



POLICY PAPER

Two-Spirit and LGBTQIA+ Inclusion

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ABOUT OUSA

OUSA represents the interests of 160,000 professional and undergraduate, full-time and part-time university students at nine student associations across Ontario. Our vision is for an accessible, affordable, accountable, and high quality post-secondary education in Ontario. To achieve this vision we've come together to develop solutions to challenges facing higher education, build broad consensus for our policy options, and lobby the government to implement them.

The member institutions and home office of the Ontario Undergraduate Student Alliance operate on the ancestral and traditional territories of the Attawandaron (Neutral), Haudenosaunee, Huron-Wendat, Leni-Lunaape, Anishinaabek, and Mississauga Peoples.

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OUSA policy papers are written by students to articulate student concerns and offer student-driven solutions for accessible, affordable, accountable, and high quality post-secondary education in the province.

To support our policies and ensure that we are effectively representing undergraduate and professional students at Ontario's universities, students and student groups from each of our eight member institutions were consulted to provide guidance and feedback on the principles, concerns, and recommendations contained herein.

OUSA would like to thank students and student groups from Brock University, Laurentian University, McMaster University, Queen's University, Trent University Durham GTA, the University of Waterloo, Western University, and Wilfrid Laurier University for their valuable contributions to this policy paper.

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GLOSSARY

Ally: Someone who does not identify as a member of the LGBTQ+ or Two Spirit community but supports the community¹.

Cis-gender: A person whose gender identity corresponds with what is socially expected based on their sex assigned at birth (e.g. a person who was assigned male at birth and identifies as a man).²

Cisheterosexism: Discrimination at the intersection of cissexism and heterosexism which privileges cisgender and heterosexual norms and identities, and punishes anyone who fails to uphold those norms.³

Homophobia: “the irrational aversion to, or fear or hatred of gay, lesbian or bisexual people and communities, or to behaviours stereotyped as “homosexual.”⁴

Intersectionality: Kimberlé Williams Crenshaw coined this term to acknowledge the ways that different aspects of individuals’ identities aggravate, intensify, or magnify experiences of privilege and/or oppression.⁵

LGBTQIA+: Lesbian, Gay, Bisexual, Trans, Queer, Questioning, Intersex, Asexual, and + is used where the diversity and remaining identities are not covered by the acronym.⁶

Trans: A person whose gender identity does not correspond with what is socially expected based on their sex assigned at birth. It can be used as an umbrella term to refer to a range of gender identities and experiences⁷.

Transphobia: “the aversion to, fear or hatred of trans people and communities...based on stereotypes that are used to justify discrimination, harassment and violence toward trans people.”⁸

Two-Spirit: proposed in 1990 by Cree educator Myra Laramee. A direct translation of the Anishnaabemowin phrase meaning “Niizh Manidoowag,” meaning Two-Spirit’s. The term is most often used to describe or indicate someone whose body inhabits both a masculine and feminine spirit. As it’s used today, Two-Spirit is an umbrella pan-Native American term that describes gender identity, gender expression, sexual orientation, and/or spiritual identity. Some Two-Spirits may align with Western LGBTQ+ identities and definitions while others may not. However, Two-Spirit is not a term for non-Native people to identify with.⁹

¹ Suzanne Mills, Michelle Dion, Daniel Thompson, Christ Borst, & James Diemert, Mapping the Void: Two Spirit and LGBTQ+ Experiences in Hamilton (McMaster University, The AIDS Network, June 11, 2019) [Mapping the Void].

² Egale Canada. “Egale Glossary.” https://egale.ca/wp-content/uploads/2022/12/Glossary-eng_121322.pdf, n.d.

³ Egale. “Terms and Definitions: Systems of Oppression and Privilege - Egale,” April 13, 2022. <https://egale.ca/awareness/systems-of-oppression-and-privilege-terms/>.

⁴ Ontario Human Rights Commission, Teaching human rights in Ontario – A guide for Ontario schools (Ontario Human Rights Commission, 2013)

⁵ Kimberle Crenshaw, “Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color,” Stanford Law Review (1991): 1241- 1299.

⁶ (LEZARD ET AL., 2021) <https://2spiritsinmotion.com/wp-content/uploads/2022/02/2-Spirit-Health-Legislation-Project-Final-Report.pdf>

⁷ Egale Canada. “Egale Glossary.” https://egale.ca/wp-content/uploads/2022/12/Glossary-eng_121322.pdf, n.d.

⁸ Ontario Human Rights Commission, Policy on preventing discrimination because of gender identity and gender expression (Ontario Human Rights Commission, April 2014).

⁹ Native Justice Coalition. “Two-Spirit Program,” n.d. <https://www.nativejustice.org/programs/twospirit/>.

EXECUTIVE SUMMARY

Students pursuing post-secondary education should be free to explore their academic interests and identities during their undergraduate degrees. Yet many Two Spirit and LGBTQIA+ students eager to engage with their new environments face discrimination, harassment, stigma or exclusion on their campuses due to their marginalized identities. Students of all gender and sexual identities should not have their studies adversely affected by the ignorance of their peers and educators; this is the reality for many Two-Spirit and LGBTQIA+ students. We at OUSA hope that the recommendations in this paper serve as a resource for improving safety and access to post-secondary education for Two-Spirit and LGBTQIA+ students.

THE PROBLEM

Negative Campus and Community Climate

Students are concerned about the safety and inclusion of Two-Spirit and LGBTQIA+ students on campuses across Ontario. The lived experiences and perspectives of Two-Spirit and LGBTQIA+ students have not been historically considered and continue not to be adequately considered in the development of government policies affecting post-secondary institutions and students. For existing policies, there are gaps in institutional policy regarding Two-Spirit and LGBTQIA+ students. Additionally, there are no minimum training and education requirements for students or post-secondary students or staff, including teaching, administrative, and support staff, regarding inclusivity and awareness of Two-Spirit and LGBTQIA+ communities on university campuses.

Students are also concerned that Two-Spirit and LGBTQIA+ students do not have adequate support services on campus. Two-Spirit and LGBTQIA+ students cannot always access academic, service-oriented, and physical accommodations that support their identities and experiences. They may also lack access to adequate resources to manage the physical, psychological, and emotional impacts that may follow an incident of discrimination, harassment, or violence. In these instances, Two-Spirit and LGBTQIA+ students may not be fully aware of the process of filing a formal report of discrimination, harassment, or violence within their institutions, with campus police, and with local police services.

When services are available, staff may be inadequately prepared. Support staff are not required to undergo training or receive education specific to Two-Spirit and LGBTQIA+ student barriers and concerns. They are, therefore, not always well-informed on how best to support Two-Spirit and LGBTQIA+ students. Additionally, Two-Spirit and LGBTQIA+ students with intersecting identities are often underrepresented and underserved through on-campus support and services. Due to these circumstances, Two-Spirit and LGBTQIA+ students may not feel comfortable submitting a support request but still wish to seek resources confidentially. In many cases, institutions often over-rely on student-led groups to provide support services for Two-Spirit and LGBTQIA+ students.

Two-Spirit and LGBTQIA+ students may experience oppressive or traumatic interactions with campus security personnel or police due to larger systemic and historical oppressions. Two-Spirit and LGBTQIA+ students who occupy multiple marginalized identities, including racialized persons, transgender individuals, and those living with a disability, experience higher rates of police brutality when interacting or attempting to interact with campus security personnel and police. Campus security personnel and police may not have the appropriate training to address institutionalized stigmatization, marginalization, and oppression experienced by Two-Spirit and LGBTQIA+ students during interactions with law enforcement.

Students are concerned about the lack of Two-Spirit and LGBTQIA+ spaces on their campuses. Universities often do not dedicate permanent physical space for Two-Spirit or LGBTQIA+ groups. Those with dedicated space often lack the ability to maintain them, compromising the integrity of an environment where Two-Spirit and LGBTQIA+ students should feel comfortable, safe, and free from discrimination or harassment. A lack of consistent education, information, and awareness about Two-

Spirit and LGBTQIA+ identities at post-secondary institutions across Ontario contributes to the ongoing stigmatization, marginalization, and oppression of Two-Spirit and LGBTQIA+ students, which impacts the abilities of these spaces to fulfill their intended functions.

When LGBTQIA+-specific spaces and services are present on campus, they often have little knowledge of the experiences and perspectives of historically marginalized groups, including, but not limited to, Two-Spirit identity or the unique concerns of Indigenous communities. Additionally, LGBTQIA+ student centres often lack representation for racialized students due to the racism and xenophobia that can exist within LGBTQIA+ communities on campuses. Further, some Two-Spirit and LGBTQIA+ spaces may not have adequate anonymity measures to ensure students access the services. These concerns may also apply to intersex individuals as they may be more hesitant to seek help or feel excluded from LGBTQIA+ services if they do not personally identify as a part of the queer community.

Students are worried about athletics experiences for Two-Spirit and LGBTQIA+ students. Many aspects of athletics can create barriers for or negatively impact, Two-Spirit and LGBTQIA+ students, especially gender-diverse individuals. Experiences of discrimination and harassment deter students from accessing athletic facilities on campus.

Many Ontario universities and recreational facilities are not adequately equipped with all-gender washrooms or change rooms. When available, all-gender washrooms are not always well-signed or easily accessible to students. Additionally, menstrual products, menstrual product disposal units, and infant change tables are often not included in male-designated or all-gender washrooms. This serves as an issue because when gender-diverse students do not have access to safe washroom space, they are at a greater risk for mental and physical health concerns and verbal, physical, and sexual aggression. Change rooms can be a large barrier to participation for many transgender or gender non-conforming people. They frequently experience societal prejudice, which may result in harassment, discrimination, and safety concerns when utilizing washroom facilities. Facilities like aquatics centres are typically only accessible through binary-gendered change rooms or locker rooms, creating additional access barriers.

Students are concerned about housing and residence opportunities for Two-Spirit and LGBTQIA+ students. Two-Spirit and LGBTQIA+ students are often forced to apply for housing arrangements that are based on binary divisions of gender. As a result of their identity, Two-Spirit and LGBTQIA+ students can experience multiple forms of ongoing harassment and threats to their safety while living in post-secondary residence spaces. There is also a lack of institutional support for transgender and gender non-conforming students beginning their transition at university who face additional barriers and may no longer identify with the gender identified in their residence applications. The specific housing needs and accommodations of Two-Spirit and LGBTQIA+ students may not be recognized and supported by university administrators. This contributes to the increased rates of precarious housing and homelessness experienced by Two-Spirit and LGBTQIA+ students.

Gaps in Health and Wellness Services

Students are worried about the Two-Spirit and LGBTQIA+ students' access to physical and mental health services. Two-Spirit and LGBTQIA+ students face hardships and unique barriers in accessing a physician who affirms and understands specific medical needs and can provide high-quality health care. Healthcare providers often do not have the knowledge or practice to bridge LGBTQIA+ and Indigenous health care. For transgender individuals as there are systemic barriers to accessing gender-affirming surgeries. Gender-affirming care is not always equal or provided on every post-secondary campus, and a lack of a whole-of-community approach disconnects them from community resources. If students gain access to life-saving medications and treatments, there are often associated financial barriers that may hinder their efforts.

When students do find health care due to a lack of insurance, moving institutions, or completing post-secondary education, Two-Spirit and LGBTQIA+ students may lose access to their preferred physician and thus lose the relationship they had with them. Further, not all Two-Spirit and LGBTQIA+ students

have access to quality online healthcare services due to socioeconomic and geographic barriers or specific care needs.

As Two-Spirit and LGBTQIA+ students struggling with their identity are at higher risk for developing mental health issues, mental health services are essential to their well-being. However, Two-Spirit and LGBTQIA+ students face a disjointed and hard-to-navigate system of services that can create barriers to access. Not every post-secondary institution has Two-Spirit and LGBTQIA+ counsellors trained to work with these students, which may cause a lack of knowledge about these communities' specific issues.

Students are concerned about the coverage of gender-affirming care under the Ontario Health Insurance Plan (OHIP) and the University Health Insurance Plan (UHIP). Not all students have equal access to affordable and necessary medication. OHIP and UHIP lack comprehensive coverage to support Two-Spirit and LGBTQIA+ students, which may force Two-Spirit and LGBTQIA+ students to pay for necessary medical procedures they cannot afford. For example, gender-affirming wear such as binders and packers are important to improving an individual's well-being but are not currently covered under the Ontario Health Insurance Plan or University Health Insurance Plan. Insurance does not necessarily cover all HIV/AIDS medications and gender-affirming care. As a result, some Two-Spirit and LGBTQIA+ students pay out of pocket for gender-affirming care such as Hormone Replacement Therapy.

Students are further concerned about the availability of community wellness resources and the quality of sex education in Ontario. The current Ontario education curriculum for grades K-12 does not provide students with a comprehensive and accurate understanding of safe sex, same-sex relations, and Two-Spirit and LGBTQIA+ identities, meaning that many students are uneducated about the barriers to sexual equality and recognition facing these communities. At the university level, Two-Spirit and LGBTQIA+ students hesitate to access wellness safe-sex supports offered on their campuses.

Ineffective Policies

Students are concerned about the lack of Two-Spirit and LGBTQIA+ consideration in provincial policies. Current sexual violence and harassment policies do not account for the unique risks and experiences of Two-Spirit and LGBTQIA+ individuals. Two-Spirit and LGBTQIA+ students are at a higher risk for sexual violence, harassment, and gender-based violence. These risks are heightened even further for those with intersecting marginalized identities. However, students may not feel safe disclosing sexual violence trauma to their university departments or authority figures due to possible repercussions. Two-Spirit and LGBTQIA+ students may also hesitate to access support due to the lack of gender-diverse resources across various campuses and institutions.

Financial aid policies in Ontario fail to consider the challenges many Two-Spirit and LGBTQIA+ students face. The Ontario Student Assistance Plan (OSAP) structure relies upon familial data for funding calculations, a concern for many students. The existing OSAP application for a family breakdown review places applicants who may be estranged from their families at unnecessary risk for re-traumatization, which has significant consequences for their well-being. In addition, Two-Spirit and LGBTQIA+ students, especially those with intersecting marginalized identities, are more likely to experience financial barriers due to limited access to LGBTQIA+-centric resources, further impacting post-secondary experiences. The resulting financial precarity can negatively impact physical and mental health, academic success, and campus involvement.

Lack of Research and Information

Students are concerned by the lack of institutional awareness about the history of the Two-Spirit and LGBTQIA+ communities and the issues, realities, and challenges that these students continue to face, hindering institutional approaches to inclusion, research and data collection. Due to limited understanding, the unique experiences of Two-Spirit and LGBTQIA+ students are often incorrectly consolidated, leading to the experiences of certain identities within these communities, such as bisexual, pansexual, gender-fluid, and asexual students, inaccurate representation and service. This is harmful

because many students do not have limited access to materials about Two-Spirit and LGBTQIA+ information and education. When institutions attempt to recognize Two-Spirit and LGBTQIA+ students and faculty, it can be performative and overshadow the purpose and benefits of acknowledgment.

There is no framework in place across Ontario post-secondary institutions to ensure the equitable and ethical collection of administrative data regarding students' race, religion, ethnicity, gender identity, sexual identity, or cultural demographics. This results in many issues for gender-nonconforming students navigating post-secondary. There is no standard method across Ontario post-secondary institutions to record changes to students' names, gender, and pronouns on institutions' administrative documentation. Students are often forced to use their dead names if they have not legally changed names. The formal and informal use of deadnames on post-secondary campuses can be harmful, dysphoric, and dangerous; this places undue stress on students, which can impact their ability to fully and authentically engage in their institutional community. The unnecessary use of gendered language on institutional documentation often excludes transgender, non-binary, intersex, dysphoric, and questioning individuals. Forcing non-binary, questioning, and transgender students to disclose their gender assigned at birth can be harmful, dysphoric, and dangerous. Due to hetero-cissexism often being a normative standard, post-secondary institutions may use data collection forms that do not allow an accurate and authentic submission of a student's gender identity, preferred pronouns, and sexual orientation.

Students are also concerned about the reception of research conducted by and about Two-Spirit and LGBTQIA+ students. Undergraduate students researching the Two-Spirit and LGBTQIA+ topics or communities may face difficulty finding a faculty member willing and qualified to supervise this research. When Two-Spirit and LGBTQIA+ students and communities engage in related research topics, their research is inadequately funded by the provincial government. Additionally, members of the Two-Spirit and LGBTQIA+ community continue to face exclusion within academia and academic research. Conversely, academic research often uses the Two-Spirit and LGBTQIA+ acronym when only including select identities; this research practice generalizes the experiences of Two-Spirit and LGBTQIA+ persons and disregards the unique experiences and identities within the community.

Broadly, post-secondary institutions may not adequately address the needs of international, immigrant, and refugee students who identify as Two-Spirit or LGBTQIA+ due to a lack of research regarding specific needs. There is also a lack of research into the specific needs and desires of students who are intersex, creating institutional barriers to equitable education and post-secondary experience.

Ineffective Training and Education

Students are concerned about campus-wide understanding of Two-Spirit and LGBTQIA+ communities. Students from different regions with varying population densities and cultural disparities may have acclimated to different social climates, which could impact stereotypical perspectives and apprehensive attitudes towards members of both Indigenous communities and LGBTQIA+ communities. Students may not be provided with as comprehensive or available access to these resources and services to understand the barriers Two-Spirit and LGBTQIA+ people continue to face. Additionally, students raise concerns. The concern regarding lack of awareness extends to faculty and staff not using their proper or preferred names in academic settings.

RECOMMENDATIONS

In response to these concerns, students have proposed a number of recommendations that they believe the provincial government should adopt in order to support the experiences of Two Spirit and LGBTQ+ students on post-secondary campuses.

Improving Campus and Community Climate and Safety

Students recommend that the provincial government establish an Advisory Committee that is comprised of a diverse group of Two-Spirit and LGBTQIA+ students to advocate and represent these communities.

This committee should have one representative from the Ministry of Colleges and Universities and student representatives from university campuses across the province, specifically student representatives who identify as members of the LGBTQIA+ community and/or as Two-Spirit. It should be constituted annually and consulted semi-annually to inform and guide policy developments targeted at improving inclusivity and climate for Two Spirit and LGBTQIA+ post-secondary students. The Advisory Committee should be supported with relevant resources including, but not limited to, financial investment and personnel resources in the form of community advocates, leaders in identity inclusion, and other campus stakeholders.

The Two-Spirit and LGBTQIA+ Advisory Committee should carry out the following responsibilities:

- Conduct comprehensive consultation with Two-Spirit and LGBTQIA+ students from diverse backgrounds and advocate for policy decisions that would impact Two-Spirit and LGBTQIA+ communities.
- Advise the Council of Ontario Universities in the development of relevant frameworks mandating clear minimum standards for training and education for students, faculty, and administrative staff.
- Participate in a regular review of the Centralized Accessibility Database to ensure that the available information reflects the current needs of Two Spirit and LGBTQIA+ post-secondary student communities.
- Consult with the Ministry of Colleges and Universities to provide feedback on relevant metrics and performance criteria related to the assessment of Two-Spirit and LGBTQIA+ inclusivity and awareness on post-secondary campuses.
- Consult during the development of any materials that pertain to Two-Spirit and LGBTQIA+ post-secondary student concerns.
- Consult to develop appropriate education and training resources for all frontline post-secondary staff members in university accessibility and accommodation services.

To further improve the experiences of Two-Spirit and LGBTQIA+ students, ask the Ministry of Colleges and Universities to increase Two-Spirit and LGBTQIA+ resources available to post-secondary institutions. To accomplish this, the MCU should collaborate with the Council of Ontario Universities to provide envelope funding to institutions for the recruitment and retention of individuals with lived experience in Two-Spirit and LGBTQIA+ communities into frontline support roles within university accessibility and accommodation services. They should also provide the funding necessary to facilitate the creation of professional, staff-led support groups for Two-Spirit and LGBTQIA+ students in the case of the absence of a counsellor with a specific lived experience.

To improve the knowledge of support staff, the Council of Senior Administrative Officers Committee under the Council of Ontario Universities should help develop and facilitate the creation of policies or practices that ensure Student Accessibility Services, or their equivalents, address intersecting identities through an anti-oppression lens in academic accommodations. In addition, the MCU should consult with the Advisory Committee on Two-Spirit and LGBTQIA+ Students to develop appropriate education and training resources for all frontline staff members in university healthcare, accessibility, housing, administrative, and accommodation services. To ensure community-informed policies, the MCU should consult with individuals with lived experiences in Two-Spirit and LGBTQIA+ communities as well as academic researchers to establish minimum accommodation, accessibility, and inclusivity standards for services directed at Two-Spirit and LGBTQIA+ students at all post-secondary institutions. Further, the provincial government should also provide grant funding to incentivize the expansion of accessible resources for Two-Spirit and LGBTQIA+ students regardless of whether or not they submit a request for support. The provincial government should mandate that institutions clearly communicate to students their options for filing a formal report of discrimination, harassment, and violence within their institutions, with campus police, and with local police services.

Students ask that the provincial government address concerns related to campus security personnel and police. They recommend that the MCU task the Ontario Association of College and University Security Administrators with developing accessible incident reporting tools for Two-Spirit and LGBTQIA+

students. The provincial government should also work with the Ontario Association of College and University Security Administrators and local Two-Spirit and LGBTQIA+ organizations to develop adequate standards to address the issues identified by the Advisory Committee on Two-Spirit and LGBTQIA+ Students. The provincial government should mandate campus security personnel and police utilize all-gender language during investigations or incident reporting.

To improve the awareness of law enforcement in Ontario, students recommend the Ministry of the Solicitor General should update police training courses to include Two-Spirit and LGBTQIA+ inclusivity training, with a focus on the historical oppression of Two-Spirit and LGBTQIA+ communities and the ongoing discrimination faced by these communities, often at the hands of police forces themselves. In collaboration with the Ministry of Municipal Affairs, the Ministry of the Solicitor General should mandate campus security personnel and police connect with local Two-Spirit and LGBTQIA+ organizations to develop practices that are suited to the diverse needs of Two-Spirit and LGBTQIA+ communities and are considerate of their unique experiences. Further, the provincial government should encourage the Council of Ontario Universities and the Ontario Association of College and University Security Administrators to consult with students-at-large and relevant student groups when revising current campus security personnel and police training initiatives to include intersecting identity training.

Two-Spirit and LGBTQIA+ students deserve to have spaces on campus to facilitate community building. To this end, students ask the provincial government to make funding available for the establishment of permanent, physical spaces for Two-Spirit and LGBTQIA+ students on university campuses as well as the ongoing costs associated with staffing and maintaining these spaces. The provincial government should also provide grant funding to support Indigenous-led initiatives for Indigenous students identifying as Two-Spirit and/or LGBTQIA+. They should provide envelope funding to Pride groups and services at post-secondary institutions for the creation of intentionally set, all-gender spaces that accommodate all identities and individuals. Further, the provincial government should ensure that Two-Spirit and LGBTQIA+ services in post-secondary institutions uphold inclusion, equity and privacy values, adequately addressing the concerns of ostracization, discrimination, and privacy.

