

SAFER & ACCEPTING CAMPUSES



3/31/2014

Annual Report – Year 2

Detailing the design, implementation and delivery of the final year of the LGBT Mental Health Postsecondary Campus Project for the Ontario Ministry of Training, Colleges & Universities

INTRODUCTION

Egale Canada Human Rights Trust is Canada's only national charity promoting lesbian, gay, bisexual and trans human rights through research, education and community engagement. Multiple initiatives and programs, including *MyGSA.ca*, *Report Homophobic Violence*, *Period* and *Safer & Accepting Schools* bring Egale's work across Ontario and nation-wide. Egale is working to create a Canada free of homophobia, biphobia, transphobia and other forms of discrimination so that every person can achieve their full potential, unencumbered by hatred and bias. In response to research from Egale's national climate survey on homophobia, biphobia and transphobia in Canadian secondary schools, along with findings on mental health challenges for lesbian, gay, bisexual, trans, two-spirit, queer and questioning (LGBTQ) postsecondary students, Egale has successfully delivered the *Safer & Accepting Campuses* program in Ontario.

The Safer & Accepting Campuses program, formerly known as the LGBT Mental Health Postsecondary Campus Project, was created in tandem with a recommendation from the Ontario Undergraduate Student Alliance and a grant provided by the Ontario Ministry of Training, Colleges and Universities. The program has completed Year 2 of its original two-year term.

This report will explore the details, feedback and follow-up on the three phases of the Safer & Accepting Campus Program:

Phase 1 – Residence Safety Seminars – Delivered LGBTQ safety and inclusion seminars to residence life staff province wide throughout the 2013-2014 academic year, accompanied by a resource guide, a “Positive Space Commitment” and return visits

Phase 2 – LGBTQ Student Leader Training – Conducted 5 training weekends in Autumn 2013 for LGBTQ and allied student leaders from every university and college in Ontario; student leaders returned to their campus with a wealth of resources, safer space materials and useful knowledge

Phase 3 – LGBTQ Training e-Module – Created 15-part innovative e-module for college and university administrators, staff and faculty, as well as professionals in other industries, with basic information to understand and identify the needs of LGBTQ individuals

In lieu of a Progress Report, this serves as the Final Report of Year 2 of the Safer & Accepting Campuses program, along with full-term completion findings for all three phases. This report has four sections:

- 1) Program Report – Detailing implementation of Phases 1, 2 and 3
- 2) Financial Reconciliation
- 3) Performance Measures – Responses & Impacts, Evaluations Data and Other Feedback
- 4) Partnerships and Collaboration

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SECTION 1 – PROGRAM REPORT

This section details the final design, process and implementation of all three phases of the Safer & Accepting Campuses program. As the program has reached its full term, all aspects of Phases 1 and 2 are complete, with Phase 3 roll-out continuing. Workplan as demonstrated below is found in Schedule “A” of the original Agreement creating this program, dated December 14, 2012.

Section 1.1 – Phase 1 – Residence Safety Seminars

LGBTQ Residence Safety Seminars are designed for student and professional residence life staff, student and professional support staff and residence-based student leaders. The workshops, delivered in 1-hour and 3-hour options, explored the various needs and impacts of LGBTQ student life in residence. As detailed in 1.1.1, all residence/housing offices in Ontario were offered either length of workshop in order to best meet the needs of student and professional residence life staff.

The curriculum of these sessions included individual pieces that could be removed/added-in based on the needs of the group. In some cases, more time or focus was required to ensure some elements were fully understood, such as the need for safer residence spaces or allyship. The curriculum of both options included:

- LGBTQ definitions, differentiation of sexual orientation, gender identity, gender expression and biological sex
- Myth and stereotype debunking
- Exploring feeling safe/unsafe, LGBTQ needs in non-LGBTQ inclusive environments
- Mental health and social wellbeing struggles for LGBTQ students, safety statistics
- Exploring the coming out process and its impacts
- Discussing diverse identities, intersections and barriers
- Becoming an ally, being a better ally
- Creating safer spaces in residence and on campus
- Scenarios to work through real examples

Accompanying all workshops is the Residence Life LGBTQ Resource Guide, available in English and French, in print and online at campus.mygsa.ca. Created over a six-month period, the Guide was heavily researched with numerous community consultations to ensure accuracy and the best representation of current LGBTQ needs on campuses across Ontario. The Guide includes:

- Discussion of the need for safer space
- Up-to-date definitions
- Statistics from secondary schools and LGBTQ youth suicide information
- Heteronormativity & cisnormativity in residence and on campus
- Responding to harassment and discrimination in residence
- The Ally Continuum and how to be an ally
- Trans, gender diverse & intersex students in residence
- Being an ally to trans, gender diverse & intersex students
- Including trans, gender diverse & intersex students in residence
- Adapted scenarios
- Tips and ideas for LGBTQ inclusive residence life activities

1.1.1 Outreach & Delivery

All postsecondary campuses in Ontario were offered the Residence Safety Seminar either for pre-service (August 2013) or in-service (September 2013-March 2014) training windows. Many campuses opted for the in-service delivery option, while some chose pre-service in order to give their staff the necessary knowledge before the academic year began and residents moved in.

The residence safety training program was supported by the Ontario Undergraduate Student Alliance, Canadian Federation of Students, Colleges Student Alliance, Campus Living Centres and Ontario University and College Housing Officers Association. Through multiple contacts, many campuses were able to book training throughout the year.

