

Women Students' (Trans Included) Perceptions of the Women's Only (Trans Welcome)

Intramural Leagues

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Executive Summary

This research project conducted an in-depth exploration of the dynamics surrounding intramural sports participation at the University of British Columbia (UBC), with a special focus on the Women's Only (Trans Welcome) Intramural Leagues. The primary objective was to dissect the motivations, obstacles, perceptions, and experiences of individuals regarding these leagues, in hopes of providing recommendations to UBC Recreation for increasing the participation of their Women's Only (Trans Welcome) Intramural Leagues.

Through a mixed methods research approach, key insights were gathered from participants regarding their participation in UBC's intramural sports leagues. This study utilized a Qualtrics survey to explore the engagement of women UBC students in intramural sports, focusing on aspects such as awareness, motivations, inclusivity, and impact. The survey combined closed and open-ended questions across categories including participation, experience, and campus perceptions to gain insights into factors influencing participation and how to enhance inclusivity. Strategies for promotion included leveraging social media to ensure a wide response range. The study aimed to receive 80-100 responses to ensure a comprehensive understanding of the dynamics affecting participation in intramural sports amongst the target demographic, and ultimately received 96 responses that were eligible for further analysis.

The results of the study identified motivators for participating in all intramural sports teams were personal interest and enjoyment in the sport, practical considerations such as time constraints, cost, and accessibility, and social factors including the presence of friends and camaraderie. Participants underscored the pivotal role of personal passion, social support networks, and the flexibility of scheduling and sport options in shaping their participation choices for each type of recreational intramural league at UBC. Specific to the Women's Only

(Trans Welcome) Intramural League, participants stated prominent barriers such as their desired activity not being offered in that league as well as lacking in women friends that wanted to join the intramural leagues with them.

Furthermore, participants highlighted the empowering nature of the Women's Only (Trans Welcome) Intramural Leagues, expressing feelings of belonging within a supportive community of like-minded individuals. The leagues were seen as supporting women's and transgender individuals' engagement in physical activity and sports, regardless of whether the participant has participated in the league or not. On the other hand, a few concerns and misconceptions were identified through the results such as worries about the fairness of competition as well as perceptions about skill level, with participants noting apprehensions that Women's Only (Trans Welcome) Intramural Leagues are possibly less competitive, potentially deterring participation.

Overall, this research study was able to determine valuable insights into the motivations, barriers, perceptions, and experiences of participants in intramural sports leagues at UBC, specifically within the context of the Women's Only (Trans Welcome) Intramural Leagues. Using these findings multiple recommendations were produced for UBC Recreation that could be implemented in the Women's Only (Trans Welcome) Intramural Leagues to promote motivators, tackle barriers, and encourage positive perceptions in order to increase participation and contribute to creating a more supportive environment for all participants in intramural sports, within the UBC Recreation community.

Introduction

Participation in UBC Recreation's intramural programs is at an all-time high with nearly 1,400 students registered each year and several teams on the waitlist. Intramural sports are defined as sporting leagues within an academic institution or more commonly, universities (Bourgeois, 1995). In addition, intramural sports tend to have different definitions across organizations and institutions such as a specific program, a department, or a type of recreational activity (Stoll, 2010). For most sports, there is the option of 3 leagues: open (all may participate regardless of their gender), mixed (sometimes referred to as 'co-ed', all individuals may participate but teams are usually limited in how many self-identified men can be on the team – this number varies by sport), and women/trans welcome (this league is for trans and cisgender women) ("Intramurals Participation," n.d.). While overall there are a lot of women (cisgender, transgender) taking part in intramurals, most are choosing to participate in the open or mixed leagues and the women/trans welcome leagues have much lower rates of participation in comparison (Stoll, 2010).

The purpose of this research study was to explore women students' perceptions of the Women's Only (Trans Welcome) Intramural Leagues to better understand why they choose to engage or refrain from participating in this league. From these findings, recommendations are then suggested for UBC Recreation to implement changes to the existing Women's Only (Trans Welcome) Intramural Leagues with the hopes of attracting more participants.

Literature Review

Exploring students' perceptions of intramural leagues that are restricted solely for women-identifying (trans included) individuals is crucial. Initial insights suggest that potential

barriers may include concerns about safety, inclusivity, and the competitive atmosphere (Scantlebury, 2022). It was found that satisfaction of the three needs listed in self-determination theory: autonomy, competence, and relatedness, led to increased participation (Öztürk and Koca, 2017). Moreover, societal and cultural norms around gender and sports participation may influence students' decisions to join specific leagues. According to Pecoraro & Pitts (2020), collegiate recreation programs and services (CRS) trans-inclusive policy should take into account how its content is received. By offering practitioners an understanding of how trans audiences perceive CRS policy, it can bridge an existing gap in the literature. Findings from this analysis determined that CRS competitive sport policy, while possibly having the intent to be gender inclusive, may not be conclusively perceived as such. In addition, select terminology used in CRS lexicon was perceived as being exclusive to trans-identities. The authors suggest that by using inclusive language and symbols, policymakers and institutions can further develop the programs being made and how this affects the participation of the community (Pecoraro & Pitts, 2020).

History of Women-Only Intramural Leagues

Due to the introduction of Title IX in the early 1970's, an adjustment was made to the offerings of intramural sports. Instead of simply offering men's leagues, co-recreational and women's leagues were also introduced to the programming of intramural sports. Due to this, the campus recreation department overall had increased womens' participation (Milton, 1992). These co-recreational and women's leagues were important in expanding the offerings of intramural programs across the country, but with the introduction of these leagues also came controversy. The rules between men's leagues and co-recreational leagues were often different, offering more of a reward for womens' participation. An example of this is in the rules used for

co-recreational basketball, in which men's shots are scored normally but women's shots are counted higher than normal value. Some have viewed this as helpful in increasing women's participation while others have seen this as discriminatory towards women which has caused them to feel the implication that women are less athletic or skilled than men and therefore need help when they do participate (Stoll, 2010).

According to an article by the University of Oregon, in 2017 there was a major disproportion of women participants versus men with 31.8% in comparison to 68.2% (Wong, 2019). They attributed this to a lack of opportunities and equality in the sport's rules. Following the discovery of this finding, they changed the 'traditional' rules to increase participation and enjoyment. Their recreational department had made rules where women participants could gain more points per basket compared to men participants which encouraged more engagement from their women students and was proven to increase participation (Wong, 2019).

Sport Commitment and Motivation

A key theoretical framework that has been applied to understanding sports participation is the Sport Commitment Model (Scanlan et al., 1993). It suggests that commitment to sports is influenced by factors including enjoyment, involvement opportunities, personal investments, and social constraints.

The model of constraints specifies three categories of barriers - intrapersonal, interpersonal, and structural. Psychological barriers include stress, anxiety, preferences, beliefs, perceived ability, and past socialization associated with leisure activities which are the intrinsic values that determine the desire to proceed with any activity (Crawford et. al, 1991). They state that interpersonal barriers are the constraints faced when people consider interpersonal interactions with others which can affect both preference and participation in activities. If an

individual is unable to find someone else to participate with them, it can block that person from continuing with that activity. The cost of participation is free at institutions, however, scheduling and programming are often dependent on the availability of facilities and staff. Moreover, structural barriers represent the intervening factors between preference and participation. Outside factors that often impede participation include finances, work, schedule, availability, and opportunities to participate.

Research showed that time, financial capability, and the absence of facilities and programmed leisure activities were commonly reported by participants (Liechty, 2006). With this, they argue that the socially-influenced gender roles women are expected to perform such as home-making or raising children consume more time for women than their men counterparts (Henderson, 1993; Liechty, 2006; Morrison, 2008). Additionally, other studies recognize that women have to overcome the double standard of previous years where they were expected to be active, healthy, and coordinated while still being traditionally feminine (Stoll, 2008).

According to Baghurst et al. (2014), the participation of women-identifying (trans included) individuals in intramural sports at universities has always been much lower. They stated that multiple factors interfere with the participation of these individuals such as sports commitment. In their study, the results indicated that sport commitment was highly correlated to the notion of women-identifying participants joining women-only (FO) or co-recreational (CR) teams. It states that the higher scores of the FO groups were connected to the fact that the CR teams only required two women participants which lessened the diversity of these CR groups and thus, FO teams felt more enjoyment and willingness to commit to their teams. Although their study covers a factor for women's only collegiate sports intramural, this study lacks the perception of individuals outside of those in the teams and only focuses on one sport.

