



POLICY PAPER

Sexual and Gender Diversity

Prepared by:

Megan Hsu, SRA University Affairs Commissioner, 2016-17

Sandy Tat, SRA University Affairs Author, 2016-17

David Lee, SRA Health Sciences, 2016-17

Desmond Flowers, SRA Engineering, 2016-17

Alex Wilson, SRA University Affairs Author, 2016-17

Eric Shingleton-Smith, SRA Social Sciences, 2016-17

With Files From:

Jeevika Goyal, MSU University Affairs Research Assistant 2016-17

Labika Ghani, MSU Community Engagement Coordinator 2016-17

With Special Thanks to:

Aly Khalifa, QSCC Coordinator 2016-17

Table of Contents

Table of Contents	2
Introduction	3
Definitions	4
Campus Life and Climate	6
University Policy	6
Name and Pronoun Changes	8
Gender-Neutral Washrooms	9
Classroom Experience	11
Training	11
Course Content	13
Space & Support Resources	16
Health Services	20
Training and Access to Services	20
Health Promotion and Connection to the Broader McMaster environment	23
Athletics and Recreation Facilities	24
Hamilton Community	27
Residence	29
Gender Neutral Options	29
Room change policies	30
Resources for Residence Students	31
Programming	32
Welcome Week	33
Policy Statement	34

Introduction

In a commitment to developing an inclusive campus, the University should make all efforts to ensure that every McMaster student is given equitable and fair opportunity to succeed. While the university has made significant strides to improve student life, there remains significant barriers to LGBTQ+ students in the accessibility of university systems, institutions, and resources.

In 1962, Canada enacted the Ontario Human Rights Code, which prohibited the discrimination against people based on their gender identity, sex, or sexual expression¹. In alignment with this Ontario Human Rights Code, universities have worked to ensure that their campuses are conducive to productive and safe environment for all students. Recently at McMaster, the President's Advisory Council on Building an Inclusive Community has implemented a new working group for LGBTQ+ students. Acknowledging the current efforts of the university, the following policy is meant to guide advocacy efforts on the McMaster campus and represent the opinions of the LGBTQ+ community.

This paper attempts to offer policy makers and university administration some tangible solutions to student-identified issues on our campus. In reading these recommendations and advocating on them, the MSU would like to acknowledge that there are intersections between the LGBTQ+ community and gender-based violence and how you experience one will affect how you experience the other. When designing policies on the topic of sexual and gender diversity, it is important to keep this lens in mind.

In order to ensure a safe and welcoming McMaster campus, we must all play a role in ensuring all students are given an equitable opportunity to succeed, free of prejudice and systemic barriers. The MSU would like to call on university policy makers to take a stronger stance and make a commitment in the protection and celebration of the sexual and gender diversity that is a reality of our student population.

¹ Human Rights Code, Revised Statutes of Ontario 1990, s1. http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90h19_e.htm

Definitions

Sex:

A social construction used by society to categorize people based on biological traits. Sex is usually assigned at birth whether it focuses on chromosomes, genitalia, or other physical attribution. These categories can include male, female, intersex, and others.

Gender:

A fluid identity. It takes into account cultural implications, historical ascriptions, societal associations of masculinity and femininity, and how individuals understand their identities. Gender identities include, but are not limited to, man, woman, transgender, intersex, non-binary, and gender queer.

Fluidity:

a term that describes how identities such as gender and sexuality can be dynamic and change throughout a person's lifetime.

Sexual Orientation:

An individual's identity describing who they are attracted to physically/sexually. Some identities are defined based on sex whereas others are defined on gender.

LGBTQ+:

While the MSU understands that this acronym is not all-encompassing, we use this acronym throughout this policy to define individuals who identify as Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, Two-Spirit, Asexual, Pansexual, and other identities and sexualities that are negatively affected or oppressed by the privileging of some identities, namely cisgender and heterosexual, over other identities.

Trans/Transgender:

Someone who identifies with a gender other than the one they were assigned at birth.

Gender Binary:

The false dichotomy of male and female as the only two gender identities.

Non-binary:

Someone whose gender identity is outside of the male-female gender binary.

Cis-gender:

Someone who identifies with the gender that they were assigned at birth.

Queer:

Historically, this was a slur used against LGBTQ+ people. Since, it has been reclaimed by some members of the LGBTQ+ community as an individual identity or a general term that may encompass those who identify other than heterosexual/straight.

Intersectionality:

A term first coined in 1989 by American civil rights advocate and leading scholar of critical race theory, Kimberlé Williams Crenshaw. It is the concept that overlapping of intersecting social identities and related systems of oppression will affect individuals differently and may combine to create unique experiences.

Positive Space:

Positive Space in this policy specifically refers to a McMaster initiative offered through the Equity and Inclusion Office and is available to members of the campus community who are interested in creating welcoming spaces based on gender expression, gender identity, and sexual orientation. Participants may choose to receive a Positive Space logo indicator to be displayed in their work or study space that identifies the individual as having attended the training and commit to actively promoting an inclusive environment.

Campus Life and Climate University Policy

Principle: All students, regardless of sex, sexual orientation, gender identity, or gender expression are entitled to safety, inclusion, and respect on campus, including inside the classroom and in the broader campus environment.

Concern: Students who face discrimination based on their gender and/or sexual orientation are unable to receive adequate university support and do not receive restorative justice due to incomprehensive code of conduct policies.

Recommendation: McMaster should develop clear and explicit policy statements that express an institutional commitment to respect sexual orientations and gender identities.

Recommendation: McMaster should establish protocols to support students who experience discrimination based on their gender and/or sexual orientation, provide accessible guidelines to reporting complaints, and outline conduct and disciplinary procedures for such cases of discrimination.

Recommendation: McMaster should establish standards and policies in Environment and Occupational Health Support Services (EOHSS) to protect the safety, inclusion, and psychological wellbeing of students, particularly in regards to marginalized gender and sexual identities.

The Ontario Human Rights Code outlines and protects the right for individuals to be free of experiencing discrimination based on sex, sexual orientation, gender identity, and gender expression, however, oppression and marginalization of people based on gender and sexual identities persists on campus². Studies show many LGBTQ+ students face significant barriers through the university experience, including during class and in their campus lives³. The MSU believes that all students on our campus must be allowed equitable opportunities to succeed.

Furthermore, the current Code of Conduct does not provide sufficient guidelines and grounds for disciplinary action. In implementing clear and comprehensive institutional policies that address equity and support for LGBTQ+ students, McMaster can mandate a commitment to inclusivity and establish a responsibility for students, faculty, and university staff to anti-discriminatory practices. Although the current Code of Student Rights and Responsibilities implicitly express a commitment to preventing and addressing on-campus discrimination, the MSU is encouraging the university to develop clear and explicit protocols that are accessible to students. This provides recognition and visibility to students and establishes an environment where students have a reasonable expectation to be supported and accommodated through their university career. In addition, this outlines a clear expectation of all members on campus to respect and acknowledge the sexual and gender diversity that is a reality of our diverse student population.

² Human Rights Code, Revised Statutes of Ontario 1990, s1. http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90h19_e.htm

³ Megan R. Yost and Stephanie Gilmore, "Assessing LGBTQ Campus Climate and Creating Change," *Journal of Homosexuality* 58 (2011): 1351.

Students who feel that they have faced unfair or inequitable treatment should be aware of steps involved in asserting their rights through a formal complaint, to ensure students can feel comfortable with actions required of them and/or done on their behalf during inquiry and disciplinary processes. Furthermore, students who experience sexual and gender based discrimination should be aware of and have access to support and resources, such as peer support at the Queer Student Community Centre or a Student Wellness Centre counsellor with LGBTQ+ mental health specialization, if students require emotional and psychological support. Finally, students should be made aware of the conduct procedures and potential disciplinary measures taken in cases of gender and sexual based discrimination.

It is also imperative to students of marginalized sexual and gender identities to feel included and recognized within the McMaster community. The current Code of Student Rights and Responsibilities is vague and insufficient in protecting against identity based discrimination specifically and doesn't outline the importance of valuing and welcoming the diversity of the McMaster student body⁴. In a survey conducted by OUSA, approximately 8% of students believed that improvements to policy would contribute to a more inclusive environment for marginalized sexual and gender identities⁵. In order to ensure the dignity and safety of LGBTQ+ students, the MSU is encouraging the university to develop protocols and procedures outlining clear reporting processes for prejudice from staff, faculty and students as well as an explicit list of consequences that students could pursue. In dealing with potential consequences, it is important to note that these consequences should be meaningful. The MSU believes that restorative justice measures are impactful and students should be given the opportunity to pursue restorative justice processes if they choose. Restorative justice focuses on offenders pursuing reconciliation with those affected and with the community at large. Students who experience discrimination based on their gender and sexual orientation can provide recommendations for consequences that they see fit for the offender, while ensuring the decision is in line with University principles in process outcomes⁶.