The culture surrounding athletics at post-secondary holds many barriers for Two-Spirit and LGBTQIA+ students. To create more inclusive environments, the Ministry of College and Universities and the Ministry of Tourism, Culture, and Sports, collaborating with post-secondary institutions, should develop a guide of best practices for inclusive and accessible athletic and recreational spaces on university campuses in consultation with Two-Spirit and LGBTQIA+ organizations. The provincial government should mandate that all athletics staff, including varsity captains and team leaders, receive intersectional training on Two-Spirit and LGBTQIA+ inclusion in athletic spaces and events. The provincial government should also mandate that all athletics staff, including varsity captains and team leaders, receive intersectional training and are further equipped with the skills to appropriately handle harassment reporting concerning Two-Spirit and LGBTQIA+ students. Additionally, the provincial government should support Ontario University Athletics by conducting evidence-based research and developing action-oriented goals regarding the Two-Spirit and LGBTQIA+ student involvement.

Gendered washrooms and changerooms create several barriers to gender-non-conforming students' comfortable participation in campus life. To lessen these barriers, students recommend the provincial government should mandate that all institutions have all-gender washrooms and that all new institutions and infrastructural expansions have dedicated spaces- including recreational facilities- for all-gender washrooms and change rooms that are easily accessible for all students. The provincial government should also mandate that universities display accurate information, neutral symbolism, the location of all-gender washrooms, and accessible resources and accommodations, both physically on campuses in high-traffic areas and online. The provincial government should mandate that menstrual products, disposal units, and infant change tables be accessible in all-gender washrooms. To incentivize these changes, the Ministry of Colleges and Universities should provide capital funding for institutions to renovate existing buildings to provide all-gender accessible washrooms.

All students should have access to safe housing while at university. To ensure Two-Spirit and LGBTQIA+ have this safety, the provincial government should engage with housing professionals and establish best

practices for institutions to adopt that ensure Two-Spirit and LGBTQIA+ safety within university residences. The Ministry of Colleges and Universities should also make grant funding available for institutions to ensure that reserving residence spaces for such accommodations do not increase the cost of living for Two-Spirit and LGBTQIA+ students. The Ministry of Colleges and Universities should work with institutions to incorporate solutions to address concerns raised by the Advisory Committee on Two-Spirit and LGBTQIA+ Students as they relate to residence life staff. Further, the provincial government should mandate that any strategic housing and residence plans made by institutions should consider the unique needs of Two-Spirit or LGBTQIA+ students who may be Indigenous, belong to a visible minority, or live with a disability. To support students in precarious housing situations, the provincial government should provide universities with envelope funding to make emergency bursaries for these instances.

Enhancing Health and Wellness

To improve the care Two-Spirit and LGBTQIA+ students receive from medical professionals, OUSA recommends the provincial government create advanced standards for the integration of teaching about Two-Spirit and LGBTQIA+ health needs into the current undergraduate medical curriculum to better prepare physicians who are entering the field. Additionally, the Ministry of Health should mandate campus physicians to receive intersectional training on Two-Spirit and LGBTQIA+ health issues regularly, including comprehensive sexually transmitted infection testing. To ensure Two-Spirit and other Indigenous youth are receiving adequate care, the Ministry of Colleges and Universities should partner with the Ministry of Health, in consultation with Indigenous elders and Indigenous advocates who are Two-Spirit or under the LGBTQIA+ community, to provide all frontline care workers with cultural-sensitivity training. Further, in collaboration with the Ministry of Health, the Ministry of Colleges and Universities should ensure that all universities have counsellors adequately trained to support Two-Spirit and LGBTQIA+ student needs from a whole-of-community approach.

To ensure Two-Spirit and LGBTQIA+ students have access to information and service providers, the Ministry of Colleges and Universities should mandate that all post-secondary institutions have accessible and standard gender-diverse resources across all campuses. The Ministry of Colleges and Universities should also work with The Ministry of Health to establish specific and accessible platforms for remote counselling to maintain students' relationships with their preferred physicians. To ensure all students have access to gender-affirming care, the Ministry of Colleges and Universities should partner with the Ministry of Health to broaden OHIP and UHIP coverage to include medications targeting and preventing HIV/AIDS, gender-affirming medications, and gender-affirming wear.

To improve community wellness and safe sex education resources, students recommend the provincial government and the Ministry of Colleges and Universities set standards for how information about on-campus sexual health resources for Two-Spirit and LGBTQIA+ students is displayed and promoted to students. In addition, the Ministry of Colleges and Universities encourage post-secondary institutions to have accessible councillors for Two-Spirit and LGBTQIA+ students such that they have access to their preferred physician when discussing sexual health or sexual violence. To ensure students are entering post-secondary with strong foundational knowledge, students recommend the Ministry of Education mandate that the K-12 curriculum offers resources that can educate students about safe sex, same-sex relationships, and Two-Spirit and LGBTQIA+ identities before entering post-secondary education.

Strengthening Policies

To ensure Two-Spirit and LGBTQIA+ marginalized voices are considered in policy development, OUSA recommends that the Ministry of College and Universities mandate that institutions across the post-secondary sector develop plans to review and continue collecting data and record-keep anonymous and confidential systems to protect gender and sexually diverse communities. The Ministry of Colleges and Universities should also provide envelope funding to ensure that all post-secondary institutions have an appropriately-funded sexual violence counselling department to actively review and support individuals who disclose sexual violence trauma.

To ensure OSAP considers the unique financial barriers faced by Two-Spirit and LGBTQIA+, OUSA recommends that the provincial government amend the OSAP eligibility process to allow students to declare independent status when they have been out of secondary school for fewer than six years but are estranged from the persons they are dependent on with a trauma-informed application. The provincial government should amend the OSAP family breakdown review process to be trauma-informed, per best practices established by federal and provincial government departments, including Project ECHO by Ontario Mental Health at CAMH and the University of Toronto, the Public Health Agency of Canada, and Public Health Ontario.

Students also ask that the Ministry of Colleges and Universities (MCU) provides envelope funding to universities to develop emergency funds accessible to Two-Spirit and LGBTQIA+ students that may experience financial crises. MCU should also provide post-secondary institutions funding to create grants, scholarships, and bursaries that Two-Spirit and LGBTQIA+ students can actively apply to for fiscal support. Further, the provincial government should streamline additional community support/resources for active community work within campus cities in combatting stigma against Two-Spirit and LGBTQIA+ students.

Improving Research and Information

To improve the institutional recognition and information available to students regarding Two-Spirit and LGBTQIA+ subject matter, students recommend the Ministry of Colleges and Universities should partner with post-secondary institutions, Two-Spirit and LGBTQIA+ organizations, and Indigenous communities to implement an accessible resource website to share community and institutionally-specific services and information. The provincial government should also create a grant to incentivize and support Ontario post-secondary institutions in developing and implementing web-based resources designed to help the institutionally specific information, services, and needs of Two-Spirit and LGBTQIA+ students to create consistency and accuracy. In addition, the provincial government should create a grant to support post-secondary institutions in hiring faculty and staff that reflect Two-Spirit and LGBTQIA+ identities to promote inclusivity, foster community, and provide lived experiences on campuses. To further incentivize institutions, the Ministry of Colleges and Universities should recognize and honour members of the Two-Spirit and LGBTQIA+ communities through a formal framework to be utilized with EDI-based policies to be continuously researched and used for evidence-based institutional guidance.

Students ask that the provincial government task the Higher Education Quality Council of Ontario with investigating and reporting on the unique barriers faced by Two-Spirit and LGBTQIA+ students on post-secondary campuses and in education. The Ministry of Colleges and Universities should also consult the Advisory Committee on Two-Spirit and LGBTQIA+ Students to provide feedback on the publication, usage, and distribution of the data collected by the Higher Education Quality Council of Ontario. The provincial government should consult with the Council of Ontario Universities and the Council of Senior Administrative Officers to identify barriers for students attempting to change their names and affirm their gender identity. After consulting the Council of Ontario Universities and the Council of Senior Administrative Officers, the provincial government should make recommendations to post-secondary institutions to address the barriers identified during the consultation process. The provincial government should collaborate with the Council of Ontario Universities to create a standardized framework for name and gender identity processes that are easily accessible to all post-secondary students.

Students recommend the provincial government work with the Higher Education Quality Council of Ontario to conduct research on the quality of current post-secondary courses discussing topics related to the histories and experiences of the Two-Spirit and LGBTQIA+ communities. They should then task the Higher Education Quality Council of Ontario with creating a decolonial and harm-reduction framework to ensure that accurate, high-quality, and inclusive research on Two-Spirit and LGBTQIA+-related topics is conducted in consultation with these communities. The Ministry of Colleges and Universities should also work with the Tri-Council of Federal research agencies to make specific grant funding available for researchers whose work focuses on Two-Spirit and LGBTQIA+ student identities and experiences and who seek to support, recruit, and retain future student researchers. In addition, MCU should provide

grant funding for further research on Two-Spirit and LGBTQIA+ students and students who are intersex to better assess their personal and academic needs. Further, the provincial government should provide research grants that mirror those available at the federal and provincial levels.

Enhancing Training and Education

To improve inclusivity on campuses, OUSA recommends that the Ministry of Colleges and Universities should include a framework of teaching practices and gender-inclusive training for post-secondary education faculty and staff concerning pronoun education. Additionally, MCU should create a training framework to support students' understanding of Two-spirit and LGBTQIA+ communities to maintain a respectful and informed knowledge of identity before and during their time at post-secondary institutions. To support student leaders, the Ontario Ministry of Colleges and Universities should establish training frameworks to address microaggressions and identify the impacts of the bystander effect on post-secondary campuses.

INTRODUCTION

Students pursuing post-secondary education should be free to explore their academic interests and identities during their undergraduate degrees. Yet many Two Spirit and LGBTQIA+ students eager to engage with their new environment face discrimination, harassment, stigma, or exclusion on their campuses due to their marginalized identities. Students of all gender and sexual identities should not have their studies adversely affected by the ignorance of their peers and educators; however, this is the reality for many Two-Spirit and LGBTQIA+ students.

In recent years there has been a rise in anti-Two-Spirit and LGBTQIA+ rhetoric. Globally there has been an increase in anti-LGBTQIA+ laws, with many laws targeting trans rights, queer educational content, same-sex marriage, and other queer rights.¹⁰ Drag performances are being positioned as unsafe for children despite the family-friendly nature of their performances; trans athletes face greater hostility and restrictions to their participation in organized sports; and barriers to gender-affirming care have increased.¹¹ Domestically, there has also been a rise in anti-Two-Spirit and LGBTQIA+ aggression. There has been a 60% increase in hate crimes directed towards Two-Spirit and LGBTQIA+ people in Canada from 2019 to 2021¹², and recent stories of school boards refusing to fly pride flags; gender essentialist and anti-trans aggression directed towards children and youth in provinces across the country¹³.

Within the post-secondary sector anti-Two-Spirit and LGBTQIA+ sentiments are prevalent as well. Systemically, universities lack robust policies, safe spaces and institutional practices that would increase the safety of their Two-Spirit and LGBTQIA+ students. Two-Spirit and LGBTQIA+ students face more significant risks of experiencing physical and sexual assault; they are more likely to experience mental and physical health issues; they are at higher risk of financial and housing instability. This risk increases for Two-Spirit and LGBTQIA+ people who are racialized or have a disability, come from low-income backgrounds, or are religious, amongst other intersectional identities.

A study by Thriving on Campus found that Two-Spirit and LGBTQIA+ students who have faced repeated microaggressions from members of their institution have higher dissatisfaction; greater psychological distress; lower feelings of connection to their university; and greater disengagement in their studies.¹⁴ Compared to trans and LGBQ students who did not face any victimization, trans students who reported experiencing two or more types of victimization were 3.1x more likely to consider leaving their university and cisgender students were 2.5x more likely.¹⁵ This is exacerbated for students who are racialized and/or have a disability. Racialized students and those with disabilities have attested to facing layered experiences of racism, ableism, anti-Two-Spirit, and LGBTQIA+ victimization from faculty and peers.

¹⁰ Wells, Kristopher. "We Must All Speak out to Stop Anti-LGBTQ Legislation." *The Conversation*, n.d. <https://theconversation.com/we-must-all-speak-out-to-stop-anti-lgbtq-legislation-204805>.

¹¹ Ibid

¹² Boynton, Sean. "https://Globalnews.ca/News/9393280/Canada-Lgbtq-Hate-Trans-West-Block/." *As anti-LGBTQ2 Hate Grows in Canada, Advocates Say It's 'Never Been as Scary,'* January 8, 2023. Accessed June 27, 2023. <https://globalnews.ca/news/9393280/canada-lgbtq-hate-trans-west-block/>.

¹³ PressProgress. "Far-Right Extremists Keep Targeting Canadian Schools and Residential Areas. It's Getting Out Of Control." *PressProgress*, June 19, 2023. <https://pressprogress.ca/far-right-extremists-keep-targeting-canadian-schools-and-residential-areas-its-getting-out-of-control/>.

¹⁴ Michael R. Woodford, Eric Van Giessen, Harrison Oakes, & the Thriving On Campus team (2022). *Thriving On Campus: 2SLGBTQ+ Campus Climate—Students' Experiences & Perceptions of Campus*. Thriving On Campus, Wilfrid Laurier University: Kitchener, ON.

¹⁵ Ibid

At many institutions, supports and resources for Two-Spirit and LGBTQIA+ individuals are often student-led, such as the Glow Centre for Gender and Sexual Diversity at the University of Waterloo, the oldest student-led LGBTQ+ support and resource centre in Canada¹⁶. At McMaster University, the Pride Community Centre (serviced by the McMaster Student Union) provides programs, resources, physical space, and peer support for Two-Spirit and LGBTQIA+ students¹⁷. Similar volunteer led groups exist at other OUSA member schools. Although these efforts are commendable, students should not be burdened with the responsibility of providing resources, often on a voluntary basis, with little institutional support. Students should be supported by their institutions in tangible and meaningful ways that aim to be accessible to diverse student bodies.

OUSA believes acknowledging the complexities and intersectional nature of the Two-Spirit and LGBTQIA+ student experience is integral to creating informed policy. As such, the authors of this paper aimed to develop policy recommendations that address the intersectional issues, including racism, mental health, ageism, and sexism, that members of the Two-Spirit and LGBTQIA+ community may face in tandem with homophobia and transphobia. However, due to these issues' broad and complex nature, this paper does not claim to be an exhaustive resource. Instead, this paper aims to improve gaps in the post-secondary education policy landscape and serve as one of many resources supporting gender and sexually diverse students in Ontario.

CAMPUS AND COMMUNITY CLIMATE AND SAFETY

ADVISORY COMMITTEE ON TWO-SPIRIT AND LGBTQIA+ STUDENTS

Principle: The lived experiences of Two-Spirit and LGBTQIA+ students should be recognized, respected, and treated as legitimate, valid, and unique.

Principle: The perspectives and experiences of Two-Spirit and LGBTQIA+ students should be intentionally considered and incorporated in the development of policies affecting post-secondary institutions.

Principle: Post-secondary institutions should have a greater understanding of the unique needs of Two-Spirit and LGBTQIA+ students, and the diversity of needs within these communities.

Concern: The lived experiences and perspectives of Two-Spirit and LGBTQIA+ students have not been historically considered and continue to not be adequately considered in the development of government policies affecting post-secondary institutions and students.

Concern: There are no minimum training and education requirements for students or post-secondary students or staff, including teaching, administrative, and support staff, regarding inclusivity and awareness of Two-Spirit and LGBTQIA+ communities on university campuses.

Recommendation: The provincial government should establish an Advisory Committee that is a direct representation of Two-Spirit and LGBTQIA+ students to advocate and represent these communities.

Recommendation: The provincial government's Advisory Committee on Two-Spirit and LGBTQIA+ Students should conduct comprehensive consultation with Two-Spirit and LGBTQIA+ students from a

¹⁶"The Glow Centre for Sexual and Gender Diversity," University of Waterloo, Federation of Students, accessed March 26, 2019, <https://uwaterloo.ca/feds/feds-services/glow-centre-sexual-and-gender-diversity>.

¹⁷"Pride Community Centre," McMaster Student Union, accessed March 26, 2019, <https://www.msumcmaster.ca/servicesdirectory/9-pride-community-centre-pcc>.

diverse set of backgrounds and advocate on policy decisions that would impact Two-Spirit and LGBTQIA+ communities.

Recommendation: The Advisory Committee on Two-Spirit and LGBTQIA+ Students should be composed of one representative from the Ministry of Colleges and Universities and student representatives from university campuses across the province; specifically, student representatives who identify as members of the LGBTQIA+ community and/or as Two-Spirit.

Recommendation: Members of the Advisory Committee on Two-Spirit and LGBTQIA+ Students should be supported with relevant resources including, but not limited to, financial investment, and personnel resources in the form of community advocates, leaders in identity inclusion, and other campus stakeholders.

Recommendation: The Advisory Committee on Two-Spirit and LGBTQIA+ Students should advise the Council of Ontario Universities in the development of relevant frameworks mandating clear minimum standards for training and education for students, faculty, and administrative staff.

Recommendation: The Advisory Committee on Two-Spirit and LGBTQIA+ Students should participate in a regular review of the Centralized Accessibility Database to ensure that the information available reflects the current needs of Two-Spirit and LGBTQIA+ post-secondary student communities.

Recommendation: The Advisory Committee on Two-Spirit and LGBTQIA+ Students should be constituted annually and consulted semi-annually to inform, and guide policy developments targeted at improving inclusivity and climate for Two-Spirit and LGBTQIA+ post-secondary students.

Recommendation: The Advisory Committee on Two-Spirit and LGBTQIA+ Students should be consulted by the Ministry of Colleges and Universities to provide feedback on relevant metrics and performance criteria as they relate to the assessment of Two-Spirit and LGBTQIA+ inclusivity and awareness on post-secondary campuses.

Recommendation: The Advisory Committee on Two-Spirit and LGBTQIA+ Students should be consulted during the development of any materials that pertain to Two-Spirit and LGBTQIA+ post-secondary student concerns.

Recommendation: The Advisory Committee should be consulted to develop appropriate education and training resources for all frontline post-secondary staff members in university accessibility and accommodation services.

Two-Spirit and LGBTQIA+ students face disproportionate discrimination and barriers that negatively affect their personal, professional, and academic experiences on- and off- university campuses. This occurs, in part, due to the limited education and training that individuals may receive or be exposed to before, during, and after formal education. It is important that the language used in policies pertaining to Two-Spirit and LGBTQIA+ students and other marginalized groups is clear, accurate, and respectful of the diverse identities to which it refers. Improper use of language can support ongoing marginalization and stigmatization.¹⁸ Policy development often suffers from the exclusion of Two-Spirit and LGBTQIA+ perspectives and lived experiences which is reflected in decision-making.¹⁹ Two-Spirit and LGBTQIA+ students attending post-secondary institutions, therefore, encounter landscapes, structures, and frameworks that are designed with little input from members of their communities and thus fail to address their needs and concerns. For example, students may encounter academic or administrative staff who are not receptive to Two-Spirit and LGBTQIA+ needs and concerns as they do not have the necessary education or training to adequately handle these situations. Mandatory training and education standards

¹⁸ Alexandra N. Fisher and Priyanka V. Sharma, *Improving Policy and Practice for LGBTQ Children and Youth in Child Welfare Settings: A Report for the Ministry of Children and Family Development* (University of Victoria, 2017), accessed March 26, 2019,
¹⁹ Miriam Smith, "Queering Public Policy: A Canadian Perspective," (Paper presented at the Annual Meeting of the Canadian Political Science Association, York University, Toronto, June 1-3, 2006) [Smith, "Queering Public Policy"].

for both academic and administrative staff at post-secondary institutions is a minimum requirement to promote inclusivity as well as awareness of Two-Spirit and LGBTQIA+ students on university campuses. There is a clear need for university administration, faculty, and other support staff to be knowledgeable on Two-Spirit and LGBTQIA+ communities and the issues they face beyond surface-level recognition.

To address the lack of Two-Spirit and LGBTQIA+ voices in policy development and decision-making, the provincial government should establish a province-wide advisory committee aimed at increasing engagement and addressing the systemic stigmatization and marginalization facing these communities on post-secondary campuses. The Advisory Committee on Two-Spirit and LGBTQIA+ Students would be comprised of Two-Spirit and LGBTQIA+ students to ensure that their lived experiences, needs, and concerns are appropriately considered in relevant policy and program development. This committee should be constituted annually and should meet between two and three times a year.²⁰

Committees of a similar structure have been implemented under previous governments and have different iterations based on the outstanding mandate. For example, the Ontario government previously struck the Highly Skilled Workforce Expert Panel in 2015 to analyze and make recommendations on how to enhance Ontario's workforce in an increasingly technology driven market. These committees typically operate using either a centralized or decentralized model. For the purposes of the proposed Advisory Committee on Two-Spirit and LGBTQIA+ Students, it is recommended that a centralized model be used, wherein representatives from across the province serve on a single region-wide council tasked with advising a particular minister on a particular issue or set of issues.²¹ This ensures regional balance and distribution, and a diversity of perspectives. Therefore, a centralized model is likely to be more effective and representative in terms of identifying needs within the sector.²² It is further recommended that recruitment for this Advisory Committee rely on a hybrid process whereby each campus nominates an individual to serve without precluding individuals from applying themselves, therefore ensuring that each campus has a minimum of one voice on the committee. By adopting a centralized model that utilizes this hybrid recruitment process, the Advisory Committee will take a system-wide approach, informed by the voices of students with lived experiences across all Ontario campuses.

The membership of this Advisory Committee should be composed entirely of students, with the inclusion of a representative from the Ministry of Colleges and Universities. Student members are to be individuals who identify as Two-Spirit or who belong to the LGBTQIA+ community, and who are enrolled at a post-secondary institution in Ontario. The committee should be further supported by a rotating group of experts and staff whose selection will depend on the specific task or needs currently identified. These experts and staff should provide the Advisory Committee with the resources necessary to support the establishment of a strategic direction, the development of future mandates, and the implementation of advocacy efforts and projects. All those involved with the Advisory Committee should recognize the imperative for greater consultation and engagement with the Two-Spirit and LGBTQIA+ community. The Advisory Committee should actively engage with relevant stakeholders for additional information as it pertains to Two-Spirit and LGBTQIA+ student life on campus. In particular, consultation with the Council of Ontario Universities, the Higher Education Quality Council of Ontario, and the Ontario Council of University Faculty Associations provide an opportunity to leverage existing networks in pursuit of accurate and relevant research pertaining to these communities.

The focus of this Advisory Committee should be advocacy and information-gathering as opposed to direct operational oversight. The Advisory Committee should meet approximately once per term. It will work towards dismantling ingrained systems that marginalize and oppress Two-Spirit and LGBTQIA+ identities through its contributions to the development of a clear framework and minimum standards for university employee training and education. While the primary purpose is to identify needs and opportunities to alter negative perceptions of Two-Spirit and LGBTQIA+ students, the Advisory

²⁰ Ibid.

²¹ "Student Voice – Minister's Student Advisory Council," Ministry of Education, accessed December 5, 2019, <http://www.edu.gov.on.ca/eng/students/speakup/msac.html>; "2018-19 Minister's Student Advisory Council," Ministry of Education, accessed December 5, 2019, http://www.edu.gov.on.ca/eng/students/speakup/msac_profile.html.

²² Ibid.

Committee should ultimately commit to increasing ministerial support on issues pertaining to these students and the form that support should take.