Kimball and Freysinger (2003), emphasize students' perception of sports as a stress-relieving escape, especially when their participation is self-determined (Jess, 2009, pg. 38). Additionally, opportunities in sports can be seen as avenues for fitness maintenance, opportunities to connect with friends, fostering attachment and commitment to the activity (Jess, 2009, p. 33). Personal investment, however, encompasses non-recoverable investments like time and money, creating a psychological attachment to the activity, and thus increased commitment (Scanlan et al., 1993). This pertains to another category of social constraints, where individuals may feel obliged to persist in the activity due to social expectations, with the proposal that the avoidance of negative feedback from peers serves as a motivation for continued participation (Scanlan et al., 1993).

Social Support

Participation in leisure and intramural sports has demonstrated numerous benefits, including improved health, increased community satisfaction, and enhanced worker productivity (Morrison, 2008). For women, leisure provides avenues for creativity, self-expression, skill development, empowerment, and overall life balance (Morrison, 2008). Social support, such as intramural sports, plays a crucial role in shaping individuals' attitudes and behaviours toward sports participation (Smith & Johnson, 2017). It encompasses various forms of assistance, encouragement, and companionship from peers and coaches. Research has shown that perceived social support can positively impact participants' commitment to sports, as it fosters a sense of belonging, motivation, and enjoyment.

Existing studies have primarily focused on individual-level factors, such as self-efficacy and perceived competence while overlooking the social context in which participation occurs (Smith & Johnson, 2017). Therefore, there is a need for research that explores how social support

networks within intramural sports settings contribute to women participants' commitment and overall experiences. Identifying key support types and sources aids in developing targeted strategies for a supportive and inclusive environment. Thus, studies such as these are essential for shaping the future of leisure and recreation participation.

However, although these studies identify barriers individuals may experience when choosing to participate in intramural sports, these do not necessarily account for the diverse backgrounds women across many cultures may experience and how personal values may influence that decision. Furthermore, due to this research being done in the last few decades, it fails to consider the impact of technology and how the current generations of students who live in a highly advancing technological environment may perceive the Women's Only (Trans Welcome) Intramural Leagues. The impact of technology may pose a great factor in highlighting how these individuals perceive these leagues, especially considering how this has changed over the years. Thus, focusing on the current students at UBC encourages a wider range of perspectives as they are in the midst of the technological era at a diverse university.

Methods

Despite the high registration numbers in UBC Recreation's intramural programs, there is a notable disparity in participation rates between genders, particularly within the Women's Only (Trans Welcome) Leagues. This discrepancy prompts a critical examination of the underlying factors influencing women-identifying (trans included) students' decisions to engage or abstain from these activities.

Purpose

The research aimed to delve deeper into the perceptions of women-identifying (trans included) students, aged 16-30 at UBC Vancouver regarding their experiences and opinions

about the Women's only (Trans Welcome) Intramural Leagues. This study was motivated by the recognition that participation in intramural sports is a significant component of the university experience, contributing not only to physical well-being but also to the social and psychological aspects of student life (Smith & Johnson, 2017). Importantly, the research questions the researchers wanted answered through executing the study were:

1. What factors influence women UBC students in their decision to engage or refrain from involvement in the Women's (Trans Welcome) Intramural League?
2. How can these insights suggest improvements that enhance the league's appeal and accessibility, fostering a more inclusive and engaging experience?

The purpose of the study was to ultimately recommend actionable strategies to UBC Recreation for making the Women's Only (Trans Welcome) Leagues more attractive to join by exploring insights into issues of safety, inclusivity, and the competitive atmosphere through exploring students' perceptions. Specifically, the research aimed to comprehensively explore the perceptions, motivations, and barriers faced by women-identifying (trans-included) students at the UBC concerning their participation in intramural leagues. Recognizing the importance of inclusivity and diversity in sports, the researchers carefully designed an online survey questionnaire to reach a broad segment of the UBC women-identifying (trans included) student population and gather both quantitative and qualitative data. This approach ensured anonymity, fostering honest and uninhibited responses from participants.

Participants

The target population included UBC women-identifying (trans-included) students aged 16-30, currently working, studying, and/or living at the UBC Vancouver campus.

This demographic was chosen as it represented a significant portion of the UBC student body and was likely to encompass potential, current, and past participants of UBC Recreation's intramural leagues. By focusing on this specific demographic, the researchers were able to tailor the recommendations to address the unique needs and preferences of women-identifying (trans included) students, essentially to enhance the relevance and impact of the study. Incorporating individuals up to 30 years old in university studies, such as those exploring students' perceptions of intramural sports leagues, offers several advantages that can enhance the research outcomes and reduce sampling bias. One benefit of including this broader age range is the diverse learning approaches and motivations that students in their later 20s and early 30s bring to the academic environment. Research has also demonstrated that these students tend to adopt deeper learning approaches; this deep learning is associated with intrinsic motivation, which could influence how students perceive and engage with intramural leagues, potentially affecting their motivation to participate (Douglas et al., 2020).

Research Design

In this study, a purposive sampling technique was the main sampling technique used. According to Palinkas et al. (2015), purposeful or purposive sampling involves choosing participants who are knowledgeable about a specific topic or experienced with a certain field. With this, the study focused on collecting data and perceptions from those who have either participated or could potentially still participate in the Women's Only (Trans Welcome) Intramural Leagues at the UBC Vancouver Campus.

To achieve the research objective, a survey using the Qualtrics platform was constructed, incorporating a mix of closed and open-ended questions. The questionnaire was split up into

categories, including awareness and participation, motivations, inclusivity, experience and impact, communication and promotion, and campus impact and perceptions. Closed questions assessed factors such as awareness, interest, and perceived barriers to participation, while open-ended questions provided valuable insights into personal experiences and suggestions for improving the inclusivity and participation rates of intramural leagues. By leveraging the versatility of the survey format, the researchers were able to capture a nuanced understanding of the multifaceted dynamics influencing women-identifying students' engagement with intramural sports.

Recruitment promotional materials such as posters that contain the study details, the QR codes, and links to the Qualtrics survey were designed (Appendix C). These promotional materials were shared on social media platforms such as Instagram stories and direct messages to gain responses and encourage data collection.

Data Collection

Promotion of the Qualtrics survey was done through multiple social media platforms, including Instagram, Messenger, and Facebook to maximize response collection. With the target population being students aged 16 to 30, the demographic would have better navigational skills of using online surveys and online materials. Furthermore, data collection commenced on March 20th, 2024 and concluded on April 3, 2024.

In terms of recruitment, the goal of the study was to obtain 80-100 participant responses, and ultimately received 96 eligible responses for further analysis. Given the size and diversity of the target population of, aiming for 80-100 participants allowed a substantial sample that could provide meaningful insights into the perceptions of intramural sports leagues among this demographic. Additionally, considering the time availability for data collection and the resources

given, aiming for 80-100 participants struck a balance between obtaining a sufficient sample size and ensuring feasibility within the constraints of the study timeline and resources. The number of responses enabled the researchers to conduct thorough data analysis while also adhering to ethical considerations regarding participant burden and resource allocation.

Overall, through this research design, the researchers aimed to shed light on the experiences and perspectives of women-identifying (trans included) students in intramural sports, ultimately contributing to the development of more inclusive and accessible sporting environments at UBC.

Data Analysis

A mixed-methods approach was utilized to gain a complete and comprehensive description and perspective of factors influencing the participation and perceptions of the women-identifying (trans included) students of the Women's Only (Trans Welcome) Intramural Leagues at UBC. This included awareness of the leagues, motivational factors, inclusivity factors, campus experience, and impact (Appendix A). This study design was used as it obtained the assets of quantitative and qualitative methods alike (Palinkas et al., 2015). The usage of a mixed-methods approach aided in ensuring a larger range of factors were being considered for this research.

With this being a mixed methods study, the survey used Likert scales and multiple choice questions, along with open-ended questions. Thus, various data analysis techniques were used to analyze the findings. Descriptive statistics such as measuring frequency, central tendencies, and variation of response were used to analyze the survey results from both open and closed-ended questions. Furthermore, the study utilized thematic analysis to analyze the qualitative survey responses and give further understanding to themes from these questions. As defined by

Vaismoradi et al. (2016), thematic analysis is a method used to analyze and examine repeated and common patterns within the data received. By identifying the factors and patterns influencing participant's participation decisions, this study was able to offer targeted recommendations for UBC Recreation involving policy adjustments, awareness campaigns, or modifications to the league structure to enhance its attractiveness and accessibility.

Results

Quantitative Data Analysis

The study aimed to gauge student perception of the Women's Only (Trans Welcome) Intramural Leagues at the University of British Columbia (UBC), with a particular focus on the women-identifying (trans included) students to improve the league's inclusivity and accessibility. An analysis of participant demographic, specifically age, provided insight into the diversity of the student population engaging with or interested in these leagues. The total sample consisted of 96 participants (7.29% men, 92.71% women), with ages ranging from 18 to 30 years with a mean age of 21.14 years (SD = 3.28).

