

A REPORT ON THE CAMPUS CLIMATE FOR 2SLGBTQ* STUDENTS, STAFF, AND FACULTY AT UW

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Abstract

This study examines the UW campus climate for 2SLGBTQ* students based on data collected from environmental scans, a campus survey, and interviews and focus groups with staff, administrators, faculty and students (past, present, and prospective). The perception of UW as a place where feminists, environmentalists, Indigenous, and 2SLGBTQ* people find a congenial place to work for social justice is to some extent borne out by the experience of the study participants. However, support for 2SLGBTQ* people on campus is often passive and participants had many suggestions for actions that would help foster a university community that is not only inclusive but anti-oppressive.



*President Trimbee
carrying the UW banner
in the 2015 Winnipeg
Pride march.*

*Photo credit: UW
Communications*

Introduction

In this chapter, we report on a study of the campus climate for 2SLGBTQ* students as perceived by students, staff, faculty members, and administrators. The University of Winnipeg (UW) has long had a reputation as the counter-cultural university in Winnipeg, where feminists, environmentalists, Indigenous, and 2SLGBTQ* people find a congenial place to work for social justice. As one former student explained, “I chose the University of Winnipeg because it was the cool, hipper university in comparison to, like the conservative suburban university.” Another former student remarked, “[When] I hear people talk about the University, they say, well that's the queer University, that's where like, that's the feminist University.” Director of Student Support Services Inga Johnson Mychasiw observed, in connection with UW’s recent Pride presence, “our reputation in the community . . . fits very closely with that. . . . we still do have a ‘granola university’ kind of reputation that perhaps existed a long time ago. . . . But I think that’s good, right? So the fact that we are that university, I’m proud of that.”

Our study found that the public perception of the University as 2SLGBTQ*-friendly is borne out to some extent by the experiences of the study participants. Very few described experiences of outright homophobic, biphobic, and transphobic incidents, and several noted that there is a great deal of support for 2SLGBTQ* students among faculty and staff. However, that support is often passive, and several faculty and staff described a situation where 2SLGBTQ* matters compete for attention with many other pressing concerns, and they felt they lacked knowledge of the issues and were not sure how they could help create inclusive or anti-oppressive environments for 2SLGBTQ* students and colleagues. We hope that this report and its recommendations will contribute to the process of creating not only inclusive but anti-oppressive environments.¹

2SLGBTQ*-related Initiatives at UW

Over the past 30 years, many students, faculty members, and staff have undertaken 2SLGBTQ*-inclusive efforts of various kinds, and the current administration has provided important institutional supports. In this section we review these initiatives, beginning with the earliest.

¹ For the purposes of this report, we define an “inclusive” environment as one that welcomes individuals (students, staff, and faculty) from traditionally marginalized backgrounds and strives to affirm those identities through positive representation in and visibility in campus life via posters, language used in communications, staff events, hiring practices, and so on. We define an “anti-oppressive” environment as one that aims to disrupt normative paradigms of gender and sexuality and transform the campus climate to ensure that inclusion moves beyond tokenism towards concrete and meaningful change in the areas of curriculum, pedagogy, campus design, campus social climate, hiring practices, and university bureaucracy.

Historical overview 1990–2014

Until very recently in UW's history, there had been little action at the university level to work towards 2SLGBTQ* inclusion. The first official initiatives at the UW involved curriculum. In 1993 UW became one of the first universities in Canada to offer an official, Senate-approved course on an LGBTQ* topic: "Twentieth Century Lesbian and Gay Literature", which had been offered in 1991 and 1992 as an experimental course developed and co-taught by several faculty members in the English and Theatre departments (Drs. Doug Arrell, Keith Louise Fulton, Deborah Schnitzer (all retired), and Catherine Taylor). (Courses at other universities had largely occurred in the form of Special Topics courses which require only departmental approval). Twenty-five years later, several courses in Cultural Studies, Education, English, Rhetoric, and Women's and Gender Studies have substantial gender-and-sexual-diversity content, but standalone courses remain a rarity. This may reflect the lack of faculty members who focus primarily on sexual and gender diversity in their research programs. A small number of faculty members have conducted research on 2SLGBTQ* themes, including Dr. Pauline Greenhill's Tri-Council-funded work on transgender themes in folklore and Dr. Catherine Taylor's national research program on 2SLGBTQ*-inclusive education, which the University recognized with the Erica and Arnold Rogers Award for Excellence in Research and Scholarship in 2013.

Students have often led the way in 2SLGBTQ* inclusion. 2SLGBTQ* students have been elected as President and Vice-Presidents of the UW Student Association (UWSA) numerous times over the last 30 years. Since the 1980s, the student newspaper *The Uniter* has regularly included LGBTQ* topics such as reports on faculty research, local and national news, campus life, and socio-cultural commentary. In the late 1980s, *The Uniter* began including a "Gay & Lesbian Supplement" in February to coincide with Pink Triangle Day (February 14), which they expanded into a full LGB issue in 1990 that ran annually for several years. During this same period, the paper also published the queer comic strip "The Chosen Family" weekly in their publication. The LGBTQ* Centre was established in the early 1990s as the "LG" Centre with funding from UWSA, and has led a number of initiatives. They host regular social events such as dances (billed in the early 90s as "All People's Dances," then later as "Homo Hops"). The UWSA passed a referendum to collect a small amount of money from student fees (between 50 and 75 cents per student) to fund a positive space campaign in 2009. More recently, the student-led "Inclusive Gym Initiative" has set aside hours for women and non-binary students to use athletic facilities such as the weight room which can be uncomfortable places for people who are not cisgender men; the UWSA also spearheaded the move to establish gender-inclusive washrooms and change rooms beginning in 2014, several of which feature gender-inclusive signage. 2SLGBTQ*-positive student services include both the Aurora Family Therapy Centre, led by Dr. Narumi Taniguchi, and Klinik, the campus health centre.

Current administration

Since the arrival of President Annette Trimbee in 2014, there have been several highly visible initiatives supported at the institutional level. This support has lent important symbolic capital and material resources to 2SLGBTQ* inclusion, beginning with UW's first official participation in the Winnipeg Pride parade in 2015, when the President walked the route carrying the UW banner. (The student association had

maintained an official presence in Pride for many years by this time.) UW's Pride participation came about as an offshoot of an unofficial "LGBTQ-engagement" committee of faculty and staff which had been spearheaded by Marketing and Communications officer Naniece Ibrahim, with an initial mandate of reaching out to potential students and donors, but which soon expanded into a broader "issues and initiatives" committee that meets in the President's boardroom on a range of projects and led to the organization of the UW's first involvement in Winnipeg Pride in 2015.

In no small part because of the institutional legitimacy conferred by the President's active support and encouragement to participate, 2SLGBTQ* initiatives have been acted on swiftly and with the involvement of various administrative units such as Physical Plant, Events, and Communications. The University first raised the Rainbow flag during Pride week, 2016, and again, but at half-mast, after the Orlando nightclub massacre on June 12, 2016. In 2017 the University raised the Two-Spirit flag along with the Rainbow flag at a ceremony officiated by the President and Two-Spirit leaders.

