



LOS RIOS COMMUNITY COLLEGE DISTRICT

RESTROOM DESIGN BRIEF

SEPTEMBER 10, 2021

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OWNER TEAM

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DIANE BRYANT STEM INNOVATION CENTER



DIANE BRYANT STEM INNOVATION CENTER

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DIANE BRYANT STEM INNOVATION CENTER

EXECUTIVE SUMMARY

INTRODUCTION

PROJECT SUMMARY

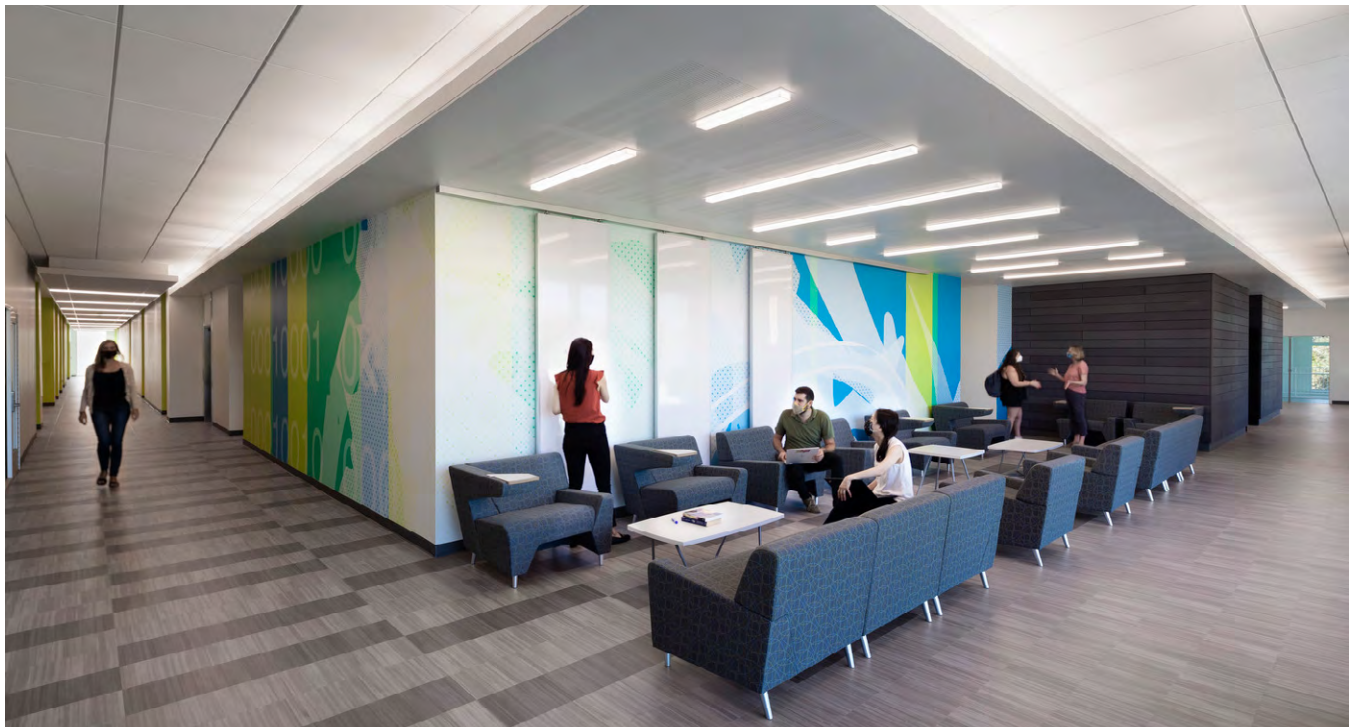
Restroom facility design and space planning is an embedded element of every major building and renovation project. Restroom access impacts the experience of students, faculty, and staff, arising from both biological necessity and daily usage. The Los Rios Community College District (LRCCD) engaged Gould Evans (GE) to create a report summarizing “best practices” and a decision making process to help identify accessible, sustainable, and cost-effective restroom facilities in future LRCCD modernization and new construction projects.

The following guidelines and standard operating procedures are intended to support LRCCD in an on-going pursuit of their core values of providing educational opportunities that serve the needs of the greater Sacramento region’s diverse population that promote a safe and supportive environment for all users.

METHODS

Gould Evans convened a team of design, engineering, and education professionals to study a variety of restroom layouts and design approaches. GE analyzed and benchmarked multiple restroom facilities, including conceptual designs within defined use cases and in specific case studies. The Design Team compiled relevant local, state, and national statistics and the procedures for incorporating these statistics.

Through an engagement process, the Design Team considered multiple perspectives from experts in facility design and those involved with current equity and inclusion discussions. This engagement involved interviews and focus group procedures. The following report situates the compilation of these mixed methods within a literature review that contextualizes decisions in restroom design relative to on-going research and historical trends. The resulting set of guidelines seeks to support LRCCD with restroom space planning decisions that best meet the needs of their community.



DIANE BRYANT STEM INNOVATION CENTER: COLLABORATION AREA AND RESTROOM ACCESS CIRCULATION

INTRODUCTION

FRAMEWORK: CONTEXT AND IMPACT

The history of restroom design and accessibility law demonstrates that ideas of “inclusion” and “accessibility” are complex and evolving when we look at them in detail. Context matters, and here we will call out a few ideas that are important to consider when looking at any restroom system.

INTENT V. IMPACT

Throughout this brief, we will present a framework that continually asks the paired questions of “What was the design intent, and for whom?” and “What was the design impact, and for whom?” Public facilities serve many people, and everyone’s experience deserves consideration. The intent v. impact question has many forms, and here are 2 examples:

1. Intent: A given restroom system emphasized visibility within the circulation space, intending to provide a sense of safety to all users.

Impact: Who wants to be seen, or be asked to see others? Who does not want to be seen or see others, for personal, cultural, or religious reasons? Does being visible cause harm?

2. Intent: A given restroom system intended an area to be used by men.

Impact: Men can have a variety of anatomies and restroom needs. What is the full range of that variability in our community? Who can safely and comfortably use these facilities? Who may not be safe or comfortable in this space, and what are their options if they do not?

INTERSECTIONALITY

Each person who uses a restroom enters the space with all of themselves. They are not only their gender. For example, one person is a man, but they experience the restroom as a Black man with a disability. Another person is a woman, but their experience is also informed by their identity and needs as transgender and having a child. This brief will talk a lot about gender, but each person’s humanity has many more dimensions than their gender identity alone.



DIANE BRYANT STEM INNOVATION CENTER

DEFINITIONS

IDENTITIES

CISGENDER – a term describing a gender identity that does conform to what is typically associated with the sex one was assigned at birth.

GENDER – a term derived from the interplay between a person's sex, their external cultural experiences, and their internal personal experience. Includes examples like "woman" and "man."

GENDER EXPRESSION – the way a person presents themselves that engages cultural interpretations of gender. This can include hair style, clothing choices, and behavioral mannerisms.

GENDER IDENTITY – a person's internally defined declaration of their own gender.

INTERSEX – a term for people whose reproductive or sexual anatomy, including chromosomes and internal or external genitalia, doesn't fit the typical definitions of female or male.

LGBTQ+ – an acronym for Lesbian, Gay, Bisexual, Transgender, and Queer with a "+" to include other identities beyond these examples.

NON-BINARY – a general term for the many gender identities that do not fit into a man/woman binary paradigm.

SEX – a term that describes the anatomy and physiology of a person regarding their reproductive/sexual anatomy. Includes examples like "female" and "male."

SEXUAL ORIENTATION – the domain of a person's identity that includes their pattern(s) of sexual and emotional attraction. Includes examples like "homosexual", "bisexual", "asexual", and gendered terms like "lesbian" and "gay."

TRANSGENDER – a term describing a gender identity that does not conform to what is typically associated with the sex one was assigned at birth.

FACILITIES

ACCESSIBILITY – the quality of being easily reached, entered, or used by people who have a disability. The Americans with Disabilities Act sets legal requirements for accessibility, but we use the term to include both legally mandated accessibility and broader concepts of ease-of-use that exceed legal definitions.

BATHROOM – a facility most common in residential settings providing a toilet, lavatory, and bathing facilities.

FAMILY RESTROOM – a facility with the space and fixtures need for multiple occupants, such as a parent helping a small child or an attendant with an adult who needs physical assistance.

GENDERED RESTROOM – a public restroom facility with signage and fixtures intended for use by people of a single gender identity (ex: men or women).

INCLUSIVE RESTROOM – a public restroom facility intended for any user, without explicitly declaring requirements for user gender or any other identity. "Gender-neutral restroom" and "all-gender restroom" are often used with similar intent.

LOCKER ROOM – a public, multi-user changing area with clothes changing space and lockers for storage. These facilities are usually assumed to be gendered.

MULTI-USER RESTROOM – a public restroom facility that accommodates multiple users simultaneously, also called "gang restroom."

RESTROOM – a facility most common in non-residential settings providing a toilet and a lavatory, but without bathing facilities.

SINGLE-USER RESTROOM – a public restroom facility with one toilet and lavatory, and not intended for multiple users simultaneously.

SOURCES

[AMA Manual of Style 10th Edition](#)

[APA, Society for the Psychology of Sexual Orientation and Gender Diversity](#)

[APA, Guidelines for Psychological Practice With Transgender and Gender-nonconforming People](#)

[Americans with Disabilities Act, U.S. Department of Justice Civil Rights Division](#)

RESTROOM HISTORY AND TIMELINE

Our current restrooms, and who have access to them, have been reshaped over and over again in this country. Through improvements in sanitation, advancements in technology, and progress from many years of social advocacy, more user groups are being considered in the design of shared spaces. Legislatures have passed laws through the decades prohibiting discrimination and requiring access for user groups. The historical trend for restrooms is toward inclusivity and universal design to ensure facilities meet our basic human needs and are accessible to all. For further dialog and context see the Historical Summary section.



REST ROOM IN PAINT FACTORY
Here, at small cost, is combined a rest room and bath room for women, at the plant of a paint factory in Cleveland. Can be used likewise as an emergency room in case of illness or accident, giving humane treatment to its employees.

WOMEN'S RESTROOM IN PAINT FACTORY THE CONVERSATION

END OF LEGAL RACIAL SEGREGATION

Title VII of the *Civil Rights Act* ended legal segregation in public spaces based on race (including restrooms).

RESTROOM ACCESS FOR TRANSGENDER WORKERS

The United States Department of Labor's Occupational Safety and Health Administration (OSHA) issued "A Guide to Restroom Access for Transgender Workers" that included recommendations for providing access to restrooms that correspond to each employee's gender identity.

MULTI-USER TOILET FACILITIES

2021 *International Building Code* section 2902.1.1 Exception 2 allowed all-gender multi-user toilet facilities.

1880 GENDERED RESTROOMS

In the 1880s, laws began requiring gendered restrooms in facility design as part of the rising implementation of public sanitation and the increasing presence of women in factories and workplaces.

1950



SEGREGATED RESTROOM SIGNAGE
FERRIS STATE UNIVERSITY JIM CROW MUSEUM

1964

1990 AMERICANS WITH DISABILITIES ACT

The *Americans with Disabilities Act* implemented accessibility requirements in public places (including restrooms) for people with disabilities.

2000

2015

2018 SINGLE-USER TOILET FACILITIES

2018 *International Building Code* section 2902.1.2 allowed single-user toilet rooms to contribute toward the total fixture count for use by either sex.

2021

CASE STUDIES

Case studies are utilized to show precedence providing examples of how other architects and designers approached a similar design opportunity. The three case studies are all from schools. Two are college level, while another is a high school. The user age and context differ slightly, but the case studies were analyzed through the similar lenses of accessibility, equity, inclusivity, maintenance, privacy, and safety. No information was found surrounding cost for any study.

LOCAL STATISTICS

Local statistics are available from both LRCCD survey data and Los Rios Police Department (LRPD) safety records. The LRCCD collects survey data on a variety of topics related to campus experiences. Data from regularly occurring student and employee surveys include questions about the organizational commitment to diversity, personal safety, and the safety of the education work environment. Their reports also include information on trends over time, which can identify opportunities to address both areas of improvement and to build upon existing successes.

LRPD data is similarly available through existing reporting mechanisms, such as the annual Clery Report and web-based Crime Logs tool. These reporting sources identify where reported incidents are occurring across LRCCD campuses. Violent and hate-motivated crime is rare on LRCCD campuses, but understanding when and where these incidents have occurred will enable future projects to minimize areas of vulnerability and promote safer facility design and space planning.

NATIONAL STATISTICS

Broad-scale statistical sources can help contextualize locally available information and further clarify what trends may be occurring across campuses. Researchers and organizations are increasingly publishing information addressing the impact of restroom design on students, faculty, and staff of various gender identities. The 2015 national survey of transgender people that included nearly 28,000 respondents from across the country represents valuable analysis and feedback. This survey revealed that 9% of California respondents had been denied access to a restroom and 60% report avoiding using public restrooms due to concerns about safety and privacy.

National statistics are also available from federal law enforcement, such as the Federal Bureau of Investigation's annual reports on hate crime statistics. Across the US in 2019, nearly 10% of hate-motivated crimes were reported at schools/colleges – which is the third largest category in the report. In the same year, 198 hate crimes were reported as being motivated by gender identity bias. These findings demonstrate the importance for safe campuses and education regarding inclusion.



BOY'S AND GIRL'S CLUB OF ST. HELENA & CALISTOGA RESTROOM LAVATORY AREA

INTERVIEWS

RATIONALE

The Design Team conducted multiple interviews in support of this analysis. Initially, the Design Team assembled a focus group with LRCCD project managers to hear directly from these key personnel having knowledge of current project experiences and context. This was followed by interviews with a researcher focused on inclusive student services and an architect designing facilities, including inclusive restroom space planning. These two (2) experts provided commentary on the study questions and methods to create more useful recommendations in the application of this brief for future facility projects.

PROJECT MANAGER GROUP

DAN COX, DAN MCKECHNIE, JOSEF MEYER, REZA MIRMIRAN, & CHARLIE UHLMAYER

The group included 5 project managers for LRCCD, with backgrounds reaching across campus maintenance, construction, contracting, and business.

RESEARCH EXPERTS

GENNY BEEMYN, PHD

Beemyn works in LGBTQ+ student services, with over 20 years of experience. They earned a Ph.D. in African American Studies, and Master's degrees in African American Studies, American Studies, and Higher Education Administration. They direct the [Stonewall Center at University of Massachusetts Amherst](#) and serve on the editorial board of peer-reviewed publications such as the Journal of LGBT Youth, and have authored numerous scholarly works - "A Presence in the Past: A Transgender Historiography" and "What is needed, what is valued: Trans students' perspectives on trans-inclusive policies and practices in higher education."



TAD COSTERISON, NCARB, LEED AP

Costerison works as an architect at [Taylor Design](#), with nearly 20 years of licensed experience. He works as a senior project architect with specialization in science and technology, which includes science laboratories and health care facilities. His projects have included public community centers, libraries, and community college district projects across California. His recent work has focused on designing inclusive restrooms and locker room facilities for the Peralta Community College District.



LENSES OF ANALYSIS

The brief's scope specifically considers six (6) elements of facility design and performance

ACCESSIBILITY

As noted in "Definitions," *accessibility* for the purposes of this brief is "the quality of being easily reached, entered, or used by people who have a disability." A Universal Design approach to restroom facilities and fixtures emphasize usability for a variety of users with different needs. Since the passage of the American Disabilities Act, accessibility has been codified into the International Building Code and Title 24/ Chapter 11b of the California Building Code. However, the Codes represent a base line standard. While the historical trend is to further adopt language that ensures basic human needs are covered for more people creating more equity and inclusivity for disabled people, many scenarios and needs exist that fall outside code requirements. The brief will explicate accessibility in this manner to assist in decision making for future projects.

COST

The brief includes a benchmark estimation for the Diane Bryant STEM Innovation Center's multi-user gendered restrooms and compares it to specific options which reconfigure restroom footprint, fixture planning design, and infrastructure components affecting construction and maintenance costs. Costs are constantly changing due to global supply and other economic conditions, so the numbers are relative to the time the estimation was produced. To understand costs for a specific design at the time of design, an estimation will be required.

EQUITY & INCLUSION

Designing equitable restroom facilities should consider the needs of people with a wide variety of circumstances. Engagement sessions for all user groups within the pre-design process is encouraged to understand needs. The breadth of user expectations includes people of differing gender identities, people with differing expectations for privacy during use, and people with differing needs for caregiver support. Mixing multi-user and single-user facilities may provide greater access for a wider range of user needs, including those needing different levels of privacy and space for comfortable facility use.

MAINTENANCE

Maintenance considerations should examine usage patterns for the individual project and adherence to "best practices" established through district and campus standards. These standards include custodial practices, typical accessories, typical fixtures, and standardized sanitation products required to keep restrooms clean. Some design differences between gendered and inclusive systems may require different custodial procedures. An example of this is how partition height design may impact floor cleaning routines and maintenance.

PRIVACY

Designing for privacy in public restrooms will always exist in balance with safety. Designing visually and acoustically protected space shields aspects of a user's restroom use, which they may not want to share with others. Sound dampening materials and visually separated areas may increase the amount of protected space, but comes at the cost of user safety through increased potential for isolation (and thus vulnerability).

SAFETY

Conversely, designing for safety in public restrooms will always exist in a balance with privacy. Passive surveillance results when users of the facility can be casually observed by other users in or adjacent to the space. Integrating open doorways and long sight lines that extend into the circulation spaces increase the level of passive surveillance but comes at the cost of user privacy through increased visibility (and thus intrusive observation).

STANDARD OPERATING PROCEDURE (S.O.P.)

MODERNIZATION S.O.P.

BACKGROUND:

The intent of this document is to assist with the overall decision-making process to develop a Standard Operating Procedure for restroom space planning. The consideration of an inclusive restroom is made through the lens of accessibility, cost, equity, inclusion, maintenance, privacy, and safety. Design considerations are based on the current 2019 California Building Code.

MODERNIZATION DESIGN PROCESS:

1. Pre-design
 - a. Review existing facilities
 - i. Locate the most recent Division of State Architect (DSA) approved permit drawings and as-built record drawings
 - ii. Confirm the type of restroom(s) provided in the existing facility/ facilities
 1. Gendered restrooms
 2. Single-user restrooms
 3. Multi-user, inclusive restrooms
 4. ADA accessible restrooms
 5. Restrooms with baby changing
 - b. Conduct an equity audit of existing restroom facilities and review locations within the building and within adjacent campus buildings, including quantity of fixtures accessible to the following user groups:
 - i. Women
 - ii. Men
 - iii. Transgender and gender-nonconforming people
 - iv. Disabled people
 - v. People with infants
 - vi. People with young children
 - c. Review LRCCD restroom standards for products and services provided to staff, faculty, students, and visitors.
 - i. Review District & Board policies implemented since the last project
 - ii. Does or will LRCCD provide sanitary napkins?
 - d. Engagement with user population
 - i. Conduct engagement with the Design Team and existing faculty, staff, and students who would use and maintain the proposed restroom(s). (Incorporating user groups into the process allows the project team to gather qualitative information on the needs and desires of various stakeholders including various cultural considerations to create a comprehensive and accepted design. If LRCCD utilizes an equity advisor as a resource, they shall be included.)
 1. Review with campus Director of Administrative Services, LRCCD Associate Vice Chancellor of Facilities Management, Director of Facilities Planning & Construction, and the project manager assigned to the project
 - ii. Conduct engagement sessions and/or surveys for the user population including maintenance
 1. Define stakeholders
 2. Generate a survey or presentation noting the project scope
 - a. Define questions to users
 - b. Create a means of recording data during the engagement
 - i. To note: if recording the engagement, tell all attendees prior to recording
 3. Review with campus Director of Administrative Services, LRCCD Associate Vice Chancellor of Facilities Management, Director of Facilities Planning & Construction, and the project manager assigned to the project

MODERNIZATION S.O.P.

- iii. Develop an engagement report summarizing findings and analysis
- 2. Programming
 - a. Define proposed project scope utilizing Pre-Design materials
 - i. Review with campus Director of Administrative Services, LRCCD Associate Vice Chancellor of Facilities Management, Director of Facilities Planning & Construction, and the project manager assigned to the project
 - b. Review existing facilities and modernization feasibility
 - i. Identify existing restrictions and/or challenges regarding the footprint of the existing restroom(s)
 - 1. Infrastructure and utility connections
 - ii. Confirm code-required fixture count based on the proposed occupancy load
 - 1. Does the existing facility footprint accommodate the proposed or existing fixture count based on current code?
 - iii. Conduct site verification measurements. Dimensions to be verified include, but are not limited to:
 - 1. Room perimeter walls
 - 2. Ceiling height at edge of wall and floor drain
 - 3. Door dimensions, location, and head height from floor
 - 4. Door threshold height at flooring transition
 - 5. Location of partitions and height of partitions
 - 6. Location, height, and clearances of plumbing fixtures including sinks, toilet fixtures, urinals, and floor drains
 - 7. Location and height of all permanent accessories, including but not limited to, dispensers, fixed disposal units, hand dryers, baby changing stations, lighting, outlets, switches, fire alarms, fire suppression measures, fire detection devices and PA announcement devices
 - 8. Note the product specification for all accessories
 - a. For accessories that need to be operated, note the height to the highest operable part to ensure CBC Chapter 11/ Title 24 requirements
 - b. For accessories that protrude more than four inches into the circulation space, note the height to ensure cane detection is or is not required per CBC Chapter 11/ Title 24 requirements
 - iv. Conduct a code analysis of the site verified restrooms
 - v. Review corridor widths
 - 1. Does the corridor width accommodate accessible restroom access?
 - 2. Review existing entry alcoves, if applicable
- 3. Space planning design
 - a. Fit test – Does programming and space planning design fit within existing constraints?
 - b. Restroom configuration – Finalize the typology of the proposed restrooms
 - i. Types:
 - 1. Set of gendered restrooms (see section Methods of Analysis for American River College STEM Building example)
 - 2. Single-user restroom(s) with a set of gendered restrooms (see section Methods of Analysis for American River College STEM Building example)
 - 3. Multi-user inclusive restrooms (see section Methods of Analysis for three typologies)
 - 4. Multi-user inclusive restrooms with a single-user restroom (see section Methods of Analysis for one typology)
 - c. Shared Space - Define the level of public visibility access within the shared restroom space including lavatories, circulation, and access to restroom accessories if the restroom is multi-user. What is viewable from the adjacent space where the restroom is accessed?
 - i. Considerations:
 - 1. Privatized view to the shared lavatories, circulation space, and the individual restroom doors. (multi-user inclusive restroom A)

MODERNIZATION S.O.P.

2. Public view to the shared lavatories and circulation with privatized view of the individual restroom doors. (multi-user inclusive restrooms B)
3. Public view to the shared lavatories, circulation, and the individual restroom doors. (multi-user inclusive restrooms C)
- d. Review existing utility and system loads
 - i. Does the proposed modernization have impact on existing building systems?
 1. Sewer
 2. Water
 3. Electrical loads
 4. Electrical wiring locations
 5. Drainage (slab on grade vs. raised floor)
 6. Mechanical systems (HVAC)
 7. Fire & Life-safety
 - a. Sprinklers
 - b. Fire alarm
 - c. Smoke detection
 - d. Carbon monoxide detection
 8. Security and low voltage systems
 9. Black and grey water remediation systems; access to purple pipe (recycled water)
 10. Structural loads
 11. Finishes
 12. Security & safety systems
4. Construction methods and components (assumes existing systems and space planning are acceptable)
 - a. Toilet room partitioning
 - i. Partial-height prefabricated partitions - 6'-6" partition above finish floor
 1. Conduct maintenance review of patching and painting damaged partitions
 - a. Partitions are factory finished and difficult to patch and repair back to factory standard.
 2. Electrical
 - a. Provide GFCI maintenance receptacles in coordination with Architect/Owner
 - b. Provide power to automatic sensor faucets and/or flush valves if provided by plumbing
 - c. Provide power to new lighting layout
 - d. New luminaires shall be LED type.
 - e. Provide lighting controls as required per Part 6 California Energy Code and in coordination with Architect/Owner
 3. Fire Protection
 - a. Review the fire sprinkler layout with the partition layout, partition height, and ceiling height. Typically, a fire sprinkler is not required per stall if water has adequate access into a stall. Fire protection consultant to confirm.
 4. Fire Alarm
 - a. Fire alarm system/devices to be designed to accommodate configuration
 5. Mechanical
 - a. Exhaust ductwork and air grilles with dampeners to be shared between the shared restroom space and stalls
 - b. Assumes flow of air over and under partition
 6. Plumbing
 - a. With undercut of partitions and/or doors, all stalls can share one or multiple area drains.
 - b. With no undercut of partitions and/or doors, a single area drain are required within each restroom/stall.
 7. Door hardware

MODERNIZATION S.O.P.

- a. Review CBC Chapter 11/ Title 24 requirements
 - b. Specify occupancy sensor needs
 - ii. Full-height stud walls or partitions
 - 1. Conduct maintenance review of patching and painting damaged partitions versus stud walls
 - a. Partitions are factory finished and difficult to patch and repair back to factory standard
 - b. Gypsum can be patched, sanded, and repainted
 - 2. Electrical
 - a. Provide GFCI maintenance receptacles in coordination with Architect/Owner
 - b. Provide power connection to automatic sensor faucets and/or flush valves if provided by Plumbing
 - c. Provide power connection to new lighting layout
 - d. New luminaires shall be LED type.
 - e. Provide lighting controls as required per 2019 Part 6 California Energy Code and in coordination with Architect/Owner
 - 3. Fire Protection
 - a. One fire sprinkler per stall is needed. Fire protection consultant to confirm.
 - 4. Fire Alarm
 - a. One strobe is required per stall/restroom.
 - b. Fire alarm system/devices to be designed to accommodate configuration
 - 5. Mechanical
 - a. Exhaust duct, dampener, and grill into each stall/restroom required
 - b. Undercut door and/or louver for transfer of air into each stall required
 - 6. Plumbing
 - a. With undercut of partitions and/or doors, all stalls can share one or multiple area drains.
 - b. With no undercut of partitions and/or doors, a single area drain is required within each restroom/stall.
 - 7. Door hardware
 - a. Review CBC Chapter 11 Title 24 requirements.
 - b. Specify occupancy sensor needs
 - c. Keyed locks are recommended on door handles to assist in an emergency.
 - iii. Wall tile
 - 1. Review maintenance needs and frequency of cleaning
 - 2. Define height of wall tile to protect gypsum
 - iv. Signage
 - 1. Define code required signage
 - 2. Locate code required signage
 - 3. Where no code required signage exists, consult LRCCD/ Campus standards
- b. Restroom accessories
 - i. Sanitary napkin disposal unit
 - 1. Specify unit.
 - 2. Locate unit in stall/restroom
 - ii. Sanitary napkin dispenser (if provided)
 - 1. Specify dispenser
 - 2. Locate dispenser in shared restroom space
 - iii. Paper towel dispenser or hand dryer
 - 1. Specify dispenser or hand dryer
 - a. Review electrical needs if unit is motion activated
 - 2. Locate dispenser or hand dryer.
 - a. Review cane detection requirements
 - b. If cane detection is required, wall hung waste receptacles can be used below.

MODERNIZATION S.O.P.

- iv. Soap dispensers
 - 1. Specify dispenser
 - a. Review electrical needs if unit is motion activated
 - 2. Locate dispenser
- v. Baby changing station
 - 1. Specify baby changing station
 - 2. Locate baby changing station
- vi. Toilet tissue dispenser
 - 1. Specify dispenser
 - 2. Locate dispenser
- vii. Toilet seat cover dispenser
 - 1. Specify dispenser
 - 2. Locate dispenser
- viii. Grab bars
 - 1. Identify number of code required ADA and ambulatory stalls
 - 2. Identify grab bar requirements for ADA and ambulatory stalls
 - 3. Specify grab bars
 - 4. Locate grab bars and coordinate with flushometers
 - 5. Specify attachment requirements

NEW CONSTRUCTION S.O.P.

BACKGROUND:

The intent of this document is to assist with the overall decision-making process to develop a Standard Operating Procedure for restroom space planning. The consideration of an inclusive restroom is made through the lens of accessibility, cost, equity, inclusion, maintenance, privacy, and safety. Design considerations are based on the current 2019 California Building Code.

NEW CONSTRUCTION DESIGN PROCESS:

1. Pre-design
 - a. Conduct an equity audit of existing campus facilities within close proximity to the proposed project to determine access and quantity of fixtures for the following user groups
 - i. Women
 - ii. Men
 - iii. Transgender and gender-nonconforming people
 - iv. Disabled people
 - v. People with infants
 - vi. People with young children
 - b. Review LRCCD restroom standards for products and services provided to staff, faculty, students, and visitors
 - i. Review District & Board policies implemented since the last project
 - ii. Does or will LRCCD provide sanitary napkins?
 - c. Engagement with user population
 - i. Conduct engagement with the Design Team and existing faculty, staff, and students who would use and maintain the proposed restroom(s). (Incorporating user groups into the process allows the project team to gather qualitative information on the needs and desires of various stakeholders including various cultural considerations to create a comprehensive and accepted design. If LRCCD utilizes an equity advisor as a resource, they shall be included.)
 1. Review with campus Director of Administrative Services, LRCCD Associate Vice Chancellor of Facilities Management, Director of Facilities Planning & Construction, and the project manager assigned to the project
 - ii. Conduct engagement sessions and/or surveys for the user population including maintenance
 1. Define stakeholders
 2. Generate a survey or presentation noting the project scope
 - a. Define questions to users
 - b. Create a means of recording data during the engagement
 - i. To note: if recording the engagement, tell all attendees prior to recording
 3. Review with campus Director of Administrative Services, LRCCD Associate Vice Chancellor of Facilities Management, Director of Facilities Planning & Construction, and the project manager assigned to the project
 - iii. Develop an engagement report summarizing findings and analysis
2. Programming
 - a. Define proposed project scope utilizing Pre-Design materials
 - i. Review with campus Director of Administrative Services, LRCCD Associate Vice Chancellor of Facilities Management, Director of Facilities Planning & Construction, and the project manager assigned to the project
3. Space planning design
 - a. Restroom configuration - Define the typology of the proposed restrooms
 - i. Types:
 1. Set of gendered restrooms (see section Methods of Analysis for American River College STEM Building example)

NEW CONSTRUCTION S.O.P.

