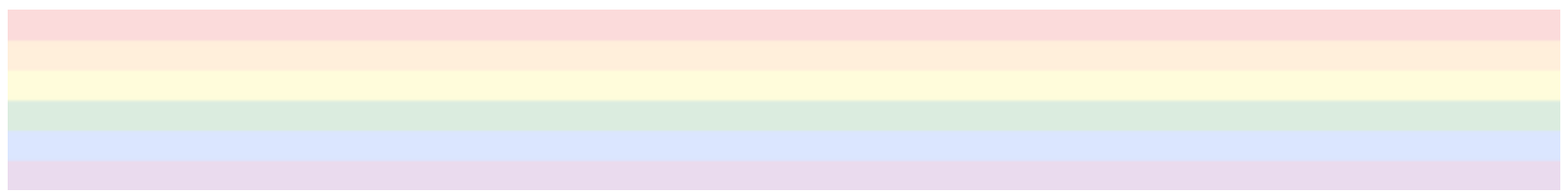
Source: Qmunity

Recommendation #2: Improve Visibility

Our second recommendation is based on our second finding with the survey: 56% of the participants want to see poster campaigns that raise visibility for the LGBTQ+ community and 50% of the participants want to see rainbow flags as one primary way to raise awareness. To address and overcome the cultural and communication barriers, we start by taking proactive steps to promote inclusive environment through improvements in visibility (Morrow & Gill, 2002). We recommend achieving this in two ways: first, adding the pride flag icons, both Pride and Trans flags, onto the UBC recreation and intramural website. Second, placing safe space stickers in the recreation buildings, such as the SRC, War Memorial, Doug Mitchell, Osborne, and Thunderbird Stadiums. According to UBC Positive Space, locker rooms were cited by participants as heteronormative spaces and increased safe-space stickering in change rooms may help mitigate this perception.

Recommendation #3 - Implement Inclusive Terminology While Naming UBC REC Leagues

Our third recommendation is based off our third finding: for UBC Recreation and Athletics to use inclusive terminology when naming leagues. 73% of our survey participants



replied either “agree” or “strongly agree” when asked if they would be more inclined to participate in UBC Recreation and Athletic programs that are identified as LGBTQ+ inclusive. Therefore, we recommend changing “CoRec” to “All-Inclusive”, or adding a new league that is identified as “All-Inclusive” in order to facilitate inclusion of all individuals wishing to participate (Theriault & Witt, 2014). Moreover, the Canadian Centre for Ethics in Sport (2012) has identified that society is becoming more aware that sex is not universally binary – thus, recreation and leisure settings should provide the necessary built environment and structures to accommodate for non-binary individuals (Theriault & Witt, 2014).

An “All-Inclusive” league may help transgender individuals avoid negative stereotyping and biases, which are known to discourage participation (Why Don’t People Participate, 2016). A focus group participant commented that “CoRec” is a problem within their community due to the rule of having at least “x amount of females on the field at once”, which causes “trans-problems”, since certain individuals are forced into binary identities (see Appendix E).

Including an “All-Inclusive” league is especially important in non-competitive tiers:



Source: UBC Rec

Renfrew-Collingwood’s *Activities for Everyone, Everywhere* (2016) emphasises that activities that are not focused solely on competition, but more on fun and playfulness, helps foster a sense of community. Fun and inclusive activities also help those participating build relationships by providing a chance to learn about and hopefully appreciate each other’s differences by developing common goals and values surrounding the activity (Activities for Everyone, Everywhere, 2016).

Recommendation #4 - Mandatory LGBTQ+ Inclusion Training

Our fourth recommendation has two phases: first, to make LGBTQ+ inclusion and competency training mandatory for UBC Recreation and Athletics staff; second, to make such training mandatory for all athletes participating. We hope that phase one can be implemented immediately, and phase two can be implemented soon after, depending on allocation of resources and feasibility. All four focus group participants highlighted the need for a training program, and indicated that trained staff and peers would increase safety and comfort, while decreasing concerns (see Appendix E and F).

A study by Worthen (2011) about an LGBTQ+ ally training program at a university in the Southern United States indicated that such training programs often yield positive effects on undergraduate students’ attitudes towards the LGBTQ+ community. Moreover, the training program facilitated the breakdown of cultural barriers to friendship by allowing face-to-face interaction with LGBTQ+ community members while they bravely told their stories of discriminatory acts they had experienced (Worthen, 2011). This sharing of stories helped



students understand each other more than before the program; empathy amongst students developed, and students felt better equipped with the tools to prevent and defend those experiencing harassment due to their identity within the LGBTQ+ community (Worthen, 2011). This recommendation aligns with last year's project, which recommended training that includes queer content and competency training in athlete and staff orientation (Busayong et al., 2015).

Limitations

The collection of data was well-executed; however there were some limitations throughout this process. To begin, it was found difficult to distribute the survey through social media; many of the groups on facebook required membership of the group in order to make a post. Becoming a member of the Facebook group also proved to be difficult as certain requirements had to be met (for example, be part of the engineering faculty) and would also have to be approved by the administrator of the group. There were also complications when communicating with members of particular groups. Countless emails were sent to individuals, asking if they could distribute the survey to their respective groups - this was unsuccessful in two different ways. The first situation was no response from the individual. The second was a response agreeing to distribute the survey, yet no such action ensued. Lastly, it was difficult recruiting participants for the focus group; although the last question in the survey asked participants if they were willing to participate, more than half were unable to attend due to prior commitments. Due to the time constraints of this project, only one time slot for the focus group was able to be conducted. With this, seven individuals indicated interest in the focus group; however only four were able to attend.