Figure 1 (Appendix A) presents the percentages of the respondents who knew of the Women's Only (Trans Welcome) Intramural League at UBC. Out of 78 responses, a majority of 44 individuals (56.4%) reported being aware of this league, indicating a positive familiarity with the university's efforts to provide more gender-inclusive programs. On the other hand, 34 (43.6%) participants stated they were not aware of the Women's Only (Trans Welcome) league. This highlights a significant portion of the student population that remains uninformed of these initiatives.

Figure 2 (Appendix A) underscores the varying levels of engagement and preferences within the student body regarding intramural sports participation. The responses were categorized into four distinct groups: 'Women's (Trans Welcome) League Only,' 'Mixed Only,' 'Both Mixed and Women's Only (Trans Welcome),' and 'Have Not Participated.' A total of 84 responses were considered in this analysis. The largest segment, comprising 51 (60.7%) individuals, indicated they have not participated in any intramural leagues, highlighting a significant portion of the student population that remains unengaged with these sports activities. Among those who have participated, 18 (21.4%) respondents participated exclusively in the Mixed League, making it the most popular choice for those who engaged in intramural sports. This is followed by 9 (10.7%) participants who have experienced both the Women's Only (Trans Welcome) and Mixed League, suggesting a smaller portion of participants seeking diversity in their intramural league experiences. The Women's Only (Trans Welcome) League is the least represented with 6 (7.1%) individuals choosing this option, indicating a relatively lower level of engagement with gender-specific intramural sports opportunities.

Motivations

The Figure 3.1 (Appendix A) depicts the motivations among the participants who chose to engage in the mixed league exclusively. The motivations were categorized into four groups: interest in sport/activity, inclusivity and diversity, fitness and health, and social interaction. Among the respondents, interest in the sport/activity was the main motivation with 15 individuals indicating it as their primary reason for participating. Following this, social interaction was identified by 13 respondents as a reason for their engagement which highlights a key role of social aspects of the leagues. Fitness and health benefits were also a notable motivation cited by 11 respondents underscoring physical well-being as a factor for involvement.

In contrast, inclusivity and diversity were less frequently mentioned with only 3 respondents choosing this motivation for participating in the mixed leagues.

Figure 3.2 (Appendix A) presents the motivations for participants in the women's only (trans included) league. The chart reveals that the majority chose interest in sport/activity as the main motivator in participating in the Women's Only (Trans Welcome) League with 6 (46.15%) respondents. Social interaction emerges as the second most common motivator with 4 (30.77%) participants highlighting the significance of social factors. Fitness and health are also a consideration for participation, accounting for 2 (15.38%) respondents. Notably, inclusivity and diversity were the least cited reasons for joining the Women's Only (Trans Welcome) League, represented by only 1 (7.69%) participant.

Figure 3.3 (Appendix A) provides the motivations of the respondents for participating in both the mixed and women's only (trans included) leagues. The figure states that 2 (66.67%) respondents chose interest in sport/activity as the main motivator for joining both leagues, indicating that interests play a key role in joining the leagues. Further, social interaction was the second main motivator for the participants, which again emphasizes the importance of social environments.

Figure 3.4 (Appendix A) illustrates the potential motivations of participants who have not been in any intramural league at UBC, highlighting two primary factors: interest in the sport or activity and social interaction, each accounting for 44.44% of the responses. Contrastingly, fitness and health considerations represent a smaller portion of the motivations, with only 11.11% of the respondents choosing this as a potential motivator.

Influencing Factors for Participating in Intramural Leagues

Figure 4.1 (Appendix A) illustrates the distribution of factors influencing participants' decisions regarding participation in the mixed league, revealing a diverse set of concerns. Time constraints emerged as the most significant barrier, cited by 33.33% of respondents, indicating that managing schedules is a primary challenge for potential participants. Concerns about skill level also play a substantial role, affecting 20% of the respondents, suggesting that apprehensions about not being skilled enough could deter participation. Both the cost of joining the league and a lack of interest in the sport or activity were equally significant for 16.67% of participants, indicating that financial considerations and personal interest are critical factors as well. Lack of companion or peer support was a concern for 10% of the respondents. Only 3.33% (1) of respondents felt that a lack of information about the league hindered their participation, suggesting that most individuals in the mixed league are well-informed about the league's offerings. However, it is important to note that no respondents felt that the factor of perceived barriers related to gender identity was an influence in their participation.

Figure 4.2 (Appendix A) indicates the different factors that influence the participation of respondents in the Women's Only (Trans Welcome) League. Lack of companion or peer support, the cost associated with participation, and concerns about skill level each accounted for 20% of the responses, which highlight these as top barriers in entering the league. Time constraints and lack of information about the Women's Only (Trans Welcome) League were each mentioned by 13.33% of the participants. A smaller portion of respondents, 6.67% reported a lack of interest in

the sport or activity as a deciding factor. Like the previous group of participants that participated in the mixed leagues only, perceived barriers related to gender were not a main factor.

Figure 4.3 (Appendix A) provides an overview of the factors influencing individuals' decisions to participate in both Women's Only (Trans Welcome) and mixed intramural leagues. Lack of companion or peer support emerged as the most significant barrier, with 26.67% of the responses. Both time constraints and a lack of interest in the sport or activity, as well as concerns about skill level, were equally significant, each cited by 20% of respondents. Conversely, the cost associated with joining the league and a lack of information about it were seen as less prohibitive, each mentioned by only 6.67% of the participants. Like the previous figures, none of the respondents chose perceived barriers related to gender as a factor that influenced their decision to participate in both the mixed and the Women's Only (Trans Welcome) Leagues.

Figure 4.4 (Appendix A) shows the factors influencing the decision of respondents to not participate in the intramural leagues. Concerns about skill level emerged as the predominant obstacle, influencing 25.42% of respondents. Time constraints also pose a considerable barrier, affecting 19.49% of individuals. Lack of information about the league and a lack of interest in the sport or activity are nearly equal in their deterrent effect, cited by 17.80% and 16.10% of respondents, respectively, highlighting both a communication gap and a mismatch in personal preferences as concerns. The social aspect, represented by a lack of companion or peer support, was chosen by 12.71%. Interestingly, cost was the least prohibitive factor, with only 5.93% of respondents viewing it as a barrier.

Inclusivity

Figure 5.1 (Appendix A) represents participants' perceptions of inclusivity, based on their responses to a Liked scale ranging from 1 (Exclusive) to 5 (Very Inclusive). A total of 67 responses were analyzed, revealing a predominant view that the environment is inclusive to very inclusive. Specifically, 27 participants (40.30%) rated the environment as 'Inclusive' (4), followed closely by 22 individuals (32.84%) who felt neutral (3) about the inclusivity level. Notably, 15 respondents (22.39%) regarded the environment as 'Very Inclusive' (5), showcasing a significant positive perception. Conversely, a small minority, 3 participants (4.48%), perceived the environment as 'Exclusive' (2), and none rated it as 'Very Exclusive' (1), indicating an overall positive bias towards inclusivity.

Table 2.1 (Appendix A) presents mean score of 3.81 suggests that, on average, participants' opinions lean towards the 'Inclusive' end of the spectrum, indicating a generally positive perception of inclusivity. The standard deviation of 0.83 points to a moderate spread in responses, implying some variation in how participants perceive inclusivity but without extreme divergence from the mean. The variance of 0.69 further supports this, indicating a relatively tight clustering of perceptions around the inclusive end of the scale.

As seen in Figure 5.2 (Appendix A), the distribution of responses emphasizes the strong demand for a diverse range of sports and activities: a substantial 54.55% of participants (36 individuals) rated this aspect as very important (5 out of 5), underscoring the value placed on inclusivity and choice. Another 33.33% (22 participants) gave a rating of 4, suggesting they also find it important, but with slightly less emphasis than the majority. A smaller proportion, 7.58%

(5 participants), felt neutral (3 out of 5), indicating some level of satisfaction with current offerings. Interestingly, a minimal 4.55% (3 participants) rated the importance as lower (2 out of 5), and no participants rated it as not important at all (1 out of 5).

Table 2.2 (Appendix A) presents participants' opinions on the importance of the Women's Only (Trans Welcome) Intramural Leagues offering a variety of sports and activities. Overall, the sentiment is highly favorable towards diversity in offered activities, with an average importance rating of 4.38 on a 5-point scale, indicating a strong preference for variety. The standard deviation of 0.81 suggests a relatively consistent agreement among participants.