2. Single-user restroom(s) with a set of gendered restrooms (see section Methods of Analysis for American River College STEM Building example)
 3. Multi-user inclusive restrooms (see section Methods of Analysis for three typologies)
 4. Multi-user inclusive restrooms with a single-user restroom (see section Methods of Analysis for one typology)
 - b. Shared Space - Define the level of public visibility access within the shared restroom space including lavatories, circulation, and access to restroom accessories if the restroom is multi-user
 - i. Considerations:
 1. Privatized view to the shared lavatories, circulation space, and the individual restroom doors (see multi-user, inclusive restroom Option A)
 2. Public view to the shared lavatories and circulation with privatized view of the individual restroom doors (see multi-user, inclusive restrooms Option B)
 3. Public view to the shared lavatories, circulation, and the individual restroom doors (see multi-user, inclusive restrooms Option C)
 - c. Determine corridor widths to accommodate accessible restroom access (code required width plus additional circulation for ease of access to restrooms)
 - d. Identify existing utility infrastructure on site/ campus for utility connections
 - i. Determine impact of the proposed project on the existing utility infrastructure and confirm feasibility
 1. Sewer
 2. Water
 3. Fire Suppression
 4. Electricity
 5. Black and grey water remediation systems
 6. Low Voltage Systems- Security, Fire Alarm
4. Construction methods and components
 - a. Toilet room partitioning
 - i. Partial-height prefabricated partitions - 6'-6" partition above finish floor
 1. Conduct maintenance review of patching and painting damaged partitions
 - a. Partitions are factory finished and difficult to patch and repair back to factory standard.
 2. Electrical
 - a. Provide GFCI maintenance receptacles in coordination with Architect/Owner
 - b. Provide power to automatic sensor faucets and/or flush valves if provided by plumbing
 - c. Provide power to new lighting layout
 - d. New luminaires shall be LED type.
 - e. Provide lighting controls as required per Part 6 California Energy Code and in coordination with Architect/Owner
 3. Fire Protection
 - a. Review the fire sprinkler layout with the partition layout, partition height, and ceiling height. Typically, a fire sprinkler is not required per stall if water has adequate access into a stall. Fire protection consultant to confirm.
 4. Fire Alarm
 - a. Fire alarm system/devices to be designed to accommodate configuration
 5. Mechanical
 - a. Exhaust ductwork and air grilles with dampeners to be shared between the shared restroom space and stalls
 - b. Assumes flow of air over and under partition
 6. Plumbing
 - a. With undercut of partitions and/or doors, all stalls can share one or multiple area drains.

NEW CONSTRUCTION S.O.P.

- b. With no undercut of partitions and/or doors, a single area drain are required within each restroom/stall.
 - 7. Door hardware
 - a. Review CBC Chapter 11/ Title 24 requirements
 - b. Specify occupancy sensor needs
- ii. Full-height stud walls or partitions
 - 1. Conduct maintenance review of patching and painting damaged partitions versus stud walls
 - a. Partitions are factory finished and difficult to patch and repair back to factory standard
 - b. Gypsum can be patched, sanded, and repainted
 - 2. Electrical
 - a. Provide GFCI maintenance receptacles in coordination with Architect/Owner
 - b. Provide power connection to automatic sensor faucets and/or flush valves if provided by Plumbing
 - c. Provide power connection to new lighting layout
 - d. New luminaires shall be LED type.
 - e. Provide lighting controls as required per 2019 Part 6 California Energy Code and in coordination with Architect/Owner
 - 3. Fire Protection
 - a. One fire sprinkler per stall is needed. Fire protection consultant to confirm.
 - 4. Fire Alarm
 - a. One strobe is required per stall/restroom.
 - b. Fire alarm system/devices to be designed to accommodate configuration
 - 5. Mechanical
 - a. Exhaust duct, dampener, and grill into each stall/restroom required
 - b. Undercut door and/or louver for transfer of air into each stall required
 - 6. Plumbing
 - a. With undercut of partitions and/or doors, all stalls can share one or multiple area drains.
 - b. With no undercut of partitions and/or doors, a single area drain is required within each restroom/stall.
 - 7. Door hardware
 - a. Review CBC Chapter 11 Title 24 requirements.
 - b. Specify occupancy sensor needs
 - c. Keyed locks are recommended on door handles to assist in an emergency.
- iii. Wall tile
 - 1. Review maintenance needs and frequency of cleaning
 - 2. Define height of wall tile to protect gypsum
- iv. Signage
 - 1. Define code required signage
 - 2. Locate code required signage
 - 3. Where no code required signage exists, consult LRCCD/ Campus standards
- b. Restroom accessories
 - i. Sanitary napkin disposal unit
 - 1. Specify unit.
 - 2. Locate unit in stall/restroom
 - ii. Sanitary napkin dispenser (if provided)
 - 1. Specify dispenser
 - 2. Locate dispenser in shared restroom space
 - iii. Paper towel dispenser or hand dryer
 - 1. Specify dispenser or hand dryer
 - a. Review electrical needs if unit is motion activated

NEW CONSTRUCTION S.O.P.

- 2. Locate dispenser or hand dryer.
 - a. Review cane detection requirements
 - b. If cane detection is required, wall hung waste receptacles can be used below.
- iv. Soap dispensers
 - 1. Specify dispenser
 - a. Review electrical needs if unit is motion activated
 - 2. Locate dispenser
- v. Baby changing station
 - 1. Specify baby changing station
 - 2. Locate baby changing station
- vi. Toilet tissue dispenser
 - 1. Specify dispenser
 - 2. Locate dispenser
- vii. Toilet seat cover dispenser
 - 1. Specify dispenser
 - 2. Locate dispenser
- viii. Grab bars
 - 1. Identify number of code required ADA and ambulatory stalls
 - 2. Identify grab bar requirements for ADA and ambulatory stalls
 - 3. Specify grab bars
 - 4. Locate grab bars and coordinate with flushometers
 - 5. Specify attachment requirements

SUMMARY OF ANALYSIS

Partitioning and changing stall design to individual toilet rooms with full-height partitions or partition walls is the primary driver of cost and rethinking restroom typology that affect accessibility, equity, inclusion, privacy, and safety. Full-height wall partitioning may offer greater privacy in a space that needs to be most private. It allows any user a closed space to address hygiene needs without visual and acoustical issues typical with partial-height partitions. When spaces are not gendered, a greater diversity of people may be able to utilize the same facilities with greater ease.

When mechanical, plumbing, fire protection, electrical, and fire alarm are shared within one space versus distributed to multiple smaller spaces, these typical costs are understood. However, multi-user inclusive restrooms may occupy less area since the entry, lavatories, and circulation are shared. This may reduce finish, construction, and square footage costs. Maintenance costs may remain relatively the same, but for any partitioning system, custodial maintenance frequency should be reviewed when deciding the height of wall tile and the tile unit size to ensure cleanliness and stain reduction. Finish costs are another primary driver in costs. Linear feet of wall and floor area due to configuration may affect costs, especially finishes. An inclusive restroom allows for certain accessories like sanitary napkin dispensers, baby changing tables, and ADA needs to be shared, while in gendered restrooms they may be doubled. However, other accessories like sanitary napkin dispensers are doubled since they would be desired within each toilet room or stall.

When adding a single-user restroom to gendered restrooms or inclusive restrooms, it is recommended that all restroom entrances be in proximity sharing the same entry circulation. Equitable facilitation requires that no one with a disability should have to travel farther than an abled person. This promotes segregation. These single-user restrooms are often welcomed additions to user populations especially those with infants, children, disability, transgender people, gender-nonconforming people, and any person requiring extra space to conduct personal needs within a privatized setting.

PARTIAL-HEIGHT VERSUS FULL-HEIGHT PARTITIONING EFFECTS ON INFRASTRUCTURE

MECHANICAL:

-While the air volume needing to be exchanged within the total restroom area(s) is the same, the requirement for individual toilet rooms to be ventilated increases the need for duct work into each room, including grills, dampeners, and door louvers if there is no door undercut allowing air to exchange.

PLUMBING:

-Fixture counts remain the same between a gendered restroom set and an inclusive restroom. If full-height wall partitioning is utilized, floor drains may be required within each of the individual toilet rooms increasing costs. However, if water is able to flow from the individual toilet rooms to a centralized area drain with an undercut between the door panel and floor, the potential for cost increases can be avoided.

FIRE PROTECTION:

-Depending on stall height, ceiling height, and sprinkler location, one fire sprinkler per stall is typically not required for partial-height partition systems. However, for full-height partitioning, a sprinkler is required for each toilet room.

ELECTRICAL:

-Individual toilet rooms will require lighting in each room, while partial-height partitions may allow for ambient light to be shared depending on stall height, ceiling height, and the lighting layout. Whether partial-height or full-height partitioning, code requirements will dictate that adequate light is provided into each stall or toilet room to assist visual impaired and to increase safety and comfort.

FIRE ALARM:

-Partial-height partitions can share a strobe and alarm if the strobe light is visible to those occupying the stalls. When moving to full-height partitioning, individual strobe lights are required within each toilet room ensuring hearing impaired people are aware of an emergency.

METHOD OF ANALYSIS

To develop the Standard Operating Procedure and analysis, the restroom layouts at the Diane Bryant STEM Innovation Center at American River College are utilized to compare traditional gendered restrooms including gendered restrooms with a single-user restroom with four different alternative designs. The same number of code required fixtures and similar accessories are utilized as a control unless noted otherwise.

KEY

1. Physics/ Engineering Learning Spaces
2. Math Learning Spaces
3. Business/ Computer Science Learning Spaces
4. Engineering Maker Space
5. Engineering Yard
6. Community Business Center
7. Faculty Offices and Student Lounge
8. Gathering Space
9. Mathematics, Engineering, Science Achievement (MESA) Center
10. Math Multimedia Learning Center (MMLC)
11. STEM Testing Center
12. Business/Computer Science Center
13. Faculty Conference Room
14. Restrooms
15. Building Support

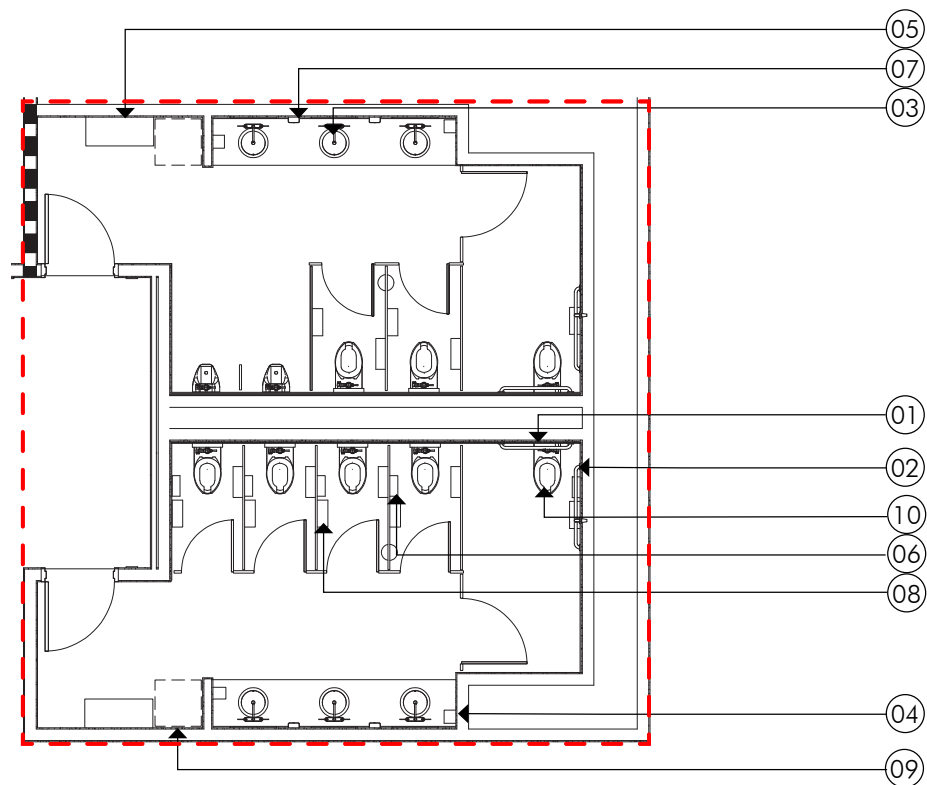


LEGEND

- Outline of benchmarked gendered restroom layout

LEVEL 3 PLAN - DIANE BRYANT STEM INNOVATION CENTER

DSA APPROVED GENDERED RESTROOMS (468 SQFT)



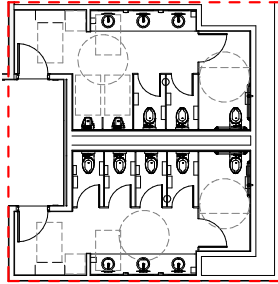
LEGEND

--- Outline of benchmarked
gendered restroom layout

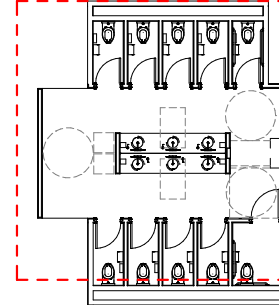
KEY TAG	ACCESSORY
01	36" Grab bar
02	48" Grab bar
03	Lavatory
04	Paper towel dispenser
05	Baby Changing Station
06	Sanitary napkin disposal
07	Soap dispenser, wall-mounted
08	Toilet paper dispenser
09	Waste receptacle
10	Water closet

METHOD OF ANALYSIS

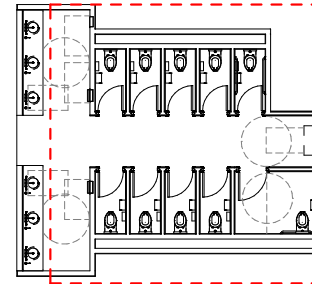
Four example layouts were developed to demonstrate how a new project may approach the final decision making process of composing the shared restroom space and toilet rooms. They are compared to a traditional layout to show how a design can achieve varying outcomes for inclusive design. The intent is to analyze how the overall layout affects accessibility, cost, equity and inclusion, maintenance, privacy, and safety. The layouts were reviewed by Interface Engineering and Cuming for cost estimation to understand the differences associated with the layouts and using partial-height partitions, full-height partitions, and full-height partition stud walls for individual restroom stalls/ toilet rooms.



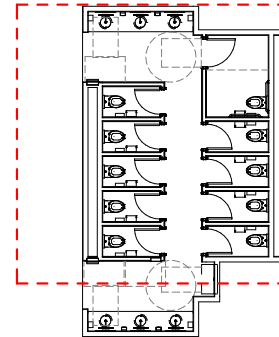
DSA APPROVED GENDERED RESTROOMS - 468 SQFT



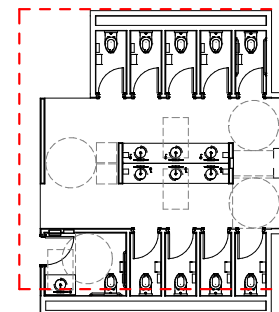
LAYOUT A: ISLAND - 518 SQFT



LAYOUT B: T-CORRIDOR - 521 SQFT



LAYOUT C: U-SHAPE - 451 SQFT



LAYOUT D: ISLAND + SINGLE - 535 SQFT

LEGEND

--- Outline of benchmarked gendered restroom layout

METHODS OF ANALYSIS

ROOM CONFIGURATION

When an individual has more choice in which restroom space to occupy, the greater the accessibility, safety, equity, and inclusion opportunities may be. The following four (4) designs may increase choice and are demonstrated in the following restroom configurations:

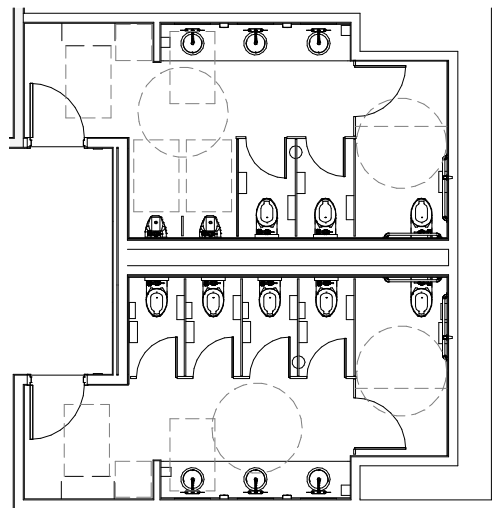
- A pair of gendered restrooms
- A single-user restroom with a set of gendered restrooms
- A multi-user, inclusive restroom
- A multi-user, inclusive restroom with a single-user restroom

Depending on project scope and budget, it is understood that converting an existing pair of gendered restrooms into a multi-user inclusive restroom with a single-user present cost challenges for modernization projects. However, new construction may be planned appropriately with manageable impacts to project budget.

GENDERED RESTROOMS

While gendered restrooms satisfy code requirements and are typical within the built environment, having only the pair leaves certain user groups without accommodations that satisfy their needs. Some people with disabilities, infants, and young children navigate scenarios where facilities do not meet their physical and/or parental needs. Transgender and gender-nonconforming people are required to enter spaces that do not foster belongingness nor inclusion of their needs, as well. The shared space within a restroom i.e. the lavatories and circulation have been spaces of aggression against marginalized peoples.

While costs for number of toilets and lavatories stay the same, gendered restrooms are required to have at least one ADA stall and baby changing station in both restrooms, but within inclusive restrooms, those can be shared. An inclusive restroom with the same fixture would need one ADA toilet room and one baby changing station while gendered requires one in each restroom. Depending on layout, a gendered restroom may also have a larger footprint, thus increasing finish, property, and construction costs associated with footprints. Maintenance costs may not differ, but it is recommended to review during the engagement process with the custodial staff. See Standard Operating Procedures for other space planning and programming considerations.



DSA APPROVED GENDERED RESTROOM PLAN (468 SQFT) - DIANE BRYANT STEM INNOVATION CENTER

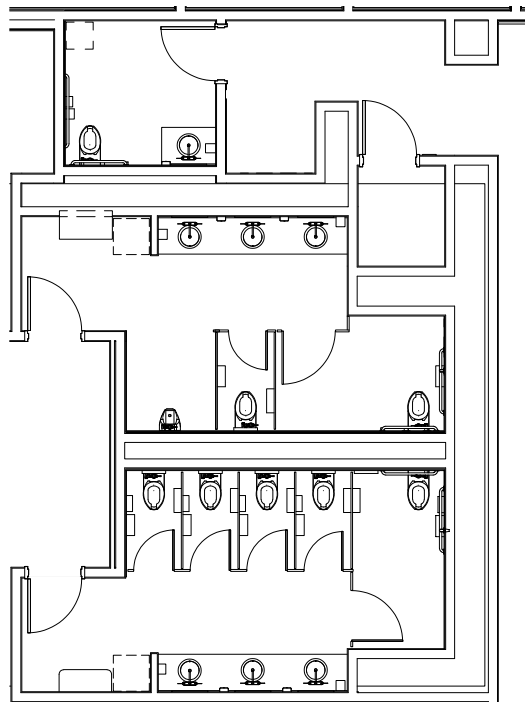
METHODS OF ANALYSIS

SINGLE-USER RESTROOM WITH A SET OF GENDERED RESTROOMS

Adding a single-user restroom within proximity of an existing gendered set of restrooms increases inclusivity, accessibility, and choice for users but to an extent given that most of the fixtures are based on a gendered model. If able, it is recommended that the entrances to the single-user restroom and the multi-user restrooms share the circulation access space to promote inclusivity.

Separating people from shared spaces or asking someone to take a different path to access a needed resource creates exclusion. In terms of equity, if a person does not feel safe in a gendered restroom, they only have access to one fixture within a single-user restroom in comparison to other users who have multiple options.

Maintenance needs and cost may increase due to creating a separate room from the ganged restrooms, but the addition of a single-user restroom increases accessibility and safety for those who would wish to utilize that type of space. The model does increase equity over a set gendered restrooms, but not as much as inclusive restrooms since there are still limits on choice.



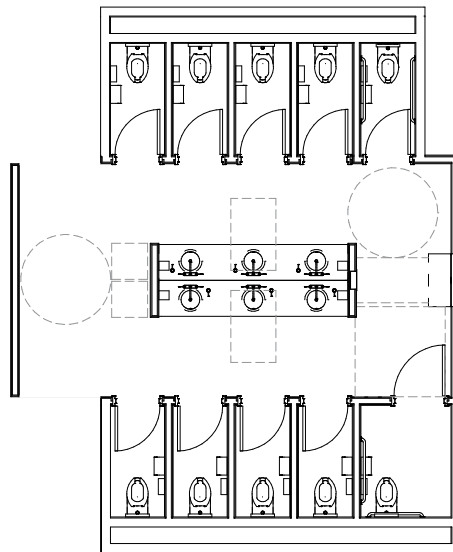
ENLARGED RESTROOM PLAN - DIANE BRYANT STEM INNOVATION CENTER

METHODS OF ANALYSIS

MULTI-USER, INCLUSIVE RESTROOM

Multi-user, inclusive restrooms redefine what spaces need to be private (the toilet room) and which spaces can be within the public sphere (the circulation, lavatories, and shared accessories). The public nature of the circulation and shared lavatories increases safety for all users as it dissuades undesired activity. Given that shared spaces have been areas of aggression towards marginalized people, increasing the visibility into the space allows for greater surveillance by other users. This creates inclusion and equity.

Depending on the configuration of the circulation and shared lavatories, space requirements for an inclusive restroom can be less than a gendered pair decreasing construction costs associated with square footage. Accessibility also increases since regardless of ability, gender, and gender identity everyone has access to the same utilities within the same space increases.



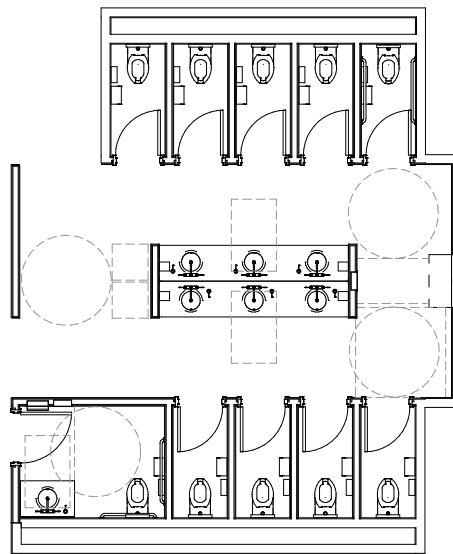
INCLUSIVE RESTROOM PLAN

METHODS OF ANALYSIS

MULTI-USER, INCLUSIVE RESTROOM WITH A SINGLE-USER RESTROOM

Adding a single-user restroom to a multi-user, inclusive restroom gives everyone access to a space where a lavatory is privatized. There are many reasons why someone might desire a single-user space such as needing space to change clothes, family needs, disability needs, and needing to assist a disabled person. Providing choice for users creates an environment with more safety, accessibility, equity, and inclusion. It is also possible that someone may not be currently comfortable within an inclusive restroom layout and desire more privacy.

California Building Code 2021 Chapter 11b states that if restrooms are clustered, 5% are required to abide by accessibility requirements, which can be met with a single-user restroom. Although fixture counts remain the same, providing additional MEP infrastructure and increased footprint, including components like hardware and an additional door may increase cost.

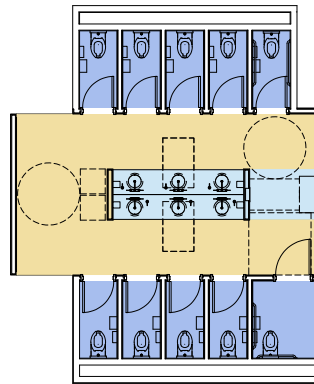


INCLUSIVE RESTROOM W/ A SINGLE-USER RESTROOM PLAN

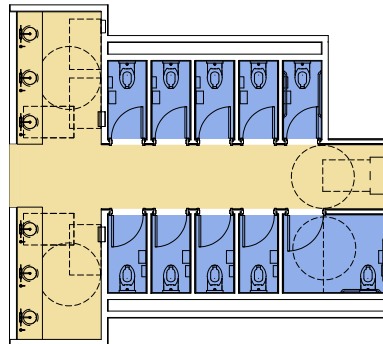
METHODS OF ANALYSIS

VIEW ACCESS - SHARED RESTROOM SPACE

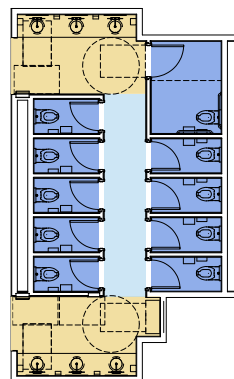
Depending on the corridor adjacency, public view into the shared circulation and lavatory space will have an affect on overall safety. When the public is able to see into any space, each person becomes a spectator or witness to any act that may occur. The more public a space is with greater circulation puts more eyes and ears within an area ensuring that people are able to respond to an issue or occurence that requires attention. Sharing these spaces also promote community, while enhancing public health and cleanliness. Generally, men are found to wash their hands more when they are observed, especially by women.



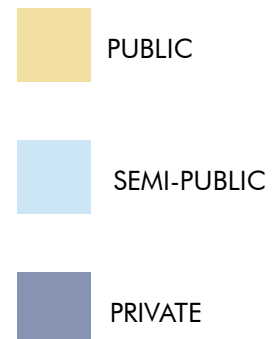
LAYOUT A



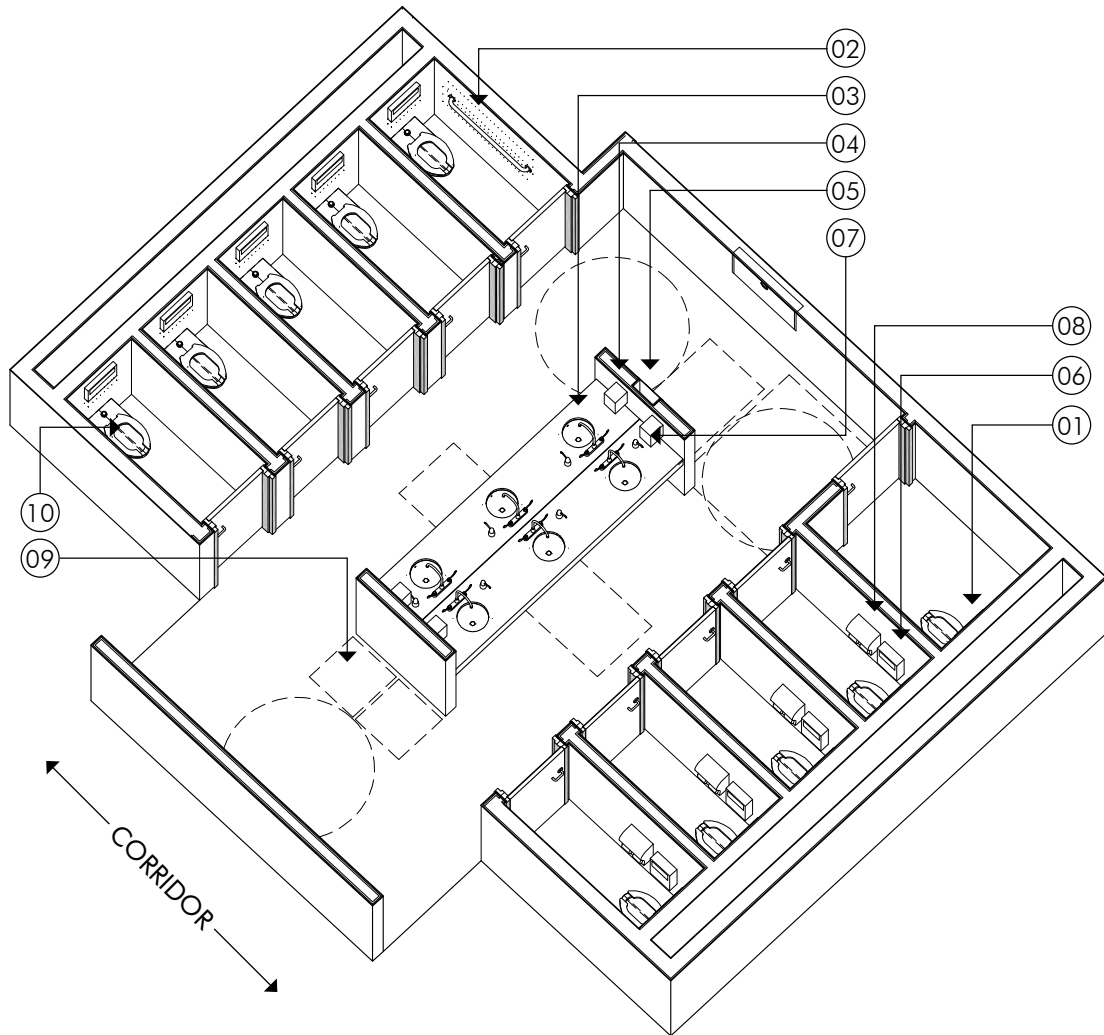
LAYOUT B



LAYOUT C



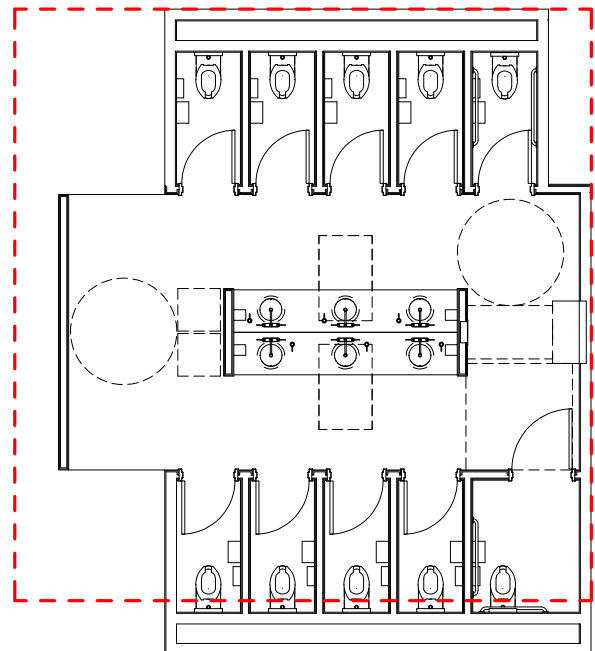
LAYOUT A: ISLAND (518 SQFT)



LEGEND

--- Outline of benchmarked gendered restroom layout

KEY TAG	ACCESSORY
01	36" Grab bar
02	48" Grab bar
03	Lavatory
04	Paper towel dispenser
05	Sanitary napkin dispenser
06	Sanitary napkin disposal
07	Soap dispenser, counter-mounted
08	Toilet paper dispenser
09	Waste receptacle
10	Water closet



LAYOUT A: ISLAND (518 SQFT)

PARTIAL-HEIGHT OPTION

MECHANICAL:

- Same requirement for both partition options: single in-line exhaust fan with a capacity of 70 cfm per water closet. For layout A, 700 CFM is required
- 14-inch exhaust ductwork with two 12x12 exhaust air grilles with volume dampers towards the back of the restroom above stall areas

PLUMBING:

- Area drains can be shared between stalls

FIRE PROTECTION:

- One fire sprinkler per stall not needed

ELECTRICAL:

- Provide GFCI maintenance receptacles in coordination with Architect/Owner.
- Provide power connection to automatic sensor faucets and/or flush valves if provided by Plumbing.
- Provide power connection to new lighting layout.
- New luminaires shall be LED type.
- Provide lighting controls as required per 2019 Part 6 California Energy Code.

FIRE ALARM:

- Modify existing fire alarm system/devices in order to accommodate the new Architectural configuration.

COST OVERVIEW - SEE ESTIMATE*

<u>PARTITION TYPOLOGY</u>	<u>COST/SQFT</u>	<u>COST</u>	<u>COMPARATIVE MULTIPLIER</u>
PARTIAL-HEIGHT PARTITIONS:	\$224.24	\$116,115	1.00X
FULL-HEIGHT PARTITIONS:	\$277.81	\$143,904	1.24X
FULL-HEIGHT PARTITION WALLS:	\$340.67	\$176,468	1.52X

*Estimation numbers are relative to the time the estimation was developed.

