



POLICY PAPER

Gender and Sexual Diversity: LGBTQ+ Students

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ABOUT OUSA

OUSA represents the interests of 150,000 professional and undergraduate, full-time and part-time university students at eight 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 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, Anishnawbek, and Mississauga peoples.

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EXECUTIVE SUMMARY

Students pursuing post-secondary education should never face discrimination, harassment, or exclusion on their campuses. Yet on many Ontario university campuses, LGBTQ+ students face such realities and are marginalized because of who they are. In some cases, these students become the targets of deliberate, hate-motivated actions, and in other instances, the blame lies in ignorance or apathy. It is OUSA's hope that the recommendations provided in this paper will contribute to improving access to and safety in post-secondary education for LGBTQ+ students.

THE PROBLEM

Unaccommodating, Unsafe Campus Climate

Decisions around programming for the LGBTQ+ community do not adequately incorporate the lived experiences of that community, and there are no minimum training and education requirements for students or academic and administrative staff regarding inclusivity and awareness of LGBTQ+ communities on university campuses. The data and information collected by institutions is often outdated, limited, or not reported consistently; further, there is no centralized database where students can access information on institutional policies, procedures, and climate as it relates to their communities.

Many of Ontario's universities are not equipped with gender-neutral bathrooms on their campuses. Where they do exist, these bathrooms are not well signed or easily accessible. Many universities do not inform students that they may use the bathroom of their choice, despite their legislative right to do so. People who are transgender and gender-non-conforming often experience societal prejudice, and recreational facilities are not universally equipped with gender-neutral bathrooms or change rooms. Gender-neutral and accessible bathrooms are often combined, despite differences in need.

Whether there is space for LGBTQ+ student centres on campus often depends on student associations – it is not guaranteed by post-secondary institutions. Universities often do not dedicate permanent physical space for LGBTQ+ groups, leading to infrastructure marginalization and safety concerns for individuals who identify as LGBTQ+. In general, there is a lack of LGBTQ+ representation on university campuses and there are often no permanent, physical representations of LGBTQ+ communities. Information about LGBTQ+ communities and groups is not well promoted across Ontario universities, which contributes to the ongoing stigmatization, marginalization, and oppression of LGBTQ+ students. While some institutions have permanent spaces, they often lack resources. Further, the Student Choice Initiative does not define LGBTQ+ student centres and resources as essential services, which means they may become at risk of losing additional resources. Low-income students may be disproportionately impacted by cuts to services and supports if the Student Choice Initiative is implemented.

Athletics may create barriers for LGBTQ+ students with fluid or non-binary gender identities, and this may deter them from participating. Sports often involve dividing participants along the binary categorization of gender, which can negatively impact a student with a non-binary gender identity.

Lack of Training and Education

LGBTQ+ students can face stigmatization, marginalization, and oppression because of their identity, and this contributes to a lack of LGBTQ+ community members holding faculty positions. It also contributes to a lack of promotion and retention for faculty with lived experience. Instructors are often unaware of the student population's diversity and do not know how to support it. Students who research LGBTQ+ experiences on campus who are unable to locate an appropriate supervisor may be unwilling, less successful, or unable to complete their research. Further, participants that have completed training on LGBTQ+ issues may, nevertheless, be unable to provide meaningful allyship.

While LGBTQ+ students often face barriers due to systemic and historic oppression, they should not face these barriers when accessing campus security services. Unfortunately, interactions with campus security

and local police are not always respectful and may be oppressive or traumatic to LGBTQ+ students. Security and police may not be trained to address the stigmatization, marginalization, and oppression experienced by LGBTQ+ students, and this contributes to many LGBTQ+ students feeling uncomfortable or unsafe on campus.

Many LGBTQ+ students are unable to live fully in their identity out of fear for their safety, fear of losing financial support, or fear of stigmatization. LGBTQ+ youth can experience stigmatization, marginalization, and oppression before entering post-secondary education, and their transition to university can be difficult, confusing, and isolating if they are not given adequate support.

Staff responsible for operating “positive spaces” are not trained or equipped to address the diverse needs of the LGBTQ+ community. Those who label or identify spaces as “positive spaces” are, in some cases, not educated about ongoing LGBTQ+ stigmas, including bisexual/pansexual erasure and transphobia. Symbols that identify “positive spaces” on university campuses are not always reflective of the “positive spaces” concept.

Inadequate Research and Information

Asking non-binary, questioning, and transgender individuals to repeatedly mark their legal gender identity on documentation can be dysphoric and create a hostile feeling. Gendered language on documentation is exclusionary to non-binary and questioning individuals, and there is no standard method across universities to address name and pronoun changes on administrative documentation. By adhering to a heteronormative standard, some data collection forms (e.g. surveys) do not allow students to indicate their gender identity or sexual orientation. Further, diverse identities under the LGBTQ+ umbrella are often assumed to be facing identical barriers, which may not be the case.

Institutions often collect data on student identities without purpose or intent and may not be securely storing sensitive information. Moreover, there are no frameworks in place to ensure that administrative data which includes racial, religious, ethnic, identity, or cultural demographic data is collected in a fair, equitable, and ethical manner.

Prospective students who identify as LGBTQ+ are not always informed about the presence and treatment of LGBTQ+ students at the universities they are applying to. There is a lack of awareness about LGBTQ+ issues, realities, and challenges on many campuses, and the unique experiences of LGBTQ+ students are often lumped together. Seeking information about the LGBTQ+ community should not “out” the individual who is accessing the resources. Certain marginalized identities within the LGBTQ+ community have faced erasure and require additional support, such as bisexual, pansexual, and asexual students. Further, there is limited research about the barriers faced by certain identities under the LGBTQ+ umbrella such as asexual or gender fluid individuals.

Racialized students are not always given the support they need to succeed academically, personally, and professionally at post-secondary institutions. LGBTQ+ student centres may lack representation from racialized communities, and racism and xenophobia may exist in the LGBTQ+ communities on campuses.

There is a lack of depth and breadth in research on LGBTQ+ identities that have more recently been accepted as part of the acronym (i.e., Questioning, Two-Spirited, Intersex, and Pansexual). Individuals identifying as bisexual suffer from layers of erasure, which includes ongoing omission (intentional or otherwise) from literature.

Unsatisfactory Policies

Transgender students who begin their transition after starting university may no longer identify with the gender they listed in their residence applications. LGBTQ+ students looking for a new place to live because of a gender transition may be especially financially vulnerable, and university administrators do not always recognize and support their specific housing and accommodation needs. LGBTQ+ students are

often forced to apply for housing arrangements that are based on binary divisions of gender, and they may experience ongoing harassment and violence in residence spaces because of their identity.

Teaching standards vary across Ontario, and not all students have the same level of education about LGBTQ+ issues. Many LGBTQ+ students feel underrepresented on their campuses, and student-led LGBTQ+ initiatives are not well supported or funded. Student-led initiatives can limit the impact of operational capacity. Further, course content is often exclusionary to LGBTQ+ students because of its omission and denial of the realities and history of the LGBTQ+ community.

LGBTQ+ students are often targeted on campus for their gender identity and/or sexual preference. They are also at a higher risk for sexual violence, harassment, and gender-based violence – a risk which is heightened for those with intersecting identities.

Unclear Health Care System

There is insufficient information about health care resources available to LGBTQ+ students. Community resources and supports for these students are not well promoted on university campuses, and on-campus healthcare providers often do not have the training and knowledge required to support their diverse needs.

LGBTQ+ students face a disjointed and hard-to-navigate system of services that can create additional barriers. Those struggling with their identity are at higher risk for developing mental health issues, and Good2Talk counsellors do not have the training required to support LGBTQ+ students (including those with intersecting identities).

Campus clinics are not readily identifiable as public or private, which can compromise the Ontario Health Insurance Plan (OHIP) billing process and negatively impact LGBTQ+ students who are rostered with their family physician. These students often come to campus unaware of the nature of their relationship with their family physician, which puts them at risk of being penalized: for example, LGBTQ+ students may be dropped by their family physicians for accessing private, walk-in clinics.

OHIP and the University Health Insurance Plan (UHIP) lack the comprehensive coverage required to support LGBTQ+ students' undergoing identity transitions. The LGBTQ+ community may be unable to pay for medical procedures that support their identity, including gender affirmation surgery and hormone therapy. Moreover, due to a lack of awareness of coverage, members of the LGBTQ+ community may pay out of pocket for procedures that are at least partially covered under OHIP or UHIP. Finally, international students are not able to opt into the Ontario Health Insurance Plan, making them ineligible for coverage.

Insufficient Supports and Services

Support staff are not trained or educated in barriers and concerns experienced by LGBTQ+ students, and as a result, are not well informed on how to support these students. LGBTQ+ students do not always have access to the academic, service, and physical accommodations that they need in order to support their identities and experiences.

LGBTQ+ students with other marginalized identities have distinct and diverse needs, and these are not well supported by current campus infrastructure. As a result, these students may feel less safe or comfortable discussing their identities (in comparison to other LGBTQ+ students). Students who identify as both LGBTQ+ and any of non-white, a person with a disability, or Indigenous are more likely to experience stigmatization, marginalization, and oppression as a result of their identity, and may not have access to the supports necessary for them to succeed academically, personally, and professionally.

There is a lack of funding targeted at research and advocacy for improving LGBTQ+ students' mental health and physical safety. LGBTQ+ student engagement is often overlooked by broader student engagement efforts, and there is inadequate provincial funding allocated to research on LGBTQ+ student issues. International students and those whose first language is not English (including Francophone

students) may face cultural and language barriers when attempting to access educational materials. LGBTQ+ students are more likely to face financial insecurity, which can have negative impacts on their physical and mental health as well as academic success and campus involvement.

RECOMMENDATIONS

Improving Campus Climate and Safety

The provincial government should establish a permanent unit within the Ministry of Training, Colleges and Universities (MTCU). The proposed unit should be responsible for advising and supporting the MTCU on LGBTQ+ student issues and priorities. It should be composed of community advocates, leaders in identity inclusion, and campus stakeholders from across the province, including members with lived experience of the LGBTQ+ student community. It should also assist the MTCU in developing a framework of minimum standards for the training and education of students and academic and administrative staff. Further, the unit should assist the MTCU in creating a system-wide information platform to disseminate resources relating to institutional climates for LGBTQ+ communities; this platform should include up-to-date information on the policies and procedures in place to support members of the LGBTQ+ community at each institution; further, the proposed unit should assist in promoting and running this platform at each institution.

The proposed unit on campus LGBTQ+ climate should use leading and innovative practices to inform policy developments that improve inclusivity and campus climate for LGBTQ+ students. The proposed unit should also develop metrics to assess the results of these efforts on campuses; and it should support the MTCU in publishing and distributing the data collected from those metrics. Further, the proposed unit should develop templates for engagement materials that demonstrate how to appropriately incorporate data collected by institutions on LGBTQ+ students.

Prior to creating the unit on campus LGBTQ+ climate, the provincial government should consult with LGBTQ+ students and advocate on policy decisions that impact the LGBTQ+ community. If a dedicated unit is not adopted, the MTCU should incorporate the above recommendations into their existing branches to ensure an inclusive approach to addressing LGBTQ+ student concerns.

The provincial government should mandate that all new institutions and infrastructure expansions dedicate space to providing accessible gender-neutral bathrooms and change rooms; this includes spaces in recreational and sports facilities. The government should provide capital funding for existing university buildings or spaces to add gender neutral bathrooms and change rooms, and it should mandate that all institutions have these facilities in addition to the accessible bathrooms that already exist on campus. They should also mandate that universities display information about the location of gender-neutral bathrooms online and in high-traffic areas on campus.

If the Student Choice Initiative is implemented, the provincial government should define LGBTQ+ student centres and operations as essential so that they continue to receive support and funding. The government should also make capital funding available to establish permanent, physical spaces for LGBTQ+ students on university campuses that meet the minimum standards established by the MTCU. Further, the government should fund the ongoing costs associated with staffing and maintaining spaces for LGBTQ+ students on campuses. They should also mandate that institutions develop agreements with their student associations to implement and oversee funding for permanent physical spaces and operations; these agreements should be based on consultations with LGBTQ+ students.

The provincial government should collaborate with Ontario University Athletics to develop minimum standards for inclusive, accessible athletic and recreational spaces on university campuses; this should include actively promoting awareness campaigns to encourage LGBTQ+ student engagement in athletics. The government should mandate that institutions implement these minimum standards in recreational and athletic spaces.

Refining Training and Education

The provincial government should collaborate with the Ontario Confederation of University Faculty Associations (OCUFA) to develop and adopt training around LGBTQ+ issues and inclusivity. This should be available to faculty in academic spaces and should be extended to inclusive pedagogy and course syllabi. The government should provide institutions with resources to train course coordinators, teaching assistants, and other academic staff regarding the inclusivity of LGBTQ+ students on campus. OCUFA should develop a tiered training model to provide faculty with the opportunity to receive accredited training on LGBTQ+ issues. Wherever possible, the above initiatives should be conducted with input from LGBTQ+ students.

The provincial government should work with the Ministry of Municipal Affairs and the Ministry of Community Safety and Correctional Services to establish a protocol for campus security to engage with community enforcement stakeholders. The government should collaborate with the Council of Ontario Universities (COU) to establish working groups to improve interactions between LGBTQ+ students and campus security; these groups should include representation from oppressed and marginalized students, including those in the LGBTQ+ community. Further, the government should have the COU develop a training program and student engagement protocol for campus security, based on the recommendations of the working groups. The government should also work with the Ministry of Municipal Affairs and the Ministry of Community Safety and Correctional Services, as well as the proposed unit on campus LGBTQ+ climate, to develop joint training and educational opportunities for local police. The COU's committee and the Ontario Association of College and University Security Administrators (OACUSA) should be tasked with creating an incident-reporting tool that lets students anonymously provide concerns or recommendations regarding campus security. The COU's committee and OACUSA should be tasked with creating reports based on students' incident reports as well as their consultations with the Anti-Racism Directorate and Rainbow Health Care Ontario; these reports should be made available to students. The COU's committee and OACUSA should re-work their current training initiatives to include intersecting identity training, which should be done with consultation from LGBTQ+ students.

The Ministry of Training, Colleges and Universities (MTCU) should work with the Ministry of Education to develop an educational curriculum that adequately addresses LGBTQ+ identities, issues, and histories. The MTCU should also work with the Ministry of Education and Egale Canada to develop best practices around promoting and encouraging allyship within school spaces. Further, the MTCU and the Ministry of Education should revise the Private Schools Policies and Procedures Manual so that it provides LGBTQ+ students with the knowledge and preparation they need to thrive, be healthy, and feel safe and represented. The provincial government should maintain Ontario's Equity and Inclusive Education Strategy as well.

The MTCU should work with LGBTQ+ advocates to establish strategic outreach plans (aimed specifically at transitional-aged youth) designed to support LGBTQ+ students moving from secondary to post-secondary education. The MTCU should also work with the Ministry of Education to mandate that all primary and secondary schools teach information about LGBTQ+ identities, issues, sexual health, and healthy relationships in both the primary and secondary Health and Physical Education curriculums. Moreover, these curriculums should use an intersectional lens that addresses particular aspects of sexual health for LGBTQ+ students' intersecting identities.

Finally, the provincial government should mandate that post-secondary institutions include a provision on the appropriate usage of the "positive spaces" program in their LGBTQ+ inclusion and visibility policies.

Expanding Research and Information

The provincial government should task the Higher Education Council of Ontario (HEQCO) with identifying barriers that exist for students attempting to change their name and affirm their gender identity; HEQCO should also make recommendations to address these barriers. The government should collaborate with the Council of Ontario Universities (COU) to set standards for clear and transparent processes that students can use to change their names and pronouns on all university documentation, and these standards should include the confidential protection of student identity information. The

government should also task HEQCO with investigating marginalized identities under the LGBTQ+ umbrella in order to identify and report on the unique barriers faced by these students.

The provincial government should mandate that the proposed unit on campus LGBTQ+ climate help create a website to act as a comprehensive resource for prospective students. This website should be mentioned on all existing student resource and application websites. The government should also mandate that all institutions display information about the LGBTQ+ community in a prominent and accessible way, and it should recognize annual dates that impact the LGBTQ+ community.

The provincial government should have HEQCO conduct research on the particular needs of racialized LGBTQ+ students; findings should then inform institutional policies on LGBTQ+ inclusion and visibility. The Ministry of Training, Colleges and Universities (MTCU) should work with the Ministry of Children, Community and Social Services to address intersectional concerns within the LGBTQ+ student community.

The provincial government should task HEQCO with investigating marginalized identities under the LGBTQ+ umbrella in order to identify barriers that exist within the LGBTQ+ community. The government should also work with HEQCO to conduct research on the quality of education relating to LGBTQ+ students. The MTCU should encourage academics to conduct research that examines the supports available to LGBTQ+ students in post-secondary institutions, and the government should task HEQCO with investigating the experiences of LGBTQ+ students (particularly as they relate to the concepts of bisexual, pansexual, transphobia, and erasure). Further, the MTCU should provide grants to students interested in completing research on LGBTQ+ student experiences and campus climates.

The provincial government should engage with leading advocates to establish best practices for ensuring LGBTQ+ representation and safety within university residences. The government should mandate that universities develop strategic residence plans to respond to LGBTQ+ students' safety concerns. The government should also offer grants to institutions to ensure that reserving residence spaces to accommodate LGBTQ+ students does not increase these students' cost of living. The MTCU should direct the proposed unit on campus LGBTQ+ climate to establish minimum, role-specific training standards for residence assistants, dons, and head residents.

The provincial government should create an advisory committee consisting of LGBTQ+ students, student leaders, and advocates with situated knowledge. This committee should develop a framework for how universities can work with LGBTQ+ student groups to ensure: (1) adequate representation on institutional committees and events; and (2) programming that supports and provides visibility to LGBTQ+ students. The COU should utilize this framework and require that universities develop campus-specific policies on LGBTQ+ inclusion and visibility. The government should mandate that the Ontario Universities Council on Quality Assurance review the gender inclusivity of academic programs. Further, they should mandate that any training or education program have intersectional representation to ensure that content is diverse and effective. The provincial government should update the *Occupational Health and Safety Act* to include education and training about LGBTQ+ issues for all university faculty and staff, including how best to handle homophobia and transphobia in the classroom.

The provincial government should amend the *Sexual Violence and Harassment Action Plan Act* to include mandatory education and training for all university employees. The government should develop best practices for gender identity protections on university campuses, and it should mandate that these practices include provisions for enforcement and disciplinary action. The government should amend Bill 132, the *Sexual Violence and Harassment Action Plan Act*, to require that gender-neutral language be used in post-secondary institutions' sexual violence policies. They should also mandate that resources for sexual violence prevention and support be made available on all university campuses, and that campuses be adequately equipped to support LGBTQ+ community members and their diverse experiences.

Making Health Care Accessible

The Ministry of Training, Colleges and Universities (MTCU) should work with the Ministry of Health and Long-Term Care to increase referrals and integration between community healthcare agencies and

campus clinics. The Ministry of Health and Long-Term Care, in turn, should work with Rainbow Health Ontario to develop training for medical and administrative staff which supports the higher rates of mental, physical, and sexual health concerns among LGBTQ+ students. The MTCU should work with the Ministry of Health and Long-Term Care to develop awareness resources that promote community resources on university campuses. The MTCU should also provide funding to institutions to train counsellors in the needs of LGBTQ+ students with intersecting identities, and this training should be based on standards developed by Rainbow Health Ontario. The Ministry of Health and Long-Term Care should lobby the Canadian Medical Association to include, in its residency requirements, an inclusive and intersectional training session on LGBTQ+-specific health concerns. Similarly, the Ministry of Health and Long-Term Care should mandate intersectional training on LGBTQ+ health issues for in-service physicians on a regular basis, including comprehensive sexually transmitted infection testing.

The provincial government should expand the Good2Talk: Post-Secondary Student Helpline to include resources and supports for LGBTQ+ students. Further, the government should collaborate with Rainbow Health Ontario to ensure that expansions to the Good2Talk program include provisions for the recruitment of counsellors with lived LGBTQ+ experience as well as additional training for staff expected to interact with LGBTQ+ students. The MTCU should set standards for how information about healthcare resources and access must be displayed and promoted to students.

Before allowing international students to opt into the Ontario Health Insurance Plan, the MTCU should promote insurance coverage available to students seeking medical procedures in support of their identity. To do so, the MTCU should work with the Ministry of Health and Long-Term Care, the Sun Life Assurance Company of Canada, leading advocates (e.g. Egale Canada), and others in the LGBTQ+ community.

Increasing Supports and Services

The Ministry of Training, Colleges and Universities (MTCU), in collaboration with the Council of Ontario Universities (COU), should provide financial resources to institutions so that they can recruit and retain frontline support workers with lived LGBTQ+ experience. The MTCU should task the proposed unit on campus LGBTQ+ climate with developing appropriate education and training resources for all frontline staff members in university accessibility and accommodation services. It should also establish minimum accommodation and accessibility standards for services directed at LGBTQ+ students. COU's Accessible Campus working group should create and provide toolkits to institutions to ensure that administrators understand the barriers faced by students with disabilities who identify as LGBTQ+. The Council of Senior Administrative Officers Committee, under the COU, should require institutions to create policies or practices that ensure Student Accessibility Services (or their equivalents) address these intersecting identities in academic accommodations.

The MTCU should task the proposed unit on campus LGBTQ+ climate with researching and developing resources for institutions. These resources should be specific to the needs of LGBTQ+ students who identify as non-white or non-European, persons with a disability, or Indigenous persons. The MTCU should also provide funding to institutions to train its counsellors to address the needs of LGBTQ+ students with intersecting identities; this training should be based on standards developed by the proposed unit mentioned above.