As shown in Figure 5.3 (Appendix A), it demonstrates the perceptions of the sense of community and camaraderie promotion within the intramural leagues. A small fraction, 1.61% (1 participant), felt the league does not promote a sense of community at all, scoring it the lowest (1 out of 5). Another 8.06% (5 participants) also expressed below-average satisfaction with a score of 2. In contrast, the largest group of respondents, 38.71% (24 participants), rated the league's community and camaraderie as neutral (3 out of 5), suggesting that while some aspects of community engagement are present, there may be room for improvement. Furthermore, 32.24% (20 participants) view the league's efforts more favorably, scoring it a 4 out of 5, indicating they believe the league generally succeeds in promoting camaraderie. A significant portion, 19.35% (12 participants), highly rate the league's ability to foster a sense of community, giving it the highest score of 5.

Promotion within the Leagues

The data in Table 3 (Appendix A) show the descriptive statistics of the participant's perception of community and camaraderie promotion within the intramural leagues. An average score of 3.60 was seen, indicating a slightly above-neutral stance, the data suggests a moderate level of satisfaction with the league's community-building efforts. The standard deviation of 0.94 points to some variability in participant opinions.

Thematic Qualitative Data Analysis

This study included a variety of open-ended questions to gather data on student's perceptions, views, and opinions on the intramural leagues at the University of British Columbia.

Q: Why did you choose this league (Mixed only) instead of the Women's Only (Trans Welcome) League?

Based on the responses to the open-ended question regarding participants' choice of the mixed-gender league over the Women's Only (Trans Welcome) League, several recurring themes emerge. One prominent theme is the social aspect, with participants mentioning factors such as being invited to play on a mixed team, finding it easier to join a team with both genders and playing with friends of both genders. One participant stated, "I thought it would be fun to play with mixed genders!" while another mentioned, "A few of my male-identifying friends wanted to play as well." Another prevalent theme is awareness and accessibility, as some participants mentioned being unaware of the existence of a women's only league or not having events that offered women's only options. A respondent remarked, "I didn't know about the women's only league." Additionally, the desire for diversity and better competition is evident in participants' reasons for choosing the mixed league, with some mentioning the lack of women friends

interested in intramurals or wanting to be in a more diverse setting. One participant mentions, “[I] didn’t know enough girls who are interested in intramurals.” Overall, these themes highlight the importance of social connections, awareness, and diversity in participants' decision-making processes when selecting a league to participate in.

Q: Why would you say those factors influenced your decision on participating or not partaking in the Intramural leagues?

This question aims to gather more in-depth exploration into the deciding factors that influence the participant’s decision in participating in the mixed league only, both mixed and women’s (trans welcome) leagues, the women’s only (trans welcome) league, or not participating in any league which is seen in Figures 4.1., 4.2, 4.3, and 4.4.

Feelings of Anxiety

The thematic analysis of responses to the question regarding factors influencing participation or non-participation in intramural leagues reveals several recurring themes. One prevalent theme revolves around social dynamics and anxiety, with participants expressing concerns about feeling embarrassed, anxious, or out of place around unfamiliar individuals, where one stated, “I am less likely to participate in any team sport because of anxiety about letting the team down or not being good at it.” This is often coupled with a lack of awareness about specific league offerings, such as women-only activities, which further contributes to feelings of unease.

Time Constraints

Another significant theme is time constraints, with participants citing busy schedules, commuting challenges, and conflicting priorities as barriers to participation. A respondent

indicates, "As a university student, I aim to invest my money and time very intently, so a program must be affordable, fitting to my schedule, and I must actually have an interest."

Concerns of Skill Level

Some participants also expressed concerns about their skill level and the competitive nature of the leagues, fearing that they may not meet expectations or contribute effectively to their teams. One stated, "I'm kinda worried I'm not good enough at the sport to be in an intramural league."

Interest in Sport

Additionally, the theme of personal interest emerges, as some participants express a lack of enthusiasm for the sports offered or a preference for alternative activities that align more closely with their interests and backgrounds. As one participant stated, "None of the sports really interest me and there are other clubs I would rather be part of that fit my sport background better." Financial considerations also play a role, with some participants mentioning affordability as a factor influencing their decision.

Social Connection and Peer Support

Furthermore, the influence of social networks and peer experiences is evident, with participants expressing a greater likelihood of participating if they know someone who has had a positive experience or if they receive explicit invitations to join a team. As one participant mentioned, "If I knew someone who is joining the intramural league and their experience is positive, I'm more likely to go." Conversely, concerns about team dynamics, commitment levels, and the ability to maintain social connections emerge as barriers to sustained participation.

Q: What does the Intramural League do to make you feel included?

Lack of Familiarity and Awareness

Participants expressed a lack of familiarity with intramural sports, stating that they had never participated before. One individual mentioned, "I don't know, I have never done an intramural sport," highlighting a potential barrier stemming from unfamiliarity with the concept.

Perceived Safety and Comfort

The presence of women's only leagues was noted as a factor contributing to feelings of safety and comfort among participants. One respondent stated, "Women's only allows me to feel safe and comfortable," indicating that the availability of such leagues fosters a sense of inclusivity for certain demographics.

Accessibility and Registration Process

Participants appreciated the accessibility and ease of the registration process, which made them feel included in the league. One individual commented, "It is pretty accessible to register a team and because of that, I felt included in the league," highlighting the importance of streamlined processes in fostering inclusion.

Q: What does the Intramural League do to make you NOT feel included?

Lack of Peer Support

Participants highlighted the absence of peer support as a factor contributing to feelings of exclusion within intramural leagues. One individual stated simply, "Lack of peer support," indicating a lack of camaraderie or encouragement from teammates.

Absence of Community Building

The absence of community-building activities, such as team meet-ups before or after games, was identified as a barrier to inclusion. One respondent noted, "There isn't a community

if the team is separated and doesn't meet up after the game or before the game," suggesting that social cohesion within teams is essential for fostering a sense of belonging.

Gender-based Discrimination and Disrespect

Instances of gender-based discrimination and disrespect within mixed intramural leagues were cited as significant factors contributing to exclusion. One participant shared, "A lot of teams in mixed intramural leagues do not treat their women-identifying players with any respect, don't let them participate as much, and don't trust them as players in contributing to the team," highlighting a systemic issue that undermines inclusivity and equitable treatment in the leagues.

Financial Barriers

The financial cost associated with registering a team was mentioned as a potential barrier to inclusion for some participants. One individual acknowledged, "Perhaps the cost of registering a team might be expensive for some and therefore not inclusive for students," indicating that financial constraints may limit access to intramural participation for certain demographics.

Q: What are some of the features of the league that you believe promote community and camaraderie?

Opportunities for Social Interaction

Participants highlighted the importance of social interaction in fostering a sense of community within intramural leagues. One individual noted, "I believe it's fun to talk to others who are in the same situation as you," emphasizing the value of connecting with peers who share similar experiences or interests.

Inclusive Policies and Practices

The inclusion of transgender women in the leagues was identified as a feature that promotes inclusivity and fosters a sense of belonging among participants. As one respondent

stated, "Accepting Trans women in the leagues," highlighting the importance of inclusive policies and practices in creating a welcoming environment.

Non-competitive Opportunities for Relationship Building

Non-playoff games and MVP activities outside of regular gameplay were cited as valuable opportunities for building relationships and socializing with teammates and other teams. One participant mentioned, "Non-playoff games are good opportunities to build relationships with people on your team and other teams without the added pressure of having to win," underscoring the importance of low-stakes interactions in nurturing camaraderie.

Supportive Team Dynamics

Supportive team dynamics, characterized by mutual respect and encouragement, were identified as key factors contributing to a sense of community within intramural leagues. As one individual noted, "Mostly it's within your team where you build relationships based on supporting and respecting each other that are the best part of intramurals," highlighting the significance of interpersonal relationships in fostering camaraderie.

Repeated Match-ups and Familiarity

The opportunity to play against teams more than once was noted as a feature that contributes to a sense of community and familiarity within intramural leagues. One participant mentioned, "Play against teams more than once which allows for some sense of community/familiarity," emphasizing the value of repeated match-ups in building connections and camaraderie.

Q: What are some additional things that the league could be doing that would promote greater community and camaraderie?

Enhancing Team Dynamics

Participants emphasized the importance of fostering team spirit and creating opportunities for casual meet-ups or bonding activities before league games. One individual suggested, "Team Spirit," highlighting the value of building camaraderie within teams.

Improving Communication and Awareness

Several suggestions were made to enhance communication and awareness about intramural leagues, including better marketing strategies and increased promotion across campus. As one participant stated, "Greater marketing across UBC...to intentionally target the demographic these programs are catering to," underscoring the importance of targeted promotional efforts.

Flexibility and Variety

Suggestions for offering a wider variety of sports and providing flexibility in scheduling, such as allowing teams to choose game days or offering different ranking options, were put forth. One participant recommended, "More sports offered and perhaps allowing teams to choose between 1 day or the other or ranking options for days that work," highlighting the importance of accommodating diverse preferences and schedules.