In the improvements to the Code of Student Rights and Responsibilities, it is important that these improvements are supportive of students and directly addresses the needs of the LGBTQ+ community. The MSU would like to recognize that there are intersections between the LGBTQ+ community and gender-based violence on our campus. In recognizing this, it is

⁴ "Code of Student Rights and Responsibilities"

[http://www.mcmaster.ca/policy/Students-](http://www.mcmaster.ca/policy/Students-AcademicStudies/Code_of_Student_Rights_and_Responsibilities.pdf)

[AcademicStudies/Code_of_Student_Rights_and_Responsibilities.pdf](http://www.mcmaster.ca/policy/Students-AcademicStudies/Code_of_Student_Rights_and_Responsibilities.pdf)[http://www.mcmaster.c](http://www.mcmaster.ca/policy/Students-AcademicStudies/Code_of_Student_Rights_and_Responsibilities.pdf)

[a/policy/Students-](http://www.mcmaster.ca/policy/Students-AcademicStudies/Code_of_Student_Rights_and_Responsibilities.pdf)

[AcademicStudies/Code_of_Student_Rights_and_Responsibilities.pdf](http://www.mcmaster.ca/policy/Students-AcademicStudies/Code_of_Student_Rights_and_Responsibilities.pdf)<http://www.mcmaster.c>

[a/policy/Students-AcademicStudies/Code_of_Student_Rights_and_Responsibilities.pdf](http://www.mcmaster.ca/policy/Students-AcademicStudies/Code_of_Student_Rights_and_Responsibilities.pdf)
⁵ Rose, Zachary J. LGBTQ+ Student Experience Survey Report: LGBTQ+ students' experiences and attitudes at universities. Research Report. Toronto: Ontario Undergraduate Student Alliance, 2015.

⁶ Nadia Marie Wager, "A Scoping Review Considering the Applicability of Restorative Justice to Cases of Sexual Assault," (conference paper, International Psychological Applications Conference and Trends, Madrid, Spain, April 26-28, 2013).

important that university policies recognize this intersection and develop policies with this lens in mind.

Currently, the Environmental and Occupational Health Support Services (EOHSS) does not include guidelines which protect the safety and psychological wellbeing of students, particularly those of marginalized gender and sexual identity. Furthermore, there should be principles for what is psychological wellbeing and how they can be protected, such as through the use of trigger warnings in course content and event programming.

Name and Pronoun Changes

Principle: Students should be addressed by McMaster faculty, staff, students, and community members in a manner that they feel is appropriate and respectful.

Concern: Students are at risk of exposure and fear the sharing of personal, confidential or sensitive information without their explicit consent.

Concern: Students face procedural and social difficulties from registrars' offices when they wish to have their name and pronoun changed in university documents without requiring legal changes in name and/or pronoun.

Recommendation: McMaster should create policy that allows students to change their preferred names in the school's system and on their diploma. McMaster should ensure that processes for changing name, gender and pronoun on school documentation should be made widely available and easy to complete, as well as financially accessible in no fees should be charged.

Recommendation: McMaster should have a policy that protects the confidentiality and anonymity of LGBTQ+ students, faculty, and staff members.

Names and perceptions can have significant impacts on a student's sense of comfort on campus and a student's overall sense of self⁷. Students who desire accommodation in how they are addressed and documented within administrative processes, such as being referred to by their name and/or pronoun, do so because it is important to their identity, sense of self, and well-being. Students are entitled to receive this consideration without barrier or unreasonable delay. Students can have many reasons for wanting to change how they are addressed, named, or listed. There are significant privacy concerns for LGBTQ+ students, such as being "outed" as transgender by their birth-names being posted or announced in class. Such an instance would be a violation of their right to privacy and right to self-identify.

University administration processes lag behind the increasing need for identity change mechanisms – despite the existence of broader government processes that accomplish the same. Students looking to change their genders or names on university documents may face

⁷ Seelman et al, "Invisibilities, Uncertainties, and Unexpected Surprises." 2012

significant delays or outright refusal. In other cases, they may be held to an intrusive or unreasonable burden of proof before any change will be made, or they may discover failures of communication between central offices and the faculty and staff they encounter. If institutions such as Service Ontario can facilitate a change on secure identifying documents, then universities – who largely use a students’ name for administrative purposes, not legal identification - should be able to develop satisfactory practices.

McMaster must adopt policies governing how staff and students can change their preferred names, genders, and pronouns. These policies must include, and make clear, what the point of contact is for this process and the administrative body responsible for implementing the change. The process should be centralized as much as possible in order for the change to be reflected throughout all the services and staff that students might interact with. Processes should allow for the change of all possible documents, including class lists, learning management systems, email, identifying cards and documents, on-campus health records, and diplomas. Universities should advertise this service in order to ensure that the existence of this option is widely known and its processes understood. Students should feel confident that the university community will preserve confidentiality in regards to their sexual and gender identities.

Gender-Neutral Washrooms

Principle: Public washroom facilities should meet the standards set out by the Ontario Human Rights Commission.

Concern: Students that do not feel safe or comfortable in gender binary designated washrooms or change rooms and are often not offered an alternative.

Recommendation: All single-stalled washrooms should be converted to gender-neutral washrooms through signage changes.

Recommendation: Universities should establish accessible, gender-neutral washrooms and change-rooms widely across their campuses and mark their locations. In the interim, single-stalled washrooms should be gender neutral.

Recommendation: The adoption of accessible, gender-neutral washrooms and change-rooms across campus should be accompanied by educational awareness campaigns to communicate the need for safe(r) space washrooms.

Students in Ontario should be offered facilities and infrastructure that conform to the standards of inclusivity and access set by the Ontario government, while ensuring privacy and a sense of safety. On this matter, the Human Rights Code reads: Every person has a right to equal treatment with respect to services, goods and facilities, without discrimination because of race, ancestry place of origin, colour, ethnic origin, citizenship, creed, sex sexual orientation, gender identity, gender expression, age, marital status, family status or disability. The Code therefore requires that all people, regardless of gender identity, have equal access to facilities. All students, including students who do not identify as cis-male or cis-female, are entitled to equal comfort, options, and accommodations when using services, goods, and facilities on Ontario university campuses.

Many LGBTQ+ students, particularly students who are trans or non-binary, have identified facilities such as washrooms to be a point of anxiety and concern in their lives: 79% of respondents to OUSA's survey who identified as trans, gender-queer/fluid, or non-binary would prefer to use gender neutral bathrooms⁸. For many of these students, not knowing if they are in the "right" bathroom, or if they will be the target of harassment for using the "wrong" facilities introduce a completely unnecessary level of stress and danger into their lives. This is a growing and important issue beyond university contexts; members of Toronto's trans community, for example, have expressed to the media that "what goes on with us in the bathroom is not trivial. You know that every time in public you need to go satisfy this biological need, you are in danger of persecution." Therefore, to not offer bathrooms that accommodate students who do not feel safe or comfortable in a "men's" or "women's" room must be viewed as an infraction of the Human Rights Code, which guarantees equal, nondiscriminatory access to facilities, and reasonable accommodation.

The issue of washrooms and change rooms should not be overlooked. Harassment and discomfort can arise daily for trans students in particular for whom "male" and "female" designated washrooms can be awkward, uncomfortable, and in some cases, unsafe. Universities should convert all single-user washrooms on campus into gender-neutral washrooms. In most cases, this would require nothing more than a change of signage. This is an effective recommendation for the interim, as determined by the 2015 University Affairs gender-neutral washroom audit, for when the university is to construct new gender-neutral washrooms as necessary to ensure that these facilities are in accessible locations, and are reasonably convenient to access across campus. In addition to the construction of the facilities themselves, maps and lists of their positions should be available online and posted on maps around campus so that students are aware of their locations. Signage should be listed as "washroom" instead of imposing gendered labels. Moreover, in all athletic areas or spaces where change-rooms exist, gender-neutral facilities should be provided as well. Further research should be implemented and feedback systems should be in place to demonstrate whether or not gender-neutral washrooms were successful in delivering the desired impact for students.

⁸ Rose, Zachary J. LGBTQ+ Student Experience Survey Report: LGBTQ+ students' experiences and attitudes at universities. Research Report. Toronto: Ontario Undergraduate Student Alliance, 2015.

Classroom Experience Training

Principle: Gender inclusive language is an important tool to create safe and inclusive environments.

Principle: Faculty, administration and university staff are required to be educated about sexual and gender diversity and respect the sexual and gender identities of all students.

Concern: McMaster students have reported times where a professor or TA have used non-inclusive language regarding their sexual and gender identity, which made students feel unwelcomed in a non-inclusive environment.

Recommendation: Instructors and teaching assistants should be required to participate in mandatory training programs to broaden their understanding of LGBTQ+ identities and issues, as well as proper use of gender inclusive language.

Recommendation: Universities should provide and require adequate training and professional development programs for all professors, university staff and administration aimed at broadening their understanding of LGBTQ+ identities and issues

Recommendation: While there is a priority to focus on training for faculty and individuals who interact closely with students on a daily basis, the University should also implement training for all staff members to encourage a general understanding and respect for LGBTQ+ communities on our campus.

McMaster has expressed an understanding that we are imperfect as an institution concerning inclusion training seen on campus. It is right now encouraged that there is mandatory diversity and sensitivity training sessions offered for all employees of the university, as outlined in the Defining Inclusion at McMaster University report. This report was established in public consultation with the McMaster community to augment their commitment toward building a more inclusive community.⁹ McMaster university's faculty, staff and administration play an integral role in fostering a campus environment which emphasizes making students of all identities comfortable, safe and respected. As such, it is important that professors who teach those students use language that is not inherently alienating. Language choices, though they may seem trivial to some, can have strong effects. McMaster students have indicated incidents where university instructors have failed to use appropriate gender-neutral pronouns or discriminatory language. A recent survey administered by McMaster University have noted that about 77.77% of students have experienced non-inclusive language.¹⁰ Exclusively using gendered pronouns or heteronormative examples when posing problems sends negative signals to students who are LGBTQ+, and further contributes to feelings of invisibility. Language that is careful and gender neutral, on the other hand, creates a safer environment where students feel respected, recognized, and where they can more fully participate in learning. A study on the effects of implementing gender-neutral language argues that the practice (though only of limited usefulness in attempting to affect short term attitudinal

⁹ "Defining Inclusion at McMaster University"

<https://pacbic.mcmaster.ca/documents/pacbic-consultation-report.pdf>

¹⁰ Unpublished MSU Sexual and Gender Diversity survey results.

change) is vital in encouraging equality, and may foster wider understanding in the long term¹¹.