Following its implementation, the Advisory Committee should be able to put forward recommendations around the need for a permanent unit within the Ministry of Colleges and Universities that specifically addresses Two-Spirit and LGBTQIA+ student issues and concerns. Similar to the Inclusive Education, Priorities and Engagement Branch within the Ministry of Education, a unit within the Ministry of Colleges and Universities would establish a ministerial objective towards cultivating inclusive education at the post-secondary level.²³ A permanent unit on the experiences of Two-Spirit and LGBTQIA+ students would act as a resource not only for the Ministry of Colleges and Universities, but for other ministries seeking to improve the experiences of these students before, during, and after their post-secondary education. For example, this unit would be critical in supporting the ongoing work of the Ministry of Education to promote an education system that upholds equity for all students, regardless of identity.²⁴ The rationale for this unit should also take into account its potential direct and indirect impacts, namely: (1) increased visibility for a community that often struggles to be seen amongst competing priorities; and (2) reflect a commitment by the provincial government to address post-secondary issues specific to Two-Spirit and LGBTQIA+ students. By fulfilling this mandate, the Advisory Committee should be able to contribute to the immediate amplification of marginalized voices through specific advocacy efforts, as well as participating in meaningful conversations that address long-term changes.²⁵

SUPPORT SERVICES

Principle: Two-Spirit and LGBTQIA+ students should have the opportunity to freely and safely access support services from staff who are culturally-informed and trained to work on Two-Spirit and LGBTQIA+ issues and/or have lived experiences in these communities.

Principle: Two-Spirit and LGBTQIA+ students should be able to access healthcare, accessibility, housing, administrative, and accommodation services in a timely manner that support their identities and are considerate of individual experiences.

Principle: Students should have clear and unencumbered access to Two-Spirit and LGBTQIA+ resources regardless of whether or not they choose to submit a request for support from the university.

Principle: Two-Spirit and LGBTQIA+ students should have access to resources that clearly articulate their options for filing a formal report of discrimination, harassment, and/or violence within their institution, with campus security, and with local police.

Principle: Students seeking information about the Two-Spirit and/or LGBTQIA+ community or relevant services specific to these communities should not have their sexual orientation or gender identity shared without their consent.

Concern: Quantity and quality of support services vary depending on the geographic location of the university, whether it is an urban or rural community, and the availability of funding.

Concern: Support staff are not required to undergo training or receive education specific to Two-Spirit and LGBTQIA+ student barriers and concerns and are therefore not always well-informed on how best to support Two-Spirit and LGBTQIA+ students.

²³ Ministry of Education, *Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy* (Toronto, ON: Queen's Printer for Ontario, 2009), accessed March 26, 2019, <http://www.edu.gov.on.ca/eng/policyfunding/equity.pdf> [Realizing the Promise of Diversity].

²⁴ "Ontario Newsroom," June 15, 2021. <https://news.ontario.ca/en/release/1000346/ontario-supporting-2slgbtqi-students>.

²⁵ OUSA Two-Spirit and LGBTQIA+ Students Fall 2019

Concern: Two-Spirit and LGBTQIA+ students do not always have access to academic, service-oriented, and physical accommodations that support their identities and experiences.

Concern: Two-Spirit and LGBTQIA+ students may not have access to adequate resources to manage the physical, psychological, and emotional impacts that may follow an incident of discrimination, harassment, and/or violence.

Concern: Post-secondary institutions should not be relying solely on student-led groups to provide support services for Two-Spirit and LGBTQIA+ students.

Concern: Two-Spirit and LGBTQIA+ students with intersecting identities are often underrepresented and underserved through on-campus support and services.

Concern: Two-Spirit and LGBTQIA+ students may not feel comfortable submitting a request for support but still wish to seek resources in a confidential manner.

Concern: Two-Spirit and LGBTQIA+ students may not be fully aware of the process associated with filing a formal report of discrimination, harassment, and/or violence within their institutions, with campus police, and with local police services.

Recommendation: In collaboration with the Council of Ontario Universities, the Ministry of Colleges and Universities should provide envelope funding to institutions for the recruitment and retention of individuals with lived experience in Two-Spirit and LGBTQIA+ communities into frontline support roles within university accessibility and accommodation services.

Recommendation: The Ministry of Colleges and Universities, in collaboration with the Council of Ontario Universities, should provide the funding necessary to facilitate the creation of professional, staff-led support groups for Two-Spirit and LGBTQIA+ students, in the case of the absence of a counsellor with a specific lived experience.

Recommendation: The Council of Senior Administrative Officers Committee under the Council of Ontario Universities should help develop and facilitate the creation of policies or practices that ensure Student Accessibility Services, or their equivalents, address intersecting identities through an anti-oppression lens in academic accommodations.

Recommendation: The Ministry of Colleges and Universities should consult with the Advisory Committee on Two-Spirit and LGBTQIA+ Students to develop appropriate education and training resources for all frontline staff members in university healthcare, accessibility, housing, administrative, and accommodation services.

Recommendation: The Ministry of Colleges and Universities should consult with individuals with lived experiences in Two-Spirit and LGBTQIA+ communities as well as academic researchers to establish minimum accommodation, accessibility, and inclusivity standards for services directed at Two-Spirit and LGBTQIA+ students at all post-secondary institutions.

Recommendation: The provincial government should provide grant funding to incentivize the expansion of accessible resources for Two-Spirit and LGBTQIA+ students regardless of whether or not they submit a request for support.

Recommendation: The provincial government should mandate that institutions clearly communicate to students their options for filing a formal report of discrimination, harassment, and/or violence within their institutions, with campus police, and with local police services.

Unwelcoming campus environments have a disproportionately negative impact on the physical and mental well-being of Two-Spirit and LGBTQIA+ students.²⁶ Gaps in research and a lack of comprehensive consultation have made it challenging for support services to accurately identify and respond to the needs of Two-Spirit and LGBTQIA+ students. Support staff who are not adequately informed or trained to support Two-Spirit and LGBTQIA+ communities may be unable to meet the needs of community members. Two-Spirit and LGBTQIA+ students often struggle with the inaccessibility of support services and a lack of appropriate response to their desired accommodations.²⁷ These students may also experience different forms of discrimination or marginalization simultaneously; their experiences are shaped by their intersections of identity, such as their sexual orientation, race, gender, disability, and socio-economic background.²⁸

To address this concern, the Ministry of Colleges and Universities should consult with Two-Spirit and LGBTQIA+ organizations and community experts, in addition to academic researchers, to develop accommodation, accessibility, and inclusivity standards for support services.²⁹ These standards should consider the recommendations provided by the California Postsecondary Education Commission (CPEC). CPEC collected data and met with experts, advocates, and students to determine minimum access requirements for members of the LGBTQIA+ community. Their recommendations provide a helpful foundation upon which the following proposed additions to support services were established:

- Access to designated LGBTQIA+ advocates on campus;
- A campus resource center with accurate and appropriate information on Two-Spirit and LGBTQIA+ communities;
- The implementation of support services independent of student-led services;
- The implementation of safe spaces on campus for Two-Spirit and LGBTQIA+ students.
- Counselling services, including emotional and financial counselling for those who may have been estranged from their family following coming out;
- A grievance system specific to Two-Spirit and LGBTQIA+ issues where students can report a dispute or grievance without fear of retribution based on their identity or gender;
- Career advising to support Two-Spirit and LGBTQIA+ students concerned about interviewing and the nature of company climates;
- Workshops or programs for residence life professionals responsible for ensuring that student housing is safe and welcoming for all students; and
- Workshops or programs that address homophobia and heterosexism, with a focus on fraternities, sororities, and athletic teams.³⁰

It is important that these minimum standards reflect the importance of individuals with lived experience providing these services and thus, the Ministry of Colleges and Universities should work with the Council of Ontario Universities to support the recruitment and retention of these individuals. While lived experience is preferable, it is not always feasible. As such, The Ministry of Colleges and Universities should consult with the Advisory Committee on Two-Spirit and LGBTQIA+ Students to develop appropriate education and training resources for all frontline staff members in university healthcare, accessibility, housing, administrative, and accommodation services. training should be increased for those in support service roles to approach their work from an anti-oppressive and intersectional lens. One such example is the “Positive Space Project” at the University of Guelph, a two-part training program for students, staff, and faculty that explores topics of language, pronouns, coming out, allyship, and available

²⁶ Sadowski, Michael I. “More than a Safe Space: How Schools Can Enable LGBTQ Students to Thrive.” *The American Educator* 40, no. 4 (January 1, 2017): 4. <http://files.eric.ed.gov/fulltext/EJ1123878.pdf>.

²⁷ Kristen Renn, “LGBTQ Students on Campus: Issues and Opportunities for Higher Education Leaders,” *Higher Education Today*, April 10, 2017, <https://www.higheredtoday.org/2017/04/10/lgbtq-students-higher-education/> [Renn, “LGBTQ Students on Campus”].

²⁸ “Lesbian, Gay, Bisexual, Trans & Queer Identified People and Mental Health,” n.d. <https://ontario.cmha.ca/documents/lesbian-gay-bisexual-trans-queer-identified-people-and-mental-health/>.

²⁹ OUSA Two-Spirit and LGBTQIA+ Students Fall 2019

³⁰ Mallory Angeli, Access and Equity for All Students: Meeting the Needs of LGBT Students (Report 09-14, California Postsecondary Education Commission, June 2009) accessed March 27, 2019, <https://files.eric.ed.gov/fulltext/ED507508.pdf> [Angeli, Access and Equity for All Students].

resources.³¹ These minimum standards should further consider the guidelines stipulated in the Ontario Human Rights Commission's policy on accessible education for students with disabilities. One such guideline states that support services should be culturally competent, defined as "a set of congruent behaviours, attitudes and policies that come together in a system or agency or among professionals that enables that system, agency or professionals to work effectively in cross-cultural situations."³² Since Indigenous and LGBTQIA+ cultures are included within this framework, cultural competency skills are essential to equip support staff with the ability to interact and engage with these students in a manner that is comfortable for the students and effective in providing support.³³ Government and post-secondary policies on support services should thus be culturally competent to respect and accommodate the diverse identities and lived experiences of all students, including Two-Spirit and LGBTQIA+ students.

The Council of Ontario Universities, through their Council of Senior Administrative Officers Committee, should develop policies and practices for these services to adopt an anti-oppression, intersectional lens. To further supplement this recommendation, the provincial government should provide grant funding to incentivize the expansion of accessible resources for Two-Spirit and LGBTQIA+ students regardless of whether or not they submit a request for support. These materials and communications should be developed in multiple languages so that Two-Spirit and LGBTQIA+ students whose first language is not English can easily access comprehensive support. It is equally as important that student accessibility services are continually aware of the needs of Two-Spirit and LGBTQIA+ students. Lastly, the province should mandate that institutions clearly communicate to students their options for filing a formal report of discrimination, harassment, and/or violence within their institutions, with campus police, and with local police services.

CAMPUS SECURITY AND COMMUNITY-BASED SAFETY

Principle: Two-Spirit and LGBTQIA+ students should be able to access security services and support without fear or stigma.

Principle: Two-Spirit and LGBTQIA+ students should feel comfortable and safe on their campuses and within the broader community.

Concern: Two-Spirit and LGBTQIA+ students who occupy marginalized identities, including racialized persons and those living with a disability, experience higher rates of police brutality when interacting or attempting to interact with campus security personnel and police.

Concern: Transgender students experience higher rates of police brutality.

Concern: Two-Spirit and LGBTQIA+ students may experience oppressive or traumatic interactions with campus security personnel or police as a result of larger systemic and historic oppressions.

Concern: Campus security personnel and police may not have the appropriate training to address institutionalized stigmatization, marginalization, and oppression experienced by Two-Spirit and LGBTQIA+ students during interactions with law enforcement.

Recommendation: The provincial government should task the Ontario Association of College and University Security Administrators with developing accessible incident reporting tools for Two-Spirit and LGBTQIA+ students.

³¹ "Positive Space Project | Diversity and Human Rights (DHR)," n.d. <https://www.uoguelph.ca/diversity-human-rights/training/positive-space-project>.

³² "Policy on Accessible Education for Students with Disabilities | Ontario Human Rights Commission," March 2018. <https://www.ohrc.on.ca/en/policy-accessible-education-students-disabilities>.

³³ Ibid.

Recommendation: The provincial government should work with the Ontario Association of College and University Security Administrators as well as local Two-Spirit and LGBTQIA+ organizations to develop adequate standards to address the issues identified by the Advisory Committee on Two-Spirit and LGBTQIA+ Students.

Recommendation: The provincial government should mandate campus security personnel and police utilize all-gender language during any investigations and/or incident reporting.

Recommendation: The Ministry of the Solicitor General should update police training courses to include Two-Spirit and LGBTQIA+ inclusivity training, with a focus on the historical oppression of Two-Spirit and LGBTQIA+ communities and the ongoing discrimination faced by these communities, often at the hands of police forces themselves.

Recommendation: In collaboration with the Ministry of Municipal Affairs, the Ministry of the Solicitor General should mandate campus security personnel and police connect with local Two-Spirit and LGBTQIA+ organizations to develop practices that are suited to the diverse needs of Two-Spirit and LGBTQIA+ communities and are considerate of their unique experiences.

Recommendation: The provincial government should encourage the Council of Ontario Universities and the Ontario Association of College and University Security Administrators to consult with students-at-large and relevant student groups when revising current campus security personnel and police training initiatives to include intersecting identity training.

Students deserve safe schools. The reality for many Two-Spirit and LGBTQIA+ students, however, is that campus is not a safe space. Two-Spirit and LGBTQIA+ students encounter disproportionate barriers to accessing campus security systems and services, stemming from larger systemic and historic oppression. Due to stigmatization of their identities, Two-Spirit and LGBTQIA+ experience a significantly higher risk of violence when interacting with campus security personnel or police.³⁴ As campus security remains the first point of contact for an individual experiencing an emergency at the majority of post-secondary institutions, it is imperative that a strong and positive relationship between campus security personnel and police and Two-Spirit and LGBTQIA+ communities is established. Campus security continues to play a critical role in the event of an emergency, incident, or investigation on campus. They should be committed to respectful communication with all students and should not be an additional source of discrimination, trauma, or oppression for members of the Two-Spirit and LGBTQIA+ communities.

Violence against Two-Spirit and LGBTQIA+ communities continue to be a pervasive issue. This violence, however, is often underrepresented and under-policed: statistics reveal that only 52% of LGBTQIA+ individuals who are victims of hate violence report the crimes to the police.³⁵ Two-Spirit people are also more likely to underreport experiences of hate violence.³⁶ Mistrust of policing services among Two-Spirit and LGBTQIA+ communities is a product of the undue discrimination, harassment, violence, and aggression suffered at the hands of police services themselves. Indigenous people, in particular, have historically and presently not been supported by the justice system. They continue to experience prejudice in legal proceedings and spaces. In fact, according to a Statistics Canada survey, only 15% of Indigenous Peoples believe that the judicial system does a good job of helping victims.³⁷ Trans people and people of colour further face higher rates of police brutality as a result of systemic and ongoing oppression.³⁸

³⁴ Emma, C Kelly. "LGBTIQ2S+ Perceptions of Procedural Justice and Police Legitimacy." MA Thesis, University of Guelph, 2022.

³⁵ Tania Israel, Audrey Harkness, Kevin Delucio, Jay N. Ledbetter and Todd Avellar, "Evaluation of Police Training on LGBTQ Issues: Knowledge, Interpersonal Apprehension, and Self-Efficacy," *Journal of Police and Criminal Psychology* 29, no. 2 (2013), 10.1007/s11896-013-9132-z [Israel et al., "Evaluation of Police Training on LGBTQ Issues"].

³⁶ Hunt, Sara. "An Introduction to the Health of Two-Spirit People: Historical, Contemporary and Emergent Issues." *National Collaborating Centre for Aboriginal Health*, 2016.

³⁷ Government of Canada, Statistics Canada. "Table 4 Perceptions of Criminal Courts, Prisons, and Parole System, by Population Group or Indigenous Identity, Canada, 2019," February 16, 2022. <https://www150.statcan.gc.ca/n1/pub/85-002-x/2022001/article/00003/tbl/tblo4-eng.htm>.

³⁸ "Violence Against Trans and Non-Binary People." *VAWnet.Org*, May 13, 2019. <https://vawnet.org/sc/serving-trans-and-non-binary-survivors-domestic-and-sexual-violence/violence-against-trans-and->

Research has demonstrated that law enforcement personnel are often “indifferent” and may be reluctant to acknowledge the anti-LGBTQIA+ nature of a reported crime, contributing to identity erasure, institutional distrust, and reinforced barriers to reporting.³⁹

A number of steps can be taken to address issues associated with existing security structures as well as improving training and education for police officers. To improve security structures on campus, the provincial government should task the Ontario Association of College and University Security Administrators (OACUSA) with creating an accessible incident-reporting tool that allows students to anonymously provide concerns or recommendations about campus security. Further, the province should work with OACUSA as well as local Two-Spirit and LGBTQIA+ organizations to develop adequate standards to address the issues identified by the Advisory Committee on Two-Spirit and LGBTQIA+ Students. The provincial government should also mandate that all campus security personnel and police utilize all-gender language in their duties, including investigations and incident-reporting.⁴⁰

The stigma associated with, and widespread fear of law enforcement is a significant issue that must be treated as such. Campus security personnel and police should be trained and informed about issues affecting Two-Spirit and LGBTQIA+ communities. This is why OUSA recommends that the Ministry of the Solicitor General should update police training courses to include Two-Spirit and LGBTQIA+ inclusivity training, with a focus on the historical oppression of Two-Spirit and LGBTQIA+ communities and the ongoing discrimination faced by these communities. The provincial government can collaborate with post-secondary institutions, the Ministry of Municipal Affairs, the Ontario Association of Chiefs of Police (OACP), and the Canadian Centre for Diversity and Inclusion (CCDI) to strengthen this training. The OACP has identified that equity, diversity, and inclusion training is more effective for police and personnel at the beginning of their training on human rights, and that a dedicated module on intersecting identities should be implemented earlier in an officer’s education.⁴¹ This should also include training on cultural competency. Recognizing the legacy of abuse suffered by queer and racialized students at the hands of police, it is imperative that police officers are equipped with the soft skills that allow them to appropriately and non-aggressively respond to crisis situations and engage with Two-Spirit and LGBTQIA+ students of all backgrounds.⁴²

Additionally, the Ministry of the Solicitor General and of Municipal Affairs should collaborate with relevant Two-Spirit and LGBTQIA+ organizations, including but not limited to:

- The 519 Church Street Community Centre;
- The HIV & AIDS Legal Clinic of Ontario (HALCO);
- The Canadian HIV/AIDS Legal Network; Egale Canada;
- Canadian Centre for Gender and Sexual Diversity;
- The LGBTQ Community Wellness Centre of Hamilton (“The Well”);
- The Mark S. Bonham Centre for Sexual Diversity Studies;
- Osgoode Hall OUTLaws;
- Outlaw Western (Western Law School);
- Parents, Families, and Friends of Lesbians and Gays (PFLAG);
- Pride and Prejudice;
- Rainbow Health Ontario; Serving with Pride;
- University of Windsor (Office of Human Rights, Accessibility, and Equity);
- Victim Services of York Region

This inclusivity training should be mandated to foster and maintain positive change among enforcement agents, and can be adapted for the post-secondary sector. It is the responsibility of local police and campus services to earn the trust of all members of their community, building and maintaining critical

³⁹ Tania Israel, Audrey Harkness, Kevin Delucio, Jay N. Ledbetter and Todd Avellar, “Evaluation of Police Training on LGBTQ Issues: Knowledge, Interpersonal Apprehension, and Self-Efficacy,” *Journal of Police and Criminal Psychology* 29, no. 2 (2013), 10.1007/s11896-013-9132-z [Israel et al., “Evaluation of Police Training on LGBTQ Issues”].

⁴⁰ OUSA Two-Spirit and LGBTQIA+ Students Fall 2019

⁴¹ Ibid.

⁴² “Violence Against Trans and Non-Binary People.” *VAWnet.Org*, May 13, 2019. <https://vawnet.org/sc/serving-trans-and-non-binary-survivors-domestic-and-sexual-violence/violence-against-trans-and->

relationships with previously underserved and marginalized groups. In Toronto, for example, the integrity of this relationship further weakened after calls to investigate the growing number of disappearances amongst gay men were ignored, only to later discover the community was being targeted by a serial killer. Even though this incident did not occur in the post-secondary space, students' perceptions and experience with this incident have altered their willingness to interact with enforcement officers.⁴³ This is why, to establish additional best practices for local police and campus services going forward, the provincial government should continue to support the Council of Ontario Universities (COU) and OACUSA to regularly consult with student groups as well as local Two-Spirit and LGBTQIA+ organizations to inform the continual development and improvement of anti-oppression police training.⁴⁴ The voices and perspectives of those who directly experience the impact of policing services must be made heard and privileged in the development of new policies. Local police and campus services should recognize that promoting civil rights includes protecting Two-Spirit and LGBTQIA+ groups both on- and off-campus.⁴⁵

TWO-SPIRIT AND LGBTQIA+ SPACES

Principle: All Two-Spirit and LGBTQIA+ students should see their identities represented and accurately reflected in their communities and on their university campuses.

Principle: Two-Spirit and LGBTQIA+ students should feel comfortable and safe utilizing services in post-secondary institutions that uphold values of inclusion, equity and privacy, adequately addressing the concerns of ostracization, discrimination, and privacy.

Principle: Consistent promotion of information, support services, and awareness campaigns related to Two-Spirit and LGBTQIA+ students is integral to both addressing and preventing their oppression and marginalization, as well as improving their well-being through access to relevant resources.

Principle: Two-Spirit and LGBTQIA+ specific spaces and services should be culturally-informed and safe; students of colour, international students, and Indigenous students should be able to access them without fear of their identities being invalidated or diminished.

Concern: Universities often do not dedicate permanent physical space for Two-Spirit or LGBTQIA+ groups, and those that do often lack the ability to maintain them, compromising the integrity of an environment in which Two-Spirit and LGBTQIA+ students should feel comfortable, safe, and free from discrimination or harassment.

Concern: A lack of consistent education, information, and awareness about Two-Spirit and LGBTQIA+ identities at post-secondary institutions across Ontario contributes to the ongoing stigmatization, marginalization, and oppression of Two-Spirit and LGBTQIA+ students, which impacts the abilities of these spaces to fulfill their intended functions.

Concern: LGBTQIA+ specific spaces and services often have little knowledge of the experiences and perspectives of historically marginalized groups including, but not limited to, Two-Spirit identity or the unique concerns of Indigenous communities.

Concern: Intersex individuals may be more hesitant to seek help or feel excluded from LGBTQIA+ services if they do not personally identify as LGBTQIA+.

⁴³ Christina B. Arayata, Charlie Davis, Jac Nobiss, Tin Vo, Skylar Sookpaiboon, Maryam Khan, Farhana Zafarr, Harrison Oakes, Eric Van Giessen, Michael R. Woodford, & other members of the Disability Report Working Group, & Thriving On Campus team (2022). Thriving On Campus: The Experiences of BIPOC 2SLGBTQ+ Students. Thriving On Campus, Wilfrid Laurier University: Kitchener, ON. <https://lgbtq2sthrivingoncampus.ca/wp-content/uploads/2022/10/4-BIPOC-2SLGBTQ-Students-Experiences.pdf>

⁴⁴ Eric W. Trekell, "7 Ways for Campus Safety to Support LGBTQ Students," Campus Pride, June 17, 2013, <https://www.campuspride.org/resources/campusafetytips/>.