See "Cost" within "[Lens of Analysis](#)"

See the "[Estimation](#)" developed by Cumming

FULL-HEIGHT OPTION

MECHANICAL:

- Same requirement for both partition options: single in-line exhaust fan with a capacity of 70 cfm per toilet room. For layout A, 700 CFM is required
- 14-inch exhaust duct main with ductwork distribution into each toilet room
- Minimum of 6-inch duct with volume damper and 6x6 ceiling exhaust air grille at each toilet room
- Undercut or louver in door for transfer air into each toilet room

PLUMBING:

- Area drains can be shared between toilet rooms if there is an undercut between the door and floor. If no undercut, drains are required within each toilet room.

FIRE PROTECTION:

- One fire sprinkler per toilet room needed

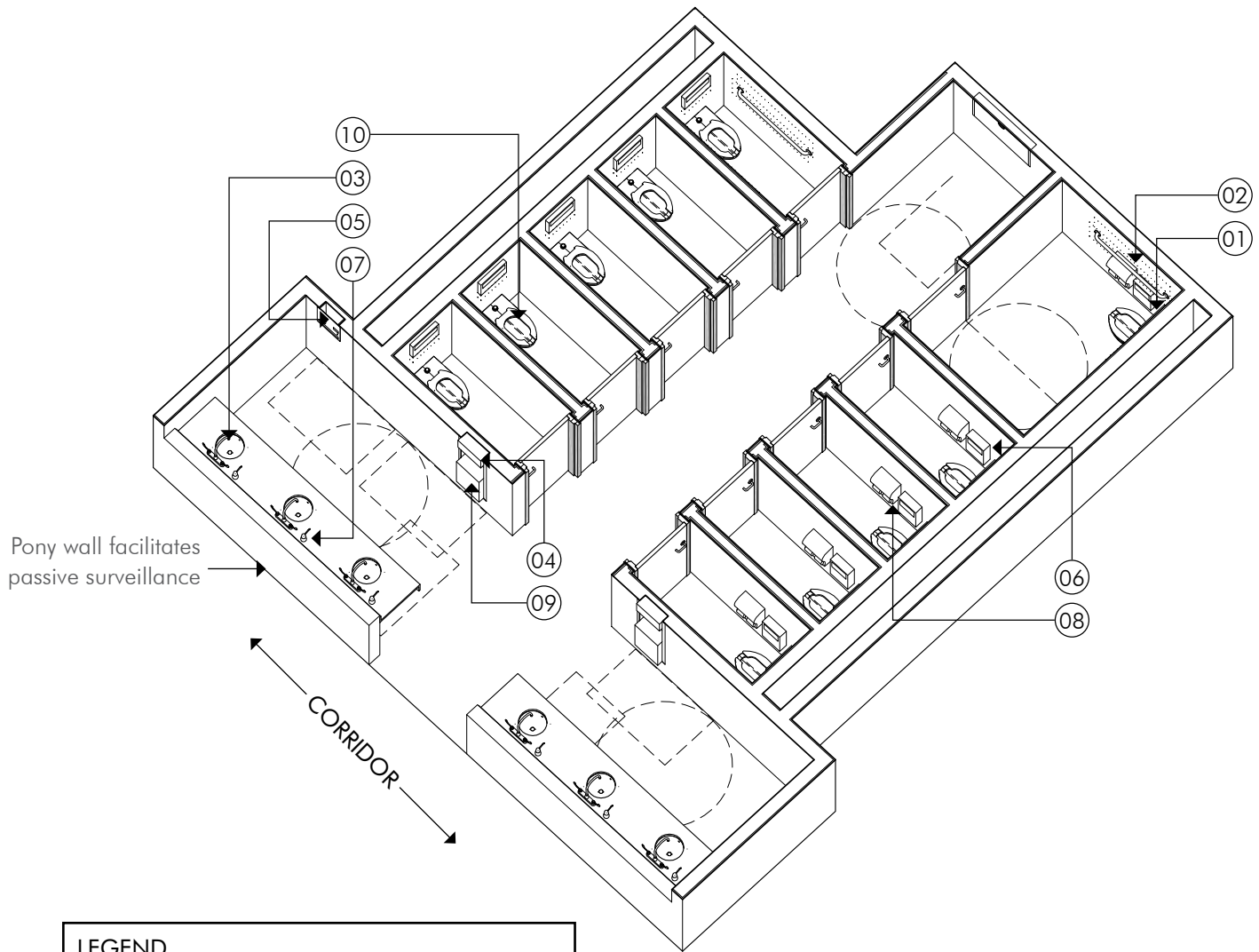
ELECTRICAL:

- Provide GFCI maintenance receptacles in coordination with Architect/Owner.
- Provide power connection to automatic sensor faucets and/or flush valves if provided by Plumbing.
- Provide power connection to new lighting layout.
- New luminaires shall be LED type.
- Provide lighting controls as required per 2019 Part 6 California Energy Code and in coordination with Architect/Owner.

FIRE ALARM:

- Modify existing fire alarm system/devices in order to accommodate the new Architectural configuration.

LAYOUT B: T-CORRIDOR - 521 SQFT

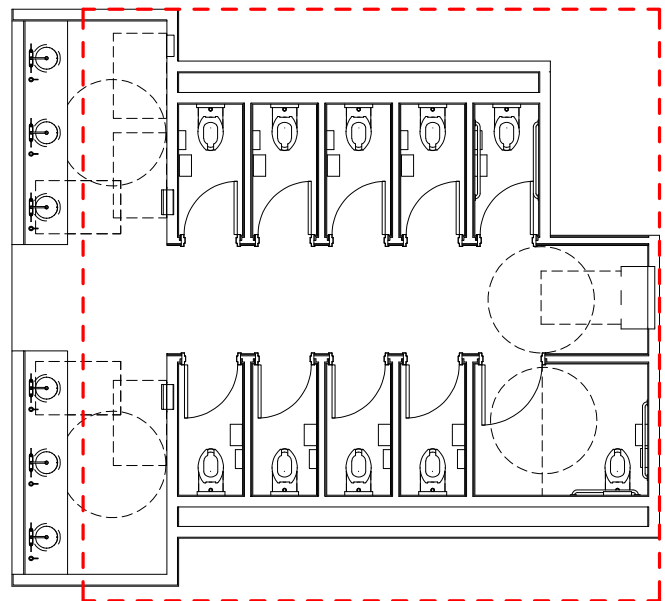


STANDARD OPERATING PROCEDURE

LEGEND

--- Outline of benchmarked gendered restroom layout

KEY TAG	ACCESSORY
01	36" Grab bar
02	48" Grab bar
03	Lavatory
04	Paper towel dispenser
05	Sanitary napkin dispenser
06	Sanitary napkin disposal
07	Soap dispenser, counter-mounted
08	Toilet paper dispenser
09	Waste receptacle
10	Water closet



LAYOUT B: T-CORRIDOR - 521 SQFT

PARTIAL-HEIGHT OPTION

MECHANICAL:

- Same requirement for both partition options: single in-line exhaust fan with a capacity of 70 cfm per water closet. For layout A, 700 CFM is required
- 14-inch exhaust ductwork with two 12x12 exhaust air grilles with volume dampers towards the back of the restroom above stall areas

PLUMBING:

- Area drains can be shared between stalls

FIRE PROTECTION:

- One fire sprinkler per stall not needed

ELECTRICAL:

- Provide GFCI maintenance receptacles in coordination with Architect/Owner.
- Provide power connection to automatic sensor faucets and/or flush valves if provided by Plumbing.
- Provide power connection to new lighting layout.
- New luminaires shall be LED type.
- Provide lighting controls as required per 2019 Part 6 California Energy Code.

FIRE ALARM:

- Modify existing fire alarm system/devices in order to accommodate the new Architectural configuration.

COST OVERVIEW - SEE ESTIMATE*

<u>PARTITION TYPOLOGY</u>	<u>COST/SQFT</u>	<u>COST</u>	<u>COMPARATIVE MULTIPLIER</u>
PARTIAL-HEIGHT PARTITIONS:	\$245.86	\$128,093	1.00X
FULL-HEIGHT PARTITIONS:	\$299.07	\$155,813	1.22X
FULL-HEIGHT PARTITION WALLS:	\$362.70	\$188,966	1.48X

*Estimation numbers are relative to the time the estimation was developed.

See "Cost" within "[Lens of Analysis](#)"

See the "[Estimation](#)" developed by Cumming

FULL-HEIGHT OPTION

MECHANICAL:

- Same requirement for both partition options: single in-line exhaust fan with a capacity of 70 cfm per toilet room. For layout A, 700 CFM is required
- 14-inch exhaust duct main with ductwork distribution into each toilet room
- Minimum of 6-inch duct with volume damper and 6x6 ceiling exhaust air grille at each toilet room
- Undercut or louver in door for transfer air into each toilet room

PLUMBING:

- Area drains can be shared between toilet rooms if there is an undercut between the door and floor. If no undercut, drains are required within each toilet room.

FIRE PROTECTION:

- One fire sprinkler per toilet room needed

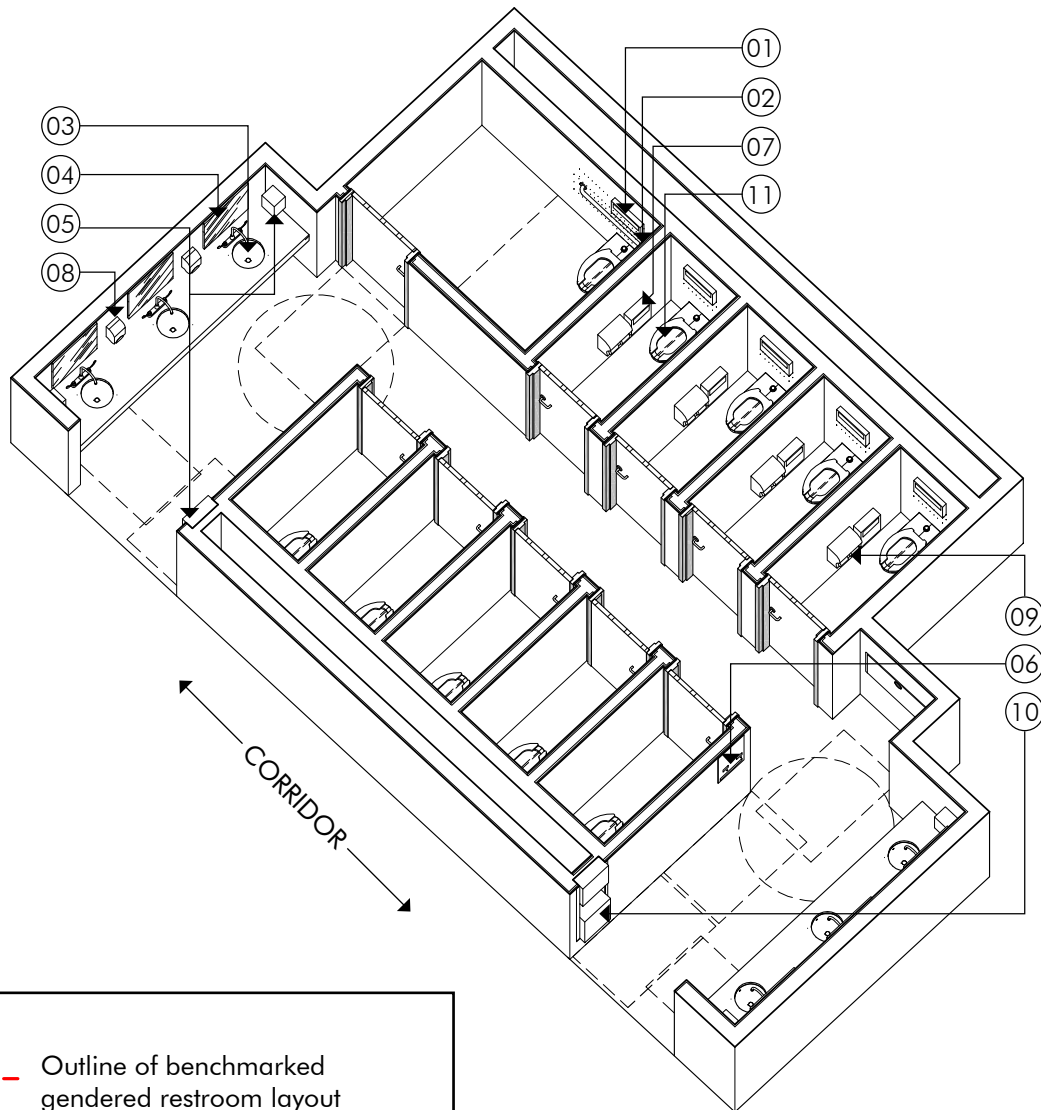
ELECTRICAL:

- Provide GFCI maintenance receptacles in coordination with Architect/Owner.
- Provide power connection to automatic sensor faucets and/or flush valves if provided by Plumbing.
- Provide power connection to new lighting layout.
- New luminaires shall be LED type.
- Provide lighting controls as required per 2019 Part 6 California Energy Code and in coordination with Architect/Owner.

FIRE ALARM:

- Modify existing fire alarm system/devices in order to accommodate the new Architectural configuration.

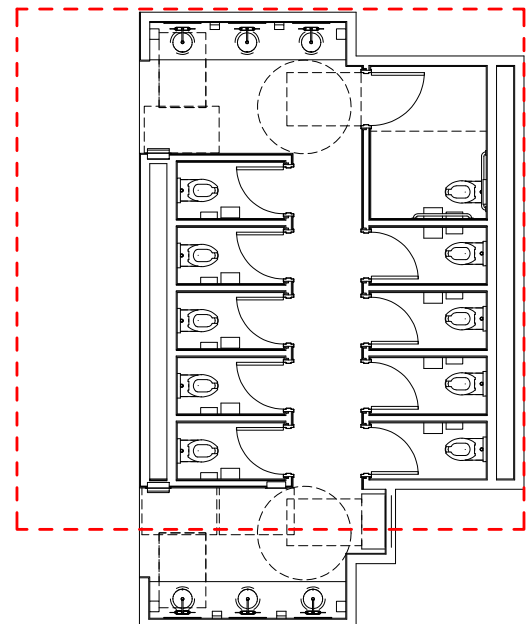
LAYOUT C: U-SHAPE - 451 SQFT



LEGEND

--- Outline of benchmarked gendered restroom layout

KEY TAG	ACCESSORY
01	36" Grab bar
02	48" Grab bar
03	Lavatory
04	Mirror
05	Paper towel dispenser
06	Sanitary napkin dispenser
07	Sanitary napkin disposal
08	Soap dispenser, wall-mounted
09	Toilet paper dispenser
10	Waste receptacle
11	Water closet



LAYOUT C: U-SHAPE (451 SQFT)

PARTIAL-HEIGHT OPTION

MECHANICAL:

- Same requirement for both partition options: single in-line exhaust fan with a capacity of 70 cfm per water closet. For layout A, 700 CFM is required
- 14-inch exhaust ductwork with two 12x12 exhaust air grilles with volume dampers towards the back of the restroom above stall areas

PLUMBING:

- Area drains can be shared between stalls

FIRE PROTECTION:

- One fire sprinkler per stall not needed

ELECTRICAL:

- Provide GFCI maintenance receptacles in coordination with Architect/Owner.
- Provide power connection to automatic sensor faucets and/or flush valves if provided by Plumbing.
- Provide power connection to new lighting layout.
- New luminaires shall be LED type.
- Provide lighting controls as required per 2019 Part 6 California Energy Code.

FIRE ALARM:

- Modify existing fire alarm system/devices in order to accommodate the new Architectural configuration.

COST OVERVIEW - SEE ESTIMATE*

<u>PARTITION TYPOLOGY</u>	<u>COST/SQFT</u>	<u>COST</u>	<u>COMPARATIVE MULTIPLIER</u>
PARTIAL-HEIGHT PARTITIONS:	\$237.89	\$107,287	1.00X
FULL-HEIGHT PARTITIONS:	\$299.35	\$135,007	1.26X
FULL-HEIGHT PARTITION WALLS:	\$381.34	\$171,982	1.60X

*Estimation numbers are relative to the time the estimation was developed.

See "Cost" within "[Lens of Analysis](#)"

See the "[Estimation](#)" developed by Cumming

FULL-HEIGHT OPTION

MECHANICAL:

- Same requirement for both partition options: single in-line exhaust fan with a capacity of 70 cfm per toilet room. For layout A, 700 CFM is required
- 14-inch exhaust duct main with ductwork distribution into each toilet room
- Minimum of 6-inch duct with volume damper and 6x6 ceiling exhaust air grille at each toilet room
- Undercut or louver in door for transfer air into each toilet room

PLUMBING:

- Area drains can be shared between toilet rooms if there is an undercut between the door and floor. If no undercut, drains are required within each toilet room.

FIRE PROTECTION:

- One fire sprinkler per toilet room needed

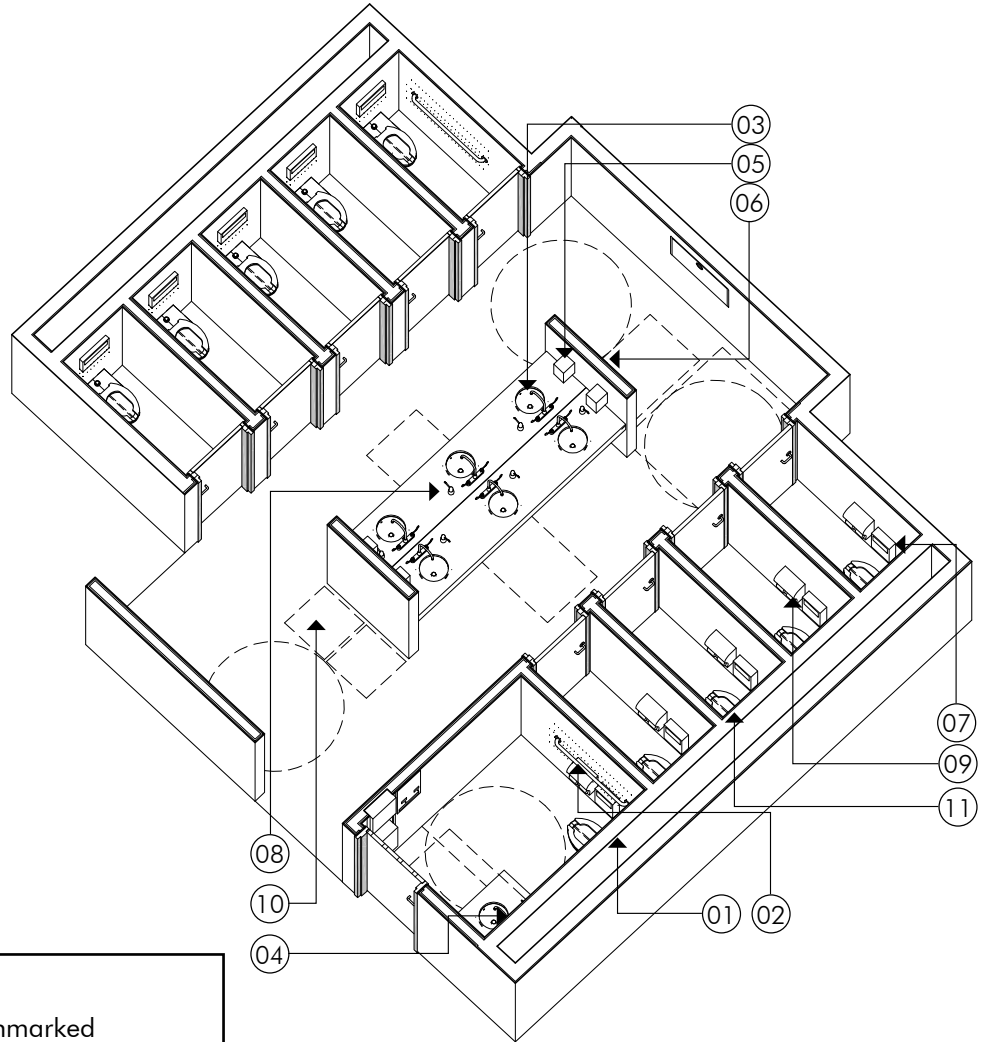
ELECTRICAL:

- Provide GFCI maintenance receptacles in coordination with Architect/Owner.
- Provide power connection to automatic sensor faucets and/or flush valves if provided by Plumbing.
- Provide power connection to new lighting layout.
- New luminaires shall be LED type.
- Provide lighting controls as required per 2019 Part 6 California Energy Code and in coordination with Architect/Owner.

FIRE ALARM:

- Modify existing fire alarm system/devices in order to accommodate the new Architectural configuration.

LAYOUT D: ISLAND + SINGLE (535 SQFT)

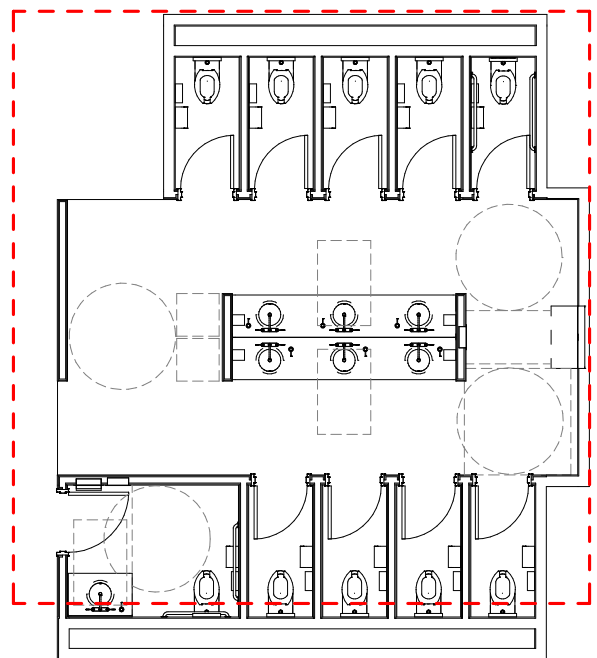


STANDARD OPERATING PROCEDURE

LEGEND

--- Outline of benchmarked gendered restroom layout

KEY TAG	ACCESSORY
01	36" Grab bar
02	48" Grab bar
03	Lavatory
04	Mirror
05	Paper towel dispenser
06	Sanitary napkin dispenser
07	Sanitary napkin disposal
08	Soap dispenser, counter-mounted
09	Toilet paper dispenser
10	Waste receptacle
11	Water closet



LAYOUT D: ISLAND + SINGLE (535 SQFT)

PARTIAL-HEIGHT OPTION

MECHANICAL:

- Same requirement for both partition options: single in-line exhaust fan with a capacity of 70 cfm per water closet. For layout D, 630 cfm is required for the multi-user restroom. No difference for the single-user.
- 14-inch exhaust ductwork with two 12x12 exhaust air grilles with volume dampers towards the back of the restroom above stall areas

PLUMBING:

- Area drains can be shared between stalls

FIRE PROTECTION:

- One fire sprinkler per stall not needed

ELECTRICAL:

- Provide GFCI maintenance receptacles in coordination with Architect/Owner.
- Provide power connection to automatic sensor faucets and/or flush valves if provided by Plumbing.
- Provide power connection to new lighting layout.
- New luminaires shall be LED type.
- Provide lighting controls as required per 2019 Part 6 California Energy Code and in coordination with Architect/Owner.

FIRE ALARM:

- Modify existing fire alarm system/devices in order to accommodate the new Architectural configuration.

COST OVERVIEW - SEE ESTIMATE*

<u>PARTITION TYPOLOGY</u>	<u>COST/SQFT</u>	<u>COST</u>	<u>COMPARATIVE MULTIPLIER</u>
PARTIAL-HEIGHT PARTITIONS:	\$221.36	\$118,428	1.00X
FULL-HEIGHT PARTITIONS:	\$273.17	\$146,148	1.24X
FULL-HEIGHT PARTITION WALLS:	\$335.99	\$179,753	1.52X

*Estimation numbers are relative to the time the estimation was developed.

See "Cost" within "[Lens of Analysis](#)"

See the "[Estimation](#)" developed by Cumming

FULL-HEIGHT OPTION

MECHANICAL:

- Same requirement for both partition options: single in-line exhaust fan with a capacity of 70 cfm per toilet room. For layout D, 630 cfm is required for the multi-user restroom. No difference for the single-user
- 14-inch exhaust duct main with ductwork distribution into each toilet room
- Minimum of 6-inch duct with volume damper and 6x6 ceiling exhaust air grille at each toilet room
- Undercut or louver in door for transfer air into each toilet room

PLUMBING:

- Area drains can be shared between toilet rooms if there is an undercut between the door and floor. If no undercut, drains are required within each toilet room.

FIRE PROTECTION:

- One fire sprinkler per toilet room needed

ELECTRICAL:

- Provide GFCI maintenance receptacles in coordination with Architect/Owner.
- Provide power connection to automatic sensor faucets and/or flush valves if provided by Plumbing.
- Provide power connection to new lighting layout.
- New luminaires shall be LED type.
- Provide lighting controls as required per 2019 Part 6 California Energy Code and in coordination with Architect/Owner.

FIRE ALARM:

- Modify existing fire alarm system/devices in order to accommodate the new Architectural configuration.

SUMMARY OF ANALYSIS

<u>PARTIAL-HEIGHT PARTITIONS</u>	<u>SQFT</u>	<u>COST</u>	<u>COST/SQFT</u>	<u>COST/SQFT MULTIPLIER</u>
LAYOUT A - PARTITIONS, FINISHES, & SELECT MEP	518	\$116,115	\$224.24	0.93X
LAYOUT B - PARTITIONS, FINISHES, & SELECT MEP	521	\$128,093	\$245.86	1.03X
LAYOUT C - PARTITIONS, FINISHES, & SELECT MEP	451	\$107,287	\$237.89	0.99X
LAYOUT D - PARTITIONS, FINISHES, & SELECT MEP	535	\$118,428	\$221.36	0.92X
DSA APPROVED GENDER RESTROOM LAYOUT - PARTITIONS, FINISHES, & SELECT MEP	468	\$111,914	\$239.13	1.00X

FULL-HEIGHT PARTITIONS

LAYOUT A - PARTITIONS, FINISHES, & SELECT MEP	518	\$143,904	\$277.81	\$277.81
LAYOUT B - PARTITIONS, FINISHES, & SELECT MEP	521	\$155,813	\$299.07	\$299.07
LAYOUT C - PARTITIONS, FINISHES, & SELECT MEP	451	\$135,007	\$299.35	\$299.35
LAYOUT D - PARTITIONS, FINISHES, & SELECT MEP	535	\$146,148	\$273.17	\$273.17

FULL-HEIGHT PARTITION WALLS

LAYOUT A - PARTITIONS, FINISHES, & SELECT MEP	518	\$176,468	\$340.67	\$340.67
LAYOUT B - PARTITIONS, FINISHES, & SELECT MEP	521	\$188,966	\$362.70	\$362.70
LAYOUT C - PARTITIONS, FINISHES, & SELECT MEP	451	\$171,982	\$381.34	\$381.34
LAYOUT D - PARTITIONS, FINISHES, & SELECT MEP	535	\$179,753	\$335.99	\$335.99

**Estimation numbers are relative to the time the estimation was developed.*

See "Cost" within "[Lens of Analysis](#)"

See the "[Estimation](#)" developed by Cumming

Gendered restrooms typically have partial-height partitions, while inclusive restrooms have full-height partitions or partition walls. Code required fixture count between gendered and inclusive restrooms remain the same, while configuration, infrastructure, and square footages differ. If costs are a primary driver regarding decision making, inclusive restrooms may likely occupy a smaller footprint than gendered restrooms; however, the requirements for an inclusive restroom to create a safe and accessible environment have additional cost considerations.

DESIGN CONSIDERATIONS

PARTITIONING

The three primary types of partitioning systems are:

- Partial-height partitions - top of partition is 6'-6" above finish floor (AFF) typically with a 12" - 14" gap between the floor and bottom of partition
- Full-height partitions - partition systems meet the ceiling, and they may have an undercut between the bottom of partition and the floor
- Full-height partition stud framed walls - creates individual restrooms versus a stall with a door and a keyed lock

These partition options have different effects on user safety and privacy. Partial-height partitions are typically critiqued for the gap or door undercut that shows a person's legs and feet, as well as the vertical gaps between the partition door and panel that can reveal a person while in the stall. The gap does not engender a feeling of security. However, an undercut does provide the ability to check on a user if the person or situation requires attention.

For maintenance, partitions typically arrive factory finished meaning when repairs are made, the partitions may not be able to be restored to their original finish. Gypsum board is more easily patched and repainted. Stud framed walls also add more acoustical privacy making sharing a restroom space with all users more readily accessible and accepted. Costs may increase with stud framing due to their square footage requirements and labor costs. Other associated costs due to mechanical, electrical, plumbing, fire protection, and fire alarm are reviewed since some of these systems will move from being shared in one space to being distributed to multiple rooms.



PARTIAL-HEIGHT PARTITIONS



FULL-HEIGHT PARTITIONS



PARTITION STUD WALLS

DESIGN CONSIDERATIONS

OCCUPANCY SENSOR

Door hardware may be specified based on whether partitions or partitioning stud walls are utilized. Standard latches on partitions provide the most basic need of security and privacy. They cost less and are easier to install, but with partition systems, durability, and ability to repair back to factory finish remain a factor for consideration. Hollow metal doors are more robust, and they increase accessibility for those with a disability affecting their hands and arms. Keyed entry is desired to ensure access in case of an emergency. Occupancy sensors are a feature that may increase raise costs per unit, but the intent is to reduce unwanted interactions and retain privacy for individuals and reduce touching of surfaces to check if a door is open. Reducing touch increases public health due to less transmittance of germs.



PARTITION LATCH WITH OCCUPANCY SENSOR



KEYED DOOR HANDLE WITH OCCUPANCY SENSOR

SANITARY NAPKIN DISPOSAL & DISPENSER



SANITARY NAPKIN DISPOSAL UNIT



SANITARY NAPKIN DISPENSER

Sanitary napkins are not recommended to be flushed regardless of whether they are labeled “flush-friendly.” Disposal units located in each individual stall or toilet room are recommended to ensure proper disposal and reduced toilet maintenance. Providing disposal units within each stall or toilet room ensures inclusivity so that anyone can use any toilet room and conduct their hygiene in private.

If provided, sanitary napkin dispensers should be located within the shared restroom space ensuring access to all. Providing access to sanitary napkins enhances public health and equity between those who menstruate and those who do not. LRCCD restroom standards and District and Board policies should be reviewed to determine if dispensers will be provided and designed for.

CASE STUDIES

CASE STUDY: RHODE ISLAND SCHOOL DESIGN



TOP: VIEW OF SINK ISLAND

ARCHDAILY



PROJECT INFO

Location: Providence, RI

Architect: WORKac

Project architects: Yongsu Choung, Troy Lacombe

Engineering: Odeh Engineers

The inclusive restroom provided at Rhode Island School of Design's student success center is exemplary of what an emphasis on privacy can achieve. Equipped with a single door entry/exit, a central island-style set of lavatories, and fully enclosed, individual toilet rooms with floor-to-ceiling partitions and floor-to-ceiling doors, this layout provides a private restroom experience for its users. There are no sightlines into the restroom unless the main door has been propped, and the view to both the common lavatories and toilet room access is privatized.

Each toilet room is enclosed with framed gypsum partition walls and has full-height, no-gap doors. The doors are equipped with occupancy-indicating locks to reduce unwanted and uncomfortable interactions. Inside each toilet room is a sanitary disposal unit and a mirror for those who wish to groom themselves in private. Outside the toilet rooms, sanitary napkin dispensers are provided. Restroom signage depicts a pictogram of a toilet, eliminating references to gender.