Institution, location and number of residences, July 2013-March 2014

Institution	Location	Res	Institution	Location	Res
Durham College/UOIT	Oshawa	2	Carleton University	Ottawa	11
Ryerson University	Toronto	3	Centennial College	Toronto	1
York University – Glendon	Toronto	2	Sault College	Sault Ste. Marie	1
Canadore College	North Bay	1	St. Clair College	Windsor	2
Cambrian College	Sudbury	2	York University	Toronto	10
St. Lawrence College	Kingston, Belleville, Cornwall	3	Conestoga College	Kitchener-Waterloo	1
Loyalist College	Trenton	5	U of T – Mississauga	Mississauga	8
Lambton College	Sarnia	1	McMaster University	Hamilton	12
U of T – Scarborough	Toronto	14	Wilfrid Laurier University	London	17
Confederation College	Thunder Bay	1	Humber College	Toronto	2
Western – Kings	London	1	Sheridan College	Oakville, Brampton	2
Fanshawe College	London	4	Western University	London	9
Laurentian University	Sudbury	8	Brock University	St. Catherine's	6
Algoma University	Sault Ste. Marie	3	University of Waterloo	Kitchener-Waterloo	9
Trent University	Peterborough	4	Lakehead University	Thunder Bay	8
Lakehead University – South	Orillia	1	Queen's University	Kingston	16
Seneca College	Toronto	2	Nipissing University	North Bay	5
Niagara College	Niagara-on-the-Lake, Welland	2	George Brown College	Toronto	0
Algonquin College	Ottawa	3	Fleming College	Peterborough, Lindsay	3
U of T – St. George	Toronto	16			
	TOTAL	78		TOTAL	123

The following campuses did not receive full training for all residence life staff, but have received other elements of this phase of the training program (conferences, professional staff training) that have been forwarded to all res life staff in their facilities:

Institution	Location	Residences
University of Guelph	Guelph	10
Georgian College	Barrie, Orillia	2
Mohawk College	Hamilton	1
Northern College	Haileybury, Kirkland Lake, Timmins	3
La Cite Collegiale	Ottawa	1
University of Windsor	Windsor	6
	TOTAL	23

Royal Military College and the Michener Institute did not receive any training and wished to be removed from further outreach for this program.

Total residences trained: **224**

Total participants: **1588** – Residence Life student and professional staff, senior residence life management, residence council members and support staff

Ontario's postsecondary campuses hire new residence life staff for each academic year. While some staff return, this kind of training is necessary each year to ensure that LGBTQ students have their needs met and understood so that all students can experience university or college in a safer, more accepting environment that encourages their success.

1.1.2 Commitments & Follow-Up

At the end of each training workshop, all participants are asked to make a commitment to safer space on their campus and in their residence. Some residence spaces have open, common space that can be made safer through visual cues and training, others have limited physical spaces but residence life staff work to create safer spaces in residence life events and activities.

Each institution contributes to their campuses commitment to safer space, working to create a regionally specific “LGBTQ Safer Space Commitment” that becomes part of all aspects of the residence experience. This includes application, room assignment, residence life staff hiring, events, activities and common space rules and guidance. Examples of commitments are found throughout this section, indicating the dedication by hundreds of residence life staff working to create safer and more accepting campus environments for all residents.

Another aspect of safer space commitments includes upper-year, mature student and non-advised (some apartment/suite-style residences without numerous residence life staff) residents. For many of these students, the university or college experience may have begun in an earlier year, or this is a return to postsecondary education. Others choose non-advised environments due to families joining them in residence or a preference for greater independence. Even in all of these residence environments, housing offices understood the need to make safer space and LGBTQ awareness prevalent in all residence facilities. As such, professional residence life staff have committed to ensuring access to safer space for all residents.

Along with commitments, many participants provided feedback on the workshop experience. In line with this feedback (further explored in Section 3), Egale adapted the curriculum of the seminars in order to best meet the needs of participants. Furthermore, many campuses wanted follow-up sessions to complement the existing work done by their on-campus LGBTQ safer space group along with Egale’s first session with staff. Many colleges and universities sought a return visit during in-service training windows as well, making the most of the Safer & Accepting Campuses program commitment to improving the mental health and social wellbeing of LGBTQ and all students.

Numerous campuses across Ontario have also requested training for their next academic year, in order to ensure the knowledge is carried forward in tandem with on-campus resources and mental health provision already in place. Egale hopes to work toward further funding to deliver this training in future years.

1.1.3 Monitoring Changes

Throughout the academic year, participants have been in touch with Egale facilitators as follow-up to the workshops. In some cases, as mentioned above, campuses ask for follow-up sessions and return visits to further expand the support of LGBTQ students on campus. Monitoring changes on campus has been both short- and long-term throughout the school year allowing for multiple opportunities to check in with residents.

Residence life staff, working with their on-campus safer space clubs, student association and mental health providers, are nurturing a safer space environment in their campus. Egale has found that this includes visual cues (sticker/flag on a residence life bulletin board), policy changes/audits (inviting students and staff into the process) and creating accessible events (inclusive of LGBTQ and all students). Many workshop participants have noted that more thought has been put into developing inclusive passive and active programming for residents.

Egale, working with campus residence/housing offices and student associations, would like to monitor longer-term changes including attrition for LGBTQ residents into upper-year education. Pursuing this research and monitoring changes in residence behaviour would require further work with these campuses. With a commitment to nurturing positive and safer spaces, however, many institutions are already working to create a campus environment for all identities to be celebrated and respected.

Examples of program changes, as well as their impact:

- Beginning-of-year safer sex conversation includes inclusive sex conversation for LGBTQ (and asexual) identities – new students feel respected and understood knowing their sexual and gender identity is reflected
- Campus resources available to residents reflects all identities and intersections – residents know where to go to have their needs met and talk to others
- Inclusive movie night with a positive LGBTQ-themed film followed by discussion (with co-host from Campus Pride Centre) – reflecting more than the stereotype of LGBTQ identities, showing that residence life staff are open and welcoming of conversation
- Multi-residence events open to all, mindful of universal accessibility and gender neutral washrooms – allows opportunity for residents to feel welcome in all events
- Intramural residence sports events following genderless rules for team division – does not discriminate based on gender or biological sex, residents feel more inclined to participate and learn

Section 1.2 – Phase 2 – LGBTQ Student Leader Workshops

Egale’s LGBTQ Student Leader Workshops (formerly LGBTQ Student Ambassador Workshops) are designed for campus student leaders working with and representing LGBTQ identities and diverse student populations. The Summits, as these weekend workshops are known, bring together campus safer space club leaders, student association executives and board members, campus mental health provision staff and more with a goal of knowledge sharing, skill building and promoting LGBTQ identities on campus.