There has been a close alignment between 2SLGBTQ* and Indigenous aspects of the UW community. Jarita Greyeyes (director of Community Learning and Engagement) chaired the 2016 Pride Committee, and co-chaired the 2017 committee with Métis professor Dr. Chantal Fiola (Urban and Inner-City Studies). Greyeyes brought a vision of capacity-building through institution-wide engagement to the task, and under her leadership both events were well supported not only by faculty and staff but by various administrative departments such as Physical Plant and Athletics. The most ambitious institutionally-sponsored 2SLGBTQ* initiative to date has been October 2017 "Two Spirit & Queer People of Colour: A Call to Conversation with LGBT and Allies" conference (C2C), an historic international event co-chaired by Dr. Fiola and Dr. Sharanpal Ruprai (WGS) with institutional resources provided by the President's office and supported by a SSHRC Connection Grant, Research Manitoba Connection Grant, and internal UW Research Grants. C2C convened leading scholars and community members from across Canada in a three-day think-tank to develop Calls to Action for moving forward in a spirit of reconciliation and coalition-building efforts in various personal and institutional spheres that have been affected by colonization. Many delegates from other universities noted that the event would never have happened at their institutions and that no other university president would have given up two days to participate in it.

In spite of these efforts, the inclusion of 2SLGBTQ* people into the academic life of the university seems to be limited to the Faculties of Arts and Education, and even there, the inclusion is limited. One participant in a focus group of UW Faculty of Education students described the experience of being a 2SLGBTQ* person in the sciences at the University: "I am in the sciences and just my personal nature, I don't have any real desire to be like that overt with my sexuality, and like, just people walking down my hallway, for instance. . . . I don't know that it comes up naturally a lot, and I don't know—it's something I've been thinking a lot about lately, like some internalised homophobia that I've got as well, where it's like, this is kind of how I choose to act, and it's like, story-patenting. But other people have a personality type that I think is more outwardly theatric, and, I think, might be associated more with homosexuality, at least in gay men. And maybe that's more prevalent in the arts, I don't know . . . I would definitely feel weird and out of

place with dyed hair, you know, in the Faculty of Science. . . . I think there's an element of professionalism that is maybe tied up in heteronormativity, so, like, you don't really dye your hair, or do really crazy stuff with it in the sciences." This focus group also emphasized the importance of funding 2SLGBTQ*-related research in the UW Faculty of Science because "there's a lot of important work by and for queer people, [that] could be done within the sciences."

Other related initiatives undertaken since 2014 include the following:

- 2SLGBTQ*-inclusive job postings for all UW positions now include the wording, "persons of any sexual orientation or gender identity" in the list of those encouraged and welcome to apply, and applicants for staff positions can self-declare as 2SLGBTQ* in their online application. Some employment forms such as stipendiary contracts need to be updated.
- Agreement to include a non-binary gender option on official documents such as application and registration forms, and preferred-name class lists (approved but not yet implemented), which involves changing admissions and registration forms to ask not only for names on students' official documents but for their preferred name.
- Human Resources VP Laurel Repski and retired Human Rights officer Diana Scarfe ensured that 2SLGBTQ* identity was included in the UW's recent equity survey of staff, in which 8% of UW staff self-identified as 2SLGBTQ* (similar to the percentage identifying as First Nations, Métis, or Inuit).
- As part of the UW Pride 2017 initiative, Alumni Affairs hosted a "Queer Alumni and Friends" event and established an alumni-supported 2SLGBTQ* scholarship in 2017.

Overall, the University has a long history of 2SLGBTQ* initiatives going back almost thirty years, and is seen as a 2SLGBTQ*-friendly institution, but the majority of related initiatives have occurred quite recently. We undertook this study to identify how current students and staff experience the University, and to develop recommendations on where UW might best apply our efforts in future as we continue on the path towards meaningful inclusion of 2SLGBTQ* people in all aspects of campus life.

Methods & Description of Data

Our study of UW's campus climate for 2SLGBTQ* people involved three main activities: (1) an environmental scan of the institution, including a "visual survey" of 2SLGBTQ* visibility through postering and events on campus, a scan of access and inclusion discourse in official communications, recruitment and institutional documents, curriculum documents, etc., and a cataloguing of course offerings with 2SLGBTQ* content; (2) data collected through the UW Campus Survey focusing on student and staff perceptions of the University's access initiatives; (3) and finally, a series of interviews and focus groups with prospective students, current and past students, 2SLGBTQ* faculty and staff, and key allies among faculty, staff and administrators.

Our research questions revolved around the perception of campus climate for 2SLGBTQ* students and staff, with particular attention to its context in the larger UW discourse of social justice and inclusivity. Specifically, we asked: How well are 2SLGBTQ* students respected/included at UW and welcomed/integrated into campus life? How well does UW communicate that 2SLGBTQ* people are welcome here? Are some places more welcoming than others? Is the UW currently an anti-oppressive place (i.e., one that goes beyond safety and inclusion to “queer” hetero-/cis-normative experience and invite a gender-and-sexuality paradigm shift)? Does UW work at respect, inclusion, safety, and equity—and do our efforts appear to be successful? In short, our aim is to understand how well the University is doing in making the campus welcoming for 2SLGBTQ* students, staff, and faculty, and what we could do better. Through the larger Engaging Marginalized Children and Youth ASU project, we secured ethics approval through the UW Research Ethics Board in May 2015 and submitted amendments with our interview and focus group protocols (#HE04581(2-2-1)).

The UW Campus Survey was administered during the 2016 Fall Semester. The survey’s purpose was “to see what various constituencies at The University of Winnipeg know and think about programs we offer that engage marginalized communities.” The questionnaire, designed to be completed in approximately 10 minutes, included questions about community learning and the active integration of the University into the social, cultural, and educational life of the community. The questions addressed general knowledge of the University’s community learning policy and specific community focused initiatives. Participants were offered an opportunity to enter a draw for one of three \$100 gift cards.

Finally, interviews and focus groups were conducted with prospective students, faculty and staff, and current students. Interviews with prospective students included two focus groups in Spring 2016 with Gay-Straight Alliances (GSAs) in two of UW’s feeder school divisions in Winnipeg, Seven Oaks School Division and River East Transcona School Division. We received ethics approval from each school division to conduct these focus groups during the GSA’s regular one-hour meeting time; we contacted the facilitator of each high school GSA in advance to ask them to share project information with their group by providing GSA members with information about our project and to ask whether they would be interested in participating in a short focus group (30–45 minutes). During each focus group, we asked questions to probe GSA members’ perceptions and reputation of the UW campus climate for 2SLGBTQ* people.

On campus, we interviewed staff and faculty, administrators, and students. In each case, we did a targeted recruitment of interviewees. Following the UW involvement in Pride 2016, we interviewed President Annette Trimbee and members of the Pride Planning Committee, who represent a wide range of positions and areas in the University including the President’s Office, various faculty, Indigenous Affairs, Marketing & Communications, Human Resources, Physical Plant, Sustainability Office, and Athletics; these interviews were conducted between June and September 2016. Further, we contacted several former employees and students for interviews who had historically been actively involved in 2SLGBTQ*-inclusion efforts at UW. And finally, we conducted interviews with students involved in 2SLGBTQ* efforts and one focus group with Education students who had established a GSA within their department (Winter & Spring Terms 2017).

