



Thriving On Campus: A Virtual Conference Series

Fostering the Inclusion, Wellbeing, & Academic
Success of Diverse 2SLGBTQ+ University Students
in Ontario through Learning & Action

Day 1: October 27, 2022
Day 2: November 24, 2022
Day 3: April 11, 2023



Social Sciences and Humanities
Research Council of Canada

Conseil de recherches en
sciences humaines du Canada



The Series

Our goal is to promote 2SLGBTQ+ students' inclusion, wellbeing, and academic success by:

- sharing findings from the *Thriving On Campus* study and related research on diverse 2SLGBTQ+ students' experiences and needs
- sharing recommendations and emerging/promising practices that campuses could implement to support 2SLGBTQ+ students
- providing opportunities for attendees to gather in service-specific workgroups and university-specific workgroups to share learnings and identify priorities for creating safe, inclusive campus environments where 2SLGBTQ+ students can thrive, including the development of culturally responsive campus services.

Zoom links as well as any resources needed for the conference will be available at

www.linktr.ee/thrivingoncampus

Workgroups

The series includes opportunities for attendees to gather in service-specific workgroups with colleagues from throughout the province as well as in university-specific workgroups comprised of peers from their own university. These groups will provide opportunities to share key learnings, identify emerging priorities, share resources and ideas for supporting 2SLGBTQ+ students, and identify school-specific and sector-wide initiatives and create action plans. Service-specific workgroups will be facilitated by a member of the project team, and service- and university-specific workgroups will be provided with a notetaker. Each university will be asked to identify a facilitator/contact person for its workgroup.

The planned workgroups include the following areas. If you can think of others, please contact Michael Woodford (mwoodford@wlu.ca).

- Accessible Learning
- Athletics & Recreation
- Career Counseling
- EDI Centres/Services
- Indigenous Student Services
- Health & Wellness
- Housing
- Sexual Assault Prevention & Support
- Student Records/Registrars Offices
- International Student Services

Resources to Support Attendees' Work

Community reports from the *Thriving On Campus* study will be shared with all registrants in advance. Other reports focusing on specific service areas will be prepared and made available for Day 1. Community Reports: https://lgbtq2sthivingoncampus.ca/en_ca/community-reports/

To inform action-planning on Day 2, brief reports summarizing emerging/promising practices for promoting 2SLGBTQ+ students' inclusion, wellbeing, and academic success will be available. The information will come from the literature and an environmental scan of university websites.

In the spirit of information sharing, leading up to Day 2, we will invite each school to list and give a brief description of their 2SLGBTQ+ initiatives along the 8 service areas. This information will be shared with the relevant service-specific workgroups.



Overview of the Virtual Conference Series

Day 1: Thursday, October 27 8:30 am - 5:00 pm	<i>Understanding Diverse 2SLGBTQ+ Students' Experiences</i> <ul style="list-style-type: none"> • Keynote addresses, lightning talks, & concurrent sessions • Service-specific and university groups: connecting & sharing learnings & emerging priorities
Day 2: Thursday, November 24 8:45 am - 5:00 pm	<i>Exploring & Moving Toward Solutions</i> <ul style="list-style-type: none"> • Keynote addresses & concurrent sessions • Service-specific and university groups: reconnecting, sharing emerging/promising practices, & action planning
Day 3: Thursday, April 11 9:00 am - 1:00 pm	<i>Making Change</i> <ul style="list-style-type: none"> • Keynote Panel addresses • Thriving Impact Report • Service-specific groups: reconnecting, establishing networks for addressing future needs

Between Days 2 and 3, project staff will consult with each school about their progress and offer additional support, such as information about emerging programs, potential partnerships, and community resources.