Every postsecondary institution in Ontario was offered the opportunity to send multiple student representatives, with nearly all campuses sending student leaders to a Summit – 1.2.1 details the summit locations, times and campuses attending. The Summits had various learning goals based on their location and the needs of LGBTQ students in that region. Overall learning goals included:

Summit Learning Goals

- Gaining a deeper working understanding of anti-oppression in LGBTQ leadership
- Campus-wide policy review and audit – student association, residence, physical space, board and senate level
- Peer-to-peer knowledge exchange and share & campus activation
- Creating LGBTQ student groups and nurturing and engaging existing groups
- Student health and mental health
- Positive and inclusive campus-wide events and space usage
- Campus skills in non-violent communication, social media marketing and effective campaign planning to promote LGBTQ events, groups and identities

The Summit training program was designed as follows:

Friday	
Arrival & welcome activities	Introductions, name and pronoun check-in
Introduction to Anti-Oppression	Experiences, manifestation in LGBTQ spaces and on campus
Saturday	
Allyship	Addressing mythical norm, what is allyship, developing personal accountability
Terms & Concepts (Privilege)	Working through definitions, cis- and hetero-normative privilege
LGBTQ Inclusive Campuses (Perspectives)	Roundtable showcase and knowledge exchange
Critical Policy Framework	Working through policy and introducing framework for making change
Sunday	
Queering Health & Wellness	Portrait of health creation, elements of health
Mapping & Visioning Safer Campuses	Imagining and mapping safer campuses, what exists/what is needed, envisioning a safer campus for all, next steps

Accompanying the Summit curriculum and program, a detailed Summit Workbook was created to help guide participants through the Summit event. The above Summit training program detail mimics the layout and contents of the Summit Workbook, providing participants with a take-home resource packed with all of the learned knowledge from the Summit. The Campus Event Guest Speakers resource was merged with the Summits and this guide in order to provide assistance to LGBTQ student leaders with making change on campus. Much of this material is available online at campus.mygsa.ca

Participants from the autumn 2013 Summits continue to interact, working together on their commitments and action plans to create safer and more inclusive campus environments for LGBTQ students.

1.2.1 Summit Delivery

In order to create a fair attendee selection process, Egale connected both with Ontario's student association groups as well as individual campus administrations. Egale worked with the Ontario Undergraduate Student Alliance, College Student Alliance and Canadian Federation of Students to reach out to student associations province-wide. Additionally, Egale sent out participation invitations to Student Life offices at every college and university to gauge interest on campus.

Each college and university were entitled to two participants per Summit, with some multi-campus institutions sending more to reflect the diverse needs of each campus. As detailed in the chart below, each regional summit had participation from multiple campuses and reached as many students as possible.

Campus administration and student associations could nominate up to five students, including their existing on-campus or in-community LGBTQ leadership and work. Egale determined attendees based on their possible impact, such as leadership in student association or staff working with LGBTQ students in the campus mental health providers' office. Ultimately, representation from multiple campuses was achieved.

A total of 5 Summits were delivered in Autumn 2013, starting in Sudbury for the Northern Ontario Summit in late September. Following one week later in early October, the South-West Summit was held in London (a change of venue from Windsor, deemed too distant for other south-west Ontario campuses). During the first weekend of November, Ottawa hosted a bilingual summit for all Eastern Ontario and French-language institutions. The concurrent Summit invited campuses from across Ontario that are primarily French speaking, and included extra representation from the University of Ottawa, as a fully bilingual institution. Two weeks later, in mid-November, the City of Toronto and Greater Toronto Area Summits were held concurrently in different locations, due to the number of the institutions in the combined area. The City of Toronto Summit was hosted in downtown Toronto with the GTA Summit in Vaughan.

Summit	Location	Institutions	Date
Northern Ontario	Sudbury	Universities: Algoma, Lakehead, Laurentian, Nipissing Colleges: Northern, Sault, Confederation, Cambrian	Sep 27-29
South-West Ontario	London	Universities: Western, Laurier, Waterloo, Guelph, Windsor Colleges: Conestoga, St. Clair, Fanshawe, Lambton	Oct 5-7
Eastern Ontario	Ottawa	Universities: Ottawa, Carleton, Queen's Colleges: Algonquin, Loyalist, St. Lawrence	Nov 1-3
French-Language	Ottawa	Universities: Laurentian (Hearst), York (Glendon), Ottawa Colleges: Boreal, La Cite	Nov 1-3
City of Toronto	Toronto	Universities: York (Keele), Ryerson, Toronto (St. George, Scarborough, Mississauga), OCAD Colleges: Centennial, George Brown, Humber, Seneca	Nov 15-17
Greater Toronto Area	Vaughan	Universities: UOIT, McMaster, Brock, Trent Colleges: Durham, Fleming, Georgian, Mohawk, Niagara, Sheridan	Nov 15-17

1.2.2 Outcomes & Promoting Clubs

At the end of each Summit, participants were invited to fill out a detailed evaluation and feedback form. This provided a number of ideas for future implementations of the Summit model, along with numerous complements of the program and facilitators. Almost all participants acknowledge that their own outcomes match those of the Summit phase, and feel more prepared to return to their campus and make positive, lasting change.

Examples of feedback and learning outcomes include:

- I learned great strategies and frameworks for addressing inequality on my campus
- I learned a better understanding of how oppression manifests for LGBTQ students
- I learned about policies and best practices at different universities and colleges and concrete ideas for change
- I learned the way colleges run their GSAs and universities run safer space clubs are very different; on size does not fit all
- I learned how to be a better ally to my trans and gender diverse colleagues

Participants also noted things they want to work on for themselves and their campus:

- I want to encourage the whole of my campus to be changing their approach to diversity
- I'm working through better contributing to my (LGBTQ campus) centre and bringing my information and experiences to the table
- Develop more events and activities to create awareness and support
- Putting everything we learned into action plans
- How to be a responsible and effective ally

Feedback about modifying and repeating the Summit model include:

- Make the Summit longer! 4 days to a week to really delve deep
- More schools, maybe bring together the whole province for a larger skills-building workshop
- More networking opportunities and the chance to meet more like-minded students at other institutions
- Further discussion of how to overcome the disparity between university and college needs
- Reconnecting with the same summit attendees a year later to see what changes have been made and work toward new goals

The Summits also nurtured the movement of GSAs, safer space clubs, positive space “offices” and more on university and college campuses. One of the primary goals of the Summits was to give leaders an opportunity to network about the existing frameworks on different campuses. It was clear in most summits that many university students had more resources available to them than college students – more space, more administration support and more access to the student body. In nurturing the creation and growth of these clubs and groups, more campuses organizations (and senior administration) must be supportive of creating safer spaces.