“If I go to a team and already know that my other gay friend is out and is comfortable, then it makes it easier for me to come out.” - Focus Group Participant

Of the four participants that attended our focus group, they identified as either gay, queer, or bisexual. Although the responses collected from these individuals were incredibly beneficial for the project and provided a greater insight into the barriers the LGBTQ+ community faces, the focus group did not include a representative of every gender identity and sexual orientation of the community. While the concerns of those who were represented were articulated, there is still more research to be done to have a better understanding of what changes these other individuals desire. Also, only undergraduate students were in attendance of the focus group, and so their challenges may be different than those of a graduate student or a staff member of UBC. Overall, we cannot generalize our findings to the whole LGBTQ+ community within UBC.



Conclusion

The LGBTQ+ community faces a number of barriers such as negative stereotypes, prejudice, lack of cultural competency and non-inclusive sporting culture and facilities which can hinder involvement and heighten feelings of exclusion. This project and report examined UBC Recreation and the inclusion of the LGBTQ+ community on campus. Using our methodology of literature reviews, quantitative and qualitative data, and recommendations, we were able to collectively produce three main findings; the importance of universal washrooms and change rooms, the changes needed to be made to recreation facilities, and inclusive program awareness of LGBTQ+ members. Through our findings we were able to come up with four recommendations to make UBC Recreation more inclusive and accessible for the LGBTQ+ community; to have accessible universal washrooms and change rooms, improvements in visibility, and implementing inclusive terminology and mandatory inclusivity training for UBC Recreation staff. Building and sustaining a supportive environment is essential to cultivating a diverse and inclusive campus that is linked to interculturalism. Future studies should focus on recruitment of the transgender members of the UBC LGBTQ+ community, since this population was underrepresented in both last year's project and in this current study.



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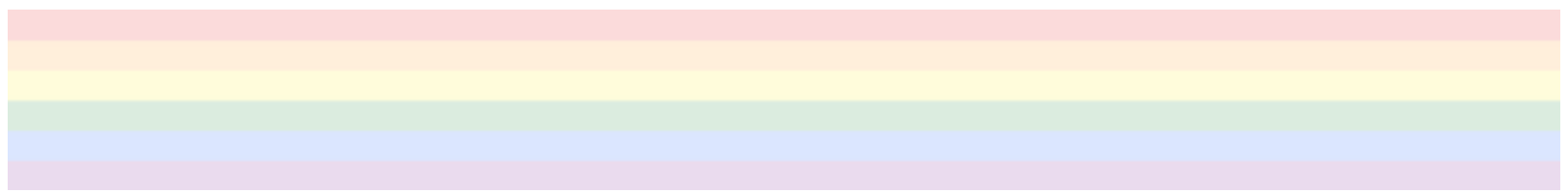
Appendix A - Work Plan

Name of Project: <i>LGBTQ Inclusion in Campus Recreation and Physical Activities</i>			
Purpose(s) of Project (“why are we doing this?”): The objective of this project is to build on a previous project about how LGBTQ members of the UBC community think about physical activity and fitness to 1) learn about existing programs/initiatives on and off campus that can be built on and strengthened, 2) assess barriers to LGBTQ participation in campus physical activities (intramurals, drop-in classes, etc.), and 3) provide recommendations for improvements in program design and service provision to better foster inclusion and participation of LGBTQ students.			
Deliverables (“what are we going to create?”): Progress Report <ul style="list-style-type: none"> - 10-12 page Final Report, includes with 1 page executive summary, Introduction (with necessary background information), Literature Review, Methodology, Findings, Recommendations & Conclusion + Reference list (APA format) and Appendix (include materials like interview notes in appendix) - Presentation for our organization, UBC Athletics and Recreation, and potentially partnering campus peer groups (e.g. UBC Pride Collective) with student reflections* Note: you need to present your project and reflection to the class as well Discuss with instructor which presentations you would like to be marked 			
Methods (“how are we going to do this?”): <ul style="list-style-type: none"> - Systemic analysis of articles concentrating on LGBTQ and recreation in a Canadian university setting - Reading past LGBTQ CBEL projects and other reports suggested to us from our advisors - Conducting a quantitative survey (using a likert-type scale) focussing on what will make UBC recreation a more welcoming environment for LGBTQ community that consists of 3 - 5 main sections with 3-5 questions about that topic (ie. facilities, leagues, etc.) - Having members of the LGBTQ community part-take in this survey, and analyze data once it is gathered to help achieve better understanding of what the community wants improvements for inclusivity 			
Project Members	Skills/Interests	Role(s) in the project	Availability
Aspen Dirk	Athlete entire life, member of the LGBTQ+ community, wants to see change for those who are not comfortable with athletic recreation	Contact Person Liaison – responsible to make initial contact, set up mtgs and maintain contact, and gather feedback on deliverables	Varies
Rozmin Irani	Athlete, amateur photographer, and huge supporter of inclusion of the LGBTQ+ community within campus sports and recreation (as I have many friends that identify with this community)	Distributing surveys to LGBTQ+ members on campus through the Pride Collective and various social media outlets, and will gather feedback on deliverables	Varies