Environmental Scan

In an environmental scan conducted on the main UW campus between September 2015 and September 2016, we observed that 2SLGBTQ* institutional presence was primarily located in the University of Winnipeg Student Association’s LGBT* Centre in the Bulman Centre (see fig. 1 and fig. 2), the 49 gender-neutral washrooms (an initiative put forward by the UWSA) (see fig. 3), the permanent Positive Space display on the fourth floor of Centennial Hall (see fig. 4 and fig. 5), and a few offices featuring a “Positive Space” sticker (see fig. 6), including the UWSA offices in Bulman Centre. In 2017, the Bill Wedlake Fitness Centre in the Duckworth Centre implemented reserved gym hours for people who identify as cis or trans women or as non-binary in response to the UWSA’s Gym Initiative Campaign (Dow; Jones). The Duckworth Centre also includes the Wellness Centre, housing services from the Klinik on Campus, which “offers client-centered services that are supportive to all ages, genders, faiths, and sexual orientations.”



Figure 1

The remaining 2SLGBTQ* presence found on campus was through promotion for external organizations and events, including a stand for *OutWords Magazine*, and posters for the Reel Pride Film Festival, the UWSA Homo Hop, the Winnipeg Regional Health Authority’s Two-Spirits Indigenous LGBTQ Reach Out, and the Winnipeg Roller Derby League Pride Bout, (see fig. 7, fig. 8, fig. 9, fig. 10, and fig. 11).



Figure 2



Figure 3



Figure 4

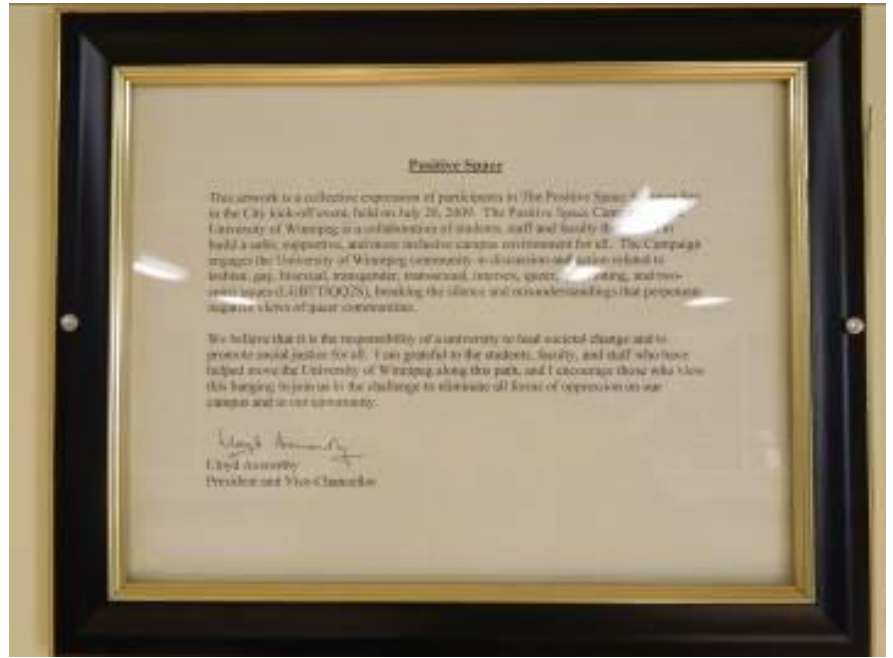


Figure 5



Figure 6



Figure 7



Figure 8



Figure 9

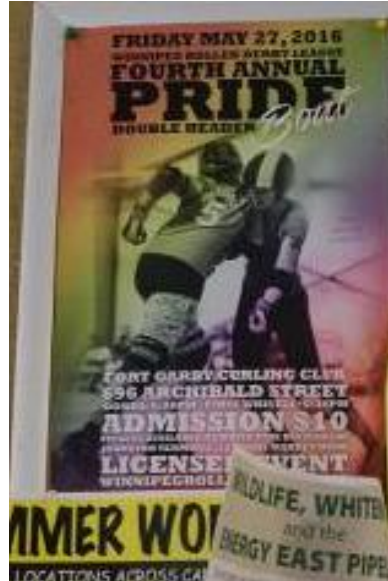


Figure 10



Figure 11

The UW campus supports Pride Week by putting together more 2SLGBTQ*-inclusive displays, including the raising of the Pride Flag in front of Wesley Hall (see fig. 12) and the School Pride: LGBTQ2S Voices + Collections at the UW Library (see fig. 13)



Figure 12



Figure 13

Overall, then, signs of openness and respect for 2SLGBTQ* people on campus fall into three categories: temporary, event-specific posters which come and go, and are easy to miss, and a mix of campus-based and wider community events; flag-raising, which are also temporary, but more dramatically visible while they are up; and permanent signage for the student LGBT* Centre in the basement of the Bulman Centre, scattered positive space signage or displays, and gender-inclusive washrooms in some but not all campus buildings.

UW Communications and Online Presence

A scan for 2SLGBTQ* content in the UW online presence revealed that most 2SLGBTQ* content was connected to the University of Winnipeg's Pride Week activities, Dr. Catherine Taylor's Every Teacher Project, and the recognition of specific 2SLGBTQ* faculty (Drs. Roewan Crowe, Angela Failler, Heather Milne, Trish Salah, and Catherine Taylor) and their research-related events (e.g., Drs. Roewan Crowe and Trish Salah 2014 Writing Trans Genres: Emergent Literatures and Criticism Conference and 2015 Decolonizing and Decriminalizing Trans Genres Symposium; Dr. Catherine Taylor's 2016 Every Teacher Project Report launch; Drs. Angela Failler and Heather Milne 2017 Museum Queeries Workshop).

There was a significant increase in 2SLGBTQ* content in UW news stories beginning in 2014 (on average, seven times more stories were featured). In 2017, the UW created a sub-site for UW Pride (<http://www.uwinnipeg.ca/pride/index.html>), which includes related events (UWinnipeg's Pride Parade participation, the Museum Queeries Workshop, a film and lectures series, the UWinnipeg Queer Alumni & Friends Cocktail Party) and information (Orientation Pride 101, volunteer opportunities). Additionally, Taylor and her colleagues have created a UW sub-site for their RISE (Respect, Inclusion, Safety, Equity) research program on 2SLGBTQ*-inclusive education (<http://uwinnipeg.ca/rise/>), documenting their research (the Every Teacher Project; First National Climate Survey of Homophobia, Biphobia, and Transphobia in Canadian Schools; National Inventory of School District Interventions in Support of LGBTQ Student Wellbeing, RISE Project on LGBTQ-inclusive Teacher Education), as well as a media archive, related publications, and links to external resources.

Most recently, the UW publicized its "C2C: Two Spirit & Queer People of Colour: A Call to Conversation with LGBT & Allies" conference that was held from October 20–22, 2017 (see: <http://www.uwinnipeg.ca/c2c/index.html>).