The Tier 2 element of the Summit model, with a focus on two-spirit and First Nations, Inuit and Metis LGBTQ experiences, was created with support from Egale’s Two-Spirit, One Voice program - a community education program about two-spirit identities. Resources and additional training was made available to attendees of all Summits with in-depth information about two-spirit experiences on campuses and how to best meet need the needs of all LGBTQ students, including two-spirit students.

1.2.3 Resources & Next Steps

Along with the LGBTQ Student Leader Summit Workbook, numerous resources were provided for Summit participants. These safer space materials were designed to ensure that student leaders could return to their campus with resources, visual cues and useful guides to making change.

Most of the resources are available at campus.mygsa.ca and shop.egale.ca – they include:

Safer space stickers and posters

Highly visible rainbow swag, including lanyard, wristband and bags

Information cards with different safer space topics

LGBTQ safer space message board

Courage in the Face of Hate LGBTQ experience documentary

Numerous buttons and other small swag

Supporting organization guides, resources and materials

Policy frameworks and templates

Campus event resources

With these materials, LGBTQ student leaders have returned to their campuses starting to make change on multiple levels. Follow-up with student associations show that LGBTQ safer space policy adoption is taking shape across Ontario, along with more training and awareness building for student populations. Participants have asked Egale to consider hosting another set of Summits, or a single large Summit, in the next academic year, building on the feedback from this year's cohort. Egale hopes to be able to deliver this second round of Summits in order to ensure change is being made, work towards new goals and welcome many more participants to this exciting opportunity.

Section 1.3 – Phase 3 – LGBTQ Interactive Learning e-Module

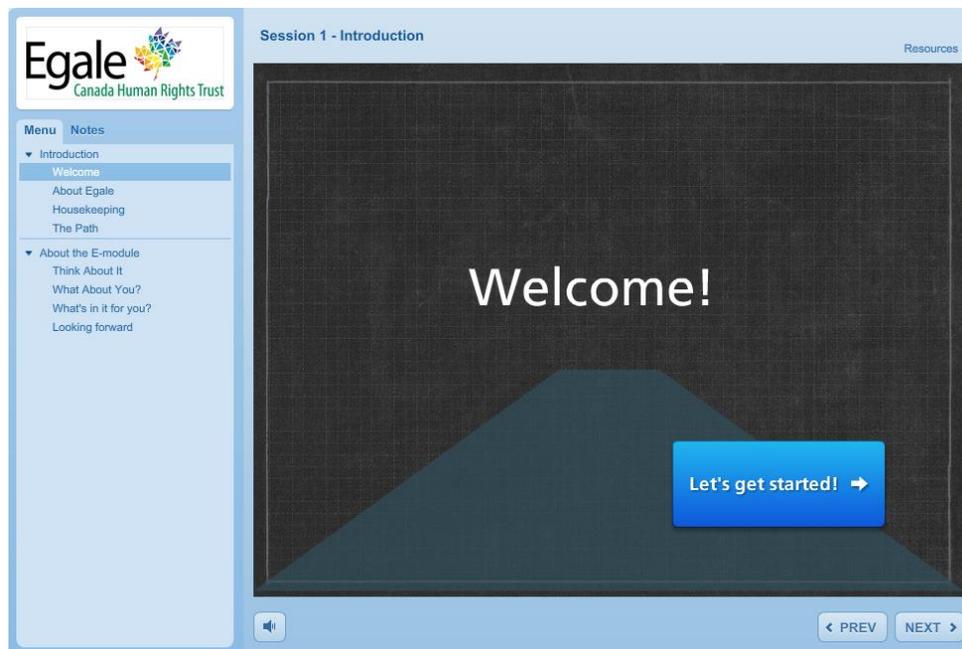
The LGBTQ Interactive Learning e-Module has been in development since January 2013, ready for delivery across Ontario throughout 2014. Using an innovative e-learning platform, Articulate Storyline, the e-Module is hosted on Egale’s “Learn” server to provide easy access to students, staff, faculty and administration of Ontario’s postsecondary institutions.

The e-Module is split into two sections: Module A is a 10-part “101” level introduction to LGBTQ terms, definitions and identities with a focus on building and maintaining safer spaces on campus, in communities and at the workplace. Module A includes details about human rights legislation, allyship and breaking down barriers for all intersections of LGBTQ identities. Module B is a 5-part continuation of Module A with a focus on the campus experience. Module B focuses on creating safer campuses for LGBTQ students, faculty, staff and their families, along with a focus on campus safety, health and mental health and transitioning on campus. The Year 1 Final Report detailed the session-by-session breakdown of each Module, which has remained the same.

Curriculum has been developed and reviewed by Egale’s team of curriculum developers and facilitators to ensure a broad balance of information coverage. After completion of curriculum, each Session of the e-Module is forwarded to Program department staff to input and upload into the e-learning software, Storyline. Storyline is built using PowerPoint-like slides with multiple functions, animations and additional audio/video technology.

Each Session provides an opportunity for e-participants to review information again, start over, jump around the slide deck or click interactive functions for more information. All slides include voiceover text, along with an icon that allows participants to read the slide text, in accordance with the Accessibility for Ontarians with Disabilities Act.

Participants access the e-Module through an online access code hosted on campus.mygsa.ca – this code allows students, staff and faculty to create an account and access the e-Module unlimited times to visit and revisit each Session.



E-MODULE SLIDE

1.3.1 e-Module Launch

The e-Module is currently completing its Quality Assurance (QA) process. Internal and external testers are identifying minor technological gaps and issues that have occurred in the e-Module building process, primarily due to information and command overload on the Storyline system. Additional QA testers are checking to ensure that all information is accurate, presentable and easily understood. The purpose of this rigorous QA process is to ensure the highest quality e-Module product is distributed to campuses across Ontario.

Egale has identified a number of “soft launch” campuses across Ontario that will receive the e-Module before the conclusion of the 2013-2014 academic year. These are primarily university and college campuses in Toronto, Waterloo, Ottawa and Thunder Bay. Throughout the summer, every campus will receive access codes to supply to students, staff and faculty, with a rolling launch until September 2014.