⁴⁵ James E. Copple and Patricia M. Dunn, Gender, Sexuality, and 21st Century Policing (COPS Office Resource Center, 2017), accessed April 1, 2019, <https://ric-zai-inc.com/Publications/cops-wo837-pub.pdf>.

Concern: LGBTQIA+ student centres often lack representation for racialized students due to the racism and xenophobia that can exist within LGBTQIA+ communities on campuses.

Concern: Some Two-Spirit and LGBTQIA+ spaces may not have the adequate anonymity measures in place to ensure that students are accessing the services.

Recommendation: The provincial government should make funding available for the establishment of permanent, physical spaces for Two-Spirit and LGBTQIA+ students on university campuses as well as the ongoing costs associated with staffing and maintaining these spaces.

Recommendation: The provincial government should provide grant funding to support Indigenous-led initiatives for Indigenous students identifying as Two-Spirit and/or LGBTQIA+.

Recommendation: The provincial government should provide envelope funding to Pride groups and services at post-secondary institutions for the creation of intentionally set, all-gender spaces that accommodate all identities and individuals.

Recommendation: The provincial government should ensure that Two-Spirit and LGBTQIA+ services in post-secondary institutions uphold values of inclusion, equity and privacy, adequately addressing the concerns of ostracization, discrimination, and privacy.

Designated safe spaces on campus allow students to feel included, supported, and represented, and provides an environment away from judgment and disrespect. The lives of Two-Spirit and LGBTQIA+ students continue to be profoundly impacted by the lack of safe spaces and communities on university campuses. These areas are particularly important for Two-Spirit and LGBTQIA+ students, given that “higher rate[s] of LGBTQ student organizations on campus [are] associated with decreased levels of heterosexism.”⁴⁶ On many Ontario university campuses, however, Two-Spirit and LGBTQIA+ students do not have access to such spaces, or experience significant barriers in locating and utilizing them. They are often difficult to find, not well-promoted to students, and designed through a framework that is traditionally heteronormative and cisgendered.⁴⁷ This can further ostracize and alienate Two-Spirit and LGBTQIA+ students who are newcomers to Canada. Further, this is worrisome for racialized LGBTQIA+ students who tend to feel less safe in being open about their sexual and/or gender identity.⁴⁸ The lack of permanent safe space for Two-Spirit and LGBTQIA+ students contributes to their structural marginalization at post-secondary institutions. Existing institutional spaces continue to be structured along the gender binary, perpetuating discomfort for many queer students.⁴⁹ Without dedicated financial support at a ministry level, Pride centres may be forced to engage in alternate fundraising activities, competing for already limited funds.⁵⁰

Two-Spirit and LGBTQIA+ services that are entirely student-run are further detrimentally impacted by the lack of institutional memory and recognition, and inconsistent service delivery from year to year. Student-led groups often encounter issues in securing resources, administrative assistance, and permission from the university and other relevant governing bodies for certain initiatives. The provincial government should provide envelope funding to Pride groups and services at post-secondary institutions for the creation of intentionally set, all-gender spaces that accommodate all identities and individuals. Providing supports and developing social groups can help fill some of these gaps so that Two-Spirit and

⁴⁶ Michael R. Woodford, Alex Kulick, Jason C. Garvey, Brandy R. Sinco, & Jun Sung Hong, “LGBTQ Policies and Resources on Campus and the Experiences and Psychological Well-Being of Sexual Minority College Students: Advancing Research on Structural Inclusion,” *Psychology of Sexual Orientation and Gender Diversity* 5, no. 4 (December 2018): 445-456.

⁴⁷ Visualizing queer spaces: LGBTQ students and the traditionally heterogendered institution
<https://www.tandfonline.com/doi/pdf/10.1080/19361653.2017.1395307?needAccess=true>

⁴⁸ Christina B. Arayata, Charlie Davis, Jac Nobiss, Tin Vo, Skylar Sookpaiboon, Maryam Khan, Farhana Zafarr, Harrison Oakes, Eric Van Giessen, Michael R. Woodford, & other members of the Disability Report Working Group, & Thriving On Campus team (2022). *Thriving On Campus: The Experiences of BIPOC 2SLGBTQ+ Students*. Thriving On Campus, Wilfrid Laurier University: Kitchener, ON. <https://lgbtq2sthrivingoncampus.ca/wp-content/uploads/2022/10/4-BIPOC-2SLGBTQ-Students-Experiences.pdf>

⁴⁹ Ibid.

⁵⁰ 3 Amelia Thorpe, “Where Do We Go? Gender Identity and Gendered Spaces in Postsecondary Institutions,” *Antistasis* 7, no. 1 (2017): 3 [Thorpe].

LGBTQIA+ students can create and feel a sense of purpose that contributes to positive self-esteem and self-actualization.⁵¹ In fact, the Thriving on Campus study indicates that Two-Spirit and LGBTQIA+ students who engage with their respective student groups feel supported, are able to meet other Two-Spirit and LGBTQIA+ students, be more authentic to their true selves, and openly express their feelings.⁵²

Physical representations of Two-Spirit and LGBTQIA+ communities are an important aspect of a student's perception of campus climate. Diversity of representation matters in terms of motivating students and fostering an environment in which they can thrive, mentally, socially, and academically.⁵³ Increasing the visibility of Two-Spirit and LGBTQIA+ groups promotes intersectionality on campus, elevating and providing a critical platform for voices that have been historically muted by systematic marginalization.⁵⁴ While some universities have taken steps to include such representations, gaps nevertheless remain and must be addressed.⁵⁵ For example, high visibility of university-branded materials that acknowledge the presence of Two-Spirit and LGBTQIA+ students on campus, their commitment to supporting their identities, and emphasize a lack of tolerance for discrimination has been found to increase feelings of comfort and positivity by Two-Spirit and LGBTQIA+ students.⁵⁶ However, universities must reinforce these gestures, which are also often perceived as surface-level, with systemic changes that reflect the needs of Two-Spirit and LGBTQIA+ students.⁵⁷

Institutions should be encouraged to foster the development of safe spaces for Two-Spirit and LGBTQIA+ students in a manner that is ongoing, supportive of their voices and self-actualization, and considers their unique experiences and identities. Safe spaces can take multiple forms, each with their own associated benefits. Physical spaces are essential to addressing high rates of violence, substance abuse, suicide, alienation, and academic withdrawal that disproportionately affect Two-Spirit and LGBTQIA+ students. They provide a platform for Two-Spirit and LGBTQIA+ visibility, increase awareness about issues this community faces, and address the presence of homophobia and heterosexism on campus.⁵⁸ These spaces also help Two-Spirit and LGBTQIA+ students establish solidarity and a sense of belonging; however, care must be taken to ensure that all identities within the LGBTQIA+ umbrella are equally validated and represented.⁵⁹ Hence, the provincial government should make funding available for the establishment of permanent, physical spaces for Two-Spirit and LGBTQIA+ students on university campuses as well as the ongoing costs associated with staffing and maintaining these spaces. These spaces that can further enhanced by the province through envelope funding to address under-representation of students in these spaces, including representation and support for intersex students who may or may not identify as LGBTQIA+.⁶⁰ Many existing safe spaces for Two-Spirit and LGBTQIA+ students are not necessarily safe spaces for racialized Two-Spirit and LGBTQIA+ students, and may be sites of other forms of discrimination themselves.⁶¹ As a result of racism and xenophobia present in LGBTQIA+ communities, Two-Spirit and LGBTQIA+ student centers on campus may lack representation from members of

⁵¹ Ibid; Jason C. Garvey, Laura A. Sanders and Maureen A. Flint, "Generational Perceptions of Campus Climate Among LGBTQ Undergraduates," *Journal of College Student Development* 58, no. 6 (2017): 795-817 [Garvey, Sanders, & Flint]. 12 CAMH, "LGBTQ Identified People and Mental Health", n 10.

⁵² Michael R. Woodford, Eric Van Giessen, Harrison Oakes, & the Thriving On Campus team (2022). *Thriving On Campus: Campus Policies, Facilities, & Services*. Thriving On Campus, Wilfrid Laurier University: Kitchener, ON.

<https://lgbtq2sthrivingoncampus.ca/wp-content/uploads/2022/10/3-Policies-Facilities-Services.pdf>

⁵³ Teaching Assistants' Training Program. "Representation Matters - Teaching Assistants' Training Program," July 8, 2022.

<https://tstp.utoronto.ca/teaching-toolkit/equity-diversity-and-inclusion/representation-matters/#:~:text=Why%20is%20representation%20important%3F,as%20belonging%20in%20the%20ofield.>

⁵⁴ "LibGuides: Decolonising Your Reading List: Why Does Representation Matter?," n.d.

[https://libguides.exeter.ac.uk/c.php?g=688140&p=4948210.](https://libguides.exeter.ac.uk/c.php?g=688140&p=4948210)

⁵⁵ Jason C. Garvey, Laura A. Sanders and Maureen A. Flint, "Generational Perceptions of Campus Climate Among LGBTQ Undergraduates," *Journal of College Student Development* 58, no. 6 (2017): 795-817 [Garvey, Sanders, & Flint]. 12 CAMH, "LGBTQ Identified People and Mental Health", n 10.

⁵⁶ Allen, Louisa, Lucy J. Cowie, and John Fenaughty. "Safe but Not Safe: LGBTQIA+ Students' Experiences of a University Campus." *Higher Education Research and Development* 39, no. 6 (February 2, 2020): 1075-90.

[https://doi.org/10.1080/07294360.2019.1706453.](https://doi.org/10.1080/07294360.2019.1706453)

⁵⁷ Ibid.

⁵⁸ Catherine O. Fox and Tracy E. Ore, "(Un) Covering Normalized Gender and Race Subjectivities in LGBT "Sage Spaces", *Feminist Studies* 36, no. 3 (Fall 2010): 630.

⁵⁹ Ibid, 646

⁶⁰ OUSA Two-Spirit and LGBTQIA+ Students Fall 2019

⁶¹ The witness of a 'safe' spaces: developing a conceptual framework to critically examine the well-being of racialized 2SLGBTQIA+ people within 2SLGBTQIA+ leisure spaces <https://muse.jhu.edu/article/813882>

racialized communities. Racialized trans students, in particular, are more likely than cisgender people of color to experience undue harassment; in general, racialized LGBTQIA+ students are more likely to face harassment than their non-racialized counterparts.⁶² Social class is also a factor that contributes to how often a student experiences harassment on university campuses.⁶³ It is also important to note that LGBTQIA+ students may experience homophobia and/or transphobia within racialized communities and racialized student groups on campus. Equally as significant is the fact that LGBTQIA+ students from a racialized background, including international students, may not be “out” to family and could be concerned that their LGBTQIA+ identity will be relayed without their knowledge or consent.⁶⁴ Privacy and discretion must therefore also be prioritized in safe spaces for Two-Spirit and LGBTQIA+ students. When building and maintaining safe spaces for Two-Spirit and LGBTQIA+ students, universities must ultimately be cognizant of existing and overlapping systems of oppression as well as the intersectionality framework.⁶⁵

Finally, it is important to note that Indigenous-led initiatives often lack adequate funding support from the provincial government or post-secondary institutions regardless of identity. During OUSA’s consultation process, a number of Indigenous students expressed concerns regarding LGBTQIA+ specific spaces and services having little knowledge of the Two-Spirit identity or the unique concerns of Indigenous communities, leading Indigenous students to feel isolated and misunderstood. In order to ensure there are spaces and services available for Indigenous students where they feel safe and comfortable, more Indigenous-led initiatives are required. To help incentivize and support the creation and implementation of culturally relevant programming, the provincial government should provide grant funding to support Indigenous-led initiatives for Indigenous students identifying as Two-Spirit or under the LGBTQIA+ umbrella. This funding should be provided to students and/or student lead groups through an application process to determine project funding needs on a case-by-case basis.⁶⁶

ATHLETICS, VARSITY, INTRAMURALS, AND CLUBS

Principle: Students should feel comfortable accessing and using campus athletic and recreational facilities, regardless of gender or sexual identity.

Principle: Two-Spirit and LGBTQIA+ students should feel included and comfortable participating in organized physical activities.

Concern: Many aspects of athletics can create barriers for, or negatively impact, Two-Spirit and LGBTQIA+ students especially gender-diverse individuals.

Concern: Experiences of discrimination and harassment deter students from accessing athletic facilities on campus.

Recommendation: The Ministry of College and Universities and the Ministry of Tourism, Culture, and Sports, collaborating with post-secondary institutions should develop a guide of best practices for inclusive and accessible athletic and recreational spaces on university campuses in consultation with Two-Spirit and LGBTQIA+ organizations.

Recommendation: The provincial government should mandate that all athletics staff, including varsity captains and/or team leaders, receive intersectional training on Two-Spirit and LGBTQIA+ inclusion in athletic spaces and events.

⁶² Kristie L. Seelman, “Transgender Adults’ Access to College Bathrooms and Housing and the Relationship to Suicidality,” *Journal of Homosexuality* 63, no. 10 (2016): 1378-1399 [Seelman].

⁶³ Ibid.

⁶⁴ Shanshan Yan, “Through an Intersectionality Lens: Service provider Views on the Sexual Health Needs of Racialized LGBTQ Youth in Toronto,” M.A. Thesis (Wilfrid Laurier University, 2014) in OUSA Two-Spirit and LGBTQIA+ Students Fall 2019

⁶⁵ Ibid.

⁶⁶ Ibid.

Recommendation: The provincial government should mandate that all athletics staff, including varsity captains and/or team leaders, receive intersectional training and are further equipped with the skills to appropriately handle harassment reporting with regards to Two-Spirit and LGBTQIA+ students.

Recommendation: The provincial government should support Ontario University Athletics with conducting evidence-based research and developing action-oriented goals regarding the Two-Spirit and LGBTQIA+ student involvement.

Physical exercise and activity is linked to improved physical health and mental well-being. Opportunities to participate in competitive and intramural athletics, exercise classes, and other sporting activities can enhance a student's experience at university, help connect them with the community, and contribute to an overall healthy class climate. In fact, recreational spaces are the top service used by Two-Spirit and LGBTQIA+ students.⁶⁷ Sexual minorities, however, are often marginalized in these environments, a trend that begins as early as elementary and high school.⁶⁸ Involvement in athletics can be particularly difficult for Two-Spirit and LGBTQIA+ individuals, especially for those who do not subscribe to the gender binary. Sports culture is typically structured around divisions based on biological sex and socially constructed notions of gender, creating barriers for students who do not conform to these constructs.⁶⁹ These individuals thus face exclusion from male and female teams and clubs.⁷⁰ In a survey from the University Students' Council at Western, 30% of students felt uncomfortable using change rooms at the recreation centre.⁷¹

Two-Spirit and LGBTQIA+ students are frequently subject to hostile situations, abuse, stigma, and additional forms of queerphobia. Non-gender-neutral language and a lack of awareness of Two-Spirit and LGBTQIA+ vocabulary by staff further contributes to the fostering of an athletics environment that erodes and undermines an individual's identity.⁷² These negative experiences, or fear of these experiences, can discourage LGBTQIA+ students from participating in athletic activities and/or accessing athletic facilities on campus.⁷³ Therefore, OUSA recommends the Ministry of College and Universities and the Ministry of Tourism, Culture, and Sports collaborate with post-secondary institutions to develop a guide of best practices for inclusive and accessible athletic and recreational spaces on university campuses in consultation with Two-Spirit and LGBTQIA+ organizations. If discrimination or harassment is reported, facility staff are often unequipped to respond appropriately. Recreation and athletic facilities must have a zero-tolerance policy for harassment and discrimination. The provincial government should mandate that all athletics staff, including varsity captains and/or team leaders, receive intersectional training on Two-Spirit and LGBTQIA+ inclusion in athletic spaces and events, that holistically addresses the different forms of discrimination, including microaggressions, the greater susceptibility of those belonging to marginalized groups to harassment and discrimination, and the appropriate ways to respond to these situations.⁷⁴ This training should also equip these leaders with the skills to appropriately handle harassment reporting with regards to Two-Spirit and LGBTQIA+ students. In addition to this, staff should

⁶⁷ Michael R. Woodford, Eric Van Giessen, Harrison Oakes, & the Thriving On Campus team (2022). Thriving On Campus: Campus Policies, Facilities, & Services. Thriving On Campus, Wilfrid Laurier University: Kitchener, ON. <https://lgbtq2sthrivingoncampus.ca/wp-content/uploads/2022/10/3-Policies-Facilities-Services.pdf>

⁶⁸ PrideUSC Research Team and University Affairs Portfolio. "2SLGBTQ+ Inclusion In Campus Sports & Recreation." University Students' Council, April 2022. [2SLGBTQ-Inclusion-Sports-Recreation-Report.pdf \(westernusc.ca\)](https://westernusc.ca/wp-content/uploads/2022/06/2SLGBTQ-Inclusion-Sports-Recreation-Report.pdf)

⁶⁹ OUSA Two-Spirit and LGBTQIA+ Students Fall 2019

⁷⁰ PrideUSC Research Team and University Affairs Portfolio. "2SLGBTQ+ Inclusion In Campus Sports & Recreation." University Students' Council, April 2022. <https://westernusc.ca/wp-content/uploads/2022/06/2SLGBTQ-Inclusion-Sports-Recreation-Report.pdf>

⁷¹ Ibid

⁷² Petty, Lisa and Dawn E. Trussell. 2018. "Experiences of identity development and sexual stigma for lesbian, gay, and bisexual young people in sport: 'Just survive until you can be who you are'". *Qualitative Research in Sport, Exercise and Health* 10(2):176-189

⁷³ OUSA Two-Spirit and LGBTQIA+ Students Fall 2019

⁷⁴ PrideUSC Research Team and University Affairs Portfolio. "2SLGBTQ+ Inclusion In Campus Sports & Recreation." University Students' Council, April 2022. <https://westernusc.ca/wp-content/uploads/2022/06/2SLGBTQ-Inclusion-Sports-Recreation-Report.pdf>

include representation from Two-Spirit and LGBTQIA+ communities. Diversity among employees is integral to fostering a more inclusive environment that supports all students.⁷⁵

Two-Spirit and LGBTQIA+ students deserve full and equal access to athletics and recreational facilities on campus. It is essential that the provincial government continue to work with Ontario University Athletics (OUA), the primary point of contact for university athletics, to better understand the barriers that these students face.⁷⁶ Just like the OUAs October 2021 report on racism in university athletics, the provincial government can support OUAs to expand their research and understanding of exclusion in sports for Two-Spirit and LGBTQIA+ students.⁷⁷

ALL-GENDER WASHROOMS AND CHANGE ROOMS

Principle: Every student should have access to washrooms and change rooms they feel safe and comfortable using, regardless of gender identity, sexual orientation, sex, or accessibility needs.

Principle: All-gender washrooms, change rooms, and other physical spaces are essential facilities to provide to students, particularly those who identify as Two-Spirit and/or LGBTQIA+.

Principle: Menstrual needs are not defined by gender.

Concern: Many of Ontario's universities and recreational facilities are not adequately equipped with all-gender washrooms or change rooms on their campuses.

Concern: All-gender washrooms are not always well-signed or easily accessible to students.

Concern: Aquatics facilities are typically only accessible through binary-gendered change rooms or locker rooms.

Concern: People who are transgender or gender non-conforming often experience societal prejudice which may result in harassment, discrimination, and safety concerns when utilizing washroom facilities.

Concern: When gender-diverse students do not have access to safe washroom space, they are at a greater risk for mental and physical health concerns, as well as verbal, physical, and sexual aggression.

Concern: Menstrual products, menstrual product disposal units, and infant change tables are often not included in male-designated or all-gender washrooms.

Recommendation: The provincial government should mandate that all institutions have all-gender washrooms and that all new institutions and infrastructural expansions have dedicated spaces, including in recreational facilities, for all-gender washrooms and change rooms that are easily accessible for all students.

Recommendation: The Ministry of Colleges and Universities should provide capital funding as an incentive for institutions to renovate existing buildings to provide all-gender accessible washrooms.

Recommendation: The provincial government should mandate that universities display accurate information, neutral symbolism, the location of all-gender washrooms, and accessible resources and accommodations, both physically on campuses in high-traffic areas and online.

⁷⁵ "Indigeneity, Diaspora, Equity and Anti-Racism in Sport (IDEAS) Research Lab | UofT - Faculty of Kinesiology & Physical Education," n.d. <https://kpe.utoronto.ca/research-centre/indigeneity-diaspora-equity-and-anti-racism-sport-ideas-research-lab>.

⁷⁶ OUSA Two-Spirit and LGBTQIA+ Students Fall 2019

⁷⁷ Joseph, J., Razack, S. & McKenzie, B. (2021). Are we one?: The Ontario University Athletics Anti-Racism Report. IDEAS Research Lab, University of Toronto. https://kpe.utoronto.ca/sites/default/files/oua_anti-racism_report-final.pdf

Recommendation: The provincial government should mandate that menstrual products, disposal units, and infant change tables be accessible in all-gender washrooms.

Free and unencumbered access to all-gender washrooms and change rooms is a fundamental component of a safe and inclusive campus. 65% of participants in the Thriving on Campus survey reported that their campus had all-gender washrooms and 15% reported that their campus had all-gender change rooms.⁷⁸ The strict and traditional separation of public washrooms and change rooms according to binary gender identities disadvantages individuals who do not conform to these constraints. Transgender students, in particular, have reported that limitations on bathroom access represent one of the most pressing challenges they encounter in a post-secondary environment, citing negative experiences including being stared at, questioned, denied access, and told to leave.⁷⁹ 20% of trans individuals have reported physical or sexual assault, 34% have reported verbal threats and harassment, and 57% have reported avoiding public washrooms due to safety fears stemming from these experiences.⁸⁰ This poses further serious health risks. Research has shown that stress related to not being able to access gender-appropriate washrooms or change rooms is strongly linked to compromised mental and physical health for LGBTQIA+ persons.⁸¹

It is important to note that change rooms and locker rooms in athletic and recreation facilities can, and often do, pose additional problems. Aquatics facilities, which are typically only accessible through binary-gendered locker rooms, and are equipped with communal showers and changing areas, offer little privacy and contribute to a hostile environment for trans and gender non-conforming students.⁸²

All students should be able to access public washrooms and change rooms without concerns about safety and comfort. In 2012, the *Ontario Human Rights Code* was expanded to include the right of all people to access the washrooms, change rooms, and/or other gendered spaces that align with their gender identity and expression.⁸³ While universities have worked to implement these spaces on campus, the provincial government should continue to incentivize these institutions to provide students with accessible, all-gender washrooms and change rooms proportional to the number of students on campus. This requires the provincial government to: (1) mandate that infrastructural expansions dedicate space to all-gender washrooms and change rooms; (2) mandate that institutions display information about the location of all-gender washrooms and change rooms; and (3) provide funds so that existing spaces can be updated to include such facilities.⁸⁴ The inclusion of all-gender washrooms should also be in addition to already existing accessible washrooms on campus.