Ashley Hultman	Elite athlete and have many friends in the LGBTQ+ community - want to ensure they're comfortable participating in sports and recreation and give them a voice.	Help distribute survey; analyze data collected from survey with the SEEDS coordinator (explain & discuss); help form recommendations.	Varies
Anthony Bordignon	Athlete, played high level soccer, want to make a change for LGBTQ+ community and make them comfortable when participating in physical activity.	Create Survey with SEEDS coordinator and Toni, assist in writing Final Report, attend meetings, contribute as much as possible.	Varies
Toni Li	Athlete, played college basketball. Member of LGBTQ+ community. Coaches club and high school basketball teams. Work for UBC facilities. I want to see an integration of the LGBTQ+ community and UBC Recreation. To create awareness and accessibility for members of LGBTQ+ community.	Create survey with SEEDS coordinator and Anthony, facilitated and attended focus group with Aspen, assist in writing Final Report, contribute ideas and attend meetings.	Varies

Project Component	Specific Task	What do you need in order to get this done?	Who is responsible?	When is this due?
First meeting with Contact Person	Email contact person to introduce your group and ask for a meeting	learn people's availability	Aspen	Sept 20
	Meet with the contact person and discuss project goals and details	- Read the background information listed on the course blog before mtg -begin filling out workplan	Aspen, Rozmin, Anthony, Toni	Sept 27
Class Requirements	Workplans due via email to Kat/Nadine and community partner	complete work plan with detailed timeline and organization of work	Ashley	By Oct 4
	Midterm Progress report due via email to Kat/Nadine and community partner	-create a peer evaluation form that we all agree with -update our workplan	All members, then Ashley will submit.	Oct 22nd, end of day
	Final Report	-Meet with SEEDS coordinator to discuss ways to improve report -meet as a group to do touch ups on final report	All Group Members	Nov 24
	Presentation and Rough Draft of Final Report	- assign each group member a section of the paper to complete	All Group Members	Nov 17



		-send rough copy of final report to SEEDS coordinator -meet with group members to rehearse presentation		
	Peer Evaluation	reflect on your group members' contribution to the project	All group members - Aspen formed the template	Dec 1
	Survey Complete	Meet up with SEEDS coordinator to discuss what we want to target with our questions.	Toni and Anthony	By Oct 18
	Survey Distribution and Promotion	Encourage members of the LGBTQ Community to complete the survey, as it will help create changes in UBC Recreation	Aspen and Rozmin	October 18 - 29
	Survey Analysis	Analyse the data from the survey with the help of the SEEDS coordinator to understand research findings	Ashley and Anthony - meeting with Kristy on October 27th to go over how to access UBC survey analysis	November 1
	Focus Groups	Facilitate focus groups to gain qualitative data to gain insight/complement to our quantitative data.	Toni and Aspen are the main facilitators, and Adeline is also helping. All over team members will help form questions.	November 3
Final meeting with Contact Person	Prepare project to present to contact person	Have an outline ready to present to Adeline/Kristy	All Members	November 10
	Meet with Contact Person and get their feedback on final project	Schedule meeting with Adeline/Kristy	All Members	November 10 for presentation, possibly Nov 17
	Give final amended project to Contact Person	Amend project according to feedback from contact person	All Members	November 10 for presentation, possibly Nov 17
Final Edits	Edit report	-meet up/skype with group members to discuss -divide work amongst group members	All Members	Nov 17-24
	Edit presentation	-meet up/skype with group members discuss presentation -divide work amongst group members	All Members	Nov 10-17



Appendix B - KIN 465 Consent Form

Consent Form: Community Based Experiential Learning Projects

Principal Investigator: Kat Cureton, School of Kinesiology, [REDACTED]

Project Team: Adeline Huynh; Kristy McConnel; Aspen Dirk; Toni Li; Ashley Hultman; Rozmin Irani; Anthony Bordignon

Purpose:

Students in KIN 465 are provided with on-campus and off-campus community-based experiential learning (CBEL) projects opportunities. The goals of CBEL are to apply knowledge gained in class, to deepen learning through practical experience, and if possible, to give back to build community capacity, related to interculturalism, health, and physical activity.

The goal of this particular project, titled “LGBTQ Inclusion in Campus Recreation and Physical Activities”, is to build on a previous project about how LGBTQ members of the UBC community think about physical activity and fitness to 1) learn about existing programs/initiatives on and off campus that can be built on and strengthened, 2) assess barriers to LGBTQ participation in campus physical activities (intramurals, drop-in classes, etc.), and 3) provide recommendations for improvements in program design and service provision to better foster inclusion and participation of LGBTQ students.

You are being invited to take part in this project because you are a member of the UBC community who has self-identified as a member of the LGBTQ community, and you are physically active or are interested in being physically active.

Study Procedures:

If you choose to participate in this project, you will be asked to participate in a focus group, led by one or two of our student team members. This would take 1 hour of your time. The focus group will take place on UBC Campus at a location that is convenient for participants. KIN 465 students will audio tape and take notes during the project for reference. There will be no video-taping involved.

Potential Risks:

The potential risks to you are psychological in nature as you will be asked to talk about your experiences in physical activity and it is possible that the conversation could trigger an emotional response. To minimize risk, you are only asked to answer the questions that you are comfortable answering and you are free to withdraw from the project at any time. We can provide information on available counselling services should you want to discuss the issues further with a trained counsellor.



Potential Benefits:

The possible benefits of your participation are that your stories and experiences will inspire change and lead to more people being physically active and using physical activity as a means to improve their health and to enhance their sense of belonging in society.