In many cases, gender neutrality is taken to mean only the rejection of the masculine as default, and the use instead of, for example, “he or she.” However, gender-neutral language must account for genders beyond the classic binary, or else some students will feel marginalization as a matter of routine. OUSA’s survey showed that many students who are LGBTQ+ shared similar concerns with 50% of respondents saying that their professors rarely or never use gender-neutral and inclusive language (34.9% and 14.7% respectively)¹². A further examination of these numbers is even more revealing. Students who identified as Trans, Queer, or Non-Binary were much more likely to say that their professors never used gender-neutral language than students who identified as cisgender.

This suggests that a greater awareness of, and consideration for, gender identities other than cis-man and cis-woman is needed in the classroom, particularly as it pertains to the language that is employed. Just as the exclusive use of a masculine pronoun as default is now widely deemed inappropriate and exclusionary, it is imperative that post-secondary institutions and instructors use language that is acceptable and non-alienating to all students.

Professors and teaching assistants will often find themselves in situations where it will be important for them to demonstrate understanding and respect for marginalized persons in their class. When disrespectful, homophobic, or transphobic comments are made in class, it is imperative that whomever has the position of authority make known that such comments are unacceptable. This not only helps to prevent recurrence, but also sends a clear signal of support and respect to those in class whom such comments may harm, allowing classes to become safer spaces. To ensure that instructors and teaching assistants are in a position to recognize inappropriate comments and are equipped to handle such situations, ally training - of the same standard and rigor of that discussed above - should be mandatory. Where possible, it would be beneficial for LGBTQ+ members of faculty participate and assist with such programs. These training sessions should not be a burden on instructors and teaching assistants. Where participants are paid hourly, this training should count as time spent in their capacity as an employee or contractor, and should be compensated accordingly. McMaster university is recommended to implement a mandatory training for all university staff. Training programs shall focus on these steps but are not limited to:

- Outline facts, information, and statistics about students and youth who are LGBTQ+
- Through group work, discuss ways that anti-LGBTQ+ bias harms everyone

¹¹ Sara Koesar, and Sabine Sczesny, “Promoting Gender-Fair Language: The Impact of Arguments on Language Use, Attitudes, and Cognitions,” *Journal of Language and Social Psychology* 33, no.5 (2014)

¹² Rose, Zachary J. LGBTQ+ Student Experience Survey Report: LGBTQ+ students’ experiences and attitudes at universities. Research Report. Toronto: Ontario Undergraduate Student Alliance, 2015.

- Discuss shared beliefs and attitudes about LGBTQ+ people, recognizing biases and preconception
- Discuss what the advantages, disadvantages, and barriers would be to coming out
- Provide examples and ideas of how to intervene when encountering homophobic behavior or comments in a school setting. ¹³¹⁴

In addition to the above:

- Faculty should also be trained on course content – how they deliver these materials
- an understanding sexual and gender diversity concepts and developing awareness of biases, an understanding sexual and gender diversity issues, an awareness discrimination and heterosexual and cisgender privilege, and training on becoming support persons to LGBTQ+ individuals.

Course Content

Principle: Students should not be made to feel excluded or invisible in their classes.

Concern: Course content can often be exclusionary, and can omit or even deny LGBTQ+ histories and realities.

Recommendation: Faculty should be encouraged to incorporate perspectives from LGBTQ+ figures and on LGBTQ+ issues into their lesson plans where such additions would be relevant and would enrich the course.

All students deserve to feel welcome and included in their classes. To be represented and visible, to have role models in one’s field, and to be acknowledged by one’s instructors is essential. Conversely, students should not encounter comments, actions, or assumptions in class that ignore or disregard them or their experiences. Classrooms should be inclusive and welcoming to all students, irrespective of sex, sexual orientation, gender identity, or gender expression. Our society can be inherently erasing of some LGBTQ+ students, particularly those of non-binary, non-cisgender gender identities. Those in a position of authority in the classroom should be cognizant of this fact and make a concerted effort to be inclusive. Additionally, instructors and teaching assistants must convey course material in a manner that is respectful to all students. Recognizing that discussions surrounding gender and sexuality may arise, or that in unfortunate cases, comments may be made that are inappropriate and alienating, instructors should be knowledgeable about LGBTQ+ issues and

¹³ GLSEN Safer spaces: A How-To Guide for Starting an Allies Program, Gay, Lesbian & Straight Education Network.

¹⁴ “Defining Inclusion at McMaster University”

<https://pacbic.mcmaster.ca/documents/pacbic-consultation-report.pdf>

¹⁴ Unpublished MSU Sexual and Gender Diversity survey results.

identities, should be able to recognize inappropriate behavior and intervene, and should be aware that students who are LGBTQ+ sit in their classes.

Outside of programs specifically devoted to Gender or Queer Studies, genders, sexes, and sexualities outside of a cis-normative, heteronormative conception are rarely acknowledged in curricula. This is to be expected in some subjects; there would be little opportunity for a conversation about gender in a calculus syllabus, for example¹⁵. However, in other subjects, particularly those in the arts and humanities, which examine history, literature, important thinkers, and social trends, there should be an effort to include broad-ranging and diverse perspectives on a multitude of topics. In many instances this does not occur, leaving some students puzzled and frustrated by this lack of representativeness. Though accomplishments made possible by LGBTQ+ individuals are acknowledged in course material, they are not necessarily openly acknowledged as contributed by LGBTQ+ identified persons. Students should not have to take a Queer theory course before they encounter mention of LGBTQ+ issues or individuals. Research from the San Diego State University demonstrates that multicultural and gender-inclusive education is vital in creating equitable and fair paths to academic success. Encouraging intersectional analysis and eschewing exclusion results in academic standards that can play a role in empowering and acknowledging marginalized groups. 60% of teacher respondents even noted that inclusive programming has encouraged them to revise their lenses and engage in new critical thought and teaching practices¹⁶. Many instructors have no knowledge of the issues affecting LGBTQ+ students, or even that such students are often present in their classes. A majority of respondents to OUSA's survey (63.2%) indicated that they were sometimes made uncomfortable or excluded by comments or assumptions of their professors in class: 38.1% said this was sometimes the case, 19% said it was often the case, and 6.1% said it was always the case¹⁷. Clearly, too many students feel as though their identities are routinely disrespected or dismissed in the classroom.

While the MSU recognizes that the faculty should ultimately decide what is within their course curricula and how they choose to deliver their teaching, it is necessary to ensure inclusivity in the classroom and not to promote heteronormative nor cisnormative ideologies within course content. For example, in biology classes which discuss attraction between individuals, sexual orientations beyond heterosexuality should be mentioned.

However, improved visibility/awareness of LGBTQ+ realities in the classroom, where possible, could do much to improve the experiences of students who are typically 'othered' in academics. Visibility is a crucial component of empowering marginalized communities. This is particularly important for LGBTQ+ students. For one thing, information-seeking and "research" is often a crucial part of an individual's coming out process. The act of inclusion is therefore more than just as a token—it has the capacity to make a profound difference for LGBTQ+ students. This general sentiment was evident in the responses of many participants

¹⁵ Cathy Zozakiewicz, Alberto J. Rodriguez, "Using Sociotransformative Constructivism to Create Multicultural and Gender-Inclusive Classrooms: An Intervention Project for Teacher Professional Development," *Educational Policy*, 21 no. 1 (2007)

¹⁶ *Ibid.*

¹⁷ Rose, Zachary J. LGBTQ+ Student Experience Survey Report: LGBTQ+ students' experiences and attitudes at universities. Research Report. Toronto: Ontario Undergraduate Student Alliance, 2015.

in OUSA's survey, one of whom noted, for example, that the breadth of LGBTQ+ themes in curricula seemed to suggest a "taboo" on the subject, and another who listed the absence of LGBTQ+ reflections in curricula among the biggest barriers facing queer communities on campus¹⁸.

¹⁸ Sara Koesar, and Sabine Sczesny, "Promoting Gender-Fair Language: The Impact of Arguments on Language Use, Attitudes, and Cognitions," *Journal of Language and Social Psychology* 33, no.5 (2014)

Space & Support Resources

Principle: All students regardless of gender, sex and sexuality are entitled to safety, inclusion and respect in the campus environment.

Principle: McMaster University services should acknowledge and be fully capable to support and address the needs of LGBTQ+ student groups on campus.

Concern: McMaster does not offer permanent space for LGBTQ+ students beyond the MSU Queer Students Community Centre.

Concern: Often, LGBTQ+ services that are student run, like the QSCC, may encounter difficulties in retaining institutional memory and completing long-term projects for the continuation of the service.

Recommendation: The university should develop grants and fund allocation for services, supports and spaces for LGBTQ+ students to ensure their continuity, enhancement and expansion.

Recommendation: The university should develop permanent spaces or services specifically for LGBTQ+ students and provide additional resources to existing spaces or services.

Recommendation: The university should ensure that the McMaster campus is a Positive Space and ensure that guidelines for Positive Spaces are followed everywhere on campus.

Recommendation: McMaster should expand staff positions to include a full-time staff to support LGBTQ+ groups, events and spaces.

Recommendation: McMaster should provide funding to support LGBTQ+ centers and services, to ensure a certain level of continuity, reliability, and institutional memory without compromising the autonomy and student leadership of these groups.

Recommendation: The University should provide additional funding to EIO to ensure high quality equity programming and equity training, in order to engage in a more proactive approach.

McMaster students should be offered facilities and physical space that are considered inclusive and accessible according to the standards set by the Ontario government. According to the human rights code:

“Every person has a right to equal treatment with respect to services, goods and facilities, without discrimination because of race, ancestry place of origin, colour, ethnic origin, citizenship, creed, sex sexual orientation, gender identity, gender expression, age, marital status, family status or disability¹⁹.”