The availability of menstrual products in washrooms and change rooms is another important aspect of ensuring the inclusivity and accessibility of these spaces. Menstrual needs are not prescribed by gender. There is, however, an intense stigma surrounding access to menstrual products. Misinformation and misunderstandings regarding menstrual health and hygiene often preclude individuals who require these products from freely obtaining them. The provincial government should mandate that institutions provide menstrual disposal units in all washrooms and change rooms, including male-designated and all-gender washrooms and change rooms. Recognizing that Two-Spirit and LGBTQIA+ students who menstruate may experience greater financial insecurity as a result of their identity, the provincial government should further mandate that these menstrual products be free of charge.

⁷⁸ Michael R. Woodford, Eric Van Giessen, Harrison Oakes, & the Thriving On Campus team (2022). <https://lgbtq2sthrivingoncampus.ca/wp-content/uploads/2022/10/3-Policies-Facilities-Services.pdf> Thriving On Campus: Campus Policies, Facilities, & Services. Thriving On Campus, Wilfrid Laurier University: Kitchener, ON.

⁷⁹ OUSA Two-Spirit and LGBTQIA+ Students Fall 2019

⁸⁰ Western University. "Inclusive Washrooms at Western." https://www.uwo.ca/hro/doc/Inclusive_washrooms.Pdf. Western University, n.d. https://www.uwo.ca/hro/doc/inclusive_washrooms.pdf.

⁸¹ Amelia Thorpe, "Where Do We Go? Gender Identity and Gendered Spaces in Postsecondary Institutions," *Antistasis* 7, no. 1 (2017): 3 [Thorpe].

⁸² Ibid

⁸³ Western University. "Inclusive Washrooms at Western." https://www.uwo.ca/hro/doc/Inclusive_washrooms.Pdf. Western University, n.d. https://www.uwo.ca/hro/doc/inclusive_washrooms.pdf.

⁸⁴ OUSA Two-Spirit and LGBTQIA+ Students Fall 2019

HOUSING AND RESIDENCE

Principle: Universities should be equipped to provide a range of residence accommodations for Two-Spirit and LGBTQIA+ students.

Principle: There should be a procedural framework in place for Two-Spirit and LGBTQIA+ students seeking to transfer to a residential space of their choice or private residence room if they feel unwelcome in their designated environment, at no extra cost.

Principle: Two-Spirit and LGBTQIA+ students should be made aware of the protections provided to them from housing-related discrimination by the *Ontario Human Rights Code*.

Principle: Landlords and residence housing administrators have a duty to accommodate Two-Spirit and LGBTQIA+ students under the *Ontario Human Rights Code*.

Concern: There is a lack of supports for transgender and gender non-conforming students beginning their transition at university who face additional barriers and may no longer identify with the gender identified in their residence applications.

Concern: Two-Spirit and LGBTQIA+ students are often forced to apply for housing arrangements that are based on binary divisions of gender.

Concern: As a result of their identity, Two-Spirit and LGBTQIA+ students can experience multiple forms of ongoing harassment and/or threats to their personal safety while living in post-secondary residence spaces.

Concern: The specific housing needs and/or accommodations of Two-Spirit and LGBTQIA+ students may not be recognized and supported by university administrators.

Concern: Two-Spirit and LGBTQIA+ students often experience precarious housing and/or homelessness.

Recommendation: The provincial government should engage with housing professionals and establish best practices for institutions to adopt that ensure Two-Spirit and LGBTQIA+ safety within university residences.

Recommendation: The provincial government should make grant funding available for institutions to ensure that the reservation of residence spaces for such accommodations does not increase the cost of living for Two-Spirit and LGBTQIA+ students.

Recommendations: The Ministry of Colleges and Universities should work with institutions to incorporate solutions to address concerns raised by the Advisory Committee on Two-Spirit and LGBTQIA+ Students as they relate to residence life staff.

Recommendations: The provincial government should mandate that any strategic housing and residence plans by institutions should consider the unique needs of Two-Spirit or LGBTQIA+ students who may be Indigenous, belong to a visible minority, or live with a disability.

Recommendation: The provincial government should provide universities with envelope funding to make emergency bursaries available for students in precarious housing circumstances.

Safe housing is a human right.⁸⁵ However, housing and living arrangements are often more precarious for Two-Spirit and LGBTQIA+ students leading them to be at greater risk of loss of housing and homelessness.⁸⁶ Currently, 1 in 3 homeless young people in Canada identify as Two-Spirit and/or LGBTQIA+.⁸⁷ Two-Spirit and LGBTQIA+ students have experienced and continue to experience substantial discrimination in terms of housing, including eviction on the basis of their gender identity and/or sexual orientation.⁸⁸ Transgender students, in particular, suffer greater barriers to housing and housing alternatives, as well as increased rates of aggression and assault.⁸⁹ The National Transgender Discrimination Survey indicates that transgender respondents are significantly more likely to be afraid for their safety, to consider leaving university, or to stay away from LGBTQIA+ spaces.⁹⁰ They suffer discrimination, hostility, and in severe cases, violence when accessing emergency shelters and temporary housing.⁹¹ This is why OUSA recommends the provincial government provide universities with the envelope funding necessary to create emergency bursaries to support Two-Spirit and LGBTQIA+ students who find themselves in unstable and unreliable housing arrangements off-campus. The *Ontario Human Rights Code* (OHRC) includes protections that apply to Two-Spirit and LGBTQIA+ students; the provincial government, universities, and local landlords have a duty to accommodate these. Notably, the *Residential Tenancies Act* and the OHRC do not offer protection against discrimination on the basis of sexual orientation and gender identity and expression in the event that students are living in a shared space with their landlord.⁹² As such, it is both possible and legal for landlords and owners to evict a tenant without notice, unless the tenant has entered into an oral or written agreement.⁹³ This has the potential for severe consequences for students who are, willingly or unwillingly, “outed” to their landlords. Landlords who harbour homophobic or transphobic beliefs put Two-Spirit and LGBTQIA+ students and tenants at acute risk. It is, therefore, imperative that the provincial government amend the OHRC to ensure that the right to freedom of discrimination also applies to those sharing a space with their landlords.

The bifurcation of on-campus residence spaces according to gender poses additional problems for Two-Spirit and LGBTQIA+ students, marginalizing and invalidating students who are gender fluid or gender non-conforming. When students are assigned to a residence that is not gender-appropriate, students may feel isolated and uncomfortable, leading to stress and other detrimental effects on their mental health.⁹⁴ Negative interactions with peers and resident staff further influence a student’s experience in residence, alienating them from the community and, in severe cases, compromising their physical safety and security.⁹⁵ Bearing this in mind, students may fear abuse and persecution for revealing their identity or if they present in a way that appears to be non-conforming. These concerns may deter them from accessing residence support systems and services, creating additional barriers to aid. This is particularly

⁸⁵ “Housing as a Human Right | Ontario Human Rights Commission,” n.d. <https://www.ohrc.on.ca/en/right-home-report-consultation-human-rights-and-rental-housing-ontario/housing-human-right#:~:text=The%20right%20to%20shelter%2C%20to,safe%20is%20a%20human%20right.>

⁸⁶ “Lesbian, Gay, Bisexual, Trans & Queer Identified People and Mental Health,” n.d. <https://ontario.cmha.ca/documents/lesbian-gay-bisexual-trans-queer-identified-people-and-mental-health/>.

⁸⁷ Elver, David. “2SLGBTQIA+ Housing Needs and Challenges.” Canada Mortgage and Housing Corporation, June 15, 2022. <https://www.cmhc-schl.gc.ca/en/blog/2022/2slgbtqia-housing-needs-challenges>.

⁸⁸ McDowell, Kenna. “Student Report No. 2 LGBTQ2 Vulnerability in the Canadian Housing Sector.” *Community Housing Canada Report*, no. 2 (February 1, 2021). <https://doi.org/10.7939/r3-bac5-2503>.

⁸⁹ Ibid.

⁹⁰ 6 Jaime M. Grant, Lisa A. Mottet and Justin Tanis, *Injustice at Every Turn: A Report of the National Transgender Discrimination Survey* (Washington: National Center for Transgender Equality and National Gay and Lesbian Task Force, 2011), 1380 [Injustice at Every Turn].

⁹¹ Ibid.

⁹² Residential Tenancies Act, S.O. 2006, c. 17, s 5; Human Rights Code, R.S.O. 1990, c. H.19, s 21, <https://www.ontario.ca/laws/statute/90h19> [Code]

⁹³ FREE Legal Information | Legal Line. “Do Tenants Have Rights If They Only Rent a Room? - FREE Legal Information | Legal Line,” August 11, 2022. <https://www.legalline.ca/legal-answers/do-tenants-have-rights-if-they-only-rent-a-room/>.

⁹⁴ 7 Seelman, n 57; Jody L. Herman, “Gendered Restrooms and Minority Stress: The Public Regulation of Gender and its Impact on Transgender People’s Lives,” *Journal of Public Management and Social Policy* (2013) [Herman, “Gendered Restrooms and Minority Stress”].

⁹⁵ “But It’s Not the Space That I Would Need”: Narrative of LGBTQ Students’ Experiences in Campus Housing, Kortegast, Carrie A., *Journal of College and University Student Housing*, v43 n2 p58-71 2017

problematic for international LGBTQIA+ students, who typically depend more heavily on residence and other on-campus services.⁹⁶

Two-Spirit and LGBTQIA+ students deserve safe and reliable housing on-and-off campus. However, 70% of participants in the Thriving on Campus study reported that their campus did not have gender-inclusive housing.⁹⁷ To support feelings of safety and belonging on university campuses, the provincial government should engage with housing professionals and establish best practices for institutions to adopt that ensure Two-Spirit and LGBTQIA+ safety within university residences. This should include collaboration with relevant Two-Spirit and LGBTQIA+ organizations, stakeholders, advocates, and thought leaders to determine and implement best practices for equity and inclusion within university residences. These practices should be intersectional, considering Two-Spirit and LGBTQIA+ students who may be Indigenous, racialized, and/or live with a disability.⁹⁸ Consequently, the provincial government should mandate that any strategic housing and residence plans by institutions should consider the unique needs of Two-Spirit or LGBTQIA+ students who may be Indigenous, belong to a visible minority, or live with a disability. Further, The Ministry of Colleges and Universities should work with institutions to incorporate solutions to address concerns raised by the Advisory Committee on Two-Spirit and LGBTQIA+ Students as they relate to residence life staff. Where possible, universities should also reserve residence spaces to accommodate room transfers in a timely manner. These spaces can be used to support Two-Spirit and LGBTQIA+ students who experience housing emergencies, whether these occur in their hometowns or immediately off-campus. The provincial government should provide additional funding to assist institutions in implementing this, so that these transfers are of no cost to students.

HEALTH AND WELLNESS

IMPROVEMENT TO PROVINCIAL REMOTE COUNSELING AND PRACTITIONER SUPPORTS

Principle: Two-Spirit and LGBTQIA+ students should have access to physicians that affirm and understand their specific medical needs, and who can provide high-quality health care.

Principle: Two-Spirit and LGBTQIA+ students should have access to high-quality virtual care.

Concern: Due to a lack of insurance, moving institutions, or completing post-secondary education, Two-Spirit and LGBTQIA+ students may lose access to their preferred physician and thus lose the relationship they had with said physician.

Concern: Two-Spirit and LGBTQIA+ students face hardships and unique barriers in accessing a physician who is affirming and understanding of specific medical needs, and who can provide high-quality health care.

Concern: Not all Two-Spirit and LGBTQIA+ students have access to quality online healthcare services due to socioeconomic and geographic barriers, as well as their specific needs.

Recommendation: The Ministry of Colleges and Universities should work with The Ministry of Health to establish specific and accessible platforms for remote counselling to maintain the relationships that students have with their preferred physicians.

⁹⁶ NAFSA. "Supporting LGBT International Students," n.d. <https://www.nafsa.org/professional-resources/publications/supporting-lgbt-international-students>.

⁹⁷ Michael R. Woodford, Eric Van Giessen, Harrison Oakes, & the Thriving On Campus team (2022). Thriving On Campus: Campus Policies, Facilities, & Services. Thriving On Campus, Wilfrid Laurier University: Kitchener, ON. <https://lgbtq2sthrivingoncampus.ca/wp-content/uploads/2022/10/3-Policies-Facilities-Services.pdf>

⁹⁸ OUSA Two-Spirit and LGBTQIA+ Students Fall 2019

All students should have access to the best practitioner for their physical and mental health needs. This includes practitioners who students feel comfortable with and who are knowledgeable and understanding of the unique health concerns facing specific identities.

However, Two-Spirit and LGBTQIA+ students within the community are often struggling to find a physician who is well-versed in the various needs of queer and trans patients that falls outside of the general scope used with cisgender heterosexual patients. Students often lose access to their preferred physician when entering their post-secondary institutions. For many other Two-Spirit and LGBTQIA+ students, post-secondary may be the first time they could connect with a health-care practitioner that is affirming and/or provides them with gender-affirming care. These practitioners may be accessed through university health-care networks and students may lose access after graduating post-secondary; especially students who are not from their university towns. Notably, rural and remote regions that students study in have a dearth of affirming healthcare and thus, limited options for Two-Spirit and LGBTQIA+ students.⁹⁹ Across Canada, 14% of gender non-conforming youth did not receive medical help when needed because the service they required was unavailable in their community.¹⁰⁰ Two-Spirit and LGBTQIA+ individuals in remote regions are also more likely to experience anxiety, depression, and suicidal ideation.¹⁰¹ While students in post-secondary education should have online resources to access healthcare, oftentimes healthcare providers of students' choice do not offer online appointments, furthering the access of healthcare these students need. It often takes time for Two-Spirit and LGBTQIA+ students to find a physician they can relate to and or create strong relationships with.

To alleviate barriers to Two-Spirit and LGBTQIA+ students having consistent and safe access to medical care, the Ministry of Colleges and Universities should work with The Ministry of Health to establish specific and accessible platforms for remote counselling to maintain the relationships that students have with their preferred physicians.

CAMPUS MENTAL HEALTH AND HEALTH CARE SERVICES

Principle: Two-Spirit and LGBTQIA+ students should be able to freely and easily access health services in their community.

Principle: Two-Spirit and LGBTQIA+ students who are also racialized should have access to readily available and culturally-sensitive resources and care.

Principle: Two-Spirit and LGBTQIA+ students should not have to experience financial barriers for gender-affirming care and other life-saving medication and treatment.

Principle: Two-Spirit and LGBTQIA+ students should not experience financial barriers when receiving gender-affirming treatments.

Principle: Two-Spirit and LGBTQIA+ students should be provided with equivalent care to cisgender heterosexual students, regardless of where they go to access services.

Principle: Two-Spirit and LGBTQIA+ students should be able to easily access the counselling services they require.

⁹⁹ "Where Is LGBTQ+ in Ontario's Health Care Policies and Programs?" *Sexuality Research and Social Policy* 19, no. 2 (April 22, 2021): 610–21. <https://doi.org/10.1007/s13178-021-00577-8>.

¹⁰⁰ Stigma and Resilience Among Vulnerable Youth Centre. "CANADIAN TRANS & NON-BINARY YOUTH HEALTH SURVEY 2019." https://apsc-saravyc.sites.olt.ubc.ca/files/2020/03/Being-Safe-Being-Me-2019_Rural.pdf, 2019. https://apsc-saravyc.sites.olt.ubc.ca/files/2020/03/Being-Safe-Being-Me-2019_Rural.pdf.

¹⁰¹ "An Introduction to LGBTQ2S+ Health in Rural Canada." Society of Rural Physicians, n.d. <https://srpc.ca/resources/Documents/PDFs/LGBTQ2S%20Health%20Handout.pdf>

Principle: Two-Spirit and LGBTQIA+ communities should not experience financial barriers when receiving gender-affirming treatments.

Principle: Two-Spirit and LGBTQIA+ students should be able to access all healthcare services, such as counselling, gender-affirming treatments, sexual healthcare, medications, and other resources without financial barriers.

Principle: All healthcare services should be provided in a manner that is culturally-sensitive and to a standard equivalent to cisgender, heterosexual individuals.

Concern: Two-Spirit and LGBTQIA+ students face a disjointed and hard-to-navigate system of services that can create barriers to access.

Concern: Two-Spirit and LGBTQIA+ students struggling with their identity are at higher risk for developing mental health issues.

Concern: Healthcare providers often do not have the knowledge or practice to bridge LGBTQIA+ and Indigenous health care.

Concern: Gender-affirming care is not always equal or provided on every post-secondary campus, and a lack of a whole-of-community approach disconnects them from community resources.

Concern: There are barriers in place for transgender individuals to access gender-affirming surgeries.

Concern: Two-Spirit and LGBTQIA+ students often face financial barriers in accessing life-saving medications and treatments.

Concern: Not every post-secondary institution has Two-Spirit and/or LGBTQIA+ counsellors who have been trained to work with these students which may cause a lack of knowledge about the specific issues/barriers these communities face.

Recommendation: The Ministry of Health should mandate campus physicians receive intersectional training on Two-Spirit and LGBTQIA+ health issues on a regular basis, including comprehensive sexually transmitted infection testing.

Recommendation: The provincial government should create advanced standards for the integration of teaching about Two-Spirit and LGBTQIA+ health needs into current undergraduate medicine curriculum, to better prepare physicians who are entering the field.

Recommendation: The Ministry of Colleges and Universities should partner with the Ministry of Health, in consultation with Indigenous elders and Indigenous advocates who are Two-Spirit or under the LGBTQIA+ community, to provide all front-line care workers with cultural-sensitivity training.

Recommendation: The Ministry of Colleges and Universities should mandate for all post-secondary institutions to have accessible and standard gender-diverse resources across all campuses.

Recommendation: In collaboration with the Ministry of Health, the Ministry of Colleges and Universities should ensure that all universities have counselors adequately trained to support Two-Spirit and LGBTQIA+ student needs from a whole-of-community approach.

Two-Spirit and LGBTQIA+ students should be able to freely and easily access health services in their university communities. Ontario universities ensure students that they will have the ability to access healthcare. However, Two-Spirit and LGBTQIA+ students often face barriers when finding healthcare services. The healthcare providers accessible to students often lack the training to navigate health concerns regarding gender and sexuality that may not be commonplace for cisgender heterosexual

patients. As a result, Two-Spirit and LGBTQIA+ students are less likely to seek out medical care due to fear of discrimination, judgement or improper care. In fact, in Ontario alone, 44% of transgender individuals had an unmet healthcare need in 2017.¹⁰² This can lead Two-Spirit and LGBTQIA+ students to access providers outside of their medical coverage, and pay for gender affirming care out-of-pocket. Gender affirming care can consist of both medical and non-medical interventions including but not limited to hormone replacement therapy, gender affirming wear (like binders), gender affirming surgeries, and other services that are considered lifesaving. Without insurance, gender affirming care can often be financially burdensome for students. Having equal access to services and counseling for Two-Spirit and LGBTQIA+ students is fundamental in ensuring student wellness and safety.

The recommendation of mandating training for staff within college and universities is important and will improve accessibility on campus. Mandating training for staff within institutions will make students who are Two-Spirit and LGBTQIA+ feel more included and get better services all throughout campus. Students within the Two-Spirit and LGBTQIA+ community often felt unheard and misunderstood from staff in colleges and universities. This is also why the provincial government should create advanced standards for the integration of teaching about Two-Spirit and LGBTQIA+ health needs into current undergraduate medicine curriculum, to better prepare physicians who are entering the field. Even doctors in Canada are calling for medical school curricula to integrate queer and trans healthcare as a mandatory part of future professionals' undergraduate and postgraduate education.¹⁰³ Current training for medical students is limited in scope and does little to prepare future practitioners to care for queer and trans patients in an affirming manner.¹⁰⁴ Consequently, preconceived notions and biases about queer and trans communities permeate into the care that medical professionals offer, discouraging these patients from obtaining care when needed.¹⁰⁵ Cultural sensitivity training is also important for students who identify within the LGBTQIA+ students as there are not enough institutions within campus where they are able to feel included and cared for. Thus, to supplement this training and make affirming healthcare more accessible, the Ministry of Colleges and Universities should mandate all post-secondary institutions to have accessible and standard gender-diverse resources across all campuses.

Studies show that there is a need and demand for better health and wellness education amongst students, specifically the needs of women, LGBTQIA+ individuals, and people of colour. 79-90% of students who are struggling with their identity are more likely to develop mental health issues and often struggle to find care services that they feel comfortable with. 78% of transgender, gender-nonconforming, and gender-nonbinary students met the criteria for one or more mental-health problems, which is 4.3 times higher than their cisgender classmates. 58% of those gender-minority students screened positive for depression in the previous two weeks, and 52% reported non-suicidal self-injury in the past year. More than one-third of them reported seriously thinking about suicide in the past year. As a result, OUSA recommends that in collaboration with the Ministry of Health, the Ministry of Colleges and Universities should ensure that all universities have counselors adequately trained to support Two-Spirit and LGBTQIA+ student needs from a whole-of-community approach.

Given the longstanding systemic discrimination within the healthcare system, there is a significant distrust that Indigenous communities have of medical practitioners. The impacts of colonialism and intergenerational trauma can be further exacerbated when Indigenous Peoples interact with the healthcare system and continue to experience racism in these spaces. It is vital that medical professionals who support Indigenous patients are trained to consider the historical and socio-cultural factors that not only impact the health needs of Indigenous Peoples, but also the culturally appropriate interventions that can be employed to address them. This is why the Ministry of Colleges and Universities should partner with the Ministry of Health, in consultation with Indigenous elders and Indigenous advocates who are

¹⁰² Giblon R, Bauer GR. Health care availability, quality, and unmet need: a comparison of transgender and cisgender residents of Ontario, Canada. *BMC Health Serv Res*. 2017 Apr 18;17(1):283. doi: 10.1186/s12913-017-2226-z. PMID: 28420361; PMCID: PMC5395792

¹⁰³ "Doctors Call for Queer Curriculum in Medical Schools." *Thestar.Com*, July 29, 2021.

<https://www.thestar.com/news/canada/2021/07/29/doctors-call-for-queer-curriculum-in-medical-schools.html?rf>.

¹⁰⁴ Schreiber, Miranda, Tehmina Ahmad, Michael W. Scott, Kevin Imrie, and Saleem Razack. "The Case for a Canadian Standard for 2SLGBTQIA+ Medical Education." *Canadian Medical Association Journal* 193, no. 16 (April 18, 2021): E562–65. <https://doi.org/10.1503/cmaj.202642>.

¹⁰⁵ Ibid

Two-Spirit or under the LGBTQIA+ community, to provide all front-line care workers with cultural-sensitivity training. To read more about this please see OUSA's Indigenous Students policy paper, researched, developed, and written by Indigenous students and support staff.¹⁰⁶

ONTARIO AND UNIVERSITY HEALTH INSURANCE PLANS

Principle: Access to a reasonable standard of health care and the medical care necessary for gender affirmation should be available to all students.

Principle: Medication such as HIV/AIDS prevention and treatment drugs and gender-affirming transition medication are a need for Two-Spirit and LGBTQIA+ students and often students are paying out of pocket for these medications.

Principle: Gender-affirming transition medications are a need for Two-Spirit and LGBTQIA+ students and often students are paying out of pocket for these medications.

Principle: Gender-affirming wear such as binders and packers are an important aspect of improving an individual's well-being.

Principle: The Ontario Health Insurance Plan (OHIP), University Health Insurance Plan (UHIP) and student association plans should provide comprehensive care and coverage for the unique needs of Two-Spirit and LGBTQIA+ students.