Community Building Activities

Participants proposed hosting socials or organizing casual gatherings to promote social interaction and community engagement outside of league games. One individual suggested, "Host socials," indicating the potential for organized events to foster camaraderie among participants.

Support for Beginners

Providing more opportunities for beginners and implementing initiatives to support skill development, such as assigning umpires or linesmen in games, was recommended. One

participant mentioned, "Provide more opportunities for beginners," highlighting the importance of inclusivity and support for individuals at all skill levels.

Q: Are there any specific improvements or changes you would like to see in the Women's Only (Trans Welcome) Intramural Leagues to enhance participation or overall experience?

Enhanced Promotion and Outreach

Participants emphasized the need for increased promotion and outreach efforts to raise awareness about the Women's Only (Trans Welcome) Intramural Leagues. Suggestions included utilizing physical posters, newsletters, and social media platforms for more effective promotion. One individual highlighted, "More physical posters and readings in UBC newsletter," underscoring the importance of diverse promotional strategies.

Diversification of Offerings

Several suggestions were made to diversify the offerings within the Women's Only (Trans Welcome) Intramural Leagues to appeal to a wider range of participants. Recommendations included incorporating more sports and activities into the leagues to cater to varied interests and skill levels. As one participant stated, "Including more sports to the leagues," highlighting the importance of offering diverse options.

Community Building and Engagement

Participants proposed initiatives to foster a sense of community and engagement within the Women's Only (Trans Welcome) Intramural Leagues. Suggestions included focusing on the technical aspects of the game to enhance competitiveness, as well as creating opportunities for social interaction and bonding among participants. One individual suggested, "Make the intramural leagues seem like more of a community than just a physical activity opportunity," emphasizing the importance of building a supportive and inclusive environment.

Accessibility and Entry-Level Opportunities

Participants recommended making the Women's Only (Trans Welcome) Intramural Leagues more accessible and inclusive by offering entry-level opportunities for participants with varying skill levels. Suggestions included providing more information and support for beginners and ensuring that league administration is welcoming and supportive. One participant mentioned, "Include entry level to sport," highlighting the importance of accommodating diverse skill levels.

Q: How do you think the Women's Only (Trans Welcome) Intramural Leagues impact the overall campus culture and sense of inclusivity?

Creation of Safe and Inclusive Spaces

Participants highlighted the role of Women's Only (Trans Welcome) Intramural Leagues in fostering a more inclusive campus culture by providing safe and welcoming spaces for women and transgender individuals to participate in sports. One participant noted, "Creates a safe space for women to feel comfortable playing a sport they're interested in," emphasizing the importance of inclusivity and comfort in participation.

Promotion of Diversity and Acceptance

The leagues were seen as platforms that promote diversity and acceptance, offering opportunities for individuals from different backgrounds and identities to come together and engage in sports. Participants mentioned that the leagues "allow diverse groups to participate in a comfortable level" and "promote inclusivity on campus in the sport sector."

Empowerment and Community Building

Women's Only (Trans Welcome) Intramural Leagues were perceived as empowering spaces that provide opportunities for individuals to express themselves freely and build supportive communities. Participants expressed that participating in the leagues made them "feel

empowered" and provided a sense of belonging within a community of like-minded individuals. One indicates, "Participating in this league made me feel empowered. Seeing women come together and play a sport they love and to have the opportunity to do so is very important."

Encouragement of Participation and Physical Activity

Several participants highlighted the positive impact of the leagues in encouraging participation in physical activity and intramural sports among women and transgender individuals. They noted that the leagues "promote women to do intramural sports" and provide "an avenue to make more friends" while engaging in activities they enjoy.

Reducing Gender Barriers and Enhancing Equity

The leagues were perceived as vehicles for reducing gender barriers and enhancing equity in sports participation. Participants mentioned that the leagues "allow women who are scared of men to participate" and contribute to "equity, diversity, and inclusion" by providing everyone with a voice and presence in sports.

Q: Are there any concerns or misconceptions you think students may have about the Women's Only (Trans Welcome) Intramural Leagues that could affect their perception or willingness to participate?

Fairness of Competition and Gender Segregation

Concerns were raised regarding the fairness of competition and the segregation of sports based on gender identity. Some participants expressed worries about the perception of fairness in competition, stating that "Trans participants may have an unfair advantage" or questioning the segregation of sports as it relates to gender identity.

Perception of Exclusivity and Skill Level

Participants highlighted potential misconceptions about the exclusivity and skill level of Women's Only (Trans Welcome) Intramural Leagues. There were concerns that some individuals may perceive these leagues as "exclusive" or less competitive, leading to misconceptions that the leagues are "easier" to compete in compared to mixed divisions. A participant stated, "I think some people may be under the impression that this is an "easier" league to compete in compared to the mixed division."

Comfort and Participation

Some participants expressed concerns about the comfort and willingness of students to participate, particularly if they do not know anyone on a free-agent team. There were worries about feeling isolated or uncomfortable due to a lack of familiarity with other participants. As one participant indicated, "Might be hard if they don't know anyone and might be scared to not know anyone on a free agent team."

Impact on Perception of Women's Sports

Misconceptions about the perceived competitiveness and importance of Women's Only (Trans Welcome) Intramural Leagues compared to mixed or men's leagues were highlighted. There was a concern that the women's leagues might be perceived as less competitive or important, contributing to stereotypes about women's sports being easier or less significant. Someone mentioned, "By making it women only, they're making the skill level easier. The subconscious thought that women's sports is easier [which] could be degrading."

Discussion

This study provided significant insights into the perceptions and experiences of women students (including transgender women) toward the Women's Only (Trans Welcome) Intramural Leagues at UBC. It was found that while these leagues are perceived as empowering and provide a sense of belonging, they are not without perceived barriers and challenges concerning fairness and inclusivity. These findings align closely with the problems outlined by UBC recreation, which seeks to understand and rectify the low participation rates in these leagues.

The empowerment and community aspects identified in the findings resonate strongly with existing literature, which highlights the impact of sports on enhancing self-efficacy and fostering group cohesion among women. For instance, Smith and Johnson (2017) underscore the importance of social support in sports participation, which this study confirms. Furthermore, concerns about fairness and exclusivity reflect ongoing discussions in sports sociology about gender dynamics and competitive balance (Pecoraro & Pitts, 2020).

The results have provided several key insights into the participation dynamics within the Women's Only (Trans Welcome) Intramural League at UBC. A notable takeaway is the lack of awareness among the students about these leagues, which underscores the need for enhanced communication strategies. By increasing visibility of these intramural sports, more students could be aware of and take advantage of these inclusive sporting opportunities. In terms of motivation, social support and the availability of preferred activities emerged as significant factors influencing participation. The findings indicate that the absence of certain sports within the Women's Only leagues may deter participation, as potential members often look for leagues that offer their preferred activities. This suggests that broadening the range of activities could

attract more participants. Furthermore, the importance of social connections was evident, as many participants prefer leagues where they can join friends or acquaintances, reinforcing the need for UBC Recreation to consider social factors in league organization and promotion. Regarding barriers, concerns about time, skill level, and the availability of friends to participate with were prominent among respondents. Many potential participants feel intimidated by their perceived inadequacy in sports skills, which can deter them from joining. This highlights the importance of creating a supportive environment that encourages participation regardless of skill level, perhaps by offering beginner-friendly sessions or skill development workshops. Lastly, perceptions of camaraderie and inclusivity were generally positive, as indicated by the Likert scale results. The majority of participants viewed the league environment as inclusive, with a considerable number considering it very inclusive. The positive perception is crucial as it highlights the league's strengths in fostering an inclusive atmosphere, suggesting that current efforts to promote inclusivity are resonating well with participants. However, ongoing efforts to enhance these perceptions and address any gaps in inclusivity should continue to be a priority.

Limitations

Several challenges and limitations were identified in the project. The sample size may not fully represent the diversity of the UBC student body. The majority of respondents identified as women, with fewer transgender participants, which may affect the generalizability of the findings across all gender identities. Furthermore there was the limitation of self-reporting bias. There is a risk that participants may provide socially desirable responses, especially on sensitive topics such as inclusion and personal experiences in sports settings. This might have skewed the data towards more favorable perceptions of inclusivity and satisfaction. Although a

mixed-methods approach was employed, the depth of qualitative insights was limited by the format of online surveys. Open-ended questions in surveys do not allow for the same level of depth as face-to-face interviews or focus groups, which could have provided richer and more nuanced data. However, due to time constraint and the nature of the KIN 464 course, it was established that online surveys were appropriate for data collection. Budget constraints could have also limited the reach of promotional campaigns for participant recruitment and the tools available for data analysis, which could have enhanced the quality and breadth of data collected. Based on the findings, the researchers recommend that UBC recreation consider implementing several strategic measures to enhance the Women's Only (Trans Welcome) Leagues.