Project Leaders

Michael R. Woodford (he/him)
Principal Investigator
Professor and Associate Dean: PhD Program
Lyle S. Hallman Faculty of Social Work
Wilfrid Laurier University

Corey W. Johnson (he/him)
Co-Investigator
Karla A. Henderson Distinguished Professor
Department of Parks, Recreation & Tourism
North Carolina State University

Lee Airton (they/them)
Co-Investigator
Assistant Professor of Gender and Sexuality
Studies in Education
Faculty of Education, Queen's University

Tin Vo (he/him, they/them)
Collaborator
Postdoctoral Fellow
Unity Health Toronto-University of Toronto

Simon Coulombe (he/him)
Co-Investigator
Associate Professor
Department of Industrial Relations
Université Laval

Eric Van Giessen (he/him, they/them)
Series Coordinator
Doctoral Candidate
Department of Sociology
York University



DETAILED SCHEDULES

Day 1: October 27, 2022

Understanding Diverse 2SLGBTQ+ Students' Experiences

8:30 am	<ul style="list-style-type: none"> • Welcome & Territorial Land Acknowledgement • Indigenous Opening 	Tin Vo Banakonda Kennedy-Kish Bell
9:00 am	<ul style="list-style-type: none"> • Keynote: Fostering 2SLGBTQ+ Student Success Across Multiple Dimensions of Identity, Development, and Learning • Lightning talk: Thriving On Campus - Intersections of Campus Climate and Academics 	Kristen Renn Simon Coulombe
10:00 am	<ul style="list-style-type: none"> • Break 	
10:15 am	<ul style="list-style-type: none"> • Keynote: Fostering Wellbeing Among 2SLGBTQ+ Students: Multi-level Risk and Protective Factors 	Michael Woodford
10:45 am	<ul style="list-style-type: none"> • Introducing the Workgroups 	Michael Woodford
11:00 am	<ul style="list-style-type: none"> • Service-Based Workgroups <i>Group formation, Thriving On Campus service-specific findings, learnings & emerging priorities</i> 	<i>Facilitator & Notetaker Provided</i>
12:00 pm	<ul style="list-style-type: none"> • Lunch 	
1:00 pm	<ul style="list-style-type: none"> • Concurrent Sessions I: Understanding The Needs and Experiences of Diverse 2SLGBTQ+ Students <ol style="list-style-type: none"> 1. BIPOC 2SLGBTQ+ Students: From Exclusion to Inclusion 2. Advancing Trans Inclusion and Equity: Translating Theory and Research into Practice 3. Learning From First Year 2SLGBTQ+ University Students -- University Choice & Transition: Implications for Recruitment & Support Programs 4. Disabled LGBTQ+ Postsecondary Students: Using Research to Inform Practice 5. Two-Spirit and Multiple Gender Expressions: Supports for Student Self-determination 6. STEM Campus Climate and 2SLGBTQ+ Student Persistence: A Canadian Perspective 	Tin Vo & Christina Arayata Z Nicolazzo David Nguyen Ryan A. Miller & Isabel Krakoff Jac Nobiss Michael Godfrey
1:30 pm	<ul style="list-style-type: none"> • Concurrent Sessions II (same sessions as above) 	
2:00 pm	<ul style="list-style-type: none"> • Break 	
2:15 pm	<ul style="list-style-type: none"> • Service-Based Workgroups <i>Learnings & emerging priorities from current sessions</i> 	<i>Facilitator & Notetaker Provided</i>
3:15 pm	<ul style="list-style-type: none"> • University-Specific Workgroups <i>Share learnings & emerging priorities</i> 	<i>Notetaker Provided; University to Identify Facilitator</i>
4:15 pm	<ul style="list-style-type: none"> • Day 1 Wrap-Up & Next Steps • Indigenous Closing 	Banakonda Kennedy-Kish Bell