ABOVE: AXONOMETRIC DIAGRAM

WORKAC.

LEFT: DETAIL VIEW OF TOILET ROOM

WORKAC.

CASE STUDY: GRANT HIGH SCHOOL

PROJECT INFO

Location: Portland, OR

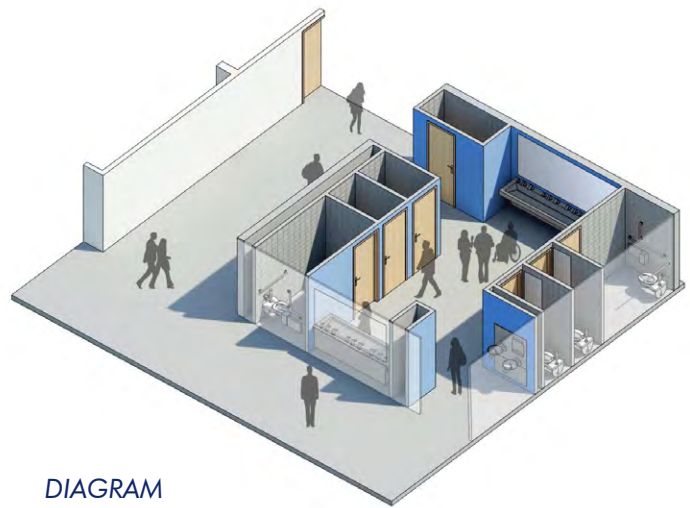
Architect: Mahlum

Owner: Portland Public Schools

General contractor: Anderson/Colas Construction

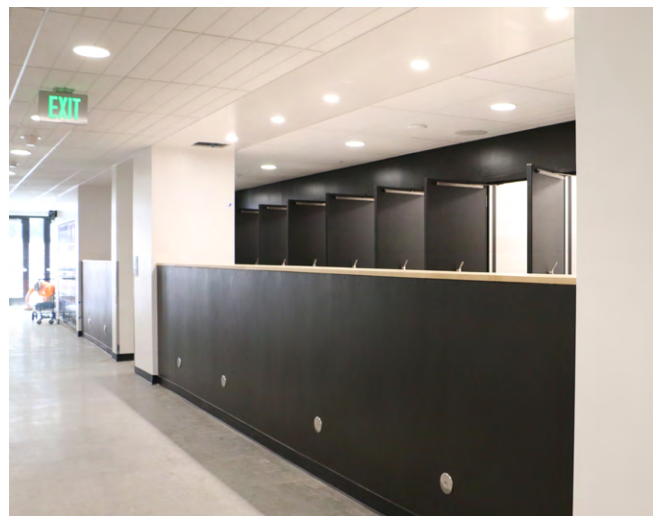
One part of Grant High School's recent modernization was the renovation of existing restrooms to be inclusive. To address the concerns of students, parents and staff, emphasis was placed on the visibility of the interior of the restroom; this was achieved by widening the restroom access and removing doors as visual barriers. By maintaining sightlines from the circulation space to both the lavatories and restroom access, the architects were able to eliminate concerns of bullying and other unwanted behavior. Strategically placed mirrors allow further visibility into the space, while the aisle between the toilet rooms remained unobstructed to allow for easy circulation through the restroom during class changes, during which the hallways are busy and crowded.

Located in the restroom common space are two rows of wall-facing lavatories and a sanitary napkin dispenser. Each toilet room is enclosed by framed gypsum walls and full-height, no-gap doors fitted with occupancy-indicating locks. Within the toilet rooms, access to sanitary napkin disposal is provided, as well as hooks on the back of each door for personal belongings and mirrors providing private grooming space. All gender markers were removed from restroom signage.

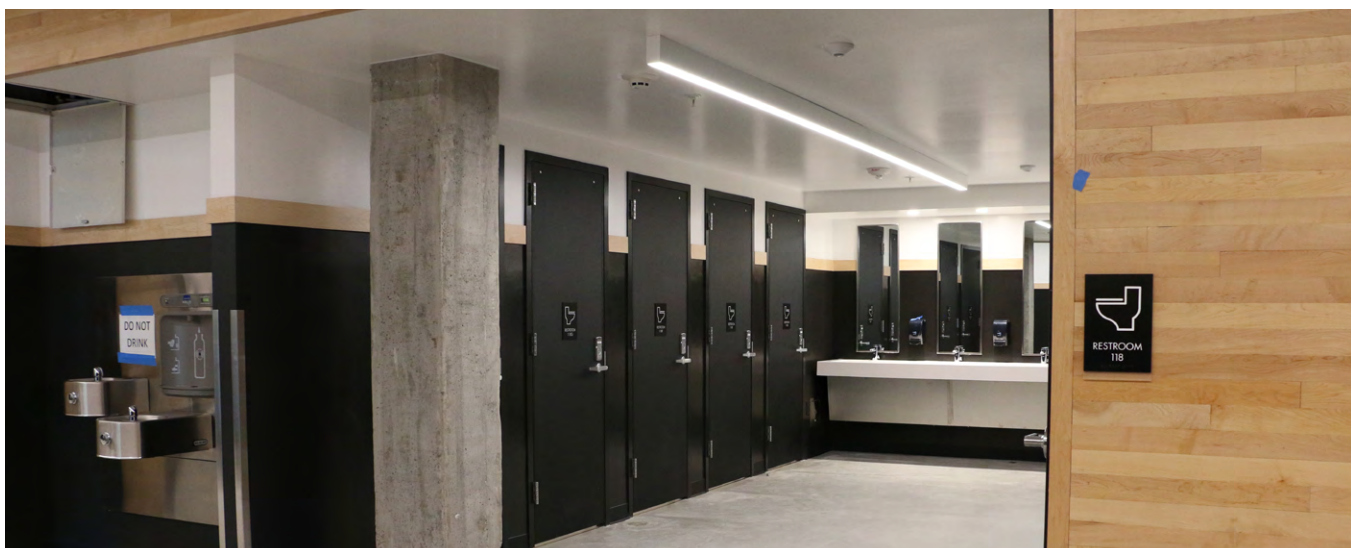


DIAGRAM

MAHLUM ARCHITECTS



PONY WALL SEPARATING HALL FROM RESTROOM
PORTLAND PUBLIC SCHOOLS



VIEW FROM HALLWAY TO INTERIOR OF RESTROOM PORTLAND PUBLIC SCHOOLS

CASE STUDY: GALLAUDET UNIVERSITY

PROJECT INFO

Location: Washington, D.C.

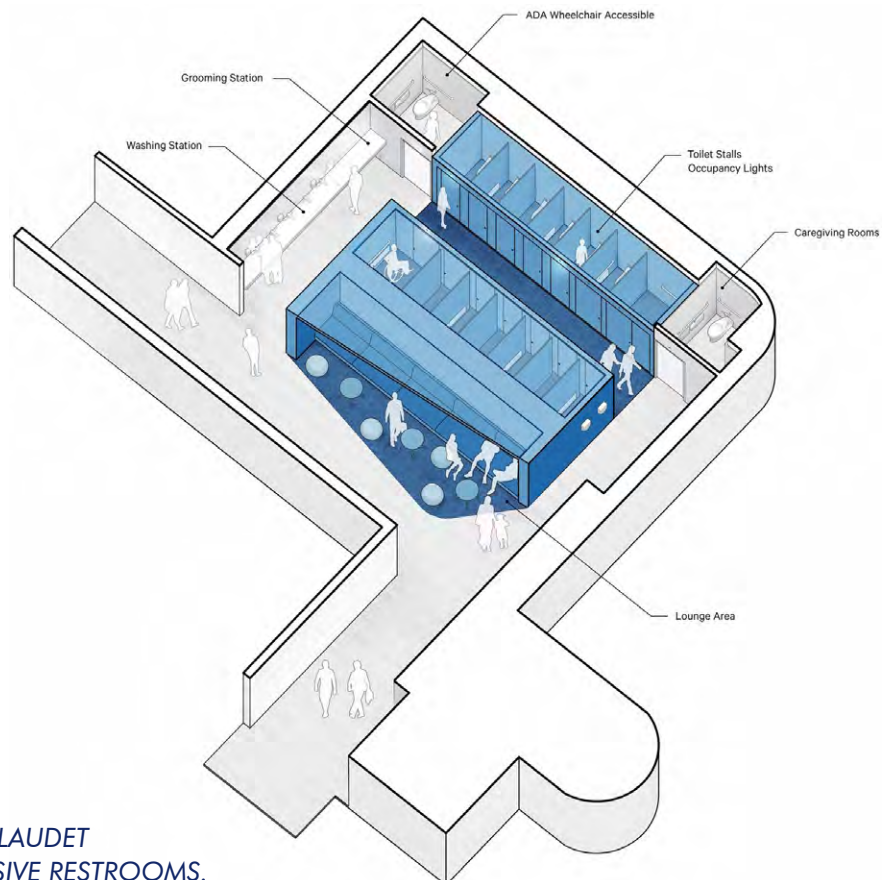
Architect: Joel Sanders Architect

Owner: Gallaudet University

Gallaudet University's inclusive restroom redesign is in the middle of the privacy gradient, with its semi-private u-shaped layout. The two entries are open, without doors obstructing visual or physical access. The restroom common space's lack of visual or auditory privacy allows for increased safety of occupants through passive monitoring, preventing harassment and bullying. The lavatories are within public view, near both entrances, while access to toilet rooms is privatized. Care-giving rooms are located next to both sets of lavatories and within public view, ensuring that visitors are aware of their availability.

The restroom signage bears no gender markers; instead, the restroom is indicated by both standard signs with toilet pictograms and large lettering on the columns outside the space. Within the common space of the restrooms are the lavatories and sanitary napkin dispensers, as well as a dry counter adjacent to the sinks. Within the privatized toilet room access corridor, occupancy lights as well as occupancy indicating locks create increased visibility of toilet room availability. Toilet rooms utilize a variation on traditional resilient partition layouts; floor-to-ceiling resilient partitions and full-height, gap-less doors ensure that visual and acoustical privacy are maintained. Each toilet room contains a sanitary disposal unit, a hook on each door for personal belongings, and a mirror for private grooming.

Care-giving rooms are enclosed within framed gypsum walls and full-height, no-gap doors with occupancy indicating locks and lights. Within each care-giving room is a sink, a water closet, changing table, sanitary disposal, and mirror.



AXONOMETRIC DIAGRAM OF GALLAUDET UNIVERSITY FIELD HOUSE'S INCLUSIVE RESTROOMS. STALLED!

DATA

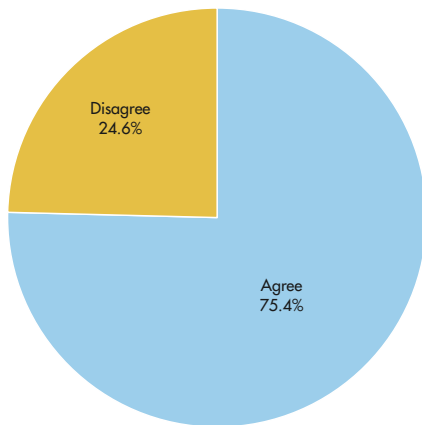
DATA CONTENTS

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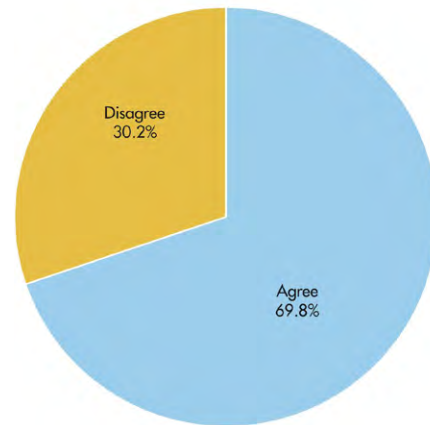
To navigate this policy brief, click on the section hyperlinks in the Table of Contents above to jump directly to a section. “[Hyperlinks](#)” are embedded in the text formatted as such with an underline and true blue font color.

LOS RIOS INSTITUTIONAL RESEARCH, USER DATA

The Los Rios “Office of Institutional Research” collects student and employee survey data at regular intervals to evaluate student, employee, and faculty experiences and perceptions of LRCCD.



PROMPT: I AM SAFE FROM HEALTH HAZARDS AT WORK.



PROMPT: THERE IS A COLLABORATIVE WORK ENVIRONMENT BETWEEN THE DISTRICT AND THE COLLEGES.

Here you can review the relevant information from questions that might inform how to approach facility design. For example, on the Spring 2019 Employee Perceptions Survey:

- Employees scored Los Rios CCD at 3.63/5.00 on “committed to supporting organizational diversity”
 - This was down slightly (-0.06) from 2017
- Employees scored Los Rios CCD at 2.97/5.00 on “there is trust between employees and management”
 - This was down (-0.09) from 2017
- Employees scored Los Rios CCD at 3.86/5.00 on “safe from health hazards at work”
 - This was down significantly (-0.09) from 2017
- Employees scored Los Rios CCD at 3.81/5.00 on “I feel personally safe in my work environment”
 - This was down slightly (-0.05) from 2017

PROCEDURE

The Los Rios “Office of Institutional Research” collects student and employee survey data at regular intervals to evaluate student, employee, and faculty experiences and perceptions of LRCCD.

At the time of writing, Employee Survey Reports can be found [here](#).

This is the page structure, beginning with the Los Rios Employees home page:

Employee Survey Reports

[Home](#) > [Our Organization](#) > [Institutional Research](#) > [Reports](#) > [Employee Survey Reports](#)

CAPTURE FROM LOS RIOS OFFICE OF INSTITUTIONAL RESEARCH WEBSITE

When collecting updated institutional data, consider the following questions:

- What is the general guidance present in the District-wide Report – Executive Summary?
- How do relevant question averages on location-specific “frequency distribution reports” compare to the trends described in the executive summary?
- Are there unique questions/trends in the “job type” reports?

Search the recent reports for other relevant material collected by the OIR.

- Ex: the 2015 Student Mental Health survey could be useful to understand student needs for inclusion and/or support.

LOS RIOS POLICE DEPARTMENT, SAFETY DATA

The Los Rios Police Department (LRPD) publishes an Annual Clery Report by October 1st each year. The report includes major crime categories, plus schools are required to publish liquor, drug and illegal weapon incidents. The report further identifies which incidents are classified as hate crimes.

In the later pages of the report, find summary pages for each campus. For example, American River College is on page 35 of the 2020 report:

- There were 0 incidents of rape in 2019, and 1 in both 2018 and 2017.
- There was 1 incident of “fondling” in 2019 and 2018, and 4 incidents in 2017.
- There was 1 incident of stalking in 2019, 2 in 2018, and 0 in 2017.
- There was 1 “simple assault” incident classified as a hate crime motivated by sexual orientation in 2017 and 2 cases of intimidation motivated by race. There were no hate crimes documented in 2018 or 2019.

After reviewing the relevant major crimes reported in this document, the Crime Logs tool maintained by LRPD allows you to review the crimes of interest in space. For example, here are the locations of assault in 2019:



CAPTURE FROM LRPD ONLINE CRIME LOGS SEARCH TOOL

Here you can see the search parameters in the top left (selecting the dates of 2019) and the crimes to search (here assault and attempted rape – with no examples of attempted rape documented in 2019). Click on any incident pin for more information.

PROCEDURE

The Los Rios Police Department publishes an Annual Clery Report by October 1st each year. The report includes major crime categories, plus schools are required to publish liquor, drug and illegal weapon incidents. The report further identifies which incidents are classified as hate crimes.

Navigate to the dedicated Annual Clery Report page on the Los Rios Police Department website:
<https://police.losrios.edu/clery>

The screenshot shows the Los Rios Police Department website. The header includes the department logo and navigation links: DISPATCH, LOSRIOS.EDU, and a search icon. A dark blue navigation bar contains links for Crime & Reporting, Emergencies, Campus Services, Parking Resources, District & Colleges, and About Us. Below this is a yellow banner with the text "Annual Clery Report". A breadcrumb trail reads: Home > Crime and Reporting > Annual Clery Report. On the left, a "Crime and Reporting" sidebar lists: > Annual Clery Report, Crime Log, Citizen Complaints and Internal Affairs, Report Sexual Assault, and Report Theft. The main content area states: "Los Rios publishes the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Report (also known as the Annual Clery Report) by October 1 of each year." It further explains that the report includes safety and security policies and three years of crime statistics for main college campuses, outreach centers, and other locations. A statement follows: "We believe that our policies and programs for preventing and reducing crime – along with our emergency notices, timely warnings, and disclosure of reported crimes – promote a safer and more informed community." A blue button with a download icon says "DOWNLOAD CLERY REPORT IN PDF". At the bottom, a note says: "You can also get a copy of the Clery Report from any [campus police center](#)."

CAPTURE FROM LRPD ONLINE ANNUAL CLERY REPORT

Download the current Clery Report using the available download button.

To access the LRPD Crime Logs service, navigate to the LRPD web page for the Crime Logs by Location:
<https://police.losrios.edu/crime-and-reporting/crime-log>

Choose the relevant campus for searching the reports needed for your project.

- Use the "Crime" tab on the left to search major crimes and enter the dates that contain data important for your project.
 - We recommend search for a full year at a time, unless the results are too large to view at once.
- Use the "Types" selection window on the top-right to narrow your search to the crimes needed for analysis. Use the Clery report results to guide what may be needed here.
- Click on the individual pins on the map to see a pop-up of more information about each incident, including date and summary details of the report.

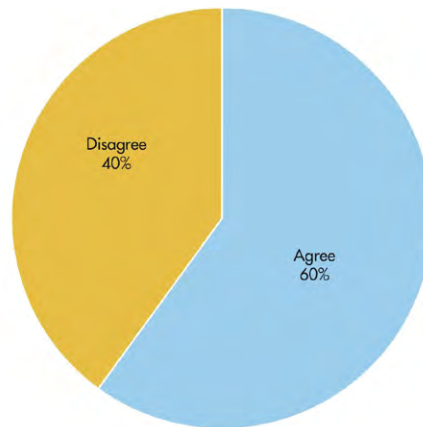
STATE AND NATIONAL SURVEYS

State and national survey data can contextualize local district findings by using larger samples to understand the trends in user experience. Seeing the larger trends will inform Los Rios decisions as they predict the needs of students coming from around the world to join their campus communities. It will also be useful to extrapolate the needs and expectations of students in the future, as projects create facilities that serve students and faculty for decades. State and national survey information will become available at a relatively unpredictable pace. A useful search technique to identify recent data on state and national trends can be to review higher education news based on search criteria related to “inclusive restrooms”.

Large scale surveys can describe the perspectives of large groups of people. They can also target the experiences of people with more specific life circumstance. For example, the 2015 national survey conducted by the National Center for Transgender Equality collected responses from over 25 thousand transgender people to understand how they move through the world, including how they use public restroom facilities.

Among their findings for California:

- 9% of respondents report being denied access to a restroom
- 31% limit the amount they eat or drink to avoid restroom use
- 60% avoid using public restrooms



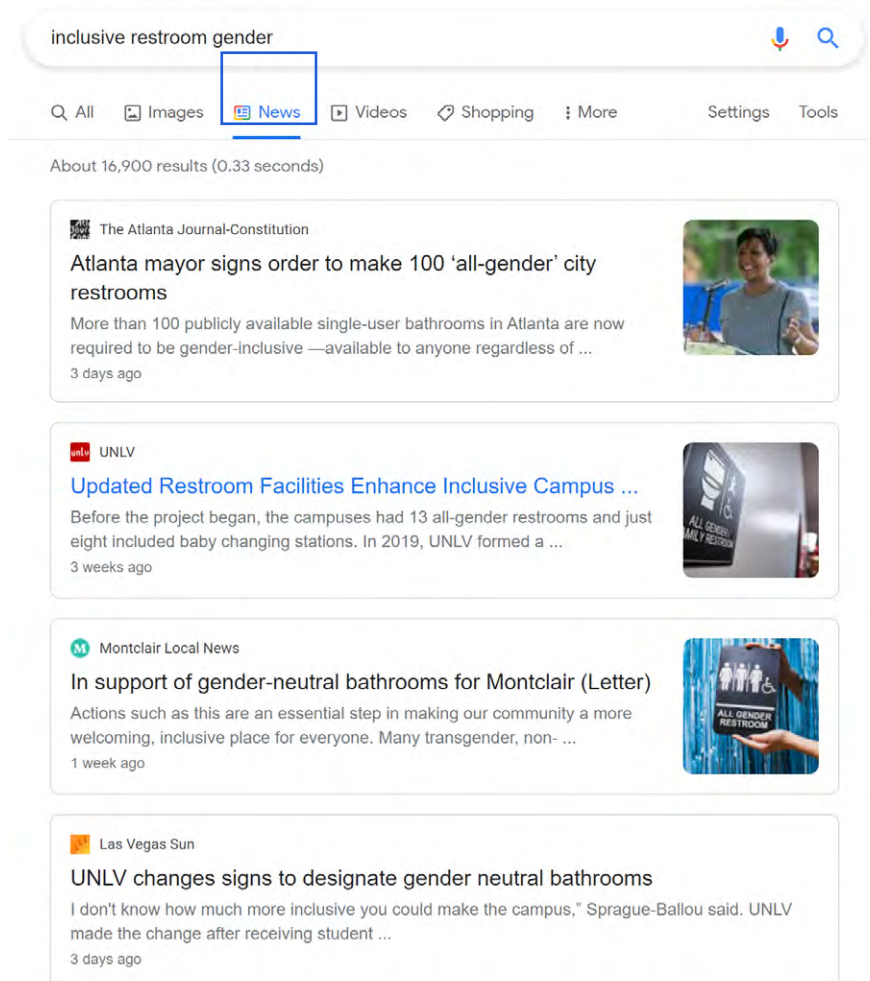
PROMPT: HAVE YOU AVOIDED USING A PUBLIC RESTROOM IN THE PAST BECAUSE YOU WERE AFRAID OF CONFRONTATIONS OR OTHER PROBLEMS YOU MIGHT EXPERIENCE?

STATE AND NATIONAL SURVEYS

PROCEDURE

State and national survey information will become available at a relatively unpredictable pace. A useful search technique to identify recent data on state and national trends can be to review higher education news based on search criteria related to “inclusive restrooms”.

An example of this process could begin with a Google search with the keywords “inclusive restroom gender”. Switch the search criteria to “News”. The results look like this on June 22nd in an anonymous window:



The second result, in this example from UNLV, describes some of the data they used from national sources. In this case, a 2015 national survey from the National Center for Transgender Equality is some of the best material for both state and national information. It includes a large sample ($n = 27,715$) from across the United States, as well as analysis broken down by state. When choosing state or regional data, consider the following criteria when vetting a source:

- Examine the details of the study’s sampling procedure.
 - How big is their sample?
 - Who is in their sample?

FEDERAL BUREAU OF INVESTIGATION, NATIONAL CRIME DATA

At the national level, the FBI maintains a summary of crimes defined as “hate crimes” across the United States. The Bureau reports annual information on their Hate Crime Statistics page: <https://ucr.fbi.gov/hate-crime>

The most current information available now is from 2019, and reports on details by victim, offender, location, and incident among other things.

[Home](#) • [Hate Crime](#) • 2019

U.S. DEPARTMENT OF JUSTICE • FEDERAL BUREAU OF INVESTIGATION • CRIMINAL JUSTICE INFORMATION SERVICES DIVISION



2019 HATE CRIME STATISTICS



Criminal Justice Information Services Division

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About Hate Crime Statistics, 2019 and Recent Developments

Incidents and Offenses	Victims	Offenders	Location Type	Hate Crime by Jurisdiction
Crimes reported to the FBI involve those motivated by biases based on race, gender, gender identity, religion, disability, sexual orientation, and ethnicity.	The victim of a hate crime may be an individual, a business/financial institution, a government entity, a religious organization, or society/public as a whole.	Law enforcement reports the number of offenders and, when possible, the apparent race and ethnicity of the offenders.	Law enforcement may specify one of 46 location designations, e.g., residences or homes, schools or colleges, parking lots or garages.	Includes data about hate crimes by state and agency.
Access Tables	Access Tables	Access Tables	Access Tables	Access Tables

About the Uniform Crime Reporting (UCR) Program

A history of the UCR Program and an overview of what UCR can provide

[Read more](#)

Download files from this publication

Access a compressed file with all of the spreadsheets and PDFs from this publication

Go to previous editions of Hate Crime Statistics

[Visit the UCR homepage](#)

A summary of Hate Crime Statistics, 2019

[Go to an overview of this publication](#)

► **Caution Against Ranking** Read why the FBI discourages ranking agencies on the sole basis of UCR data.

Additional Reports

► **Federal Crime Data**

The fourth year the UCR Program presents Federal Crime data brings more agencies participating and a move to make the data more comparable to traditional UCR data.

► **Human Trafficking**

Report from the UCR Program's Human Trafficking data collection. The content includes general information about human trafficking as well as data provided by agencies that reported human trafficking offenses in 2019.

► **Cargo Theft**

Report from the UCR Program's Cargo Theft data collection. The content includes general information about cargo theft as well as data provided by agencies that reported cargo theft incidents in 2019.

Examples of useful statistics when compiling information for a project include, here taken from 2019:

- 9.6% of hate crimes occurred “at schools/colleges”
 - This is the third largest category.
- 198 hate crimes were committed with the motivated categorized as “gender identity bias”.
 - These data should combine with 69 crimes categorized as “gender bias” and 211 crimes categorized as “multiple-bias”.
 - In the category of multiple-bias, schools/colleges are the top location of crime with 24.2%.

PROCEDURE

At the national level, the FBI maintains a summary of crimes defined as “hate crimes” across the United States. The Bureau reports annual information on their Hate Crime Statistics page: <https://ucr.fbi.gov/hate-crime>

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Home • Hate Crime • 2019

U.S. DEPARTMENT OF JUSTICE • FEDERAL BUREAU OF INVESTIGATION • CRIMINAL JUSTICE INFORMATION SERVICES DIVISION

2019 HATE CRIME STATISTICS

Criminal Justice Information Services Division

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When searching for updated information:

- Navigate to the link for FBI hate crime information: <https://ucr.fbi.gov/hate-crime>
- Select the most recent year from the list available.
- Open the “Location Type” view option.
- Review the available statistics for the following information:
 - Identify the role of relevant locations for the project: schools, office buildings, government/public buildings, etc.
 - Identify the role of relevant locations for the project: schools, office buildings, government/public buildings, etc.
 - Review the importance of the location(s) in the overall statistics relative to other locations.
 - Consider relevant differences in the frequency of incidents as it relates to gender identity bias, gender bias, and multiple-bias incidents.

PROJECT MANAGERS INTERVIEW PROCEDURE

PROCEDURAL SCRIPT FOR FOCUS GROUP

Thank you for allocating your meeting time today to sharing your perspective on managing projects that are considering different approaches to restroom design. We are studying different ways restrooms design can be considered in a project, especially with regard to using gender binary and gender inclusive designs.

I will be recording the session today. We will be analyzing your responses for general themes and will not report any quotes attributed to your real names. However, your participation is not anonymous. Since we are in a group setting, one of the risks to participation is the loss of confidentiality. We ask everyone here to agree to maintain everything discussed confidential.

Are there any questions? Do we have your permission to record our conversation for accuracy?

[[make sure all participants say yes before proceeding, if someone does not give permission, then we must instruct them that they will be withdrawing their participation from the focus group and the research study]].

[[turn on recording function]]

Thanks to all of you for taking some time to talk with us today - we truly appreciate it. To confirm, everyone has been informed of the study purpose, our recording and reporting intent, and has given consent to participate prior to starting the recording. *[pause]*

To give you an overview of what to expect, we have a list of about 5 questions about your experiences and goals for project management. You should feel free to interrupt me or ask for clarification at any point, or to simply not answer a question if that is your wish for any reason. I might also ask some follow-up questions to get more detail about your answers. Do you have questions for me before we get started?

[[answer any questions]]

Please introduce yourself and let us know what identities and experiences you bring to your work (who are you, what is your experience, areas of licensure, or project specialization). Feel free to share whatever you'd like. I'll start. *[[facilitator introduces themselves briefly]]*

Sample introduction: "My name is Michael Ralph. I am a cis-gendered man who conducts education research as it relates to space and policy. In my career I have taught at both a high school and university, and I specialize in STEM education."

INTERVIEW QUESTIONS

1. How often is restroom design a major consideration in your projects, and what kinds of input do you hear from either designers or stakeholders about how to approach restroom design?
2. Engagement process in particular?
3. Are there recurring problems with your current restrooms on campuses, such as repairs or maintenance issues?
4. If you had the opportunity to learn more about some aspect of restroom design before your next project, what kind of learning would be most valuable?

PROJECT MANAGERS INTERVIEW PROCEDURE

5. What have been the barriers/problems you have encountered when exploring design approaches to restrooms in the past?
6. What kinds of information/data would be most useful to you when addressing questions surrounding restroom design on up-coming projects?

[[thank participants and end recording]]

PROJECT MANAGERS INTERVIEW TRANSCRIPT

LRCCD MEETING TRANSCRIPT

Michael Ralph: Cool so the recording just started, but let me just say thank you again for allocating your meeting time today to sharing each of your perspectives on managing projects and considering different approaches to this restroom design. So we're studying different ways restroom design can be considered in a project, especially with regard to using either gender binary systems or gender inclusive systems. So we are, we have just started recording we are recording the session today. We will be analyzing your responses, just for the general themes and we're not going to report any quotes attributed to any of you by real names or specifically, however, I just want to acknowledge that your participation is not anonymous, so I want to make sure that you knew that. Since we're here in a group setting, one of the risks to participation is the loss of confidentiality. So we ask everyone here to agree to maintain everything discussed as confidential. So feel free to share things. We're not going to discuss it outside of this context. So are there any questions or can we all agree that this is going to be a confidential conversation between each of us? Are we all comfortable with being recorded?

Michael Ralph: Dan I see you've given a thumbs up thumbs up thumbs up from Joe, thumbs up from Charlie yes, excellent Reza thank you, excellent appreciate that.

Michael Ralph: So just to confirm Dan gave a little bit of the overview but everybody familiar with the project or this research study, have you all heard anything about the work that we're doing prior to this moment? Is this going to be unfamiliar?

Dan McKechnie: Will be new.

Michael Ralph: Will be new, all right that's okay, cool.

Michael Ralph: So, to give you just a little bit of overview of this conversation, let's see, I've got about five questions, actually it's six questions. I have six questions prepared. Ask you about your experiences and goals for the project for just for project management, but feel free to interrupt me or ask any clarifying questions or make any comments that makes sense for you. Over the course of this conversation my goal is not simply to get your answers to me firing questions at you, the goal is to have a conversation. I might ask some follow up questions to some of your comments, to try and get more understanding about what you're saying also, so this is just a back and forth. Any questions about anything from any of you, before I asked the first prepared question?

Dan McKechnie: No.

Michael Ralph: Cool let's get to it, so my first question is just about introductions for each of you. So you all know each other, but for the sake of our understanding. Where all of you are coming from, can I ask you to introduce yourself, and let us know just a little about the identities and the experiences that you're bringing to your work. For instance of who you are what your what kind of experience, you have maybe any areas of licensure or project specialties that you might carry. Feel free to share whatever you like. I'll start, just to give an example, my name is Michael Ralph I'm a cisgender man who conducts education research as it relates to space and policy. In my career I've taught in high school and at university and I specialize in STEM education. We'll just go around the room.