Finally, the MTCU should provide research grants that mirror both the financial contributions and programmatic intent of programs available at the federal level. The MTCU should also provide envelope funding intended to educate the broader student population on LGBTQ+ issues. This funding should support research aimed at addressing the stigmatization, marginalization, and oppression of LGBTQ+ students. Further, the provincial government should provide grant funding to incentivize the translation of resources into several languages, and they should mandate that universities develop emergency funds to be used by LGBTQ+ students experiencing financial crises.

PREFACE

A NOTE ON TERMINOLOGY

This paper uses the acronym *LGBTQ+* to refer to anyone who identifies as Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, Two-Spirit, Asexual, Pansexual, and other identities and sexualities that are not cisgender or heterosexual. Over the years, this acronym has evolved and variations, including *LGBTQIA+* and *LGBTQ2+*, have become more commonly used. This paper uses the term *LGBTQ+* because it is more widely used and recognized at this time, particularly when compared to alternatives, such as *MOGAI* (Marginalized Orientations, Gender, and Intersex). It is important to note that language and nomenclature continues to evolve and terminology may be adjusted. The plus sign (+) in *LGBTQ+* indicates the intention to recognize a diverse and fluid range of gender identities, gender expressions, and sexual orientations. Additionally, in this paper the terms “trans” and “transgender” are used interchangeably.

SCOPE AND LENS

It is important to note that not all individuals under the umbrella term *LGBTQ+* face the same issues and barriers. The identities and communities to which the term *LGBTQ+* refers face distinct experiences and challenges. While efforts have been made to address specific issues, such as bi-erasure, it is not within the scope of this paper to engage in all of these important and more nuanced discussions. As such, this paper attempts to explore more general issues of inclusion, awareness, safety, and respect.

Though this paper recognizes and discusses problems that are manifestations of larger systemic and historical structures that continue to oppress the *LGBTQ+* community, it is also beyond the scope of this paper to offer an academic exploration of these root causes. Rather, it is our hope to address some of these underlying causes through the tools we propose in this paper, including education and policy change. Ultimately, however, this paper maintains a problem-solving and policy-oriented lens, primarily offering short-term prescriptions intended to improve the experiences of *LGBTQ+* students on their campuses. Further, the topics discussed cannot be fully understood without a greater examination of intersectionality and the role of racism, ableism, ageism, and other forms of discrimination in the oppression of *LGBTQ+* folks. The authors of this paper have taken steps to address intersecting identities; however, to maintain a problem-solving oriented scope closely tied to consultation, this paper treads lightly on issues of intersectionality and has not adopted an intersectional lens as a whole.

The following paper attempts to offer policy solutions in the context of broad and complex topics and, as such, there are still many important issues to be discussed. This paper does not claim to serve as a comprehensive list of challenges faced by all students who identify as *LGBTQ+*, nor as an authoritative description of the nature of these problems. Instead, it intends to serve as a first step towards introducing improvements.

LGBTQ+ VOICES

This policy paper and its recommendations were written and finalized following consultation with Ontario university students (attending one of OUSA’s membership schools) who identify under the *LGBTQ+* umbrella. This paper also uses data from OUSA’s 2017 Ontario Post-Secondary Student Survey, which provided information about *LGBTQ+* student experiences and identities. Interviews and focus groups were also conducted by OUSA board members at the following institutions: Alma Mater Society at Queen’s University; Brock University Students’ Union; Federation of Students at the University of Waterloo; McMaster Students’ Union; Students’ General Association at Laurentian University; Trent-Durham GTA Students’ Association; Western University Students’ Council; and Wilfrid Laurier University Student Union.

The Research and Policy Analyst on this file would like to especially thank the students and student leaders who participated in OUSA’s *LGBTQ+* Student Experiences Interview Series throughout the fall of 2018. Thank you to the students from Trent-Durham GTA University, the University of Waterloo, Wilfrid

Laurier University, Queen’s University, Brock University, and Laurentian University who gave their time and shared their stories. Your voices and experiences helped build the foundation of this paper.

INTRODUCTION

Students pursuing post-secondary education should never face discrimination, harassment, or exclusion on their campuses. Yet on many Ontario university campuses, LGBTQ+ students face such realities and are marginalized because of who they are. In some cases, these students become the targets of deliberate, hate-motivated actions, and in other instances, the blame lies in ignorance or apathy.

Despite growing awareness about sexual orientation and gender identity, homophobia, transphobia, and gender-based violence continue to exist on university campuses, which creates barriers to access and causes significant harm. Statistically, LGBTQ+ students are at higher risk of experiencing physical and sexual assault; they are also more likely to develop physical and mental health issues, including depression, anxiety, trauma, and lack of self-acceptance, as a result of past and ongoing discrimination.¹ This risk is heightened for those in the LGBTQ+ community who are managing a disability, identify as a person of colour, or are living in rural areas.² LGBTQ+ youth are also more likely to face financial challenges and job insecurity, and are more likely to need to work multiple jobs or to experience homelessness.³ At the post-secondary level, many of these issues arise and are intertwined with the experiences of LGBTQ+ students on their campuses. University experiences have a profound impact on LGBTQ+ students who may be uncomfortable or unsafe on their campus and in their community.⁴

Historically, student-based movements have been foundational to creating change on campuses and providing supports for LGBTQ+ folk in their communities, and these efforts have been led by many LGBTQ+ students themselves. Even today, many of the LGBTQ+ services, supports, and resources on campuses are student-led. For example, the University of Waterloo is home to the Glow Centre for Gender and Sexual Diversity, the oldest student-led LGBTQ+ support and resource centre in Canada.⁵ At McMaster University, the Pride Community Centre (served by the McMaster Student Union) provides LGBTQ+ students with programs and resources, including a physical space for LGBTQ+ students to meet and socialize, as well as peer supports.⁶ Similar groups and services exist on other OUSA membership campuses as well—many of which are entirely volunteer-based. While these efforts are necessary and admirable, LGBTQ+ students should not be left to combat these issues alone. Post-secondary students want to see our elected officials and policy makers commit to addressing LGBTQ+ student issues by taking action to create learning spaces that are safe and accessible for all. This policy paper provides a series of recommendations directed at the provincial government to improve the experiences of LGBTQ+ students on Ontario’s campuses.

¹ “Lesbian, Gay, Bisexual, Trans & Queer Identified People and Mental Health” Canadian Mental Health Association, Ontario, accessed March 26, 2019, <https://ontario.cmha.ca/documents/lesbian-gay-bisexual-trans-queer-identified-people-and-mental-health/>.

² 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.

³ “Lesbian, Gay, Bisexual, Trans & Queer Identified People and Mental Health” Canadian Mental Health Association, Ontario, accessed March 26, 2019, <https://ontario.cmha.ca/documents/lesbian-gay-bisexual-trans-queer-identified-people-and-mental-health/>.

⁴ 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.

⁵ “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>.

⁶ “Pride Community Centre,” McMaster Student Union, accessed March 26, 2019, <https://www.msumcmaster.ca/services-directory/9-pride-community-centre-pcc>.

CAMPUS CLIMATE AND SAFETY

UNIT ON CAMPUS LGBTQ+ CLIMATE

Principle: The lived experiences of LGBTQ+ students should be recognized, respected, and utilized in the development of policies that affect the LGBTQ+ community.

Principle: LGBTQ+ students should have access to data and research pertaining to their communities to support inclusion and awareness.

Principle: Post-secondary institutions should have a greater understanding of the unique needs of diverse communities on their campuses.

Concern: Decisions around programming for the LGBTQ+ community do not adequately incorporate lived experiences of that community.

Concern: There are no minimum training and education requirements for students or for academic and administrative staff when it comes to inclusivity and awareness of LGBTQ+ communities on university campuses.

Concern: The data and information collected by individual institutions are often outdated, limited, and/or not reported on consistently.

Concern: There is no centralized database where students can go to access information on institutional policies, procedures, and climate as it relates to their communities.

Concern: Institutions often lack specific data and information as it relates to LGBTQ+ communities on their campuses.

Recommendation: The provincial government should establish a permanent unit within the Ministry of Training, Colleges and Universities that is responsible for providing, advising, and supporting the Ministry on LGBTQ+ student issues and priority areas.

Recommendation: The proposed unit on campus LGBTQ+ climate should be composed of community advocates, leaders in identity inclusion, and campus stakeholders from across the province, including members with lived experience of the LGBTQ+ student community.

Recommendation: The proposed unit on campus LGBTQ+ climate should assist the Ministry of Training, Colleges and Universities in developing a framework mandating clear minimum standards for training and education for students, academic, and administrative staff.

Recommendation: The proposed unit on campus LGBTQ+ climate should provide guidance and support to the Ministry of Training, Colleges and Universities in creating a system-wide information platform that will support the dissemination of resources relating to institutional climates for LGBTQ+ communities.

Recommendation: The proposed unit on campus LGBTQ+ climate's system-wide information platform should include up-to-date information on the policies and procedures in place to support members of the LGBTQ+ community at each institution.

Recommendation: The proposed unit on campus LGBTQ+ climate shall assist in the promotion and usage of the system-wide information platform by each institution.

Recommendation: The proposed unit on campus LGBTQ+ climate should use leading and innovative practices to inform policy developments targeted at improving inclusivity and climate for LGBTQ+ students on campus.

Recommendation: The proposed unit on campus LGBTQ+ climate should be mandated to develop metrics for assessing the inclusivity and awareness of LGBTQ+ students and student issues on campuses.

Recommendation: The proposed unit on campus LGBTQ+ climate should provide guidance and support to the Ministry of Training, Colleges and Universities on the publication, usage, and distribution of data collected for the purposes of addressing campus inclusivity and awareness.

Recommendation: The proposed unit on campus LGBTQ+ climate should develop templates for engagement materials, demonstrating how to incorporate data collected by institutions on LGBTQ+ students appropriately.

Recommendation: Prior to the creation of the unit on campus LGBTQ+ climate, the provincial government should conduct comprehensive consultation and engagement with LGBTQ+ students and advocate on policy decisions that would have an impact on the LGBTQ+ community.

Recommendation: If a dedicated unit is not adopted, the Ministry of Training, Colleges and Universities should incorporate these recommendations into their existing branches to ensure an inclusive approach to addressing LGBTQ+ student concerns.

The LGBTQ+ community continues to face barriers regarding their identity. These can be attributed, in part, to the limited amount of education and awareness that individuals may have before, during, and after formalized periods of education. Understanding language and the impact it has is a critical, but often absent, aspect of policy development pertaining to marginalized groups.⁷ This is particularly significant for LGBTQ+ students, as language use can support the persistence of marginalization and stigmatization. Policy development can often exclude LGBTQ+ perspectives, and a lack of lived experience reflected in policy decisions contributes to a cycle of LGBTQ+ omission in policy development.⁸ LGBTQ+ students attending post-secondary institutions encounter landscapes and frameworks that may have been designed with little input from members of their community, and as a result, many of their needs and concerns are neglected. Further, there is limited institutional data or information available on campus climates and resources available for LGBTQ+ students.⁹ This gap in knowledge leaves students unprepared and ill-informed about the realities of university campus life and the supports available to them.

To better address the lack of LGBTQ+ engagement in decision-making and policy development, the provincial government should form a permanent unit within the Ministry of Training, Colleges and Universities (MTCU) that specifically addresses LGBTQ+ student issues. This unit should be modelled on the inclusive Education Branch created by the Ontario Ministry of Education.¹⁰ This unit should act as a resource to the MTCU and to other ministries seeking to improve the experiences of LGBTQ+ students before, during, and after their post-secondary education. This campus LGBTQ+ climate unit would: (1) contribute to 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 LGBTQ+ students. It would also allow individuals who often struggle to adjust to life on campus to feel as though their identities and experiences matter. This unit would contribute to dismantling ingrained systems that marginalize and oppress LGBTQ+ identities, particularly through the development of a clear framework and minimum standards for training and education. It should be comprised of individuals that are representative of LGBTQ+ campus communities, including community advocates and leaders in identity inclusion. Where possible, this should include persons who have lived experience as members of LGBTQ+ student communities. Recognizing the need for greater consultations

⁷ 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, <https://www.uvic.ca/research/assets/docs/rpkm/Fisherandsharmaresearchdocument.pdf>.

⁸ 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).

⁹ Jude Tate, "A Thin Veil of Inclusion: Sexual and Gender Minorities in Ontario Universities," (doctoral thesis, University of Toronto, 2014) accessed March 27, 2019, https://tspace.library.utoronto.ca/bitstream/1807/68341/1/Tate_Jude_201406_PhD_thesis.pdf.

¹⁰ 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>.

and engagement with the community, the unit should also be comprised of campus stakeholders from across the sector.

Part of the work of the unit on campus LGBTQ+ climate should be to support the development of a system-wide information platform modelled after Ontario Learn.¹¹ This platform would serve as a method to collect and distribute up-to-date information on campus LGBTQ+ climates at all publicly-assisted universities in Ontario. It would provide students whose identities are most affected with relevant information on institutional policies, procedures, and supports for LGBTQ+ students. It would allow students who are transitioning from secondary to post-secondary education, as well as those looking to transfer from one postsecondary institution to another, to understand what LGBTQ+ supports are offered prior to attending. Having this information would allow LGBTQ+ students to make an informed decision related to their identities as well as their personal and professional success.

Before the provincial government creates the campus LGBTQ+ climate unit, it should consult members of the LGBTQ+ student community to inform policy decisions relevant to this group. This would ensure that, in the interim, LGBTQ+ student concerns are being considered in policy development. Additionally, if the provincial government does not develop a campus LGBTQ+ climate unit, the concerns of LGBTQ+ students must not be forgotten: in that case, the recommendations above should, at minimum, be reflected in existing branches of the MTCU.

GENDER-NEUTRAL BATHROOMS AND CHANGE ROOMS

Principle: Every student should have access to bathrooms they feel safe and comfortable using.

Principle: Students should have the option and be able to access gender-neutral bathrooms easily.

Principle: Gender-neutral bathrooms are essential options to provide to students who identify as trans and non-binary.

Principle: LGBTQ+ students should be able to partake in organized physical activities without encountering barriers related to their identities.

Concern: Many of Ontario's universities are not equipped with gender-neutral bathrooms on their campuses.

Concern: Gender-neutral bathrooms are not well signed and are not easily accessible to students.

Concern: Many universities do not explicitly inform students that they may choose to use the bathroom of their choice, despite legislation and the right to do so.

Concern: People who are transgender and gender non-conforming often experience societal prejudice.

Concern: Recreational facilities are not universally equipped with gender-neutral bathrooms or change rooms.

Concern: Gender-neutral bathrooms are often combined with accessible bathrooms despite differences in need.

Recommendation: The provincial government should mandate that all new institutions and infrastructural expansions dedicate space, including spaces in recreational and sports facilities, to providing gender-neutral bathrooms and change rooms that students can access.

Recommendation: The provincial government should provide capital funding for existing university buildings or spaces to include gender neutral bathrooms and change rooms.

¹¹ "What is OntarioLearn?," OntarioLearn, accessed March 26, 2019, <https://www.ontariolearn.com/>.

Recommendation: The provincial government should mandate that all institutions have accessible, gender-neutral bathrooms in addition to accessible bathrooms that already exist on campus.

Recommendation: The provincial government should mandate that universities display information about the location of gender-neutral bathrooms in an accessible manner online and physically on campuses, which should be available in high-traffic areas.

Bathrooms play an important part in establishing a sense of positivity and overall safety. The strict labelling of public washrooms is an example of gender bifurcation, as bathrooms have traditionally been separated on the basis of binary gender identities.¹² As a result, transgender students have reported that bathroom access is one of the most pressing challenges they encounter in a post-secondary education environment, citing negative experiences including being stared at, questioned, denied access, and told to leave.¹³ In severe cases, students have been assaulted for using or attempting to use the bathroom of their choice.¹⁴ There is currently a lack of gender neutral bathrooms on campuses,¹⁵ and students that do not feel safe or comfortable in washrooms or change rooms designated according to binary genders are often not offered an alternative.¹⁶ OUSA's own research revealed that having gender-neutral spaces on campuses (including bathrooms) was a significant priority for respondents, particularly LGBTQ+ respondents.¹⁷ This lack of access is detrimental to students' experiences: research has shown that the stress related to not being able to access gender-appropriate bathrooms and housing is strongly linked to deteriorated mental health for LGBTQ+ persons,¹⁸ and lack of access to appropriate bathrooms can lead to negative physical health consequences as well.¹⁹

To ensure that all students are able to access public washrooms without concerns around safety or comfort, the provincial government should incentivize post-secondary institutions to provide students with accessible, gender-neutral washrooms. This requires the provincial government to: (1) mandate that infrastructural expansions dedicate space to gender-neutral washrooms; and (2) provide funds so that existing spaces can be updated to include such facilities.

DESIGNATED SPACES

Principle: LGBTQ+ students should see their identities reflected on their campuses.

Principle: Every university should offer permanent and physical representations of the LGBTQ+ community on their campuses.

Principle: Campus LGBTQ+ student centres should not be limited in their functions, regardless of space and funding.

Principle: Promotion of services, supports, and identities of LGBTQ+ communities should be consistent and ongoing.

¹² Amelia Thorpe, "Where Do We Go? Gender Identity and Gendered Spaces in Postsecondary Institutions," *Antistasis* 7, no. 1 (2017): 2.

¹³ 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.

¹⁴ Amelia Thorpe, "Where Do We Go? Gender Identity and Gendered Spaces in Postsecondary Institutions," *Antistasis* 7, no. 1 (2017): 2.

¹⁵ *ibid.*

¹⁶ Christine Yachouh, "The Inclusion of LGBTQ+ Students on University Campuses," *OUSA* (blog), October 27, 2016, https://www.ousa.ca/blog_inclusion_of_lgbtq_students_on_campus.

¹⁷ OUSA, *Ontario Post-Secondary Student Survey 2017*, data forthcoming.

¹⁸ Kristie L. Seelman, "Transgender Adults' Access to College Bathrooms and Housing and the Relationship to Suicidality," *Journal of Homosexuality* 63, no. 10 (2016): 1393.

¹⁹ Amelia Thorpe, "Where Do We Go? Gender Identity and Gendered Spaces in Postsecondary Institutions," *Antistasis* 7, no. 1 (2017): 2.

Principle: Encouraging consistent promotion of information and awareness campaigns supporting LGBTQ+ students is an integral component in addressing the oppressive campus climates that LGBTQ+ students face.

Principle: The autonomy of organized and existing student-led groups and initiatives should be respected and maintained.

Concern: Space for campus LGBTQ+ student centres is often dependent on student associations, and not guaranteed by the institution.

Concern: Universities often do not dedicate permanent physical space for LGBTQ+ groups, leading to infrastructure marginalization and safety concerns for the individuals who identify as LGBTQ+.

Concern: There is a lack of LGBTQ+ representation on university campuses.

Concern: There are often no permanent and physical representations of LGBTQ+ communities on university campuses.

Concern: Information about LGBTQ+ communities and groups is not well promoted across post-secondary institutions across Ontario.

Concern: A lack of consistent promotion, information, and awareness about LGBTQ+ identities contributes to ongoing stigmatization, marginalization, and oppression of LGBTQ+ students.

Concern: Some institutions have permanent spaces but often lack resources required to meet the needs of students they serve.

Concern: The Student Choice Initiative does not define LGBTQ+ student centres and resources as essential services.

Concern: Low-income students can be disproportionately impacted by the cuts in services and supports should the Student Choice Initiative be implemented.

Recommendation: The provincial government should define LGBTQ+ student centres and operations as essential should the Student Choice Initiative be implemented so as to ensure continued support and funding.

Recommendation: The provincial government should make capital funding available for the establishment of permanent, physical spaces for LGBTQ+ students on university campuses to support the minimum standards established by the Ministry of Training, Colleges and Universities.

Recommendation: The provincial government should make operational funding available for the ongoing costs associated with staffing and maintaining spaces for LGBTQ+ students on university campuses to support the minimum standards established by Ministry of Training, Colleges and Universities.

Recommendation: The provincial government should mandate that institutions develop agreements with their student associations based on comprehensive consultations with LGBTQ+ students and groups for the implementation and oversight of funding for permanent physical spaces and operations.