The University of Winnipeg Archives features the Two-Spirited Collection (<https://www.digitaltransgenderarchive.net/col/c247ds206>), which includes newsletters, journals, magazines, reports, newspaper clippings, correspondence, poetry, photographs, posters, art, textiles, books, videocassettes, and other ephemera that document the Indigenous Two-Spirit Movement in Manitoba and throughout North America. A finding aid is uploaded to the Manitoba Archival Information Network to facilitate access.

UW policies that pertain to 2SLGBTQ* climate, include their Respectful Working and Learning Environment Policy (<https://www.uwinnipeg.ca/hr/policies/docs/respectful-work-learn-enviro-policy.pdf>) as well as 2SLGBTQ*-inclusive job postings.

The UW Collegiate also has a Gay-Straight Alliance, which is featured on the UW website: <http://collegiate.uwinnipeg.ca/student-life/clubs-and-sports/gay-and-straight-alliance.html>.

UW Courses and 2SLGBTQ* Content

2SLGBTQ* students entering the university will look to the course calendar to find courses with 2SLGBTQ* content. Course descriptions will assist them in finding courses on 2SLGBTQ* topics. For the purposes of our research, we are listing courses in this section of the report that clearly indicate in their titles or descriptions that they include this content. While there are likely additional courses offered that include 2SLGBTQ* content, students won't find them if the content is not evident in the title and/or course description.

The 2015–16 Academic Calendar for UW contained 16 regularly offered courses with 2SLGBTQ* content in their course descriptions:

- Queer Literature, Culture and Theory
- Critical Theory: An Introduction
- Critical Theory
- Topics in Gender, Literature and Culture
- Field of Cultural Studies
- Topics in Genders, Sexualities, and Cultures
- Introduction to Women's and Gender Studies
- Boys, Men and Masculinities on Film
- Sex, Sexuality, Gender and Audiovisual Media
- Food Cultures, Sex, and Gender
- Feminisms: Background and Fundamentals
- Feminisms: Current Perspectives
- Queer Studies in the Global Postmodern
- Gender in Fairytale Film and Cinematic Folklore
- Gender and Sexuality in Muslim Societies
- Post-Baccalaureate Special Topics in Education: Sex and Gender Diversity

Unsurprisingly, a large percentage of these courses (56%) are housed in the Department of Women's and Gender Studies. We found the second largest concentration in the Department of English (37.5%), and the only other departments that offered courses with 2SLGBTQ* content are the Department of Religion and Culture and the Faculty of Education. (Two of these courses did not actually include explicitly 2SLGBTQ* terms, but referenced gender and sexuality instead.)

In the 2015–16 academic year, the English Department offered 8 courses with 2SLGBTQ* content:

- Intro: Topics in Literature: Satire, Comedy, and Race
- English 1A: Genres of English Literature
- English 1A: Insiders and Outsiders
- Topics in Women Writers: Women and Comics
- Eighteenth-Century Studies: Libertines, Whores, Mollies, and Female Husbands: Transgressive Sexuality in the Restoration
- Early Eighteenth Century
- Advanced Studies in Young People's Texts and Cultures: Children's Media Cultures and Audience Studies
- Topic: Orientalism and Inspiration; Topics in Film and Literature: Horror Film/Topics in Visual Cultures: Horror Film)

The Masters in Cultural Studies program has offered a number of 2SLGBTQ*-inclusive courses throughout its inception in 2009; the majority of these courses fall under the Topics in Genders, Sexualities, and Cultures area.

- Topics in Genders, Sexualities, and Culture: Queer Theory
- Topics in Genders, Sexualities, and Culture: Thinking Through the Skin
- Topics in Local, National, and Global Cultures: Queer Studies in the Global Postmodern Topics in Visual Cultures: Graphic Biography
- Topics in Cultural Theory: Concepts in Cultural Theory
- Special Studies in Cultural Theories and Practices
- The Children's Museum: Cross-Disciplinary Approaches to Young Audiences and Participatory Cultures
- Topics in Genders, Sexualities, and Cultures: Trans Cultures and Literatures
- Topics in Genders, Sexualities, and Cultures: Channelling Wonder: Sex, Sexuality, Gender and TV Fairy Tales
- Topics in Genders, Sexualities, and Cultures: Affect Theory
- Topics in Genders, Sexualities and Cultures: Transgender and Transbiology in Traditional and Popular Culture
- Topics in Genders, Sexualities, and Cultures: Sodomy and the Self in Early Modern England Topics in Genders, Sexualities, and Cultures: Affect Theory/Ugly Feelings

- Topics in Genders, Sexualities and Cultures: Libertines, Whores, Mollies, and Female Husbands: Transgressive Sexuality in Restoration and Eighteenth-Century Great Britain
- Topics in Genders, Sexualities and Cultures: Queer Counterpublics

Courses Related to Gender and Sexuality Across the University

When expanding the search for courses with content about gender and sexuality more broadly, 98 courses matched the criteria. Of these courses, the departmental breakdown is as follows:

- 24% in Women’s and Gender Studies
- 22% in History
- 12% in English
- 8% in Psychology
- 8% in Rhetoric, Writing and Communication
- 5% in Political Science
- 5% in Education

The remaining 16% came from International Development Studies, Religion and Culture, Sociology, Biochemistry, Geography, Disability Studies, Mennonite Studies, Indigenous Studies, East Asian Languages and Culture, Anthropology, Spanish Studies, German Studies, Linguistics, Economics, and Biology.

Though these courses have varying focuses on gender and sexuality, many of them feature inquiries into gender and sexuality alongside other identity categories, such as race, ethnicity, and class.

The 2016–17 Academic Calendar added two regularly offered courses with 2SLGBTQ* content in their course descriptions (Disabilities, Sexualities, and Rights; Sexuality, Sex and Gender in the Greek and Roman Worlds). It also included a new Biochemistry summer institute in disease and policy that evaluates the impact of disease and policy on gender and sexuality, among other categories. In Winter 2018, the Faculty of Education offered the first iteration of its undergraduate course on 2SLGBTQ*-inclusive Education, Special Topics: Sexuality and Gender Minority (SGM)—Inclusion Elementary.

Analysis

Despite the university’s reputed status as 2SLGBTQ*-friendly, fewer than half (44%) of the 2SLGBTQ* participants in our campus-wide survey saw the University as attempting to engage with the LGBTQ

community, compared to 67% of non-LGBTQ people.² In this section we ask, how do participants experience the university climate for 2SLGBTQ* people?

Institutional forms and documents

Marginalized people tend to be experts at reading their environments. When 2SLGBTQ* people enter into a new social context, they cannot be sure how welcome they will be and what effect being known as 2SLGBTQ* would have on their experience there. Often their first interactions as prospective university students are with some form of official documents. They may watch for mentions of 2SLGBTQ* on the University website, or perhaps in recruitment materials distributed at Career Fairs and Open Houses. Once they step onto the campus, they might scan the walls for posters that feature 2SLGBTQ* events. If they make the decision to apply for admission, they may notice, and trans* students certainly will notice, whether the gender boxes on application forms include a non-binary option or whether they have the opportunity to supply a preferred/affirmed name alongside the name on their official documents. As they scan the course calendar and timetable for their first university courses, they may look for signs of 2SLGBTQ* content. When they attend their first classes, the professor may call attendance by reading a class list of official names in which trans* students are mis-gendered.