Confidentiality:

Your identity will be kept strictly confidential. Subjects will not be identified by name in any reports of the completed project. Please note that if you choose to participate in a discussion group with other participants the confidentiality may be limited as we cannot control what other participants do with the information discussed.

Remuneration/Compensation:

There is no remuneration or compensation for your participation in this project.

Contact for information about the study:

If you have any questions or desire further information with respect to this project, you may contact Kat Cureton at [REDACTED]

Contact for concerns about the rights of research subjects:

If you have any concerns about your treatment or rights as a research subject, you may contact the Research Subject Information Line in the UBC Office of Research Services at 604-822-8598 or if long distance e-mail to RSIL@ors.ubc.ca.

Consent:

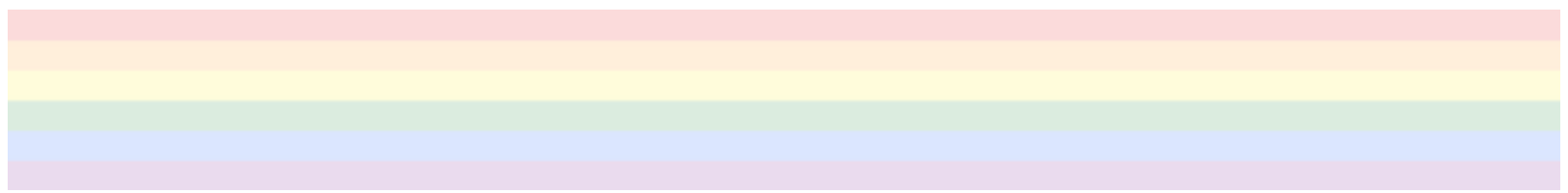
Your participation in this project is entirely voluntary and you may refuse to participate or withdraw from the study at any time without jeopardy to your access to services or programs from UBC.

Your signature below indicates that you have received a copy of this consent form for your own records.

Your signature indicates that you consent to participate in this project.

Subject Signature Date

Printed Name of the Subject



Appendix C - Survey Questions and Responses

* Do to the mechanical constraints of our survey, participants did not have to answer all of the questions asked. Therefore, some of the numbers may not align with how many “completed” surveys were recorded.

1. Do you identify as part of the LGBTQ+ community? Do you identify as part of the LGBTQ+ community?

- Yes (62)
- No (2) β these results were not used in data analysis

2. What would you identify as in the LGBTQ+ community?

- Lesbian (7)
- Gay (11)
- Bisexual (13)
- Transgender (4)
- Queer (12)
- Pansexual (3)
- Otherkin (1)
- Genderqueer (1)
- Asexual (1)

3. What best describes your role at UBC?

- Undergraduate (45)
- Graduate (4)
- Staff (6)
- Alumni (1)

4. Overall, do you feel comfortable at UBC recreation facilities as part of the LGBTQ+ community?

- Strongly Disagree (5)
- Disagree (13)
- Neutral (20)
- Agree (21)
- Strongly Agree (21)

5. Do you feel spaces identified as ' safe' or 'positive' spaces would make you feel more comfortable on campus?

- Strongly Disagree (2)
- Disagree (7)
- Neutral (12)



- Agree (21)
- Strongly Agree (10)

6. What changes to UBC's recreational facilities would you like to see, to make UBC recreation more welcoming/safe for the LGBTQ+ community? Please check all that apply.

- Rainbow Flags (28)
- Poster Campaign at is inclusive to the LGBTQ+ Community (29)
- Universal Change Rooms (31)
- Universal Washrooms (29)
- Other (11)

7. Do you feel programs such as intramurals, drop-ins, and / or events are welcoming to the LGBTQ+ community?

- Strongly Disagree (3)
- Disagree (6)
- Neutral (27)
- Agree (22)
- Strongly Agree (4)

8. Do you feel comfortable/ when participating in UBC recreation activities?

- Strongly Disagree (4)
- Disagree (10)
- Neutral (11)
- Agree (26)
- Strongly Agree (7)

9. Would you feel more inclined to participate in UBC recreation programs that are explicitly identified as LGBTQ+ inclusive?

- Strongly Disagree (5)
- Disagree (7)
- Neutral (12)
- Agree (22)
- Strongly Agree (12)

10. Would you feel more inclined to participate in UBC recreation programs if a instructor(s) or other staff members were openly part of the LGBTQ+ community?

- Strongly Disagree (2)
- Disagree (3)
- Neutral (12)
- Agree (27)
- Strongly Agree (12)



11. Do you feel UBC recreation could do more to promote LGBTQ+ community at their facilities?

- Strongly Disagree (1)
- Disagree (0)
- Neutral (12)
- Agree (25)
- Strongly Agree (20)

12. Would visual components (such as safe space stickers or rainbow flags) make you feel more comfortable when entering UBC recreation facilities?

- Strongly Disagree (5)
- Disagree (7)
- Neutral (12)
- Agree (20)
- Strongly Agree (14)

13. Would you be interested in participating in a focus group following this survey on Thursday, November 3rd from 4:00 - 5:00PM?