All students should be able to feel included and represented on their campuses. However, on many Ontario university campuses, LGBTQ+ students do not have such experiences and can feel excluded from campus spaces and the broader university community. Moreover, designated LGBTQ+ spaces and educational resources (e.g. Pride centres) are often difficult to locate and not well promoted to students. Further, a lack of permanent space for LGBTQ+ students and resources can result in infrastructural marginalization. Without dedicated financial support at a ministry level, Pride centers may be forced to

engage in alternate fundraising activities, competing for already limited funds in spaces typically dominated by LGBTQ+ groups that operate within broader communities.⁵⁹ In addition, LGBTQ+ services that are entirely student-run often have difficulty retaining institutional memory and ensuring continuity of services from year to year. Often, student-led service providers encounter additional problems in securing resources, assistance, and permissions from the university for certain initiatives. The visibility of physical representations of the LGBTQ+ community is also important to each student's perception of their campus climate, and while some universities have taken steps to include such representations, gaps remain.²⁰ Providing supports and developing social groups can help fill some of these gaps so that LGBTQ+ students can create and feel a sense of purpose that contributes to positive self-esteem and self-actualization.²¹

Additionally, in the discussion on access to inclusive physical spaces, restrooms play an important part in establishing a sense of positivity and overall safety. Gender bifurcation is demonstrated through the strict labelling of public washrooms, which have traditionally been separated on the basis of binary gender identities.²² Transgender students report that bathroom access is one of the most pressing challenges they encounter in a post-secondary education environment, and that they have been subjected to staring, questioning, denial of access, and being told to leave.²³ In severe cases, students have been assaulted for using or attempting to use the bathroom of their choice.²⁴ Respondents to OUSA's Ontario Post-Secondary Student Survey, and LGBTQ+ folk in particular, cited gender-neutral spaces on campuses, like bathrooms, as a significant priority.²⁵ Often, there is no alternative provided to students who do not feel safe or comfortable in washrooms or change rooms designated for males and females exclusively. This is detrimental to these students' experiences, as research has shown that stress related to not being able to access gender-appropriate bathrooms and housing is strongly linked with the deterioration of mental health for LGBTQ+ folk,²⁶ and lack of access to appropriate bathrooms can lead to negative physical health consequences as well.²⁷

To address these concerns, institutions should be encouraged to foster the development of "safe spaces" for LGBTQ+ students, in a way that is ongoing and supports their voices and self-actualization. Safe physical spaces are essential to addressing high rates of violence, substance abuse, suicide, alienation, and dropout rates that disproportionately affect LGBTQ+ students. "Safe spaces" also provide a platform for LGBTQ+ visibility, increase awareness about issues this community faces, and address the presence of homophobia and heterosexism on campus.²⁸ These spaces help LGBTQ+ students establish solidarity and a sense of belonging; however, care must be taken to ensure that all identities within the LGBTQ+ umbrella are equally validated and represented.²⁹ For example, transgender students encounter added complexity when navigating sexual development and, as a result, may require additional support.³⁰

²⁰ 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): 811.

²¹ *ibid* 814.

²² Amelia Thorpe, "Where Do We Go? Gender Identity and Gendered Spaces in Postsecondary Institutions," *Antistasis* 7, no. 1 (2017): 2.

²³ 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.

²⁴ Amelia Thorpe, "Where Do We Go? Gender Identity and Gendered Spaces in Postsecondary Institutions," *Antistasis* 7, no. 1 (2017): 2.

²⁵ OUSA, *Ontario Post-Secondary Student Survey 2017*, data forthcoming.

²⁶ Kristie L. Seelman, "Transgender Adults' Access to College Bathrooms and Housing and the Relationship to Suicidality," *Journal of Homosexuality* 63, no. 10 (2016): 1393.

²⁷ Amelia Thorpe, "Where Do We Go? Gender Identity and Gendered Spaces in Postsecondary Institutions," *Antistasis* 7, no. 1 (2017): 2.

²⁸ Catherine O. Fox and Tracy E. Ore, "(Un) Covering Normalized Gender and Race Subjectivities in LGBT "Safe Spaces," *Feminist Studies* 36, no. 3 (Fall 2010): 630.

²⁹ *ibid* 646.

³⁰ Jaimie Veale, Elizabeth M. Saewyc, Helene Frohard-Dourlent, Sarah Dobson, Beth Clark and the Canadian Trans Youth Health Survey Research Group, *Being Safe, Being Me: Results of the Canadian Trans Youth Health Survey* (Vancouver, BC: Stigma and Resilience Among Vulnerable Youth Centre and the University of British Columbia, 2015): 50.

The lives of LGBTQ+ students are profoundly impacted by the lack of such spaces and communities on university campuses. It is therefore important that the provincial government take these concerns seriously and address them meaningfully. The government can demonstrate its commitment to addressing these concerns by mandating that institutions offer permanent spaces for LGBTQ+ students on campus that are accessible, with clear information available about these spaces and how they can be accessed. They should also provide capital funding for institutions to create these spaces.

ATHLETICS

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

Principle: Physical activity is vital to ensuring the physical and mental wellbeing of students.

Principle: Opportunities to participate in sports and other types of physical activity should be equally available to all students.

Principle: Every effort should be made to identify and reduce barriers against LGBTQ+ participation in organized physical activities.

Concern: Many aspects of athletics can create barriers for LGBTQ+ students who may have fluid or non-binary gender identities which deters them from participating in physical activity.

Concern: Many aspects of sports involve the division of participation along the binary categorization of gender.

Concern: Categorization by binary definitions of gender can negatively impact a student who has a non-binary gender identity and may be forced to choose to participate based on binary categorization.

Recommendation: The provincial government should work in collaboration with Ontario University Athletics to develop minimum standards for inclusive and accessible athletic and recreational spaces on university campuses, including the active promotion of awareness campaigns to encourage LGBTQ+ student engagement.

Recommendation: The provincial government should mandate that institutions implement these minimum standards in recreational and athletic spaces.

Physical activity is essential for good physical health, and it contributes significantly to mental wellbeing. Students can be physically active and enhance their campus experience by participating in competitive or intramural athletics. Opportunities to participate in these activities contribute to an overall healthy campus climate. However, involvement in post-secondary athletics can be difficult for LGBTQ+ students, who may not subscribe to binary gender identities. Sport culture often revolves around divisions based on biological sex and socially constructed notions of gender, and this creates barriers for students who do not conform. As a result, LGBTQ+ students can be subjected to hostile situations and abuse; such negative experiences, or fear of these experiences, can discourage LGBTQ+ students from participating in athletic activities on campus.

Additionally, locker or change rooms can be restrictive for LGBTQ+ students, and for trans or gender non-conforming students in particular.³¹ The division of change rooms along binary gender lines creates barriers for students who are non-binary or genderfluid. Notably, transgender students who replied to the Canadian Trans Youth Health Survey indicated that while they felt safe at school overall, they felt least

³¹ Amelia Thorpe, "Where Do We Go? Gender Identity and Gendered Spaces in Postsecondary Institutions," *Antistasis* 7, no. 1 (2017): 3.

safe in washrooms and change rooms.³² Non-binary students may experience targeted verbal or physical aggression when attempting to use gendered change rooms. Aquatics facilities are particularly daunting, as they are often only accessible through binary-gendered locker rooms; moreover, shower and changing areas are often communal with little privacy, creating a hostile environment for trans and gender non-conforming students.³³

LGBTQ+ students should not be excluded from participating in these athletics on campus. It is, therefore, essential that the provincial government work with Ontario University Athletics to mandate that spaces dedicated to recreational sports be gender-neutral. The government should also establish minimum standards for such spaces, monitor how those standards are implemented, and provide funding.

TRAINING AND EDUCATION

FACULTY AND ACADEMIC STAFF TRAINING

Principle: All LGBTQ+ students should be free to participate in academic spaces without experiencing stigmatization, marginalization, and oppression due to their identity.

Principle: The climate in academic spaces should be open, positive, and welcoming for members of the LGBTQ+ community.

Principle: Course-related materials, such as syllabi, should feature gender-neutral language.

Principle: Upon completing training on LGBTQ+ issues, participants should be able to provide meaningful allyship.

Concern: LGBTQ+ students participating in academic spaces can face stigmatization, marginalization, and oppression due to their identity.

Concern: Instructors often teach in academic spaces lacking an awareness or understanding of the diversity of the student population and how to support that diverse population.

Concern: Stigmatization, marginalization, and oppression contribute to a lack of representation of the LGBTQ+ community in faculty positions.

Concern: Stigmatization, marginalization, and oppression contribute to a lack of promotion and retention even for faculty who have lived experience, specifically to positions of greater influence.

Concern: Students conducting research on LGBTQ+ student experiences and campus climate who are unable to locate an appropriate supervisor may be unwilling, less successful, or unable to complete their research for their program.

Concern: Participants that have completed training on LGBTQ+ issues still may not have the understanding required to provide meaningful allyship.

Recommendation: The provincial government should collaborate with the Ontario Confederation of University Faculty Associations to develop, make available, and adopt training around LGBTQ+ issues

³² Jaimie Veale, Elizabeth M. Saewyc, Helene Frohard-Dourlent, Sarah Dobson, Beth Clark and the Canadian Trans Youth Health Survey Research Group, *Being Safe, Being Me: Results of the Canadian Trans Youth Health Survey* (Vancouver, BC: Stigma and Resilience Among Vulnerable Youth Centre and the University of British Columbia, 2015): 57.

³³ Amelia Thorpe, "Where Do We Go? Gender Identity and Gendered Spaces in Postsecondary Institutions," *Antistasis* 7, no. 1 (2017): 5.

and inclusivity, with comprehensive consultation from LGBTQ+ students, within academic spaces for faculty, including inclusive pedagogy and course syllabi.

Recommendation: The provincial government should provide institutions with resources to provide training for course coordinators, teaching assistants, and other academic staff, with comprehensive consultation from LGBTQ+ students, regarding inclusivity of LGBTQ+ students on campus.

Recommendation: The Ontario Confederation of University Faculty Associations should develop a tiered training model to provide faculty with the opportunity to receive accredited training on LGBTQ+ issues.

According to the results of OUSA's LGBTQ+ Student Experience Survey, 63% of student respondents reported that they "sometimes" or "often/always" felt uncomfortable about their gender or orientation as a result of the language or assumptions of their professors in class.³⁴ Other studies conducted throughout North America have also revealed a common trend in which LGBTQ+ students have expressed negative experiences with faculty and students on campus. In one study, 74% of students surveyed reported that their campus was "homophobic," with 60% of respondents claiming to have concealed their gender or orientation in order to avoid being discriminated against.³⁵ This data highlights the problems that the LGBTQ+ community faces due to stigmatization and lack of awareness among campus faculty and students in general. This stigma may also result in a lack of faculty members who identify as part of the LGBTQ+ community, and in a lack of promotion and retention for faculty who have lived experience (specifically to positions of greater influence). With students in the LGBTQ+ community experiencing negative campus climates across North America, it is crucial to address these concerns as well as where they stem from.

The K-12 system provides limited opportunities to actively interrupt procedures or actions considered aggressive against the LGBTQ+ community. Leaders in higher education must be fully aware of the intricate problems that the LGBTQ+ community faces on university campuses across Ontario. Gay Straight Alliance Groups (GSAs) located on school campuses are instrumental in increasing staff intervention in anti-LGBTQ+ incidents; however, there remains a need for institutionalized training practices in allyship and sensitivity for campus leaders or staff who may interact with the LGBTQ+ community.³⁶

The provincial government should collaborate with the Ontario Confederation of University Faculty Associations (OCUFA) – and, importantly, consult with LGBTQ+ students – to develop, make available, and adopt training around LGBTQ+ issues and inclusivity. This initiative should be aimed at promoting LGBTQ+-inclusive pedagogy and gender-neutral course syllabi, something which is currently lacking throughout Ontario's post-secondary institutions.

LGBTQ+ students may have additional marginalized identities, including living with a disability. The *Convention on the Rights of Persons with Disabilities* gives people with disabilities the right to safe and accessible "higher education, professional training, adult education and lifelong learning."³⁷ The provincial government should encourage universities to recognize the fact that LGBTQ+ students face distinct barriers and concerns that marginalize and oppress students in that community. Thus, all new faculty members should be trained by their university on vulnerable groups so that they can support marginalized students. The Ministry of Training, Colleges and Universities (MTCU) should provide

³⁴ Zachary J. Rose, *LGBTQ+ Student Experience Survey Report: LGBTQ+ Students' Experiences and Attitudes at Universities* (Toronto, ON: Ontario Undergraduate Student Alliance, 2015).

³⁵ Susan D. Longerbeam, Karen Kurotsuchi Inkelas, Dawn R. Johnson and Zakiya S. Lee, "Lesbian, Gay, and Bisexual College Student Experiences: An Exploratory Study," *Journal of College Student Development* 48, no. 2 (2007): 215–30. doi:10.1353/csd.2007.0017.

³⁶ Joseph G. Kosciw, Emily A. Greytak, Neal A. Palmer and Madelyn J. Boesen, *The 2013 National School Climate Survey* (New York, NY: Gay, Lesbian & Straight Education Network, 2014), 67, accessed March 27, 2019, https://www.glsen.org/sites/default/files/2013%20National%20School%20Climate%20Survey%20Full%20Report_o.pdf.

³⁷ UN General Assembly, *Convention on the Rights of Persons with Disabilities*, 13 December 2006, A/RES/61/106, Annex I, Article 24, <https://www.ohchr.org/EN/HRBodies/CRPD/Pages/ConventionRightsPersonsWithDisabilities.aspx>.

incentives and funding to institutions so that they can implement this training as an essential step toward safer campus climates.

Universities should consider including all types of campus faculty and staff as part of this training. This includes individuals involved in mediating seminars and assisting classes alongside professors, as well as teaching assistants, exam markers, and course coordinators.³⁸ Students may wish to conduct research on LGBTQ+ student experiences and campus climate, and this may require an appropriately trained supervisor. The MTCU should take a collaborative approach toward mandating this training for unionized academic staff.³⁹ Each campus' LGBTQ+ affairs unit should monitor the mandated training, which should be designed in confidence with the MTCU.⁴⁰ Many institutions have already begun to independently develop appropriate campus inclusion training for faculty and other academic staff.⁴¹ This training was designed to help faculty members support inclusion within their classrooms, and it seeks to address the fact that, because of their sexual orientation, more than 74% of LGBTQ+ students have reported being verbally harassed and 36% have reported being physically harassed.⁴² Some of these materials are more specific, concentrating on how to respond to the students depending on the nature of their disability; others are broader and encompass inclusive higher education (inclusive classroom methodology, curriculum adaptation, etc.). To facilitate participation by faculty members, training should be offered online and faculty should be permitted to go at their own pace.⁴³

It is worth noting, however, that mandatory training may not always be the most effective way to engage staff members because institutions have different collective agreements pertaining to their academic staff. Recognizing these differences, developing system-wide training would likely facilitate easier movement of academic staff from institution to institution. This training would also allow individuals to recognize a lack of diversity (if one exists) within their academic units, and in turn, encourage them to push for greater diversity of course content reflecting queer-spectrum and trans-spectrum experiences and histories, including how queer-spectrum and trans-spectrum students have endured both marginalization and erasure.⁴⁴ The development of inclusivity training reflects the fact that, to this point, few institutions have appointed full-time staff for LGBTQ+ inclusivity and awareness training on campus.

³⁸ Laura Kearns, Jennifer Mitton Kukner and Joanne Tompkins, "Building LGBTQ Awareness and Allies in our Teacher Education Community and Beyond," *Collected Essays on Learning and Teaching* VII, no. 1 (2014), <https://celt.uwindsor.ca/index.php/CELT/article/view/3980/3259>.

³⁹ Traci Lowenthal, "Teachers as LGBTQ Allies: Creating Inclusive Classrooms for Students of All Gender Identities and Sexual Orientations," Accredited Schools Online, accessed April 1, 2019, <https://www.accreditedschoolsonline.org/education-teaching-degree/lgbtq-youth/>.

⁴⁰ *Supporting Lesbian, Gay, Bisexual, and Transgender Students* (California Mental Health Services Authority, n.d.), <https://www.asccc.org/sites/default/files/SupportingLGBTStudents.pdf>.

⁴¹ University of Southern California, "Faculty Diversity Training Programs and Best Practices," Academic Senate, accessed April 1, 2019, <https://academicsenate.usc.edu/files/2015/08/Climate-Committee-Faculty-Diversity-Best-Practices-11-10-16.pdf>; Beatriz Morgado, Noelia Melero, Victor Molina and Maria Cortés-Vega, "Inclusive University Classrooms: The Importance of Faculty Training," 2nd International Conference on Higher Education Advances, HEAd'16 (2016): 186, <http://www.headconf.org/head16/wp-content/uploads/pdfs/2630.pdf>; Julianne Center, "Brown Trains Faculty, Staff on Diversity, Inclusion," Brown Daily Herald, September 20, 2016, <http://www.browndailyherald.com/2016/09/20/brown-trains-faculty-staff-diversity-inclusion/>; Kasia Kovacs, "Diversity and Inclusion Training to Be Required Campuswide," *Missourian*, October 8, 2015, https://www.columbiamissourian.com/news/higher_education/diversity-and-inclusion-training-to-be-required-campuswide/article_b4d4a55a-6dbd-11e5-9988-c3fe4ec3e844.html; "University-Wide Diversity and Inclusion Training Resources," Southern Illinois University Edwardsville, accessed February 6, 2019, <https://www.siu.edu/institutional-diversity-and-inclusion/resources/training-opportunities.shtml>.

⁴² Traci Lowenthal, "Teachers as LGBTQ Allies: Creating Inclusive Classrooms for Students of All Gender Identities and Sexual Orientations," Accredited Schools Online, accessed April 1, 2019, <https://www.accreditedschoolsonline.org/education-teaching-degree/lgbtq-youth/>.

⁴³ Beatriz Morgado, Noelia Melero, Victor Molina and Maria Cortés-Vega, "Inclusive University Classrooms: The Importance of Faculty Training," 2nd International Conference on Higher Education Advances, HEAd'16 (2016): 186, <http://www.headconf.org/head16/wp-content/uploads/pdfs/2630.pdf>.

⁴⁴ Syrus Marcus Ware, "No One Like Me Seemed to Have Ever Existed': A Trans of Colour Critique of Trans Scholarship and Policy Development in Post-Secondary Schools," (master's thesis, University of Toronto, 2010), https://tspace.library.utoronto.ca/bitstream/1807/25681/1/Ware_Syrus_M_201011_MA_thesis.pdf.

CAMPUS SECURITY & LOCAL POLICE

Principle: All members of campus security and local police should be equipped with the training and tools they need to support LGBTQ+ students in the university community.

Principle: All members of the LGBTQ+ community should be able to access security services and support without fear or stigma, should they wish to do so.

Concern: Barriers faced by LGBTQ+ students are often the result of larger systemic and historic oppressions.

Concern: LGBTQ+ students should not face barriers or oppression when accessing security services on campus.

Concern: Interactions with campus security and local police are not always respectful and may be oppressive or traumatic to LGBTQ+ students.

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

Concern: Many LGBTQ+ students feel uncomfortable and unsafe on their campuses.

Recommendation: The provincial government should work with the Ministry of Municipal Affairs and the Ministry of Community Safety and Correctional Services to establish a protocol for campus security engagement with community enforcement stakeholders.

Recommendation: The provincial government should collaborate with the Council of Ontario Universities to establish working groups which include representation from oppressed and marginalized students to improve interactions between LGBTQ+ students and campus security.

Recommendation: The provincial government should task the Council of Ontario Universities to develop a training program and student engagement protocol for campus security based on the recommendations of the working groups.

Recommendation: The provincial government should work with the Ministry of Municipal Affairs and the Ministry of Community Safety and Correctional Services, as well as the proposed unit on campus LGBTQ+ climate, to develop joint training and educational opportunities for members of local police, to improve interactions with LGBTQ+ students.

Recommendation: The Council of Ontario Universities' committee and the Ontario Association of College and University Security Administrators, should be tasked with creating an anonymous incident reporting tool that allows students to anonymously provide concerns or recommendations regarding their campus security.

Recommendation: The Council of Ontario Universities' committee and the Ontario Association of College and University Security Administrators, should be tasked with creating reports based on both student incident reports and consultations with the Anti-Racism Directorate and Rainbow Health Care Ontario that are accessible for students.

Recommendation: The Council Ontario Universities' committee and the Ontario Association of College and University Security Administrators, should re-work their current training initiatives to include intersecting identity training, which should be done with consultation from student groups.

LGBTQ+ students often face barriers that stem from larger systemic and historic oppressions, and they should not face barriers when accessing campus security systems. A strong relationship between local police and the LGBTQ+ community is essential for a safe campus environment, and LGBTQ+ students

should feel safe on campus. LGBTQ+ community members may face stigmatization and general threats to their identity while interacting with campus security, and so, to ensure all students can access security services without facing restrictions or discomfort, it is important to identify all relevant stakeholders whose involvement would address concerns from those who continue to have these negative experiences.

Campus security has a distinct role to play in the event of an emergency, incident, or investigation on campus, and they are often the first point of contact for a victim experiencing an emergency. On-campus enforcement services should be committed to respectful communication with all communities throughout the student population and should not be a source of discrimination, trauma, or oppression toward members of LGBTQ+ community. Campus security services and local police should use LGBTQ+-affirming techniques to minimize fear and stigma.

Statistics show that only 52% of LGBTQ+ individuals who were victims of hate violence reported the crimes to the police.⁴⁵ The stigma and fear of rejection from law enforcement is an important issue and is a product of mistrust among the LGBTQ+ community.⁴⁶ These issues must be addressed with solutions that set high standards and expand inclusivity practices on campus. According to a study in *The Journal of Police and Criminal Psychology*, law enforcement officers showed reluctance toward acknowledging the LGBTQ+ aspect of a case and often described individuals and cases as ‘indifferent.’⁴⁷ Lack of knowledge, and a lack of sensitivity toward issues affecting LGBTQ+ community members, allows existing stigma to remain and grow more entrenched.

To address these issues holistically, the provincial government should collaborate with universities, the Ministry of Municipal Affairs (MMA), and the Ministry of Community Safety and Correctional Services (MCSCS). Campus law enforcement and security service employees should be trained and informed about issues affecting the LGBTQ+ community. Further, by working with OUSA’s proposed unit on campus LGBTQ+ climate, the MCSCS and the provincial government will be able to assess the viability of best practices available across campuses. For example, the practice of designating an LGBTQ+ liaison in police departments and providing sensitivity training has been found to produce positive change among enforcement agents.⁴⁸ The committees assigned to research and suggest best practices should encourage representation from the LGBTQ+ community, active on-campus advocacy groups, people of colour within the community, and people with disabilities.⁴⁹ To maintain order, local police must build a level of trust within their community, and so local police and campus security should collaborate to build trust with LGBTQ+ communities on campus. The primary source of this relationship-building should be the service provider, the local policing service. Local police and campus security should understand that promoting civil rights includes protecting LGBTQ+ groups both on and off campus.⁵⁰

Campus security and local police services should also be given knowledge of sensitive issues concerning the LGBTQ+ community, as well as training to increase how comfortable they are interacting with that community. Additionally, the Council of Ontario Universities (COU) should form a committee to represent diverse groups in the LGBTQ+ community and to address the cross-cultural imperative of the broader student population on campus.