LGBTQ+ students are often faced with a cis-normative and heteronormative climate campus climate which promotes exclusion and hostility²⁰. It is integral that LGBTQ+ students who

19 Human Rights Code, Revised Statutes of Ontario 1990, s1. http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90h19_e.htm

²⁰ Seelman et al, “Invisibilities, Uncertainties, and Unexpected Surprises.” 2012

face these issues have access to safe(r) spaces, pride organizations, resource space and service providers.

Though no space can be truly safe, the MSU points to the definition of safe(r) space by Advocates for Youth:

“a place where any young person can relax and be fully self-expressed, without fear of being made to feel uncomfortable, unwanted, or unsafe on account of biological sex, sexual orientation, gender identity or gender expression, race/ethnicity, cultural background, age, or physical and mental ability. It is a place where the rules guard each person’s self-respect and strongly encourage everyone to respect others.”²¹”

Students have identified safe(r) spaces such as the EIO, a space on campus for receiving support, and the QSCC as a peer support and socializing center. However, the resources, reach and capacity of QSCC is impacted by the fact that some are managed by students and funded by the MSU. In the survey and focus groups several students have noted a lack of spaces which address the needs of LGBTQ+ students or LGBTQ+ positive spaces on campus. There is an inadequacy of resources pertaining to providing more programming, LGBTQ+ social spaces and events²².

In order to ensure that the university is equipped to respond to the needs of LGBTQ+ students, McMaster should make LGBTQ+ services and programming priorities. Funding assistance should focus on developing new initiatives and enhance those currently offered, specifically student-run initiatives such as the QSCC. The university, in consultation with student, should allocate resources to improve the campus climate for LGBTQ+ students by focusing on social programming and spaces. Likewise, the university should be willing to incur some of the costs associated with creating an inclusive, active and safe campus from student groups. It is integral that the support be used to make current spaces a more inclusive environment to all students regardless of race, gender, sexual orientation, age and disability.

Aside from funding the current spaces on campus, McMaster University should host LGBTQ+ events, and programming itself. The university should set aside an operations budget so that funding is ensured for LGBTQ+ campus life. Programming offered by the university should focus on social events such as coffee houses while also taking focusing away from events that involve alcohol and sexualization.

The university should look to develop a LGBTQ+ permanent space in order to ensure LGBTQ+ presence and advocacy in the community. Limitations such as limited revenue and restriction of space currently faced by the MSU can be overcome by the university. LGBTQ+ centers have the capacity to become community spaces and advocacy hubs and therefore their establishment should be pursued by the university. The LGBTQ+ community at McMaster have stressed the importance of knowing other LGBTQ+ identifying individuals. Students have held that these community as an important source of support²³.

²¹ “Creating Safe Space for GLBTQ Youth: A Toolkit”

<http://www.advocatesforyouth.org/storage/advfy/documents/safespace.pdf>

²² Unpublished MSU Sexual and Gender Diversity survey results.

²³ Seelman et al, “Invisibilities, Uncertainties, and Unexpected Surprises.” 2012

The McMaster Positive Space Program is offered through the Office of Human Rights & Equity Services and is available to members of the campus community who are interested in creating welcoming spaces that are free of all oppressive behaviors including harassment and discrimination based on gender expression, gender identity, and sexual orientation. The goals of the program are:

- *“To raise awareness about the diversity in gender expression, gender identity, and sexual orientation that exist at McMaster and within the broader LGBTTTTIQQ (lesbian, gay, bisexual, transgender, transsexual, two-spirit, intersex, queer and questioning) and MOGAI (marginalized orientations, gender identities, and intersex) communities.*
- *To challenge the invisibility and silence that marginalizes and excludes members of the LGBTTTTIQQ and MOGAI communities.*
- *To provide opportunities for those who are committed to becoming allies proclaim their support for LGBTTTTIQQ and MOGAI persons; and, to demonstrate their commitment to equity and inclusion*
- *To make the McMaster University campus a more respectful, welcoming and safe space for all members of the LGBTTTTIQQ and MOGAI communities, specifically, and for all students, staff and faculty members and visitors to campus, generally”²⁴*

McMaster University should enforce participation in the Positive Space Program for all staff, faculty members, and students at McMaster University. The program consists of attending a 2.5 hours to 3 hours workshop after which participants should encourage displaying the Positive Space logo indicator in their work or study space to identify the individual as having attended the training, and commitment to actively promoting a welcoming and inclusive space for persons of all genders and sexual orientations. Moreover, the Positive Spaces should be held accountable by a university staff member in order to ensure that the space actively promotes inclusion of LGBTQ+ individuals, whether it be through programming, events etc.

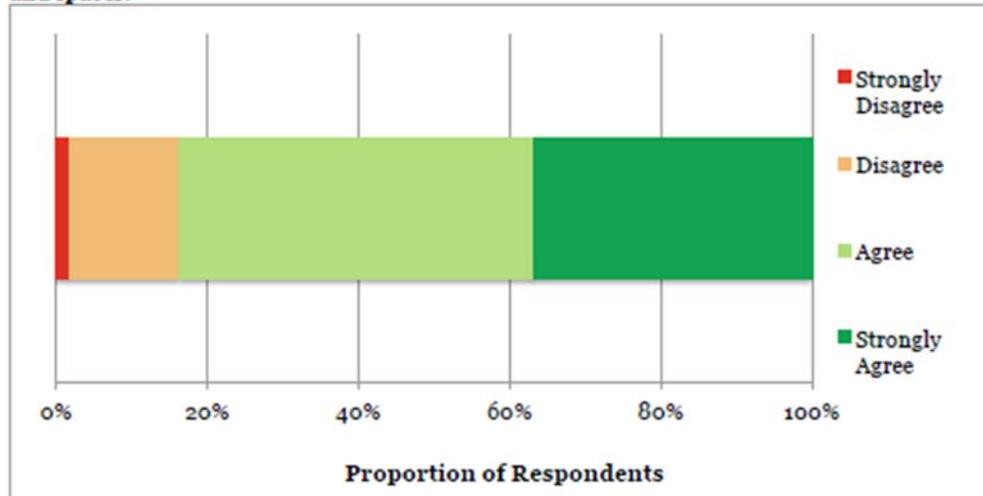
The resources and programming offered by LGBTQ+ services must be visible and available across campus in order for it to be effective and impactful. With the help from the university, resource centers, events and programming hosted by the EIO and QSCC will have greater reach to LGBTQ+ students. The QSCC is a student-led initiative and service that is profoundly valuable and encouraged by the university. However, operations of this campus resource and space may be difficult for long-term planning due to the high turnover rate of student leaders. The initiatives that require multiple years to completed may be disrupted or fall off without

²⁴ “Positive Space Training McMaster University Participant Handbook”
http://equity.mcmaster.ca/documents/copy_of_PositiveSpaceParticipantsHandbookJanuary2015.pdf

institutional memory²⁵. Moreover the association of a student run initiative may merely support an independent group of students²⁶.

Coordination with the university is extremely difficult for student-run initiatives by adding an extra level of delay and challenge in logistics for initiatives, events and space. Knowledge of changing practices and current procedures is essential for effective planning for these services which can be difficult at times.

Figure 1. "I wish the university employed more full-time staff to run LGBTQ+ groups, events, and spaces."²⁷



OUSA's survey indicated that a large majority of LGBTQ+ students wanted to see an increase in employed full-time staff to run LGBTQ+ groups, events and spaces²⁷. McMaster University should pursue hiring a full time university employed staff involved with LGBTQ+ events, groups and spaces. A possible model to follow is one of Wilfrid Laurier University, which has a Diversity and Equity Director as part of the Diversity and Equity Office. The role acts as a liaison between the university and these student groups and supports increasing their presence on campus.

As in all communities, the LGBTQ+ community contains intersecting identities and marginalized individuals such as race, religion, sexual orientation, mental health, disabilities and others. Students with intersecting marginalized identities may face exclusion in safe(r) space. The Equity Director can act as a liaison to help navigate these intersections and work towards to eliminate discriminations. It is important to remember the balance and division between student services, which have tremendous value for peer support space and resource, and dedicated full-time staff that have accredited roles and professional background.

²⁵ Seelman et al, "Invisibilities, Uncertainties, and Unexpected Surprises." 2012.

²⁶ Rose, Zachary J. LGBTQ+ Student Experience Survey Report: LGBTQ+ students' experiences and attitudes at universities. Research Report. Toronto: Ontario Undergraduate Student Alliance, 2015.

²⁷ Ibid, 18.

The EIO serves primarily for reactionary purpose. They are a resource for confidential complaint resolution and serve to support those who have felt that they have faced unfair or inequitable treatment, and wish to assert their rights.

Universities should encourage the role of these offices to make them more proactive. The EIO should have access to adequate funding and be mandated to conduct events such as equity training, workshops and other programming for the university community.

Health Services

Training and Access to Services

Principle: All students should be able to access health care to the same extent and caliber regardless of sexual and/or gender identity.

Principle: Gender affirming services are an essential component of some trans students' healthcare.

Concern: Many students feel as if their health care is inadequate, insufficient, or not reflective of their needs related to their gender and/or sexual orientation particularly in the areas of physical, mental, and sexual health.

Concern: Many students feel as if their health care provider does not adequately understand or is not sufficiently knowledgeable about their identity, particularly how it may relate to their medical, mental, or sexual health.

Concern: Trans health care is often interpreted as complex or niche and trans students disproportionately feel more negative towards health services.

Concern: There is a lack of accessible information pertaining to gender affirming services at the Student Wellness Centre.

Concern: The Student Wellness center does not offer basic gender affirming services such as hormone replacement therapy prescriptions.