Several 2SLGBTQ* participants described their first encounters with official documents and forms. Former UWSA President and UW alumna Lauren Bosc reported attending an open house as a Grade 11 student:

. . . the Women’s and Gender Studies table was right at the front and I was confronted with rainbows and, you know, these things that I was like, ‘This is amazing that this is at a university and I can’t wait to get here and I’m only fifteen and I need to get here now!’ . . . I don’t even think I went to the University of Manitoba’s open house because I came here first and it was like, you know, that’s where I’m going to go.

As a student, though, Bosc reported a different experience of official forms, and became determined to ensure that “all of the forms that people filled out from beginning to end of being in university would not . . . say ‘gender’ first of all and then ‘male’ and ‘female’—but would give the option for people to self-declare, self-identify in a different way.” She and other participants expressed a strong preference for self-identification (e.g., “another gender identity; please specify” over the more common “other” option. Similarly, University librarian Dr. Michael Dudley noted that the library has decided to modify their student-accounts forms to ask for preferred pronoun and preferred name in order to avoid misgendering people in personal communications and formal introductions, as happened when he introduced a speaker in the

² These figures are based on the campus-wide survey (reported in Hall, 2017 in this report) in response to the question, “Which of the following on and off-campus population groups do you believe the University of Winnipeg attempts to engage/work with as part of its community learning program?”

Library's Pride Week lecture series (who then related to Dudley how they had been repeatedly misgendered by a professor despite numerous reminders).

As Bosc put it,

. . . it seems like such a small thing but then it's such a huge difference to somebody who is interacting with the university on the very material level to not have to check a box that they don't identify with and they're being forced to check that box for reporting purposes, like that's the line I kept getting fed. Okay I get it but I don't get it. . . . those things add up to like you know, they're like little but it's like death by a thousand cuts, right?

The persistence of binary-only gender options and official-name only on official student and employment documents has been frustrating to many 2SLGBTQ* and ally students and staff. However, the reason for inaction on this superficially small issue is not lack of institutional support or understanding, but two types of systems barriers beyond the university level. The first barrier, as VP Human Resources Laurel Repski explained, is that insurance benefit providers still require a binary gender identification because their actuarial tables are based on male and female health and longevity calculations; the second is that the university, like most other Canadian universities, leases its employee and student records software, and the software providers have not yet agreed to make these changes. However, Repski is committed to making what modifications and workarounds we can while continuing to press benefit and software providers for actual systems change.

2SLGBTQ* Resources

The following supports and resources are available to 2SLGBTQ* students on campus:

- **Klinic Community Health Services:** Klinic is a community health clinic that is supportive to all ages, genders and sexual orientations. They are one of the key health-related resources for trans* people in Winnipeg. Klinic has a space on campus located in the Duckworth Centre to serve the UW community.
- **Student Counselling:** The University offers free counselling services to students and can assist students who are struggling with issues related to gender and sexuality, among other things.
- **Inclusive Gym Initiative:** The UW gym has specific hours reserved exclusively for women and nonbinary gym members.
- **Gender Neutral Washrooms:** There are 49 designated gender neutral washrooms on campus and most university buildings have at least one gender neutral washroom.
- **LGBT* Centre:** The LGBT* Centre is a social space open to all students. The centre offers a safe space for students to socialize. It offers safer sex supplies, acts as a community referral network to the larger queer community, provides education and support, and organizes events both on and off

campus in the hopes of promoting positive attitudes towards LGBTTTQ people. It is operated through the University of Winnipeg Students' Association.

In spite of the availability of these resources and services, our research indicates that many students are not aware of them. Information is not readily available during student orientation and on the university website so that students in need can be aware that these services are available and find out how to access them. (As of publication, UW's Communications department is developing a Q-Hub, a consolidated 2SLGBTQ* online presence on UW's website that includes a listing of research and researchers, courses, student services, initiatives such as Pride, and UW news items.)

Inclusion of 2SLGBTQ* content in curriculum

Our findings suggest that UW students do not experience much integration of 2SLGBTQ* content across courses and departments. The respondents in a focus group of UW Education students expressed this concern within their own Education curriculum, and found their Faculty to be a very heteronormative environment where 2SLGBTQ* people and issues were largely invisible. While some of the respondents had taken Women's and Gender Studies (WGS) courses as electives, they felt that if they hadn't sought out these courses, they might have completed an undergraduate degree without encountering any 2SLGBTQ* content. This lack of 2SLGBTQ* representation extended into the Education students' after-degree program; one Education student elaborated: "there is no representation in the Faculty of Education, in the classes that we're studying, so that I notice there's a big difference between my undergraduate [in WGS] and my after-degree—I feel like it's invisible." When LGBTQ content is incorporated in Education courses, the focus group participants found it to be cursory, such as a ten-minute discussion of LGBTQ issues in schools within a social studies context. One student also suggested that this discussion is often limited and not particularly integrated: "I think I maybe heard about queer issues in maybe one class . . . I think it was the inclusive approach to teaching exceptional students in class, like the umbrella, like, this is all the special kids in one class." Another student identified 2SLGBTQ*-related opportunities that could be explored within the existing science curriculum: "I think there could have been more time spent on situations where in the curriculum there actually are LGBTQ issues. Like, I did the grade eleven circulatory system unit in my last practicum, and part of that curriculum involves talking about donor restrictions, and that didn't come up in . . . the curricular course, and so I just kind of like went at it. And I don't know, that's the first time I ever taught it. I'm an LGBTQ person, so I had some of the tools to be able to talk to people about that sort of thing. But I imagine anyone who wasn't particularly mindful of that, would just go into that curriculum and probably not touch that at all, or just not deal with it really well." In her interview, Lauren Bosc expressed a similar concern about UW science curricula: "in my biology courses where there was like the potential, you know, even to include examples that didn't follow very heteronormative script, there were opportunities and I saw the opportunities but they were never taken up right, like it was—the norms were just reiterated every single time they could be."

Though our findings show that the majority of 2SLGBTQ* content can be found in UW humanities courses, a current UW student who identifies as trans found there to be a lack of 2SLGBTQ* representation in

Faculty of Arts courses as well: “I took first-year English. I don’t think there’s any queer content in that at all. I took a few history classes. I can’t really remember any queer content in that at all. I’ve taken some disability studies courses. There might have been, I think, some queer content in the one I took last year, called Theorising Disability, but never like a very central part of the curriculum, more like kind of like in passing, or just like bringing up as an example.”

In addition to noting the lack of 2SLGBTQ* content in courses, some students felt that professors could be more proactive in creating a safe and inclusive learning environment for 2SLGBTQ* students. A student in the Education focus group raised the question of training for faculty and staff regarding creating safe and positive spaces during classes: “I wonder if there’s any training sessions, like professional development for professors. Because I feel like maybe they need to be more informed of how much their voice of authority matters in taking charge of moments, like if anything problematic is said.” In this regard, the student acknowledged that it can be particularly difficult to moderate discussions in class, but stressed that the professor is the “authority” in that space and has a responsibility to facilitate respectful, inclusive conversations in keeping with the University’s mandate.