Accompanying the launch plan is an awareness campaign that has been active since September 2013 as part of Phases 1 and 2. As Egale facilitators delivered training across Ontario, the e-Module was discussed and explained. Campuses are excited to get access to the software and provide the learning opportunity to their population. Additional aspects of the awareness campaign include an e-mail and outreach campaign with the Centre for Innovation in Campus Mental Health, along with student association partners and the Council of Ontario Universities and Colleges Ontario.

1.3.2 Delivery, Adaptation & Growth

Through the QA process and testing, Egale is able to monitor the usage of e-Module participants on the “Learn” platform. Each new participant creates an account through platform and can then access e-Module Sessions in succession, starting with Session 1. In most Session, participants can skip ahead to the Session Quiz if they believe they have the information that Session would provide. If not, they can take part in the entire Session. After a Session is completed, the next Session is unlocked for use and access. Once a Session is unlocked, it can be revisited anytime. Egale is able to identify which users have unlocked which Sessions to monitor usage of the platform.

Going into the 2014-2015 academic year, the e-Module will become a major element of some campus’ new student orientation, staff orientation or student association policies, among many other options. With wider usage comes the opportunity to make changes and adapt the e-Module content in order to reflect changing needs. The end of Module B provides a short diagnostic evaluation tool, allowing participants to choose the parts they liked most and least of the e-Module process. Going forward, Egale will work to continuously update, re-evaluate and redevelop the e-Module as needed.

SECTION 2 – FINANCIAL RECONCILIATION

Per the Year 1 Progress and Annual Reports, the budgetary expense for the Residence Outreach Trainer/Program Developer Salary has been increased by approximately \$22,000 carried forward from Year 1 of the program.

PHASE 1: RESIDENCE SAFETY SEMINARS	BUDGETED	EXPENSE	VARIANCE
Residence Outreach Trainer/Program Developer Salary	\$50,000	\$80,251	-\$30,251
Air or Rail or Bus Transportation (distant residences only)	\$22,000	\$13,123	\$8,877
Ground Transportation: Car Rental (or Equivalent Purchase)	\$14,140	\$6,394	\$7,746
Ground Transportation: Gas	\$10,100	\$5,196	\$4,904
Hotels (one night per residence)	\$12,320	\$8,394	\$3,926
Per Diems: One Day per Residence	\$11,110	\$7,880	\$3,230
	\$119,670	\$121,238	-\$1,568

PHASE 2: TRAINING WORKSHOPS FOR LGBTQ STUDENT AMBASSADORS	BUDGETED	EXPENSE	VARIANCE
Resource: Ambassador's Guide French Translation	\$5,000	\$7,111	-\$2,111
Resource: Campus Event Guest Speakers	\$20,000	\$11,386	\$8,614
Venue Rentals	\$6,000	\$5,260	\$740
Coordinator Salary	\$10,000	\$13,250	-\$3,250
Trainer Honoraria	\$16,000	\$21,201	-\$5,201
Attendee/Trainer Transportation	\$17,500	\$11,172	\$6,328
Ground Transportation: Taxis/Transit	\$2,940	\$1,316	\$1,624
Hotel Accommodations (2 nights)	\$19,600	\$19,485	\$115
Meals	\$22,800	\$16,485	\$6,315
Conference Package	\$4,704	\$4,471	\$233
	\$124,544	\$111,136	\$13,408

PHASE 3: LGBTQ TRAINING MODULE FOR SCHOOL ADMINISTRATORS AND PROFESSIONALS	BUDGETED	EXPENSE	VARIANCE
Curriculum Developer Salary	\$15,000	\$19,875	-\$4,875
Design & Technical Development	\$50,000	\$62,251	-\$12,251
Web Hosting	\$3,000	\$3,857	-\$857
Dissemination & Awareness Campaign	\$20,000	\$26,501	-\$6,501
	\$88,000	\$112,484	-\$24,484

ADMINISTRATIVE COSTS	BUDGETED	EXPENSE	VARIANCE
ED Salary (10% x 2 years)	\$7,000	\$9,275	-\$2,275
Accounting & Audit Fees	\$5,000	\$4,300	\$700
Office Expenses	\$5,000	\$5,757	-\$757
	\$17,000	\$19,332	-\$2,332

TOTAL	\$349,214	\$364,191	-\$14,977
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SECTION 3 – PERFORMANCE MEASURES

Over the course of Year 2, numerous opportunities arose to collect evaluation data, feedback, responses and impacts. The performance measures indicated here reflect feedback and impacts from all three phases of the Safer & Accepting Campuses program. Entering this program, Egale sought to improve knowledge of LGBTQ communities and identities and ensure that residence life staff, student leaders and community members would be prepared with the necessary knowledge to create safer and more inclusive campus communities for all students.

Section 3.1 – Responses & Impacts

In Phase 1, Egale sought to deliver Residence Safety Seminars to 202 residences, in fact providing training for the staff of 224 residences in Ontario. In doing so, facilitators received evaluation forms and feedback from approximately 1300 participants of Phase 1 training programs. An additional 300 participants delivered feedback through direct contact and other evaluation means.

Major findings indicate that few student leaders and staff had an excellent understanding of what constitutes a safer and more accepting residence or campus community for LGBTQ staff before training opportunities. In fact, less than a third of participants believed that homophobic, biphobic and transphobic discrimination is an issue on Ontario campuses. After the training sessions, participants understood how serious an issue LGBTQ-phobic discrimination is, and felt more prepared to create safer campus environments. More specific data is featured in Section 3.2

Throughout this Section, numerous quotes identify impacts of the training program, student leader summits and e-Module program. These impacts are the direct result of the various aspects of the Safer & Accepting Schools training, providing students, staff and faculty with more necessary information to create safer campuses province wide.

As noted in Section 1.2, the LGBTQ Student Leader Summits provided many student leaders with the tools and techniques to make change. Their responses are noted in that Section as providing them with up-to-date and necessary knowledge to assist growth and development of safer spaces on campus. **In fact, all campuses who attended the Summits that did not have a safer space club or GSA created or revived one after the Summit experience.**

Another major impact of the Safer & Accepting Campuses program is the growing commitment of residence/housing offices to make changes to systems affecting residence application, selection and placement. **Numerous residence offices have contacted Egale following their training session to assist in the development of new, LGBTQ-inclusive applications and placement policies.** Some residence offices with existing policies made them publicly available for students and community members to access, as well.