To further improve interactions between LGBTQ+ students and campus security, the provincial government should collaborate with the COU to establish working groups that include representation from oppressed and marginalized students to improve interactions between LGBTQ+ students and

⁴⁵ 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.

⁴⁶ *ibid.*

⁴⁷ *ibid.*

⁴⁸ *ibid.*

⁴⁹ Eric W. Trekell, “7 Ways for Campus Safety to Support LGBTQ Students,” *Campus Pride*, June 17, 2013, <https://www.campuspride.org/resources/campusafetytips/>.

⁵⁰ 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>.

campus security. Moreover, the provincial government should have the COU develop a training program and student engagement protocol for campus security based on the recommendations of the working groups.

Finally, the COU's committee and the Ontario Association of College and University Security Administrators (OACUS) should be tasked with creating an anonymous incident-reporting tool that allows students to anonymously provide concerns or recommendations about campus security. Both organizations should report on student incident reports. In doing so, they should consult with two student-accessible initiatives: the Anti-Racism Directorate and Rainbow Health Care Ontario. Beyond this, the COU and the OACUS should consult with student groups to modify their training initiatives to include intersecting identity training.

EARLY OUTREACH

Principle: Family and peer support is an integral component of LGBTQ+ student success in transitioning from secondary to post-secondary education.

Principle: Family and peer education is an integral component in developing strong allyship with the LGBTQ+ community and LGBTQ+ students in Ontario.

Principle: Positive health outcomes for the LGBTQ+ community can be encouraged by providing targeted support groups as well as by providing all students with accessible education on allyship.

Principle: Relationship building and allyship should be consistently encouraged, promoted, and supported on campuses.

Principle: LGBTQ+ students should not face barriers in access or achievement of post-secondary education because of a lack of early outreach efforts.

Concern: Many LGBTQ+ students are unable to live fully in their identity out of fear for their safety, fear of losing financial support, and fear of stigmatization, among other fears.

Concern: LGBTQ+ youth can experience stigmatization, marginalization, and oppression at all educational levels including prior to entering post-secondary education.

Concern: The transition to university can be difficult, confusing, and isolating for LGBTQ+ students, who may not be adequately supported during this time of transition.

Recommendation: The Ministry of Training, Colleges and Universities should work with the Ministry of Education to develop and provide an appropriate educational curriculum that adequately addresses LGBTQ+ identities, issues, and histories.

Recommendation: The Ministry of Training, Colleges and Universities should work with the Ministry of Education and Egale Canada to develop best practices around promoting and encouraging allyship within school spaces.

Recommendation: The Ministry of Training, Colleges and Universities should work with the Ministry of Education to revise the Private Schools Policies and Procedures Manual to provide LGBTQ+ students with the knowledge and preparation they need to be healthy, to thrive, and to feel represented and safe.

Recommendation: The provincial government should maintain Ontario's Equity and Inclusive Education Strategy.

Recommendation: The Ministry of Training, Colleges and Universities should work with LGBTQ+ advocates with situated knowledge to establish strategic outreach plans designed to support LGBTQ+ students transitioning from secondary to post-secondary education, specifically transitional-aged youth.

Recommendation: The Ministry of Training, Colleges and Universities should work with the Ministry of Education to include and mandate that all primary and secondary schools teach information about LGBTQ+ identities, issues, sexual health, and healthy relationships in both the primary and secondary Health and Physical Education curriculums.

Recommendation: The Ministry of Training, Colleges and Universities should ensure that both primary and secondary Health and Physical Education curriculums use an intersectional lens that addresses particular aspects of sexual health for LGBTQ+ students' intersecting identities.

Early outreach initiatives provide an opportunity to address the stigmatization, marginalization, and oppression of LGBTQ+ community members who may be unable to fully live in their identity out of fear for their safety or fear of losing financial support. It is important to address mental health concerns that may stem from these issues early on: often, mental health concerns are made worse by a lack of awareness or understanding within the broader population, and overall mental health literacy remains relatively low on a national level and among Ontario's youth.⁵¹

The K-12 curriculum in Ontario fails to address the marginalization experienced by the LGBTQ+ community.⁵² Students often have little exposure to the LGBTQ+ community and lack a basic understanding of its history and experiences;⁵³ in a recent survey, roughly 63% of students said they had never learned about the LGBTQ+ community's history, major figures, or events in school.⁵⁴ Such educational limitations mean that LGBTQ+-identifying students have significantly less opportunity to see their identities reflected throughout history than their heteronormative peers. Moreover, many LGBTQ+ youth are born to heterosexual parents and, as a result, may be less close with their parents than their heterosexual peers.⁵⁵ All of this underscores the need for greater education, outreach, and allyship in support of the LGBTQ+ community.

As such, the Ministry of Training, Colleges and Universities (MTCU) should work with the Ministry of Education to include and mandate that all primary and secondary schools teach information about LGBTQ+ identities, issues, sexual health, and healthy relationships in both the primary and secondary Health and Physical Education curriculums. The MTCU should also ensure that these curriculums use an intersectional lens that addresses particular aspects of sexual health for LGBTQ+ students' intersecting identities.

It is important to recognize that the term "allyship" has many connotations.⁵⁶ In this paper, the terms "ally" and "allyship" are used to reflect heterosexual persons who are driven by two broad sets of motivations: professional roles or personal relationships.⁵⁷ The first category includes individuals that hold a professional position and, as a result, a political agenda to have close relationships with those who have lived experience of issues affecting the LGBTQ+ community. The second category includes

⁵¹ "Lesbian, Gay, Bisexual, Transgender, Queer Studies and Two-Spirit - LGBTQ2S: Teacher Resources," University of Alberta Libraries, accessed April 1, 2019, <https://guides.library.ualberta.ca/lgbtq2s/teacher-resources>; Stan Kutcher and David Venn, "Why Youth Mental Health is so Important," *Medscape Journal of Medicine* 10, no. 2 (2008): 275; Beverley Bourget and Richard Chenier, Mental Health Literacy in Canada: Phase One Draft Report Mental Health Literacy Project (Canadian Alliance on Mental Illness and Mental Health, May 2007), https://camimh.ca/wp-content/uploads/2012/04/Mental-Health-Literacy_-_Full-Final-Report_EN.pdf.

⁵² Cheri DiNovo, "Ontario's Sex-Ed Curriculum Reversal Puts LGBTQ Children In Danger," HuffPost Canada, July 13, 2018, https://www.huffpostcanada.ca/cheri-dinovo/sex-ed-ontario-doug-ford_a_23480450/.

⁵³ Casey Quinlan, "The History of LGBTQ People Isn't Being Taught in Our Schools," ThinkProgress, September 1, 2017, <https://thinkprogress.org/understanding-lgbtq-history-931fe0779aad/>; "LGBTQ History and Why It Matters," Facing History and Ourselves, accessed April 1, 2019, <https://www.facinghistory.org/educator-resources/current-events/lgbtq-history-and-why-it-matters>; "LGBTQ History in Public Schools," *Queer America*, podcast audio, <https://www.tolerance.org/podcasts/queer-america/lgbtq-history-in-public-schools>.

⁵⁴ Alexandra Pannoni, "Don't Overlook LGBTQ History in High School," U.S. News & World Report, October 16, 2017, <https://www.usnews.com/high-schools/blogs/high-school-notes/articles/2017-10-16/dont-overlook-lgbtq-history-in-high-school>.

⁵⁵ S. L. Katz-Wise, M. Rosario and M. Tsappis, "Lesbian, Gay, Bisexual, and Transgender Youth and Family Acceptance," *Pediatric Clinics of North America* 63, no. 6 (2016): 1011-1025.

⁵⁶ Mia Fischer, "The Cistakes of Allyship," *Women & Language* 41, no. 1 (2018): 159-61.

⁵⁷ Glenda M. Russell and Janis S. Bohan, "Institutional Allyship for LGBT Equality: Underlying Processes and Potentials for Change," *Journal of Social Issues* 72, no. 2 (2017): 335-54, doi:10.1111/josi.12169.

individuals with a general concern about addressing society's injustices. These two motivations can be further explored through their links to values or principles, particularly those in the areas of justice and civil rights, as well as moral or religious beliefs.⁵⁸ These areas can underpin the attachments that individuals may have to members of the community, and they are often seen in personal relationships between family, friends, or coworkers. Building allyship is an integral part of early outreach within the LGBTQ+ community, as it seeks to address persistent feelings of othering.⁵⁹ Engaging individuals who advocate on behalf of the LGBTQ+ community helps eliminate homophobia, transphobia, bi-erasure, and other ongoing issues affecting the community.

While much of this information has yet to be developed comprehensively for Ontario's post-secondary education sector, there have been significant developments in other jurisdictions that could serve as precedents for Ontario. Using already-established resources such as Egale, the MTCU should work with the Ministry of Education to develop best practices around promoting and encouraging allyship within the post-secondary sector. Ontario's Equity and Inclusive Education Strategy is one such example.⁶⁰ A greater partnership with both the Ministry of Education and the Ontario College of Teachers would allow the MTCU to build on existing research and avoid unnecessary pitfalls. Similarly, the MTCU should work with the Ministry of Education to revise the Private Schools Policies and Procedures Manual in a way that provides LGBTQ+ students with the knowledge and preparation they need to be healthy, to thrive, and to feel represented and safe. These initiatives would allow for a more seamless transition from secondary to post-secondary spaces for LGBTQ+ students.

The transition from secondary to post-secondary education can often be more complex for members of the LGBTQ+ community, with families and peer groups often acting as their primary support system. Early outreach efforts should involve family, peers, and secondary institutions to make the transition as inclusive and affirming as possible for the LGBTQ+ community. Efforts should include mentorship and peer-to-peer interactions, and institutions (both secondary and post-secondary) should establish environments that support these programs. Through incentivization, the MTCU should support the creation of mentorship programs for LGBTQ+ students, similar to the program already in place at the University of California, Irvine.⁶¹

Through partnerships with the Ministry of Education, the MTCU can provide targeted incentives that prioritize the development of early outreach and allyship in meaningful spaces. In addition, providing direction to post-secondary institutions regarding mentorship can help ensure that incoming LGBTQ+ students are not overwhelmed by the university environment. More than workshops or training and awareness events, mentorship helps make LGBTQ+ members feel included and welcome on campus.⁶²

⁵⁸ *ibid.*

⁵⁹ Robert A. Marx, Leah Marion Roberts and Carol T. Nixon, "When Care and Concern Are Not Enough: School Personnel's Development as Allies for Trans and Gender Non-Conforming Students," *Social Sciences* 6, no. 1 (2017): 11, doi:10.3390/socsci6010011.

⁶⁰ 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>

⁶¹ "Counseling Center Mentor & Mentee Program," UCI Lesbian, Gay, Bisexual Transgender Resource Center, accessed April 1, 2019, <https://lgbtrc.uci.edu/campus-support-tab/mentor-mentee-program.php>.

⁶² *ibid.*

"POSITIVE SPACES INITIATIVE" PROGRAM

Principle: "Positive spaces" should support the activities of LGBTQ+ students on campus.

Principle: "Positive spaces" should be safe for individuals identifying as members of LGBTQ+ community.

Principle: "Positive spaces" should be inclusive and supportive for all LGBTQ+ students, regardless of their identity.

Concern: Staff responsible for operating "positive spaces" are not trained or equipped to encapsulate the diverse needs of the LGBTQ+ community.

Concern: Those identifying "positive spaces" are not always educated and free of stigmas experienced within society and by the LGBTQ+ community, specifically Bisexual/Pansexual erasure and transphobia.

Concern: Symbols identifying "positive spaces" on university campuses are not always reflective of the concept of positive space.

Recommendation: The provincial government should mandate that institutions include a provision on the appropriate usage of the "Positive Spaces" program within their LGBTQ+ inclusion and visibility policies.

For many, a positive space is one in which members of the LGBTQ+ community feel safe from social stigma, malice, and general discrepancies that run against the community. It is an important space that can help build community and a sense of belonging. In Ontario, the idea of campus positive spaces was first formalized at the University of Toronto in 1996 and has since spread to many post-secondary institutions across the country.⁶³ These spaces are intended to be open, welcoming, equitable, and accessible for LGBTQ+ community members and should not present barriers to members. For the 20th anniversary of the positive space project, the University of Toronto launched The Triangle Project, aimed at identifying what the positive space triangle meant to those that see themselves reflected in it.⁶⁴ It is important that institutions take initiatives and develop core competencies in their staff, faculty, and students that support their understanding of positive spaces.

LGBTQ+ groups are likely to feel safer in a positive space, and as such, all campus services should be encouraged to be positive spaces. A positive space should notify and educate all members of the LGBTQ+ community about the resources and options available to them on and off campus. Health services and campus facilities, such as academic advising, should all reflect the features, elements, and procedures of a positive space.

Members of the LGBTQ+ community should feel safe and welcomed when accessing health services on campus, and staff should know how to appropriately address problems affecting LGBTQ+ community members. Displaying symbols associated with positive spaces creates a positive impression, although in some cases, misuse has occurred.⁶⁵ One challenge is that persons promoting a space as positive are sometimes unaware of what is expected of positive spaces, and positive space stickers can be purchased without any corresponding training.⁶⁶ There should be an established standard for positive spaces.⁶⁷

⁶³ Allison H. F. Burgess, "Disrupting Heterosexual Space?: The Implementation of a Campus Positive Space Campaign," accessed April 1, 2019, https://www.researchgate.net/publication/27770974_Disrupting_heterosexual_space_the_implementation_of_a_campus_Positive_Space_Campaign.

⁶⁴ "20th Anniversary Triangle Project," University of Toronto, accessed February 10, 2019, <http://positivespace.utoronto.ca/about/triangle-project/>.

⁶⁵ "Positive Space," Vancouver Island University, accessed April 1, 2019, <https://adm.viu.ca/positive-space/displaying-positive-space-symbol-means>.

⁶⁶ "Positive Space (Stickers)," Rainbow Health Ontario, accessed April 1, 2019, <https://www.rainbowhealthontario.ca/resources/positive-space-2/>.

⁶⁷ "LGBTQ Positive Space Training," Social Planning & Research Council of Hamilton, accessed April 1, 2019, <http://www.sprc.hamilton.on.ca/2018/03/lgbtq-positive-space-training-2/>; Canada School of Public Service, "Positive Space Initiative Training," Government of Canada, January 10, 2017, <https://www.cspc-efpc.gc.ca/events/psit/index-eng.aspx>.

Tasking OUSA's proposed unit on campus LGBTQ+ climate with developing these standards ensures that the needs of the community are addressed appropriately. To that end as well, the provincial government should mandate that institutions include a provision on how to appropriately use the positive spaces program within their LGBTQ+ inclusion and visibility policies. Moreover, training should be provided to staff members who volunteer to become ambassadors of inclusivity and the LGBTQ+ community. Working with institutions to train staff supports the notion that all spaces can challenge heteronormativity and become positive spaces for LGBTQ+ members, overcoming even the most discrete and subtle forms of discrimination on university campuses.⁶⁸

RESEARCH AND INFORMATION

DATA COLLECTION AND REPORTING

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

Principle: All data pertaining to LGBTQ+ students should be confidential and securely stored.

Principle: Data on race, religion, ethnicity, and culture adjacent to LGBTQ+ identities should be collected in a safe and ethical manner to prevent furthering systemic barriers and/or increasing discrimination.

Principle: Identities under the LGBTQ+ umbrella should be recognized by institutions as distinct from each other, facing unique concerns and with unique needs.

Principle: Students should not be forced to reveal their gender or sexual identity if they are not ready to do so.

Principle: Non-binary, questioning, and trans individuals should not have to reveal information about their gender or sexual identity on academic documentation.

Principle: Non-binary, questioning, and trans individuals should be able to easily self-identify if they so choose on any institutional documentation and in data collection.

Principle: People of all genders should have access to change their name to best reflect their identity with as few barriers as possible in the process.

Concern: Asking non-binary, questioning, and transgender individuals to repeatedly mark their legal gender identity on documentation can be dysphoric and create a hostile feeling.

Concern: Gendered language on documentation is exclusionary to non-binary and questioning individuals.

Concern: Students who cannot change their name to match their gender may experience acute dysphoria.

Concern: There is no standard method across universities to address name changes/pronouns on administrative documentation.

⁶⁸ Allison H. F. Burgess, "Disrupting Heterosexual Space?: The Implementation of a Campus Positive Space Campaign," accessed April 1, 2019, https://www.researchgate.net/publication/27770974_Disrupting_heterosexual_space_the_implementation_of_a_campus_Positive_Space_Campaign; "The Queen's Positive Space Program," Queen's University, accessed April 1, 2019, <https://www.queensu.ca/positivespace/home>.

Concern: By adhering to a heteronormative standard, some data collection forms, such as surveys, do not allow students to indicate their gender identity or sexual orientation.

Concern: Diverse identities that exist under the LGBTQ+ umbrella are often assumed to be facing identical barriers.

Concern: Institutions often collect data on student identities without purpose or intent and may not be securely storing sensitive information.

Concern: There are no frameworks in place to ensure the collection of administrative data that includes collecting racial, religious, ethnic, identity, or cultural demographic data do so in a fair, equitable, and ethical manner.

Recommendation: The provincial government should task the Higher Education Council of Ontario with identifying barriers that exist for students attempting to change their name and affirm their gender identity and make recommendations to address these barriers.

Recommendation: The provincial government should collaborate with the Council of Ontario Universities to set standards for clear and transparent processes for students to change names and pronouns on all university documentation, including the confidential protection of student identity information.

Recommendation: The provincial government should task the Higher Education Quality Council of Ontario with investigating marginalized identities under the LGBTQ+ umbrella in order to identify and report on the unique barriers faced by these students.

For many LGBTQ+ students, changing the information listed on university documentation to reflect their gender identity is a vital step in affirming that identity; unfortunately, the process for doing so is often complex, uncomfortable, and difficult to navigate. Moreover, asking non-binary, questioning, or transgender individuals to repeatedly mark their legal gender identity on documentation can be dysphoric, and it can lead to hostile feelings and a sense of othering. In general, requests for gender information, as well as gendered language, have an exclusionary effect on non-binary and questioning individuals.

For example, an LGBTQ+ student may face procedural and social hurdles when engaging with their university registrar office to change their name and gender on official university documents. At many universities, the process of changing your name or gender relies on the approval of external legislation and policies, and there is no standardized process across institutions. For trans students in particular, this can be a source of stress and it can deny their right to affirm their identity, as outlined in the Ontario Human Rights Code.⁶⁹ It is essential, therefore, that the provincial government take action to ensure that the process to make such changes is efficient and barriers are removed. Unfortunately, the alternative – Service Ontario’s process – is arguably more burdensome: it offers name changes by application and payment of a processing fee, while sex designation changes require a letter from a licensed physician in addition to the application and fee.⁷⁰

There are several issues with data collection as well. Institutions may collect data on student identities without purpose or intent and may not be storing sensitive information securely. There is also a lack of frameworks in place to ensure that administrative data which includes racial, religious, ethnic, identity, or cultural demographic data is collected in a fair, equitable, and ethical manner. Moreover, there is a lack of evidence that researchers are storing information from these surveys in a secure fashion. Finally, surveys

⁶⁹ *Human Rights Code*, R.S.O. 1990, c. H.19, <https://www.ontario.ca/laws/statute/90h19>.

⁷⁰ "Change name: How to change a first, middle or last name in Ontario," ServiceOntario, accessed April 1, 2019, <https://www.ontario.ca/page/change-name>; "Changing Your Sex Designation on Your Birth Registration and Birth Certificate," ServiceOntario, accessed April 1, 2019, <https://www.ontario.ca/page/changing-your-sex-designation-your-birth-registration-and-birth-certificate>.

and other data collection forms often adhere to heteronormative standards: they might ask the respondent whether they are male or female, without offering other options, and they often do not allow students to indicate their gender identity or sexual orientation.

Diverse identities that exist under the LGBTQ+ umbrella are often assumed to be facing identical barriers. To respond to this issue, the provincial government should have the Higher Education Quality Council of Ontario investigate marginalized identities under the LGBTQ+ umbrella so that they can identify and report on the unique barriers faced by these students.

Research has shown that for a significant portion of LGBTQ+ youth, financial insecurity remains a major issue – especially for those without financial support from their family or guardians. Applying for loans can be especially challenging for LGBTQ+ students who fear that revealing their sexual orientation or gender status will result in their family refusing to support them financially. OUSA’s interview series with LGBTQ+ students in the Fall of 2018, in addition to data from its Ontario Post-Secondary Student Survey, shows that there is a significant group of students who have lost the financial support of their parents, or who fear losing that support, due to their sexual orientation and/or identity. For students estranged from their families, the process of applying for financial aid loans or seeking parent/guardian signatures can be even more challenging. Additionally, on any documentation, students should not be forced to “out” themselves when attempting to register or access resources essential for post-secondary education.