- Yes (8)
- No (44)

** Please note that only 4 participants attended the Focus Group

Appendix D - Focus Group Invitation Email

Hi Everyone,

Thank you for completing our survey and saying “Yes” to attend the focus group. The goal of our research is to provide UBC with enough insight needed to create changes in recreation for a more inclusive community. In order to do so, you are invited to attend a Focus Group this Thursday, November 3rd from 4PM - 5PM in CIRS room 3336. There, we will have a conversation with other members of the LGBTQ+ Community to achieve a greater Understanding of people’s experiences with Physical Activity at UBC, and how we can improve these experiences for the better. There will be light refreshments and a 5\$ gift card provided for your valuable time and insights.

In this email, I’ve attached the consent form you will be asked to sign. Please read it over and we will have additional copies at the Focus Group to be signed.

Please let me know if you will be attending the Focus group or if you have any questions regarding the research.

Thanks,
Toni Li



Appendix E - Focus Group Transcription

Experiences of Access & Engagement Questions:□

1. What has been your experience with physical activity on campus?

□a. Do you feel as though you have had opportunities on campus to engage in physical activity?

- Yes and no.
- The Bird Coop is nasty all together and I do not want to ever step foot in there. It's a social space for a lot of the gym rats. When I go with my friend who is also gay / queer, we have a lot more fun. We're also privileged in that we are cis-gender, we're men, we conform to societal notions of male beauty, if we had to be we could be passible [as straight].
- I did dance in high school but I never did any weight lifting or sports other than Dance, so coming into university it's like I don't know how to do any of these things, so I'm not comfortable going into that space because I feel like I am not competent. Feel like I'm feeling laughed out.

□b. Do you feel safer participating in physical activity on or off campus (or equal)?

- Off campus, since the sense of hyper masculinity is not have in your face
- Before I took a class about "how to gym," I would steer clear of the Bird Coop because I didn't know what do that. I would go for a run early in the morning just to avoid people passing judgment on me.
- I've never done any sort of exercise that was outside of a class or a show, so it was difficult.
- The Bird Coop is just kind of nasty, I mean beside not being the safest space, it's also just a nasty space for anybody.
- Define Nasty & stinky, the equipment is old, always packed, there is sweat everywhere.
- Define Bird Coop not being safe & just that it is not comfortable, where LGBTQ+ didn't feel necessarily most at ease are places like the Bird Coop, the Greek Village, sometimes residences, War Memorial Gym and those kinds of places as opposed to places where we do feel comfortable, very at ease and places where we are able to be ourselves are places such as the Nest, the Old Sub, those kind of places where there is less of an emphasis on traditional gender norms and the hetero-partiarchy is not quite as prevalent – still there but not quite in your face though.

□c. Does your gender identity or expression affect your participation in physical activity?□

- Definitely it does. I am not a big, macho, hypermasculin man so entering those types of area where this culture is dominant is intimidating
- I attend 2 different yoga classes by the SRC, and in one of them I am the only male. And in the other one, there is one other male and the instructor of the boot camp that is right before it. And the other guy in the 2nd class I'm in is also quite ... obvious, so it's nice.
- I don't openly come out – I just slowly get gayer. This is about any social situation.
- It's all about personal comfort zone
- start out with a joke to "test the waters"
- people are so worried about making a mistake and they don't want to offend you – people may make assumptions about you or just not even ask



d. How do you feel about entering a locker-room?

- I'm more comfortable changing in the pool change rooms than the ones at the SRC. Maybe it's because everyone is already half naked or because there is a variety of people who go swimming
- I'm not comfortable at all entering the locker rooms.
- I'm aware that the new Aquatic Centre will have universal change rooms, which is awesome, but what about other UBC facilities? How can we ensure they also have universal washrooms?

e. Are you out to the people who surround you in a physical activity setting?

- Ultimate is a very open and accepting and relaxed community, so most of my teammates know that I'm gay
- It should be a casual thing [coming out of the closet]. It shouldn't be this huge ordeal, but it definitely needs to be a casual thing.
- If I go to a team and already know that my other gay friend is out and is comfortable, then it makes it easier for me to come out.
- as a minority in a sport, you feel like you represent the community and like you can't be bad because then they'll think "oh no gay people can play sports" or like "no Asians can play sports" because you're the only one there. If you perform poorly then it's going to reflect on the community and it's going to leave an impression on the people there about the LGBTQ community and that's a lot of pressure. It's creates a lot of anxiety. I felt it a lot in first year that like I had to be really good or else they'll think that gay people can't play Ultimate.
- the feeling of being alone has a huge impact

2. What steps towards inclusion in physical activity on campus have you noticed, if any?

- UBC has made huge changes to be a more inclusive environment, but they are still lacking in regards to physical activity
- Personally, I haven't noticed anything above what was there in the first place. Like I was saying, Ultimate is a fairly open community.
- With Ultimate though, what if you don't know anyone on the team? What if someone comes in and doesn't know anyone, do you think it's intimidating to join a team? Yea, but I think that's also partly because it's intimidating to join a new group of people, regardless of sexual identity barriers. I think the physical space needs updating.. What I have noticed actually is that there is going to be Gender Neutral Washrooms in the new Aquatic Centre, so that's good. That's an improvement that I'm aware of. IN the current facilities there isn't really much of that.
- I also feel kind of gross going barefoot in the current pool.
- other than that I am not aware of any physical changes. As for policy, I know that UBC was working with a new Trans Policy, but I'm super unfamiliar with it so I can't speak to it at all, but that's a step.

a. As a queer person, do you feel like there are any physical activities on campus that you are the target audience for?