Our focus group with the Miles Macdonell Collegiate GSA revealed that high school students are in favour of a more wide-ranging integration of 2SLGBTQ* content across the arts and sciences, seeing an interrelationship between the two often siloed subject areas: “if you have, in sciences, queer visibility on that subject matter, I think that’s a way for them to be self-reflective about what they’re teaching, also bring into the sciences those questions of identity. Because ultimately, like both science and arts, we’re talking about the same things in different ways.” This focus group also suggested that they would be interested in a course specifically about 2SLGBTQ* history.

Michael Dudley, the UW Indigenous and Urban Services Librarian, confirmed this need for a more widespread integration of 2SLGBTQ* content across disciplines: “It’s not just that there’s a course on Women’s Studies or Gender Studies, but that, really, everything can be looked at through that lens and to provide insights . . . whether it’s history, sociology, psychology, theology . . . overlooking the gender component is a real mistake.” Dudley, commenting on how a pathologizing discourse about sexual and gender diversity is structured into the Library of Congress classification system (which categorizes LGBTQ issues alongside sex crimes and pedophilia) and thereby “cemented in our library,” also suggested that the university library should develop a separate 2SLGBTQ* subject guide for the library’s online resources. (Following this interview, in Fall 2017, the library developed and launched a Queer Studies guide online [<http://libguides.uwinnipeg.ca/queerstudies>], in addition to the library’s Women’s and Gender Studies subject guide.)

Keith Fulton, a retired Professor in the UW Department of English, identified courses and curriculum as a key area for improvement and opportunity to make 2SLGBTQ* issues visible: “I put a lot of stock into curriculum. What is happening inside the courses? What is the subject matter, and what is the context for? Like, how is it being animated? So how do we use—how do we talk about this stuff? And I mean, this was

kind of old days of feminist critique of the disciplines, which just, you know, began by exposing absences. But I think we're still there—and so, wherever the university can make presence instead of absence . . .” She also suggested that the university work on “a project that identified . . . content and relevance across the curriculum, and . . . contact . . . each teacher and put together a kind of presence—and not for the purpose of analysis, but more like a map of the neighbourhood. How would you move around and see where you can learn different things?”

Supports for 2SLGBTQ* Faculty and Staff

Our research reveals that 2SLGBTQ*-identified faculty and staff at the UW experience few 2SLGBTQ*-related supports and inclusive hiring practices. Though position vacancies now include gender and sexuality as part of their equity statement, the current hiring packages for staff and contract employees ask new hires to identify as either male or female on their employment forms, which excludes employees that identify outside of this binary.

Keith Fulton, former Professor in the UW Department of English, spoke eloquently about the challenges of feeling welcome and included at the university as an 2SLGBTQ* person:

it's a complicated situation that . . . a lot of people would recognize, because we seek to be welcomed. And we adapt our behaviour to be welcomed. And even when, as I was, we're aware that our value is in being whole, when we walk through those doors, great chunks of us fall off, and we arrive at our offices more manicured, more uniform, more remote. And so, when you ask that I feel welcomed, both yes and no, because I was aware of that struggle. And I was also fairly alone in that struggle. Now, of course, I wasn't totally alone, but it was easier for me to forge alliances outside the university, and then try to carry that strength into the institution than it was to seek connections or even accept connections that focused on my being a lesbian inside the university.

Jarita Greyeyes, UW Director of Community Learning and Engagement, suggested that 2SLGBTQ*-identified faculty and staff and their allies, like the Indigenous community on campus, could establish a similar model of on- and off-campus support networks as:

I think that maybe . . . as part of the indigenous community, we have lots of ways to engage with one another off-campus, you know. And so I think if we kind of can—not replicate, but mirror those ways of interacting, you know, because we do have a connection. You know, the other indigenous people on campus have a connection with them that extends beyond the university because we're part of the same sort of Winnipeg Indigenous community. And I think that's important because, you know, obviously we don't all think alike and act alike or work on the same projects or in the same departments here, but we have found a way to engage with one another that allows us to support each other, even if we're not working on

the same things or even think that we should be working on the same things in the same way, right?

Alana Lajoie-O'Malley, Senior Advisor for Research and Sustainability, spoke of the importance of sustainability in terms of social and community terms:

[T]here's this social foundation that we need to have established to have healthy resilient communities. . . . So the inclusiveness piece is a huge part of that social foundation. . . . [If] we're living in a community that's marginalizing people then we don't have the social foundation we need to thrive as a community and so. . . part of my office's role has been to sort of try to identify where some of those gaps are but in many ways there are so many other departments that kind of already do that that we don't tend to have a very active role. I mean like we've already got an office that does health and safety, we've got a diversity officer, we have . . . you know, like that stuff's going on so there's no need for us to start developing programming around it, but from a sort of planning, coordinating, understanding the big picture perspective certainly we would want to look and be aware of places where we do have gaps in some of those areas and then try to start to identify ways of filling them.

President Annette Trimbee spoke about the need to create a safe environment with appropriate supports on campus, highlighting the need for a comprehensive approach that accounts for difference and integrates supports:

[I]f you want to create a safe environment where people belong, you have to acknowledge that people experience U of W in different ways. . . . So part of it is finding the right supports to help a group that feels marginalized but doing so in a way that doesn't make them feel marginalized. . . . So that's the art: trying to find a way to provide the supports but to allow those students the opportunity to see themselves in a whole variety of ways and not just one that's defined by their orientation. They're more than that. They're that and more, right? . . . Well, if you create a safe space. Is it a space just for them or is it a space—right? . . . [W]hat's an appropriate mix of supports? What's an appropriate level of recognition? I don't know. We have an Indigenous advisory circle. We don't have an LGBTQ advisory circle. Do we need one? Do we need more structures? Or do we have the structures we already have? . . . We talk about creating a place where everybody belongs. We talk about visible minorities and disabled and Indigenous. I don't think in our strategic plan we use the word [LGBTQ] . . . [U]niversities should be a few steps ahead of mainstream culture. So you should feel safer here than anywhere else.

In this, Dr. Trimbee's rhetorical questions highlight a thoughtful consideration of how to provide support that does not further marginalize or alienate 2SLGBTQ* students, faculty or staff within the broader UW community.

Similarly, Communications Officer Naniece Ibrahim, who organized the unofficial “LGBTQ-engagement” committee of faculty and staff that led to the University’s first institutional Pride Parade participation in 2015, observed that this committee could provide consistent, ongoing efforts at the institution through an ongoing 2SLGBTQ* committee:

Some people have fabulous ideas and they don’t go places because there isn’t the manpower or the buy in, but I think with this particular case and how the committee operated, the buy in was super easy because no one wants to take on the responsibility of the first committee I had. It’s a big. . . responsibility and you need a lot of time. You need to be focused and it should be measurable so I think that task is probably more important than the Pride Parade to be honest because it’s an ongoing thing. Pride is once a year and there’s a lot of things that are important that need to be dealt with I think on an ongoing basis but no one has the time or willing to commit to the responsibility. . . . but I think the committee does more valuable work in the fact that it’s not seen and it’s done in a way that . . . is a more important and relevant thing for the LGBT community on a daily basis than a parade. I really think that the university should form that original committee, like strengthen it. I mean we want to get it recognized by the President’s Office [and] there is buy in.