The provincial government can also take steps to ensure that post-secondary institutions’ policies prevent discrimination and promote gender inclusivity in areas like athletics, health insurance, residences, restrooms, admissions, employment, and educational programs.⁷¹ Institutions should also audit existing policies to ensure gender inclusivity and identify additional barriers to inclusion.⁷² All policies related to LGBTQ+ student supports and name changes should be easily accessible, and institutions can increase the inclusivity of their programming by including LGBTQ+ students on committee and board-of-director discussions, offering information during orientation, and discussing best practices to improve equity.⁷³ Relying solely on students to provide LGBTQ+-related services is not feasible or adequate; a more viable option would be to co-fund initiatives, offer support, and help fill additional gaps by working with LGBTQ+ students, student leaders, and groups.⁷⁴

RECOGNITION AND INFORMATION

Principle: All identities under the LGBTQ+ umbrella should be recognized as facing distinct concerns.

Principle: Information about LGBTQ+ services should be easily accessible and visible to students.

Principle: Information about the LGBTQ+ community should be permanently available in accessible places on campus.

Principle: Students from the LGBTQ+ community should never have their identity tokenized or misrepresented, especially for promotional material.

Concern: LGBTQ+ students are not always informed about the presence and treatment of LGBTQ+ students at universities they are applying to.

⁷¹ Kristen Renn, “LGBTQ Students on Campus: Issues and Opportunities for Higher Education Leaders,” *Higher Education Today* (April 2017), 2.

⁷² *ibid.*

⁷³ “Best Practices for Supporting Transgendered Students,” Lambda Legal, Accessed April 1, 2019, <https://www.lambdalegal.org/know-your-rights/article/trans-supporting-students>; Kristen Renn, “LGBTQ Students on Campus: Issues and Opportunities for Higher Education Leaders,” *Higher Education Today* (April 2017), 2-3.

⁷⁴ Kristen Renn, “LGBTQ Students on Campus: Issues and Opportunities for Higher Education Leaders,” *Higher Education Today* (April 2017), 3.

Concern: Seeking information about the LGBTQ+ community should not out the individual who is accessing the resources.

Concern: There is a lack of awareness about LGBTQ+ issues, realities, and challenges on many campuses.

Concern: Information about the history of the LGBTQ+ community as well as information about barriers that still face the community is not readily available to students.

Concern: The unique experiences of LGBTQ+ students are often lumped together.

Concern: Certain marginalized identities within the LGBTQ+ community are erased and require additional support, such as bisexual, pansexual, and asexual students.

Concern: There is limited research about the barriers faced by certain identities under the LGBTQ+ umbrella such as asexual or gender fluid individuals.

Recommendation: The provincial government should mandate that the proposed unit on campus LGBTQ+ climate within Ministry of Training, Colleges and Universities assist in the creation of a website to act as a comprehensive resource for prospective students.

Recommendation: The provincial government should mandate the inclusion of this comprehensive resource website on existing student resource and application websites.

Recommendation: The provincial government should mandate that all institutions display information about the LGBTQ+ community in a prominent and accessible way.

Recommendation: The provincial government should recognize annual dates that impact the LGBTQ+ community as outlined by Queer Events.

In general, there is a lack of awareness on many campuses about the challenges and issues that LGBTQ+ students face. Information about the LGBTQ+ community's history and the barriers it faces is not readily available. Where such information is available, the unique experiences of different LGBTQ+ students are often lumped together, failing to recognize that each LGBTQ+ student has a unique story and set of lived experiences.⁷⁵ In other cases, marginalized identities within the LGBTQ+ community are overlooked, including bisexual, pansexual, and asexual students.⁷⁶

Some efforts have been made to improve data collection and research on LGBTQ+ identities; examples at the provincial level include the *Thriving on Campus* LGBTQ+ survey and the research conducted by Egale Canada. However, there is still a lack of research on LGBTQ+ individuals' unique experiences (in particular, on those who identify as transgender or two-spirited), both across academia and in the policy realm. Understanding the interaction and overlap between race, ethnicity, religion, disabilities, socioeconomic status, and previous experiences of discrimination and violence is essential for developing effective policies.

Additionally, having accurate and abundant data helps inform policy decision-makers on how institutions and service providers can best support students (particularly those experiencing psychological distress); as such, LGBTQ+ student experiences should be a critical research area.⁷⁷ It is essential to improve access to information and communicate to LGBTQ+ community members that their identities and concerns matter. The provincial government should, therefore, take steps to improve information platforms and mandate that institutions recognize and promote essential information, including important dates and events, as a sign of commitment to their LGBTQ+ students. As one of these steps, the government should

⁷⁵ "Bisexual Community," Re:searching for LGBT2S+ Health, accessed April 1, 2019, <https://lgbtqhealth.ca/community/bisexual.php>.

⁷⁶ *ibid.*

⁷⁷ Kristie L. Seelman, "Transgender Adults' Access to College Bathrooms and Housing and the Relationship to Suicidality," *Journal of Homosexuality* 63, no. 10 (2016): 1392.

mandate that the proposed unit on campus LGBTQ+ climate within the Ministry of Training, Colleges, and Universities help create a website to act as a comprehensive resource for current and prospective students; moreover, this website should be made available on existing student resources and university applications. As it stands, some students are not made aware of the presence or treatment of LGBTQ+ students at the universities they apply to, and the above recommendations aim to remedy this. The government should also follow the lead of Queer Events and recognize annual dates that affect the LGBTQ+ community.

RACIALIZED STUDENTS

Principle: Marginalized and racialized students should feel comfortable on their campuses.

Concern: Racialized students may not have the necessary supports to succeed academically, personally, and professionally while completing a post-secondary education.

Concern: LGBTQ+ student centres may often lack representation from racialized communities.

Concern: Racism and xenophobia may exist in the LGBTQ+ communities on campuses.

Recommendations: The provincial government should task the Higher Education Quality Council of Ontario with conducting research on the particular needs of racialized LGBTQ+ students used to inform institutional policies on LGBTQ+ inclusion and visibility.

Recommendation: The Ministry of Training, Colleges and Universities should work with the Ministry of Children, Community and Social Services to address intersectional concerns that exist within the LGBTQ+ student community.

To succeed academically, personally, and professionally, marginalized and racialized students need to feel comfortable on their campuses. Unfortunately, however, these students are not always given the support they need. For example, LGBTQ+ student centres on campus may lack representation from members of racialized communities. Further, racism and xenophobia are sometimes present in LGBTQ+ communities, which presents additional barriers to racialized LGBTQ+ students.⁷⁸ In a recent study, racialized trans students were reportedly more likely than cisgender people of colour to experience harassment, and in general, racialized respondents were more likely to have been harassed based on their race than non-racialized respondents.⁷⁹ Social class may also contribute to how often a student experiences harassment on campus.⁸⁰

The provincial government should have the Higher Education Quality Council of Ontario conduct research on what supports racialized LGBTQ+ students need to succeed. This research should then inform institutional policies on LGBTQ+ inclusion and visibility. In addition, the Ministry of Training, Colleges and Universities should work with the Ministry of Children, Community and Social Services to address the intersectional concerns that exist within the LGBTQ+ student community.

⁷⁸ Sulaimon Giwa and Cameron Greensmith “Race Relations and Racism in the LGBTQ Community of Toronto: Perceptions of Gay and Queer Social Service Providers of Color,” *Journal of Homosexuality* 59, no. 2 (2012): 149-185.

⁷⁹ 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.

⁸⁰ *ibid.*

ACADEMIC RESEARCH

Principle: Research on LGBTQ+ identities should take into account all LGBTQ+ identities, particularly those who are underrepresented.

Principle: Ongoing, updated, and relevant research is important for improving the personal safety, and the physical and mental health of LGBTQ+ students as well as their overall experience in attending post-secondary institutions.

Principle: Students interested in pursuing research on LGBTQ+ student identities and experiences should have access to supervisors conducting research in their area of inquiry and appropriate supervisory support.

Principle: Appropriate student supervisor support is an integral component to the academic success, retention, and further pursuit of student researchers.

Principle: Improved retention of student researchers leads to an increased number of researchers interested and qualified to conduct research on LGBTQ+ student identities and experiences.

Concern: Research on the LGBTQ+ community is more limited as it relates to identities of those added later to the acronym (i.e., Questioning, Two-Spirited, Intersex, and Pansexual).

Concern: Individuals identifying as bisexual suffer from layers of erasure which includes both intentional and unintentional omission, on an ongoing basis, from the literature.

Recommendation: The provincial government should task the Higher Education Quality Council of Ontario with investigating marginalized identities under the LGBTQ+ umbrella in order to identify barriers that exist within the LGBTQ+ community.

Recommendation: The provincial government should work with the Higher Education Quality Council of Ontario to conduct research on the quality of education as it relates to LGBTQ+ students.

Recommendation: The Ministry of Training, Colleges and Universities should provide financial resources to institutions to encourage academics to conduct research that examines the supports available to LGBTQ+ students in post-secondary institutions.

Recommendation: The provincial government should task the Higher Educational Quality Council of Ontario with investigating the experiences of LGBTQ+ students, particularly as they relate to concepts of bisexual, pansexual, and transphobias and erasure.

Recommendation: The Ministry of Training, Colleges and Universities should provide specific grants to students interested in completing research on LGBTQ+ student experiences specific to campus climates.

There is often a lack of academic research focusing on the diverse experiences of the LGBTQ+ community. A recent study found that less than 2% of academic research articles surveyed identity demographics and less than 1% included gender-identity demographics.⁸¹

Universities should acknowledge the unique nature of each sexual orientation and gender identity. Researchers and support staff sometimes assume that all identities within the LGBTQ+ community face similar or identical barriers and concerns. Combined with a lack of research into the marginalized identities of many LGBTQ+ students, this assumption can result in a lack of services and support for LGBTQ+ community members. Individuals who identify as questioning, two-spirited, intersex, asexual,

⁸¹ 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," *Academic Outcomes* (August 2018), <https://tcc-j2made.s3.amazonaws.com/uploads/2018/09/White-Paper-Final.pdf>.

pan-sexual, or bi-sexual may face issues and challenges that go unaddressed by campus services aimed at assisting the LGBTQ+ community, and this is largely the result of insufficient research.⁸²

For example, bi-erasure persists as a legitimate threat to bisexual identities on campus.⁸³ Policies created without relevant research and an understanding of these particular experiences can have a harmful impact on these identities. To help eliminate and better understand issues like bi-erasure, bisexuality needs to be explicitly brought into LGBTQ+ literature and featured more widely in information and research on campuses. The provincial government should have the Higher Education Quality Council of Ontario (HEQCO) investigate marginalized LGBTQ+ identities and identify barriers that exist within the LGBTQ+ community. The government should also work with HEQCO to conduct research on the quality of education on LGBTQ+ issues. Research is an integral tool for addressing the concerns around the lack of representation of different sexual identities in the LGBTQ+ community, and deeply embedded bi-erasure has had severely negative health impacts on those in the community.⁸⁴ The Ministry of Training, Colleges and Universities should address this issue by providing financial grants for research that targets the experiences of LGBTQ+ students attending post-secondary education.

Research is one of the core components of university operations and a pivotal part of the mandates of post-secondary institutions. Students see this most often through the lens of their instructors' expertise and experiences. Relatively few instructors openly identify as members of the LGBTQ+ community; as a result, the instruction that LGBTQ+-identifying students receive may omit the experiences of their community. This, in turn, can limit the research potential of those students. Whether a student is interested in undergraduate research or looking to pursue graduate studies, they should be able to find relevant supervisors who have experience and conduct research in the areas they are looking to explore. LGBTQ+ students (and their allies) interested in researching their own identities should have access to researchers with specific content knowledge relating to their interest. Post-secondary institutions' senior levels of administration have remained predominantly heteronormative (or, at least, there is a lack of evidence which suggests otherwise), and a significant contributing factor to this is the low number of LGBTQ+ students who continue their studies beyond the undergraduate level.

POLICIES

HOUSING AND RESIDENCE

Principle: Universities should be equipped to provide a range of residence accommodations for LGBTQ+ students.

Principle: Transgender students should have the opportunity to transfer to a residential space of their choice or private residence room upon request or in the event of harassment or a crisis.

Concern: Transgender students choosing to begin their transition when they come to university may no longer identify with the gender they identified in their residence applications.

Concern: LGBTQ+ students looking for a new place to live as a result of a gender transition may be especially financially vulnerable.

⁸² "Training for Change: An Integrated Anti-Oppression Framework," Rainbow Health Network, accessed April 1, 2019, <http://www.oaith.ca/assets/files/Publications/Intersectionality/FrameworkARAO-Training.pdf>.

⁸³ *ibid.*

⁸⁴ "Bisexual Invisibility: Impacts and Recommendations," San Francisco Human Rights Commission: LGBT Advisory Committee, accessed April 1, 2019, https://sf-hrc.org/sites/default/files/Documents/HRC_Publications/Articles/Bisexual_Invisibility_Impacts_and_Recommendations_March_2011.pdf.

Concern: LGBTQ+ students are often forced to apply for housing arrangements that are based on binary divisions of gender.

Concern: LGBTQ+ students can experience ongoing harassment and other forms of violence in residence spaces because of their identity.

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

Recommendation: The provincial government should engage with leading advocates and establish best practices available for institutional implementation to ensure LGBTQ+ representation and safety within university residences.

Recommendation: The provincial government should mandate that universities develop strategic residence plans in order to respond to self-identified safety concerns of LGBTQ+ students.

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

Recommendation: The Ministry of Training, Colleges and Universities should direct the proposed unit on campus LGBTQ+ climate to establish minimum standards for training for Residence Assistants, Dons, and Head Residents that is reflective of their roles.

Housing and living arrangements can be difficult or even threatening for students who identify as LGBTQ+. Students can feel insecure and out of place in university residences, particularly if they are assigned to a residence that is not gender-appropriate, leading to stress – and this can have a negative impact on their mental health.⁸⁵ The National Transgender Discrimination Survey indicated that transgender respondents were significantly more likely to be afraid for their safety, to consider leaving university, or to stay away from LGBTQ+ spaces.⁸⁶ Additionally, student respondents shared that they did not believe that their home institutions adequately supported LGBTQ+ people.⁸⁷ This is exemplified by the fact that, statistically, transgender students were more likely to experience harassment on their campuses, compared to their cisgender peers.⁸⁸ To support feelings of safety and belonging on campuses, the provincial government should engage with leading advocates to establish best practices for institutional representation of LGBTQ+ identities.

Dividing residence spaces by binary gender definitions further marginalizes and invalidates students who are gender fluid or non-gender-conforming. Students may fear abuse for revealing their identity or appearing to be non-conforming. To address this concern, the provincial government should encourage institutions to offer a proportional number of private living spaces in residences to accommodate students who may be transitioning or encountering problems with cisgender roommates. Further, because many LGBTQ+ students continue to face serious financial barriers when pursuing post-secondary education, the government should allocate grant funding to ensure that institutions can reserve residence living spaces for LGBTQ+ students who may require immediate access to alternative living arrangements.

⁸⁵ 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.

⁸⁶ 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.

⁸⁷ 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.

⁸⁸ 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.

PROVINCIAL AND INSTITUTIONAL POLICIES

Principle: University campuses should be free of homophobia, transphobia, and other forms of discrimination to ensure all students can safely access and thrive in post-secondary education.

Principle: The identities and rights of LGBTQ+ people are protected by law, and the province and institutions must uphold the protection of these rights on post-secondary campuses.

Principle: University campuses should feature events and programming that support and provide visibility to LGBTQ+ students.

Principle: All students attending post-secondary education should be equipped with education about the differences between sex and gender.

Principle: Individuals in positions of leadership (including staff, faculty, student leaders, orientation leaders, and teaching assistants) should be educated about and aware of LGBTQ+ identities and concerns on their campuses.

Principle: All students should begin their post-secondary education with a fundamental understanding of LGBTQ+ issues and history.

Concern: Teaching standards vary across Ontario, and not all students have the same level of education about LGBTQ+ issues.

Concern: Many LGBTQ+ students feel underrepresented on their campuses.

Concern: Student-led LGBTQ+ initiatives are not well supported or funded.

Concern: Student-led initiatives can limit the impact of operational capacity.

Concern: Course content is often exclusionary to LGBTQ+ students through the omission and denial of the realities and history of the LGBTQ+ community.

Recommendation: The provincial government should strike an advisory committee of LGBTQ+ advocates with situated knowledge, students, and student leaders to develop a framework for how universities should work with LGBTQ+ student groups to ensure adequate representation on institutional committees and events as well as programming that supports and provides visibility to LGBTQ+ students.

Recommendation: The Council of Ontario Universities should utilize the developed framework to task universities with developing campus specific policies on LGBTQ+ inclusion and visibility.

Recommendation: The provincial government should mandate that the Ontario Universities Council on Quality Assurance review the gender inclusivity of academic programs.

Recommendation: The provincial government should mandate that any training program or education programs should have intersectional representation on review councils so as to ensure that content is diverse and effective, without sacrificing the core principles of the material.

Recommendation: The provincial government should update the Occupational Health and Safety Act to include competent education and training about LGBTQ+ issues for all faculty and staff, including expectations as to how to handle homophobia and transphobia in the classroom.

Many LGBTQ+ students feel invisible or unrepresented in campus life. They face homophobia and transphobia on campus, in the classroom, and within course content, which leads to feeling unsafe and uncomfortable within their university community. Notably, the Ontario Universities Council on Quality Assurance is not required to review the gender inclusivity of an academic program, which can result in

course content that is exclusionary or omits LGBTQ+ histories and realities.⁸⁹ Further, the Ministry of Training, Colleges and Universities does not focus on addressing LGBTQ+-specific issues in its mandate to improve the quality of post-secondary education in Ontario.⁹⁰ As a result of these omissions, the responsibility to create an inclusive environment for LGBTQ+ students has fallen to institutions and students, with varying results.

Students are also concerned that the recently mandated freedom of speech policies will have a disproportionately negative impact on LGBTQ+ students; in particular, they are concerned about the presence of anti-LGBTQ+ groups on campus and the rhetoric they may propagate.^{91,92} Additionally, protest and advocacy have historically been important tools in the fight for LGBTQ+ rights and autonomy, and students worry that the clauses against disruptive protest (outlined in the free speech policies) against disruptive protest impede the ability to advocate and, consequently, silence LGBTQ+ voices.⁹³

Many students feel that institutions are not doing enough to promote LGBTQ+ histories, events, and voices on an ongoing and permanent basis.⁹⁴ On many campuses, information about community-based support groups is often absent or difficult to find. On-campus service providers are also often under-resourced, and in many cases, services are entirely supported and provided by students. Additionally, respondents to OUSA's LGBTQ+ Student Experience Interview Series wished they saw more awareness campaigns and educational opportunities for students, faculty, and staff to learn about LGBTQ+ voices, identities, and histories.⁹⁵ Students also voiced concern over the fact that university instructors often fail to use appropriate, gender-neutral language in class and that instructors, administrators, security, and teaching assistants are not adequately trained in tools that support LGBTQ+ students.⁹⁶ Further, respondents noted that LGBTQ+ students are rarely consulted on policy issues decided at both the provincial and institutional levels.⁹⁷ These findings are significant, as research published on the experiences of LGBTQ+ students has demonstrated that LGBTQ+ students with supportive educators feel safer, earn higher grades, and skip fewer classes than those with unsupportive educators.⁹⁸ Thus, the provincial government should take steps to provide institutions with funding and supports to create training and educational opportunities, in addition to mandating a base level of training for university employees.

Training opportunities should focus on allyship and creating "safe spaces". They should cover terminology, incidents of homophobia or transphobia, barriers that face the LGBTQ+ community, and ways to meaningfully support LGBTQ+ students.⁹⁹ For the LGBTQ+ community, an ally is someone who actively supports and stands up for the rights of LGBTQ+ people. It is essential that allies demonstrate that they are working to improve the post-secondary education climate and that they take initiative to address oppression in spaces that are unsafe for LGBTQ+ people.¹⁰⁰ An essential aspect of allyship is using correct terminology, which includes asking which terminology each LGBTQ+ student prefers.¹⁰¹ Training could also include providing statistics and information on LGBTQ+ youth, discussing how LGBTQ+ discrimination harms everyone, recognizing biases, discussing barriers to coming out and ways

⁸⁹ *Self-Study: Ontario Universities Council on Quality Assurance* (Ontario Universities Council on Quality Assurance, March 2018), <http://oucqa.ca/wp-content/uploads/2018/10/The-Ontario-Universities-Council-on-Quality-Assurance-Self-study-Final-without-Appendices-1.pdf>.

⁹⁰ *Ministry of Training, Colleges and Universities Act*, R.S.O. 1990, c. M.19, <https://www.ontario.ca/laws/statute/90m19>.

⁹¹ Office of the Premier, "Ontario Protects Free Speech on Campuses," Government of Ontario, August 30, 2018, <https://news.ontario.ca/opo/en/2018/08/ontario-protects-free-speech-on-campuses.html>; OUSA, *LGBTQ+ Student Experiences Interview Series*, December 2018 (unpublished).

⁹³ Office of the Premier, "Backgrounder: Upholding Free Speech on Ontario's University and College Campuses," Government of Ontario, August 30, 2018, <https://news.ontario.ca/opo/en/2018/08/upholding-free-speech-on-ontarios-university-and-college-campuses.html>.

⁹⁴ OUSA, *LGBTQ+ Student Experiences Interview Series*, December 2018 (unpublished).

⁹⁵ *ibid.*

⁹⁶ *ibid.*

⁹⁷ *ibid.*

⁹⁸ *The Safe Space Kit: Guide to Being an Ally to LGBT Students* (New York: Gay, Lesbian & Straight Education Network, 2011), 2.

⁹⁹ *ibid.* 1.

¹⁰⁰ *ibid.* 5.