Recommendation: The Student Affairs department should gather and use large scale feedback from students regarding the Student Wellness Centre to implement and improve services.

Recommendation: The Student Wellness Centre should expand its website to be more transparent about the services offered to students transitioning and should include local referrals to clinicians that provide services that the Student Wellness Centre does not.

Recommendation: The Student Wellness Centre should look into expanding its sexual health testing and support services as this benefits all students.

Recommendation: McMaster University should work with students and other relevant stakeholders to provide training and professional development for all campus health care providers (physicians, counselors, and other medical staff) in order to ensure that the needs of LGBTQ+ students are adequately met.

Oppression and marginalization of people based on sexual and gender identity persists at McMaster in all spheres of student life including health services, despite the fact that the right to be free of discrimination based on sexual orientation, gender identity, and gender

expression is protected by the Ontario Human Rights Code²⁸. Yet, studies show that many LGBTQ+ students face significant barriers when accessing student or health care services.

In OUSA's 2015 LGBTQ+ Student Experience Survey Report it was found that approximately 1 in 5 of over 300 students who filled out the survey were dissatisfied with the quality, availability, and types of care available to them²⁹. The MSU's 2016 Sexual and Gender Diversity Survey indicates a similar rate of 20% dissatisfaction at McMaster for students of varying sexual and gender diversity³⁰. These statistics are alarming considering students with a marginalized identity are more likely to experience mental health concerns and therefore access health services³¹. While there are positive narratives coming from students it is concerning that this large a portion of students are dissatisfied and indicates that there is not a universal standard of care at McMaster.

Students regularly experience assumptions of heterosexuality and cisgender identity. This acts as a barrier or source of discomfort, particularly when a student has sexual health concerns. A doctor patient relationship requires trust, and it is hard to cultivate trust amid skepticism and presumption. Looking at the 2015 OUSA LGBTQ+ Policy:

"In addition to physical health concerns, just over a third of survey respondents who had used mental health services (54 out of 157, or 34%) indicated that mental health workers did not have "the knowledge necessary to provide good care." Again, elaborations revealed the impression that practitioners were unfamiliar with the needs and experiences of LGBTQ+ students, or were skeptical of their gender identities or orientations³²."

It is clear and saddening that students are regularly experiencing dismissal and ignorance of their identities and any medical, mental, or sexual health needs associated with them

Again looking at OUSA's 2015 LGBTQ+ Student Experience Survey Report, it is clear that a disproportionate amount of dissatisfaction and complaints surrounding health services were coming from trans identified students. With nearly 40% of trans students reporting dissatisfaction³³. Students report that both when accessing health care for unrelated issues and issues related to their gender identity they were met with insufficient knowledge, stigma, and misinformation.

²⁸ Human Rights Code, Revised Statutes of Ontario 1990, s1. http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90h19_e.htm

²⁹ Rose, Zachary J. LGBTQ+ Student Experience Survey Report: LGBTQ+ students' experiences and attitudes at universities. Research Report. Toronto: Ontario Undergraduate Student Alliance, 2015.

³⁰ Unpublished MSU Sexual and Gender Diversity survey results.

³¹ Meyer, Ilan H. 2003. "Prejudice, Social Stress, And Mental Health In Lesbian, Gay, And Bisexual Populations: Conceptual Issues And Research Evidence." *Psychological Bulletin* 129 (5): 674-697. doi:10.1037/0033-2909.129.5.674.

³² Shawn M. Alex H. Zachary R. Sean M. Jasmine I, "LGBTQ+ Policy," Ontario Undergraduate Student Alliance, 2015.

³³ Rose, Zachary J. LGBTQ+ Student Experience Survey Report: LGBTQ+ students' experiences and attitudes at universities. Research Report. Toronto: Ontario Undergraduate Student Alliance, 2015.

As it has been established that there is not a universal standard of care and that students can experience different levels of care based on their sexual or gender identity, the Student Affairs department should gather large scale student feedback in order to improve. Students should be consulted on the various services that they would like to see on campus, relevant referrals they would like to receive, access protocols, general climate, and training for staff. Student experiences are varied and individual and to this date no wide scale data has been collected regarding service user satisfaction for McMaster specific students. This feedback should take into account how student's gender and or sexual identities may have impacted student experiences with these services. Specific focus should be placed on health services relating to trans identified students, as areas such as physician training and access to care for these students have some of the highest levels of dissatisfaction. As the Student Affairs department develops this feedback procedure, the Vice President (Education), the Queer Students Community Centre, and the Women and Gender Equity Network should all be heavily consulted.

Some trans students experience high levels of mental distress and anxiety due to their assigned gender, which current medical practices recommend treatment through gender affirming services just as Hormone Replacement Therapy or surgery. As this is a critical service, the Student Wellness Centre should work with students through this process both through provision of services and partnerships with off campus clinicians. It is within the jurisdiction of primary care physicians at the Student Wellness Centre to prescribe or explore Hormonal Replacement Therapy, with the proper training. While large scale feedback should be used to determine what specific needs trans students at McMaster have and what their satisfaction with existing services is, a fundamental initial step like training staff to prescribe hormone replacement therapy should be implemented. All medical doctors are qualified to prescribe hormone replacement therapy barring medical complexities and as a result should feel equipped to do so³⁴. Furthermore, the Student Wellness Centre website lacks transparency concerning what services are offered now and what services must be pursued off campus. As a result, this information should be added to the Student Wellness Centre website in addition to a referral resource or series of referrals to local clinicians that provide services relating to transition that the Student Wellness Centre does not provide.

The Student Wellness Centre should expand its sexual health testing services to include rapid HIV testing. This would complement the urine based tests that are already done at the Student Wellness Centre and would increase testing rates at McMaster, as students would have easier access to knowing their HIV status. This is an issue that affects the entire student body and improved sexual health testing has benefits for all students.

Both standardized professional trainings and McMaster student voices need to be presented to all healthcare staff. Trainings should be created so that the following deliverables are met: an understanding sexual and gender diversity concepts and developing awareness of biases, an understanding sexual and gender diversity issues, an awareness discrimination and heterosexual and cisgender privilege, and training on becoming support persons to LGBTQ+

³⁴ Sherbourne Health Centre,. 2016. *GUIDELINES AND PROTOCOLS For Hormone Therapy And Primary Health Care For Trans Clients*. Ebook. 1st ed. Toronto. <http://sherbourne.on.ca/wp-content/uploads/2014/02/Guidelines-and-Protocols-for-Comprehensive-Primary-Care-for-Trans-Clients-2015.pdf>.

individuals. Training should include an awareness of Hamilton and Community resources as well as other relevant referral options. Relevant members of the McMaster Student Union, including but not limited to the QSCC and WGEN should be consulted in the development of training deliverables.

Health Promotion and Connection to the Broader McMaster environment

Principle: Students accessing student health services for one part or their identity should be able to connected and/or made available of other non-health services related to that identity.

Concern: Many students report not knowing how to navigate University procedures or that their health care providers are unable to help them navigate these procedures.

Concern: Many students feel as if the existing pamphlets on gender or sexual orientation are insufficient, out of date, or ignorant of intersectional identities.

Recommendation: The Student Wellness Centre should, in consultation with students, compile, create, and distribute information regarding relevant non-medical information relating to sexual and gender diversity such as university policies, on and off campus resources, as well as general information.

Recommendation: The SWELL should encourage distribution of informational materials produced by student services and groups.

Students should be able to find out about various types of programming including social, community building, administrative, and support relating to Sexual and Gender diversity. While the MSU understands that not all students upon disclosure of an identity should be inundated with information and referrals but that if they are looking for this information, all staff they interact with should be able to provide it.

Students seeking support because of conflict with other members of the McMaster community, feelings of isolation, confusion relating to changing their name and pronouns on official documents, and other related concerns, do not feel as if their health care providers can help them navigate these struggles. There is also no information publicly available relating to how to navigate these concerns like switching roommates, or changing your name available in either the Student Wellness Centre or the SWELL

Current resources primarily relate to information about increased sexual and mental health risks and validation in claiming an identity but are devoid of information relating to any McMaster specific supports or further help. In addition, many students feel as if the information in some of the pamphlets plays off of societal stereotypes and biases of these identities. Concerns also include the presentation of validating information about claiming an identity create the illusion of choice and rigidity in identity. Overall students have found most of the information presented to be offensive, insufficient, out of date, and/or ignorant of intersectional identities.

The Student Affairs department should adopt an open door policy, meaning that when a student comes in accessing support they should be offered information about potential services or supports relating to other parts of that identity. This increase in professional awareness also needs to be reflected in the distributed information the Student Wellness

Centre provides. The student wellness center should collaborate with relevant student voices including but not limited to, interested students, the QSCC, and WGEN in the review of existing information and the compilation, creation, and distribution of new information. Information should be McMaster specific and should be targeted to a variety of different concerns rather than just mental or sexual health. Information should be expanded to include information relating to navigating university policies (i.e. transitioning gender identity at McMaster), on and off campus resources, as well as general information.

Athletics and Recreation Facilities

Principle: McMaster students should have access to change rooms and washrooms where they feel comfortable.

Principle: All facilities within McMaster Athletics and Recreation need to be safe and inclusive for people of all sexual and gender identities.

Concern: The majority of washrooms and change rooms located within McMaster Athletics and Recreation facilities are only catered to men and women which create an uncomfortable scenario for many people that identify with non-binary gender identities.

Concern: Facilities such as the Pulse, the swimming pool, and various aerobic classes offer their services to everyone but do not take into account the difficulties some LGBTQ+ people have when using them.

Concern: Existing efforts by Athletics and Recreation do not adequately meet the needs of students of all sexual and gender identities.

Recommendation: The department of Athletics and Recreation should conduct an audit of all washrooms and changerooms as well as a space audit in their facilities. This audit should be used to inform the Athletics and Recreation department on targeted areas that require further attention.