- Not really no. Ultimate maybe?
- I think that sports is just what you're interested in.
- I think Ultimate is still pretty open. I've always had really good experience with Ultimate. The Ultimate community is pretty smallish, but it's a community that kind of has it's foundations in spirit and like being a good person basically. An athlete second and being a good human being first.



- It's a community where there is a good representation in. Same with volleyball I think there's a lot of gay volleyball players. You know they are there and they are not afraid to be there, and you know how we had the first out NFLer in like ever and there are no out hockey players or out CFLers. Like statistically they should be there, but they are not like "we're here, we're queer." In more community based sports it's okay to be gay and since Ultimate is such a community based sport it's accepted.
- I've only played Ultimate a handful of times, but I noticed there isn't a huge emphasis on being competitive. Even in yoga, there are openly gay members of the community who come and do yoga because it's you follow the instructor and it's you against yourself in a sense.
- The Co-Rec has a lot to do with it to that makes a sport a lot more open. It can be super problematic though because then you have all the "trans-problems" such as having x amount of females on the field at once, and just like gender binaries. It's especially problematic.
- Do you really want to know what's in their pants or like "where on the gender binary do you fall"
- So like having more programs that are more spirited than competitive and having emphasis on the community based
- In sport when you have even a little bit of competition, you can really tell that's when "the boys" really come out and the whole idea of hypermasculinity is super prevalent and like they don't pass to girls
- it's sort of ingrained and I don't like competitive sports mostly because of that [hypermasculinity].

Are you aware of any education aspects for LGBTQ+ Inclusivity for the staff, like in Recreations regarding teams?

- I think in the club maybe in the first couple of weeks, there was talk about how "yeah this is a safe space for everyone", and something along those lines like "it doesn't matter your skill level or like who you are, you're welcome to come play ultimate and have fun." But I don't remember anything being specifically talked about for the LGBTQ Community. I met one of my best friends through Ultimate and when I found out he was Queer and was fairly well known within the community, it was comforting to know because before that I felt as if I was alone in that so having visible member or visible people that can show that there is that representation would help.

How about an Instructor that is part of the Community? Would that be an encouragement?

- Absolutely. I think so yeah. But that usually isn't information that is volunteered before you know someone though.

3. What are recommendations to the organizers of UBC Athletics and Recreation regarding inclusion of queer participants?

a. What would make you feel more comfortable in a physical activity setting on campus?

- the pride flag and other visible items that are aimed at making members of the LGBTQ community feel accepted and welcomed.
- I think that if they put up the Pride things that they put up around the nest a lot [Safe Space] that would make me feel a lot better going into the SRC.
- The big thing is representations. So if it's visible and it's representative of the community, then I think it really helps toward making a space feel more welcome be it a poster, or alternative imagery, or an instructor who is – not necessarily the "GAY" instructor – but who is either a prominent member of the



community or like is comfortable being themselves then I think that goes a long way towards making a safe space or comfortable space.

- Whenever I see a rainbow flag somewhere it's like "yesss" because everyone who goes through there needs to see it. Like they will see it, and if they continue to act in a way that is homophobic then they know that they've gone into a space where that is not okay.

What about UBC Rec websites?

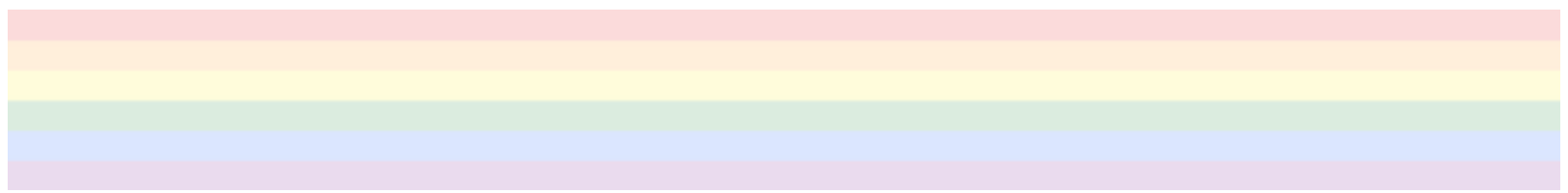
- the only thing is that it's hard to be like "this is clearly the gay representation" for like volleyball.
- It's hard to show representation like that in terms of sports imagery. If you can figure it out I'm all for it.
- there's a fine line between representation and kind of the "high beam on in your face" this one is like "we're trying really hard to include you." We don't want like tokenism like in Air Canada in flight safety video. We don't that. That's just one really obvious example of Tokenism.
- there is a fine line between diverse poster campaigns and tokenism."
- Even for the website if it's in the top right hand corner, a little pride sticker icon, so that it's still there but it's not like obvious.
- Yeah it doesn't have to be a pop up window every time you like log in, but representation is good as long as it's not tokenism. It's a fine line and it's hard and good luck.

b. Would you like to see LGBTQ specific programming? If so, what kind? Would you be more inclined to go to that one over others?