¹⁰¹ *ibid.* 8.

to intervene against homophobic behaviour, and sharing beliefs about LGBTQ+ people.¹⁰² Attending an institution that promotes LGBTQ+ course content is directly related to improved feelings of connectedness to the school by LGBTQ+ students.¹⁰³ Therefore, one strategy that can be used to encourage an affirming environment is to include positive representations of LGBTQ+ people, events, and histories in course curriculum.¹⁰⁴

Students entering post-secondary education should have a wide knowledge of LGBTQ+ identities, histories, and health, as well as knowledge about intimate relationships and sexual health. If post-secondary institutions want all students to be healthy and safe, it is necessary to address existing gaps in education and take proactive steps by preparing students before they enter university. The current K-12 physical and sexual health curriculum in Ontario does not adequately prepare LGBTQ+ students to thrive in a post-secondary environment, as it omits information about LGBTQ+ sexual health, relationships, and identities.¹⁰⁵ This leads to gaps in student knowledge, increased health and safety risks, and a range of other issues. Results from OUSA's LGBTQ+ Student Experiences Interview Series indicated that participants were worried about the current K-12 curriculum and urged the provincial government to work with the Ministry of Education to implement an adequate curriculum reflective of LGBTQ+ identities and issues.¹⁰⁶

PROVINCIAL SEXUAL VIOLENCE AND HARASSMENT POLICY

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

Principle: No student should face harassment or safety concerns due to their sexual orientation and/or gender identity.

Concern: LGBTQ+ students are often targeted on their campuses for their gender identity and/or sexual preference.

Concern: LGBTQ+ 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 provincial government should amend the Sexual Violence and Harassment Action Plan Act to include mandatory education and training for all university employees, with specific training and education on LGBTQ+ issues informed by LGBTQ+ advocates with situated knowledge.

Recommendation: The provincial government should develop best practices as they relate to policies for comprehensive inclusion of gender identity protections on university campuses.

Recommendation: The provincial government should mandate that these best practices developed for institutions include provisions for appropriate disciplinary action and the procedures for enforcement, and that these procedures are upheld.

Recommendation: The provincial government should amend Bill 132, the Sexual Violence and Harassment Action Plan Act to include that gender-neutral language is used in post-secondary institutions' sexual violence policies.

Recommendation: The provincial government should mandate that resources for sexual violence prevention and support exist on all university campuses and that they are adequately equipped to support the LGBTQ+ community and their diverse experiences.

¹⁰² *The Safe Space Kit: Guide to Being an Ally to LGBT Students* (New York: Gay, Lesbian & Straight Education Network, 2011), 15-20.

¹⁰³ *ibid* 1.

¹⁰⁴ *ibid* 1.

¹⁰⁵ Cheri DiNovo, "Ontario's Sex-Ed Curriculum Reversal Puts LGBTQ Children In Danger," HuffPost Canada, July 13, 2018, https://www.huffingtonpost.ca/cheri-dinovo/sex-ed-ontario-doug-ford_a_23480450/.

¹⁰⁶ OUSA, *LGBTQ+ Student Experiences Interview Series*, December 2018 (unpublished).

Two-thirds of participants in the Canadian Trans Youth Health survey highlighted safety and violence concerns, reporting experiences of discrimination directly related to their gender identity or physical appearance.¹⁰⁷ Further, nearly two-thirds of respondents reported that, in the past year, they had self-harmed; further, nearly two-thirds of respondents reported severe thoughts of suicide, and more than one in three respondents had attempted suicide.¹⁰⁸ However, participants who reported higher levels of school connectedness were two times more likely to report good mental health than participants who indicated lower levels of school connectedness.¹⁰⁹

Institutional interpretation of Bill 132, the *Sexual Violence and Harassment Action Plan Act (Supporting Survivors and Challenging Sexual Violence and Harassment)*, has been insufficient to address the existence of identity-based violence on university campuses. Many institutions maintain a lack of appropriate policies that recognize LGBTQ+ students as a distinct cohort. Specifically, institutions continue to have a gap in Respectful Work/Learning Environment policies that pertain to protecting LGBTQ+ students. To support LGBTQ+ students, institutional policies need to move beyond basic restrictions and include provisions for the appropriate training of all relevant stakeholders in preventing sexual violence and harassment against LGBTQ+ students. These policies should also outline possible disciplinary actions and processes to be followed. Policy transparency is essential to the safety of LGBTQ+ students.

HEALTH CARE

ON-CAMPUS HEALTHCARE SERVICES

Principle: LGBTQ+ students should be able to easily access the health services and information they need on their campus.

Principle: LGBTQ+ students should be able to access health services off-campus and in their community without facing barriers.

Principle: All campus health care workers should be trained to support and understand the needs of LGBTQ+ students on campus.

Concern: There is often insufficient information about the health care resources available to LGBTQ+ students.

Concern: Community resources and supports for LGBTQ+ students are not well promoted on university campuses.

Concern: On-campus healthcare providers often do not have appropriate training and knowledge to support the diverse needs of LGBTQ+ students.

Recommendation: The Ministry of Training, Colleges and Universities should work with the Ministry of Health and Long-Term Care to increase referrals and integration between community healthcare agencies and campus clinics.

¹⁰⁷ Jaimie Veale, Elizabeth M. Saewyc, Helene Frohard-Dourlent, Sarah Dobson, Beth Clark and the Canadian Trans Youth Health Survey Research Group, *Being Safe, Being Me: Results of the Canadian Trans Youth Health Survey* (Vancouver, BC: Stigma and Resilience Among Vulnerable Youth Centre and the University of British Columbia, 2015): 2.

¹⁰⁸ *ibid* 2.

¹⁰⁹ *ibid* 8.

Recommendation: The Ministry of Health and Long-Term Care should work with Rainbow Health Ontario to develop training for medical and administrative staff to support the higher rates of physical health, mental health, and sexual health concerns among the LGBTQ+ population.

Recommendation: The Ministry of Training, Colleges and Universities should work with the Ministry of Health and Long-Term Care to develop awareness resources targeting promotion of appropriate community resources on university campuses.

Recommendation: The Ministry of Training, Colleges and Universities should provide funding to institutions to provide training to all counsellors addressing the needs of LGBTQ+ students with intersecting identities based on standards developed by Rainbow Health Ontario.

Recommendation: The Ministry of Health and Long-Term Care should lobby the Canadian Medical Association to include an inclusive and intersectional training in residency requirements on LGBTQ+ unique health concerns.

Recommendation: The Ministry of Health and Long-Term Care should mandate intersectional training on LGBTQ+ health issues for in-service physicians on a regular basis, including comprehensive sexually transmitted infection testing.

Across North America, LGBTQ+ persons face health care disparities that make it difficult to access appropriate and comprehensive health care services.¹¹⁰ This is also a challenge for students attending post-secondary institutions, many of whom are seeking access to medical care specific to their sexuality or gender identity for the first time. The lack of campus resources or referral services available to LGBTQ+ students can result in those students being forced to access other services that do not address their unique concerns. On-campus healthcare providers should be trained to assist these students and their choices. Moreover, the Ministry of Training, Colleges and Universities (MTCU) should work with the Ministry of Health and Long-Term Care to ensure there is competent training for all practitioners working in on-campus healthcare settings, and to develop awareness of the resources that are already available to the LGBTQ+ community.

Members of the LGBTQ+ community also face unique mental health concerns that stem from several factors, including level of social inclusion or exclusion, experiences of discrimination and violence, and access to economic resources.¹¹¹ Many LGBTQ+ students have trouble accessing mental health services that address their unique needs; this difficulty is heightened for those subjected to multiple forms of marginalization.¹¹² To ensure that LGBTQ+ students can access appropriate mental health resources on campus, the MTCU should provide funding and work with Rainbow Health Ontario to develop a training curriculum; this training should be mandatory for practitioners working with LGBTQ+ students in on-campus clinics.¹¹³

IMPROVEMENTS TO PROVINCIAL REMOTE COUNSELLING SUPPORTS

Principle: LGBTQ+ students should be able to access the counselling services they require easily.

Principle: Access to counselling services for LGBTQ+ students should follow a “No Wrong Door” policy for referral and service provision.

¹¹⁰ Fidelindo A. Lim, Donald V. Brown, Jr. and Sung Min Justin Kim, “Addressing Health care Disparities in the Lesbian, Gay, Bisexual, and Transgender Population,” *Continuing Education* 114, no. 6 (June 2014): 24-34.

¹¹¹ “Lesbian, Gay, Bisexual, Trans & Queer Identified People and Mental Health” Canadian Mental Health Association, Ontario, accessed March 26, 2019, <https://ontario.cmha.ca/documents/lesbian-gay-bisexual-trans-queer-identified-people-and-mental-health/>.

¹¹² *ibid.*

¹¹³ “About Us,” Rainbow Health Ontario, accessed March 29, 2019, <https://www.rainbowhealthontario.ca/about-us/>.

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

Concern: LGBTQ+ students struggling with their identity are at higher risk for developing mental health issues.

Concern: The counsellors working for Good2Talk: Post-Secondary Student Helpline do not have standardized training to support LGBTQ+ students or LGBTQ+ students with intersecting identities.

Recommendation: The provincial government should expand the Good2Talk: Post-Secondary Student Helpline to include resources and supports for LGBTQ+ students.

Recommendation: The provincial government should collaborate with Rainbow Health Ontario to ensure that any expansion of the Good2Talk: Post-Secondary Student Helpline program includes provisions for the recruitment of counsellors with lived experience interacting with LGBTQ+ students, as well as adequate additional training for staff expected to interact with LGBTQ+ students.

According to recent statistics, one in five people will experience a mental health concern in their lifetime, a rate that is even higher among young people between the ages of 18-25, of whom one in four will experience a mental health concern.¹¹⁴ Notably, for LGBTQ+ community members, these rates are three times higher than the rest of the population.¹¹⁵ These mental health concerns are heightened by the marginalization that many LGBTQ+ students experience.¹¹⁶ Because of this increased risk, current systems should be modified to better support LGBTQ+ individuals; the goal should be to prevent or mitigate mental health concerns and ensure that, should they arise, appropriate facilities are in place on campuses.

Additionally, while the LGBTQ+ community's experiences with mental health generally mirror those of the broader population, certain social determinants of health, such as social inclusion or exclusion, experiences of discrimination and violence, and access to economic resources, put LGBTQ+ students at greater risk for developing certain mental health issues.¹¹⁷ According to the Government of Canada, social determinants of health refer to specific social and economic factors within the broader determinants of health; they are related to an individual's place in society, such as income, education or employment.¹¹⁸ For example, bi-sexual and trans individuals are over-represented among low-income earners, and bi-sexual individuals have higher rates of substance-use disorders when compared to gay men or lesbians.¹¹⁹ Experiences of discrimination or historical trauma are also important social determinants of health, and these are more likely to impact certain groups (e.g. Indigenous peoples).¹²⁰ Stigma and discrimination persist across lifespans, and LGBTQ+ persons remain targets of harassment, assault, and hate crimes. Other factors may impact the mental health of LGBTQ+ persons, including the process of "coming out" (sharing one's LGBTQ identity with others), gender transition, internalized oppression, isolation and

¹¹⁴ Beverley Bourget and Richard Chenier, *Mental Health Literacy in Canada: Phase One Draft Report Mental Health Literacy Project* (Canadian Alliance on Mental Illness and Mental Health, May 2007), https://camimh.ca/wp-content/uploads/2012/04/Mental-Health-Literacy_-_Full-Final-Report_EN.pdf; "LGBTQ," National Alliance on Mental Illness, accessed April 1, 2019, <https://www.nami.org/find-support/lgbtq>.

¹¹⁵ *ibid.*

¹¹⁶ "Lesbian, Gay, Bisexual, Trans & Queer Identified People and Mental Health" Canadian Mental Health Association, Ontario, accessed March 26, 2019, <https://ontario.cmha.ca/documents/lesbian-gay-bisexual-trans-queer-identified-people-and-mental-health/>.

¹¹⁷ *ibid.*

¹¹⁸ "Social Determinants of Health and Health Inequalities," Government of Canada, September 25, 2018, accessed February 10, 2019, <https://www.canada.ca/en/public-health/services/health-promotion/population-health/what-determines-health.html>.

¹¹⁹ "Lesbian, Gay, Bisexual, Trans & Queer Identified People and Mental Health" Canadian Mental Health Association, Ontario, accessed March 26, 2019, <https://ontario.cmha.ca/documents/lesbian-gay-bisexual-trans-queer-identified-people-and-mental-health/>; Ilan H. Meyer, Jessica Dietrich and Sharon Schwartz, "Lifetime Prevalence of Mental Disorders and Suicide Attempts in Diverse Lesbian, Gay, and Bisexual Populations," *American Journal of Public Health* 98, no. 6 (2008): 1004-1006.

¹²⁰ "Social Determinants of Health and Health Inequalities," Government of Canada, September 25, 2018, accessed February 10, 2019, <https://www.canada.ca/en/public-health/services/health-promotion/population-health/what-determines-health.html>.

alienation, loss of family or social support, and the impact of HIV and AIDS.¹²¹ As a result, members of the LGBTQ+ community may experience multiple forms of marginalization, stigmatization, and oppression simultaneously.

Each of these factors contributes to the increased risk of mental health issues for LGBTQ+ community members. The LGBTQ+ community experiences higher rates of depression, anxiety, obsessive-compulsive and phobic disorders, suicidality, self-harm, and substance use.¹²² In addition, members this community are twice as likely to develop post-traumatic stress disorder compared to heterosexual people. For LGBTQ+ youth (who make up the majority of LGBTQ+ community members transitioning from secondary to post-secondary education), there are additional concerns not reflected in those of the broader community: in particular, LGBTQ+ youth are at an increased risk for suicide and substance abuse disorders, at 14 times the rate of heterosexual youth, with trans youth being at the greatest risk for suicide – over three quarters of trans youth surveyed in Ontario reported having considered suicide, and nearly half had attempted suicide.¹²³

One important approach to addressing these concerns is the “No Wrong Door” concept. This is the idea that whenever someone identifies a need, whether that be within a service setting or an educational system, they should be given help instead of being turned away.¹²⁴ This concept should be applied to the LGBTQ+ community on campus, building on existing frameworks to better utilize current resources and programs.¹²⁵ One such program is Good2Talk, a provincial hotline that operates twenty-four hours a day, three-hundred sixty-five days a year. The confidential service provides professional counselling and referrals, and covers subjects including mental health, addictions, and well-being; the service is available to all post-secondary students attending a publicly assisted college or university in Ontario.¹²⁶ Expanding the Good2Talk program to include access to trained counsellors with lived LGBTQ+ experience would help address the mental health concerns that LGBTQ+ students face.

HEALTH COVERAGE AND PROMOTION

Principle: LGBTQ+ students should be able to easily access adequate healthcare on their campuses, regardless of the delivery model.

Principle: LGBTQ+ students should have access to a family physician who is well educated on the unique health concerns of members of the LGBTQ+ community.

Concern: Campus clinics are not readily identified as public or private, which can compromise the Ontario Health Insurance Plan billing process, and negatively impact LGBTQ+ students who are rostered with their family physician.

Concern: LGBTQ+ students often come to campus unaware of the nature of their relationship with their family physician, putting them at risk of being penalized if they access services from a private clinic.

Concern: LGBTQ+ students may be dropped by their family physicians for accessing private, walk-in clinics because of rostering.

Recommendation: The Ministry of Training, Colleges and Universities should set standards for how information about healthcare resources and access must be displayed and promoted to students.

¹²¹ “Lesbian, Gay, Bisexual, Trans & Queer Identified People and Mental Health” Canadian Mental Health Association, Ontario, accessed March 26, 2019, <https://ontario.cmha.ca/documents/lesbian-gay-bisexual-trans-queer-identified-people-and-mental-health/>.

¹²² *ibid.*

¹²³ *ibid.*

¹²⁴ *No Wrong Door Framework & Philosophy: Training Guide* (Department of Education and Early Childhood Development, March 2014), <http://www.nowrongdoor.com.au/var/files/uploads/pdfs/566603976b651f5f88a6d260179681ad.pdf>.

¹²⁵ “No Wrong Door,” Resources for Exceptional Children and Youth – Durham Region, accessed April 1, 2019, <http://www.rfecydurham.com/resourceportal/no-wrong-door>.

¹²⁶ “Good2Talk: Post-Secondary Student Helpline,” Good2Talk, accessed April 1, 2019, <https://good2talk.ca/>.

Having a family physician is fundamental to accessing and navigating Ontario's healthcare system. This access can be compromised as students transition into post-secondary education, often leaving behind a family physician and acclimatizing to a completely new healthcare landscape.

For members of the LGBTQ+ community, it can be challenging to find a doctor who supports LGBTQ+ identities; this can act as a barrier to accessing health care services.¹²⁷ Many family physicians are not strong allies of the LGBTQ+ community, which can result in members of the LGBTQ+ community receiving inadequate care.¹²⁸ Medical students have also reported feeling underprepared for roles where they may interact with members of the LGBTQ+ community.¹²⁹ These gaps highlight the need to train physicians so that they can provide LGBTQ+- and trans-specific health care. Further, the Ministry of Training, Colleges and Universities (MTCU) should work with the Ministry of Health and Long-Term Care to promote and encourage relationships between LGBTQ+ students and their family physician.

To limit the negative impacts of rostering, it is important to support relationships between LGBTQ+ students and their family physician. Rostering is a process by which patients register with a family practice, family physician, or team, and through which family physicians are able to collect government stipends for patients who appear formerly on rosters as their patients.¹³⁰ When students access private health care services in addition to their family doctor, their family physician may be at risk of losing their stipends, and students may face expulsion from their family physician as a result. Rostering can also lead to documentation being sent to the family homes of LGBTQ+ students after they have visited a private on-campus clinic, compromising the privacy of students who may not wish to share their gender or sexual identity with their families.¹³¹

Because of the concerns listed above, it is critical that the provincial government supports students and acts as an ally to the LGBTQ+ community. LGBTQ+ students should be able to access physicians who understand the unique concerns of LGBTQ+ persons and conduct themselves professionally. Additionally, LGBTQ+ youth often use language that may be unfamiliar to health care providers, especially as it relates to sexual orientation and gender identity, and so the government should offer training to health care providers to ensure that they have the information they need to provide adequate support. Further, to support ease of access, the MTCU should set standards for how information about healthcare resources and access must be displayed and promoted to students.

ONTARIO & UNIVERSITY HEALTH INSURANCE PLANS

Principle: The Ontario Health Insurance Plan and the University Health Insurance Plan should provide comprehensive coverage and services that are unique to LGBTQ+ students.

Principle: LGBTQ+ students should be aware and understand coverage plans that are available to them under both the Ontario Health Insurance Plan and the University Health Insurance Plan.

Concern: The Ontario Health Insurance Plan and the University Health Insurance Plan lack comprehensive coverage to support LGBTQ+ students' identities through transition.

¹²⁷ Joshua D. Safer, Eli Coleman, Jamie Feldman, Robert Garofalo, Wylie Hembree, Asa Radix and Jae Sevelius, "Barriers to Healthcare for Transgender Individuals," *Current Opinions in Endocrinology, Diabetes, and Obesity* 23, no. 2 (2017): 168-171.

¹²⁸ Amy Bourns, "For LGBTQ People, Finding a Family Doctor Can Be Tough," *The Star*, June 23, 2015, https://www.thestar.com/life/health_wellness/2015/06/23/for-lgbtq-people-finding-a-family-doctor-can-be-tough.html; Sophie Saint Thomas, "Here's How to Find a Doctor Who Is an LGBTQ Ally," *SELF*, September 14, 2018, <https://www.self.com/story/find-lgbtq-ally-doctor>.

¹²⁹ Brenda Beagan, Erin Fredericks and Mary Bryson, "Family Physician Perceptions of Working with LGBTQ Patients: Physician Training Needs," *Canadian Medical Education Journal* 6, no. 1 (2015): e14-e22.

¹³⁰ *Best Advice: Patient Rostering in Family Practice* (The College of Family Physicians of Canada, November 2012), https://www.cfpc.ca/uploadedFiles/Health_Policy/CFPC_Policy_Papers_and_Endorsements/CFPC_Policy_Papers/BestAdvice_RosteringFINALOct30.pdf.

¹³¹ *ibid.*

Concern: The LGBTQ+ student community may not have the financial disposition to pay for medical procedures that support their identity, including gender affirmation surgery and hormone therapy.

Concern: Due to a lack of awareness of coverage, members of the LGBTQ+ community may pay out of pocket for procedures that are at least partially covered under the Ontario Health Insurance Plan or the University Health Insurance Plan.

Concern: International students are not able to opt into the Ontario Health Insurance Plan.

Recommendation: The Ministry of Training, Colleges and Universities should work with the Ministry of Health and Long-Term Care, as well as the Sun Life Assurance Company of Canada, to engage with leading advocates, such as Egale and others within the LGBTQ+ community, to promote the coverage available to individuals seeking medical procedures in support of their identity, prior to allowing international students to opt into the Ontario Health Insurance Plan.

Recommendation: The Ministry of Training, Colleges and Universities should work with the Ministry of Health and Long-Term Care and the Sun Life Assurance Company of Canada to expand coverage for individuals who pursue medical procedures in support of their identity before they have received approval from the Ministry, prior to allowing international students to opt into the Ontario Health Insurance Plan.