Dan McKechnie: Let me go, see if I can do this and give other people some time to think so, my name is Dan I'm a cisgendered male, I am a certified construction manager with a master's degree in business. Give me some help Michael. What else are we looking for?

Michael Ralph: What kinds of projects or particularly cool projects you've done in your past?

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Dan McKechnie: Um, I mean I've really enjoyed several projects I've done across campus I like the food service jobs I've done I've done two or three of those they've been particularly enjoyable for me. I'm not sure what kind of experience I bring to, in terms of a culture type of commitment, I'm from the bay area. I feel like I have a pretty wide experience with the LGBTQ community from growing up in the Bay and having certain relationships in my life, so I think I'll leave it at that.

Michael Ralph: That was perfect, thank you. Ah, Jo just was going around.

Josef Meyer: No problem, my name is Jo. I'm a male, I don't know what cisgender means, so my experience I've got a degree in construction management with a minor in business, before coming to the district I worked for a general contractor, I did multifamily. Pretty much focused on multifamily for a couple different contractors. And then, since, I've been with the district now for a little over 13 years. Multiple different kinds of projects with the district. So I've got kind of a wide ranging background, with the both education and the multifamily.

Michael Ralph: Excellent Thank you Joe. Reza?

Reza Mirmiran: Okay, my name is Reza. I'm male, I have a master's degree in architecture and urban planning. I'm registered in several states, my background is in education, commercial building, and some residential. And I am FM planner.

Michael Ralph: Oh, you say FM planner can you tell me just a little bit of what that means.

Reza Mirmiran: I'm a project manager, so I any project of Los Rios Community College Districts that come to us and we share, I take part of it and take the ownership and help the contractor and user to raise the project and finish the project.

Michael Ralph: Excellent, thank you. Charlie?

Charlie Uhlmeyer: Yeah my name is Charlie, I worked for myself for quite a few years in construction as a contractor, I went to work for an architectural firm doing mostly residential multifamily. I went to work for another architectural firm doing K-12 education, I ended up with another school district, doing broad spectrum projects. And then I landed here, I was in facilities maintenance for a while, as a project manager and now I'm on this side of the house just doing facilities management projects right, capital improvement projects. I enjoy what I do, I have a broad range of experience. I think problems are interesting and I like to think I'm a problem solver.

Michael Ralph: That's awesome what, so you said you did some maintenance stuff. Can you give an example or two of what kind of things you do, maintenance wise?

Charlie Uhlmeyer: I did a lot of a smaller tenant improvement remodels for the district also I was responsible for the elevator compliance underground storage tanks, that kind of stuff.

Michael Ralph: Yeah cool, thank you. Dan Cox?

Dan Cox: Yeah my name is Dan education wise, I have some associate degrees in construction management, building inspection, supervision, and a bachelor's in business. For my work background I was a Division of the State Architect school inspector for nearly 30 years before taking this role. Currently, I'm a lead facilities project engineering specialist or whatever they call us, I could never remember my title--planning and engineering specialist. Project managers, we take the jobs from conception to death once you've touched it you're stuck with it for the rest of your career, I guess. I've also had a role as an adjunct professor at one of our colleges. I've taken on projects from \$50,000 to \$88 million, from fencing renovations to complete high school middle school projects and currently I have a large one at Los Rios with the

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new ARC tech ED where we're tearing down 90,000 square feet of buildings and putting up one 90 thousand square foot building and it's a lot of fun, as well as another new building over Elk Grove Center. I think my specialty is research, I like the research portion of the job. And that comes from my years of being an inspector, you know they give us a product, well how does the product work? You know, how is it supposed to be installed, how is it supposed to perform? People forget to read the instructions. So I'm the geek that reads the instructions. I get a kick out of that.

Michael Ralph: That's awesome that's I feel like we could have a good time hanging out and talking research at some point. So with your extensive experience as an inspector, any good stories from something you looked at, or something that wasn't being used, maybe the way they were intending?

Dan Cox: A lot.

Michael Ralph: Yeah.

Dan Cox: A lot, I mean it's just amazing how many of the trades people out there are doing what the last guy showed them to do. You know I would ask him, "Have you read the instructions, do you know how to install this product, so that it's going to last, the life of the job?" and they're like, "No I'm just doing what the other guy showed me to do." And that was prevalent in construction and still is, so the lack of preparedness is both fascinating and an irritant.

Michael Ralph: I can imagine it, and I think that's something that's useful to think about as we're thinking about different designs, like we're studying restroom design right now, but I think this works this way, but having to remember that maybe--if it's in the user manual, doesn't necessarily mean that's exactly how it's going to get used out in the world and that's a useful reminder. Great so I want to move to the first question about content.

QUESTION 1

Michael Ralph: So we went around the we ran around my screen for introductions to make sure everybody had a chance to introduce themselves, but this doesn't need to be a structured everybody speak kind of a thing for each of these questions so feel free to chime in, as you have comments we're not going to go around the circle every single time.

Michael Ralph: So my first my first content question is how often is restroom design a major consideration in your projects, and what kinds of input do you hear from either designers said by the architects or contractor--or stakeholders about how to approach restroom design? How often is restroom design a major consideration in your projects?

Dan McKechnie: I'm not sure if anyone else wants to chime in but I'll say for me personally, when I was running projects, in the projects I see these days, it's not necessarily a consideration. It's just now starting to ramp up in terms of being a consideration. In the past, it was kind of like a plug and play, kind of just a block that you plugged into your building you knew you were going to have. You needed X amount of holes and you just expanded that typical restroom design, or contracted it based on how many holes you needed in the building.

Dan Cox: I agree it really wasn't considered until potentially American River College's issues came up with the shared restrooms.

Josef Meyer: I would also concur. It's not, even to this point, there's not much time spent on it or discussed regarding the one. The times that I can recall spending most time with on restrooms are making sure we've got clearances because some of the toilet paper you know holders to extend out off the wall, a little too far, or a paper towel dispensers extend off the wall too far stuff like that. And then just some discussions with the various campuses on the type of finishes they want in there, but the overall design? Almost no discussion.

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Michael Ralph: Can you tell me a little bit more, you say types of finishes, can you tell me more about that?

Josef Meyer: Well, you know. Various tiles, right, just usually it's a tile finishing in the bathrooms. We as a district like to specify a particular brand, the Bobrick SierraSeries Partitions. So a lot of times, we have to have a little discussion with the architects because they'll spec something else. That particular series, I guess only has limited color palette so they'll sometimes try to talk us out of that. And then the way we operate too, with respect to--and this isn't so much with finishes--but the various campuses, each campus basically provides the accessories for the bathrooms, so we need to just make sure to coordinate that because the architects, like you said kind of plug and play like Dan was saying. And they always show the recessed trash dispensers and paper towel dispenser and those kind of things, and we don't use them so it's always a little bit of a back and forth on that.

Dan Cox: Michael we have some design guidelines or district standards that we issue to the design team. So like Joseph talked about the partition style, it's going to be a composite partition. We have certain sinks or lavatories we're going to use, certain toilets we like to use. So we give them some guidelines and probably the most attention we've paid in the recent past, is making sure they incorporate those design guidelines from the type of fixture to the type of finishes Joseph mentioned.

Michael Ralph: So some of those concerns like you mentioned--tile is what I'm thinking about-- so are some of the things that you've gone back and forth with--that any of you have gone back and forth with--when you're talking to designers, is it just about aesthetics, or are you talking about, you know acoustics, or any of the other properties? Or is it just aesthetics?

Dan McKechnie: I think it's mostly aesthetics and finishes--aesthetics and code, actually, what Dan mentioned or Joe mentioned--I forget, but basically, making sure we're meeting code relative to those accessories that need to go on the wall, and then finishes and the only other thing I'll say, is we do have some situations where culinary, I know I've experienced it at culinary, some PE projects where we get into locker rooms, but it's mostly outside of PE and where we talk about locker rooms and how they're associated with restrooms and different things like that. So that's one component of Dan's job, the tech ed job, that made kind of this group restroom thing--we thought, go away, but it came back right because we couldn't find a good way to have inclusive locker rooms as well. You know, so we went with what we went with, then it kind of blew up.

Dan Cox: The other consideration in the finishes, Michael, is cost, because even though we might expect a hard surface like a ceramic tile sometimes the architects get a little overgenerous with our money as it relates to finishes.

Josef Meyer: Yeah and durability, with respect to the finishes durability and ease of cleaning.

Dan McKechnie: Yeah, operations.

Michael Ralph: Charlie I think I thought I saw your square light up did you have something you want to add.

Charlie Uhlmeyer: No I'm good.

Michael Ralph: So we say durability and ease of cleaning feel connected from like the use experience and the maintenance experience. Do y'all have specific stories or specific concerns that you hear from maintenance or custodial crews in some of your existing facilities that are relevant to those comments?

Josef Meyer: I have a comment, one of the one of the first projects, I did here at the district was a small little remodel in our district office, and the architect spec'ed two by two floor tile and the custodian got upset about that and complained that you know, it's too hard to clean with all those grout lines and everything so. Stuff like that, I mean you know, usually

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anymore we're not really going with that. I see that in some of the older buildings anymore we're going with larger tile. Less grout that kind of stuff, you know, I don't work on the campus I don't manage the custodian crews but I've heard many times that they're often not all that anxious to put a lot of effort into their work. So anything that can be done to make it a little bit easier on them is kind of how those conversations go.

Michael Ralph: I want to make sure I pause in case anybody else wants to jump in, so I'm just pausing for a moment.

Michael Ralph: Dan, you made a comment earlier about your district design guidelines, is that something as we're working through this is probably a question for Dan McKechnie. As we're working through what we're studying do we need to get a copy those guidelines, do you want those to stay the same, or are those potentially changing as a part of this whole thought process, maybe even not so what we're doing, but just part of the larger process.

Dan McKechnie: So I think our design guides are meant to evolve, they're meant to give us give the design team is starting point for kind of what our intent is from a maintenance side right like how systems operate, or what is consistently in our buildings so we don't get a super wide variety of systems that people have to maintain and have knowledge of right, carry parts for, but at the same time we try to be careful to not put too many limitations on it as well to stifle creativity or stifle new products so it's kind of like a balance point. Relative to this topic, this would not enter into our design standards because that's more of a tangible things stuff you touch and feel, and this, I think, is really an issue that's on the tip of the spear and really is more about how we decide whether gender inclusive restrooms are applicable to a project or not. And that's not where that's not the intent of our design guideline.

Dan Cox: Design guidelines are products, not programs.

Michael Ralph: I want to ask one more small follow up piece about this question then we'll move on to the next prompt. I'm thinking about as you all watch like the are your architects or your designers who are doing engagement with some of your stakeholders on projects, are they asking questions of like faculty or students or whomever they're talking to--are they asking questions that get to some of the user experience that might be relevant for restrooms or you know custodial your storage closets are other things that might be related to the operation of restrooms? Is that something that's a part of their engagement process, usually?

Dan Cox: It has been, for me it has.

Josef Meyer: Yeah I mean I we don't we don't bring students into the design process but they do ask questions I you know, again, it is not a lot with respect to how bathrooms get used. Certainly more so I've had a lot of number of questions on custodial closets and those sort of things. More so where I can recall getting more restroom related questions are. Where we have single install restrooms and kind of how they how the campus might want those either laid out or situated. But otherwise seems like not a lot of discussion on the gang restaurants on the larger ones.

Dan McKechnie: Hey Reza, can you tell us a little bit or share your experience with Lillard? Because we went back and forth, with some gang style restrooms and then individual use restrooms, and then having or at least I seem to remember that, and then we ended up putting them in the faculty area or something like that?

Reza Mirmiran: Well, the single restrooms mostly was requested for the Faculty area they wanted to have their own. I cannot recall that they asked for like general for all of the students and a location for all of the students what they were more interested that was the lactation room that was they're pushing for, but not for--I cannot recall it in general for everyone, but mostly for the Faculty.

Dan McKechnie: So I guess what I remember about Reza's job is that we were talking about single-use restrooms right? And I think it might have been it might have just centered on single-use restrooms but and not dipped into the identity

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politics of single-use restroom. But one thing that came up that was interesting, at least in my mind, is that the faculty members wanted them in their area and wanted it so that they were a little bit difficult to discover, in my opinion. So that they wouldn't get used by students as much as they would be able to be used by faculty. So and that's where I think there's different cultures on different campuses. And some people don't see it as something that is a huge part of their campus culture that need to have inclusive restrooms or more than just maybe one or two per floor or one or two per building.

Michael Ralph: So am I hearing you correctly, as you're describing the these secondary locations, with the single-uses, that placing them more out of the way that that's something you wanted, and that you might do again, am I hearing that correctly.

Dan McKechnie: Well, I was just relating it to one single project experience and my particular view of it. It was like a known that we were going to include these single-use restrooms like a family style restroom or whatever like you'd see it in airport or department store, grocery store, or something like that and that, I think the discussion was that kind of satisfied the gender--the inclusive angle, but also the main use was for faculty members right, but if a person of a certain in a gender confused situation wanted to use that restroom they could find it, it would be available for them right so there's a secondary purpose, it kind of checked off the list, check the box on the list oh gender identity check that box, but its primary purpose was single-use, for the faculty so the faculty wouldn't have to commingle in common restrooms with students, is the way I took it that's just my opinion, I know we're being recorded now, but I would totally deny it, if it came up in a board meeting.

Josef Meyer: Yeah I would agree with that, I think you know previously. The discussion regarding single stall restrooms was more about getting them, you know kind of behind the counter, behind some doors so that they effectively become faculty use, not student use. It wasn't centered around gender at all, really or identity or any of that. Um you know, and even honestly at this point my current project, it wasn't centered around gender or anything either it was just that these ones that I ended up in the hallway and available for all. This campus didn't have as much of a desire to put them behind walls or doors and keep them kind of more specifically for the Faculty. But, none of this discussion that I can recall on this project really had anything to do with gender identity or any of that.

Dan McKechnie: Or family issues too, is another thing that they associate it with right so it's like they identify a set of issues that need resolution right, we have the Faculty restroom side of it, where they want it, they don't want to necessarily commingle with students. Whether that's a single-use restroom or a gang restroom but, faculty only restrooms is what I've heard on several jobs. They have then there's the family side, whether it's a lactation room or where you want to take your kid if you have a child on campus and you don't want to take them to a common restroom. Or the gender issue so it's almost like these single-use restrooms or family style restrooms kind of check each box--each of the three. But the thing that's most common on these college campuses is faculty members who want this kind of separation, a little bit, or this designation. And the other two things are they trail in frequency and they trail in priority a little bit, but they are acknowledged as an issue, or they are part of the discussion, or at least that's my take on it, hopefully, everyone else seems to agree with the current state of that approach.

Dan Cox: It's been pointed out, each different campus is dealt with differently, but I know at TechEd there was quite a discussion on the single-use gender neutral restrooms about not sticking them right on right on the hallway, so people had some privacy. Just given them a little respect and privacy, by not having the door open out into the middle of everything.

Dan McKechnie: Or so that you're not seeing going into a you know, you could package, the assumed view of what you see in a person and that they're going into this private use that they're trans, you know what I mean?

Dan Cox: Yeah again, giving them some privacy so that they don't people don't make assumptions.

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Dan McKechnie: But you see Michael, this is just on the tip of the spear right it's all new discussions that's coming up.

Michael Ralph: Yeah this is useful, I appreciate being able to listen to this, and I think that, just to comment on your remarks about how it's meeting multiple needs and that's like shifting to the inclusive designation I think it's recognizing that but it's gonna be valuable to folks for a number of reasons, so yeah this makes good sense to me.

Dan McKechnie: Let me ask something, let me just point something out too, like Charlie's working on a job at Rancho Cordova which is a basically a subset of Folsom. And we probably haven't had a ton of discussion about this issue, other than just acknowledging we're going to have some single-use restrooms. Reza, I wonder is just taking over a job at Natoma, which is a subset of American River, and I can't remember what the plans show for that, whether it's just single-use or if they had a discussion about gang restrooms or not. That might be something that we can dip into, about how the policies reaching to the outreach centers as well.

Reza Mirmiran: I can check.

Dan McKechnie: Charlie, do you remember any discussion at Rancho along these lines?

Charlie Uhlmeyer: No, they were satisfied with a single gender neutral restroom on one floor and then it was mandated we have one on each floor. That was really the only discussion.

Dan McKechnie: Yeah so, Michael that's kind of something where we, as a district, we did kind of say we're going to have a single-use restroom and we were calling it gender neutral on every floor, in the new buildings that we built. And so, where this thing got a little sideways is that American River College, in their master plan, identified gender neutral restrooms as a priority. And so, when this ARC Tech Ed project came up, we had the campus folks saying to themselves will gender neutral restrooms are priority, we're going to do these gang style restrooms, and the district office side was of the mindset that we were addressing that need through individual like single-use restrooms. And so where the disconnect happened was in me communicating that specific project adjustment up to the leadership in an appropriate amount of time, so I was the break in that process, but that's how we kind of got sideways. We thought we are addressing the issue with the single-use, but the campus had a different understanding.

Michael Ralph, GE (he/him/his): So just a couple of like real quick clarifying questions. When you're saying gang restroom, what do you mean? Multiuser? Is that what that word means?

Dan McKechnie: So, to me, and you guys correct me if I'm wrong, to me a gang restroom we have the stereotypical restroom you go in one door, and you have a whole, you have a men's room and in women's room. Men's room, women's room. Gang restroom to me means you just have restrooms and anyone goes in to whatever restroom they want to, and then come out to a common hand washing place. That's the way I think about gang restrooms is everybody else on that same page.

Dan Cox: Oh, we just considered anything with more than one stall a gang restroom.

Josef Meyer: Yeah I would second that that's kind of what I was going, I mean.

Reza Mirmiran: But, but those are still single I mean you are dividing the gender, you are not mixing.

Josef Meyer: Correct, correct but it's more than one person.

Reza Mirmiran: Still, so far any educational restroom they have designed, the men and woman were separated, they were

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back to back, we never called it as gang restroom.

Dan McKechnie: So, Michael I'm actually misspeaking I kind of I think I see what Dan and Jo are saying in that, again restrooms multiple holes, whether it's all female gang restroom and all male gang restroom or just a restroom with multiple holes anybody if you go in any door, versus a single room with a toilet and a hand wash in a in a lab right. So that can be the difference.

Michael Ralph: And when I just want to make sure we understood as we were reviewing what your comments, we understood what you meant in however you're using the term so um one other thing, Charlie you mentioned back in your comments that's a that it was mandated to have one gender neutral restroom per floor Who was it that made that mandate?

Charlie Uhlmeier: It came from above my pay grade so.

Dan McKechnie: That would be like me and Pablo, and Pablo communicating it with the district, but generally it was I would say I'll throw Pablo under the bus first and then probably me under the bus second.

Michael Ralph: Okay, just want to make sure that we were connecting dots correctly.

Charlie Uhlmeier: And it was a good call I mean, there's no doubt it was a great call.

Dan McKechnie: It's just how far we take it, so that's all okay.

Michael Ralph: And then I just a timing wise do is do I have you all until 4:30 or how long are we, together?

Dan McKechnie: Usually our meetings go about an hour and 15, so I think we could probably go till about 2:45, and then I would need to probably release these guys. If they're available to stay longer and have the time to do that, then that's have their own fruition, but I'd say 2:45 is probably our finish line.

QUESTION 2

Michael Ralph: Okay, the reason why I want to know, so I can plan for the question. I am at different time zones, I didn't actually think I was gonna keep you for four hours. Okay, so I'm going to move to the next question that we've got prepared here, and I'm going to for the benefit of time, I'm jumping around because some of the things you've mentioned have already answered some of the stuff that we've had planned. So I'm going to jump into the question, as you're as you're thinking about working on future projects and you're imagining that this document or this SOP that we're developing, that can be useful for you. What kinds of information or data, do you think will be most useful as you're working with either designers or stakeholders, or contractors or whomever--what kinds of things would you like to see backing up the way you're making decisions and how you're working through this kind of a procedure?

Dan McKechnie: I'll jump in, for me I'd like that there's a data component, but that it's not dominated by data. So to me, Michael, you and I have talked about it before, I would like to know--and maybe this is a little bit too cold, but this is a safe space right--so you know what is the LGBTQ community as a percentage of the campus community, and do we apply that same percentage is it a consideration to apply, or is it reasonable to consider that percentage when looking at restrooms? So if the LGBTQ community is 2% of the campus population, would we have 2% of the restroom stalls be designated for LGBTQ? Like is that something that would be reasonable, and maybe I don't know if that's an appropriate question to ask the user group in order to lead us to a decision or not, but you know I'd like to know how other cultures on the campus feel, you know different like there's a strong Eastern European contingent at American River College, it's different than our clientele at SAC city college and they might have different feelings about single-

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use restrooms or not so much single-use restrooms I think everyone loves single-user, but more the gang style, where you go in and you might be in a stall next to someone who is of a different gender. And then I would like to know, also what people's vision of that? Is it a wall like a two by four metal style drywall on each side, or is it a toilet partition you know where that's maybe floor to ceiling toilet partition? Like there's different aspects of construction that create different feelings of separation, and where people's feelings are with that. Some of that information I envision, is the questions are the discussions we might have, but I don't know what we bring--maybe we bring options to the table of how things are constructed differently, how these restrooms are created, you know. I'm not a big fan--I like to I like to go to the bathroom, wash my hands what's a little odd for me is that you go to these common use restrooms you do your business, then you touch everything and then go out and wash your hands, so you know what I mean, like you're coming in a lot of times, I could see someone being like well I don't want to touch my private parts after I've touched this door handle that I don't know if anyone else has wash their hands after touching the door handle, now you know what I mean there's all sorts of assumptions that can be made. So some of this some of the cleanliness questions I would want to know what those might be, or what our solutions might be to those.

Dan Cox: I think, maybe different options and, Dan you may have hit on it, different options for layouts because it's really an emotional and political issue at the campuses. It probably is less grounded in data than emotion, and I think that has to be recognized. So maybe having a cookie cutter set of ideas to slip into an SOP that are options for the end users to consider.

Dan McKechnie: I'd like to know--once again, I agree with Dan, it's more of an emotional decision than a data driven decision but you know, some statistics would never hurt. Are these things actually being installed in other colleges, are they actually being installed in commercial places or places of business? Because, ultimately, I see colleges and Community colleges, maybe even more so, as little mini training grounds for being in the workforce and a lot of ways, and so is this something you're going to experience in the workforce? And that might lead us to a decision as well in that hey this is maybe where you practice you not only practice accounting, but you practice, these restrooms you know. So that might be something what what's the trend in other industries, besides education.

Michael Ralph: Just pausing again to make sure everybody has a chance to comment.

Charlie Uhlmeier: Yeah I also have a question, and it goes back to Dan's data question, how safe is this?

Dan McKechnie: Safe in what respect ,Charlie? Like from a physical safety, like a like a violent kind of thing, or a health like a pandemic type of thing or both?

Charlie Uhlmeier: I would say both and mainly for physical safety, not necessarily from a pandemic standpoint but you know assaults and is there any data on that, or is this too new?

Michael Ralph: Thinking about data, especially with regard to safety, like incidents, like crime incidents like assault, would having like national or even international statistics be useful to you, or would something more local like from the LR PD perhaps, even be something that's would be more important, or how when you're thinking about statistics, speaking to like crime rates? We can get those at all sorts of like levels of measurement. Would you have any preference one over the other?

Charlie Uhlmeier: No, I think that it's all good information. I mean we don't have bathroom monitors right, so there's no one standing at the door, ensuring that no violence is taking place and that's my question, I don't know that it needs to be specific to a college or if it's just general. I would leave that up to your expertise.

Dan McKechnie: I personally see a couple different levels. I see Los Rios for sure, and it would be nice if these as these restrooms start coming online, potentially you look at you know incidents in traditional restrooms, incidents in single-

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use restrooms, and then incidents in inclusive restrooms right. So there's three different levels, even within Los Rios, I think a California number would be interesting, and then a national number. I'm not an international guy I don't think international data would help us. I think colleges are a different game as well, than commercial or retail or something like that. So those are the things when I think about buckets of data coming from a certain place, I would say Los Rios, California, national, and then colleges. And community colleges, and major universities, I don't think I need to separate those. But that's what crosses my mind.

Michael Ralph: To back up, I want to clarify one thing Dan that you said this was a few minutes ago now--Dan McKechnie. You said you're interested in people's perceptions, you were talking about different partition styles and things like that. You want to know how it affected people's perceptions of how separated they did or did not feel. When you say people, are you talking about users? You are? Ok.

Dan McKechnie: Users, yeah. I mean because some people may have not a care about traditional partitions where there are only three quarter height or two thirds height, you know, you have a base, and underneath and over top, but I think these things need to be floor to ceiling if we're going to have people next to each other of different genders and different ages and all that stuff. It's more floor to ceiling so is that a traditional partition? That maybe could be drilled through or damaged in certain way damage differently than a wall? You know what I mean, and then you start talking about the cost difference and the size difference between a wall and a partition and what that's going to do to our square footage, and you know costs and all that stuff and then maybe there's some different mode I don't know.

Michael Ralph: Yeah that makes sense, and we're actually we're even we've already we've been looking at that, even in these first couple of weeks here and looking at that, in particular, so we can go there.

Dan McKechnie: Yeah so the unit cost just the cost difference alone in that would be good to always know you know. Okay, so a restroom of this size with traditional restroom partitions going to be X, we have to build out walls or thin walls or you know, a couple of different kinds of wall, it's going to be Y and then it's going to be Z, you know I mean.

Michael Ralph, GE (he/him/his): I am keeping an eye on the time I know I don't have long left and that I'm already over time, so I just want to confirm, I, this is what I think we've kind of touched on a couple of spots, but I want to explicitly ask the question just with my last few minutes here.

QUESTION 3

Michael Ralph: Are there recurring problems with your current restrooms anywhere on campus such as like repairs or maintenance issues or anything like that. Do you have any current restroom problems?

Dan McKechnie: There's a couple of restaurants in the district that are notorious for nefarious acts. Mostly in male restrooms not so much in female restrooms. But we could get we could get data on that from the Los Rios police, the one thing I hear about from operations every so often is also feminine products and the stocking and restocking and cost of those feminine products and are they free or not free, and what do they do from a code perspective in terms of clearances and things like that. So my there is a thought, that can be a consideration as well, or something at least to be discussed that you know if all of these restrooms are going to be available to men and women, you would think all of those restrooms need to have feminine products in them as well. And that, and you can't flush--well I don't know what you can do with feminine products I'm not a female, but restocking and stocking of those things is a real thing, so how would that experience be if you go into one of these restrooms and you don't have the feminine products that you expect because there's so many of them and there's so many to stock and we don't have the people to do you know what I mean? Are they maintainable would be a concept as well.

Dan Cox: To build on something to Dan said access from the outside, to the restrooms, sometimes create dangerous

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situations and Dan used the term nefarious acts, the closer you are, to a homeless population and the more access you give them to the building, the more problems you're going to have, it seems. I don't have data to back it up, but that's what I'm seeing on some of the campuses. The other thing that we experienced at Rancho Cordova was we accidentally left the handles on the hose bibs in the restrooms because they're tile and you can wash them down. The neighbors would come in and do their laundry using the hose bib and a five gallon bucket so we spec a loose key hose bib or you just take the handle off, but that discourages people from making residence in there.

Michael Ralph: So I did I just to clarify, you said proximity to the outside, you mean outside of the building envelope itself, like the outdoors?

Dan Cox: To the outdoors yeah. At ARC, the buildings we're tearing down and rebuilding, they've had, what I understand, significant problems because it's next to the wooded area that's adjacent to the campus.

Josef Meyer: I've heard similar things that on other campuses where they tend to have a high homeless population, bathrooms that have entrances from the exterior rather than you know going into a building and then entering a bathroom. Those ones, you know they'll break into them you got to keep them locked basically, if not in use and then, when they are in us when we have classes, these still become a problem because they'll camp out in there, or whatever. So I've heard that, as well as, otherwise, I mean the only real complaints I've heard regarding issues or problems with restrooms are kind of from the plumbers and construction type things you know some of the fixtures some of the carriers for the fixtures not necessarily installed right or not have a high quality and so some of the fixtures start pulling away from the wall that kind of thing, and I guess with the ever increasing weight of Americans you know that doesn't help.

Dan Cox: It we've had problems with flushometers, the handle you toggle to flush the toilet, people use their feet. And if the pipe doesn't have extra bracing, then it starts when you kick the flush on water it moves the piping in and out of the wall and ultimately fails, but we're going to touchless, so that may be a thing of the past.

Michael Ralph: Got about two minutes left, so I don't want to get into any other planned prompts. Is there anything else related to anything else that you all think I ought to hear or that maybe one of our designers or researchers out of here as we're as we're thinking about what we can put together for you?

Dan McKechnie: I think I'm good once again just a reminder that we're seeking, so the other thing I think if we do have time to talk to be ask these guys, what, if you have a tool or process to help guide you through this decision making situation, what would that be? Would it be a checklist that says, "did you consider this? Did you ask about this? What's the feedback on this?" What is the tool that you guys would take into this discussion? Because you're going to be expected to drive your users to a decision on gender inclusive restrooms. I mean obviously you won't be alone on that island, I'll be there with you, and Pablo will be there with you, but what would that tool be? Checklist, or a report, a white paper?

Charlie Uhlmeier: I think all the above Dan, to be honest with you. I mean I'd like a White Paper, I'd like statistics, I'm not going to drive the campus users to make a decision, other than you know we're doing it or we're not doing it, and if we do do it, this is how we are going to do it. So we're going to have locks on every on every hole, you know what I mean, there's got to be a guideline for how a gender neutral restroom is developed right? We got solid walls, we got full-height partitions, we got something for security, and this is the statistics on the instances that happen, and hopefully it's all positive and there's no incidents at all. You know, I just want to feel good about pushing them to make a positive decision, not pushing them to make a decision that I'm mandated to make them do.

Dan McKechnie: So I mean I do know what you mean, Charlie I think what I heard you say is two different things that are that are uniquely important. I've heard you say: "Are we going to do it?" and there's a certain decision tree that you follow for "are we going to do it," and then, if the answer is yes, then "How are we going to do it?" Are we going to have

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full-height partitions, full-height walls, we're going to have half thickness walls? Are we going to do locks on the outside doors? What are those locks? Are they keyed? Are they not keyed? Are they combo? What are they? Because I think what we might end up doing is saying, look here's our base: a single-use restroom on every floor that can be used as an inclusive restroom if someone chooses. If the campus wants to deviate from that, here's how we figure out if we're going to deviate and then, if we are going to deviate, here's how we build it. Does that make sense?

Charlie Uhlmeyer: It does, and then the same thing would be true for lockers, right because we have multiple programs that require changing, for, you know, either mechanics, or welding shop, or sports, that I'm assuming you're going to want to go gender neutral on as well, so how are we going to design the locker rooms, to be changing rooms, and how many changing rooms do we need for a particular program?