Day 2: November 24, 2022

Exploring & Moving Toward Solutions

8:45 am	<ul style="list-style-type: none"> • Welcome & Territorial Land Acknowledgement • Indigenous Opening 	Simon Coulombe Banakonda Kennedy-Kish Bell
9:00 am	<ul style="list-style-type: none"> • Keynote: Supporting 2SLGBTQ+ Students to Thrive on Campus 	Lauren Munro, David Pereira, Brandon R. G. Smith, & Kristen Renn
9:30 am	<ul style="list-style-type: none"> • Keynote: More Than a Checklist: Post-Secondary Wins and Gaps for Trans-Inclusion 	Jasper Fisher, Tai Jacob, & Michelle Poirier
10:00 am	<ul style="list-style-type: none"> • Break 	
10:15 am	<ul style="list-style-type: none"> • Service-Based Workgroups <i>Share campus initiatives, discuss practices identified from reviews, identify emerging priorities</i> 	<i>Facilitator & Notetaker Provided</i>
11:45 pm	<ul style="list-style-type: none"> • Lunch 	
12:45 pm	<ul style="list-style-type: none"> • Concurrent Sessions: Addressing 2SLGBTQ+ Students' Needs - Sharing Emerging/Best Practices <ol style="list-style-type: none"> 1. 2SLGBTQ+ Inclusive Housing: Progress and Barriers 2. Supporting Career Development for Trans and Nonbinary Students 3. Take Pride in Consent: Affirming 2SLGBTQIA Communities in Campus Sexual Violence Support and Education Centres 4. Textual Relations in Queer Service Webpages: A Snapshot of Ontario Universities' Queer Student Centres 5. Reimagining Our Approach to Queer and Trans Health in a University Setting 6. From Maps to Advice to Policy: All-Gender Washrooms on Campus 7. The Not-So-Secret (But Still Messy) Sauce: How We Worked Together to Create a 2SLGBTQ+ Centred Fitness Class 8. Records 9. Envisioning Disability and Accommodation Services for 2SLGBTQ+ Students 	Melissa Steadman & Clayton McCourt Mary Stefanidis & Sania Hameed Farrah Khan & Sarah Scanlon Jesse Wiley Oliver Debney & Spencer Small Allison Burgess Debra Kriger, Val Gerlings & Vanessa Treasure Ray Darling Lauren Munro, Cameron McKenzie & Kathleen Clarke
1:30 pm	<ul style="list-style-type: none"> • Keynote: Promoting Inclusion and Allyhood – Safe Space Programming 	Corey Johnson
2:00 pm	<ul style="list-style-type: none"> • University-Based Workgroups <i>Priorities & action planning</i> 	<i>Notetaker Provided; University to Identify Facilitator</i>



Day 2 (con't)

3:00 pm	• Break	
3:15 pm	• University-Specific Workgroups Continued	<i>Notetaker Provided; University to Identify Facilitator</i>
4:00 pm	• University-Specific Workgroups Report Out	
4:45 pm	• Day 2 Wrap-up & Next Steps • Indigenous Closing	Banakonda Kennedy-Kish Bell

Day 3: April 6, 2023 Making Change

9:00 am	• Welcome & Territorial Land Acknowledgement • Indigenous Opening	Simon Coulombe Banakonda Kennedy-Kish Bell
9:15 am	• Panel Discussion: Fostering 2SLGBTQ+ Inclusion on Campus - Experiences & Reflections	Akeisha Lari, Yvette Munro, Jean Pfeiderer, & Keegan Prempeh <i>Moderated by Corey Johnson</i>
10:00 am	• Panel Discussion: Yellow House at Queen's - An Intersectional Approach to Supporting QTBIPOC Student Communities	Deanna Fialho & Kel Martin <i>Moderated by Lee Airton</i>
10:45 am	• Break	
11:00 am	• Thriving Impact Report	Michael Woodford & Tin Vo
11:15 am	• Panel Discussion: Painting the Rainbow Outside the Lines - Collaboration, Capacity Building, & a Culture of Care with the QSSN	Carmen Art, Tim Ira, & Jessica Scalzo
12:00	• Service-Based Workgroups	<i>Facilitator Provided</i>
12:30	• Day 3 Wrap-up • Indigenous Closing	Michael Woodford Banakonda Kennedy-Kish Bell



KEYNOTE ABSTRACTS - DAY 1

Fostering 2SLGBTQ+ Student Success Across Multiple Dimensions of Identity, Development, and Learning

Kristen Renn

Abundant evidence attests to the homophobia, harassment, and discrimination that gender and sexual minority (2SLGBTQ+) students face in university, yet growing evidence suggests that many 2SLGBTQ+ students thrive academically, personally, and socially. Drawing on theories of minority student identity development and student engagement and a mixed-methods study of 900 2SLGBTQ+ students and a four-year longitudinal study of a cohort of students who entered university already identifying as 2SLGBTQ+, Dr. Renn will demonstrate emerging conceptions of 2SLGBTQ+ student success across 2SLGBTQ+ and intersecting identities. She will use data from the US-based National Study of LGBTQ Student Success and an ecosystem approach to discuss the challenges diverse 2SLGBTQ+ face, implications for their development and academics, and the progress that has been made in promoting 2SLGBTQ+ student success.