Recommendations for UBC Recreation

Since the purpose of the study was to determine why women-identifying (trans included) individuals were choosing the mixed leagues over the Women's Only (Trans Welcome) Leagues, it discovered insightful findings that formulated the recommendations for UBC Recreation to implement in their Women's Only (Trans Welcome) Intramural Leagues to increase participation. The first recommendation for UBC Recreation is to host social events that extend beyond physical activity for participants and teams to attend. An example of this could include hosting a social at women's varsity sports matches for women-identifying (trans included) individuals to attend which could foster mutual support and create community amongst women in sports. Social events that don't involve physical activity and are outside the league's game times would promote the motivator of social interaction and improve feelings of inclusion as individuals would feel they are able to get to know other participants better in a sit-down social setting. Another recommendation generated was to offer more beginner friendly options that possibly do

not keep track of scores in games or focus on skill sessions instead of scrimmages in order to tackle the barrier that the participants reported of being concerned with their skill level. Removing aspects of competitiveness on occasion could allow participants to feel less discouraged about holding their team back and improves the sense of camaraderie amongst teams. This could be carried out in an info-skill session at the beginning of each term where the first half of the meeting would outline rules and important skills to know about the sport and the second half would be practicing and attempting to execute what was taught.

Additionally, UBC Recreation is also recommended to take larger steps to promote and provide information about the Women's Only (Trans Welcome) Intramural Leagues on social media. Since it was discovered a notable percentage of the sample was unaware of the league's existence, spreading information and increasing awareness could certainly improve participation and community engagement in the leagues. This recommendation is a long term and ever-changing one since the researchers believe that UBC Recreation should constantly be leveraging social media trends such as those on social media platforms like TikTok to reference and talk about the Women's Only (Trans Welcome) Intramural Leagues to increase their online presence in the years to come. Finally, the last recommendation for UBC Recreation is to offer discounted prices when individuals join with a peer. As mentioned previously, a large barrier for women-identifying (trans included) individuals joining the Women's Only (Trans Welcome) Leagues was the lack of women-identifying (trans included) friends joining with them, instead having to join with their male-identifying friends in the mixed intramural leagues. This recommendation would address that barrier by encouraging pairs to join together to increase numbers, as well as decreasing the barrier related to cost concerns.

In addition to the recommendations for UBC Recreation to increase participation in their Women's Only (Trans Welcome) Intramural Leagues, the researchers also wanted to provide recommendations for future studies or research for this topic. Firstly, if a subsequent study could be conducted following the findings in this paper, survey questions pertaining to the success rate of the recommendations and if this would interest more individuals to participate in the league. The survey would ask if each recommendation was implemented, how likely are individuals to then participate in the league to establish the effectiveness and make use of the most impactful recommendation. Future studies could also benefit from investigating further physical activity as an extracurricular of interest for both men and women-identifying (trans included) populations for potential explanations for why less women-identifying (trans included) individuals are choosing to participate in the intramural sports leagues.

Conclusion

In conclusion, this study has shed light on the multifaceted dynamics surrounding Women's Only (Trans Welcome) Intramural Leagues at UBC. By exploring the perceptions and experiences of participants, the researchers uncovered both positive aspects and areas of concern that warrant attention. The research objectives, aimed at understanding the factors that are involved in reasons individuals choose to engage or refrain from participation in order to provide recommendations for improvement were achieved through this research assignment. This study contributed to the existing body of knowledge by providing nuanced insights into the experiences and perceptions of participants in Women's Only (Trans Welcome) Intramural Leagues, particularly within the context of UBC. By uncovering both positive aspects and challenges, this research offers valuable implications for UBC Recreation and similar organizations seeking to enhance the inclusivity and effectiveness of intramural sports programs.

Discovering motivators such as social interaction and interest in sports, as well as barriers such as time constraints and concerns about skill level, it was able to determine ways to nurture and address these factors to increase participation in the Women's Only (Trans Welcome) Intramural Leagues at UBC. Furthermore, the researchers were able to underscore the significance of Women's Only (Trans Welcome) Intramural Leagues as empowering spaces that promote physical activity, community building, and inclusiveness for many students. Overall, the study succeeded in investigating women-identifying (trans included) students' perceptions regarding the Women's Only (Trans Welcome) Intramural Leagues and the researchers look forward to witnessing how UBC Recreation is able to enhance this league to reach its full potential.

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Appendix A
Figures and Charts

Mode	20
Median	20
Mean	21.14
Minimum	18
Maximum	30
Standard Deviation	3.28

Note. Not all values are available for Nominal Text variables

Table 1. Descriptive Statistics For Age

Mean	3.81
Variance	0.69
Standard Deviation	0.83

Note. Not all values are available for Nominal Text variables

Table 2.1. Descriptive Statistics for Perceptions of Inclusivity

Mean	4.38
Variance	0.66
Standard Deviation	0.81

Note. Not all values are available for Nominal Text variables

**Table 2.2. Descriptive Statistics for Importance of Offering Variety in Sport and Activities
of Women's Only (Trans Welcome) Intramural League**

Mean	4.38
Variance	0.66
Standard Deviation	0.81

Note. Not all values are available for Nominal Text variables

Table 3. Descriptive Statistics Participant Perceptions of Community and Camaraderie

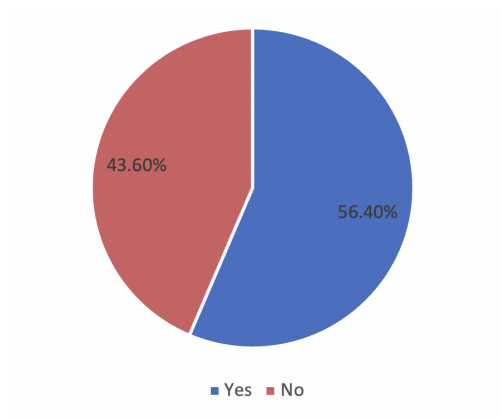


Figure 1. Awareness of Women's Only (Trans Welcome) League

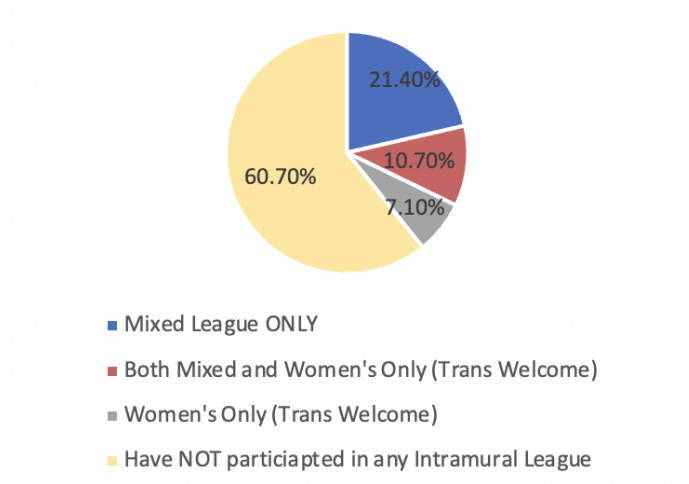


Figure 2. Participation in Intramural Leagues

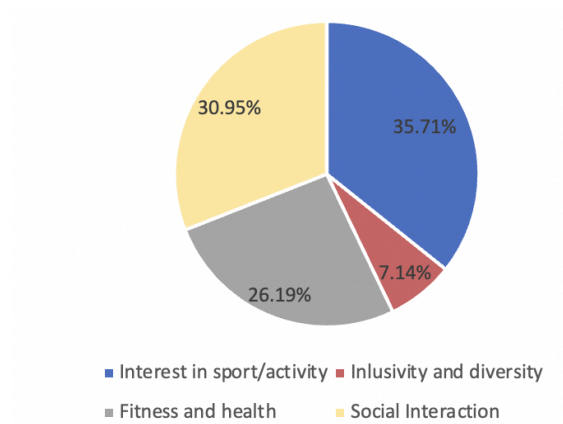


Figure 3.1. Motivations for Participating in Mixed League

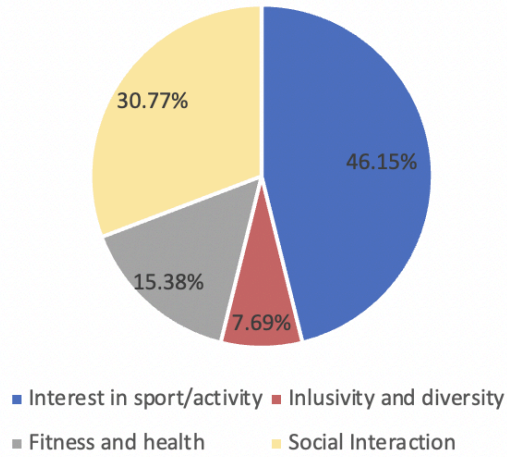


Figure 3.2. Motivations for Participating in Women's Only (Trans Included) League