- No! LGBTQ only specific programming is exclusive in itself and that is something I don't want to see.
- I don't like the SRC would do that. I feel like one of the club might do that or organizations outside of UBC does that kind of stuff. That is something we can look for outside of UBC.
- Also, there would be some connotation surrounding those people who were to go to that class. "Oh you're going to the gay yoga class?" kind of stuff. That would just create more stigma surrounding those people.
- I would be weirded out by making it exclusive at the SRC because there is nothing else like that.
- I would be more inclined but not by much. The only thing is – it's unfortunate but I would feel quite self conscious walking to the class in the first place because that is an act of outing, you know? If you're like walking to the room where the "gay yoga" session is happening, there's a good chance people are going to make certain assumptions about you. It feels uncomfortable and it a personal admittance that you would be making by stepping into such a scenario.
- Our campus is just not there. If the climate was there, then it wouldn't really matter. If there wasn't still stigma around being part of the LGBTQ Community then great, let's have girls night yoga, but currently not a thing.
- UBC likes to say that it is super inclusive but it's not always and that's just a marker of society.
- the Pride Flag is this oppressive symbol (flag burning on campus last year)

4. Are there any other issues that you'd like to bring up in regards to LGBTQ students and physical activity on campus?

- No I think we talked about all of them.
- The UBC Rec forms when you have to sign people up, there is a blank for where "sex" or "gender" needs to be filled in.



Appendix F - Focus Group Notes

1. What has been your experience with physical activity on campus?

a. Do you feel as though you have had opportunities on campus to engage in physical activity?

- with sport knowledge feel more comfortable
- if did not have knowledge in health and wellbeing would not be as comfortable and more hesitant
- have had good experience with athletics at UBC
- plays ultimate – and that is a fairly open community
- UBC Rec is working on a Trans policy
- Gender divided sport at co-rec area is chill and open but higher level sports where it's sex segregated seems hyper-masculine
- Bird Coop Gym and other gyms seem hyper/militant-masculine
- Growing up I danced but did not participate in other sports or gym and didn't have knowledge on how to play sports or use equipment so easier to avoid rec & sports on campus

d. How do you feel about entering a locker-room?

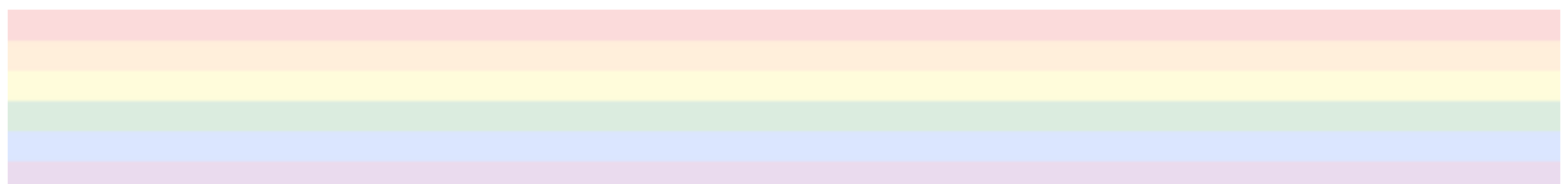
- More comfortable changing at aquatic centre than gym
- Pool is large, everyone is half naked – my guard is down

b. Do you feel safer participating in physical activity on or off campus (or equal)?

- Bird Coop is not a safe space and a nasty place
- Bird Coop, War Memorial Gym is not identified as a comfortable queer space on campus (related to Dr. Sullivan's research)
- Last year did not do any fitness on campus because as a first year too scared
- Perceivable difference when go alone to gym or with a friend
- Gyms are social spaces for “gym rats” and it's intimidating
- When go with friend that is gay/queer then it's a lot more fun
- I take yoga classes that's only attended by women and another gay man

□c. Does your gender identity or expression affect your participation in physical activity? □

- Privileged because cis-gender and read as masculine (passable) (participant #1)
- Feels awkward because I present as gay – makes me nervous meeting new people (participant #2)



- There needs to be less emphasis on traditional gender norms in rec spaces

e. Are you out to the people who surround you in a physical activity setting?

□2. What steps towards inclusion in physical activity on campus have you noticed, if any?

□a. As a queer person, do you feel like there are any physical activities on campus that you are the □target audience for?

- community of ultimate is open
- it's intimidating to join a team
- gender neutral washroom in aquatic centre
- not aware of other physical (facilities) changes
- in terms of policy – ubc working with new Trans policy
- some talk within Club executive mention of safe space for everyone including LGBTQ

3. What are recommendations to the organizers of UBC Athletics and Recreation regarding inclusion of queer participants?

a. What would make you feel more comfortable in a physical activity setting on campus?

- having visible members of the community as leaders, staff, instructors who don't ascribe to gender norms and are out
- At the gym there are pictures of ripped guys posing and fit women – don't see themselves reflected
- Rainbow stickers, Safe Space stickers, flags, and other visible representation in all athletics space will make it feel more welcoming – also on website
- alternative imagery in posters and websites – but what would that look like? – in a non-tokenizing way
- comfortable out staff and instructors
- ultimate community – seems to be very inclusive and has it's foundation in “spirit” – being a good human being first and an athlete second – it's a community based sport and not based on competitiveness
- other sports like volleyball where there are out athletes
- hockey and football there is no representation
- other activities like dance, yoga that are co-rec and non-competitive seem more inclusive and welcoming but still have issues with gender-specific requirements
- in competitive sports the hyper-masculine climate comes out and it's not welcoming
- in terms of tokenism – intersectionality – represent all of your kind and if you perform poorly reflects on communities they belong to – if I'm bad then they will think all gays or person of colour suck at this sport



-feeling of being alone and have to represent all of your community is intimidating

b. Would you like to see LGBTQ specific programming? If so, what kind?

- queer specific programming on ubc is not desirable
- going into a specific queer class is “outing” – unwelcoming climate and stigma is currently still a thing

c. In what circumstances would you out yourself in a sport environment?