Dan McKechnie: Charlie I'm gonna stop you right there, because you're touching on a serious can of worms for sure, because then you get into restroom, you get into showers and cleanliness and all that kind of stuff, so I think your point is definitely received and acknowledged. And maybe there's a--Michael, there probably should be a footnote or some kind of acknowledgment that a potential next step from this would be what Charlie's talking about. The restrooms and the athletic side of it. But for right now the restrooms is really more common and more of a pressing issue, so it's probably going to start with the restrooms, and then everything else builds on it. So think about that in terms of the process, maybe being adaptable to the next steps. The way we progress through this issue, we don't want to have to reinvent the process.

Michael Ralph: Yeah I hear you Dan.

Dan Cox: I think understanding the pros and cons of your choices are important. As an example, if you want to lock each store individually, how do you unlock it in an emergency? How who's going to check it at the end of the day, to make sure that all the restroom stalls are empty, when it requires a key or some other device to open it? How far do we have to go and to consider all the different pros and cons, or what might they be.

Charlie Uhlmeyer: Right, is that lock going to be a hotel room function, or what is it going to be?

Dan McKechnie: Right that's a safety and security thing right? Safety from the products in your building that someone can't hide in the restroom, and either steal your stuff or attack you.

Dan Cox: Or sleep there overnight.

Dan McKechnie: Yeah, or wash their clothes.

Michael Ralph: Well, I appreciate your time, especially your willingness to stay a little longer to answer questions. We're going to process all this and, Dan we'll be in touch, of course, to share kind of some of our thinking, again maybe even some follow up questions, depending on what comes out of this. But just want to say for all five of you, thank you for chatting.

Michael Ralph: I'll put an email in your inbox for the video. Okay cool, thank you.

FACILITIES INTERVIEW PROCEDURE

PROCEDURAL SCRIPT FOR FACILITIES INTERVIEW

Thank you for offering your time today to share your experience designing inclusive public restroom facilities. We are studying different ways restroom design can be considered in a project, with interest in considering gender binary and gender inclusive designs.

I will be recording the session today. We will be analyzing your comments for both general themes and relevant guidance for future district projects. We may use quotes attributed to you by name. Your participation is not anonymous.

Do you have any questions? Do I have your permission to record our conversation for accuracy?

[[make sure all participants say yes before proceeding, if someone does not give permission, then we must instruct them that they will be withdrawing their participation from the interview and the research study]].

[[turn on recording function]]

Thank you again for taking some time to talk with us today - we truly appreciate it. To confirm, you have been informed of the study purpose, our recording and reporting intent, and have given consent to participate prior to starting the recording. *[pause]*

To give you an overview of what to expect, we have a list of approximately 6 questions about your design experience with public restroom facilities. I hope these questions will guide about an hour of conversation. You should feel free to interrupt me or ask for clarification at any point. I might also ask some follow-up questions to get more detail about your answers. Do you have questions for me before we get started?

[[answer any questions]]

Please introduce yourself and let us know what identities and experiences you bring to your work (who are you, what is your experience, areas of licensure, or project specialization). Feel free to share whatever you'd like. I'll start.

[[facilitator introduces themselves briefly]]

Sample introduction: "My name is Michael Ralph. I am a cisgender man who conducts education research as it relates to space and policy. In my career I have taught at both a high school and university, and I specialize in STEM education."

QUESTIONS

1. What are one or two examples of projects in which you studied and designed restroom, washroom, or locker room facilities similar to those used in community college settings?
 - a. What were the important elements of those facilities throughout design and construction?
 - b. Were there issues that arose throughout those projects specific to restroom/washroom/locker room facilities?
 - c. Did you have discussions around equity and inclusivity? If so, what considerations did the design(s) have to absorb?
 - d. Did you have discussions about the balance between safety and privacy? If so, what considerations did the design(s) have to absorb?
2. How did you approach optimizing, and measuring, the project outcomes for your client(s)?
 - Ex: how did you approach cost of construction, cost/complexity of maintenance, accessibility and code compliance?
 - a. Were there successes that surprised you?

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- b. Were there outcomes that you wish were different?
- 3. How did you engage your stakeholders to effectively realize the best facility design for your projects with regard to restroom/washroom/facility design?
 - a. How did you work with your client-side stakeholders?
 - Ex: leadership, intended users, community
 - b. How did you work with your project-side stakeholders?
 - Ex: MEP consultants, design contractors, construction partners
 - c. How were these engagements documented and utilized throughout project delivery?
- 4. Are there particular trends in design, material sourcing, or construction process that may impact future projects that include restroom/washroom/locker room facilities?
 - Ex: transitions to touchless flush, motion sensor lighting, etc.
- a. Are there problems in project engagement or public facility design you would advise the community college district to watch for, intentionally avoid, or address in a strategic manner?

[[thank participants and end recording]]

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Michael Ralph: Our recording and reporting intent and have given consent to participate prior to starting the recording. Is that true?

Tad Costerison, NCARB, LEED AP: Yes.

Michael Ralph: Excellent that we're on the record now. So to give you an overview of what to expect, we have a list of approximately 6 questions about your design experience with public restroom facilities. I hope these questions will guide about an hour of conversation. You should feel free to interrupt me or ask for clarification at any point, and I might also ask some follow up questions to get more detail about your answers. Do you have any questions for me before we get started?

Tad Costerison, NCARB, LEED AP: No, I don't.

Michael Ralph: I'm going to stop asking you just general "Do you have questions?" I am going to stop, around now, I just want to make sure we're super clear. So, let's go ahead and jump into the first question, which is an introduction question. So please introduce yourself and let us know what identities and experiences you bring to your work. Who are you? What is your experience? Areas of licensure or project specialization? Feel free to share whatever you like. I'll start. My name is Michael Ralph. I am a cisgender man who conducts education research as it relates to space and policy. In my career I have taught at both high school and university and I specialize in STEM education. Go ahead.

Tad Costerison, NCARB, LEED AP: Great yeah, my name is Todd Costerison. I'm a. Uh, I guess identify man, my experience is in architecture. So I'm a licensed architect in Illinois and in California. I've done work in both areas as well as a little globally as well in China. My project specialization and area of expertise right now is science and tech, so that involves a lot of like, science laboratories, the health and like Cancer Research specifically, and that all came from a real grounding in public architecture. So I started my career in public work. So working with public community centers. Rec centers, libraries and the Community College districts around the California, Northern California region, and then a lot of the institutional so UC System, Stanfords, the higher ed systems which dealt with a lot of different diversity of people and stakeholders. So that was very interesting to me and I think that's really where I am today. And so I think that's what I can contribute to this too is that diversity of experience that I've had over the years, I, oh I, I've been licensed since 2003, so it's about 18 years of experience under licensure.

Tad Costerison, NCARB, LEED AP: Uh, just as a follow up question, thinking about your background specifically, since we're going to spend some time talking about restroom facilities here this morning, can you tell us a little bit about some of your--what are your specific project experiences, like what's your role on the team and your interactions with facilities folks? Maybe any post occupancy evaluation stuff which how you've seen some of your designs perform once they're realized, can you just comment a little bit on that?

Tad Costerison, NCARB, LEED AP: Yeah, sure, so I'll start with the earlier work, the public work that I've done. So with the rec centers, all of those had of course restroom facilities for the public as well as teams that included locker room facilities, showers, changing rooms, pretty much in all those facilities at different sizes and scales depending on the community at hand that was using the facility. Institutional and higher Ed again. A lot of that. Work included locker rooms, changing rooms, restrooms and, uh, some uh, private restrooms as well. In the science and tech we do a lot of work with bio safety levels, which means that there are changing spaces. There are locker rooms. It's a little difference, very specific to that particular need, and protocols based on safety. So it's a little different than the public side, uh, I would say, but it's very relevant in that you've got a diversity, or you know, a large, diverse group that's using that space. It may be for a different purpose, but I think I've got some good experience there too. So on that side of things. Yeah, so from I'd say on the sport, more of the sports side, uh, all the way through to a very specific program need for, again, protocols for safety in the science side.

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Michael Ralph: Yeah, great thank you. Yeah, so let's, uh, so let's move forward to the first, you know, content question if you will. So what are one or two examples of projects in which you studied and designed restroom, washroom or locker room facilities similar to those used in Community College settings?

Tad Costerison, NCARB, LEED AP: Sure, so I'll start with my most recent and that's the Peralta Community College District for Laney College that was designing restrooms, locker rooms, changing rooms, team rooms to replace some existing variable of 1960s seventies-style locker rooms that were very divided, men's and women's. And that's my first example. Second one, also Community College, the San Mateo County Community College District at Kenyatta College, again locker rooms for there, mostly for the gymnasium facility, but it included a lot of their other kind of community outreach programs as well, like fitness and multiple or different groups and clubs that would use that facility. So those are two direct Community College experiences. I also have again a lot of I would say at the higher Ed side. In the science-- I'm currently doing, a project right now for UC system that is includes locker rooms, changing rooms for many different people from different backgrounds using the facility, and so the idea of equity and inclusion have been playing a big part of that.

Tad Costerison, NCARB, LEED AP: But let me go back to if I start with like the Kenyatta College experience, that was in the early 2000s to mid 2000s and so our perspectives were different at the time. And we, uh, were really driven by equal sizes of spaces, number of fixtures, number of lockers. On plan you know, on paper it was equal in size. Not, we didn't really even think about the equaling experiences and amenities that were could be equal or more inclusive. So, in that process we actually started to try to tackle some of those, uh, what now we would really think of as more inclusive. The questioning of the community and a kind of surveying of what their needs were, but it wasn't until really the more recent in the last year to two years at Laney College designing for that community. And realizing how diverse that community was and those needs really getting to questions and again surveys of a broader group come before it was a lot of talking to leadership and not so much the stakeholders—or a smaller group of stakeholders. Whereas at Laney, as we as we go from the early 2000s, to more today, that our survey and asking for that outreach, and that, for the stakeholders, is much, much larger. It's much wider spread of--we're doing our best to get out and meet as many of the community members that are going to be using that facility. So I think that, those are the those are the two most applicable experiences that I have and I can share more if we wanna go into anymore questions about those.

Michael Ralph: Yeah, uh, so, listening to you talk specifically about the Laney project example. And you mentioned the impact of realizing some of the needs of the full stakeholder group. Can you tell us a little bit about—this project is about advising our client how to go about that process in future projects, and so I would really like to know how did you come to decide--how did you come to define the new approach that led you to make that realization? Specifically, how did you come to engage that wider group? What were the steps that you took to both identify the need and then also to act on it once you saw it?

Tad Costerison, NCARB, LEED AP: Yeah, so immediately we were--well, the project was driven by the more equal sizing of things between men and women. The project was driven by not having enough women's facilities or to accommodate the women's sports and because of that, the leadership really—again, similar to Kenyatta College—leadership really was thinking about equal square footage, equal number of lockers, equal number of fixtures, and we knew right away that that was not--maybe that was one of the results that they were trying to get to, but it's not the driver for this project. And so, because we were hearing also from leadership too that they were getting a lot of pressure from their stakeholders (the students, the staff that were using the space and the clubs that were coming in), we then asked a lot of questions about who was using that. So we understood that all the different clubs that were using the facility, the different sporting teams that were using it, from a community standpoint, who was using it, and then what were they using the facility for? Or what would they like to use it for next year, 5 years, 10 years down the line? That just led us to see that there was a larger group. We knew that there was one there, but we had to get there with the leadership. So having them realize that along with us then, that's when it gave us more the permission to go out to the community, reach out and ask those questions. We held a lot of workshops. So we started with workshops that, again, just to understand the group. So we had a

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fitness group that was there. We had a I think, dance classes. We had a variety of the team sports. And it started with those groups, uh, you know, having a workshop just to talk about the experiences. We didn't say anything about locker numbers, fixtures, but we were starting to talk about things like, what could be shared? What are those amenities that you would like? Do you need some place to rest to slow down after a class or to relax? Or is it private or public? Is it more interactive? The experiences that you're gonna get, is it a nice wide, big, bright, space or is it, you know, do you need a calming space? So those are the things that we were asking that group and then out of that group, it became even larger because then we found out about more people using the space. And again it wasn't just about at that time. It's like in five years and 10 years. What does Laney College want this to look like? What do they want to include when it comes to the community? So we also did some workshops that included just the community, not even students that were using the space, because the community is so rich right in that area there. They really did use the campus, from, gatherings and farmers markets and things like that. And we tried to ask as many of those folks to help us out with what they would see is a need for their community. What would help their community or what would they feel like would be something within the facility that would include them? [What would] bring them in and kind of draw them into this space so that they would feel comfortable and safe using it?

Tad Costerison, NCARB, LEED AP: And it I would say the success of that it varied a bit. There were some groups like the first couple workshops were a large group. It was very interactive. Some of the groups were a little hesitant to participate in the community. Some didn't know why they were even being asked to be included. And that was OK. We still got good information from them. That's how we did it. We engaged in workshops and surveys. The surveys were more electronic. Digital, something that they could pull up on their phone really quickly. Answer a few questions or graphics like do you like this type of experience or this type of experience? And using imagery to help. In a way we were trying to make it more inclusive too so that it wasn't just about the words on a paper. It's more about—again the trying to show an experience and have them pick one way or the other. What they liked. And then we gathered all that information, took that back to leadership, and that's really what informed the quality of the design, the impacts that we had. You know we were still held to code requirements for fixture counts and a level of safety per code that may not have, you know, I think we'll get to some of the things between safety and privacy in the future here, but safety and privacy are two different things, and so the code requires certain things for security access that may not represent everything that we were hearing from the community, and from these workshops.

Tad Costerison, NCARB, LEED AP: Let's go in that direction, since that's kind of kind of where your comments are headed, because that's one of the things I'm thinking about is you're describing the, you know, identifying what the community wants in their spaces. And as you're trying to actually put it into the designs, did you, did you feel any--I'm going to say counternarratives--did you feel any intention of, they're asking for more, and that's pushing on the budget? Or they're asking for differences in square footage and the difference in square footage allocations, some folks are maybe uncomfortable with? Did you feel any counter narratives you were starting to integrate some of those different approaches to the space design?

Tad Costerison, NCARB, LEED AP: Oh yeah, for sure. Uhm, you know, cost is a big part of it and construction constraints too to be honest. We were dealing with existing facility, existing building and existing constraints within that facility, and with the budget of course this is a public project, publicly funded. There has to be we, you know we have to do our due diligence to balance that with the needs of the Community for what's possible with the constraints within the facility, and then of course, the cost of all this, so I'd say yes. That and then some of the counter narratives about, you know leadership, or, uh, you know, the leadership really is the one that we were having making the final decisions. They were hearing everything which is good. They were well informed but they were. Felt like they were held to...provide--they kept coming back to the equal sizes of things and equal numbers of items within the facility. It was unfortunate that we couldn't shape the facility a little bit more towards what was really needed within the different groups or team rooms. But one way that we got creative with this was we tried to identify what was more private spaces and what could be more shared. I think that was one thing that I felt really successful and I know that uh, leadership as well as the Community that has seen the design really felt like it aligned with a lot of different needs that we were hearing from both sides. We

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created you know the specific men's locker room space, women's, the all what we call all gender more inclusive spaces and then right in the center, the shared spaces: the team rooms that could flux between different types of teams. They were no longer owned by the basketball team or the swim team and those spaces were, you know as best as possible, equally outfitted with the amenities, so, uh, they had kind of the same numbers of things and qualities of those spaces, but also that whole area. What we felt was more inclusive because we were, we were able to reduce the "identified," you know, a door or a room with men or women or a certain team, and so that I felt was a good success in sharing. And by sharing, that meant that we didn't have to double up on some of these other spaces which helped with cost and the constraints that we talked about with space. So it allowed for more shared spaces I think. With that shared, we thought of, first a shared kind of zone, that anyone would walk into. And you're not just off of the main corridor, in Laney's case you know the exterior walking into the space you didn't walk right into a women's, you know hallway that gets you just to the women's amenities or restrooms, locker rooms, or men's. It was you came in, and when you see the end result that you'll feel more included like you're kind of mixing with the different groups at different functions early on, and then you have choices to make, uh, after that. If you needed something that's a little bit more private spaces, you've got choices, after that. So I think setting up with truly understanding what could be shared, what needs to be private, that really helps offset some of those counter thinkings or those narratives that were against including the Community's input. It felt like a really good balance. Yeah, there's always improvements on that, but I felt very good about that. And then when it comes to how we kind of measured some of those two, we did a lot of benchmarking on other facilities. Uh, we walked through. We would do this ourselves, like I would go just myself. I would document my experience in a couple of other facilities. What was I experiencing? What were my choices? How safe did I feel? How private did I feel? And then others would walk in and do the same, and then we go as a group. And how do we experience it as a group, as we talked through it? When we did that with mostly community spaces, other community colleges, even the UC systems, they're doing this as well. Higher ed, trying to stay in that kind of higher ed area to observe, but then we also looked at even private, more what I would call private spaces, which is maybe even some restaurants. And these, uh, some of the public spaces we see that the cities have, with restrooms and trying to uh, help with, you know, inclusive and equal access. So that's how we measure that. We do post occupancy evaluations, but unfortunately both--the Laney College is just now being designed and is about ready to be built. So we haven't had the opportunity there yet. But the other community colleges we go back about 11 months to 12 months after the fact to observe and we have sets of questions. And again, not really workshops but just an ability for everyone to kind of have their voice, not just leadership or not just the one stakeholder that maybe is running the facility, but trying to get to the people who are actually using the facility on a day to day basis. Pretty simple questions and to see how it's working and what they would change in the future.

Michael Ralph: Yeah, thank you. I am watching the clock and I am keeping an eye on the time we have. I'm going to put a fine point on it, but I think that it's really going to be useful to our group because you mentioned, you know, balancing the square footage and laying out the metrics--you answered the question before I asked it. So that was really useful, but specifically thinking about helping leadership move away from like a proxy measure like equal square footage to something that better represents you know, the more nuanced comparison between different experiences. Was there a particular metric that you did use, or that you would like to use, or that you'd recommend using as an alternative to equal square footage that might help administration embrace a change in restroom systems. If that was something that the community was looking for?

Tad Costerison, NCARB, LEED AP: Yeah, the metrics--that one is harder. We do use some qualitative metrics about the experiences within the space and trying to measure the stakeholder's and the Community's input early on, uh, in what they want to experience. And, for example, I mentioned that the safety and privacy, we would have questions about when they felt safe versus when they felt private. Ah, that one's a difficult one. I don't know that I have a real good answer about metrics on this. We are trying a through sets of questions to again talk about the experiences, uhm, more inequality of the space, more than the numbers and we do try to set that up in some sort of a matrix so to represent where those answers are kind of trending and align those or balance that with some of the other metrics that we do have a about area and fixture counts but. Yeah, that's something that we can improve on, obviously, uhm, I don't have a clear answer on those type of metrics I wish I did. Sometimes it's more of a feeling that we're getting that something

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is trending a certain way and we try to then use that to inform our design. One of the things that we did was, Laney College, for instance, we started to break down some of the physical barriers that we had originally had in the design of--thinking that security meant doors and things that you could you physically block off, but instead we were hearing about the experiences like, yeah, the door, it does make them feel safe or private. But sometimes after they move past that threshold, they no longer feel safe. Or when they hear the door open for someone else coming in. They no longer feel that safety. So opening up and thinking about different ways of laying out so the space so that you have openings in these walls. You have instead of one way in one way out, what made people feel safer was having two ways of moving in and through a space so. I can't say that we had a metric on that. Sorry.

Michael Ralph: That's OK. If the answer is no, the answer is no. Yeah, I'm hearing you, and as you're describing the this matrix that you're using to weigh the different factors, I'm hearing the square footage comparisons, fixture counts. Those are things that you believe are worth considering just within a broader context. Am I restating kind of what you said?

Tad Costerison, NCARB, LEED AP: Oh yeah, it is worth considering. It's something that we have to consider. There is still by code and by the occupancy type they use, we have to provide certain square footages for certain views and for certain occupancies. And leadership has, in some cases they've had some unfortunate lawsuits about equal spaces or equal amenities and we have to then show and prove that we're providing equal space. Now I would say that that's not--they're not equal, like even on paper, and even if the built environment is exactly the same, square footage is [the same,] are you really providing equal spaces or experiences or inclusive experiences? I don't think so. I think there's a different way, so we are forced to use those metrics in some way. But it's our job to be creative about this and hear others and try to use that as maybe an opportunity or a constraint and then use the Community's input as a way to drive in and shape that, so that we're getting as much of the best of both worlds as we can. Because leadership is under a lot of demands. If we if we can still prove that we were equal. For instance, at the Laney College, if we can prove that those shared amenities are truly shared, then that becomes part of that square footage matrix and no longer does the men's and women's locker room physically have to be exactly the same size, but those all the amenities in those experiences, the things that they get to use now are shared. We can then prove to them that everyone can use those type of spaces and that becomes part of that overall square footage matrix. Then we can say that they are doing their due diligence to address a certain lawsuit about what they think is equal space, and at the same time we're listening to other groups and others that then come back and say thank you for listening to us too, we now feel more included. I mean that's our ultimate goal is to be able to do that.

Michael Ralph: Sure, thank you. So conversation is good. So some of these questions are gonna overlap, which is fine and normal. I'm looking at question #3 and it reads how did you approach optimizing and measuring the project outcomes for your clients? And you've commented a fair amount on this already in our conversation, so I'm interested and maybe focusing in on the sub bullets asking about maybe some surprising outcomes. Were there elements of that process--I'm thinking specifically about some of these shared spaces that were helping demonstrate equitability of the facilities between men and women. Were there surprising outcomes, benefits, or challenges as you were approaching using these common spaces for like hey, we woke up and we saved \$20,000 we weren't expecting. I don't know what it looks like, but were there things that surprised you as you were negotiating that process of shared versus specific spaces?

Tad Costerison, NCARB, LEED AP: Yeah. So I think, the success. I think that really what was the success in our mind was developing those shared spaces. I think some of it was driven by leadership thinking about that they were tired of the bickering over these spaces, the existing spaces that they have. The, "this is my real estate in my room and I'm not gonna give it up," so they were frustrated with that. And so I think one of the successes with that is because they had those experiences in the past. They were negative experiences. It was able to result in into what was a true shared mindset, like they wanted to find a way to share spaces. And so I thought that was a real success for this project because originally going in it really was they were still divided into men's and women's--men's teams, women's teams spaces if it wasn't for this more of a negative experience that they've had in the past or even a particular lawsuit that required them to make certain changes, they may not have arrived there. We do try to advocate for these shared spaces because of costing and

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I think one really good example is cost and in square footage. I'll be honest, that we were constrained by the footprint of the building. Having shared spaces and knowing that we didn't have to have a vacant room for a full season because a certain group was not going to be using it, really allowed for us to have a good, well designed space and we could put more into these spaces, to be honest. So we were able to reduce the cost by reducing the number of fixtures, showers, toilets, lavatories, even things that the team needed--lockers and big screens on the wall and things like that. We were able to really outfit these because we were able to do that. So by saving costs on the infrastructure, of the project by having shared spaces, we were able to give back more amenity within the space. More items in the space that's going to help them, you know, do their job of either teaching, or you know physically being able to take a look at what they've done on the court, in the fields, in these clubs, and learn from that. So I think that was a real success in the project. We didn't save like, huge dollar numbers, but we did save on space for sure. We would never have been able to give them as much other spaces--like we had shared classrooms and conference rooms and these really nice sitting areas, giving them the flexibility and the choices within that arrival zone of shared spaces. We would have had to use that space if we were required to have a certain number of team rooms that were dedicated to certain sports or clubs. So I think that was really good.

Tad Costerison, NCARB, LEED AP: Uhm, was there another question about. The like, we had successes, but was there also a question about, uh, maybe something negative that happened? Is it?

Michael Ralph: Yeah, it's yeah, we've got the sub bullet framed. It is things that you wish were different, but there is something that was frustrating or something that--you can conceptualize that however you want. The other side of the coin absolutely, if you want to comment.

Tad Costerison, NCARB, LEED AP: Yeah, I think the only thing that was a negative or a constraint that was harder for us was in more, the regulatory area of compliance. Uhm we had to do a lot of our own due diligence and work with, like the Division of State Architect DSA, a reviewing. Uh, the fixture counts the accessibility of--because right now code, really only is driven by fixture counts to accommodate the occupancy of a space and also accessibility, but they forget about the inclusion of many other things that are involved. You know? I think that was the most challenging thing is having to defend the needs of the Community, our design against the code. We had to really advocate for having these types of amenities. These experiences, these choices that the community could make within this facility because they weren't necessarily in the code. We had to prove that these shared facilities, could--you know, the numbers. Again, we're back to the numbers. The shared number of showers and toilets and lavatories could all come together and prove that we can accommodate and serve all of the people using the space, but it wasn't defined just by men and women, and it was interesting to go through that process with them, to kind of describe it. And a lot of times the people that were reviewing it, the reviewers were, they understood it, but they were held by a code that, you know, again, legally in text. And you know it was their responsibility to make sure that we had, full accessibility and full number of the devices and fixtures that were required in the space.

Michael Ralph: Can you--this has been an important theme in your comments, you're saying amenities and fixtures--what are we talking about? Toilets? We're talking about sinks?

Tad Costerison, NCARB, LEED AP: Yeah, absolutely. So to be very specific, it's showers, it's toilets. It's urinals and laboratories and then the physical space, that it takes. In the code right now, it's more about mobility. People that have trouble with mobility, so they have devices or equipment that help them, like a walker or cane or a wheelchair, and so it's really about creating spaces that are accessible for them. But then there's others that maybe have vision problems. So how intuitive is it to move through the space? How does the lighting, the light levels, and the quality of that light--how does that affect them and how they experience that space? I think it also goes with their inclusive design that we want to really get to, is that we're required to have certain signage on doors and it was a real constraint. It was really hard to defend. "Hey, we don't want that here. And we don't even want a door. We want them to have that flexibility to move in and make that choice, to then make their decisions and where they want to go, what they feel is a safe place or a

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comfortable place for them to go without having a code and a sign that says, ‘only you are allowed into this space or encouraged to come into this space.’” So that’s one thing that you will find if you if you take a look at that Laney locker room design. Again in that whole lobby space, we tried to make that as intuitive as possible. And I think we’re getting really close to being able to have, you know, either no signage or more inclusive signage about. “Hey, if you want this experience, go here,” it’s not about, “this gender can only go here.” We do have the true men’s/women’s, and the all gender spaces that are identified by signage so that it does make it easy to see. But we’re hoping that in the future we’re able to have less and less of those types of signs that identify those spaces just for one group of occupants. So I think that was a tough one, for us, but in a way—everything like that—you learn from it. And maybe by defending your design, or the community needs and wants, you to learn how to talk about it more and really dig into what is important on both sides. Why is the code written the way it is? Why does the Community want certain things? That was definitely a learning moment.

Michael Ralph: Yeah. So as I’m listening to you describe the shift to many common spaces or multi user spaces, have you noticed either in some of your conversations or some of the post occupancy conversations you’ve had with some of the other projects, when you move to more complex usage profile in the shared spaces--I’m thinking about impacts on maintenance. Do those become harder to clean? Do you see increased rates of breakage? How does a move to more common spaces impact the ability for your clients to maintain these spaces?

Tad Costerison, NCARB, LEED AP: That’s a great question. So early on, uh, if we go back to the Kenyatta College example and a few of the others from those earlier to mid 2000s examples, we were to be honest, we were kind of fascinated by all the different products that were out there that were trying to solve these problems. So we would design in, whether it be the electronic devices for, flushing toilets and turning the lavatory on, the hand washing stations. Yeah, all of those things, we were fascinated by that. So we did incorporate a lot of that into it. I think that really did impact the maintenance. There were so many different devices that they had to maintain over time. And those things did break quite often to be honest, and we have learned. So in the Laney example, we tried to really reduce the number of different types of fixtures—the plumbing fixtures, the devices that ran or could control those fixtures. We also learned that some of the trends in thinking that everything needs to be touchless--during some of the COVID research, that you didn’t want a toilet flushing unintentionally and we didn’t want certain things like even sinks to run and splash without some sort of occupancy control over that, or decision to turn something on. But I think that there’s definitely a trend to go very, very much touchless, and I think there’s still, you know, a lot there. We’re seeing that we’re using less doors. That means less door hardware, less touching of things that move to go into a space. We’re trying to lay out spaces so that you have these common spaces like the hand washing areas, which can be the shared spaces, the toilet stalls which need to be private spaces, and feeling of privacy and safety for the occupants. We’re using full-height partitions now to help with that. There has been some maintenance issues around the base of these--cleaning and water absorption--so choosing the right products to be sure that they are compatible with operations and maintenance. Certain community colleges, unfortunately, they don’t have the staff to maintain these facilities as well as maybe a private entity or institution that can clean every surface daily, so picking out the right balance. Do we take the tile up the wall and on all the wet walls? And knowing their protocols for maintenance is really important. I think it’s gotten a lot more simple to be honest than it had in the past, and that’s helped with costs and maintenance. But I think it’s really knowing your client, uh, and the and the way that they are able to maintain a space. Because there’s a lot of really great products out there, but I think with creative design solutions, I think it’s even better than using a product. Because a product will eventually wear out, but if you have a good layout of the design, and flow through a space? I think that’s even better if you can accommodate that without the use of technology or particular material. I think you’re gonna end up with a better quality of space, but also overtime easier to maintain order, if you need to replace something.

Tad Costerison, NCARB, LEED AP: Thank you. Staying cognizant of time, we’ve got about 12 minutes left but this is really good conversation and we’re hitting on some of the some of the other questions, so all is well. Just making sure that we’re keeping time in mind. You mentioned the partitions, which has definitely been an area that we’ve been studying as a part of this project. So you mentioned in particular the full length partitions and thinking about some of

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the maintenance issues that arise from going to full length. I'd really like to explicitly here, maybe just [talk] a little bit about that. You've identified water damage. I know that our client was thinking a little bit about, also, like damage or vandalism, being some of it's easier to fix on some products versus others. Are there any other design considerations that you explicitly think about as a result of your experience using full length?

Tad Costerison, NCARB, LEED AP: We are definitely looking at products that are more of a homogeneous type of a product where the material is the same all the way through, there's no finish on the outside or the inside or around the edges. It's all one material, so that has proven to be better for us from a water intrusion standpoint because there's no layers to delaminate. That's one aspect of it, but from a maintenance standpoint we've found that especially in the in the public sector there is vandalism that does go on, and so having a product that's easily--the smaller scratches and gouges that you get in some of these doors and wall systems, you're able to sand out. The maintenance staff can go in and remove as much as possible. With that type of vandalism, that really helps. I think the hardware on some of these, we're going now with the full hinges, and sometimes we have the pivots, but anything that is in the floor, surface tends to--water is going to get in there in some way, dirt--it tends to fail faster than just a traditional hinge, and so we take the traditional hinge a little bit further by going with a full hinge, that really helps out. Of course stainless steel, so the material really does make a difference. We try not to go with anything that's plated, like a chrome plating over another product, because that scratches, then it either looks bad or it starts to rust, so going with something that again is solid all the way, through the same material, really makes a big difference in the quality of the function and also the long term maintenance for these. And we're also experimenting with, when we say full partition, does it truly go all the way to the ground or is it held off just a little, but not enough that someone can look underneath or someone inside the stall would feel unsafe because it's easy to see under or easy to see over like a traditional stall would be. So we're experimenting with that balance between safety, privacy and maintenance with the way that we designed these.

Michael Ralph: Yeah, thanks. I'm looking at #5 just for a brief comment because we've been talking about this already, but thinking about moving into the future of five and 10 and 20 years from now. Do you see any clear trends and where the kind of systems and products are that they might be considering for a future project that you'd recommend they look out for to maybe continue to solve some of these problems?