Intersections of Campus Climate and Academics

Simon Coulombe

This talk will summarize findings about campus climate and students' academic outcomes from *Thriving On Campus* and *Promoting the Wellbeing and Academic Development of LGBT University Students in Canada* studies. The findings highlight the complexity and dynamic nature of students' academic development, including the role of campus climate and resilience-promoting factors, such as grit, 2SLGBTQ+ student groups, and instructor support, suggesting that some students fare relatively well academically despite facing significant challenges. This talk will show the need for responsive policies and services as campuses work to foster students' learning and academic growth.

Fostering Wellbeing Among 2SLGBTQ+ Students: Multi-level Risk and Protective Factors – Findings From US and Canadian Studies

Michael Woodford

There is a mental health crisis on campuses, including for 2SLGBTQ+ students. To support 2SLGBTQ+ students' wellbeing, policymakers and practitioners need to address the risk and protective factors that contribute to the challenges and disparities that 2SLGBTQ+ students face. Based on positive psychology, to foster optimal wellbeing it is important to work holistically by considering negative (e.g., depression) and positive (e.g., self-esteem) aspects of wellbeing. Further, it is necessary to broaden understandings of wellbeing beyond psychological aspects to include emotional and social components. Aligned with these priorities, this keynote will report findings from the US-based *National Study of LGBTQ Student Success* and two Canadian studies, *Thriving On Campus* and *Understanding and Promoting the Wellbeing and Academic Development of LGBT University Students in Canada*. Socio-ecological risk and protective factors, including campus climate indicators, that shape students' wellbeing and implications for policy and practice interventions will be discussed.



CONCURRENT SESSIONS - DAY 1

BIPOC 2SLGBTQ+ Students: From Exclusion to Inclusion

Tin Vo & Christina Arayata

Recently, 2SLGBTQ+ student intersectionality has gained visibility in social science research yet remains largely ignored within 2SLGBTQ+ service provision. A gap exists on how to best support the inclusion of racialized and Indigenous 2SLGBTQ+ students. Drawing on data from *Thriving On Campus*, attendees will develop an understanding of varying intersectional experiences that marginalize racialized and Indigenous 2SLGBTQ+ students. A brief overview of existing research on sexually and gender diverse racialized and Indigenous students will be provided, followed by findings from *Thriving On Campus* highlighting BIPOC students' exclusion as well as inclusion related to their intersectional identities. To promote socially/culturally responsive practice with diverse 2SLGBTQ+ students, focus will be placed on affirmation of 2SLGBTQ+ students' intersecting identities, participant critical self-reflexivity, and decolonization of gender and sexuality.

Advancing Trans Inclusion and Equity: Translating Theory and Research into Practice

Z Nicolazzo

Despite its nascence, the field of Transgender Studies is quickly building a theoretical and practical toolkit for practitioners, educators, policymakers, and community activists to move closer to educational equity, including inclusive campuses. It is also being leveraged in educational research and praxis to improve the livability of queer and trans youth. In this presentation, Dr. Nicolazzo will discuss how participants can use the body of transgender studies in education to improve the lives and livelihoods of transgender students at Canadian institutions of higher education.

Learning From First Year 2SLGBTQ+ University Students - University Choice and Transition: Implications for Student Recruitment and Support Programs

David Nguyen

Substantial evidence shows that students holding 2SLGBTQ+ identities often face more challenges in schools than their peers, for example facing homo/bi/transphobic discrimination, feeling unsafe, missing school, changing schools, and avoiding participating in extracurricular activities. These experiences can shape students' university choice process and the transition to university; yet little is known about these issues among 2SLGBTQ+ students although university choice and transition to university are frequently researched issues. In this presentation, Dr. Nguyen will discuss results from the first year of a four-year longitudinal research project. In particular, he will discuss factors important to how students choose an institution and the kinds of successes and challenges they encountered during their transition to university and during their first year. Emphasis will be given to areas that campuses can address to make their student recruitment and first-year student supports 2SLGBTQ+ inclusive.