LGBTQ+ students may require unique services from Ontario's health care system, and they are often among the most financially vulnerable populations.¹³² As a result, these students are likely to depend on the Ontario Health Insurance Plan (OHIP) and the University Health Insurance Plan (UHIP) to help cover their health care expenses. However, the UHIP does not cover all health care procedures, and so important procedures, including hormone therapy and gender confirmation surgery, may not be covered. Although insurance plans will cover some gender-confirming procedures, many students are unaware that these plans exist, which presents a further barrier to LGBTQ+ students obtaining these services. Coverage is also prescriptive, meaning that persons in transition may be required to have pre-established plans in order to qualify for funding.¹³³ This is a significant barrier and coverage should be more comprehensive in order to better support transitioning students.

There is a need to apply an anti-oppression framework to avoid continued oppression of marginalized groups within the LGBTQ+ community.¹³⁴ LGBTQ+ people occupy as diverse a range of identities as exists throughout Canada, and they often face significantly higher risks for mental and physical health issues.¹³⁵ Further, there is a notable lack of research on LGBTQ+ health concerns. However, the research that is available highlights the need for greater collaboration with insurance providers to develop plans that reflect the needs of the LGBTQ+ community.¹³⁶

The Ministry of Training, Colleges and Universities (MTCU) should work with the Ministry of Health and Long-Term Care and Sun Life Assurance Company of Canada to engage leading LGBTQ+ advocates. The MTCU should also provide information about coverage requirements to members of the LGBTQ+ community, particularly as they pertain to the process of transitioning. The focus should be on meeting coverage needs at all transition stages, and not only at the gender-confirming surgery stage. Engagement and partnership with leading LGBTQ+ advocates will provide a necessary first step in addressing

¹³² "Lesbian, Gay, Bisexual, Trans & Queer Identified People and Mental Health" Canadian Mental Health Association, Ontario, accessed March 26, 2019, <https://ontario.cmha.ca/documents/lesbian-gay-bisexual-trans-queer-identified-people-and-mental-health/>.

¹³³ "Gender Confirming Surgery," Government of Ontario, March 9, 2016, <https://www.ontario.ca/page/gender-confirming-surgery>.

¹³⁴ "Training for Change: An Integrated Anti-Oppression Framework," Rainbow Health Network, accessed April 1, 2019, <http://www.oaith.ca/assets/files/Publications/Intersectionality/FrameworkARAO-Training.pdf>.

¹³⁵ "Training for Change: An Integrated Anti-Oppression Framework," Rainbow Health Network, accessed April 1, 2019, <http://www.oaith.ca/assets/files/Publications/Intersectionality/FrameworkARAO-Training.pdf>; Joshua D. Safer, Eli Coleman, Jamie Feldman, Robert Garofalo, Wylie Hembree, Asa Radix and Jae Sevelius, "Barriers to Healthcare for Transgender Individuals," *Current Opinions in Endocrinology, Diabetes, and Obesity* 23, no. 2 (2017): 168-171.

¹³⁶ "6 Things You Can Do Right Now to Make Your Campus A LGBTQ-Positive Environment," Ready Education, August 24, 2018, <https://www.readyeducation.com/blog/make-campus-safe-space-lgbtq>.

knowledge gaps as well as the lack of research on the LGBTQ+ community's healthcare needs (including hormone therapy and/or surgery).¹³⁷ This is especially important for members of the LGBTQ+ community who rely primarily on UHIP, as that program does not offer coverage for these medical interventions.¹³⁸

SUPPORTS AND SERVICES

ACCOMMODATION AND ACCESSIBILITY SERVICES

Principle: LGBTQ+ students should have the opportunity to receive service from individuals who have lived experiences in the LGBTQ+ community.

Principle: LGBTQ+ students should be able to access services and supports provided by staff who are well informed on LGBTQ+ issues.

Principle: LGBTQ+ students should be able to access academic, service-oriented, and physical accommodations that support their identities and experiences.

Concern: Support staff are not required to take training or education specific to LGBTQ+ student barriers and concerns and are not well informed on how best to support LGBTQ+ students.

Concern: LGBTQ+ students do not always have access to appropriate academic, service-oriented, and physical accommodations to support their identities and experiences.

Recommendation: The Ministry of Training, Colleges and Universities, in collaboration with the Council of Ontario Universities, should provide financial resources to institutions for the recruitment and retention of individuals with lived experience into frontline support roles within university accessibility and accommodation services to better reflect the diverse needs of their students.

Recommendation: The Ministry of Training, Colleges and Universities should task the proposed unit on campus LGBTQ+ climate with developing appropriate education and training resources for all frontline staff members in university accessibility and accommodation services.

Recommendation: The Ministry of Training, Colleges and Universities should establish minimum accommodation and accessibility standards for services directed at LGBTQ+ students at all post-secondary institutions.

Recommendation: The Council of Ontario Universities' Accessible Campus working group should create and provide toolkits to institutions to ensure administrators understand the barriers that students with disabilities that identify as LGBTQ+ face.

Recommendation: The Council of Senior Administrative Officers Committee under the Council of Ontario Universities should require institutions to create policies or practices that ensure Student Accessibility Services or their equivalents address these intersecting identities in academic accommodations.

There is a noticeable gap in the literature as it pertains to accessibility issues for students from LGBTQ+ groups.¹³⁹ Without improved research on the experiences of LGBTQ+ students on campus, determining the needs of marginalized students on university campuses (particularly as they pertain to

¹³⁷ Joshua D. Safer, Eli Coleman, Jamie Feldman, Robert Garofalo, Wylie Hembree, Asa Radix and Jae Sevelius, "Barriers to Healthcare for Transgender Individuals," *Current Opinions in Endocrinology, Diabetes, and Obesity* 23, no. 2 (2017): 168-171.

¹³⁸ "What is Covered Under UHIP?," University Health Insurance Plan, accessed April 1, 2019, <http://uhip.ca/Enrollment/PlanDetails#toc2>.

¹³⁹ 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>.

accommodation and accessibility services) continues to be a challenge. This is significant, as LGBTQ+ students are more likely to experience barriers throughout their post-secondary education than their heterosexual peers.¹⁴⁰ While all students benefit from increased supports and accommodations, members of the LGBTQ+ community have a distinct and unique set of needs.¹⁴¹

To address this concern, the proposed unit on campus LGBTQ+ climate should develop minimum accommodation and accessibility standards that take into consideration 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 LGBTQ+ community, including access to a designated LGBTQ+ advocate on campus, a campus resource centre, and “safe spaces.”¹⁴² Specifically, OUSA recommends that the following support services be implemented:

- Counselling services, including emotional counselling and financial counselling for those who are estranged from their family after coming out;
- Education and counselling services for students and families to educate parents on how to support their LGBTQ+ child; advising parents on current research findings that negative reactions to a child’s identity or gender may negatively influence the child’s physical health and mental health;
- A grievance system specific to LGBTQ+ issues where students can report a dispute or grievance without fear of retribution based on their identity or gender;
- Career advising to support LGBTQ+ students concerned about interviewing and company climates toward LGBTQ+ employees;
- Workshops or programs for residence life assistants responsible for ensuring that student housing is safe and welcoming to all students; and
- Workshops or programs that address homophobia and heterosexism, especially for fraternities, sororities, and athletic teams.¹⁴³

In addition to broad-based, accessible services for LGBTQ+ students, it is important that minimum standards reflect the importance of individuals with lived experience providing these services. The proposed unit on campus LGBTQ+ climate should ensure that all recommendations and initiatives address the ability to access services from individuals who have experience within the LGBTQ+ community. However, while lived experience is preferable, OUSA recognizes that this is not always feasible and, in such cases, OUSA recommends that training be increased for those in institutional offices of accessibility/accessibility services with student-facing roles.

Additionally, LGBTQ+ students who identify as a person with a disability should be able to receive assistance from LGBTQ+ communities and service providers, such as Rainbow Health Ontario.¹⁴⁴ There should be a greater focus on researching the needs of this community, as well as on how existing accommodations often fail to provide the necessary supports that students who are not members of this community might take for granted. Ideally, this research would be conducted by those with lived experience in the community. Clear guidelines need to be established around best practices as they relate to accommodating LGBTQ+ students’ concerns. Through OUSA’s proposed unit on campus LGBTQ+ climate, in addition to active recruitment of students across institutions to participate in ongoing surveys and questionnaires, proposed guidelines for accessibility services and frameworks can better reflect the needs of the population across the post-secondary sector as a whole.

¹⁴⁰ 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/>.

¹⁴¹ 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>.

¹⁴² *ibid.*

¹⁴³ *ibid.*

¹⁴⁴ “Rainbow Health Ontario Training and Education,” *Rainbow Health Ontario*, accessed March 27, 2019, <https://www.rainbowhealthontario.ca/rainbow-health-ontario-training-and-education/>.

ACCESSIBLE SUPPORTS AND SERVICES

Principle: Post-secondary institutions should be equipped to support the diverse needs and identities of LGBTQ+ students.

Principle: LGBTQ+ students who occupy additional marginalized identities should not face additional barriers and restrictions in accessing supports and services.

Principle: LGBTQ+ students are more likely to experience intersecting identities.

Principle: LGBTQ+ students should feel accepted, safe, and comfortable in every community they choose to live in.

Principle: LGBTQ+ students who also identify as persons with intersecting identities should have access to services and supports that reflect the needs of these identities.

Concern: LGBTQ+ students who occupy additional marginalized identities have distinct and diverse needs that are not well supported by current campus infrastructure.

Concern: The needs of LGBTQ+ students with marginalized identities may feel less safe, comfortable, and welcome in discussing or disclosing their identities in comparison to other LGBTQ+ students.

Concern: Students who identify as LGBTQ+ as well as non-white, a person with a disability, or as Indigenous are more likely to experience stigmatization, marginalization, and oppression as a result of their identity.

Concern: LGBTQ+ students with intersecting identities may not have access to the supports necessary for them to succeed academically, personally, and professionally while they attend post-secondary education.

Recommendation: The Ministry of Training, Colleges and Universities should task the proposed unit on campus LGBTQ+ climate with researching and developing resources for institutions specific to the needs of LGBTQ+ students who identify as non-white or European, persons with a disability, or Indigenous persons.

Recommendation: The Ministry of Training, Colleges and Universities should provide funding to institutions to provide training to all counsellors addressing the needs of LGBTQ+ students with intersecting identities, based on standards developed by the proposed unit on campus LGBTQ+ climate.

The term “intersecting identities” is used to reflect the fact that some members of the LGBTQ+ community have identities that consist of several intersecting components, including gender, race, ethnicity, class, sexuality, and pathology.¹⁴⁵ Some individuals prefer to use the term “identities,” which emphasizes the fact that identity is fluid and shifts throughout one’s life.¹⁴⁶ This is particularly relevant to marginalized groups within the LGBTQ+ community, including those who identify as racialized persons, persons with a disability, or Indigenous persons. It is important to recognize these diverse and intersecting communities as they exist within the broader community.

Persons whose identities cross multiple marginalized groups are at greater risk for developing mental and physical health concerns.¹⁴⁷ While the issues that such communities face are often omitted from broader research focused on the LGBTQ+ community, more recent studies have suggested elevated levels of depression and suicidality among those with intersecting identities, especially when compared to

¹⁴⁵ “Investigating Identity,” The Museum of Modern Art: Learning, accessed March 29, 2019, https://www.moma.org/learn/moma_learning/themes/investigating-identity/intersecting-identities/.

¹⁴⁶ *ibid.*

¹⁴⁷ “Lesbian, Gay, Bisexual, Trans & Queer Identified People and Mental Health” Canadian Mental Health Association, Ontario, accessed March 26, 2019, <https://ontario.cmha.ca/documents/lesbian-gay-bisexual-trans-queer-identified-people-and-mental-health/>.

LGBTQ+ members who present or identify under a single identity.¹⁴⁸ The disproportionate risks faced by those with intersecting identities invokes different needs when it comes to support systems. There are also particular barriers faced by LGBTQ+ persons with intersecting identities in a post-secondary environment that require more attention. LGBTQ+ students with intersecting identities experience marginalization in a cumulative way, with microaggressions and oppression based on race, culture, ability, and sexual identity contributing to “minority stress” that results in the need for additional resources and supports in order to succeed within a post-secondary environment.¹⁴⁹

In order to address the risks faced by LGBTQ+ students with intersecting identities, institutions must first recognize the diverse experiences of these students and understand the competing pressures and associated societal marginalization that contribute to these risks. By collecting necessary information on the unique experiences of these students, the proposed unit on campus LGBTQ+ climate can provide institutions with necessary support and recommendations so that they can develop appropriate policies and support services to better assist post-secondary transition for LGBTQ+ students with intersecting identities. Additionally, funding for institutions to implement these recommendations will be as pivotal to their success, given that research on the needs of these communities will inform the recommendations. Therefore, the Ministry of Training, Colleges and Universities should provide funding to institutions to hire and train appropriate staff who can implement and uphold the recommendations from the proposed unit on campus LGBTQ+ climate. This staff will provide supports to students, taking an intersectional approach where they consider the needs of the whole person and their intersecting experiences of marginalization.¹⁵⁰

PROVINCIAL FUNDING AND GRANTS

Principle: Financial barriers should not impact research on the LGBTQ+ community.

Principle: LGBTQ+ students should see themselves reflected in campus-wide engagement efforts.

Principle: Financial barriers should not impact LGBTQ+ academic success.

Concern: There is a lack of adequate and targeted funding to address research and advocacy for improving the mental health and physical safety of LGBTQ+ students.

Concern: LGBTQ+ student engagement is often overlooked by broader student engagement efforts.

Concern: There is inadequate provincial funding allocated to research work on LGBTQ+ student issues.

Concern: International students or those students whose first language is not English (including Francophone students) may face cultural and language barriers when attempting to access and use educational materials.

Concern: General educational materials and training may not be accessible or meaningful to students from diverse backgrounds.

¹⁴⁸ “Lesbian, Gay, Bisexual, Trans & Queer Identified People and Mental Health” Canadian Mental Health Association, Ontario, accessed March 26, 2019, <https://ontario.cmha.ca/documents/lesbian-gay-bisexual-trans-queer-identified-people-and-mental-health/>; Susan D. Cochran, Vickie M. Mays, Magarita Alegria, Alexander N. Ortega and David Takeuchi, “Mental Health and Substance Use Disorders among Latino and Asian American Lesbian, Gay, and Bisexual Adults,” *Journal of Consulting and Clinical Psychology* 75, no. 5 (2007): 785-94; Ilan H. Meyer, Jessica Dietrich and Sharon Schwartz, “Lifetime Prevalence of Mental Disorders and Suicide Attempts in Diverse Lesbian, Gay, and Bisexual Populations,” *American Journal of Public Health* 98, no. 6 (2008): 1004-1006.

¹⁴⁹ Kimberly F. Balsam, Yamile Molina, Blair Beadnell, Jane Simoni and Karina Walters, “Measuring Multiple Minority Stress: The LGBT People of Color Microaggressions Scale,” *Cultur Divers Ethnic Minor Psychol* 17, no. 2 (2011): 163-174, doi: 10.1037/a002344.

¹⁵⁰ “Lesbian, Gay, Bisexual, Trans & Queer Identified People and Mental Health” Canadian Mental Health Association, Ontario, accessed March 26, 2019, <https://ontario.cmha.ca/documents/lesbian-gay-bisexual-trans-queer-identified-people-and-mental-health/>.

Concern: LGBTQ+ students are more likely to face financial insecurities.

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

Recommendation: The Ministry of Training, Colleges and Universities should provide research grants that mirror both the financial contributions and programmatic intent of programs available at the federal level.

Recommendation: The Ministry of Training, Colleges and Universities should provide envelope funding targeting the education of the broader campus student population. Funding should be optimized by focusing on research aimed at addressing the stigmatization, marginalization, and oppression of LGBTQ+ students.

Recommendation: The provincial government should incentivize the expansion of resources in diverse languages for LGBTQ+ students by providing grant funding.

Recommendation: The provincial government should mandate that universities develop emergency funds accessible to LGBTQ+ students that may experience financial crises.

According to Rainbow Health Ontario, resources are shrinking; this has contributed to the lack of research and policy advocacy to improve LGBTQ+ health and safety issues.¹⁵¹ In addition to limited resources for research and policy advocacy, LGBTQ+ programming and services also operate with limited financial support.¹⁵² In 2017, the Government of Canada provided \$250,000 in funding for projects targeted for an anticipated increase in demand for services by members of the LGBTQ+ community.¹⁵³ The provincial government should supplement this by providing funding specifically to increase initiatives undertaken by institutions to address inclusivity on campus. An important step toward greater inclusivity is an increased presence of these communities on campus, which can be facilitated by offering more resources in support of LGBTQ+ students on campus. A concerted effort should be taken to research the necessity of “safe spaces” and the populations that rely on them. Additionally, targeted funding for campus Pride centres is a necessary component in addressing the stigmatization, marginalization, and oppression that LGBTQ+ students experience on university campuses.

Importantly, all funding should come with significant restrictions and specifications that ensure accountability for the projects it supports. Those providing funding should offer guidelines as to what projects will be eligible, and these guidelines should be developed alongside the proposed unit on campus LGBTQ+ climate. These guidelines should aim to prevent fund reallocation that takes funding away from campus Pride centres.

There are also financial challenges faced by individual LGBTQ+ students. According to OUSA’s Ontario Post-Secondary Student Survey, LGBTQ+ students were more likely to accumulate debt and to consider this debt to be burdensome than their heterosexual peers.¹⁵⁴ Bisexual and transgender people were also more likely to have lower incomes, contributing to financial constraints that can have serious physical and mental health consequences.¹⁵⁵ The provincial government can mitigate the financial concerns of LGBTQ+ students by requiring that universities offer an emergency relief fund for these students to access in times of financial crisis.

¹⁵¹ “Training for Change: An Integrated Anti-Oppression Framework,” Rainbow Health Network, accessed April 1, 2019, <http://www.oaith.ca/assets/files/Publications/Intersectionality/FrameworkARAO-Training.pdf>.

¹⁵² OUSA, *LGBTQ+ Student Experiences Interview Series*, December 2018 (unpublished).

¹⁵³ “Government of Canada Initiatives to Support LGBTQ2 Communities and Promote Diversity and Inclusion,” Justin Trudeau, Prime Minister of Canada, November 28, 2017), <https://pm.gc.ca/eng/news/2017/11/28/government-canada-initiatives-support-lgbtq2-communities-and-promote-diversity-and>.

¹⁵⁴ Mackenzie Claggert, *Financing Fees: The Inequitable Burden of University Costs* (OUSA, 2018), https://www.ousa.ca/report_financing_fees.

¹⁵⁵ “Lesbian, Gay, Bisexual, Trans & Queer Identified People and Mental Health” Canadian Mental Health Association, Ontario, accessed March 26, 2019, <https://ontario.cmha.ca/documents/lesbian-gay-bisexual-trans-queer-identified-people-and-mental-health/>.

POLICY STATEMENT

Whereas: The lived experiences of LGBTQ+ students should be recognized, respected, and utilized in the development of policies that affect the LGBTQ+ community.

Whereas: LGBTQ+ students should have access to data and research pertaining to their communities to support inclusion and awareness.

Whereas: Post-secondary institutions should have a greater understanding of the unique needs of diverse communities on their campuses.

Whereas: Every student should have access to bathrooms they feel safe and comfortable using.

Whereas: Students should have the option and be able to access gender-neutral bathrooms easily.

Whereas: Gender-neutral bathrooms are essential options to provide to students who identify as trans and non-binary.

Whereas: LGBTQ+ students should be able to partake in organized physical activities without encountering barriers related to their identities.

Whereas: LGBTQ+ students should see their identities reflected on their campuses.

Whereas: Every university should offer permanent and physical representations of the LGBTQ+ community on their campuses.

Whereas: Campus LGBTQ+ student centres should not be limited in their functions, regardless of space and funding.

Whereas: Promotion of services, supports, and identities of LGBTQ+ communities should be consistent and ongoing.

Whereas: Encouraging consistent promotion of information and awareness campaigns supporting LGBTQ+ students is an integral component in addressing the oppressive campus climates that LGBTQ+ students face.

Whereas: The autonomy of organized and existing student-led groups and initiatives should be respected and maintained.

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

Whereas: Physical activity is vital to ensuring the physical and mental wellbeing of students.

Whereas: Opportunities to participate in sports and other types of physical activity should be equally available to all students.

Whereas: Every effort should be made to identify and reduce barriers against LGBTQ+ participation in organized physical activities.

Whereas: All LGBTQ+ students should be free to participate in academic spaces without experiencing stigmatization, marginalization, and oppression due to their identity.

Whereas: The climate in academic spaces should be open, positive, and welcoming for members of the LGBTQ+ community.

Whereas: Course-related materials, such as syllabi, should feature gender-neutral language.

Whereas: Upon completing training on LGBTQ+ issues, participants should be able to provide meaningful allyship.

Whereas: All members of campus security and local police should be equipped with the training and tools they need to support LGBTQ+ students in the university community.

Whereas: All members of the LGBTQ+ community should be able to access security services and support without fear or stigma, should they wish to do so.

Whereas: Family and peer support is an integral component of LGBTQ+ student success in transitioning from secondary to post-secondary education.

Whereas: Family and peer education is an integral component in developing strong allyship with the LGBTQ+ community and LGBTQ+ students in Ontario.

Whereas: Positive health outcomes for the LGBTQ+ community can be encouraged by providing targeted support groups as well as by providing all students with accessible education on allyship.

Whereas: Relationship building and allyship should be consistently encouraged, promoted, and supported on campuses.

Whereas: LGBTQ+ students should not face barriers in access or achievement of post-secondary education because of a lack of early outreach efforts.

Whereas:

Whereas: “Positive spaces” should support the activities of LGBTQ+ students on campus.