Tad Costerison, NCARB, LEED AP: I think we're finding a lot of manufacturers are coming up with assemblies now. Instead of building more of the traditional walls, we're seeing a lot of products that are able to satisfy solutions for showers and toilets and even partitions in between locker spaces. They don't give us as much acoustic privacy as a traditional wall, but we're finding because of that assembly it makes it a lot more flexible. We're able to create more of a shell type space for the overall design and what goes in it is more of assemblies that come together in the field, so I think that's a more of a popular trend right now of more flexible pieces and parts that will then be assembled on site, instead of actually built into the infrastructure of the facility. So that's one thing that's interesting that I'd like to explore more, and I'm seeing that with other industries as well, or other types of spaces too, so that's one thing. There's also a trend in this type of materials, that it's no longer just about the look of the of the material. The manufacturers really are looking at long term maintenance of these partitions and fixtures, more than I think they had in the past. They were selling in the past more of the look of the product, now it's more about how--how is it maintained, how green is it? So green meaning first, initially what is in that product, but also maintenance if you have to replace these things, year after year or in five years, then it's not sustainable even if it started as a sustainable product. It's more sustainable if it can stay in use for longer periods of time, so I think there we're seeing that the longevity is getting better. I did mention some of the trends that we saw earlier about all the motion and the touchless items. So I think we have to be careful with some of those trends. When it comes to sanitary spaces like a locker room, restrooms, where there is water, unfortunately germs and things are more easily transferred with water, not just air. So I think it's important that we understand that even if a trend takes us towards more of a device or electronic that's controlling something, that may not be the best result when it comes to controlling spreading of germs and things. So having choices, I think is what we are seeing now. A little bit more trend back to user choices, meaning that you can turn a device on or off, hotter or colder and that because of the material, it's a little bit more sanitary even if you have to touch it. The anti-microbial type surfaces that they're applying is

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seems to be a good trend, a good balance between an electronic, automated type system versus a manual, having the ability for the user to have choice.

Michael Ralph: Sure, thank you. So I'm seeing, we've got 4 minutes left on our clock, question #4, I feel like we've pretty well covered in some of the other conversation. I just want to confirm, is there anything that you want to make sure we include, talking about engagement with stakeholders?

Tad Costerison, NCARB, LEED AP: I think the one thing I would say is that we had to really think about who our audience was from leadership who had certain goals or objectives for a project. Stakeholders that had other goals for the project. So I think definitely understanding those needs and how you balance those. And for us it was the workshops. It was surveys that allowed us to feel like we really heard everyone. We could not do everything for everyone, we couldn't make everybody happy, but I felt like we were able to hear everyone through a series of workshops that were in person, and a series of surveys that were presented to them more digitally and we could hear their voices that way. There may be others, but I think that's what I would encourage, is to make sure you understand who you're working with and how best to get to that person that may not want to speak up in front of a large group. How do you also engage them? Get that input and hear all those different voices.

Michael Ralph: Yeah, thank you. So then I'm gonna skip to six in our last question with our last few minutes here. I'm thinking about engagement and I want to add to that, not just engagement but also I'm communicating back some of the design results and some of the plans that you're proposing for the facility that you're creating. Are there any challenges? Or maybe even missteps that maybe you've experienced or that you've seen other places have to deal with that you'd recommend for this Community College to watch for, even, maybe intentionally avoid, or even just address in a strategic manner?

Tad Costerison, NCARB, LEED AP: Yeah. Some of the mistakes we've made. It's easy for us just to go directly to presenting information back in plans or in numbers, and so we have made that mistake before where we were presenting pure numbers back to leadership and they immediately will see that, you know, "we asked for equal numbers, now you've given us, unequal [numbers,]" but then we have to say, well wait. There's these shared amenities. Let's really look at it. Early on we struggled with, how do we share that information? So a series of graphics supporting the numbers and narratives. I think storytelling is a huge way of doing this. The Community listened to the stories about how we did the benchmarking and how we walked through the space. What was my experience as a story? What did I experience? So as more of a storytelling narrative, that was a better way to describe what we were doing and our other experiences and how that applied, or informed that design. And then for the leadership, it really did come down to a lot of the numbers. They just want to be sure that we did hear the community, the stakeholders, and how we presented that back to them in the form of, OK, here is the survey. Here are the questions, and here are the results of those. We came up with like a matrix of like the four squares of those things that a lot of people wanted, but was easier to achieve. And then of course, the things that everybody wanted, but it was really hard to achieve or really costly. So we came up with that—I can't remember what that square is called with the four sections in it, but it allowed us to then say, OK, something is easy and a lot of people wanted it. Or everyone wanted [something,] but it was harder to do or was very costly. So you could see by putting them in those regions that was a way to describe that information more to the leadership as a whole. But for us it was really about telling the stories through more imagery and graphics and more experiential, I think really helped with the community and the stakeholders, the people who are really going to use that space. That was what felt like more important to them. And it was a more successful way of communicating back what they had told us about what their needs were. We were in a very similar way, saying this is where the design is, and this is the kind of the experience and then how we would narrate that back to them as more of a story of how you would use that space or experience the space.

Michael Ralph: Thank you. We're at our time, so I appreciate you spending this hour talking with us and sharing your expertise. I'm going to stop the recording now.

RESEARCHER INTERVIEW PROCEDURE

PROCEDURAL SCRIPT FOR RESEARCHER INTERVIEW

Thank you for offering your time today to share expertise in studying issues of inclusion, with a focus on gender and public restroom facilities. We are studying different ways restroom design can be considered in a project, with interest in considering gender binary and gender inclusive designs. I will be recording the session today. We will be analyzing your comments for both general themes and relevant guidance for future district projects. We may use quotes attributed to you by name. Your participation is not anonymous. Do you have any questions? Do I have your permission to record our conversation for accuracy?

[[make sure all participants say yes before proceeding, if someone does not give permission, then we must instruct them that they will be withdrawing their participation from the interview and the research study]]
[[turn on recording function]]

Thank you again for taking some time to talk with us today - we truly appreciate it. To confirm, you have been informed of the study purpose, our recording and reporting intent, and have given consent to participate prior to starting the recording. *[pause]*

To give you an overview of what to expect, we have a list of approximately 6 questions about user experiences in public restrooms across gender identities, including recommendations for future project considerations and engagement approaches. I hope these questions will guide about an hour of conversation. You should feel free to interrupt me or ask for clarification at any point. I might also ask some follow-up questions to get more detail about your answers. Do you have questions for me before we get started? *[[answer any questions]]*

Please introduce yourself and let us know what identities and experiences you bring to your work (who are you, what is your experience, areas of licensure, or project specialization). Feel free to share whatever you'd like. I'll start. *[[facilitator introduces themselves briefly]]*

Sample introduction: "My name is Michael Ralph. I am a cisgender man who conducts education research as it relates to space and policy. In my career I have taught at both a high school and university, and I specialize in STEM education."

QUESTIONS

1. In your experience, what are the most important elements of restroom design that impact people differently across gender identities?
2. What kinds of metrics have been used to study the inclusiveness public spaces? (Ex: how should we evaluate safety, privacy, accessibility, or inclusiveness?)
3. What are the guidelines for best engaging with a regional community to ensure all voices are being considered appropriately during the engagement phase of a renovation or new construction project?
 - a. How should we think about identifiable subgroups, especially with regard to considering representation of gender subgroups in surveys or focus groups?
 - b. How does consideration of gender inclusion intersect with other cultural identities?
 - c. We are particularly interested in intersectionality with race and nationality (Ex: international students with a conservative culture).
 - d. Are there particular methodological approaches (or leaders in methodology) that the district should consider when designing project engagement in the future?
 - Ex: item writing, self-reporting difficulties, or sampling biases
4. Are there particular considerations for restroom design that may impact broader campus culture?
 - a. Are there specific considerations for young adults (students)?

RESEARCHER INTERVIEW PROCEDURE

- b. Are there specific considerations for professional academics (faculty)?
- 5. Are there problems in project engagement or public facility design you would advise the community college district to watch for, intentionally avoid, or address in a strategic manner?

[[thank participants and end recording]]

RESEARCHER INTERVIEW TRANSCRIPT

Michael Ralph: Good deal, uhm OK, so thank you again for taking some time to talk with us today and we truly appreciate it. To confirm you have been informed of the study purpose, are recording and reporting intent and have given consent to participate prior to starting the recording.

Michael Ralph: I see you nodding, cool. OK, so to give you an overview of what to expect, we will list of approximately 6 questions about user experiences and public restrooms across gender identities, including recommendations for future project considerations and engagement approaches. I hope these questions will guide about an hour of conversation, so you should feel free to interrupt me or ask for clarification at any point. I might also ask some follow up questions to get more detail about your answers.

Michael Ralph: Do you have any questions for me before we get started?

Genny Beemyn, PhD: Not at this point.

Michael: Great. So then we'll go to the first question. Please introduce yourself and let us know what identities and experiences you bring to your work. Who are you? What is your experience, areas of licensure or project specialization? Feel free to share whatever you like.

Michael Ralph: I'll start, my name is Michael Ralph. I am a cisgender man who conducts education research as it relates to space and policy. In my career I have taught at both high school and university and I specialize in STEM education.

Genny Beemyn, PhD: Genny Beemyn, I am a non-binary trans person. I have been working in LGBTQ+ student services for the past 20 plus years. For the past 15 plus years, I've been director of the Stonewall Center, the LGBTQ Plus Center, at UMass Amherst. For that same amount of time, I have been researching, writing, speaking about the needs and experiences of trans students, including a lot around issues when it comes to restrooms.

Michael Ralph: As a follow-up question, can you--we've been reading some of your publications, and some of the material—that was how we how we found you and came to reach out in the first place. Can you tell us a little about the kinds of methods or the kinds of research that you've been publishing recently? Or overall?

Genny Beemyn, PhD: Sure, most of my research is qualitative interviews with individuals. I have a research partner who's a quantitative person, so we often collaborate for larger studies like the book we did on the lives of transgender people. So Rankin and I put that together with me being qualitative and her being quantitative. Uhm, did a study on the experiences of non-binary trans college students. It was the 1st national study of nonbinary trans college students. That got published in the anthology that I did on trans people and higher education. Right now I'm working on a larger book that's a textbook on the experiences and history of LGBTQ+ college students.

Michael Ralph: Great, thank you. So let's move to the first content question if you will. In your experience, what are the most important elements of restroom design that impact people differently across gender identities?

Genny Beemyn, PhD: Well for many trans students, and gender-nonconforming students who may not identify as being trans, gendered facilities—typically multi stalled gendered facilities—are uncomfortable and unsafe. Many trans students avoid using multi stall gender facilities to avoid the possibility of harassment or even violence. And even single-stall gendered facilities--you know, a mens room, a woman's room that just one person is using can also be difficult for some trans students, because it essentially outs them. You know, that people see them going into M door versus W door and that indicates to people how that person identifies and that may not be comfortable. So for some people who are not wanting to disclose that—it makes a decision, "do I use the facility that matches my gender identity or do I use what people would expect me to use based upon my gender expression?" And for some trans people, that's gonna--that gender expression might vary day-to-day. So say, a trans woman who is in the early stages of transitioning? Which

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bathroom she's gonna feel more comfortable using may vary depending upon how much time she might have had that morning to get made up, so she looks more, quote unquote, "really female." So that presents a difficulty for people having to decide which gender is going to be safer for me today to be living in. Ah, so gender facilities, whether multi stalled or single stalled, are problematic for trans people and that's why I firmly believe that we shouldn't have single stall gendered restrooms. There's no reason to have to gender a single stall facility, and they should be open to anyone to use, so there's no reason to have to gender those. A lot of campuses are doing multi stall gender inclusive facilities and I think that really is a big step forward because single stall facilities, you know, don't really work in high traffic areas, right? You have to have a gazillion of them in order to work with the number of people, especially when you have like 15, 20 minutes between classes. Everyone wants to use the bathroom. Single stall facilities just aren't going to cut it, so you really you need to have multi stall facilities and a lot of campuses, including my own, are moving toward having gender inclusive or all gender multi stall facilities. But that in my mind doesn't mean we should eliminate the single stall non gendered facilities because, even in multi stall where you where you have sort of private cubicles and no one knows who's behind, door number, whatever--if you have a public area, that's the sinks and mirrors, that could be a difficult space for folks to navigate. There could be trans women who might be doing makeup, or you know, doing their hair or whatever in front of the mirror and have to then put up with people's comments about them. So for some trans women, that's not going to be a comfortable space. So while I think multi stall gender inclusive facilities are really important to have, to get away from having gendered ones, it doesn't erase the need to have single-user facilities. Because you've still got public area where people can encounter harassment or even potentially violence. So I think that you still need to have some space that's going to be private for people so that the people who feel [single-user facilities are] a more comfortable space have that option.

Michael Ralph: I have a few follow up questions from some of the remarks that you've made. So you talked about knowing some of the work that you've done for transgender people who avoid using restrooms or are uncomfortable with the restrooms. Can you tell us a little bit about how do we know that or what do we know about their reasonings? You mentioned your background is qualitative. How does that come to be?

Genny Beemyn, PhD: Yeah, even in terms of 'how do we know that this is such a pressing issue for trans people?'

Michael Ralph: So I'm thinking about the methodology that you've used so that it might inform some of the ways that the district might engage with their stakeholders on a future project to understand concerns that might be similar.

Genny Beemyn, PhD: I see. So I mentioned this study I did about non binary trans students. I also worked with a colleague, Abby Goldberg, on a study that asked trans students what they thought was most important in terms of trans inclusive policies, and in both of those studies, bathrooms were the most pressing issue for students in my work. That was what students indicated was the biggest failure on their campus in terms of serving them as trans people. And in Abby and my work, the number one policy change they wanted to see was more gender inclusive bathrooms. They felt that all buildings should have gender inclusive restrooms. Because that's--you know you think about that's just such a basic thing, right? You know you can't function in life out in the world if you don't have a place you can pee in peace.

Michael Ralph: Were there in those findings, were there particular facilities or amenities that need to be present in an inclusive restroom to make sure that everybody can comfortably meet all the needs they may have?

Genny Beemyn, PhD: Well, we didn't dive down deep into like what they would suggest for design characteristics. Obviously they want a space where they can feel a sense of privacy. So the stalls in most multi gendered restrooms today, uh, don't provide privacy right? You know you can see below, there are cracks between the door and the walls so it's not a very private space for folks to want to use. I've heard from some trans students, you know just the sound of their pee. You know not to get too explicit here, but you know that makes a difference. It can indicate to someone who's in a stall next door or at the sinks, what kind of equipment you might have, and so that's something that I've heard students talk about trying to--you know, disguise their the sound of their pee so that no one is going to recognize what equipment

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they have. And also urinals. Urinals are awful. I don't know anyone who likes urinals, even cis men don't like urinals. So obviously having those is a real problem for facilities. You know, especially for trans guys. They do have devices to help you--you know, be able to use urinals if you still have a vagina, but it's still awkward to have to carry that around. And even though men don't look at each other down there--certainly because that would be like, oh, you must be gay then. Still you risk, you know, someone looking down and seeing that you're using this device to be able to pee standing up. So, uh, yeah, having urinals definitely doesn't cut it. And having stalls that don't provide privacy is not very good either, for trans students. And I would say in both cases, really for everyone. You know one of the things I would say is that, creating gender inclusive facilities, whether we're talking about single stall or multi stall, serves a lot of people's needs. It's sort of like the curb cut effect, if you define it with that. That expression, you know, they installed curb cuts on city streets to help people in wheelchairs, and what they found was that it helps so many people. It helps parents who are pushing strollers. It helps delivery people who have to push a cart and it's really hard to have to get up over the curb with something heavy on a cart. So lo and behold, --and of course helps bicyclists you know who are trying to get off the street. So they found out that this really was an important need that helped a lot of folks. And it's the same thing with having non gender or all gendered facilities. Like single-user facilities, not only help trans people but they help people with disabilities who don't feel comfortable enough in a facility where other people might be seeing their bodies or if they have a caretaker and that caretaker is of a different gender than themselves--what the hell do you do to use a bathroom? Or a parent who has a kid who is too young to be on their own, but too old to really be using the same restroom that you might be using if you're different gender than them. What the heck do you do? So having single-user non gendered facility is really helpful for a lot of folks, and it could help people who don't feel comfortable using all gender or non gendered multi stall facilities.

Michael: I'm gonna hold my other question until a little later in the conversation. You said you had one point before I before I jumped in. Is that still relevant?

Genny Beemyn, PhD: I covered it, we're good.

Michael Ralph: OK, then let's say let's go to the next question. What kinds of metrics have been used to study inclusiveness of public spaces? For example, how should we evaluate safety, privacy, accessibility, or inclusiveness?

Genny Beemyn, PhD: I just read a really interesting manuscript that hasn't been published yet, but I think will be. I recommended that it that it be published. It was a study that looked at gender inclusive facilities and student attitudes. This was a campus--and I don't know what campus it was at obviously--although I have a couple of guesses. It was a campus that installed multi stall gender inclusive restrooms across campus, and wanted to look at what student attitudes were, so what they did was they did a study where they presented students with two different fictional scenarios. One was a survey that found that the majority of students were in favor of these gender inclusive restrooms, and another scenario that a majority of students were opposed to them. And what they found was that the cis students who read the study that said most students were supportive of it--they also were more supportive of it. They felt that transgender should use the restroom that aligns with their gender identity and be able to use both the gendered facilities that were multi stall as well as the gender inclusive ones. Whereas there was not that same change in the students who read the study that said, most students were opposed to it. So this is really I think good as a metric to look at the importance of education, and about social norming. You know we know from so much research that's been done quickly around health care issues and drug use that social norms make a huge difference in what people's attitudes are. That if you present people with the facts, so to speak, about you know 'cause peer pressure is everything for students, and then if they recognize that, what the other students are thinking, they're gonna, to align with that. So it's important, then to educate students so that you create this social norm that other students are going to feel obliged to fall in line with. Not that you want to have students not be thinking for themselves, but you know it just really shows that people want to be part of the in group, right? And so if they recognize that accepting trans people when it comes to bathrooms is what people do on that campus, then people will do it. That's why it's so important, I think, to educate incoming students about this is what we do; these are our policies, this is our culture and people will follow along with that. I think that this particular, work being done here involved in

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California--you know Bay Area--much more accepting place obviously, than a lot of the country is for trans people. So it's less of a fight than it would be in a more conservative area to get that really positive social norm around respecting trans people in restrooms, whether they're gendered or non gendered.

Genny Beemyn, PhD: I think another useful metric, which I unfortunately don't have the data on and, I would love to do this but I don't have the time. I hope someone does, but still you know we're seeing in the past five years, so many colleges adding multi stall gender inclusive restrooms. UC San Diego, Cal Poly, USC, Northwestern, Penn, every community college in Washington--Saint Olaf in Minnesota. And we just did, at UMass Amherst, in our student union we just renovated the thing and we put--all of the restrooms now, in that building, are gender inclusive multi stall. I haven't been on campus yet, 'cause I've been remote for the past year plus, so I haven't seen them. I can't wait to see them. And I don't know 'cause I've not been on campus and many students haven't been on campus either. There's sort of like what the buzz is or what the reception is, but I would love to see a study that looks at a bunch of these colleges in different places, different kinds of colleges, different campus cultures to see what the reception is, how are they perceived on campus? Are there students who are finding those to be really helpful? Are there other students who like, oh, I'm going to avoid that, 'cause that's uncomfortable for me to use? Does the design work for students, particularly for trans students for whom this is often a critical piece? But again, I'm sure works for a lot of other students, for you know, as I mentioned that the curb cut effect. I would love to see some research that looks at that. I will probably end up doing that at my own institution just 'cause curious and want to know.

Genny Beemyn, PhD: Because that's hopefully what we're gonna do is to model, going forward is to have, when we do renovations, have multi stall gender inclusive restrooms done as a matter of course. Right now, our building code is that whenever we put up a building, whenever we renovate a building, to make sure we install single stall gender inclusive restrooms while we're still doing the multi stall gendered ones. And if this is popular, if this works out in our student union, which of course is a hugely heavily trafficked area, then I don't see any reason why we don't go forward and just doing away with having gendered restrooms, period. And any construction going forward that they're all going to be gender inclusive, whether single or multiple.

Michael Ralph: Thanks, so I again I have follow up questions. I have two. They're like, I want to ask both of them first, so I gotta pick one. I'm just gonna flip a coin in my head. So you mentioned that you were reading a manuscript that is likely to be published soon, and that's an important question for the district is, you know three years from now, five years from now, 10 years from now, they want to get the most current most current scholarship on this issue. Do you have recommendations for how they should go about reviewing up-to-date research or literature, or how should they search or how should they reach out, to make sure that they've got the current material for whatever project, may be in the future?

Genny Beemyn, PhD: Yeah, that's a that's a great question because this is so relatively new. Five years ago, I don't know any campus that had a multi stall gender inclusive restroom. I'm sure there had to be some. You know it's probably some idiosyncrasy. You know, a building didn't have many restrooms available, so they just made this one gender inclusive so everyone could use it. But it wasn't a like a thing. It wasn't a policy thing. It's only been in the last five years, as trans students have really pushed for more inclusive facilities, that we were seeing this trend of having multi stall gender inclusive facilities. So there isn't a lot written about this topic. I think where I see the work being done is around restroom design, and trying to like model what is the best way to design a restroom to be both gender inclusive and working for ADA compliance as well as other needs that may not be so well articulated at this point. Susan Stryker--I don't know if you're talking with her or not, but [she] has been really instrumental in that work, to put together a model for international plumbing design about, when we do design restrooms, what are the standards we should have for multi stall gender inclusive facilities? And what they came up with as their design, I think is a really good one, and I think will stand the test of time. But you know time will tell and I'm sure that there will be tweaks here and there to address needs that we're not even thinking about right now.

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Michael Ralph: So if I'm just, uh, if I'm interpreting what you're saying correctly, being up to date on the folks who are leading in these fields and following the material that may come out of Stalled! or wherever else would give us a good indication of where to find the most current writing when it becomes available.

Genny Beemyn, PhD: Yeah, and I think we will start to see more and more research on this issue. You know, as we move beyond the obvious that this is an issue for trans students. You know, my work shows that--and other people's work shows that--this is a critical need. OK, great, we know that. What can we do about it, right? How are we going to address this issue in any sort of comprehensive way and what are the specifics that colleges should be aiming for? So I think that this project that this that this campus is doing is right in line with that in terms of trying to figure out: what are the best practices now, and what potentially are the best practices in the future? 'Cause this is, you know, bathrooms are a huge investment, right? You don't want to do something and then find out five years later, "Oh we did this wrong and now we have to change things," and the cost involved in doing that. So I can definitely appreciate the need to want to get it right the first time.

Michael Ralph: Yeah, thank you. So the other question--and I'm glad that it came back up in some of your comments again was, I'm gonna say sampling--so when they're doing their engagement with their student group and their faculty group, they're wanting to be intentional about making sure that lots of voices and lots of perspectives and lots of identities are being appropriately represented in their engagement and in their conversations. And their institutional data is still showing that the percentage of students who do not self identify as either a man or a woman, shows up in their institutional metrics as a third characteristic, [that percentage] is below reporting threshold for almost every category. So do you have recommendations for how they should go about making sure that all voices are being represented in their engagement and not under nor overrepresented? Do you have any recommendations for how to do that?

Genny Beemyn, PhD: Yeah, well, I think you need to recruit. We know from research--mine and others--that trans students are a growing population on campus. National surveys showed that trans students right now are a bigger population than a lot of other groups that we think about on campus--it's like lesbian students, and students with physical disabilities, veterans and of course it's going to vary by region and by campus, right? 'Cause some campuses have a huge veteran population, for example, you know, just by where it's located or just the culture and such. So what major might get offered, for example. But we know that a trans are of growing population and non binary students are the largest part of that. So I think that even if they can't identify that that is a significant population, I think that they're probably out there and if they're not currently out there, they'll be growing and growing, especially given the area they're in. You know it's not like they're in like rural Alabama, where you know it's not a very safe place to be as a trans person. It's a very good place to be, so I think they're going to see more and more--if they're not seeing it now, it's only a matter of time, and so it's good to be thinking ahead, because, again, you don't want to design all these facilities and find out that this is not serving your student body. And even, you know, even a lot of the cisgender students--yes, the trans students in our campus and other campuses have pushed for gender inclusive facilities, multi stall in particular, uh, but it's not just them. If it was just their voices, it wouldn't happen it because other voices say this is important for us to do to support our trans students. And just because this seems like it would solve a lot of issues for people and be and be really helpful because let's, face it, oftentimes there's not enough women's restrooms because the nature of facilities and the time people are taking in facilities, typically it's hard to get access to a women's restroom. If you have non gender or all gender then you don't have that problem. So I think there's a lot of support behind it. It's not just trans people so it's important to recognize this is not just a trans issue. But I think trying to involve trans people, nonbinary people in particular in the process, to identify individuals who can help, do survey, give input? I think it's just so important to have because oftentimes we--and I would say we're guilty of this at our institution, probably a lot of institutions--are, you know, we do things for students, which is great, but we often don't involve students in the doing. It's kind of crazy. It's like why are we doing things for students without their voices at the table to be providing it? But like how do we know what's going to best work for students unless we have the students at the table telling us, right? We think we know, and most of the time we probably get it right, but I can imagine there's some disconnect there and it would be useful to have the student voices at the table so they feel that there's inclusion and they feel like that they're being consulted and this is not

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being done. 'Cause students, at this day and age, I would say are not very trusting of college administrations and tend to think the worst of them. So I think transparency is just so important to have so that students recognize what's going on and don't feel like this is being done without their involvement.

Genny Beemyn, PhD: I think you're gonna get a lot more buy-in as well if you have students at the table, than if you are just doing this and not involving students. So surveying students is great, but I think it's also important to have students be involved in the design process.

Michael Ralph: I've got one more—time, I want to be cognizant of the time and so I want to move on to the next question quickly. But you mentioned that in one of the studies you were describing, the importance of culture and how it can shape individual responses. Do you have just like a brief comment on or any recommendations for how an individual campus could assess its culture, or could understand some of the existing culture on campus absent of doing a full scale study like what you described?

Genny Beemyn, PhD: Yeah, well, I think. We're blessed on many campuses to have a wealth of student groups, including groups from different cultures, different religions. Engaging those student groups and their leadership is a great way to be able to get input. [It] gets student voices without having to do a large scale study. So be talking to some of the different stakeholders to find out, sort of what concerns they might have, around religious practices and such or cultural practices. To find out what some of the issues might be to avoid problems later. This is not my area of expertise, but I'm not familiar with cultures that would have a problem sharing restroom facilities, as long as you have the very private space. I don't know how people have a problem sharing sinks, for example. I don't know, there's a maybe Ultra Orthodox people would have that issue, but that's such a small segment of any college population and certainly can be worked around. Just as we do in terms of dietary restrictions and such for very small populations, so I don't think that's going to be a huge issue. I think more of the issue comes up around just cultural beliefs and sort of conservative political beliefs, and that's also a cultural issue really, [more] than it then it is an ideological issue, and so that's where education really comes into play too. Not to try to change someone's political outlook necessarily, but to maybe get them to change this particular way of thinking about trans people, 'cause there's a lot of trans ignorance and a lot of trans hatred out there, and institutions need to address that, not just around restrooms, but just in general. So I think that there's a way that we, as institutions, as educators, we need to be really focusing on how we create a better environment for our trans students, as well as almost any marginalized/minoritized group on campus.

Michael Ralph: Yeah, thank you yeah. OK so I'm so I wanna go ahead and move us to the to the next question #4. And you had these questions in advance. So if you're looking at these, we've kind of touched on some of the elements of #4 already, which is great. This is the conversation, but I want to zero in on what's what is the in that in that item? That's one of them that I've kind of been saving. And we've touched on it a couple of times in whether they be focus groups or interviews or engagement workshops or surveys depending on where you define your expertise in that constellation of methods. Are there particular methodological approaches or other leaders in methodology we should engage, that the district should consider when designing project engagement in the future? We're thinking about if I give a survey, but I craft that survey in a biased way I can manipulate it or produce data that doesn't actually represent community sentiment, but instead just reflects back something that I that I baked into my survey methodology. So do you have any recommendation or anything that we should watch out for, and recommend they watch out for in their methods to make sure that everybody feels comfortable giving their gender identity and giving their survey responses in a way that best reflects their attitudes rather than what the survey is expecting of them?

Genny Beemyn, PhD: Sure, well, obviously getting input from scholars in the field and in trans studies to make sure that you're wording questions in a way that will not be biased and not be worded in a way that gets the answer that you wanted to get, and also make sure that you're being inclusive in how you're asking gender identity. And there's a bunch of work that's been done on the best way to ask that question, and there's certainly not any agreement on that by any means. Just like there is not agreement on how to ask sexual orientation, other than just simply sexual orientation or

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gender identity fill in the blank. So you solve it by just letting people freeform it. So yeah, I think trying to make sure that your methodology is sound by consulting trans researchers, but just researchers in general to make sure that the survey design is going to be useful and not just give you what you want to hear. And make sure you cover the bases as well. Like what's being included, what may not be being included.

Michael Ralph: You mentioned the developing nature of the field, especially in how you ask for some of these demographic characteristics. Do you have a reference or suggestion for particular scholars? Particular journals, anywhere they should look that you find to be the most compelling argument in the current discussion?

Genny Beemyn, PhD: I guess it depends on again what the needs are and how much specificity there is. You know in terms of like gender identity. Like for our admission form we give students the ability to indicate--we have nine different gender identity options. And you can choose more than one or you can also say another identity. So I don't know what the permutations--I'm not a statistician, so I don't know like how many choices that gives you, but it's a heck of a lot and I don't know that an institution really needs to know that kind of minutiae. You know in terms of like oh, that person identifies as genderqueer versus genderfluid. It doesn't really matter because what you want to know is that someone identifies probably as non binary. So you can simplify and do something along the lines of like, trans man, trans woman, cis man, cis woman and non binary perhaps or fill in the blank. And still give people a chance to do more than one because some people identify as a trans man and non binary as well even though, even though it seems like, but you're binary and nonbinary at the same time, how do you work that you know? And I think we're at a point where we can actually use the word cis or cisgender. Five years ago you really couldn't use that on surveys because people didn't know what that was. You know, like cis people didn't know who they were. I think that I think now that's a more common word that most, especially Gen Z students and maybe less to international students who are not familiar with the some of the stuff that's going on in this country or English is not their first language. Maybe I don't, I don't know. Again, that's not my forte, but, certainly putting cisgender and then in parentheses, non transgender. I think most people know what that is. And of course if you're doing an electronic survey or even a paper you can put an explainer box so that people can see what different terms mean, which is also great educational tool, by the way, you know just so people like oh wow, I didn't realize that was a term or that was an identity people have and you know, just it's so it works to educate people as well at the same time so. And I'm happy if they decide to do some sort of survey, I'm happy to provide feedback on it, and I'm sure there are other folks as well that might be closer to home that would be willing to do that as well.

Michael Ralph: Thank you, yeah the so my training is on the quantitative side and so just thinking along with you, when you break it out into so many options. I'm thinking about for our district, I mentioned that the percentage of folks were identifying as not man and not woman and so I think it was non binary as what they call it, is small enough that if you break out into those nine different subgroups you lose you really suffer a vulnerability to re identifiable data with such small subgroups.