CONCURRENT SESSIONS - DAY 1

Disabled LGBTQ+ Postsecondary Students: Using Research to Inform Practice

Ryan A. Miller & Isabel Krakoff

Disabled 2SLGBTQ+ university and college students contend with multiple, overlapping forms of oppression, including ableism and heterosexism and/or genderism. These systems of oppression manifest on campuses as a lack of accessibility and inclusion, prejudice and harassment, invisibility in the curriculum, negative mental health outcomes, and single-identity approaches to resource provision that fail to consider intersectionality. Though scholarly attention has increased over the past decade, focused attention is needed to ensure practitioners understand the intersectional needs of disabled 2SLGBTQ+ students and translate findings to inform campus practice. This session will synthesize recent research on 2SLGBTQ+ students with disabilities, including findings from *Thriving On Campus*. The synthesis will then be used to discuss how campus-based practitioners and policymakers can create more inclusive, affirming environments for and with 2SLGBTQ+ students with disabilities.

Two-Spirit and Multiple Gender Expressions: Supports for Student Self-determination

Jac Nobiss

Two-Spirit and Indigenous multiple gendered expressions (MGE) are complex and often misunderstood. Two-Spirit can be used as a specific identifier as well as a pan-Indigenous umbrella term. MGE include Indigenous perspectives of gender identity, gender status, gender roles and gender and sexuality. These perspectives often get conflated with mainstream understandings of LGBTQ issues. Campus-based service providers and helpers must have culturally accurate and relevant information in order to provide quality care and support to Two-Spirit and Indigenous MGE students. This session will promote understanding of Two-Spirit and MGE, and will centre ways of offering services that are culturally specific and personalized to students' individual Indigenous identities.

STEM Campus Climate and 2SLGBTQ+ Student Persistence: A Canadian Perspective

Michael Godfrey

2SLGBTQ+ individuals have been historically underrepresented in STEM disciplines. Recently, scholars have sought to understand the factors that contribute to this underrepresentation in both academia and the workforce, without much consideration for how campus or organizational climate influences 2SLGBTQ+ individuals' persistence. This presentation will share the findings from two studies that explored how campus climate affects the experiences, and, ultimately, the persistence of 2SLGBTQ+ students in Canadian post-secondary STEM programs. Key areas for improvement within STEM and beyond will be discussed, with implications highlighting how service-specific groups and school-specific stakeholders can use the findings to create more inclusive STEM programs.



KEYNOTE ABSTRACTS - DAY 2

Supporting 2SLGBTQ+ Students to Thrive on Campus

Lauren Munro, David Pereira, Brandon R. G. Smith, & Kristen Renn

Concepts of student thriving and resilience permeate the postsecondary landscape. From campus initiatives that aim to bolster students' skills in managing stress to improving wellbeing, questions remain: what does thriving mean among 2SLGBTQ+ students? How can it be fostered? And where does responsibility lie for promoting thriving? Qualitative findings from *Thriving On Campus* will shed light on these critical questions. Results highlight the importance of understanding thriving wholistically by connecting identity, wellbeing, belonging, and academic growth, and the pivotal role of an affirming climate, faculty support, and 2SLGBTQ+ peers and student groups in promoting thriving. Regarding views about responsibility for thriving, findings point to the ways that institutions need to take accountability for creating thriving environments rather than simply seeing thriving as the responsibility of individual students.

More Than a Checklist: Post-Secondary Wins and Gaps for Trans-Inclusion

Jasper Fisher, Tai Jacob, & Michelle Poirier

Gender identity and gender expression were added as protected grounds to Ontario's Human Rights Code in 2012. This keynote panel will reflect on best practices implemented by post-secondary institutions in Ontario the past decade, and a candid discussion of priorities that are needed to make university and college campuses safe and welcoming for trans, non-binary, and Two Spirit staff, faculty, and students in the years ahead.