Whereas: “Positive spaces” should be safe for individuals identifying as members of LGBTQ+ community.

Whereas: “Positive spaces” should be inclusive and supportive for all LGBTQ+ students, regardless of their identity.

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

Whereas: All data pertaining to LGBTQ+ students should be confidential and securely stored.

Whereas: Data on race, religion, ethnicity, and culture adjacent to LGBTQ+ identities should be collected in a safe and ethical manner to prevent furthering systemic barriers and/or increasing discrimination.

Whereas: Identities under the LGBTQ+ umbrella should be recognized by institutions as distinct from each other, facing unique concerns and with unique needs.

Whereas: Students should not be forced to reveal their gender or sexual identity if they are not ready to do so.

Whereas: Non-binary, questioning, and trans individuals should not have to reveal information about their gender or sexual identity on academic documentation.

Whereas: Non-binary, questioning, and trans individuals should be able to easily self-identify if they so choose on any institutional documentation and in data collection.

Whereas: People of all genders should have access to change their name to best reflect their identity with as few barriers as possible in the process.

Whereas: All identities under the LGBTQ+ umbrella should be recognized as facing distinct concerns.

Whereas: Information about LGBTQ+ services should be easily accessible and visible to students.

Whereas: Information about the LGBTQ+ community should be permanently available in accessible places on campus.

Whereas: Students from the LGBTQ+ community should never have their identity tokenized or misrepresented, especially for promotional material.

Whereas: Marginalized and racialized students should feel comfortable on their campuses.

Whereas: Research on LGBTQ+ identities should take into account all LGBTQ+ identities, particularly those who are underrepresented.

Whereas: Ongoing, updated, and relevant research is important for improving the personal safety, and the physical and mental health of LGBTQ+ students as well as their overall experience in attending post-secondary institutions.

Whereas: Students interested in pursuing research on LGBTQ+ student identities and experiences should have access to supervisors conducting research in their area of inquiry and appropriate supervisory support.

Whereas: Appropriate student supervisor support is an integral component to the academic success, retention, and further pursuit of student researchers.

Whereas: Improved retention of student researchers leads to an increased number of researchers interested and qualified to conduct research on LGBTQ+ student identities and experiences.

Whereas: Universities should be equipped to provide a range of residence accommodations for LGBTQ+ students.

Whereas: Transgender students should have the opportunity to transfer to a residential space of their choice or private residence room upon request or in the event of harassment or a crisis.

Whereas: University campuses should be free of homophobia, transphobia, and other forms of discrimination to ensure all students can safely access and thrive in post-secondary education.

Whereas: The identities and rights of LGBTQ+ people are protected by law, and the province and institutions must uphold the protection of these rights on post-secondary campuses.

Whereas: University campuses should feature events and programming that support and provide visibility to LGBTQ+ students.

Whereas: All students attending post-secondary education should be equipped with education about the differences between sex and gender.

Whereas: Individuals in positions of leadership (including staff, faculty, student leaders, orientation leaders, and teaching assistants) should be educated about and aware of LGBTQ+ identities and concerns on their campuses.

Whereas: All students should begin their post-secondary education with a fundamental understanding of LGBTQ+ issues and history.

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

Whereas: No student should face harassment or safety concerns due to their sexual orientation and/or gender identity.

Whereas: LGBTQ+ students should be able to easily access the health services and information they need on their campus.

Whereas: LGBTQ+ students should be able to access health services off-campus and in their community without facing barriers.

Whereas: All campus health care workers should be trained to support and understand the needs of LGBTQ+ students on campus.

Whereas: LGBTQ+ students should be able to access the counselling services they require easily.

Whereas: Access to counselling services for LGBTQ+ students should follow a “No Wrong Door” policy for referral and service provision.

Whereas: LGBTQ+ students should be able to easily access adequate healthcare on their campuses, regardless of the delivery model.

Whereas: LGBTQ+ students should have access to a family physician who is well educated on the unique health concerns of members of the LGBTQ+ community.

Whereas: The Ontario Health Insurance Plan and the University Health Insurance Plan should provide comprehensive coverage and services that are unique to LGBTQ+ students.

Whereas: LGBTQ+ students should be aware and understand coverage plans that are available to them under both the Ontario Health Insurance Plan and the University Health Insurance Plan.

Whereas: LGBTQ+ students should have the opportunity to receive service from individuals who have lived experiences in the LGBTQ+ community.

Whereas: LGBTQ+ students should be able to access services and supports provided by staff who are well informed on LGBTQ+ issues.

Whereas: LGBTQ+ students should be able to access academic, service-oriented, and physical accommodations that support their identities and experiences.

Whereas: Post-secondary institutions should be equipped to support the diverse needs and identities of LGBTQ+ students.

Whereas: LGBTQ+ students who occupy additional marginalized identities should not face additional barriers and restrictions in accessing supports and services.

Whereas: LGBTQ+ students are more likely to experience intersecting identities.

Whereas: LGBTQ+ students should feel accepted, safe, and comfortable in every community they choose to live in.

Whereas: LGBTQ+ students who also identify as persons with intersecting identities should have access to services and supports that reflect the needs of these identities.

Whereas: Financial barriers should not impact research on the LGBTQ+ community.

Whereas: LGBTQ+ students should see themselves reflected in campus-wide engagement efforts.

Whereas: Financial barriers should not impact LGBTQ+ academic success.

Be it resolved that: The provincial government should establish a permanent unit within the Ministry of Training, Colleges and Universities that is responsible for providing, advising, and supporting the Ministry on LGBTQ+ student issues and priority areas.

Be it further resolved that (BIFRT): The proposed unit on campus LGBTQ+ climate should be composed of community advocates, leaders in identity inclusion, and campus stakeholders from across the province, including members with lived experience of the LGBTQ+ student community.

BIFRT: The proposed unit on campus LGBTQ+ climate should assist the Ministry of Training, Colleges and Universities in developing a framework mandating clear minimum standards for training and education for students, academic, and administrative staff.

BIFRT: The proposed unit on campus LGBTQ+ climate should provide guidance and support to the Ministry of Training, Colleges and Universities in creating a system-wide information platform that will support the dissemination of resources relating to institutional climates for LGBTQ+ communities.

BIFRT: The proposed unit on campus LGBTQ+ climate's system-wide information platform should include up-to-date information on the policies and procedures in place to support members of the LGBTQ+ community at each institution.

BIFRT: The proposed unit on campus LGBTQ+ climate shall assist in the promotion and usage of the system-wide information platform by each institution.

BIFRT: The proposed unit on campus LGBTQ+ climate should use leading and innovative practices to inform policy developments targeted at improving inclusivity and climate for LGBTQ+ students on campus.

BIFRT: The proposed unit on campus LGBTQ+ climate should be mandated to develop metrics for assessing the inclusivity and awareness of LGBTQ+ students and student issues on campuses.

BIFRT: The proposed unit on campus LGBTQ+ climate should provide guidance and support to the Ministry of Training, Colleges and Universities on the publication, usage, and distribution of data collected for the purposes of addressing campus inclusivity and awareness.

BIFRT: The proposed unit on campus LGBTQ+ climate should develop templates for engagement materials, demonstrating how to incorporate data collected by institutions on LGBTQ+ students appropriately.

BIFRT: Prior to the creation of the unit on campus LGBTQ+ climate, the provincial government should conduct comprehensive consultation and engagement with LGBTQ+ students and advocate on policy decisions that would have an impact on the LGBTQ+ community.

BIFRT: If a dedicated unit is not adopted, the Ministry of Training, Colleges and Universities should incorporate these recommendations into their existing branches to ensure an inclusive approach to addressing LGBTQ+ student concerns.

BIFRT: The provincial government should mandate that all new institutions and infrastructural expansions dedicate space, including spaces in recreational and sports facilities, to providing gender-neutral bathrooms and change rooms that students can access.

BIFRT: The provincial government should provide capital funding for existing university buildings or spaces to include gender neutral bathrooms and change rooms.

BIFRT: The provincial government should mandate that all institutions have accessible, gender-neutral bathrooms in addition to accessible bathrooms that already exist on campus.

BIFRT: The provincial government should mandate that universities display information about the location of gender-neutral bathrooms in an accessible manner online and physically on campuses, which should be available in high-traffic areas.

BIFRT: The provincial government should define LGBTQ+ student centres and operations as essential should the Student Choice Initiative be implemented so as to ensure continued support and funding.

BIFRT: The provincial government should make capital funding available for the establishment of permanent, physical spaces for LGBTQ+ students on university campuses to support the minimum standards established by the Ministry of Training, Colleges and Universities.

BIFRT: The provincial government should make operational funding available for the ongoing costs associated with staffing and maintaining spaces for LGBTQ+ students on university campuses to support the minimum standards established by Ministry of Training, Colleges and Universities.

BIFRT: The provincial government should mandate that institutions develop agreements with their student associations based on comprehensive consultations with LGBTQ+ students and groups for the implementation and oversight of funding for permanent physical spaces and operations.

BIFRT: The provincial government should work in collaboration with Ontario University Athletics to develop minimum standards for inclusive and accessible athletic and recreational spaces on university campuses, including the active promotion of awareness campaigns to encourage LGBTQ+ student engagement.

BIFRT: The provincial government should mandate that institutions implement these minimum standards in recreational and athletic spaces.

BIFRT: The provincial government should collaborate with the Ontario Confederation of University Faculty Associations to develop, make available, and adopt training around LGBTQ+ issues and inclusivity, with comprehensive consultation from LGBTQ+ students, within academic spaces for faculty, including inclusive pedagogy and course syllabi.

BIFRT: The provincial government should provide institutions with resources to provide training for course coordinators, teaching assistants, and other academic staff, with comprehensive consultation from LGBTQ+ students, regarding inclusivity of LGBTQ+ students on campus.

BIFRT: The Ontario Confederation of University Faculty Associations should develop a tiered training model to provide faculty with the opportunity to receive accredited training on LGBTQ+ issues.

BIFRT: The provincial government should work with the Ministry of Municipal Affairs and the Ministry of Community Safety and Correctional Services to establish a protocol for campus security engagement with community enforcement stakeholders.

BIFRT: The provincial government should collaborate with the Council of Ontario Universities to establish working groups which include representation from oppressed and marginalized students to improve interactions between LGBTQ+ students and campus security.

BIFRT: The provincial government should task the Council of Ontario Universities to develop a training program and student engagement protocol for campus security based on the recommendations of the working groups.

BIFRT: The provincial government should work with the Ministry of Municipal Affairs and the Ministry of Community Safety and Correctional Services, as well as the proposed unit on campus LGBTQ+ climate,

to develop joint training and educational opportunities for members of local police, to improve interactions with LGBTQ+ students.

BIFRT: The Council of Ontario Universities' committee and the Ontario Association of College and University Security Administrators, should be tasked with creating an anonymous incident reporting tool that allows students to anonymously provide concerns or recommendations regarding their campus security.

BIFRT: The Council of Ontario Universities' committee and the Ontario Association of College and University Security Administrators, should be tasked with creating reports based on both student incident reports and consultations with the Anti-Racism Directorate and Rainbow Health Care Ontario that are accessible for students.

BIFRT: The Council of Ontario Universities' committee and the Ontario Association of College and University Security Administrators, should re-work their current training initiatives to include intersecting identity training, which should be done with consultation from student groups.

BIFRT: The Ministry of Training, Colleges and Universities should work with the Ministry of Education to develop and provide an appropriate educational curriculum that adequately addresses LGBTQ+ identities, issues, and histories.

BIFRT: The Ministry of Training, Colleges and Universities should work with the Ministry of Education and Egale Canada to develop best practices around promoting and encouraging allyship within school spaces.

BIFRT: The Ministry of Training, Colleges and Universities should work with the Ministry of Education to revise the Private Schools Policies and Procedures Manual to provide LGBTQ+ students with the knowledge and preparation they need to be healthy, to thrive, and to feel represented and safe.

BIFRT: The provincial government should maintain Ontario's Equity and Inclusive Education Strategy.

BIFRT: The Ministry of Training, Colleges and Universities should work with LGBTQ+ advocates with situated knowledge to establish strategic outreach plans designed to support LGBTQ+ students transitioning from secondary to post-secondary education, specifically transitional-aged youth.

BIFRT: The Ministry of Training, Colleges and Universities should work with the Ministry of Education to include and mandate that all primary and secondary schools teach information about LGBTQ+ identities, issues, sexual health, and healthy relationships in both the primary and secondary Health and Physical Education curriculums.

BIFRT: The Ministry of Training, Colleges and Universities should ensure that both primary and secondary Health and Physical Education curriculums use an intersectional lens that addresses particular aspects of sexual health for LGBTQ+ students' intersecting identities.

BIFRT: The provincial government should mandate that institutions include a provision on the appropriate usage of the "Positive Spaces" program within their LGBTQ+ inclusion and visibility policies.

BIFRT: The provincial government should task the Higher Education Council of Ontario with identifying barriers that exist for students attempting to change their name and affirm their gender identity and make recommendations to address these barriers.

BIFRT: The provincial government should collaborate with the Council of Ontario Universities to set standards for clear and transparent processes for students to change names and pronouns on all university documentation, including the confidential protection of student identity information.

BIFRT: The provincial government should task the Higher Education Quality Council of Ontario with investigating marginalized identities under the LGBTQ+ umbrella in order to identify and report on the unique barriers faced by these students.

BIFRT: The provincial government should mandate that the proposed unit on campus LGBTQ+ climate within Ministry of Training, Colleges and Universities assist in the creation of a website to act as a comprehensive resource for prospective students.

BIFRT: The provincial government should mandate the inclusion of this comprehensive resource website on existing student resource and application websites.

BIFRT: The provincial government should mandate that all institutions display information about the LGBTQ+ community in a prominent and accessible way.

BIFRT: The provincial government should recognize annual dates that impact the LGBTQ+ community as outlined by Queer Events.

BIFRT: The provincial government should task the Higher Education Quality Council of Ontario with conducting research on the particular needs of racialized LGBTQ+ students used to inform institutional policies on LGBTQ+ inclusion and visibility.

BIFRT: The Ministry of Training, Colleges and Universities should work with the Ministry of Children, Community and Social Services to address intersectional concerns that exist within the LGBTQ+ student community.

BIFRT: The provincial government should task the Higher Education Quality Council of Ontario with investigating marginalized identities under the LGBTQ+ umbrella in order to identify barriers that exist within the LGBTQ+ community.

BIFRT: The provincial government should work with the Higher Education Quality Council of Ontario to conduct research on the quality of education as it relates to LGBTQ+ students.

BIFRT: The Ministry of Training, Colleges and Universities should provide financial resources to institutions to encourage academics to conduct research that examines the supports available to LGBTQ+ students in post-secondary institutions.

BIFRT: The provincial government should task the Higher Educational Quality Council of Ontario with investigating the experiences of LGBTQ+ students, particularly as they relate to concepts of bisexual, pansexual, and transphobias and erasure.

BIFRT: The Ministry of Training, Colleges and Universities should provide specific grants to students interested in completing research on LGBTQ+ student experiences specific to campus climates.

BIFRT: The provincial government should engage with leading advocates and establish best practices available for institutional implementation to ensure LGBTQ+ representation and safety within university residences.

BIFRT: The provincial government should mandate that universities develop strategic residence plans in order to respond to self-identified safety concerns of LGBTQ+ students.

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

BIFRT: The Ministry of Training, Colleges and Universities should direct the proposed unit on campus LGBTQ+ climate to establish minimum standards for training for Residence Assistants, Dons, and Head Residents that is reflective of their roles.

BIFRT: The provincial government should strike an advisory committee of LGBTQ+ advocates with situated knowledge, students, and student leaders to develop a framework for how universities should work with LGBTQ+ student groups to ensure adequate representation on institutional committees and events as well as programming that supports and provides visibility to LGBTQ+ students.

BIFRT: The Council of Ontario Universities should utilize the developed framework to task universities with developing campus specific policies on LGBTQ+ inclusion and visibility.

BIFRT: The provincial government should mandate that the Ontario Universities Council on Quality Assurance review the gender inclusivity of academic programs.

BIFRT: The provincial government should mandate that any training program or education programs should have intersectional representation on review councils so as to ensure that content is diverse and effective, without sacrificing the core principles of the material.

BIFRT: The provincial government should update the Occupational Health and Safety Act to include competent education and training about LGBTQ+ issues for all faculty and staff, including expectations as to how to handle homophobia and transphobia in the classroom.

BIFRT: The provincial government should amend the Sexual Violence and Harassment Action Plan Act to include mandatory education and training for all university employees, with specific training and education on LGBTQ+ issues informed by LGBTQ+ advocates with situated knowledge.

BIFRT: The provincial government should develop best practices as they relate to policies for comprehensive inclusion of gender identity protections on university campuses.

BIFRT: The provincial government should mandate that these best practices developed for institutions include provisions for appropriate disciplinary action and the procedures for enforcement, and that these procedures are upheld.

BIFRT: The provincial government should amend Bill 132, the Sexual Violence and Harassment Action Plan Act to include that gender-neutral language is used in post-secondary institutions' sexual violence policies.

BIFRT: The provincial government should mandate that resources for sexual violence prevention and support exist on all university campuses and that they are adequately equipped to support the LGBTQ+ community and their diverse experiences.

BIFRT: The Ministry of Training, Colleges and Universities should work with the Ministry of Health and Long-Term Care to increase referrals and integration between community healthcare agencies and campus clinics.

BIFRT: The Ministry of Health and Long-Term Care should work with Rainbow Health Ontario to develop training for medical and administrative staff to support the higher rates of physical health, mental health, and sexual health concerns among the LGBTQ+ population.

BIFRT: The Ministry of Training, Colleges and Universities should work with the Ministry of Health and Long-Term Care to develop awareness resources targeting promotion of appropriate community resources on university campuses.

BIFRT: The Ministry of Training, Colleges and Universities should provide funding to institutions to provide training to all counsellors addressing the needs of LGBTQ+ students with intersecting identities based on standards developed by Rainbow Health Ontario.

BIFRT: The Ministry of Health and Long-Term Care should lobby the Canadian Medical Association to include an inclusive and intersectional training in residency requirements on LGBTQ+ unique health concerns.

BIFRT: The Ministry of Health and Long-Term Care should mandate intersectional training on LGBTQ+ health issues for in-service physicians on a regular basis, including comprehensive sexually transmitted infection testing.

BIFRT: The provincial government should expand the Good2Talk: Post-Secondary Student Helpline to include resources and supports for LGBTQ+ students.

BIFRT: The provincial government should collaborate with Rainbow Health Ontario to ensure that any expansion of the Good2Talk: Post-Secondary Student Helpline program includes provisions for the recruitment of counsellors with lived experience interacting with LGBTQ+ students, as well as adequate additional training for staff expected to interact with LGBTQ+ students.

BIFRT: The Ministry of Training, Colleges and Universities should set standards for how information about healthcare resources and access must be displayed and promoted to students.

BIFRT: The Ministry of Training, Colleges and Universities should work with the Ministry of Health and Long-Term Care, as well as the Sun Life Assurance Company of Canada, to engage with leading advocates, such as Egale and others within the LGBTQ+ community, to promote the coverage available to individuals seeking medical procedures in support of their identity, prior to allowing international students to opt into the Ontario Health Insurance Plan.

BIFRT: The Ministry of Training, Colleges and Universities should work with the Ministry of Health and Long-Term Care and the Sun Life Assurance Company of Canada to expand coverage for individuals who pursue medical procedures in support of their identity before they have received approval from the Ministry, prior to allowing international students to opt into the Ontario Health Insurance Plan.

BIFRT: The Ministry of Training, Colleges and Universities, in collaboration with the Council of Ontario Universities, should provide financial resources to institutions for the recruitment and retention of individuals with lived experience into frontline support roles within university accessibility and accommodation services to better reflect the diverse needs of their students.

BIFRT: The Ministry of Training, Colleges and Universities should task the proposed unit on campus LGBTQ+ climate with developing appropriate education and training resources for all frontline staff members in university accessibility and accommodation services.

BIFRT: The Ministry of Training, Colleges and Universities should to establish minimum accommodation and accessibility standards for services directed at LGBTQ+ students at all post-secondary institutions.

BIFRT: The Council of Ontario Universities' Accessible Campus working group should create and provide toolkits to institutions to ensure administrators understand the barriers that students with disabilities that identify as LGBTQ+ face.

BIFRT: The Council of Senior Administrative Officers Committee under the Council of Ontario Universities should require institutions to create policies or practices that ensure Student Accessibility Services or their equivalents address these intersecting identities in academic accommodations.

BIFRT: The Ministry of Training, Colleges and Universities should task the proposed unit on campus LGBTQ+ climate with researching and developing resources for institutions specific to the needs of LGBTQ+ students who identify as non-white or European, persons with a disability, or Indigenous persons.

BIFRT: The Ministry of Training, Colleges and Universities should provide funding to institutions to provide training to all counsellors addressing the needs of LGBTQ+ students with intersecting identities, based on standards developed by the proposed unit on campus LGBTQ+ climate.

BIFRT: The Ministry of Training, Colleges and Universities should provide research grants that mirror both the financial contributions and programmatic intent of programs available at the federal level.

BIFRT: The Ministry of Training, Colleges and Universities should provide envelope funding targeting the education of the broader campus student population. Funding should be optimized by focusing on research aimed at addressing the stigmatization, marginalization, and oppression of LGBTQ+ students.

BIFRT: The provincial government should incentivize the expansion of resources in diverse languages for LGBTQ+ students by providing grant funding.

BIFRT: The provincial government should mandate that universities develop emergency funds accessible to LGBTQ+ students that may experience financial crises.