Genny Beemyn, PhD: Right, and even if you give people all those options, you would have to sort of combine them in the end anyway, so it doesn't really serve your purpose to ask all those different choices other than so people can see themselves represented--which is not a small thing to be able to see, like, hey, I identify as genderqueer, look, I can actually check a box ascension to clear how cool is that, but for research purposes it's such a small number typically that you're not going to be able to use that by itself.

Michael Ralph: Actually this is a decent segue to the question #5 that I sent you. I want I want to step over it just in the name of time. And so unless I offer if you had something you wanted to be sure that you were sharing, I wanna make space for that, but otherwise I'd like to skip number 5 about particular design considerations. Do you have anything that you think is important to include there?

Genny Beemyn, PhD: Yeah, for number for number 5 I would just say that the student versus faculty considerations--by and large, I don't see much of an issue with students. You know, Gen Z is just so much more accepting of trans people,

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and of course many are trans themselves. Studies show that majority of this generation that's in college now know someone who is nonbinary, who uses they/them pronouns for themselves, and so, especially in a place like California, people get this and I'm just amazed to see how students and not just not just LGBTQ students, but the students in general, are savvy and aware, and they're asking, for example, what people's pronouns are and recognize the need to have restrooms that are gender inclusive. It's not a hard sell to make with students because they get this because they have friends who are trans, if they're not trans themselves. Faculty and staff, especially older ones, it's more of a learning curve 'cause it's not something that they grew up with. But I think in so many ways we need to catch up with our students. And this is one of them.

Michael Ralph: So, on that topic, have you seen trends? Have you seen effect examples? Some of the existing guidelines for the facilities in the district—those single-user facilities also serve as some like protected spaces for faculty to use restrooms because they want facilities that are that are separate from students for other reasons that are not relevant to gender.

Genny Beemyn, PhD: Sure.

Michael Ralph: Is there any overlap in considering how gender shows up in restrooms and some of that desire for faculty to have space separate from students?

Genny Beemyn, PhD: Yeah. I think that's valuable. Also you might have, in some buildings, bathrooms where you actually have a shower, so bike commuters can be able to shower. So I think there's also the need for having facilities that are single-user where you're going to have a shower as well so people could do that if they want to. I think that having again sort of the curb cut effect, having single-user facilities that for some faculty, don't feel comfortable using a restroom with their students. You know, you go on break from your teaching. You don't want to be in the same restroom as students, you were just in the classroom with. I can totally appreciate that. So yeah, having single-user facilities, that are non gender I think works that way for that as well. I would really avoid having staff specific restrooms. We have some on our campus and it's just horrible because they don't get used as much, obviously, so they don't really serve a very good purpose. And you don't really need to have it just be staff. Again, have it single-user so that staff can use if they want to but students could also be using it. There's no reason to have it be a hierarchy in terms of position. Maybe if you're at a K12 level, then they make sense to have a restroom that's specifically for teachers. But at a college, I don't think you really need to have that.

Michael Ralph: OK, thank you. So I'm gonna move to question 6 then, just because I am watching the clock. Are there problems in project engagement or public facility design you would advise the Community College district to watch for, intentionally avoid, or address in a strategic manner?

Genny Beemyn, PhD: Definitely! A big thing for me, my pet peeve is signage. That signs for restrooms that are going to be gender inclusive, whether single stall, multi stall need to avoid stick figures. Some use the half male half female thing. I don't know any trans people who find that supportive. It really is offensive. Very few trans people identify, you know, sort of half male, half female and it's just it's such a weird sort of binary but non binary sort of configuration. Institutions should just use the icon for a toilet. What's in that space? Not who should be in this space. If you're trying to pick who should be in the space, you're never going to be inclusive enough. Cal Poly, they have some multi stall, all gender restrooms and their sign says multi stall, all gender restroom and has a picture of a toilet. Has a picture of someone washing their hands under a faucet and has the wheelchair accessible symbol. I think that should be what people have as the sign, and it needs to say multi stall to distinguish between single stall and multi stall, because it's important for people to know what's behind the door. Am I going to be by myself in this space, am I going to be sharing it with other folks? I think "all gender" works as language. You know, that's one of the--we go back to what we said earlier, what's going to, five years from now, be the language? You don't wanna come up with language and then after five years from now, oh crap, we don't use that anymore. And then have to change all these signs. Like there was a time when people

RESEARCHER INTERVIEW TRANSCRIPT

used the word unisex. No, no one uses the word unisex anymore. No one knows what that means, and so having that as language on restrooms, it doesn't work. I think all gender is gonna still be appropriate 5-10 years from now. Or you could just say restroom. You don't need to have a gender on it. People are going to assume if it just says "restroom," then it's open to anyone to use.

Genny Beemyn, PhD: I really hate where airports and some public facilities use "family" because that that's only one segment of the folks who use those facilities. So when I go to airport, I don't like using gendered facilities. I want to be in a non gendered facility. But I don't feel comfortable in the family one 'cause I'm not [a family.] I'm one person. And I get what they're trying to say. They want a space for people with infants or people with a small kids. And that's why I feel guilty if I take that space out from someone who has that kid who needs that space. So it really should be not using the word "family." It should just be either "all gender" or just simply restroom. And of course, I don't know where they're gonna land in terms of number of gender inclusive facilities, but it's important that there be—if they're not prolific on campus there needs to be a way for people to know where those are, so there should be a website that lists where there are gender inclusive facilities, whether single stall, multi stall (if there are) and multi stall gendered restrooms. I know some campuses—I know we do it at some places on campus here, have a little sign below that says where the nearest gender inclusive restroom is, so that if someone was looking for a non gendered space, they know where to go to find that.

Genny Beemyn, PhD: And of course, I can't emphasize enough, to educate about inclusion, and this is sort of the culture on campus: the need to respect trans students, and this is one part of about respecting of trans students as well as faculty and staff, of course, and just trying to send a message that this is sort of how we do things at our institution. And it's amazing how far that can go to send that kind of signal that this is what we do on campus. And like I said, this generation is one that gets this, there's just gonna be very little push back, so I think it's not going to be a hard sell, but it's still important to [educate about inclusion] so the people who are international students or come from different cultures that are not so exposed to trans students recognize that this is a population that needs to be valued.

Michael Ralph: Thank you. So rather than having another follow up question, I know we have 3 minutes left in our time. I'd rather just ask, is there anything that my questions didn't cover or any other recommendations as we think about approaching design in the future and making restroom decisions—not any individual decision but returning to this decision in future projects. Is there any other parting recommendation or any other references? Is there anything else that you want to throw in with our last couple of minutes?

Genny Beemyn, PhD: Not necessarily I don't, nothing that we haven't already touched upon.

Michael Ralph: OK then I then I will ask a follow-up question with our last two minutes now, I am watching the clock.

Genny Beemyn, PhD: We can run over, it doesn't matter to me.

Michael: I appreciate that, thank you. So as they go through a facility design process and they're iterating on some of the early concepts and some of the early placement locations in their facility designs. Do you have recommendations for how to go about vetting individual designs? And I know you've mentioned your recruiting and including folks in the design process, but in particular on getting feedback on how to frame particular questions as they're vetting designs, to identify possible gaps or possible oversights in placement or in facilities available or things like that?

Genny Beemyn, PhD: Yeah, that's a good point that we haven't really talked about is placement. And recognizing, where are the best places to have gender inclusive facilities? What I have seen is that the campuses that have installed multi stall all gender restrooms have done so in their most heavily trafficked buildings, recognizing that that's a good place to start, is to put it in a place where there's a huge demand for restrooms. I think it's really useful to get a sense--if you don't already know--where are the most heavily trafficked areas? Especially, where are areas where there are not currently gender inclusive restrooms, either single stall, or if there are multi style that are already in place? You know said

RESEARCHER INTERVIEW TRANSCRIPT

one of the objections--you know we have on our campus is about 150 or so gender inclusive restrooms that are single stall and, all the ones in our new student union being multi stall, but there are places that we don't have them. So trying to identify what those places are, involves talking to students to find out. I've done this, and I've also walked around a lot to see, so I know what buildings are a problem. So talking to facilities to say hey, this is where we really are falling down. We need to make sure when we do renovations make sure we put a priority on this, or when it comes to our residence halls-- you know our resident hall folks are really fantastic. They'll do renovations just to put gender inclusive restrooms in, so they're not really been waiting for doing renovations that are already scheduled. They're doing special ones just to have gender inclusive restrooms, so really trying to see where the gaps are. That really involves talking to trans students who for this is a daily issue, right? To be able to know where to go to the bathroom. When I was doing interviews with trans students from my research project. Every student I talked to, every student I talked to could tell me exactly where the gender inclusive restrooms were on their campus, and how many there were. Because this was their lived reality, they have to plan their lives around where those restrooms were or weren't at—which is more often the case. So really involving people in that to make sure that the gender-inclusive restrooms really are doing the most good, that they can do. If you're not going to have them be at least at first widespread, make sure that you're doing targeted renovations or additions that are going to be serving the most needs.

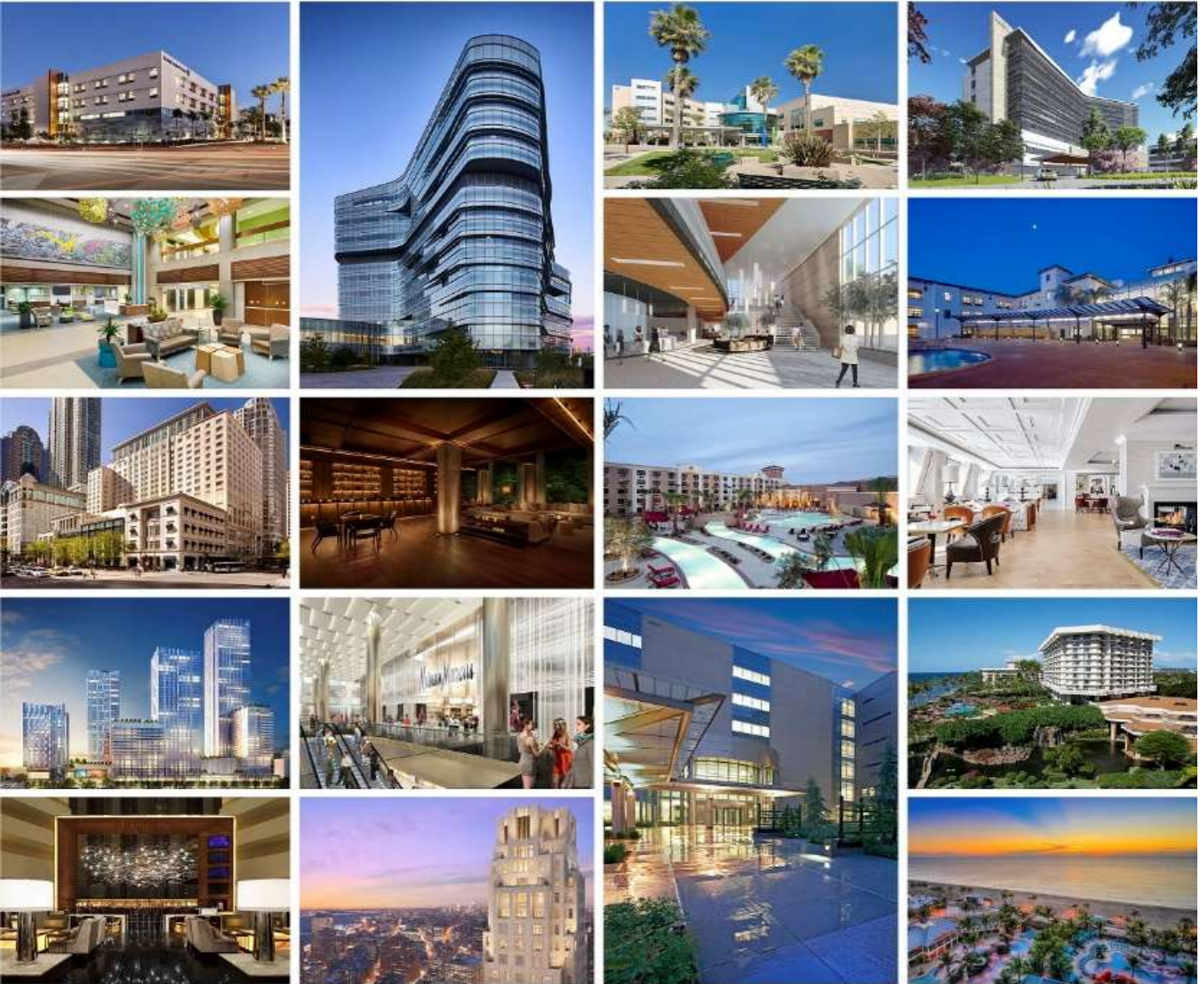
Michael Ralph: Thank you, I really appreciate you taking the time and sharing your expertise and your comments. I'm going to end the recording now.

LRCCD Inclusive Restrooms

Conceptual Design Rev.2

July 28, 2021

21-0xxxx.00



Prepared for Gould Evans

CUMMING
Building Value Through Expertise

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EXECUTIVE SUMMARY

1.1 Introduction

This estimate has been prepared, pursuant to an agreement between Gould Evans and Cumming, for the purpose of establishing a probable cost of construction at the conceptual design rev.2 stage.

The project scope encompasses the cost study for various design options at LRCCD Inclusive Restrooms.

1.2 Key Assumptions & Exclusions

This document should be read in association with Appendix 1 which outlines approach, and cost management methodology. Key assumptions built into the above cost breakdown include

Key Assumptions

- Design, Bid, Build
- Single Phase Construction
- Restroom Work to be Completed as Part of Building Renovation

Key Exclusions

- Project Soft Costs
- Construction Costs except Partitions, Finishes and select MEP
- Escalation

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SUMMARY

Element	Area	Cost / SF	Total
With Full Height Partition Walls			
Layout A - Partition Walls, Finishes and Select MEP	518	\$340.67	\$176,468
Layout B - Partition Walls, Finishes and Select MEP	521	\$362.70	\$188,966
Layout C - Partition Walls, Finishes and Select MEP	451	\$381.34	\$171,982
Layout D - Partition Walls, Finishes and Select MEP	535	\$335.99	\$179,753
With Full Height Partitions			
Layout A - Partitions, Finishes and Select MEP	518	\$277.75	\$143,874
Layout B - Partitions, Finishes and Select MEP	521	\$299.07	\$155,813
Layout C - Partitions, Finishes and Select MEP	451	\$299.35	\$135,007
Layout D - Partitions, Finishes and Select MEP	535	\$273.17	\$146,148
With Partial Height Partitions			
Layout A - Partitions, Finishes and Select MEP	518	\$224.24	\$116,154
Layout B - Partitions, Finishes and Select MEP	521	\$245.86	\$128,093
Layout C - Partitions, Finishes and Select MEP	451	\$237.89	\$107,287
Layout D - Partitions, Finishes and Select MEP	535	\$221.36	\$118,428
Layout G - Partitions, Finishes and Select MEP	468	\$239.13	\$111,914
<u>Unit Prices for Reference (Incl. Installation and GC Mark-ups)</u>			Total
Partial height standard partition, incl. door			\$2,226
Partial height ADA partition, incl. door			\$2,750
Full height standard partition, incl. door			\$3,274
Full height ADA partition, incl. door			\$4,190
Sanitary napkin dispenser			\$2,357
Sanitary napkin disposal			\$327
Premium for occupancy sensor			\$327

Layout A - Partition Walls, Finishes and Select MEP

SUMMARY - LAYOUT A - PARTITION WALLS, FINISHES AND SELECT MEP

Element		Total	Cost / SF
08 Openings		\$30,000	\$57.92
09 Finishes		\$82,420	\$159.11
21 Fire Suppression		\$3,850	\$7.43
22 Plumbing		\$12,000	\$23.17
23 HVAC		\$6,500	\$12.55
Subtotal		\$134,770	\$260.17
General Requirements	3.00%	\$4,043	\$7.81
Subtotal		\$138,813	\$267.98
General Conditions	7.00%	\$9,717	\$18.76
Subtotal		\$148,530	\$286.74
Bonds & Insurance	2.00%	\$2,971	\$5.73
Subtotal		\$151,500	\$292.47
Contractor's Fee	4.00%	\$6,060	\$11.70
Subtotal		\$157,560	\$304.17
Design Contingency	12.00%	\$18,907	\$36.50
TOTAL ESTIMATED CONSTRUCTION COST		\$176,468	\$340.67

Total Area: 518 SF

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DETAIL ELEMENTS - LAYOUT A - PARTITION WALLS, FINISHES AND SELECT MEP

Element	Quantity	Unit	Unit Cost	Total
08 Openings				
Interior Doors				
HM door, incl. HM frame and hardware	10	ea	\$2,750.00	\$27,500
Occupancy indicator, premium	10	ea	\$250.00	\$2,500
Total - Openings				\$30,000
09 Finishes				
Interior Partitions				
Metal Stud Framing				
6", 18 GA, at 16" OC	468	sf	\$16.00	\$7,488
3 5/8", 16 GA, at 16" OC	720	sf	\$14.00	\$10,080
Gypsum Board				
5/8" thick, finished (I4), type X	2,079	sf	\$5.50	\$11,435
5/8" thick, finished (I4), type X, replace at perimeter walls, allow	693	sf	\$5.50	\$3,812
Interior Finishes:				
Floors				
Ceramic tile	518	sf	\$25.00	\$12,950
Base				
Ceramic tile base	92	lf	\$25.00	\$2,300
Walls				
Ceramic tile, assume 9' high, at perimeter and wet walls	873	sf	\$25.00	\$21,825
Paint	1,206	sf	\$1.80	\$2,171
Ceiling				
Gypsum board ceilings, including framing and painting	518	sf	\$20.00	\$10,360
Total - Finishes				\$82,420
21 Fire Suppression				
Fire sprinklers for general restroom area	4	ea	\$275.00	\$1,100
One fire sprinkler per stall	10	ea	\$275.00	\$2,750
Total - Fire Suppression				\$3,850
22 Plumbing				
Floor drain and waste piping for each stall	10	ea	\$1,200.00	\$12,000
Total - Plumbing				\$12,000

DETAIL ELEMENTS - LAYOUT A - PARTITION WALLS, FINISHES AND SELECT MEP

Element	Quantity	Unit	Unit Cost	Total
23 HVAC				
14-inch exhaust duct main with ductwork distribution into each stall	300	lbs	\$14.00	\$4,200
6-inch duct with volume damper and 6x6 ceiling exhaust air grille at each stall	10	ea	\$230.00	\$2,300

Total - HVAC				\$6,500
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Layout B - Partition Walls, Finishes and Select MEP

SUMMARY - LAYOUT B - PARTITION WALLS, FINISHES AND SELECT MEP

Element		Total	Cost / SF
08 Openings		\$30,000	\$57.58
09 Finishes		\$91,965	\$176.52
21 Fire Suppression		\$3,850	\$7.39
22 Plumbing		\$12,000	\$23.03
23 HVAC		\$6,500	\$12.48
Subtotal		\$144,315	\$277.00
General Requirements	3.00%	\$4,329	\$8.31
Subtotal		\$148,644	\$285.31
General Conditions	7.00%	\$10,405	\$19.97
Subtotal		\$159,050	\$305.28
Bonds & Insurance	2.00%	\$3,181	\$6.11
Subtotal		\$162,231	\$311.38
Contractor's Fee	4.00%	\$6,489	\$12.46
Subtotal		\$168,720	\$323.84
Design Contingency	12.00%	\$20,246	\$38.86
TOTAL ESTIMATED CONSTRUCTION COST		\$188,966	\$362.70

Total Area: 521 SF

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DETAIL ELEMENTS - LAYOUT B - PARTITION WALLS, FINISHES AND SELECT MEP

Element	Quantity	Unit	Unit Cost	Total
08 Openings				
Interior Doors				
HM door, incl. HM frame and hardware	10	ea	\$2,750.00	\$27,500
Occupancy indicator, premium	10	ea	\$250.00	\$2,500

Total - Openings				\$30,000
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09 Finishes

Interior Partitions				
Metal Stud Framing				
6", 18 GA, at 16" OC	639	sf	\$16.00	\$10,224
3 5/8", 16 GA, at 16" OC	738	sf	\$14.00	\$10,332
Gypsum Board				
5/8" thick, finished (I4), type X	2,430	sf	\$5.50	\$13,365
5/8" thick, finished (I4), type X, replace at perimeter walls, allow	702	sf	\$5.50	\$3,861
Interior Finishes:				
Floors				
Ceramic tile	521	sf	\$25.00	\$13,025
Base				
Ceramic tile base	102	lf	\$25.00	\$2,550
Walls				
Ceramic tile, assume 9' high, at perimeter and wet walls	972	sf	\$25.00	\$24,300
Paint	2,160	sf	\$1.80	\$3,888
Ceiling				
Gypsum board ceilings, including framing and painting	521	sf	\$20.00	\$10,420

Total - Finishes				\$91,965
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21 Fire Suppression

Fire sprinklers for general restroom area	4	ea	\$275.00	\$1,100
One fire sprinkler per stall	10	ea	\$275.00	\$2,750

Total - Fire Suppression				\$3,850
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22 Plumbing

Floor drain and waste piping for each stall	10	ea	\$1,200.00	\$12,000
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Total - Plumbing				\$12,000
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DETAIL ELEMENTS - LAYOUT B - PARTITION WALLS, FINISHES AND SELECT MEP

Element	Quantity	Unit	Unit Cost	Total
23 HVAC				
14-inch exhaust duct main with ductwork distribution into each stall	300	lbs	\$14.00	\$4,200
6-inch duct with volume damper and 6x6 ceiling exhaust air grille at each stall	10	ea	\$230.00	\$2,300
Total - HVAC				\$6,500

Layout C - Partition Walls, Finishes and Select MEP

SUMMARY - LAYOUT C - PARTITION WALLS, FINISHES AND SELECT MEP

Element		Total	Cost / SF
08 Openings		\$30,000	\$66.52
09 Finishes		\$78,994	\$175.15
21 Fire Suppression		\$3,850	\$8.54
22 Plumbing		\$12,000	\$26.61
23 HVAC		\$6,500	\$14.41
Subtotal		\$131,344	\$291.23
General Requirements	3.00%	\$3,940	\$8.74
Subtotal		\$135,285	\$299.97
General Conditions	7.00%	\$9,470	\$21.00
Subtotal		\$144,755	\$320.96
Bonds & Insurance	2.00%	\$2,895	\$6.42
Subtotal		\$147,650	\$327.38
Contractor's Fee	4.00%	\$5,906	\$13.10
Subtotal		\$153,556	\$340.48
Design Contingency	12.00%	\$18,427	\$40.86
TOTAL ESTIMATED CONSTRUCTION COST		\$171,982	\$381.34

Total Area: 451 SF

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DETAIL ELEMENTS - LAYOUT C - PARTITION WALLS, FINISHES AND SELECT MEP

Element	Quantity	Unit	Unit Cost	Total
08 Openings				
Interior Doors				
HM door, incl. HM frame and hardware	10	ea	\$2,750.00	\$27,500
Occupancy indicator, premium	10	ea	\$250.00	\$2,500

Total - Openings				\$30,000
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09 Finishes

Interior Partitions				
Metal Stud Framing				
6", 18 GA, at 16" OC	369	sf	\$16.00	\$5,904
3 5/8", 16 GA, at 16" OC	837	sf	\$14.00	\$11,718
Gypsum Board				
5/8" thick, finished (I4), type X	2,061	sf	\$5.50	\$11,336
5/8" thick, finished (I4), type X, replace at perimeter walls, allow	774	sf	\$5.50	\$4,257
Interior Finishes:				
Floors				
Ceramic tile	451	sf	\$25.00	\$11,275
Base				
Ceramic tile base	97	lf	\$25.00	\$2,425
Walls				
Ceramic tile, assume 9' high, at perimeter and wet walls	774	sf	\$25.00	\$19,350
Paint	2,061	sf	\$1.80	\$3,710
Ceiling				
Gypsum board ceilings, including framing and painting	451	sf	\$20.00	\$9,020

Total - Finishes				\$78,994
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21 Fire Suppression

Fire sprinklers for general restroom area	4	ea	\$275.00	\$1,100
One fire sprinkler per stall	10	ea	\$275.00	\$2,750

Total - Fire Suppression				\$3,850
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22 Plumbing

Floor drain and waste piping for each stall	10	ea	\$1,200.00	\$12,000
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Total - Plumbing				\$12,000
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DETAIL ELEMENTS - LAYOUT C - PARTITION WALLS, FINISHES AND SELECT MEP

Element	Quantity	Unit	Unit Cost	Total
23 HVAC				
14-inch exhaust duct main with ductwork distribution into each stall	300	lbs	\$14.00	\$4,200
6-inch duct with volume damper and 6x6 ceiling exhaust air grille at each stall	10	ea	\$230.00	\$2,300

Total - HVAC				\$6,500
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Layout D - Partition Walls, Finishes and Select MEP

SUMMARY - LAYOUT D - PARTITION WALLS, FINISHES AND SELECT MEP

Element		Total	Cost / SF
08 Openings		\$30,000	\$56.07
09 Finishes		\$84,929	\$158.75
21 Fire Suppression		\$3,850	\$7.20
22 Plumbing		\$12,000	\$22.43
23 HVAC		\$6,500	\$12.15
Subtotal		\$137,279	\$256.60
General Requirements	3.00%	\$4,118	\$7.70
Subtotal		\$141,397	\$264.29
General Conditions	7.00%	\$9,898	\$18.50
Subtotal		\$151,295	\$282.79
Bonds & Insurance	2.00%	\$3,026	\$5.66
Subtotal		\$154,321	\$288.45
Contractor's Fee	4.00%	\$6,173	\$11.54
Subtotal		\$160,494	\$299.99
Design Contingency	12.00%	\$19,259	\$36.00
TOTAL ESTIMATED CONSTRUCTION COST		\$179,753	\$335.99

Total Area: 535 SF

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DETAIL ELEMENTS - LAYOUT D - PARTITION WALLS, FINISHES AND SELECT MEP

Element	Quantity	Unit	Unit Cost	Total
08 Openings				
Interior Doors				
HM door, incl. HM frame and hardware	10	ea	\$2,750.00	\$27,500
Occupancy indicator, premium	10	ea	\$250.00	\$2,500

Total - Openings	\$30,000
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09 Finishes

Interior Partitions				
Metal Stud Framing				
6", 18 GA, at 16" OC	459	sf	\$16.00	\$7,344
3 5/8", 16 GA, at 16" OC	747	sf	\$14.00	\$10,458
Gypsum Board				
5/8" thick, finished (I4), type X	2,088	sf	\$5.50	\$11,484
5/8" thick, finished (I4), type X, replace at perimeter walls, allow	720	sf	\$5.50	\$3,960
Interior Finishes:				
Floors				
Ceramic tile	535	sf	\$25.00	\$13,375
Base				
Ceramic tile base	92	lf	\$25.00	\$2,300
Walls				
Ceramic tile, assume 9' high, at perimeter and wet walls	873	sf	\$25.00	\$21,825
Paint	1,935	sf	\$1.80	\$3,483
Ceiling				
Gypsum board ceilings, including framing and painting	535	sf	\$20.00	\$10,700

Total - Finishes	\$84,929
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21 Fire Suppression

Fire sprinklers for general restroom area	4	ea	\$275.00	\$1,100
One fire sprinkler per stall	10	ea	\$275.00	\$2,750

Total - Fire Suppression	\$3,850
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22 Plumbing

Floor drain and waste piping for each stall	10	ea	\$1,200.00	\$12,000
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Total - Plumbing	\$12,000
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DETAIL ELEMENTS - LAYOUT D - PARTITION WALLS, FINISHES AND SELECT MEP

Element	Quantity	Unit	Unit Cost	Total
23 HVAC				
14-inch exhaust duct main with ductwork distribution into each stall	300	lbs	\$14.00	\$4,200
6-inch duct with volume damper and 6x6 ceiling exhaust air grille at each stall	10	ea	\$230.00	\$2,300
Total - HVAC				\$6,500

Layout G - Partial Height Partitions, Finishes and Select MEP

SUMMARY - LAYOUT G - PARTIAL HEIGHT PARTITIONS, FINISHES AND SELECT MEP

Element		Total	Cost / SF
09	Finishes	\$64,185	\$137.15
10	Specialties	\$15,350	\$32.80
21	Fire Suppression	\$1,100	\$2.35
22	Plumbing	\$2,400	\$5.13
23	HVAC	\$2,480	\$5.30
	Subtotal	\$85,515	\$182.72
	General Requirements	3.00% \$2,565	\$5.48
	Subtotal	\$88,080	\$188.21
	General Conditions	7.00% \$6,166	\$13.17
	Subtotal	\$94,246	\$201.38
	Bonds & Insurance	2.00% \$1,885	\$4.03
	Subtotal	\$96,131	\$205.41
	Contractor's Fee	4.00% \$3,845	\$8.22
	Subtotal	\$99,976	\$213.62
	Design Contingency	12.00% \$11,997	\$25.63
TOTAL ESTIMATED CONSTRUCTION COST		\$111,973	\$239.26

Total Area: 468 SF

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DETAIL ELEMENTS - LAYOUT G - PARTIAL HEIGHT PARTITIONS, FINISHES AND SELECT MEP

Element	Quantity	Unit	Unit Cost	Total
09 Finishes				
Interior Partitions				
Metal Stud Framing				
6", 18 GA, at 16" OC	324	sf	\$16.00	\$5,184
3 5/8", 16 GA, at 16" OC	45	sf	\$14.00	\$630
Gypsum Board				
5/8" thick, finished (I4), type X	414	sf	\$5.50	\$2,277
5/8" thick, finished (I4), type X, replace at perimeter walls, allow	999	sf	\$5.50	\$5,495
Interior Finishes:				
Floors				
Ceramic tile	468	sf	\$25.00	\$11,700
Base				
Ceramic tile base	111	lf	\$25.00	\$2,775
Walls				
Ceramic tile, assume 9' high, at perimeter and wet walls	1,044	sf	\$25.00	\$26,100
Paint	369	sf	\$1.80	\$664
Ceiling				
Gypsum board ceilings, including framing and painting	468	sf	\$20.00	\$9,360

Total - Finishes**\$64,185****10 Specialties**

Restroom Partitions				
Standard partition	6	ea	\$1,700.00	\$10,200
ADA partition	2	ea	\$2,100.00	\$4,200
Urinal screen	1	ea	\$950.00	\$950

Total - Specialties**\$15,350****21 Fire Suppression**

Fire sprinklers for general restroom area	4	ea	\$275.00	\$1,100
One fire sprinkler per stall		ea	\$275.00	

Total - Fire Suppression**\$1,100****22 Plumbing**

Floor drain and waste piping for each stall	2	ea	\$1,200.00	\$2,400
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Total - Plumbing**\$2,400**

DETAIL ELEMENTS - LAYOUT G - PARTIAL HEIGHT PARTITIONS, FINISHES AND SELECT MEP

Element	Quantity	Unit	Unit Cost	Total
23 HVAC				
14-inch exhaust duct main with ductwork distribution into each stall	120	lbs	\$14.00	\$1,680
6-inch duct with volume damper and 6x6 ceiling exhaust air grille at each stall	2	ea	\$400.00	\$800

Total - HVAC				\$2,480
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