Recommendation: Athletics and Recreation should convert all single stalled and gendered washrooms into gender neutral washrooms, especially in central and accessible locations.

Recommendation: McMaster University should prioritize deferred maintenance funding to be allocated to the implementation of gender neutral washrooms in our Athletics and Recreation department.

Recommendation: Athletics and Recreation needs to have more options in all facilities for individuals of all sexual and gender diversities by further developing trans friendly hours for the pool, the pulse, spin classes, etc.

Recommendation: McMaster University should implement an awareness campaign for why people who do not “appear disabled” might use gender neutral washrooms.

Recommendation: McMaster Athletics and Recreation should collaborate with the Third Party that runs intramural league registration to allow more gender options to choose other than male and female.

Recommendation: McMaster Athletics and Recreation needs to train all staff on how to participate in the security of a safe(r) space for students who use all aspects of the facilities. As well as correctly label all facilities (studios, the pulse, basketball courts) as a safe(r) space alongside a promotions campaign to address the current changes.

McMaster University is home to students from all backgrounds, parts of the world, and various sexual and gender diversities. When it comes to recreation and exercise, the majority of these students use the facilities offered by McMaster Athletics and Recreation due to its large capacity and its central location on campus. With a significant percentage of McMaster students using the on-campus athletics & recreation facilities, they should feel comfortable when using the change rooms and washrooms located near the facilities, especially LGBTQ+ students. No student should have to feel uncomfortable when using the services or be forced to avoid using them based on their gender and/or sexual orientation. The reasons why they might do so can be a sense of unwelcomeness, a poor climate for inclusiveness, and even oppression and discrimination.

With the McMaster Athletics & Recreation facilities being used by the majority of students and the fact that McMaster students are diverse, they should feel comfortable and included in all aspects of university life particularly in any of the facilities. Activities such as playing squash for recreational purposes to using the track to exercise are another aspect of University life that helps students enjoy themselves and maintain their physical and mental wellbeing. Establishing all of McMaster Athletics & Recreation as a safe and inclusive environment is an important aspect of a student's university life regardless of their sexual and gender identities.

With only one set of change rooms and several private washrooms located all over the David Bradley Centre open to regular users, it becomes detrimental to people using the facilities that may identify with non-binary gender identities. The needs of heterosexual and cis-gendered people are prioritized in McMaster Athletics and Recreation when it comes to having accessible change rooms and washrooms. This leaves people from various sexual and gender identities in an uncomfortable and unwelcoming scenario when it comes to requiring to use change rooms and washrooms. With people feeling this way, they may entirely avoid using them which then prevents them from using all the services and facilities that are offered.

All the services offered by McMaster Athletics and Recreation do not discriminate on who gets to use them. Although this is fair, LGBTQ+ students can still find themselves in uncomfortable and unaccepted scenarios when using different services and facilities. Even when a space or facility is open for anyone to use, there is always potential for threats, harassment, and even violence to occur. This exclusivity and limitation on student's access to McMaster resources could significantly impact their abilities to enjoy facilities that they are contributing to.

There is little to no acknowledgment or efforts made by McMaster's Athletics and Recreation to continuously investigate and address the needs and issues of LGBTQ+ people, who use its various facilities. Except the pool located in the Ivor Wynn Centre, there is no change in programming or to the facility, climate to create more inclusion for people of all gender and sexual orientations. The only other specific programming held for specific individuals are the Women on Weights program and the women's only hours at the pulse. Having hours dedicated to people that identify as trans and other sexual and gender identities is a large void that Athletics and Recreation have left open.

Ward 1 city councilor Aidan Johnson strongly recommends that the city of Hamilton needs to develop and finalize the policy regarding transgender rights. Although the city bylaws have only so much say about what happens within McMaster University, this demonstrates clear guidance in public policy for inclusion of LGBTQ+ students in all aspects of their life³⁵.

While the MSU has completed a washroom audit of all washrooms at McMaster, it is specifically important for these facilities to address the concerns of LGBTQ+ students. For this reason, the MSU believes that the Athletics and Recreation department should conduct regular audits of their washrooms and change rooms to ensure students are not limited in accessing athletic facilities.

All facilities located within McMaster Athletics and Recreation that contain washrooms catered gender-binary individuals create uncomfortable and unwelcoming conditions for those who identify to different sexual and gender identities. These most often prevent these people from using the washrooms entirely and makes it difficult to use any of the facilities offered entirely. The process of converting washrooms should follow that of the Hamilton-Wentworth District School Board in 2014, which first began by converting private single stalled washrooms in schools like Westdale Secondary School³⁶. The stenciling and colour of the writing "Single Occupancy Bathroom" followed the same style of the rest of the rooms located in Westdale Secondary school.

The first and most important step is to make a progressive and extensive assessment of all aspects of Athletics and Recreation either from a third party or professionals from McMaster. This would assess the current inclusiveness of people from different sexual and gender identities and would use resources to execute proper change. The Hamilton SPRC (Social Planning and Research Council) recommends that gender neutral washrooms and changerooms be adopted as the standard of best practice, policies and procedures be modified to be inclusive of individuals from sexual and gender identities³⁷. In addition, the values of the organization should be modified to reflect a commitment for inclusion and equity for all, and to diversify their staff team to also reflect the people they serve or have volunteer teams to give voices on topics that cater to certain groups. An approach to this is to look at the successes and failures of the women's only hours they have implemented already to help model hours for transgender individuals.

In order to ensure that single-stalled gender neutral washrooms are used effectively, it is important for the University to educate McMaster students on their purpose. For example, there are instances where an able-bodied individual may require or prefer the use of a gender-neutral washroom. In this instance, this individual could be assumed to be an

³⁵ Moro, Teviah. "Hamilton Settles Complaint over Trans Woman's Treatment at City Washroom," *The Hamilton Spectator*, April 26, 2016. <http://www.thespec.com/news-story/6512600-hamilton-settles-complaint-over-trans-woman-s-treatment-at-city-washroom/>

³⁶ "Policy Working Sub-Committee Meeting Minutes," *Hamilton-Wentworth District School Board*, October 18, 2012. <http://www.hwdsb.on.ca/wp-content/uploads/meetings/PWSC-Agenda-1358192929.pdf>

³⁷ Beatty, Dave. "New Report Calls for LGBTQ+ Community Centre, Better Institutional Practices," *CBC News*, June 28, 2016. <http://www.cbc.ca/news/canada/hamilton/news/new-report-calls-for-lgbtq-community-centre-better-institutional-practices-1.3656398>

individual that identifies outside of the gender binary or identifies with a gender that they were not assigned at birth. As a result, they may face discrimination and this can be perceived as a barrier to students who would like to access gender neutral washrooms. The MSU believes that the University should run an educational campaign on the use of gender-neutral washrooms, with a focus on the Athletics and Recreation facilities in order to promote the use of these facilities and increase accessibility for all students.

The software system that manages intramural leagues for McMaster Athletics and Recreation is a website called IMleagues™. Part of the registration process for IMleagues is to select which gender you identify as, unfortunately it only allows the options of male and female. The intramurals department within McMaster Athletics and Recreation should thus contact IMLeagues and make a request to expand the gender choice options on the website's registration process. The ideal modification is to allow a third option that lets the individual write their own sexual and/or gender identity.

The entire staff body of McMaster Athletics and Recreation should hire an LGBTQ+ organization to facilitate staff workshops on learning things such as inclusive language, alter the climate of the facilities, dealing with discrimination, etc. McMaster Athletics and Recreation should also make structural and fundamental changes to properly implement all services as a safe(r) space and how to continuously improve in those standards. Advertising should also be done as well (online promotions, stickers, etc.) to educate and inform all users of the facilities of the inclusion principles Athletics and Recreation have adopted and the standards expected from all staff and visitors.

Hamilton Community

Principle: Public washrooms within the City of Hamilton public buildings should be accessible for people of all sexual and gender identities.

Concern: Students are unable to access gender neutral washrooms at locations throughout the city of Hamilton.

Recommendation: The City of Hamilton should conduct an audit of all public washrooms. Afterward, the city should convert the entirety of single stalled gendered washrooms to be gender neutral.

McMaster students come from all over the City of Hamilton, travel the city of Hamilton for various purposes, and also go to different parts of the greater Hamilton area for academic reasons (Internships, volunteering, satellite buildings). Therefore, McMaster students rely on the public services offered by the city of Hamilton from public transportation to using washrooms nearby wherever they are traveling. Having access to public gender neutral washrooms ensures full accessibility to a McMaster student, who may not identify as cis-gendered or follow the gender binary. Allowing this accessibility ensures that students from differing sexual and gender identities have the same opportunities as their peers.

In 2016, the Hamilton City Council has addressed the need for gender neutral washrooms within the City of Hamilton public buildings, such as Macnab Transit Terminal washrooms³⁸.

³⁸ Moro, Teviah. "Hamilton Settles Complaint over Trans Woman's Treatment at City Washroom," *The Hamilton Spectator*, April 26, 2016.

An area of focus that also should be considered are areas around common locations used by McMaster students such as the Centre for Continuing Education, the McMaster Health Campus, and the DeGroote School of Business located in Burlington. Other areas of focus should be common recreational areas, commercial areas, and entertainment areas all frequently used frequently by McMaster students. Using these areas becomes difficult for people from differing sexual and gender identities when there are only gender-binary bathrooms. This may prevent these people from spending long periods of time in these areas, using these areas to their fullest extent, and may even cause people to stop going them at all.