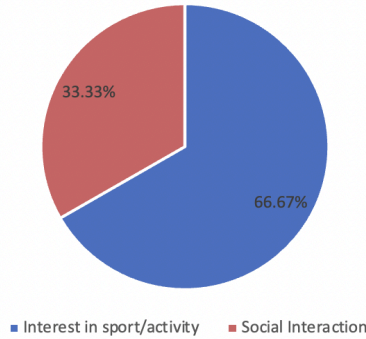


Figure 3.3. Motivations for Participating in Mixed and Women's Only (Trans Included) League

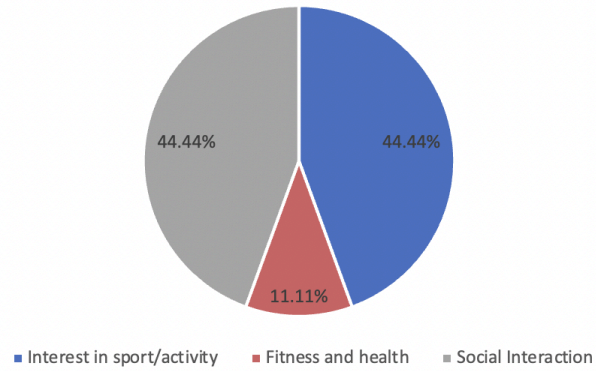


Figure 3.4. Potential Motivations for Participating in any Intramural League

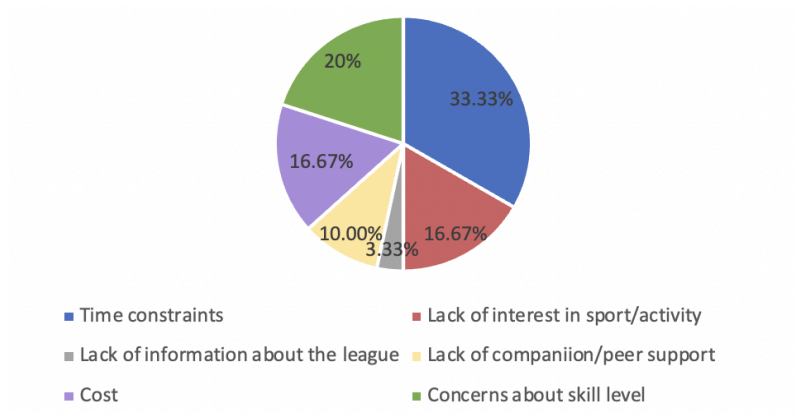


Figure 4.1. Factors Influencing Participation in Mixed League

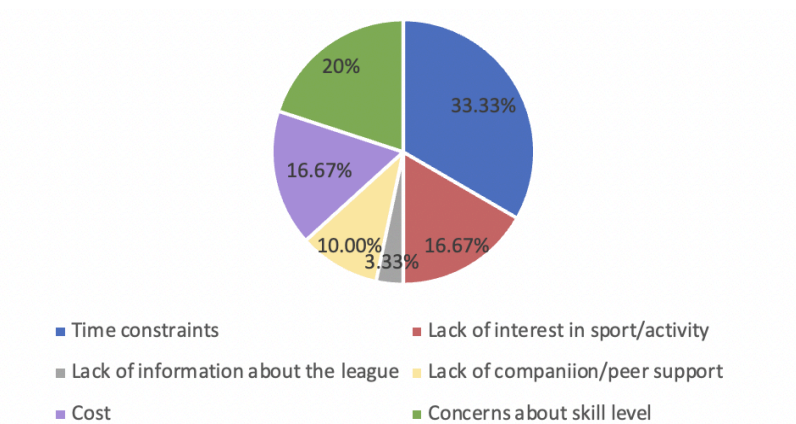


Figure 4.2. Factors Influencing Participation in Women's Only (Trans Welcome) League

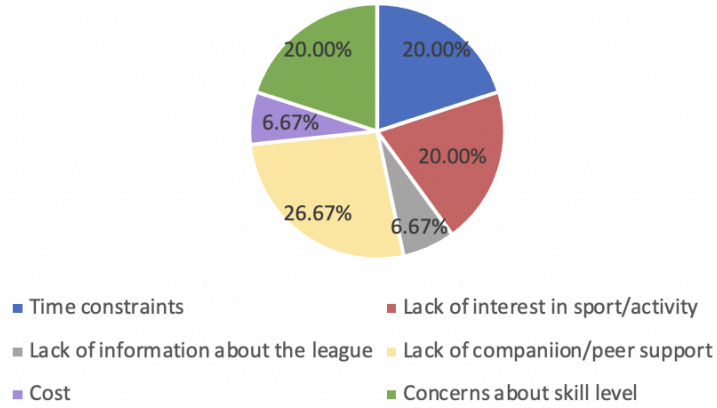


Figure 4.3. Factors Influencing Participation in Mixed and Women's Only (Trans Welcome) League

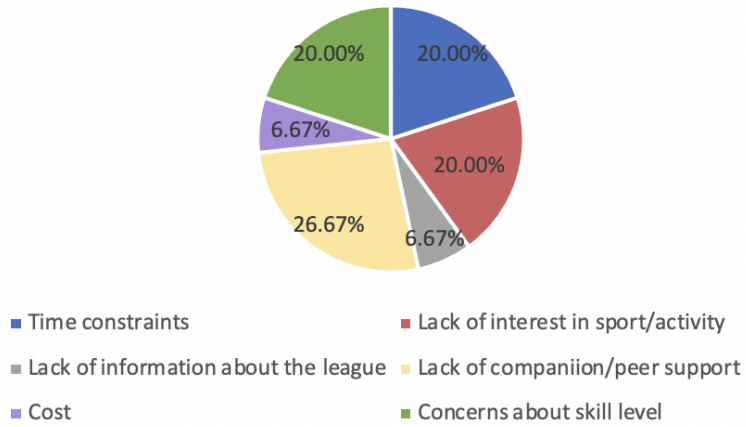


Figure 4.4. Factors Influencing Decision to Not Participating in Intramural Leagues

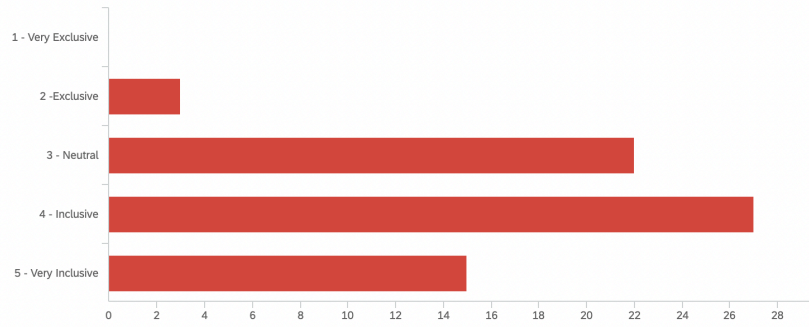


Figure 5.1. Perception of Inclusivity

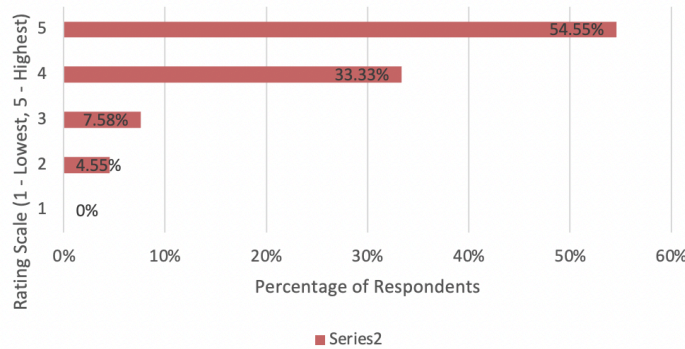


Figure 5.2 Participant Importance Ratings for Sport and Activity Variety in Women's Only (Trans Welcome) Intramural Leagues

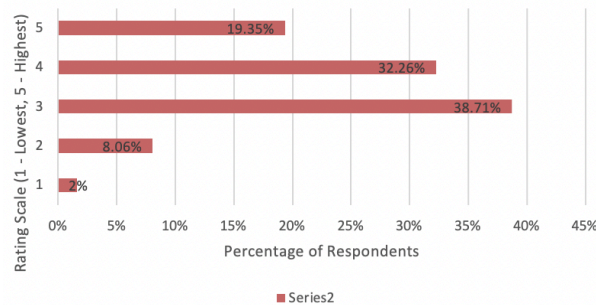


Figure 5.3 Participant Perceptions of Community and Camaraderie Promotion within the Leagues

Appendix B
Survey Questions

Default Question Block

CLASS PROJECT: Health Promotion and Physical Activity (KIN 464)

Participant Consent Form Students' Perceptions of the Women's Only (Trans Welcome) Intramural Leagues Group 1

Project ID: H17-03560-A017

Principal Investigator: Dr. Andrea Bundon (Assistant Professor, School of Kinesiology, Faculty of Education)

The purpose of the class project: To gather knowledge and expertise from community members on the Students' Perceptions of the Women's Only (Trans Welcome) Intramural Leagues.