Principle: Two-Spirit and LGBTQIA+ students should be informed of and understand coverage plans available under the Ontario Health Insurance Plan and the University Health Insurance Plan.

Concern: Gender-affirming wear such as binders and packers are an important aspect of improving an individual's well-being, but are not currently covered under the Ontario Health Insurance Plan or University Health Insurance Plan.

Concern: Not all students have equal access to affordable and necessary medication.

Concern: Insurance does not necessarily cover all HIV/ AIDS medications, gender-affirming care, and gender-affirming wear such as binders and packers.

Concern: OHIP and UHIP lack comprehensive coverage to support Two-Spirit and LGBTQIA+ students, which may force Two-Spirit and LGBTQIA+ students to pay for necessary medical procedures that they cannot afford.

Concern: Two-Spirit and LGBTQIA+ students are paying out of pocket for Hormone Replacement treatment which is often unaffordable for post-secondary students.

Recommendation: The Ministry of Colleges and Universities should partner with the Ministry of Health to broaden OHIP and UHIP coverage to include medications targeting and preventing HIV/AIDS, gender-affirming medications, and gender-affirming wear.

Two-Spirit and LGBTQIA+ students often find necessary lifesaving medication unaffordable. Often students do not understand the coverage and benefits of insurance plans provided by the institutions. Most students who are Two-Spirit and LGBTQIA+ often face financial barriers for the lifesaving medications and treatments. Students often face barriers and stigmatization when looking for treatment as well as financial burdens.

¹⁰⁶ Lafortune, Connor, Emily DuBois Brooks, and Malek Abou-Rabia, Policy Paper: Indigenous Students. Toronto: Ontario Undergraduate Student Alliance, 2022.

Despite various medications and treatments being lifesaving for this population, many of them are not covered by public insurance plans. This is exemplified by antiretroviral treatments, like PrEP, which work to prevent HIV/AIDS infection. These early treatments are 90-100% effective in mitigating transmission, however, Ontario does not fully cover these treatments and individuals have to pay some, if not all, of the cost out-of-pocket.¹⁰⁷ Other provinces and territories, such as British Columbia, Alberta, New Brunswick, Prince Edward Island, Northwest Territories, and Nunavut, do provide full coverage of these medicines.¹⁰⁸ By offering PrEP for free to individuals at risk for HIV, B.C. has been able to achieve the lowest rate of HIV diagnoses since the mid-1990's.¹⁰⁹ Evidently, access to treatments and gender-affirming surgeries is lifesaving. At a federal level, medical experts are urging the government to cover the cost of treatments, gender-affirming surgeries, and medical care for Two-Spirit and LGBTQIA+ communities.¹¹⁰ To follow suit, the Ministry of Colleges and Universities should partner with the Ministry of Health to broaden OHIP and UHIP coverage to include medications targeting and preventing HIV/AIDS, gender-affirming medications, and gender-affirming wear. This is especially vital for students who face substantial financial limitations. COMMUNITY WELLNESS AND SAFE SEX EDUCATION

Principle: Two-Spirit and LGBTQIA+ students should not experience any barriers when trying to access and receive necessary health education and/or care.

Principle: Two-Spirit and LGBTQIA+ students should have access to a physician who is well-educated on the unique health concerns of members of the Two-Spirit and LGBTQIA+ communities.

Principle: Students should be able to have the resources available about Two-Spirit and LGBTQIA+ students before entering post-secondary education. .

Concern: The current Ontario education curriculum for grades K-12 does not provide students with a comprehensive and accurate understanding of safe sex, same-sex relations, and Two-Spirit and LGBTQIA+ identities, meaning that many students are uneducated about the barriers to sexual equality and recognition facing these communities.

Concern: Two-Spirit and LGBTQIA+ students are hesitant to access wellness safe-sex supports offered on their campuses.

Recommendation: Post-secondary institutions should have training and accessible counsellors for students who are Two-Spirit and LGBTQIA+ students so they have access to their preferred physician when talking about sexual health or sexual violence

Recommendation: The Ministry of Education should mandate for the K-12 curriculum to offer resources, that can-address and educate students about safe sex, same-sex relationships and Two-Spirit and LGBTQIA+ identities prior to entering post-secondary education.

Recommendation: The provincial government and the Ministry of Colleges and Universities should set standards for how information about on-campus sexual health resources for Two-Spirit and LGBTQIA+ students, displayed, and promoted to students.

Two-Spirit and LGBTQIA+ students face barriers and stigmatization preventing them from getting necessary information and education needed. Students often lose access to their preferred physician when

¹⁰⁷Standing Committee on Health. "THE HEALTH OF LGBTQIA2 COMMUNITIES IN CANADA : Report of the Standing Committee on Health." <https://www.ourcommons.ca/Content/Committee/421/HESA/Reports/RP10574595/Hesarp28/Hesarp28-e.Pdf>. House of Commons Canada, June 2019. <https://www.ourcommons.ca/Content/Committee/421/HESA/Reports/RP10574595/hesarp28/hesarp28-e.pdf>.

¹⁰⁸ Ibid

¹⁰⁹ Ibid

¹¹⁰ Ibid

moving to post-secondary education forcing them to regress within attending to their health and wellness. Often students with disabilities and or Two-Spirit and LGBTQIA+ students are desexualized causing them lose out on necessary support and education. This lack of support and education can prove harmful given that, across Canada, 71.5% of 20 to 24 year old are sexually active.¹¹¹ Further, gay, lesbian, and bisexual youth are more likely to be sexually active (51% of gay or lesbian youth, and 53.5% of bisexual youth) than heterosexual youth (36%).¹¹² Educating young people early on as they explore their sexual preferences and sexuality is key to ensuring that they have the foundational knowledge to practice safe sex, especially for Two-Spirit and LGBTQIA+ students who are more likely to feel stigmatized. This is why the Ministry of Education should mandate for the K-12 curriculum to offer resources, that can address and educate students about safe sex, same-sex relationships and Two-Spirit and LGBTQIA+ identities prior to entering post-secondary education. Having continued access to information and education about sex upon entry into post-secondary is important to sustain healthy attitudes and safe sex practices at a transformative age. Hence, post-secondary institutions should have training and accessible counsellors for students who are Two-Spirit and LGBTQIA+ students so they have access to their preferred physician when talking about sexual health or sexual violence.

The Ministry of Colleges and Universities should set standards for the promotion of information on-campus health resources as it will promote access for students making them feel involved, informed and accepted. There is a need to address the gaps within on-campus wellness and sex education, and safe sex education on-campus should be mandatory. By the provincial government and the Ministry of Colleges and Universities setting standards for how information about on-campus sexual health resources for Two-Spirit and LGBTQIA+ students is displayed and promoted to students, accessibility of this information will be enhanced for students on campus. Currently, safe sex education is not accessible for students and they do not know where to go for sexual health resources, resulting in unsafe sexual practices.

POLICIES

PROVINCIAL SEXUAL VIOLENCE AND HARASSMENT POLICIES

Principle: All students should be free and actively protected against sexual violence, harassment, and gender-based violence.

Principle: All support services and resources should be based on trauma-informed care to focus on the individual's unique experiences and unique healing process and experiences.

Concern: Students may not feel safe disclosing sexual violence trauma to their university departments or authority figures due to possible repercussions.

Concern: Two-Spirit and LGBTQIA+ students may face a lack of support for gender-diverse resources across various campuses and institutions.

Concern: Two-Spirit and LGBTQIA+ students are at a higher risk for sexual violence, harassment, and gender-based violence. These risks are heightened even further for those with intersecting identities.


Recommendation: The Ministry of College and Universities should mandate that institutions across the post-secondary sector develop plans to review and continue to collect data and record-keep anonymous and confidential systems to protect gender and sexually diverse communities.

¹¹¹ Government of Canada, Statistics Canada. "Sexual Behaviours, Condom Use and Other Contraceptive Methods among 15- to 24-Year-Olds in Canadas," September 16, 2020. <https://www150.statcan.gc.ca/n1/pub/82-003-x/2020009/article/00001/tbl/tblo1-eng.htm>.

¹¹² Ibid

Recommendation: The Ministry of Colleges and Universities should provide envelope funding to ensure that all post-secondary institutions across the sector provides an appropriately-funded sexual violence counselling department to actively review and support individuals who disclose sexual violence trauma.

Sexual harassment has been at the forefront of advocacy efforts in the last two school years as part of the gender-based and sexual violence awareness on campuses, which brings to light the disparities that exist in sexual violence and harassment policies and what the impacts may be for students from various institutions across Ontario. However, gender-based and sexual violence has been a consistent issue for the Two-Spirit and LGBTQIA+ community. These communities face the consequences of heteronormative culture in campus communities and the impact of discriminatory practices affects their academic career. These forms of microaggressions will continue to be forms of harassment that have negative consequences for Two-Spirit and LGBTQIA+ individuals.¹¹³ LGBTQIA+ students are at a higher risk for sexual violence, harassment and gender-based violence, with 47% of transgender students experiencing unwanted sexual behaviours.¹¹⁴ In order to stay informed about how pervasive this issue is for Two-Spirit and LGBTQIA+ students, institutions across the post-secondary sector should develop plans to review and continue to collect data and record-keep anonymous and confidential systems. This transparent method of showing survivors how their information will be stored and kept confidential.

There needs to be recognition for trauma caused during secondary school, before youth enter post-secondary, through various forms of harassment during critical developmental years for many individuals. A recent study has shown that gender transgressions were very prominent in forms of bullying and harassment in physical education classes often due to bodily expressions with limited autonomy in clothing.¹¹⁵ These experiences throughout adolescence will continue to present itself throughout one's post-secondary experiences. Therefore trauma-informed care should be an essential training aspect to focus on the individual's needs and experiences. A lack of trauma-informed practices could also be a reason why students do not feel comfortable attending their wellness centre due to possible repercussions. There may be a lack of trust within institutions to maintain confidentiality and anonymity in their reports. There could also be further consideration of how reporting could negatively impact the students' academic career and success throughout their education. Thus, OUSA recommends that the Ministry of Colleges and Universities provide envelope funding to ensure that all post-secondary institutions across the sector provides an appropriately-funded sexual violence counselling department to actively review and support individuals who disclose sexual violence trauma. By adequately funding these departments, students can seek some form of resolution in a space that may be more comfortable than using off-campus reporting mechanisms like local police.  FINANCIAL AID

Principle: Two-Spirit and LGBTQIA+ students should have access to specific financial resources such as targeted scholarships to support their academic success.

Concern: Two-Spirit and LGBTQIA+ students, especially those with intersecting marginalized identities are more likely to experience financial barriers due to limited access to LGBTQIA+-centric resources, further impacting post-secondary experiences

¹¹³ Mathies, Nicole, Todd Coleman, Raymond M. McKie, Michael R. Woodford, Erin Leigh Courtice, Robb Travers, and Kristen A. Renn. "Hearing 'That's so Gay' and 'No Homo' on Academic Outcomes for LGBQ + College Students." *Journal of LGBT Youth* 16, no. 3 (July 3, 2019): 255–77. doi:10.1080/19361653.2019.1571981.

¹¹⁴ "Students' Experiences of Unwanted Sexualized Behaviours and Sexual Assault at Postsecondary Schools in the Canadian Provinces, 2019," September 14, 2020. <https://www150.statcan.gc.ca/n1/pub/85-002-x/2020001/article/00005-eng.htm>.

¹¹⁵ Transfender, non-binary and two-spirit youth and physical and health education: Environment Scan. (2021). Page 13.

Concern: Financial precarity can have negative impacts on physical and mental health as well as academic success and campus involvement.

Concern: The existing OSAP application for a family breakdown review places applicants and families at unnecessary risk for re-traumatization, which has significant consequences to their well-being/health.

Recommendation: The provincial government should provide envelope funding to universities to develop emergency funds accessible to Two-Spirit and LGBTQIA+ students that may experience financial crises.

Recommendation: The Ministry of Colleges and Universities should provide post-secondary institutions with funding to create grants, scholarships, and bursaries that Two-Spirit and LGBTQIA+ students can actively apply to for fiscal support.

Recommendation: The provincial government should amend the OSAP eligibility process to allow students to declare independent status where they have been out of secondary school for fewer than six years but are estranged from the persons they are dependent on with a trauma-informed application.

Recommendation: The provincial government should amend the OSAP family breakdown review process to be trauma-informed, as per best practices established by federal and provincial government departments including Project ECHO by Ontario Mental Health at CAMH and the University of Toronto, the Public Health Agency of Canada, and Public Health Ontario.

Recommendation: The provincial government should streamline additional community support/resources for active community work within campus cities in combatting stigma against Two-Spirit and LGBTQIA+ students.

Two-Spirit and LGBTQIA+ students often face barriers in their personal lives that also impact their financial stability and ability to pursue post-secondary education. This is especially true for disabled students who face greater costs to their education – notably, 51% of disabled OSAP-eligible students were less likely to seriously consider leaving their university because of their experiences compared to OSAP-ineligible students, which demonstrates the relationship that financial security has to retention in post-secondary education even upon experiences of discrimination and harassment.¹¹⁶ Two-Spirit and LGBTQIA+ students are more likely to experience estrangement or severing of relationships from their families due to their identities.¹¹⁷ This poses considerable barriers to completing their post-secondary credentials as parental information is required to complete OSAP forms. Despite severed relationships, students are still considered dependents and face many obstacles when applying for independent status if their familial relationships recently changed. This may cause students to pause their studies or drop out due to lack of financial support. Therefore, the Ministry of Colleges and Universities should provide post-secondary institutions with funding to create grants, scholarships, and bursaries that Two-Spirit and LGBTQIA+ students can actively apply to for fiscal support. Given that OSAP calculations rely on parental contributions, it is important that flexibility be given to Two-Spirit and LGBTQIA+ students on their applications to portray an accurate reflection of their funding situation and in a manner that is not emotionally burdensome. As such, the provincial government should amend the OSAP eligibility process to allow students to declare independent status where they have been out of secondary school for fewer than six years but are estranged from the persons they are dependent on with a trauma-informed application.

¹¹⁶Isabel Krakoff, Lauren Munro, Katie Cook, Nathan R. G. Barnett, Cameron McKenzie, Harrison Oakes, Eric Van Giessen, Michael R. Woodford, & other members of the Disability Report Working Group & the Thriving On Campus team (2022). Thriving On Campus: The Role of Disability in 2SLGBTQ+ Students' Experiences. Thriving On Campus, Wilfrid Laurier University: Kitchener, ON.

¹¹⁷ Katz-Wise SL, Rosario M, Tsappis M. Lesbian, Gay, Bisexual, and Transgender Youth and Family Acceptance. *Pediatr Clin North Am.* 2016 Dec;63(6):1011-1025. doi: 10.1016/j.pcl.2016.07.005. PMID: 27865331; PMCID: PMC5127283.

Further to this, the provincial government should amend the OSAP family breakdown review process to be trauma-informed, as per best practices established by federal and provincial government departments including Project ECHO by Ontario Mental Health at CAMH and the University of Toronto, the Public Health Agency of Canada, and Public Health Ontario.

The resources and assets among local communities can be leveraged as a means to further financially support Two-Spirit and LGBTQIA+ students. The provincial government should streamline additional community support/resources for active community work within campus cities in combatting stigma against Two-Spirit and LGBTQIA+ students. Establishing strong community partnerships can expand the resources offered to Two-Spirit and LGBTQIA+ students and encourage their retention in post-secondary education.

RESEARCH AND INFORMATION

RECOGNITION AND INFORMATION

Principle: Two-Spirit and/or LGBTQIA+ communities, as well as the identities therewithin, should be recognized as distinct, valid, and valued members of their community.

Principle: Information about the Two-Spirit and LGBTQIA+ communities and services should be permanently available, relevant, accurate, and easily accessible to students.

Principle: Two-Spirit and LGBTQIA+ students and communities should never have their identities tokenized, weaponized, or misrepresented by post-secondary institutions, faculty, or other students.

Principle: Students belonging to all races, religions, ethnicities, and cultural demographics who identify as members of the Two-Spirit and LGBTQIA+ community should be recognized as having unique needs and deserve to have access to relevant resources and supports to address these needs.

Concern: There is a lack of awareness on many campuses about the history of the Two-Spirit and LGBTQIA+ communities, as well as the issues, realities, and challenges that these students continue to face.

Concern: The unique experiences of Two-Spirit and LGBTQIA+ students are often incorrectly consolidated, causing the experiences of certain identities within these communities, such as bisexual, pansexual, gender-fluid, and asexual students, to be inaccurately represented and served.

Concern: Many students do not have, or have limited access, to materials about Two-Spirit and LGBTQIA+ information and education.

Concern: Institutional recognition of Two-Spirit and LGBTQIA+ students and faculty can be performative and overshadow the purpose and benefits of acknowledgment.

Recommendation: The Ministry of Colleges and Universities should partner with post-secondary institutions, Two-Spirit, and LGBTQIA+, and Indigenous communities to implement an accessible resource website to share community and institutionally-specific services and information.

Recommendation: The provincial government should create a grant to incentivize and support Ontario post-secondary institutions in the creation and implementation of web-based resources designed to support the institutionally specific information, services, and needs of Two-Spirit and LGBTQIA+ students to create consistency and accuracy.

Recommendation: The provincial government should create a grant to support post-secondary institutions in the hiring of faculty and staff that reflect Two-Spirit and LGBTQIA+ identities to promote inclusivity, foster community, and provide lived experiences on campuses.

Recommendation: The Ministry of Colleges and Universities should recognize and honour members of the Two-Spirit and LGBTQIA+ communities through a formal framework to be utilized with EDI-based policies to be continuously researched and utilized for evidence-based institutional guidance.

Ontario post-secondary students belonging to all races, religions, ethnicities, and cultural demographics who identify as members of the Two-Spirit and LGBTQIA+ community should be recognized as having unique needs and deserve to have access to relevant resources and supports to address these needs. As of 2018, approximately one million people aged 15 and older in Canada identify as “lesbian, gay, bisexual, or of another sexual orientation than heterosexual.”¹¹⁸ Among this group, 59,460 people indicated that they are transgender and 41,355 identified as non-binary.¹¹⁹ Furthermore, just under one-third of Two-Spirit and LGBTQIA+ Canadians are under 25 years old.¹²⁰ This means that the population with the highest statistical percentage of identifying as Two-Spirit and/or LGBTQIA+ are those currently attending post-secondary education.

Recognition of Two-Spirit and/or LGBTQIA+ communities, as well as the identities within, as distinct, valid, and valued members of their community, is essential to providing a high-quality and positive post-secondary experience. However, there is a lack of awareness on many campuses about the of the Two-Spirit and LGBTQIA+ communities, as well as the history, issues, realities, and challenges that these students continue to face. For example, 65% of transgender and non-binary people had poor to fair mental health, which means that transgender or non-binary students may have a greater need for supports than their cisgender counterparts.¹²¹

While some progress has been made on recognition and accessibility to information, more needs to be done in a way that is productive and positively affects all students. Easily accessible accurate information regarding Two-Spirit and LGBTQIA+ communities is essential as it addresses and serves the unique needs of these students.

Due to a lack of research, a significant issue facing Two-Spirit and LGBTQIA+ students are the incorrect amalgamation of their experiences and identities. The unique experiences of Two-Spirit and LGBTQIA+ students are often conflated, causing the experiences of certain identities within these communities, such as bisexual, pansexual, gender-fluid, and asexual, to be inaccurately represented and served. When these communities and the vast identities within them have been tokenized, the institutional recognition of Two-Spirit and LGBTQIA+ students and faculty can become performative and overshadow the purpose and benefits of the recognition. Two-Spirit and LGBTQIA+ students and communities should never have their identities tokenized, weaponized, or misrepresented by post-secondary institutions, faculty, or other students.

Information about the Two-Spirit and LGBTQIA+ communities and services should be permanently available, relevant, accurate, and easily accessible to students. To fulfil the vastly underserved and recognized needs of Two-Spirit and LGBTQIA+ students, the provincial government should create a grant to incentivize and support Ontario post-secondary institutions in creating and implementing web-based resources designed to support the institutionally specific information, services, and needs of Two-Spirit and LGBTQIA+ students to create consistency and accuracy. Furthermore, the Ministry of Colleges and Universities should partner with post-secondary institutions, Two-Spirit, and LGBTQIA+, and Indigenous communities to implement an accessible resource website to share community and institutionally-specific

¹¹⁸ Statistics Canada. “Canada at a Glance, 2022 LGBTQ2+ People.” *LGBTQ2+ people - Canada at a Glance, 2022. Government of Canada, December 1, 2022.* <https://www150.statcan.gc.ca/n1/pub/12-581-x/2022001/sec6-eng.htm#:~:text=An%20estimated%201%20million%20people,3%25%20are%20non%2Dbinary.>

¹¹⁹ Ibid.

¹²⁰ Ibid.

¹²¹ Ibid.

services and information. Additionally, the MCU should recognize and honour members of the Two-Spirit and LGBTQIA+ communities through a formal framework to be utilized with Equity, Diversity, and Inclusion-based policies to be continuously researched and utilized for evidence-based institutional guidance.

The province should also create a grant to support post-secondary institutions in hiring faculty and staff that reflect Two-Spirit and LGBTQIA+ identities to promote inclusivity and foster community. When Two-Spirit and LGBTQIA+ students interact with those whose lived experience reflect their own, building rapport and comfort in those spaces becomes easier. For example, one study found that transgender clients appreciated working with transgender therapists due to the mutual understanding of experiences and the validation it brought to their identity.¹²²

DATA COLLECTION AND REPORTING

Principle: Data collection should be used to better understand unique intersectional identities and their associated experiences that may have different challenges, concerns, or needs.

Principle: All data collection activity should clearly outline its purpose and respect the safety, confidentiality, and anonymity of Two-Spirit and LGBTQIA+ students.

Principle: Students should not have to reveal information about their gender or sexual identity on institutional documentation if they are uncomfortable providing this information.

Principle: Institutional documentation and data collection surveys should ensure that historically excluded gender identities, such as non-binary, intersex, questioning, and transgender, can easily self-identify when filling out these documents.

Principle: Procedures used to change students' preferred names, pronouns, and gender identities, should be established in a way that removes barriers, is easily accessible, and avoids placing undue hardship on students when updating institutional administrative documentation. These resources to make these changes need to be easily accessible to all students.

Principle: Research and administrative data regarding post-secondary students' sexual and gender identities should be collected in a safe and ethical manner to prevent furthering systemic barriers and discrimination.

Concern: Forcing non-binary, questioning, and transgender students to disclose their gender assigned at birth, can be harmful, dysphoric, and dangerous.

Concern: The formal and informal use of deadnames on post-secondary campuses can be harmful, dysphoric, and dangerous; this places undue stress onto students which can impact their ability to fully and authentically engage in their institutional community.

Concern: The unnecessary use of gendered language on institutional documentation often excludes transgender, non-binary, intersex, dysphoric, and questioning individuals.

Concern: There is no framework in place across Ontario post-secondary institutions to ensure the equitable, and ethical collection of administrative data regarding students' race, religion, ethnicity, gender identity, sexual identity, or cultural demographics.

¹²² Daran Shipman and Tristan Martin, "Clinical and supervisory considerations for transgender therapists: Implications for working with clients," *Journal of Marital and Family Therapy* 45, no.1 (November 2017): 92-105, doi: 10.1111/jmft.12300

Concern: There is no standard method across Ontario post-secondary institutions to record changes to students' names, gender, and pronouns on institutions' administrative documentation.