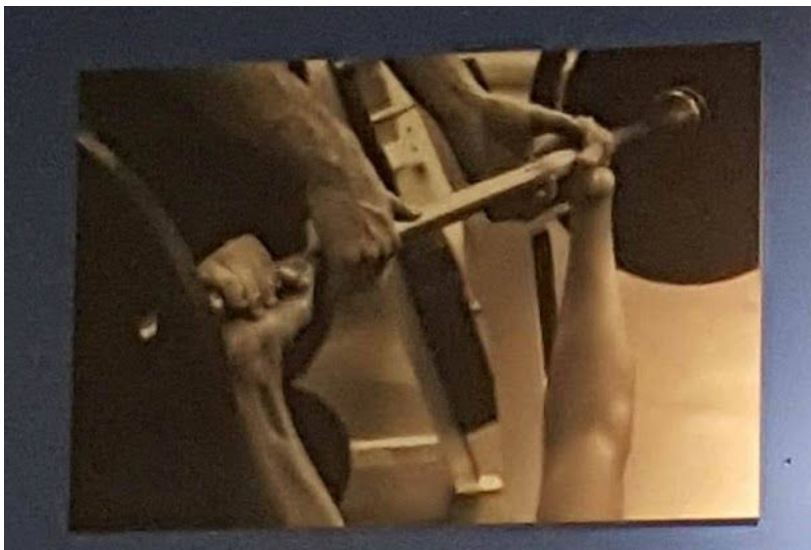
- Would not out myself in first or second year
- Depends on your own comfort level
- Does not come out but will “get gayer” when feeling more comfortable
- Outing is a casual/jokey “testing the waters” process
- Allies and teammates are so afraid of making mistakes won’t even ask – but they may be assuming and not saying anything
- Belief that non-LGBTQ people feel that UBC in general is a welcoming place but there are micro-aggressions

4. Are there any other issues that you’d like to bring up in regards to LGBTQ students and physical activity on campus?

- underlying anxiety that increases at times and at other times is imperceptible
- consent forms there is a line but maybe Gender/Sex shouldn’t even be asked – emphasis on co-rec gender parity is a problem when not identified on the binary
- micro-aggression and teasing of straight cis-gendered person to another straight cis-gendered person (to their buddy “oh they need another girl on the field why don’t you go”)



Appendix G - Bird Coop Photos



Appendix H - Glossary of Terms

±: Noted at the end of LGBTQ+ in respect of the infinite variety of identities outside of, or not represented by this acronym

Bisexual: Also bi. A person who is attracted to two sexes or two genders, but not necessarily simultaneously or equally (Berkeley University of California, 2014)

Gay: Men attracted to men. Colloquially used as an umbrella term to include all LGBTQ+ people (Berkeley University of California, 2014)

Gender Binary: The view that there are only two totally distinct, opposite and static genders (masculine and feminine) to identify with and express. (Qmunity, 2013)

Gender Expression: How one outwardly manifests gender; for example, through name and pronoun choice, style of dress, voice modulation, etc. How one expresses gender might not necessarily reflect one's actual gender identity (Qmunity, 2013)

Gender Identity: One's internal and psychological sense of oneself as male, female, both, in between, or neither. People who question their gender identity may feel unsure of their gender or believe they are not of the same gender as their physical body. Gender non-conforming, gender variant, or genderqueer are some terms sometimes used to describe people who don't feel they fit into the categories of male or female. 'Bi-gender' and 'pan-gender' are some terms that refer to people who identify with more than one gender. (Qmunity, 2013)

Hegemonic masculinity: A concept of proposed practices that promote the dominant social position of men, and the subordinate social position of women (Connell, 2013)

Heteronormativity: The societal attitude that heterosexuality is the only natural or normal expression of sexuality (Warner, 1991)

Homophobia: Fear or hatred of, aversion to, and discrimination against homosexuals or homosexual behaviour. There are many levels and forms of homophobia, including cultural/institutional homophobia, interpersonal homophobia, and internalized homophobia.



Many forms of homophobia are related to how restrictive binary gender roles are (Cureton, 2015, & Qmunity, 2013)

Interculturalism: The view that we all benefit when we actively encourage connections between people from different cultures (Renfrew - Collingwood INTERactive, 2015)

Lesbian: A woman attracted to a woman (Berkeley University of California, 2014)

Queer: A term becoming more widely used among LGBT communities because of its inclusiveness. ‘Queer’ can be used to refer to the range of non - heterosexual and non - cisgender people and provides a convenient shorthand for ‘LGBT’. It is important to note that this is a reclaimed term that was once and is still used as a hate term and thus some people feel uncomfortable with it. Not all trans* people see trans* identities as being part of the term ‘queer’. (Qmunity, 2013)

Sport and Physical Activity: Sites of formal and informal expressions of physical culture where processes of assimilation, resistance to assimilation, racism, and other social processes can be studied (Coakley & Donnelly, 2009)

Rainbow Flags / Colours: A symbol of queer presence, welcome, and pride which represents the diversity of queer communities (Qmunity, 2013)

Transgender (Trans, Trans*): Transgender, frequently abbreviated to ‘trans’ or ‘trans*’ (the asterisk is intended to actively include non-binary and / or non-static gender identities such as genderqueer and genderfluid) is an umbrella term that describes a wide range of people who gender identity and / or expression differs from conventional expectations based on their assigned biological birth sex. (Qmunity, 2013)