The e-Module phase has maintained the interest of numerous bodies within the college and university environment, including possible mandatory requirements. **Schools of Early Childhood Education, Child and Youth Work, Social Work, Education and soft science departments have all considered inclusion of the e-Module into their formal program for future academic years.** Student associations and health/mental health offices are also considering including the e-Module in future orientation and resource availability.

The impact on organizers of campus training, including residence life professional staff and student associations, was seen through the success of these training opportunities. One residence life professional staff contacted their colleagues in other institutions saying “be prepared to be astounded by the good nature of the presenters and the overall educational experience,” and “the total experience that everyone had was truly outstanding.” A senior college administrator requested further training, saying the original session “was a big hit here.” Representatives from one of the provincial student organizations contacted Egale “just to say that we had a great time at the Summit” and appreciated and valued the experience.

“I am more educated, so I feel I can deal with these incidents more confidently.”

“I’d love to do another training/workshop with Egale, it was a very rewarding experience!”

“I feel like we can set better, clearer goals and know how to effectively accomplish them.”

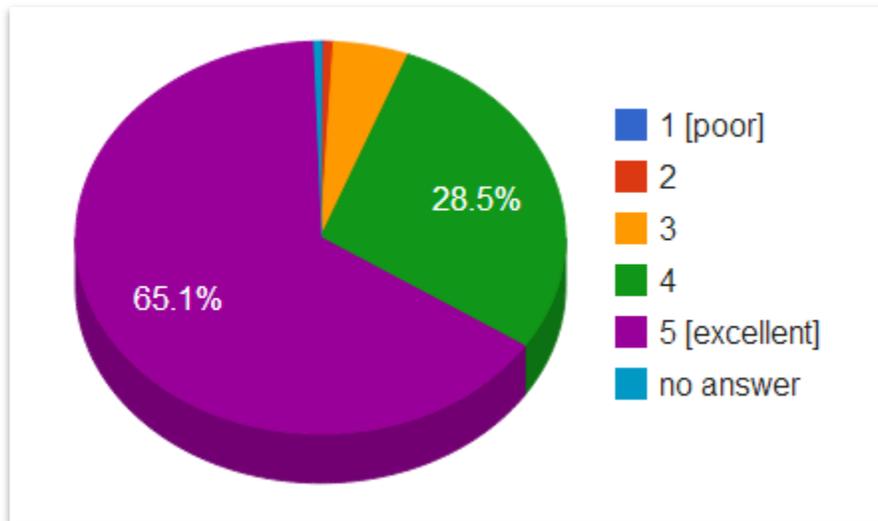
“Instead of seeking to resolve incidents of discrimination on an individual basis, now I feel that I need to focus on broader institutional changes and creating positive spaces in general.”

“Loved this workshop! It was very enlightening! I now know how to be more approachable and understanding of problems in residence.” – Res Life Staff

“I can now look for proactive changes that can be made to reduce and prevent incidents” – Res Life Staff

Section 3.2 – Evaluations Data

Please rate your overall experience of the session.

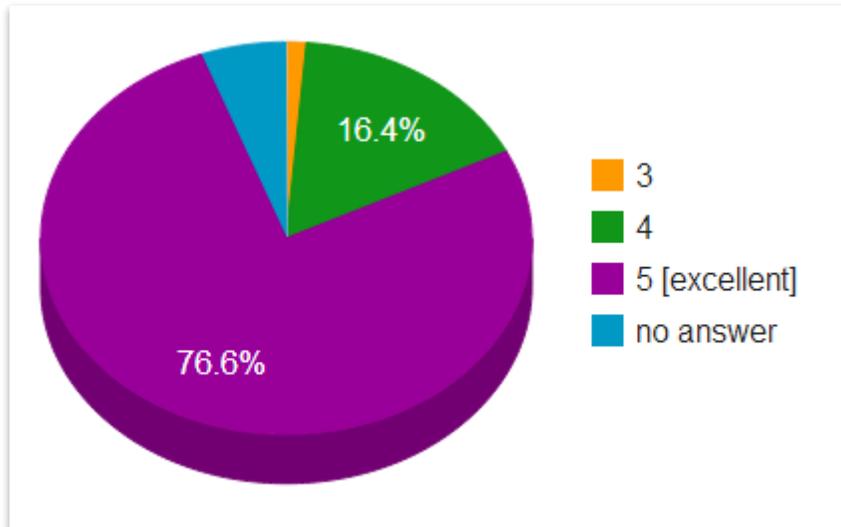


After workshops/Summits, **93.6%** of participants rated their experience 4 out of 5 or higher, with nearly two-thirds rating the experience as “Excellent.” Less than **1%** of participants rated 2 or lower, showing minimal dissatisfaction with the workshops.

About the overall workshop/Summit experience, participants had this to say:

- *“Very informative and engaging workshop, and the guide is very handy!”*
- *“I wish the session were longer because there is so much to learn!”*
- *“Awesome workshop, more knowledge and perspective always helps! This was wonderful, thank you!”*
- *“The booklet [guide] is very useful for creating passive programming, thanks!”*
- *“Really good pacing and information, very dynamic, I learned a lot!”*