The City of Hamilton in collaboration with McMaster University should do an extensive survey of all areas frequented to most by McMaster students as well as to identify the areas where students from varying gender and sexual identities feel there is the largest lack of gender neutral washrooms. With this data, the City of Hamilton should audit all public single stalled gendered washrooms located throughout the entire Greater Hamilton Area. Based on this information, the City of Hamilton should convert all single stalled gendered public washrooms located around areas of frequent use of McMaster students to gender neutral washrooms.

<http://www.thespec.com/news-story/6512600-hamilton-settles-complaint-over-trans-woman-s-treatment-at-city-washroom/>

Residence Gender Neutral Options

Principle: Residence acts as a significant source of community, support and resources to students.

Principle: All McMaster residence students should feel comfortable living in their rooms, floor communities and residence buildings.

Principle: All McMaster residence students should have access to living arrangements that are not dictated by gender.

Concern: Students do not currently have access to gender neutral residence options, and have expressed discomfort in living arrangements that are decided by gender.

Recommendation: Residence Life should implement gender-neutral residence options that are accessible to all students regardless of sexual and gender diversity.

Students use residence as a transitional piece into the university, and campus community. This is demonstrated by Residence Life staff training procedures, to guide the Residence Life staff team on how to deliver learning outcomes to students living in residence based on Key Performance Indicators (KPIs)³⁹. These learning outcomes should adequately reflect the needs of all students living in residence, as all students living in residence are paying equally to be part of this community, and the Residence Life experience.

Students are guaranteed that their experience living in residence is as outlined in the Code of Student Rights and Responsibilities⁴⁰. It is important that as paying members of this community, Residence Life upholds their standards to providing every residence student a safe, and comfortable space regardless of their sexual or gender identity. This standard should be upheld such that students identifying under any gender and/or sexual orientation can easily access residence options. Gender neutral options may best be offered in residences that offer apartment style spaces, including Bates and Keyes, as was discussed by students in our survey⁴¹. within dorm rooms, floor communities and the residence building as a whole. These spaces are intended to be utilized by students with various sexual and gender identities, and who are experiencing different associated needs as student residents and therefore should be welcoming to them.

Students have varying experiences concerning sexual and gender identity, and by association, students have unique needs that should be understood and considered in the university's process of deciding living arrangements. Students should not be discriminated against on account of their sexual and gender identity because it suggests that their

³⁹ Code of Student Rights and Responsibilities: http://www.mcmaster.ca/policy/Students-AcademicStudies/Code_of_Student_Rights_and_Responsibilities.pdfhttp://www.mcmaster.ca/policy/Students-AcademicStudies/Code_of_Student_Rights_and_Responsibilities.pdf

⁴⁰ Experienced Community Advisor: https://housing.mcmaster.ca/Residence_life/documents/job_descriptions/Experienced_Community_Advisor_Job_Description.pdf

⁴¹ Unpublished MSU Sexual and Gender Diversity survey results.

experience as a student living in residence is not as important as those of students that are comfortable in the same-sex dorms, and current living arrangements.

The current system in place for deciding living arrangements requests that students state their gender prior to entering residence so that they can be matched in a dorm room with another student identifying with that gender. This is a problem as students may be receiving parental help when completing these surveys, or are in otherwise unsafe environments to truthfully answer these questions. Another problem is that transgender students aren't guaranteed to share a space with another student that is accepting of this identity, and will be accommodating to their identity and associated needs as a roommate.

Residence Life should include other options that grant all students access to opting out of spaces that inadequately meet the basic needs of students with these different sexual, and gender identities. Students have expressed interest in non-gender specific apartments, and living arrangements. Residence Life should continue to explore how to better cater to diverse student experiences and allocating living spaces that better accommodate these students.

Room change policies

Principle: Residence Life should work towards giving students easy access to these spaces, both for those who are entering residence, and for those that wish to re-locate.

Concern: Many students reported having difficulty and/or discomfort discussing their sexual and/or gender identities with their roommates, community advisors, and other residence life staff.

Concern: Students who are in residence situations where they feel uncomfortable, often do not know the available options to them and/or do not feel comfortable accessing them.

Concern: The McMaster Code of Student Rights and Responsibilities does not specify identity based discrimination or place importance on diversity within residence.

Recommendation: The McMaster Code of Student Rights and Responsibilities should be amended to include responsibilities related to facilitating an inclusive especially in regard to students who experience oppression.

Recommendation: Residence room change fees should not be enforced in cases where a student requires a room change as a result of their gender and/or sexual orientation.

Recommendation: Residence life should expand initial conversations and roommate agreement discussions to specifically include what happens if problems arise and what protocols and procedures are available to them in these circumstances.

The Code of Student Rights and Responsibilities doesn't explicitly outline anything that would suggest that the psychological experience of a student living in residence and identifying with a non-heteronormative identity is of concern by Residence Life⁴². This is a concern because students currently rely on their CAs, and/or Residence Managers (RMs) in order to get

⁴² Seelman et al, "Invisibilities, Uncertainties, and Unexpected Surprises." 2012.

support where needed. There is currently no obvious guarantee that a student will be adequately accommodated for their experiences living in residence when it involves non-heteronormative experiences. This puts students at risk of continued psychological harm, and/or feeling alienated due to clear institutional discrimination toward students of different sexual and gender identities.

In order to ensure this opt-out option is accessible by the students that need it, Residence Life should establish non-gender specific apartments for students who express interest, and a process that ensures students can easily access these spaces both before settling into a dorm, and after they have already settled in. This option should be accessible to students, regardless of whether or not the student holds conversation with Residence Life staff, and should respect and demonstrate consideration to the diverse basic needs students have. Additionally, there should be no financial penalty for requesting a roommate switch and the existing \$70.00 fee should not apply to students requesting a room switch because of their sexual or gender identity.

Many students report not knowing what to do if they needed to switch roommates, what situations would allow them to switch roommates, when to talk to a community advisor versus a residence manager. In addition, to not knowing what procedures exist, students report not feeling comfortable accessing these policies because they do not know if the person they reach out to will be understanding and accommodating of their needs.

The current Code of Student Rights and Responsibilities is vague and insufficient in protecting against identity based discrimination specifically and doesn't outline the importance of valuing and welcoming the diversity of the McMaster student body. Without these principles codified into the Code of Student Rights and Responsibilities, we do not acknowledge the power dynamics that exist on our campus.

Amending the McMaster Code of Student Rights and Responsibilities to include responsibilities relating to the facilitation of inclusive spaces, reduces the grey area surrounding what instances of behavior further oppression on campus and makes it easier to ascertain fault in these situations. Overall this would be a large step to codifying protections against discrimination surrounding identity at McMaster.

Normalizing conversations and setting expectations around potential problems proactively works to make students aware and comfortable of the resources that are available to them at the beginning of the year. Ensuring to focus on identity specific conflicts that may emerge again will make students more comfortable accessing and more aware of the resources and supports available to them.

Resources for Residence Students

Principle: All residence life staff should receive adequate training on facets of student life, including knowledge and awareness of sexual and gender diversity, as it is a reality of the diverse nature of our student population.

Concern: There are student concerns regarding the extent and depth of residence life training regarding sexual and gender diversity and equity for community advisors and other residence life staff.

Recommendation: Residence staff training should be developed in consultation with relevant student services and groups to include more of an identity and equity based focus.

Recommendation: Residence staff should be provided with inclusive health and safe sex promotional resources.

Students are unsure of the level of knowledge and acceptance to expect when interacting with residence life staff. As residence acts as such an integral part of student life at University, it is concerning that students and some staff have concerns over the level of training being given.

Trainings should be created in conjunction with relevant student groups including but not limited to interested students Diversity Services, the QSCC, WGEN, so that the following deliverables are met: an understanding sexual and gender diversity concepts and developing awareness of biases, an understanding sexual and gender diversity issues, an awareness discrimination and heterosexual and cisgender privilege, and training on becoming support persons to LGBTQ+ individuals. Additionally, as many students use residence life staff for sexual health resources and information, staff should be provided with inclusive health and safe sex resources and information, so that all students may feel comfortable approaching staff with these questions.

Programming

Principle: As many first years interact heavily with their residence experience, it is essential that this programming is well-rounded and reflective of the many aspects of student life on campus, including sexual and gender diversity.

Concern: Residence life has no residence-wide programming focused on gender and sexual diversity.

Recommendation: Residence life should partner with relevant student services and groups to run Residence Life funded events focusing on gender and sexual diversity topics including but not limited to university transition and residence community.

Given that many LGBTQ+ students are likely to be coming into university in any given year, some of whom may feel discomfort or isolation within residence, it is concerning that there are no large-scale initiatives or programs to addresses these feelings.

Given that discussions of inclusion, identity, and equity are best had at a peer to peer level, Residence Life should partner with relevant student services including but not limited to: interested students, Diversity Services, WGEN, and the QSSC. These events should at minimum focus of diversity in residence and university transition.

Welcome Week

Principle: Welcome Week acts as the first experience many students have with the McMaster community and as such should reflect the diversity of the McMaster campus.

Concern: Welcome Week training was devoid of mentions of identity based training and supporting and understanding issues of inclusion and transition, relating to identifying with an oppressed identity.

Concern: Welcome Week Programming lacks focus on gender and sexual diversity and is not representative of campus diversity in this area.

Recommendation: Welcome Week staff training should be developed in consultation with relevant student services to include more of an identity and equity based focus.

Recommendation: The Welcome Week Survey that is released every year should have an optional section relating to inclusion and representation of LGBTQ+ during Welcome Week.

Recommendation: The University should commit to increasing identity based programming during Welcome Week and should empower existing community groups and services not limited to but including: MSU Services, The Office of Equity and Inclusion, MSU Clubs, to run programming during Welcome Week.