Ibrahim highlights the need for a facilitator to spearhead these efforts to ensure continuity within the committee’s efforts.

The work of the 2SLGBTQ* committee could be complemented by the work of the Employment Equity Committee. Laurel Repski, UW Vice-President (Human Resources, Audit & Sustainability), suggested that the Employment Equity Committee has additional work to do on making the UW an inclusive environment for 2SLGBTQ* faculty and staff, including improving the teaching evaluation process, which, like such processes widely used elsewhere, currently often favours white, heterosexual, cisgender men.

2SLGBTQ*-Inclusive Branding and Communications

Our findings from interviews and focus groups with current, former, and prospective UW students and UW staff indicate that the UW could improve their communications strategy by including more 2SLGBTQ* content in their overall branding and recruitment materials, and promoting UW 2SLGBTQ* research and 2SLGBTQ* events and news on campus in both online and physical spaces at the university.

A former LGBT* Director for the UWSA and current UW student recommended that 2SLGBTQ* students be more visible in both UW recruitment materials and other promotional channels around the campus; however, they also suggested that these should be developed carefully to ensure that they were respectful: “I guess . . . this is where it gets tricky, right, because you don’t want to like portray LGBT students as looking a certain way and everything like that. But like I guess, yeah, having like promotional materials around campus, like the different signs on the TV screens and stuff like that showing . . . students that look

different than the average white cisgender person.” Additionally, they suggested that the UW website explicitly state that it’s “a safe learning environment for queer students, racialized students.”

Both of the focus groups with high school GSAs at Miles Macdonell Collegiate and Maples Collegiate agreed that there should be more 2SLGBTQ* visibility in the UW recruitment promotional materials. The students at Miles Macdonell also suggested that there should be higher visibility of 2SLGBTQ* events held at the UW beyond the university community, as well as promotional materials that feature both heteronormative and 2SLGBTQ* couples.

A former UW student and Wesman athlete wanted to see a queer positive communications strategy on campus, such as the presence of more queer positive posters, including 2SLGBTQ* people of colour, in the campus hallways. She added that “people think they're not a very big deal, but they're a huge deal.” She also suggested that 2SLGBTQ* content could be more consolidated in promotional materials, especially in making related services more visible; however, she emphasized that there needs to be a respectful balance in making these services visible and safe: “I can understand to a point, where you wouldn't necessarily want to advertise all things, because maybe people should be able to access services anonymously and to keep those safe, those spaces as safe as possible, really shouldn't be as visible. But I do think that it's important for, in some way, to make it public and visible so that people know.”

One faculty member suggested that 2SLGBTQ* content could be better highlighted in UW online communications, including on the UW website; they expressed disappointment that the UW didn’t report Catherine Taylor’s speech at the Steinbach Pride Parade in 2016 in any of their communication channels (note: it has since been uploaded to Taylor’s research site at uwinnipeg.ca/rise).

In addition to highlighting and promoting 2SLGBTQ* content more generally through the UW communications channels, our research also indicates that the university should be specifically promoting UW participation in Pride. Sarra Deane, the Executive Assistant for UW Indigenous Affairs, suggested that the university should be communicating and promoting its participation in Pride “for it to have a campus-wide effect.”

Inclusivity and Diversity

The University of Winnipeg has participated in Winnipeg Pride for the past three years. The raising of the Pride and Two-Spirit flags for Pride Week sends a powerful message of inclusion and respect for diversity; as Dr. Narumi Taniguchi put it, “the first time I saw the rainbow flag flying it made me so proud and happy to be a part of this University.” However, the flag is usually raised only during Pride Week in June when most students are not attending classes, and we found that the message of 2SLGBTQ*-inclusion is not conveyed consistently throughout the year or across the campus. (In 2017, the Pride and Two-Spirit flags were also raised during the C2C conference from October 19 to October 22, which visibly demonstrated the significant institutional support for the event to the conference delegates.) For example, there are no pride

flags or banners at the entrances to university buildings (Centennial Hall, Richardson College, and Buhler) where students do see other signs of diversity and inclusiveness.

Our research indicates that some students who identify as QPOC (Queer People of Colour) and/or Two-Spirit often feel marginalized from the LGBT* Centre and from 2SLGBTQ* events on campus because they perceive them to cater mainly to white LGBTQ students. One former student noted “myself and two of my very close friends, we either identify as Two-Spirit and Métis or queer Métis, Two-Spirit Indigenous and we don’t see ourselves on campus.” Another explained, “there are a lot of queer people of colour that I’m talking to currently, who are newcomers, who find it really difficult to connect with queer white people, they just, there’s like the cultural differences. And for them to feel totally safe would mean, you know, connecting with other queer people of colour and being able to talk about their experiences culturally and have an understanding that way.” The university should not only work towards creating an environment that acknowledges and affirms intersectional identities, Two Spirit, and queer people of colour, it should also actively work to decolonize queer spaces on campus.

Gender Neutral Washrooms

The university has several designated gender neutral washrooms and most campus buildings have at least one gender neutral washroom. However, students who use these washrooms note that they are often perceived as unsafe or inconveniently located. One trans-identified student noted that in order to use the washroom during a class, he had to travel from the fourth floor of Centennial Hall to the main floor, which entailed missing much more class time than he would have missed had there been a washroom closer to the classroom. The washroom on the second floor of Manitoba Hall has a door that does not lock and a stall that does not close and is widely perceived to be unsafe; this washroom has generally gone unused since the lock was removed approximately three years ago.

Recommendations

Our study confirmed that many individuals, including University administrators who are in a position to effect change at the system level, want the University campus to be a safe and inclusive place for 2SLGBTQ* students (and staff). However, many of the initiatives undertaken so far have not been very noticeable to students in their everyday lives (e.g., participants were generally unaware of the University’s Pride participation or flag-raising). Based on the findings from our focus groups, interviews, climate scans, and survey results, we are offering the following recommendations for consideration. We feel that the implementation of these recommendations will significantly improve the campus climate for 2SLGBTQ* students, staff, and faculty.

1. Intersectionality, Diversity, and Inclusion

More effort needs to be made to ensure that the campus is a safe and affirming space for 2SLGBTQ* students and staff of all racial, ethnic, and cultural backgrounds. Two-Spirit and racialized LGBTQ* students

and staff often feel doubly marginalized at the university, and tend to feel that the LGBTQ* campus culture is not attentive to racial and cultural diversity. Consideration of intersectional identities (notably, Two Spirit/2S and queer people of colour/QTBIPOC identities) should be at the forefront of all efforts to improve 2SLGBTQ* inclusion at the University of Winnipeg, and efforts to increase visibility and ameliorate marginalization among these identities should be consistently foregrounded. These efforts might take the form of including 2S/QTBIPOC acronyms within or alongside LGBTQ* in equity statements and hiring documents; concerted attention to providing space for 2S/QTBIPOC individuals at queer-themed activities on campus, such as Pride; or adopting the practice of placing “2S” at the beginning of “LGBTQ” to acknowledge that Two-Spirit Indigenous people were the first sexual and gender minority people in North America, and thereby demonstrate respect and increase visibility (a practice that we have adopted for this report).