Concern: Due to heterosexuality often being a 'normative standard', post-secondary institutions may use data collection forms that do not allow an accurate and authentic submission of students' gender identity, preferred pronouns, and/or sexual orientation.

Recommendation: The provincial government should task the Higher Education Quality Council of Ontario with investigating and reporting on the unique barriers faced by Two-Spirit and LGBTQIA+ students on post-secondary campuses and in education.

Recommendation: The Ministry of Colleges and Universities should consult the Advisory Committee on Two-Spirit and LGBTQIA+ Students to provide feedback on the publication, usage, and distribution of the data collected by the Higher Education Quality Council of Ontario.

Recommendation: The provincial government should consult with the Council of Ontario Universities and the Council of Senior Administrative Officers to identify barriers that exist for students attempting to change their name and affirm their gender identity.

Recommendation: After consulting the Council of Ontario Universities and the Council of Senior Administrative Officers, the provincial government should make recommendations to post-secondary institutions to address the barriers identified during the consultation process.

Recommendation: The provincial government should collaborate with the Council of Ontario Universities to create a standardized framework for name and gender identity processes that is easily accessible to all post-secondary students.

Data collection and reporting of personal information through post-secondary institutions raise several issues for Two-Spirit and LGBTQIA+ individuals. However, the two prominent issues occurring encompass the need for provincial standardization of institutional policy and frameworks. Data collection and data reporting is a common practice across the Ontario Universities' Application Centre (OUAC), a division of the Council of Ontario Universities (COU), and by extension each Ontario post-secondary institution through different methods and for many varying purposes. Institutions collect personal information through the OUAC at the time of application. This information can be used by the institution for purposes of recruitment, admission, and registration or other purposes based on the individual admission and personal information policies and practices.¹²³ The collection of personal data through the OUAC can be used for administrative purposes, providing information regarding events and resources, creating and consolidating data reports to Ontario's universities, and conducting research and analysis.¹²⁴ The Applicant Equity Census at Queen's University is one example of identity data collection at the institutional level that is used for "planning purposes in the pursuit of educational equity."¹²⁵ Having such data is a key step in identifying the demographic makeup of a student body, monitoring longitudinal trends, and developing appropriate resources/interventions to cultivate an inclusive and successful post-secondary experience.

Currently, there is no framework in place across Ontario post-secondary institutions to ensure the equitable and ethical collection of administrative data regarding students' race, religion, ethnicity, gender identity, sexual identity, or cultural demographics. The gaps and shortfalls in collecting and reporting personal information of undergraduate students in Ontario post-secondary institutions have impactful

¹²³ Ontario Universities' Info, "Connect with Ontario's Universities Privacy Statement and Participant Declaration," *Connect with Ontario's Universities Privacy Statement and Participant Declaration (Ontario Universities' Application Centre, August 29, 2022)*, <https://www.ontariouniversitiesinfo.ca/privacy>.

¹²⁴ *Ibid.*

¹²⁵ "Applicant Equity Census | Institutional Research and Planning," n.d. <https://www.queensu.ca/planningandbudget/irp/institutional-data/student/applicant-equity-census>.

negative consequences, especially for Two-Spirit and LGBTQIA+ students. All research and administrative data collected by institutions and other relevant bodies regarding post-secondary students' sexual and gender identities should be collected safely and ethically to prevent further systemic barriers and discrimination. Forcing non-binary, questioning, and transgender students to disclose their gender assigned at birth can be harmful, dysphoric, and dangerous. For example, conflating sex and gender using "male" and "female" labels as gender categories is a standard error and can harm transgender and nonbinary students.¹²⁶

Further, the unnecessary use of gendered language on institutional documentation often excludes transgender, non-binary, intersex, dysphoric, and questioning individuals. Institutional documentation and data collection surveys should ensure that historically excluded gender identities, such as non-binary, intersex, questioning, and transgender, can easily self-identify when filling out these documents to ensure accurate data. For example, the lack of inclusion of "intersex" on institutional documentation or surveys forces individuals to identify with "female" or "male" when sex characteristic variations are common amongst 1.7% to 4% of the global population.¹²⁷ Additionally, all data collection activity should clearly outline its purpose and respect the safety, confidentiality, and anonymity of Two-Spirit and LGBTQIA+ students. The framework should ensure that students should not have to reveal information about their gender or sexual identity on institutional documentation if they are uncomfortable providing this information to prevent harm.

Additionally, there is no standard method across Ontario post-secondary institutions to record changes to students' names, gender, and pronouns on institutions' administrative documentation. Due to heterosexuality often being a "normative standard", post-secondary institutions may use data collection forms that do not allow an accurate and authentic submission of students' gender identity, preferred pronouns, and/or sexual orientation. The formal and informal use of deadnames on post-secondary campuses can be harmful, dysphoric, and dangerous; this places undue stress on students, which can impact their ability to engage in their institutional community fully and authentically. About half of students in the Thriving On Campus study reported that the name change process was easily accessible.¹²⁸ Similarly, 41% of students reported that changing their gender marker on campus records was easily accessible while 44% stated it was easily accessible for official academic records.¹²⁹ Procedures used to change students' preferred names, pronouns, and gender identities, should be established in a way that removes barriers, is easily accessible, and avoids placing undue hardship on students when updating institutional administrative documentation. The resources to make these changes must be easily accessible to all students.

To address these concerns, the Council of Ontario Universities should create a standardized framework for the overall ethical collection of administrative data, including the name and gender identity processes that is easily accessible to all post-secondary students. However, more information regarding the unique barriers faced by Two-Spirit and LGBTQIA+ students on post-secondary campuses and in education must be gathered. Data collection, from the Higher Education Quality Council of Ontario, should be used to understand better unique intersectional identities and their associated experiences that may have different challenges, concerns, or needs. Through consultation with Two-Spirit and LGBTQIA+ students, feedback on the publication, usage, and distribution of the data collected by the Higher Education Quality Council of Ontario can be better understood and identify barriers that exist for students attempting to change their name to affirm their gender identity. From this, the provincial government should make recommendations to Ontario post-secondary institutions to address the barriers identified during the consultation process.

¹²⁶ Statistics Canada. "Brief on Statistics Canada Sex and Gender Data – Census 2021." *Brief on Statistics Canada Sex and Gender Data – Census 2021*. Egale Canada, 2022. <https://egale.ca/wp-content/uploads/2022/10/Brief-on-Statistics-Canada-Sex-and-Gender-Data%E2%80%93Census-2021.pdf>.

¹²⁷ *Ibid.*

¹²⁸ Michael R. Woodford, Eric Van Giessen, Harrison Oakes, & the Thriving On Campus team (2022). *Thriving On Campus: Campus Policies, Facilities, & Services*. Thriving On Campus, Wilfrid Laurier University: Kitchener, ON.

<https://lgbtq2sthivingoncampus.ca/wp-content/uploads/2022/10/3-Policies-Facilities-Services.pdf>

¹²⁹ *Ibid.*

RESEARCH

Principle: Academic and administrative research on Two-Spirit and LGBTQIA+ students or communities should be inclusive and reflective of all identities within these communities, who have been historically underrepresented in research, and should not generalize or tokenize the experiences of individuals or communities.

Principle: Costs associated with conducting academic research focusing on Two-Spirit and LGBTQIA+ students or communities should not create or act as a barrier that deters research from occurring.

Principle: It is necessary that research is continuous, accurate, relevant, and reflective of the actual experiences of Two-Spirit and LGBTQIA+ students, ensuring the personal safety, physical and mental wellbeing of students on post-secondary campuses.

Principle: Highlighting the work of Two-Spirit and LGBTQIA+ authors and academics within post-secondary classrooms can increase the awareness of and interest in Two-Spirit LGBTQIA+ scholarship.

Principle: Students wishing to research topics related to Two-Spirit and LGBTQIA+ topics or communities should have access to a qualified faculty member whose research focuses on the Two-Spirit and LGBTQIA+ to provide proper guidance, assistance, and support.

Concern: Undergraduate students conducting research related to the Two-Spirit and LGBTQIA+ topics or communities may face difficulty finding a faculty member willing and/or qualified to supervise this research.

Concern: Post-secondary institutions may not adequately address the needs of international, immigrant, and refugee students who identify as Two-Spirit or LGBTQIA+ due to a lack of research regarding specific needs.

Concern: Members of the Two-Spirit and LGBTQIA+ community continue to face exclusion within academia and academic research.

Concern: Research exploring topics relating to Two-Spirit and LGBTQIA+ students and communities continues to be inadequately funded by the provincial government.

Concern: Academic research often uses the Two-Spirit and LGBTQIA+ acronym when only including select identities; this research practice generalizes the experiences of Two-Spirit and LGBTQIA+ persons and disregards the unique experiences and identities within the community.

Concern: There is a lack of research into the specific needs and desires of students who are intersex creating institutional barriers to an equitable education and post-secondary experience.

Recommendation: The provincial government should work with the Higher Education Quality Council of Ontario to conduct research related to the quality of current post-secondary courses discussing topics related to the histories and experiences of the Two-Spirit and LGBTQIA+ communities.

Recommendation: The Ministry of Colleges and Universities should work with the Tri-Council of federal research agencies to make specific grant funding available for researchers whose work focuses on Two-Spirit and LGBTQIA+ student identities and experiences and who seek to support, recruit, and retain future student researchers.

Recommendation: The Ministry of Colleges and Universities should provide research grants that mirror those available at the federal and provincial levels.

Recommendation: The provincial government should provide grant funding for further research on Two-Spirit and LGBTQIA+ students and students who are intersex to better assess their personal and academic needs.

Recommendation: The provincial government should task the Higher Education Quality Council of Ontario to create a decolonial and harm-reduction framework to ensure that accurate, high-quality, and inclusive research on Two-Spirit and LGBTQIA+ related topics is conducted in consultation with these communities.

Post-secondary institutions administer many data-collecting surveys to gauge their students' satisfaction level and overall experiences, such as internal surveys, the National Survey of Student Engagement (NSSE), and the Canadian University Survey Consortium (CUSC), to name a few. Gathering data in these ways serves an important purpose, but the gaps in these data collection methods are often at the expense of or render the experiences of Two-Spirit and LGBTQIA+ students invisible.

Academic and administrative research on Two-Spirit and LGBTQIA+ students or communities should be inclusive and reflect all identities within these communities, which have been historically underrepresented in research. Research should not generalize or tokenize the experiences of individuals or communities. For example, academic research often uses the Two-Spirit and LGBTQIA+ acronym when only including select identities; this research practice generalizes the experiences of Two-Spirit and LGBTQIA+ persons and disregards the unique experiences and identities within the community. Post-secondary institutions must actively create environments where Two-Spirit and LGBTQIA+ students are valued members of the campus community.¹³⁰ This environment can only be created through building a student experience that meets their needs. However, more information is needed about the specific needs of the identities within the broader communities within their institutions.

Due to a lack of research regarding specific needs, post-secondary institutions may not adequately address the needs of international, immigrant, and refugee students who identify as Two-Spirit and LGBTQIA+. Only reducing harm (ex., harassment, discrimination, and violence) to students on campuses is insufficient. Research exploring topics relating to Two-Spirit and LGBTQIA+ students and communities continues to be inadequately funded by the provincial government.¹³¹ Research must be continuous, accurate, relevant, and reflective of the actual experiences of Two-Spirit and LGBTQIA+ students, ensuring the personal safety and physical and mental well-being of students on postsecondary campuses. For example, there is a lack of research into the specific needs and desires of students who are intersex, creating institutional barriers to equitable education and postsecondary experience and leaving students vulnerable to discriminatory practices, including health services, education, employment, and sports.¹³²

Members of the Two-Spirit and LGBTQIA+ community continue to face exclusion within academia and academic research. Across Canada, post-secondary tenured academic faculty and researchers, on average composed of less diverse individuals, being more predominantly male.¹³³ Often, students conducting research related to the Two-Spirit and LGBTQIA+ topics or communities may face difficulty finding a faculty member willing and/or qualified to supervise this research. Additionally, costs associated with

¹³⁰ Maren Greathouse, Allison BrckaLorenz, Mary Hoban, Ronald Huesman Jr., Susan Rankin, and Ellen Bara Stolzenberg, *Queer-Spectrum and Trans-Spectrum Student Experiences in American Higher Education: The Analyses of National Survey Findings* (Rutgers, August 2018).

¹³¹ *Ibid.*

¹³² UN Free & Equal. "Intersex Fact Sheet - UN Human Rights Office." *FACT SHEET Intersex*. United Nations Human Rights Office, 2017. https://www.ohchr.org/Documents/Issues/Discrimination/LGBT/FactSheets/UNFE_FactSheet_Intersex_EN.pdf.

¹³³ Statistics Canada. "Survey of Postsecondary Faculty and Researchers, 2019." *Survey of Postsecondary Faculty and Researchers, 2019*. Government of Canada, September 22, 2020. <https://www150.statcan.gc.ca/n1/daily-quotidien/200922/dq200922a-eng.htm>.

conducting academic research focusing on Two-Spirit and LGBTQIA+ students or communities should not create or act as a barrier that deters research from occurring.

Students wishing to research topics related to Two-Spirit and LGBTQIA+ topics or communities should have access to a qualified faculty member whose research focuses on the Two-Spirit and LGBTQIA+ to provide proper guidance, assistance, and support. Thus, the Ministry of Colleges and Universities (MCU) should provide research grants that mirror those available at the federal and provincial levels such as those offered through the Social Sciences and Humanities Research Council. Additionally, the MCU should work with the Tri-Council of federal research agencies to make specific grant funding available for researchers whose work focuses on Two-Spirit and LGBTQIA+ student identities and experiences and who seek to support, recruit, and retain future student researchers. Highlighting the work of Two-Spirit and LGBTQIA+ authors and academics within post-secondary classrooms can increase the awareness of and interest in Two-Spirit LGBTQIA+ scholarship.

Further, the provincial government should work with the Higher Education Quality Council of Ontario to conduct research related to the quality of current post-secondary courses discussing topics related to the histories and experiences of the Two-Spirit and LGBTQIA+ communities. Also, the province should provide grant funding for further research on Two-Spirit and LGBTQIA+ students and students who are intersex to better assess their personal and academic needs. Finally, the provincial government should task the Higher Education Quality Council of Ontario to create a decolonial and harm-reduction framework to ensure that accurate, high-quality, and inclusive research on Two-Spirit and LGBTQIA+ related topics is conducted in consultation with these communities.

TRAINING AND EDUCATION

PRONOUNS AND PREFERRED NAMES TRAINING

Principle: Preferred names and proper pronouns should be used to allow students the autonomy to present themselves how they want

Concern: Faculty and staff do not use proper pronouns or preferred names in academic settings.

Recommendation: The Ministry of Colleges and Universities should create a framework of teaching practices and gender-inclusive training for post-secondary education faculty and staff regarding pronoun education.

All students should have the space to be able to present themselves through their preferred names and pronouns within their institution. However, students have often felt uncomfortable in their academic spaces to identify themselves. Two-Spirit and LGBTQIA+ students have been historically underrepresented within post-secondary institutions, and as such, there is a lack of continued support via policies and training that champion their inclusion. A survey from the University of Waterloo has shown that almost half of the respondents have been misgendered.¹³⁴ An example of where this discrimination is evident is based in university athletics, in which coaches and trainers might not have the proper training to address homophobia and transphobia in sports or when student athletes come out to them.¹³⁵ Misgendering is harmful to students and can decrease their overall participation in post-secondary education. The Thriving on Campus study shows that trans students who frequently experienced

¹³⁴ LGBTQ2S+ Students' Wellbeing and Experiences on Campus: University of Waterloo Institutional Report. November 2019

¹³⁵ Canadian Women & Sport. "Leading the Way: Working with LGBT Athletes and Coaches | Canadian Women & Sport," April 21, 2022. <https://womenandsport.ca/resources/publications/leading-the-way/#:~:text=Leading%20the%20Way%3A%20Working%20with%20LGBTQ%20Athletes%20and%20Coaches%20is,those%20who%20identify%20as%20LGBTQI2S.>

microaggressions were 3.3 times more likely to seriously consider leaving their university.¹³⁶ Furthermore, disabled students were 4.3 times more likely to seriously consider leaving university because of their experience compared to non-disabled students.¹³⁷ To help combat this, students recommend the Ministry of Colleges and Universities create a framework of teaching practices and gender-inclusive training for post-secondary education faculty and staff regarding pronoun education. This will assist post-secondary institutions in creating an inclusive environment and safe space for all students on their campuses.

TRAINING CONSIDERATIONS FOR VARIOUS SOCIAL CLIMATE BACKGROUNDS

Principle: Two-Spirit and LGBTQIA+ should feel safe, included, and respected in their academic communities.

Concern: Students coming from different regions with varying population density and cultural disparities may have acclimated to different social climate background, which could impact stereotypical perspectives and apprehensive attitudes towards members of both Indigenous communities and LGBTQIA+ community.

Concern: Students may not be provided with as comprehensive or available access to these resources and services to understand the barriers Two-Spirit and LGBTQIA+ people continue to face.

Recommendation: The Ministry of Colleges and Universities should create a training framework to support students' understanding of Two-Spirit and LGBTQIA+ communities to maintain a respectful and informed understanding of identity prior to and during their time at post-secondary institutions.

There should be various training considerations for incoming students entering the post-secondary sector. Ontario's student population is comprised of students from diverse cultural backgrounds who enter post-secondary institutions with a wide range of perspectives and understandings of Two-Spirit and LGBTQIA+ people. Students entering an urban university from a rural municipality may have a limited understanding of sexuality and intersectionality due to limited exposure to Two-Spirit and LGBTQIA+ communities within their areas. International students entering an urban university will also have a different cultural understanding of Two-Spirit and LGBTQIA+ identities and may not have a comprehensive understanding of the intersectional identities of students that exist within Ontario. Based on differing environments for upbringing and development, many students are not provided the comprehensive resources and services to understand the barriers that Two-Spirit and LGBTQIA+ individuals continue to face.

Despite personal upbringing in various locations, university settings can be an excellent opportunity to teach students about sexuality and embracing identities within academic and social environments. Post-secondary institutions are also continuing to improve access to resources and services for students to be able to care for their emotional and sexual health as well. Therefore, the Ministry of Colleges and Universities should create a training framework to support students' understanding of Two-Spirit and LGBTQIA+ communities to maintain a respectful and informed understanding of identity prior to and during their time at post-secondary institutions. Throughout their time in undergrad, students will spend much of their time interacting with their peers. By ensuring that all students are given knowledge to understand the barriers of Two-Spirit and LGBTQIA+ communities, as well as the ways in which they can act as allies and foster respectful spaces, campus environments will become even more inclusive and safer for these students.

¹³⁶ Michael R. Woodford, Eric Van Giessen, Harrison Oakes, & the Thriving On Campus team (2022). Thriving On Campus: 2SLGBTQ+ Campus Climate—Students' Experiences & Perceptions of Campus. Thriving On Campus, Wilfrid Laurier University: Kitchener, ON. <https://lgbtq2sthrivingoncampus.ca/wp-content/uploads/2022/10/2-Climate-Wellbeing-and-Academics.pdf>

¹³⁷ Isabel Krakoff, Lauren Munro, Katie Cook, Nathan R. G. Barnett, Cameron McKenzie, Harrison Oakes, Eric Van Giessen, Michael R. Woodford, & other members of the Disability Report Working Group & the Thriving On Campus team (2022). Thriving On Campus: The Role of Disability in 2SLGBTQ+ Students' Experiences. Thriving On Campus, Wilfrid Laurier University: Kitchener, ON. <https://lgbtq2sthrivingoncampus.ca/wp-content/uploads/2022/10/5-Disabled-2SLGBTQ-Students-Experiences.pdf>

STUDENT LEADERSHIP TRAINING

Principle: Students in leadership roles within their post-secondary institution should be educated on the nuances of the Two-Spirit and LGBTQ+ communities and the stereotypes and microaggressions that exist within these groups

Concern: Two-Spirit and LGBTQIA+ students in peer-to-peer settings may not always feel safe or heard which can be stressful while navigating post-secondary education.

Recommendation: The Ontario Ministry of Colleges and Universities should establish training frameworks to address microaggressions and identifying the impacts of the bystander effect on post-secondary campuses.

The post-secondary experience not only prioritizes the academic experience, but also volunteerism and skill development that comes from being involved on campus. Student leadership continues to be a priority at all post-secondary campuses. However, many student leaders are not equipped with the knowledge on how to safely and inclusively serve all of their fellow peers. Many Two-Spirit and LGBTQIA+ students in peer-to-peer settings may not always feel safe or heard which can be stressful while navigating post-secondary education., especially when those peers are in leadership capacities. Therefore, there should be a greater focus on training student leaders on safe and inclusive practices through peer-to-peer support. To ensure that this support is inclusive and equitable, there should be a further understanding that students in leadership roles within their post-secondary institutions should be educated about how intersectionality impacts students within the post-secondary sector and how to practice allyship amongst their peers.

Two-Spirit and LGBTQIA+ students experience higher rates of bullying and violence – 23-28% of nonbinary and transgender students in Ontario experienced verbal harassment and bullying compared to 16-18% of cisgender students.¹³⁸ Student leaders are in a position to adequately intervene and address these incidents but may not feel fully prepared to do so. Due to the increase in student leadership, and volunteerism across campuses, the Ministry of Colleges and Universities should establish training frameworks that address microaggressions and the impacts of the bystander effect. The province should provide a framework for training that ensures all universities are providing an equal and extensive overview of microaggressions and an awareness of the challenges faced by Two-Spirit and LGBTQIA+ students. There should also be further considerations of how the Ministry of Colleges and Universities should establish mandatory formal procedures for reporting and documenting forms of harassment or bullying based on gender or sexual identity. Two-Spirit and LGBTQIA+ students experience higher rates of bullying and violence.

¹³⁸Michael R. Woodford, Eric Van Giessen, Harrison Oakes, & the Thriving On Campus team (2022). Thriving On Campus: 2SLGBTQ+ Campus Climate—Students' Experiences & Perceptions of Campus. Thriving On Campus, Wilfrid Laurier University: Kitchener, ON. <https://lgbtq2sthivingoncampus.ca/wp-content/uploads/2022/10/2-Climate-Wellbeing-and-Academics.pdf>

POLICY STATEMENT

Whereas: The lived experiences of Two-Spirit and LGBTQIA+ students should be recognized, respected, and treated as legitimate, valid, and unique.

Whereas: The perspectives and experiences of Two-Spirit and LGBTQIA+ students should be intentionally considered and incorporated in the development of policies affecting post-secondary institutions.

Whereas: Post-secondary institutions should have a greater understanding of the unique needs of Two-Spirit and LGBTQIA+ students, and the diversity of needs within these communities.

Whereas: Two-Spirit and LGBTQIA+ students should have the opportunity to freely and safely access support services from staff who are culturally-informed and trained to work on Two-Spirit and LGBTQIA+ issues and/or have lived experiences in these communities.

Whereas: Two-Spirit and LGBTQIA+ students should be able to access healthcare, accessibility, housing, administrative, and accommodation services in a timely manner that support their identities and are considerate of individual experiences.