Please rate your facilitator

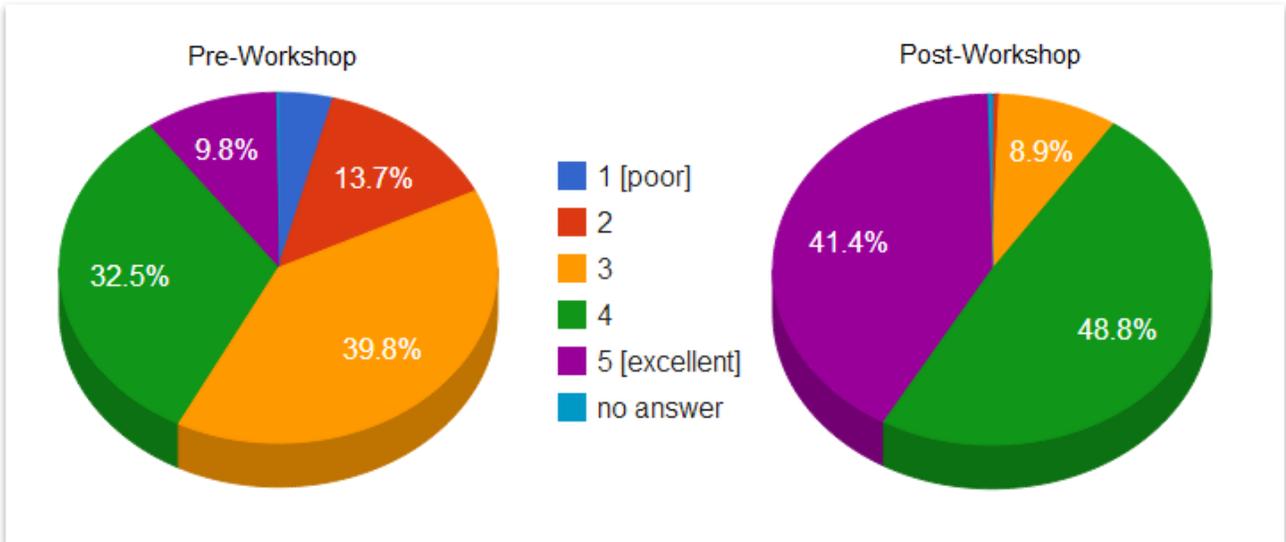


Participants rated their workshop/Summit facilitators, with over three-quarters of all participants rating their facilitator as “Excellent.” In fact, no facilitator rated lower than 3 out of 5. The small amount of “no answer” percentages are an aggregate amount based on workshops with only one facilitator (these are merged numbers based on workshops with one or two facilitators).

Participants expressed their feelings about the facilitators generously:

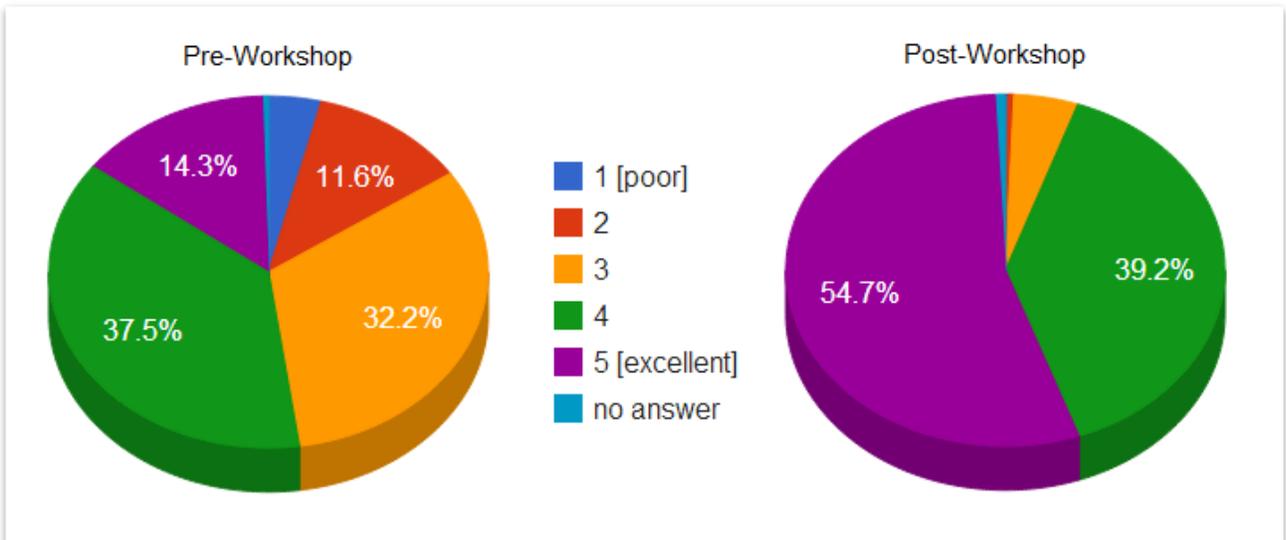
- “The facilitator was SO great” (orig. emphasis)
- “Thank you for being open and understanding for questions and helping me to understand.”
- “You are super knowledgeable!”
- “Stop confusing us all with how amazing y’all are!”
- “Both facilitators were fantastic - professional, knowledgeable, and friendly”
- “Y’all folks rock, keep on keepin’ on and stay awesome! The work you do makes an enormous difference!”

Please rate your knowledge of LGBTQ communities



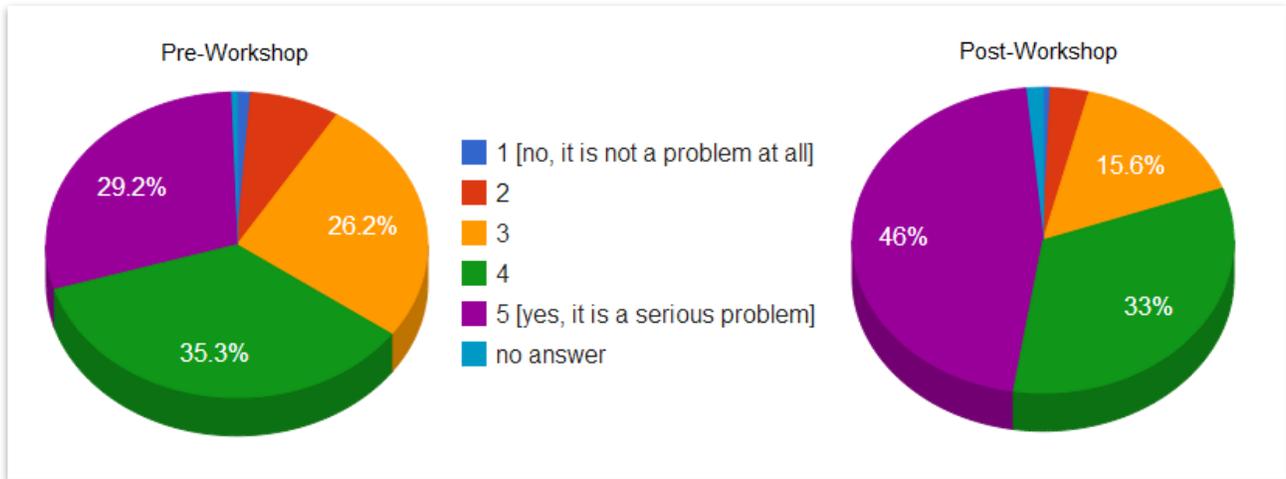
The above chart displays the shift between pre- and post-workshop knowledge. Before the workshop, participants honestly answered this question, identifying only **9.8%** had an “Excellent” knowledge of LGBTQ communities and identities, with only **42.8%** rating 4 out of 5 or higher. After the workshop, the number of respondents citing they have “Excellent” knowledge increased by four times, with the overall respondents rating 4 out of 5 or higher jumping to **90.2%**