Study Procedures: With your permission, we are asking you to participate in a survey. You may only complete each survey once. With the information gathered, students will critically examine how different individuals understand or engage in health promoting activities or health promotion initiatives.

Project outcomes: The information gathered will be part of a written report for the class project. The written report will be shared with campus partners involved with the project. Summaries of findings will also be posted on the following websites. UBC SEEDS Program Library:

<https://sustain.ubc.ca/courses-degrees/alternative-credit-options/seeds-sustainability-program/seeds-sustainability-library>

No personal information/information that could identify participants will be included in these reports or shared with campus partners.

Potential benefits of class project: There are no explicit benefits to you by taking part in this class project. However, the survey will provide you with the opportunity to voice your opinion on your experiences with health promoting activities or initiatives in a broad sense and will provide the students with an opportunity to learn from your experiences. Confidentiality: Maintaining the confidentiality of the participants involved in the research is paramount, and no names of participants will be linked to the data collected. At the completion of the course, all data (i.e. notes) and signed consent forms will be stored on a secure electronic drive by Dr. Bundon. All data and consent forms will be destroyed 1 year after completion of the course.

Risks: The risks associated with participating in this research are minimal. There are no known physical,

economic, or social risks associated with participation in this study. You should know that your participation is completely voluntary and you are free to withdraw from the study and there will not be negative impacts related to your withdrawal. If you withdraw from the study, all of the information you have shared up until that point will be destroyed.

Contact for information about the study: If you have any questions about this class project, you can contact Andrea Bundon by email at andrea.bundon@ubc.ca

Research ethics complaints: If you have any concerns or complaints about your rights as a research participant and/or your experiences while participating in this study, contact the Research Participant Complaint Line in the UBC Office of Research Ethics at 604-822-8598 or e-mail RSIL@ors.ubc.ca . or call toll free 1-877-822-8598.

Consent: Your participation in this study is entirely voluntary and you may refuse to participate or withdraw from the study at any time.

By proceeding with this survey, I am confirming I have read the above information and agree to participate in this research project.

Respondent Information

How old are you?

Are you a women-identifying individual (trans included)?

- Yes
- No

Do you currently study, work, or live at the UBC Vancouver Campus?

- Yes
- No

Thank you for your interest. According to your response, you are not eligible to complete this study. Please exit this survey by closing this tab.

Awareness and Participation

Were you aware of Women's Only Intramural Leagues prior to taking this survey?

- Yes
- No

Have you ever been involved in or participated in any Intramural Leagues at UBC? Please select the following that apply:

- Yes, Mixed League ONLY
- Yes, Women's (Trans Welcome) League ONLY
- Yes, Both Mixed and Women's (Trans Welcome) Leagues
- I have not participated in any Intramural League

Why did you choose this league (Mixed only) instead of the Women's Only (Trans Welcome) League?

Why did you choose this league (Mixed only) instead of the Women's Only (Trans Welcome) League?

Motivations

What motivated you to participate in the Intramural Leagues (Mixed League Only)?

- Interest in the sport/activity
- Inclusivity and diversity
- Fitness and health
- Social interaction
- Other (please specify):

What motivated you to participate in the Intramural Leagues (Women's Only, Trans Welcome)?

- Interest in the sport/activity
- Inclusivity and diversity
- Fitness and health
- Social interaction
- Other (please specify):

What motivated you to participate in the Intramural Leagues?

- Interest in the sport/activity
- Inclusivity and diversity
- Fitness and health
- Social interaction
- Other (please specify):

What motivated you to participate in the Intramural Leagues (Mixed and Women's Only, Trans Welcome)?
(Select all that apply)

- Interest in the sport/activity
- Inclusivity and diversity
- Fitness and health
- Social interaction

Other (please specify):

If you were to partake in the Intramural leagues, what factors would most likely motivate you to participate?
(Select all that apply)

- Interest in the sport/activity
- Inclusivity and diversity
- Fitness and health
- Social interaction
- Other (please specify):

What factors, if any, influence you in participating in the Intramural Leagues (Mixed League Only) (Select all that apply)

- Lack of companion/peer support
- Cost
- Time constraints
- Lack of interest in sport/activity
- Concerns about skill level
- Perceived barriers related to gender identity
- Lack of information about the league

Other (please specify):

What factors, if any, influence you in participating in the Intramural Leagues (Women's , Trans Welcome)? (Select all that apply)

- Lack of companion/peer support
- Cost
- Time constraints
- Lack of interest in sport/activity
- Concerns about skill level
- Perceived barriers related to gender identity
- Lack of information about the league
- Other (please specify):

What factors, if any, influence you in participating in the Intramural Leagues (Mixed and Women's Only, Trans Welcome)? (Select all that apply)

- Lack of companion/peer support
- Cost
- Time constraints
- Lack of interest in sport/activity

- Concerns about skill level
- Perceived barriers related to gender identity
- Lack of information about the league
- Other (please specify):

What factors, if any, affect your decision in NOT participating in the Intramural Leagues at UBC? (Select all that apply)

- Lack of companion/peer support
- Cost
- Time constraints
- Lack of interest in sport/activity
- Concerns about skill level
- Perceived barriers related to gender identity
- Lack of information about the league
- Other (please specify):

Why would you say those factors influenced your decision on participating or not partaking in the Intramural leagues? Please explain further.

Inclusivity

On a scale of 1-5 (1 - Exclusive and 5 - Very Inclusive), please select the option that best describes your opinion of the following statements:

1 - Very Exclusive 2 - Exclusive 3 - Neutral 4 - Inclusive 5 - Very Inclusive

How inclusive do you perceive the Women's Only (Trans Welcome) Intramural Leagues at UBC?

What does the Intramural League do to make you feel included?

What does the Intramural League do to make you NOT feel included?



Experience and Impact

On a scale of 1-5 (1 - lowest and 5 - highest), please select the option that best describes your opinion of the following statements:

1 2 3 4 5

How important is it for you that the Women's Only (Trans Welcome) Intramural Leagues offer a variety of sports and activities to cater to different interests?

In your opinion, how well does the league promote a sense of community and camaraderie among participants?

What are some of the features of the league that you believe promote community and camaraderie?

What are some additional things that the league could be doing that would promote greater community and camaraderie?

Communication and Promotion

Are there any specific improvements or changes you would like to see in the Women's Only (Trans Welcome) Intramural Leagues to enhance participation or overall experience?

Campus Impact and Perceptions

How do you think the Women's Only (Trans Welcome) Intramural Leagues impact the overall campus culture and

sense of inclusivity?

Are there any concerns or misconceptions you think students may have about the Women's Only (Trans Welcome) Intramural Leagues that could affect their perception or willingness to participate?

What are some factors or influences that would most likely get you to participate in the Intramural Leagues at UBC?

Block 2

Thank you for completing the survey. The following page will redirect you to a new survey where you can enter the draw for prizes (2 lululemon yoga mats and 4 UBC Athletics Prize

Packs).

You will need our group number to enter the draw – GROUP
1

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Appendix C

Promotional Material



THE UNIVERSITY OF BRITISH COLUMBIA
School of Kinesiology

Project ID: H17-03560-A017
Group 1

Online Research Survey

Have you heard of or participated in the Women's Only (Trans Welcome) Intramural Leagues at UBC? We'd love to hear from you!

About

As part of a course-based research project (KIN 464), we are conducting a study based on the female student's perception of the women's only intramural leagues at UBC.

Eligibility

- Female (Trans included)
- Currently studying at UBC Vancouver Campus

Interested? Scan the QR code or open the link to begin the survey

https://ubc.ca1.qualtrics.com/jfe/form/SV_2sHPBeORrMrtGUm



By participating in our survey, you have a chance to win prizes (2 Lululemon yoga mats, 4 UBC Athletic Prize Packs) and you have the opportunity to help improve the Intramural Leagues at UBC.

Please note that this post is public and anyone who likes, comments or shares the link will, by doing so, be associated with the study. For any further questions regarding the survey, please contact Isabella Pohang (ipohang@student.ubc.ca). The Principal Investigator on this project is Dr. Andrea Bundon (andrea.bundon@ubc.ca)



insert link through IG stories