Whereas: Students should have clear and unencumbered access to Two-Spirit and LGBTQIA+ resources regardless of whether or not they choose to submit a request for support from the university.

Whereas: Two-Spirit and LGBTQIA+ students should have access to resources that clearly articulate their options for filing a formal report of discrimination, harassment, and/or violence within their institution, with campus security, and with local police.

Whereas: Students seeking information about the Two-Spirit and/or LGBTQIA+ community or relevant services specific to these communities should not have their sexual orientation or gender identity shared without their consent.

Whereas: Two-Spirit and LGBTQIA+ students should be able to access security services and support without fear or stigma.

Whereas: Two-Spirit and LGBTQIA+ students should feel comfortable and safe on their campuses and within the broader community.

Whereas: All Two-Spirit and LGBTQIA+ students should see their identities represented and accurately reflected in their communities and on their university campuses.

Whereas: Two-Spirit and LGBTQIA+ students should feel comfortable and safe utilizing services in post-secondary institutions that uphold values of inclusion, equity and privacy, adequately addressing the concerns of ostracization, discrimination, and privacy.

Whereas: Consistent promotion of information, support services, and awareness campaigns related to Two-Spirit and LGBTQIA+ students is integral to both addressing and preventing their oppression and marginalization, as well as improving their well-being through access to relevant resources.

Whereas: Two-Spirit and LGBTQIA+ specific spaces and services should be culturally-informed and safe; students of colour, international students, and Indigenous students should be able to access them without fear of their identities being invalidated or diminished.

Whereas: Students should feel comfortable accessing and using campus athletic and recreational facilities, regardless of gender or sexual identity.

Whereas: Two-Spirit and LGBTQIA+ students should feel included and comfortable participating in organized physical activities.

Whereas: Every student should have access to washrooms and change rooms they feel safe and comfortable using, regardless of gender identity, sexual orientation, sex, or accessibility needs.

Whereas: All-gender washrooms, change rooms, and other physical spaces are essential facilities to provide to students, particularly those who identify as Two-Spirit and/or LGBTQIA+.

Whereas: Menstrual needs are not defined by gender.

Whereas: Universities should be equipped to provide a range of residence accommodations for Two-Spirit and LGBTQIA+ students.

Whereas: There should be a procedural framework that in place for Two-Spirit and LGBTQIA+ students seeking to transfer to a residential space of their choice or private residence room if they feel unwelcome in their designated environment, at no extra cost.

Whereas: Two-Spirit and LGBTQIA+ students should be made aware of the protections provided to them from housing-related discrimination by the *Ontario Human Rights Code*.

Whereas: Landlords and residence housing administrators have a duty to accommodate Two-Spirit and LGBTQIA+ students under the *Ontario Human Rights Code*.

Whereas: Two-Spirit and LGBTQIA+ students should have access to physicians that affirm and understand their specific medical needs, and who can provide high-quality health care.

Whereas: Two-Spirit and LGBTQIA+ students should have access to high-quality virtual care.

Whereas: Two-Spirit and LGBTQIA+ students should be able to freely and easily access health services in their community.

Whereas: Two-Spirit and LGBTQIA+ students who are also racialized should have access to readily available and culturally-sensitive resources and care.

Whereas: Two-Spirit and LGBTQIA+ students should not have to experience financial barriers -for gender-affirming care and other [O1] [O2] life-saving medication and treatment.

Whereas: Two-Spirit and LGBTQIA+ students should not experience financial barriers when receiving gender-affirming treatments.

Whereas: Two-Spirit and LGBTQIA+ students should be provided with equivalent care to cisgender heterosexual students, regardless of where they go to access services.

Whereas: Two-Spirit and LGBTQIA+ students should be able to easily access the counselling services they require.

Whereas: Two-Spirit and LGBTQIA+ communities should not experience financial barriers when receiving gender-affirming treatments.

Whereas: Two-Spirit and LGBTQIA+ students should be able to access all healthcare services, such as counselling, gender-affirming treatments, sexual healthcare, medications, and other resources without financial barriers.

Whereas: All healthcare services should be provided in a manner that is culturally-sensitive and to a standard equivalent to cisgender, heterosexual individuals.

Whereas: Access to a reasonable standard of health care and the medical care necessary for gender affirmation should be available to all students.

Whereas: Medication such as HIV/AIDS prevention and treatment drugs and gender-affirming transition medication are a need for Two-Spirit and LGBTQIA+ students and often students are paying out of pocket for these medications.

Whereas: Gender-affirming transition medications are a need for Two-Spirit and LGBTQIA+ students and often students are paying out of pocket for these medications.

Whereas: Gender-affirming wear such as binders and packers are an important aspect of improving an individual's well-being.

Whereas: The Ontario Health Insurance Plan (OHIP), University Health Insurance Plan (UHIP) and student association plans should provide comprehensive care and coverage for the unique needs of Two-Spirit and LGBTQIA+ students.

Whereas: Two-Spirit and LGBTQIA+ students should be informed of and understand coverage plans available under the Ontario Health Insurance Plan and the University Health Insurance Plan.

Whereas: Two-Spirit and LGBTQIA+ students should not experience any barriers when trying to access and receive necessary health education and/or care.

Whereas: Two-Spirit and LGBTQIA+ students should have access to a physician who is well-educated on the unique health concerns of members of the Two-Spirit and LGBTQIA+ communities.

Whereas: Students should be able to have the resources available about Two-Spirit and LGBTQIA+ students before entering post-secondary education. .

Whereas: All students should be free and actively protected against sexual violence, harassment, and gender-based violence.

Whereas: All support services and resources should be based on trauma-informed care to focus on the individual's unique healing processes and experiences.

Whereas: Two-Spirit and LGBTQIA+ students should have access to specific financial resources such as targeted scholarships to support their academic success.

Whereas: Two-Spirit and/or LGBTQIA+ communities, as well as the identities therewithin, should be recognized as distinct, valid, and valued members of their community.

Whereas: Information about the Two-Spirit and LGBTQIA+ communities and services should be permanently available, relevant, accurate, and easily accessible to students.

Whereas: Two-Spirit and LGBTQIA+ students and communities should never have their identities tokenized, weaponized, or misrepresented by post-secondary institutions, faculty, or other students.

Whereas: Students belonging to all races, religions, ethnicities, and cultural demographics who identify as members of the Two-Spirit and LGBTQIA+ community should be recognized as having unique needs and deserve to have access to relevant resources and supports to address these needs.

Whereas: Data collection should be used to better understand unique intersectional identities and their associated experiences that may have different challenges, concerns, or needs.

Whereas: All data collection activity should clearly outline its purpose and respect the safety, confidentiality, and anonymity of Two-Spirit and LGBTQIA+ students.

Whereas: Students should not have to reveal information about their gender or sexual identity on institutional documentation if they are uncomfortable providing this information.

Whereas: Institutional documentation and data collection surveys should ensure that historically excluded gender identities, such as non-binary, intersex, questioning, and transgender, can easily self-identify when filling out these documents.

Whereas: Procedures used to change students' preferred names, pronouns, and gender identities, should be established in a way that removes barriers, is easily accessible, and avoids placing undue hardship on students when updating institutional administrative documentation. These resources to make these changes need to be easily accessible to all students.

Whereas: Research and administrative data regarding post-secondary students' sexual and gender identities should be collected in a safe and ethical manner to prevent furthering systemic barriers and discrimination.

Whereas: Academic and administrative research on Two-Spirit and LGBTQIA+ students or communities should be inclusive and reflective of all identities within these communities, who have been historically underrepresented in research, and should not generalize or tokenize the experiences of individuals or communities.

Whereas: Costs associated with conducting academic research focusing on Two-Spirit and LGBTQIA+ students or communities should not create or act as a barrier that deters research from occurring.

Whereas: It is necessary that research is continuous, accurate, relevant, and reflective of the actual experiences of Two-Spirit and LGBTQIA+ students, ensuring the personal safety, physical and mental wellbeing of students on post-secondary campuses.

Whereas: Highlighting the work of Two-Spirit and LGBTQIA+ authors and academics within post-secondary classrooms can increase the awareness of and interest in Two-Spirit LGBTQIA+ scholarship.

Whereas: Students wishing to research topics related to Two-Spirit and LGBTQIA+ topics or communities should have access to a qualified faculty member whose research focuses on the Two-Spirit and LGBTQIA+ to provide proper guidance, assistance, and support.

Whereas: Preferred names and proper pronouns should be used to allow students the autonomy to present themselves how they want.

Whereas: Two-Spirit and LGBTQIA+ should feel safe, included, and respected in their academic communities.

Whereas: Students in leadership roles within their post-secondary institution should be educated on the nuances of the Two-Spirit and LGBTQ+ communities and the stereotypes and microaggressions that exist within these groups.

Be it resolved that: The provincial government should establish an Advisory Committee that is a direct representation of Two-Spirit and LGBTQIA+ students to advocate and represent these communities.

Be it further resolved that (BIFRT): The provincial government's Advisory Committee on Two-Spirit and LGBTQIA+ Students should conduct comprehensive consultation with Two-Spirit and LGBTQIA+ students from a diverse set of backgrounds and advocate on policy decisions that would impact Two-Spirit and LGBTQIA+ communities.

BIFRT: The Advisory Committee on Two-Spirit and LGBTQIA+ Students should be composed of one representative from the Ministry of Colleges and Universities and student representatives from university campuses across the province; specifically, student representatives who identify as members of the LGBTQIA+ community and/or as Two-Spirit.

BIFRT: Members of the Advisory Committee on Two-Spirit and LGBTQIA+ Students should be supported with relevant resources including, but not limited to, financial investment, and personnel resources in the form of community advocates, leaders in identity inclusion, and other campus stakeholders.

BIFRT: The Advisory Committee on Two-Spirit and LGBTQIA+ Students should advise the Council of Ontario Universities in the development of relevant frameworks mandating clear minimum standards for training and education for students, faculty, and administrative staff.

BIFRT: The Advisory Committee on Two-Spirit and LGBTQIA+ Students should participate in a regular review of the Centralized Accessibility Database to ensure that the information available reflects the current needs of Two-Spirit and LGBTQIA+ post-secondary student communities.

BIFRT: The Advisory Committee on Two-Spirit and LGBTQIA+ Students should be constituted annually and consulted semi-annually to inform, and guide policy developments targeted at improving inclusivity and climate for Two-Spirit and LGBTQIA+ post-secondary students.

BIFRT: The Advisory Committee on Two-Spirit and LGBTQIA+ Students should be consulted by the Ministry of Colleges and Universities to provide feedback on relevant metrics and performance criteria as they relate to the assessment of Two-Spirit and LGBTQIA+ inclusivity and awareness on post-secondary campuses.

BIFRT: The Advisory Committee on Two-Spirit and LGBTQIA+ Students should be consulted during the development of any materials that pertain to Two-Spirit and LGBTQIA+ post-secondary student concerns.

BIFRT: The Advisory Committee should be consulted to develop appropriate education and training resources for all frontline post-secondary staff members in university accessibility and accommodation services.

BIFRT: In collaboration with the Council of Ontario Universities, The Ministry of Colleges and Universities should provide envelope funding to institutions for the recruitment and retention of individuals with lived experience in Two-Spirit and LGBTQIA+ communities into frontline support roles within university accessibility and accommodation services.

BIFRT: The Ministry of Colleges and Universities, in collaboration with the Council of Ontario Universities, should provide the funding necessary to facilitate the creation of professional, staff-led support groups for Two-Spirit and LGBTQIA+ students, in the case of the absence of a counsellor with a specific lived experience.

BIFRT: The Council of Senior Administrative Officers Committee under the Council of Ontario Universities should help develop and facilitate the creation of policies or practices that ensure Student Accessibility Services, or their equivalents, address intersecting identities through an anti-oppression lens in academic accommodations.

BIFRT: The Ministry of Colleges and Universities should consult with the Advisory Committee on Two-Spirit and LGBTQIA+ Students to develop appropriate education and training resources for all frontline staff members in university healthcare, accessibility, housing, administrative, and accommodation services.

BIFRT: The Ministry of Colleges and Universities should consult with individuals with lived experiences in Two-Spirit and LGBTQIA+ communities as well as academic researchers to establish minimum accommodation, accessibility, and inclusivity standards for services directed at Two-Spirit and LGBTQIA+ students at all post-secondary institutions.

BIFRT: The provincial government should provide grant funding to incentivize the expansion of accessible resources for Two-Spirit and LGBTQIA+ students regardless of whether or not they submit a request for support.

BIFRT: The provincial government should mandate that institutions clearly communicate to students their options for filing a formal report of discrimination, harassment, and/or violence within their institutions, with campus police, and with local police services.

BIFRT: The provincial government should task the Ontario Association of College and University Security Administrators with developing accessible incident reporting tools for Two-Spirit and LGBTQIA+ students.

BIFRT: The provincial government should work with the Ontario Association of College and University Security Administrators as well as local Two-Spirit and LGBTQIA+ organizations to develop adequate standards to address the issues identified by the Advisory Committee on Two-Spirit and LGBTQIA+ Students.

BIFRT: The provincial government should mandate campus security personnel and police utilize all-gender language during any investigations and/or incident reporting.

BIFRT: The Ministry of the Solicitor General should update police training courses to include Two-Spirit and LGBTQIA+ inclusivity training, with a focus on the historical oppression of Two-Spirit and LGBTQIA+ communities and the ongoing discrimination faced by these communities, often at the hands of police forces themselves.

BIFRT: In collaboration with the Ministry of Municipal Affairs, the Ministry of the Solicitor General should mandate campus security personnel and police connect with local Two-Spirit and LGBTQIA+ organizations to develop practices that are suited to the diverse needs of Two-Spirit and LGBTQIA+ communities and are considerate of their unique experiences.

BIFRT: The provincial government should encourage the Council of Ontario Universities and the Ontario Association of College and University Security Administrators to consult with students-at-large and relevant student groups when revising current campus security personnel and police training initiatives to include intersecting identity training.

BIFRT: The provincial government should make funding available for the establishment of permanent, physical spaces for Two-Spirit and LGBTQIA+ students on university campuses as well as the ongoing costs associated with staffing and maintaining these spaces.

BIFRT: The provincial government should provide grant funding to support Indigenous-led initiatives for Indigenous students identifying as Two-Spirit and/or LGBTQIA+.

BIFRT: The provincial government should provide envelope funding to Pride groups and services at post-secondary institutions for the creation of intentionally set, all-gender spaces that accommodate all identities and individuals.

BIFRT: The provincial government should ensure that Two-Spirit and LGBTQIA+ services in post-secondary institutions uphold values of inclusion, equity and privacy, adequately addressing the concerns of ostracization, discrimination, and privacy.

BIFRT: The Ministry of College and Universities and the Ministry of Tourism, Culture, and Sports, collaborating with post-secondary institutions should develop a guide of best practices for inclusive and accessible athletic and recreational spaces on university campuses in consultation with Two-Spirit and LGBTQIA+ organizations.

BIFRT: The provincial government should mandate that all athletics staff, including varsity captains and/or team leaders, receive intersectional training on Two-Spirit and LGBTQIA+ inclusion in athletic spaces and events.

BIFRT: The provincial government should mandate that all athletics staff, including varsity captains and/or team leaders, receive intersectional training and are further equipped with the skills to appropriately handle harassment reporting with regards to Two-Spirit and LGBTQIA+ students.

BIFRT: The provincial government should support Ontario University Athletics with conducting evidence-based research and developing action-oriented goals regarding the Two-Spirit and LGBTQIA+ student involvement.

BIFRT: The provincial government should mandate that all institutions have all-gender washrooms and that all new institutions and infrastructural expansions have dedicated spaces, including in recreational facilities, for all-gender washrooms and change rooms that are easily accessible for all students.

BIFRT: The Ministry of Colleges and Universities should provide capital funding as an incentive for institutions to renovate existing buildings to provide all-gender accessible washrooms.

BIFRT: The provincial government should mandate that universities display accurate information, neutral symbolism, the location of all-gender washrooms, and accessible resources and accommodations, both physically on campuses in high-traffic areas and online.

BIFRT: The provincial government should mandate that menstrual products, disposal units, and infant change tables be accessible in all-gender washrooms.

BIFRT: The provincial government should engage with housing professionals and establish best practices for institutions to adopt that ensure Two-Spirit and LGBTQIA+ safety within university residences.

BIFRT: The provincial government should make grant funding available for institutions to ensure that the reservation of residence spaces for such accommodations does not increase the cost of living for Two-Spirit and LGBTQIA+ students.

BIFRT: The Ministry of Colleges and Universities should work with institutions to incorporate solutions to address concerns raised by the Advisory Committee on Two-Spirit and LGBTQIA+ Students as they relate to residence life staff.

BIFRT: The provincial government should mandate that any strategic housing and residence plans by institutions should consider the unique needs of Two-Spirit or LGBTQIA+ students who may be Indigenous, belong to a visible minority, or live with a disability.

BIFRT: The provincial government should provide universities with envelope funding to make emergency bursaries available for students in precarious housing circumstances.

BIFRT: The Ministry of Colleges and Universities should work with The Ministry of Health to establish specific and accessible platforms for remote counselling to maintain the relationships that students have with their preferred physicians

BIFRT: The Ministry of Health should mandate campus physicians receive intersectional training on Two-Spirit and LGBTQIA+ health issues on a regular basis, including comprehensive sexually transmitted infection testing.

BIFRT: The provincial government should create advanced standards for the integration of teaching about Two-Spirit and LGBTQIA+ health needs into the current undergraduate medicine curriculum, to better prepare physicians who are entering the field.

BIFRT: The Ministry of Colleges and Universities should partner with the Ministry of Health, in consultation with Indigenous elders and Indigenous advocates who are Two-Spirit or under the LGBTQIA+ community, to provide all front-line care workers with cultural-sensitivity training.

BIFRT: The Ministry of Colleges and Universities should mandate for all post-secondary institutions to have accessible and standard gender-diverse resources across all campuses.

BIFRT: In collaboration with the Ministry of Health, the Ministry of Colleges and Universities should ensure that all universities have counsellors adequately trained to support Two-Spirit and LGBTQIA+ student needs from a whole-of-community approach.

BIFRT: The Ministry of Colleges and Universities should partner with the Ministry of Health to broaden OHIP and UHIP coverage to include medications targeting and preventing HIV/AIDS, gender-affirming medications, and gender-affirming wear.

BIFRT: The Ministry of Education should mandate for the K-12 curriculum to offer resources, that can address and educate students about safe sex, same-sex relationships and Two-Spirit and LGBTQIA+ identities prior to entering post-secondary education.

BIFRT: The Provincial Government and the Ministry of Colleges and Universities should set standards for how information about on-campus sexual health resources for Two-Spirit and LGBTQIA+ students, displayed, and promoted to students.

BIFRT: The Ministry of College and Universities should mandate that institutions across the post-secondary sector develop plans to review and continue to collect data and record-keep anonymous and confidential systems to protect gender and sexually diverse communities.

BIFRT: The Ministry of Colleges and Universities should provide envelope funding to ensure that all post-secondary institutions across the sector provides an appropriately-funded sexual violence counselling department to actively review and support individuals who disclose sexual violence trauma.

BIFRT: The provincial government should provide envelope funding to universities to develop emergency funds accessible to Two-Spirit and LGBTQIA+ students that may experience financial crises.

BIFRT: The Ministry of Colleges and Universities should provide post-secondary institutions with funding to create grants, scholarships, and bursaries that that Two-Spirit and LGBTQIA+ students can actively apply to for fiscal support.

BIFRT: The provincial government should amend the OSAP eligibility process to allow students to declare independent status where they have been out of secondary school for fewer than six years but are estranged from the persons they are dependent on with a trauma-informed application.

BIFRT: The provincial government should amend the OSAP family breakdown review process to be trauma-informed, as per best practices established by federal and provincial government departments including Project ECHO by Ontario Mental Health at CAMH and the University of Toronto, the Public Health Agency of Canada, and Public Health Ontario.

BIFRT: The provincial government should streamline additional community support/resources for active community work within campus cities in combatting stigma against Two-Spirit and LGBTQIA+ students.

BIFRT: The Ministry of Colleges and Universities should partner with post-secondary institutions, Two-Spirit, and LGBTQIA+, and Indigenous communities to implement an accessible resource website to share community and institutionally-specific services and information.

BIFRT: The Provincial Government should create a grant to incentivize and support Ontario post-secondary institutions in the creation and implementation of web-based resources designed to support the institutionally specific information, services, and needs of Two-Spirit and LGBTQIA+ students to create consistency and accuracy.

BIFRT: The Provincial Government should create a grant to support post-secondary institutions in the hiring of faculty and staff that reflect Two-Spirit and LGBTQIA+ identities to promote inclusivity, foster community, and provide lived experiences on campuses.

BIFRT: The Ministry of Colleges and Universities should recognize and honour members of the Two-Spirit and LGBTQIA+ communities through a formal framework to be utilized with EDI-based policies to be continuously researched and utilized for evidence-based institutional guidance.

BIFRT: The provincial government should task the Higher Education Quality Council of Ontario with investigating and reporting on the unique barriers faced by Two-Spirit and LGBTQIA+ students on post-secondary campuses and in education.

BIFRT: The Ministry of Colleges and Universities should consult the Advisory Committee on Two-Spirit and LGBTQIA+ Students to provide feedback on the publication, usage, and distribution of the data collected by the Higher Education Quality Council of Ontario.

BIFRT: The provincial government should consult with the Council of Ontario Universities and the Council of Senior Administrative Officers to identify barriers that exist for students attempting to change their name and affirm their gender identity.

BIFRT: After consulting the Council of Ontario Universities and the Council of Senior Administrative Officers, the provincial government should make recommendations to post-secondary institutions to address the barriers identified during the consultation process.

BIFRT: The provincial government should collaborate with the Council of Ontario Universities to create a standardized framework for name and gender identity processes that is easily accessible to all post-secondary students.

BIFRT: The provincial government should work with the Higher Education Quality Council of Ontario to conduct research related to the quality of current post-secondary courses discussing topics related to the histories and experiences of the Two-Spirit and LGBTQIA+ communities.

BIFRT: The Ministry of Colleges and Universities should work with the Tri-Council of federal research agencies to make specific grant funding available for researchers whose work focuses on Two-Spirit and LGBTQIA+ student identities and experiences and who seek to support, recruit, and retain future student researchers.

BIFRT: The Ministry of Colleges and Universities should provide research grants that mirror those available at the federal and provincial levels.

BIFRT: The provincial government should provide grant funding for further research on Two-Spirit and LGBTQIA+ students and students who are intersex to better assess their personal and academic needs.

BIFRT: The provincial government should task the Higher Education Quality Council of Ontario to create a decolonial and harm-reduction framework \ to ensure that accurate, high-quality, and inclusive research on Two-Spirit and LGBTQIA+ related topics is conducted in consultation with these communities.

BIFRT: The Ministry of Colleges and Universities should include a framework of teaching practices and gender-inclusive training for post-secondary education faculty and staff in regard to pronoun education.

BIFRT: The Ministry of Colleges and Universities should create a training framework to support students' understanding of Two-spirit and LGBTQIA+ communities to maintain a respectful and informed understanding of identity prior to and during their time at post-secondary institutions.

BIFRT: The Ontario Ministry of Colleges and Universities should establish training frameworks to address microaggressions and identifying the impacts of the bystander effect on post-secondary campuses.