Trainings should be created in conjunction with relevant student groups including but not limited to interested students, Diversity Services, the QSCC, WGEN, so that the following deliverables are met: an understanding of sexual and gender diversity concepts and developing awareness of biases, an understanding of sexual and gender diversity issues, an awareness of discrimination and heterosexual and cisgender privilege, and training on becoming support persons to LGBTQ+ individuals. These concepts should be framed through the lens of inclusion and transition to the McMaster Community. Additionally, situational training should be prioritized as it allows staff to use new language, practices, and address concerns in a learning environment rather than during Welcome Week.

Overall Welcome Week programming lacks a focus on gender and sexual diversity in most of its events. Although some events have a focus on these issues they are often not promoted as significantly or are placed in conflict with other programming.

McMaster University should partner with and empower existing community groups and services not limited to but including: MSU Services, The Office of Equity and Inclusion, MSU Clubs, to run programming during Welcome Week. This programming focused on intersectionalities, inclusion, social justice, and equity can complement wider Welcome Week priorities. Additionally, the programming developed should use university resources and should be considered equal to more established events and programming. The purpose of this programming is not to provide alternative program to certain students it is intended to become a staple part of the Welcome Week experience.

Policy Statement

Whereas: All students, regardless of sex, sexual orientation, gender identity, or gender expression are entitled to safety, inclusion, and respect on campus, including inside the classroom and in the broader campus environment.

Whereas: Students should be addressed by McMaster faculty, staff, students, and community members in a manner that they feel is appropriate and respectful.

Whereas: Public washroom facilities should meet the standards set out by the Ontario Human Rights Commission.

Whereas: Gender inclusive language is an important tool to create safe and inclusive environments.

Whereas: Faculty, administration and university staff are required to be educated about sexual and gender diversity and respect the sexual and gender identities of all students.

Whereas: Students should not be made to feel excluded or invisible in their classes.

Whereas: All students regardless of gender, sex and sexuality are entitled to safety, inclusion and respect in the campus environment.

Whereas: McMaster University services should acknowledge and be fully capable to support and address the needs of LGBTQ+ student groups on campus.

Whereas: All students should be able to access health care to the same extent and caliber regardless of sexual and/or gender identity.

Whereas: Gender affirming services are an essential component of some trans students' healthcare.

Whereas: Students accessing student health services for one part of their identity should be able to be connected and/or made available of other non health services related to that identity.

Whereas: McMaster students should have access to change rooms and washrooms where they feel comfortable.

Whereas: All facilities within McMaster Athletics and Recreation need to be safe and inclusive for people of all sexual and gender identities.

Whereas: Public washrooms within the City of Hamilton public buildings should be accessible for people of all sexual and gender identities.

Whereas: Residence acts as a significant source of community, support and resources to students.

Whereas: All McMaster residence students should feel comfortable living in their rooms, floor communities and residence buildings.

Whereas: All McMaster residence students should have access to living arrangements that are not dictated by gender.

Whereas: Residence Life should work towards giving students easy access to these spaces, both for those who are entering residence, and for those that wish to re-locate.

Whereas: All residence life staff should receive adequate training on facets of student life, including knowledge and awareness of sexual and gender diversity, as it is a reality of the diverse nature of our student population.

Whereas: As many first years interact heavily with their residence experience, it is essential that this programming is well-rounded and reflective of the many aspects of student life on campus, including sexual and gender diversity.

Whereas: Welcome Week acts as the first experience many students have with the McMaster community and as such should reflect the diversity of the McMaster campus.

Be It Resolved That (BIRT): McMaster should develop clear and explicit policy statements that express an institutional commitment to respect sexual orientations and gender identities.

Be It Further Resolved That (BIFRT): McMaster should establish protocols to support students who discrimination based on their gender and/or sexual orientation, provide accessible guidelines to reporting complaints, and outline conduct and disciplinary procedures for such cases of discrimination.

BIFRT: McMaster should establish standards and policies in Environment and Occupational Health Support Services (EOHSS) to protect the safety, inclusion, and psychological wellbeing of students, particularly in regards to marginalized gender and sexual identities.

BIFRT: McMaster should create policy that allows students to change their preferred names in the school's system and on their diploma. McMaster should ensure that processes for changing name, gender and pronoun on school documentation should be made widely available and easy to complete, as well as financially accessible in no fees should be charged.

BIFRT: McMaster should have a policy that protects the confidentiality and anonymity of LGBTQ+ students, faculty, and staff members.

BIFRT: All single-stalled washrooms should be converted to gender-neutral washrooms through signage changes.

BIFRT: Universities should establish accessible, gender-neutral washrooms and change-rooms widely across their campuses and mark their locations. In the interim, single-stalled washrooms should be gender neutral.

BIFRT: The adoption of accessible, gender-neutral washrooms and change-rooms across campus should be accompanied by educational awareness campaigns to communicate the need for safe(r) space washrooms.

BIFRT: Instructors and teaching assistants should be required to participate in mandatory training programs to broaden their understanding of LGBTQ+ identities and issues, as well as proper use of gender inclusive language.

BIFRT: Universities should provide and require adequate training and professional development programs for all professors, university staff and administration aimed at broadening their understanding of LGBTQ+ identities and issues

BIFRT: While there is a priority to focus on training for faculty and individuals who interact closely with students on a daily basis, the University should also implement training for all staff members to encourage a general understanding and respect for LGBTQ+ communities on our campus.

BIFRT: Faculty should be encouraged to incorporate perspectives from LGBTQ+ figures and on LGBTQ+ issues into their lesson plans where such additions would be relevant and would enrich the course.

BIFRT: The university should develop grants and fund allocation for services, supports and spaces for LGBTQ+ students to ensure their continuity, enhancement and expansion.

BIFRT: The university should develop permanent spaces or services specifically for LGBTQ+ students and provide additional resources to existing spaces or services.

BIFRT: The university should ensure that the McMaster campus is a Positive Space and ensure that guidelines for Positive Spaces are followed everywhere on campus.

BIFRT: McMaster should expand staff positions to include a full-time staff to support LGBTQ+ groups, events and spaces.

BIFRT: McMaster should provide funding to support LGBTQ+ centres and services, to ensure a certain level of continuity, reliability, and institutional memory without compromising the autonomy and student leadership of these groups.

BIFRT: The University should provide additional funding to EIO to ensure high quality equity programming and equity training, in order to engage in a more proactive approach.

BIFRT: The Student Affairs department should gather and use large scale feedback from students regarding the Student Wellness Centre to implement and improve services.

BIFRT: The Student Wellness Centre should expand its website to be more transparent about the services offered to students transitioning and should include local referrals to clinicians that provide services that the Student Wellness Centre does not.

BIFRT: The Student Wellness Centre should look into expanding its sexual health testing and support services as this benefits all students.

BIFRT: McMaster University should work with students and other relevant stakeholders to provide training and professional development for all campus health care providers (physicians, counselors, and other medical staff) in order to ensure that the needs of LGBTQ+ students are adequately met.

BIFRT: The Student Wellness Centre should, in consultation with students, compile, create, and distribute information regarding relevant non medical information relating to sexual and

gender diversity such as university policies, on and off campus resources, as well as general information.

BIFRT: The SWELL should encourage distribution of informational materials produced by student services and groups.

BIFRT: The department of Athletics and Recreation should conduct an audit of all washrooms and changerooms as well as a space audit in their facilities. This audit should be used to inform the Athletics and Recreation department on targeted areas that require further attention.

BIFRT: Athletics and Recreation should convert all single stalled and gendered washrooms into gender neutral washrooms, especially in central and accessible locations.

BIFRT: McMaster University should prioritize deferred maintenance funding to be allocated to the implementation of gender neutral washrooms in our Athletics and Recreation department.

BIFRT: Athletics and Recreation needs to have more options in all facilities for individuals of all sexual and gender diversities by further developing trans friendly hours for the pool, the pulse, spin classes, etc.

BIFRT: McMaster University should implement an awareness campaign for why people who do not “appear disabled” might use gender neutral washrooms.

BIFRT: McMaster Athletics and Recreation should collaborate with the Third Party that runs intramural league registration to allow more gender options to choose other than male and female.

BIFRT: McMaster Athletics and Recreation needs to train all staff on how to participate in the security of a safe(r) space for students who use all aspects of the facilities. As well as correctly label all facilities (studios, the pulse, basketball courts) as a safe(r) space alongside a promotions campaign to address the current changes.

BIFRT: The City of Hamilton should conduct an audit of all public washrooms. Afterward, the city should convert the entirety of single stalled gendered washrooms to be gender neutral.

BIFRT: Residence Life should implement gender-neutral residence options that are accessible to all students regardless of sexual and gender diversity.

BIFRT: The McMaster Code of Student Rights and Responsibilities should be amended to include responsibilities related to facilitating an inclusive especially in regard to students who experience oppression.

BIFRT: Residence room change fees should not be enforced in cases where a student requires a room change as a result of their gender and/or sexual orientation.

BIFRT: Residence life should expand initial conversations and roommate agreement discussions to specifically include what happens if problems arise and what protocols and procedures are available to them in these circumstances.

BIFRT: Residence staff training should be developed in consultation with relevant student services and groups to include more of an identity and equity based focus.

BIFRT: Residence staff should be provided with inclusive health and safe sex promotional resources.

BIFRT: Residence life should partner with relevant student services and groups to run Residence Life funded events focusing on gender and sexual diversity topics including but not limited to university transition and residence community.

BIFRT: Welcome Week staff training should be developed in consultation with relevant student services to include more of an identity and equity based focus.

BIFRT: The Welcome Week Survey that is released every year should have an optional section relating to inclusion and representation of LGBTQ+ during Welcome Week.

BIFRT: The University should commit to increasing identity based programming during Welcome Week and should empower existing community groups and services not limited to but including: MSU Services, The Office of Equity and Inclusion, MSU Clubs, to run programming during Welcome Week.