2. Two-Spirit Inclusion in University Indigenization

One obvious opportunity for intersectionality is the inclusion of Two Spirit content in the university’s Indigenization efforts. The Indigenous Course Requirement (ICR) at the UW could include 2S content. The UW has begun this work already through its support of C2C conference and its inclusion of 2S Elders in ceremony; for instance, the UW’s invitation to Albert McLeod (Two-Spirited People of Manitoba Inc.) to participate in the flag-raising ceremony for 2017 Pride celebrations helped to forefront racial and cultural diversity and position Two-Spirit identity prominently in UW’s Pride celebrations. We recommend that the university continue to find ways to foreground Two Spirit content in courses and participation in campus events.

3. Positive Space Campaign and Professional Development Opportunities

We recommend that the university implement ongoing professional development opportunities through an organization like the Rainbow Resource Centre. Professors, support staff, and other employees could participate in this training in order to learn how to implement positive changes in their workspaces to ensure that they are more explicitly inclusive for 2SLGBTQ* people. Upon completion of ally training, participants are provided with a UW-branded sign or a sticker for their office or workspace indicating that this is a 2SLGBTQ* positive space. Positive space campaigns send a powerful message of inclusion and diversity and let 2SLGBTQ* students know that this is a safe space. Other universities and colleges, including Red River College, have implemented positive space campaigns and ally training and have had positive results. The UWSA attempted to institute a positive space campaign in 2009 but the event seemed to have lost momentum as student government changes from year to year and each student government has different goals and mandates. For this reason, we feel that initiatives like a positive space campaign should be overseen by the university itself (perhaps in consultation with the UWSA and the LGBTQ* Centre) to ensure continuity and consistency.

4. A 2SLGBTQ* Advisory Circle to the President or President's Task Force on 2SLGBTQ* topics

We recommend the establishment of a group of staff and faculty members who are committed to equity and inclusion for 2SLGBTQ* students and staff. This task force would be available for consultation on a broad range of issues and could take the lead in implementing some of the changes recommended in this report. Support of the President's Office for key initiatives such as Pride has been important to engaging segments of the university community that might not otherwise have become involved in a 2SLGBTQ*-related event. This broader engagement strategy has great potential to build capacity and solidarity.

5. Education for Professors

Professors need guidance and education on how they might make their classrooms as safe and inclusive as possible for 2SLGBTQ* students. This should include guidance on best practices for respecting students' pronouns and preferred names and addressing homophobic and transphobic comments from other students in the classroom.

6. Inclusion of 2SLGBTQ* Topics in Curriculum

At present, 2SLGBTQ* topics are present in the curriculum in a handful of academic departments (Women's and Gender Studies, Writing and Rhetoric, English, and Education). We would like to see other academic divisions and departments incorporating 2SLGBTQ* content and issues in their courses in a positive and affirming manner across the university, including in the Faculty of Science. For example, one strategy to increase students' access to 2SLGBTQ* content in their courses would be for departments to develop 2SLGBTQ*-specific courses, or to expand selections of departmentally cross-listed courses that would provide students with opportunity to enrol in existing courses with 2SLGBTQ* content. Further strategies could develop through the work of an 2SLGBTQ* Advisory Circle or as outcomes of the capacity-building inherent in positive space training.

7. Supports for 2SLGBTQ* Faculty and Staff

We recommend that steps be taken to ensure the university's commitment to diversity in its hiring practices, and to ensure that all units across the university are safe and respectful environments for LGBTQ, QPOC, and Two-Spirit-identified staff. Almost all of the out, 2SLGBTQ*-identified faculty members at the university teach in the Faculty of Arts. The lack of openly 2SLGBTQ* staff and faculty deprives 2SLGBTQ* students of the benefit of role models and deprives other students of the opportunity to counteract some false beliefs they may have about 2SLGBTQ* people.

8. Registration Forms

Whenever possible, students should not be made to declare a gender on university forms. When the declaration of gender is necessary, students should be given more inclusive options. Rather than the options of "male," "female," and "other" students should be given the options of "male," "female" and "another gender identity (e.g. Trans, Two-Spirit, Non Binary, please specify _____)."

9. WebAdvisor

A preferred name and pronoun option should be made available on WebAdvisor and instructors should be advised to use these in all interactions with students. This would relieve students of the burden (and potential stigma) of having to ask their professors to call them by their preferred name or pronoun.

10. Student I.D.

Students who are legally changing their gender and name should not have to pay to change their gender on their student I.D. and other university documentation. Many transgender students face employment barriers and familial estrangement and as a consequence, have very little money. The cost of issuing a new I.D. can be prohibitive.

11. 2SLGBTQ* Inclusive Branding and Communications

The University could send a positive message of diversity and inclusion by including 2SLGBTQ* visibility and messages of inclusion on promotional material. This could consist of a small rainbow flag and a medicine wheel on university promotional material and brochures. It could also include the use of visibly 2SLGBTQ* students in advertising campaigns and on the UW website; these ads need not feature 2SLGBTQ* themes or content, but they would show that the UW is open, diverse, and inclusive by representing 2SLGBTQ* students as part of the university community.

12. Information on 2SLGBTQ* Resources During Orientation

Students should be made aware during orientation of the services and supports available to 2SLGBTQ* students. This could include information on inclusive gym hours, gender-neutral washrooms, the LGBT* Centre, the counseling services, and Klinik, as well as other supports and resources. Our research indicates that students are often not aware that these supports are available to them. Our focus groups with high school GSAs indicated that students would appreciate information about the university's attempt to make the campus more inclusive for 2SLGBTQ* students, and would appreciate information about campus resources and that this could inform their decision to attend the University of Winnipeg.

13. Pride Flag at Front Entrance

A rainbow flag or rainbow banner hanging at the entrance to each of the main buildings on campus would be a simple gesture that would send a powerful message of inclusion. This would be especially important in buildings which do not currently have other forms of 2SLGBTQ* visibility and which may house faculties not typically associated with 2SLGBTQ* inclusion. Further, several participants noted the symbolic power of seeing the Pride and Two-Spirit flags flying from the campus flagpole during Pride Week or to demonstrate UW's solidarity during special events or to commemorate tragedy (e.g., for the C2C conference in 2017 or the Pulse nightclub shooting in 2016). We recommend that the university continue to raise the flag on such occasions in addition to the permanent installation of a rainbow banner at the entrance to key buildings on campus.

14. Gender-Neutral Washrooms

More attention needs to be paid to the location and safety of gender-neutral washrooms. Students indicate that some of the gender neutral washrooms in Centennial and Manitoba Halls feel unsafe due to doors that don't lock and the location of washrooms in busy and conspicuous locations. Information regarding the locations of these washrooms should be made available to students and staff who need them but this needs to be done in a way that does not compromise safety.