Please rate your understanding of what constitutes a LGBTQ safer and accepting residence or campus



The results are similarly striking in this chart. Before the workshop, fewer than **15%** of participants rated their understanding of what constitutes a safer residence or campus as “Excellent.” In fact, nearly **50%** of respondents rated their understanding as 3 or lower. After the workshop, **93.9%** of respondents cited a “Very Good” or “Excellent” understanding of what constitutes a safer and more accepting residence or campus for LGBTQ students, staff, faculty and families.

Is homophobic, biphobic and transphobic discrimination a problem on Ontario campuses?



While many do believe that LGBTQ-phobic discrimination is a problem or serious problem on Ontario campuses before the workshop, the Egale training program ensured more than three-quarters of participants understood how serious a problem this kind of discrimination is for students and all members of the campus community. While a small few continued to ascertain that LGBTQ-phobic discrimination is not a problem, as evident by the roughly 4% responding 1 or 2 out of 5, this speaks to the continued need for training, awareness and resources about LGBTQ experiences on Ontario campuses.

Some highlights from feedback relating to these three charts:

- *“I now have language skills where I can feel comfortable understanding and talking to LGBTQ communities without accidentally offending or causing harm”*
- *“I feel more confident with techniques to combat bullying and harassment”*
- *“Inclusive language and understanding how one’s own judgement interacts will help create a safer and inclusive residence community”*
- *“This workshop made me understand how different identities can feel and the problems they face”*
- *“This Summit really helped facilitate communication between campuses and understand what’s going on in different places”*
- *“I am more aware of oppression in my community and I will be an ally in the fight against homophobia, biphobia and transphobia”*

Section 3.3 – Other Feedback

Residences across Ontario have cited a greater increase in students accessing mental health services as well as reporting of homophobic, biphobic and transphobic incidents. Many of these incidents are hate-motivated, and preparing residence life staff has provided resident students with a greater sense of safety and security in their residence environment. Additionally, mental health providers on campus, in tandem with the Centre for Innovation in Campus Mental Health, cite a greater variety of resources available for LGBTQ students looking for support, especially if new to the postsecondary environment.

As noted previously, the e-Module and Summits model have been very successful in engaging and creating safer space clubs on campus. In fact, participants of both have been able to apply their knowledge to work towards broadening the scope of these clubs and engaging further interest. More and more inclusive events have been hosted by student associations and other organizations to ensure that all LGBTQ identities are respected.

SECTION 4 – PARTNERSHIPS & COLLABORATIONS

Section 4.1 – Partnerships

Egale has partnered with the Ontario Ministry of Education (EDU) for the creation, implementation and delivery of the *Safer & Accepting Schools* program along with *Parents Reaching Out*, a new youth suicide prevention program. *Safer & Accepting Schools* includes face-to-face training workshops province wide for K-12 educators working toward creating safer and more accepting schools for LGBTQ youth. This program complements the Safer & Accepting Campuses program by providing a seamless transition of LGBTQ secondary students into college and university. The *Parents Reaching Out* program educates and prepares parents with the necessary information, support contacts and materials to help prevent LGBTQ youth suicide, adding another layer of support for LGBTQ youth and their mental health needs.

Section 4.2 – Collaborations

Egale has collaborated with numerous organizations to ensure the successful delivery of the Safer & Accepting Campuses program. Along with the Centre for Innovation in Campus Mental Health, another recipient of the Mental Health Innovation Fund, Egale has communicated and/or collaborated with:

- Residence Life organizations – Ontario Association of College and University Housing Officers (OACUHO), representing a majority of residence life student and professional staff in Ontario; and Campus Living Centres (CLC) the corporation responsible for the management and residence life of the majority of Ontario's college residences
- Student Association organizations – Ontario Undergraduate Student Alliance (OUSA), representing over 100,000 undergraduate university students; College Student Alliance (CSA), representing over 150,000 college students; and Canadian Federation of Students-Ontario (CFS-On), representing 300,000 undergraduate and graduate students
- Student Life organizations – Canadian Association of College and University Student Services (CACUSS) and their divisions focusing on health and mental health for all students: Canadian Organization of University College Health (COUCH) and Canadian University & College Counselling Association (CUCCA)

CONCLUSION

Egale Canada Human Rights Trust, as Canada's only national charity promoting LGBTQ human rights, is dedicated to the creation and maintenance of safer and more accepting campuses across Ontario. Through the Safer & Accepting Campuses program, Egale has been able to train thousands of student leaders, staff, professionals and community members to create lasting change on campuses province wide. Through all three Phases of this program, along with the continued roll out of the e-Module, Egale hopes that colleges and universities continue the effort toward making safer campus environments for all students.

In partnership with the Ministry of Training, Colleges and Universities, Egale has set out to improve the mental health and social wellbeing of LGBTQ students on Ontario campuses. While reaching this goal, a cohort of thousands of new postsecondary students will begin in September 2014, entering residences and campus facilities without the integral training supplied to their staff and student leaders. Egale hopes to continue the work of the Safer & Accepting Campus program in order to prepare thousands of new student leaders, student and professional staff, faculty, families and community members with the necessary tools to create safer campus communities.

Egale thanks the Ministry of Training, Colleges and Universities for the opportunity to undertake this program and looks forward to future partnerships and endeavours together.

Yours sincerely,



Helen Kennedy
Executive Director
Egale Canada Human Rights Trust
t) 416-964-7887 x7020
f) 1-888-990-0507
e) hkennedy@egale.ca