Promoting Inclusion and Allyhood – Safe Space Programming

Corey Johnson

This keynote will discuss the development and implementation of the UWaterloo Making Spaces campaign, an initiative to promote the acceptance and inclusion of LGBTTTQQIPA2S+ people on campus. Making Spaces is an education workshop and registration event where participants learn about gender identity/expression, sexual identity, homophobia, heterosexism, bi-phobia, transphobia and how these intersect with other identities. Participants also receive practical recommendations and support to enable them to serve and to support the UWaterloo community and be an ally for social equality and equity. Upon completion, participants are encouraged to display various forms of the visible indicators that honour their completion of the program and communicate that they wish to be identified as Space Makers who are LGBTTTQQIPA2S+ affirming. In addition to learning about program content and its impact, strategies for successful implementation and sustainability will be discussed.



CONCURRENT SESSIONS - DAY 2

2SLGBTQ+ Inclusive Housing: Progress and Barriers

Melissa Steadman & Clayton McCourt

Housing and residence departments on university campuses are often at the forefront of high-impact practices that foster student success and belonging. Across Ontario, these departments are daring to think differently regarding housing options for students, including respecting the need to be inclusive for 2SLGBTQ+ students. Across the province, some schools have offered gender-inclusive housing for many years, others have yet to explore such options, and some have created options for the 2SLGBTQ+ *and* ally communities. This session will discuss the consultation and implementation process of re-thinking housing options and supports in residence for gender diverse students, including dealing with transphobia and resistance and creating student programming within housing to foster students' inclusion and belonging. The presenters will share valuable lessons and provide resources to help implement mixed-gender housing at institutions, including discussing fostering trans-related competencies among professional and student housing staff.

Supporting Career Development for Trans and Nonbinary Students

Mary Stefanidis & Sania Hameed

Many 2SLGBTQ+ students face a different career landscape – often negotiating identity and visibility in less than inclusive workplace cultures and settings. Such realities contribute to inequitable labour outcomes, such as the disproportionately higher numbers of trans and nonbinary job seekers who find themselves under- or un-employed. The University of Toronto's Sexual and Gender Diversity Office and Career Exploration & Education leveraged their shared commitments to equity and student support to create a first-of-its-kind resource in Canada, *Your Journey: A Career Guide for Trans and Nonbinary Students*. In this session, hearing from co-presenters, Mary Stefanidis and Sania Hameed, participants will learn about the key components that were foundational in the collaborative development of *Your Journey*, a general overview of the guide itself, as well as key reflections on the process that will be helpful to anyone thinking about developing career development resources for folks who face systemic barriers in their job search.

Take Pride in Consent: Affirming 2SLGBTQIA Communities in Campus Sexual Violence Support and Education Centres

Farrah Khan & Sarah Scanlon

Traditional approaches to consent education and sexual violence support have centered on the experiences of cis white women survivors and harm in heterosexual relationships. Campus sexual violence centres have the opportunity and the responsibility to respond to sexual and intimate partner violence that aligns with the complex and ever-changing realities of our students' lives and relationships. 2SLGBTQIA communities, especially trans women, are targeted at alarming rates for intimate partner violence, sexual harassment, and sexual assault. Campus sexual violence centres must ensure that these communities are affirmed, supported, and seen in our consent education, policies, and support services. Co-presenters, Farrah Khan and Sarah Scanlon will share promising practices their campus centres have developed to actively create programming, support services and education initiatives that centre the unique needs and experiences of 2SLGBTQIA students.



CONCURRENT SESSIONS - DAY 2

Textual Relations in Queer Service Webpages: A Snapshot of Ontario Universities' Queer Student Centres

Jesse Wiley

Queer student centres (QSCs) represent an under-researched area within Canadian higher education student affairs. This session will present the results of an analysis of textual data collected from institutional webpages of Ontario university QSCs, focusing on their names, the postsecondary units that house QSCs, and the services offered as emphasized in the text. The results of this analysis suggest that QSCs are marketed as social, educational, and community service hubs. Though they are often earmarked as centres for undergraduate students, the data also points to a self-awareness of QSCs as one of the only queer and trans-oriented spaces on campus. The findings also indicate areas for improvement in the integration of QSCs on campuses. Participants will be asked to consider connections between the research findings and their own institutional context in order to reframe their own understandings of QSCs across Turtle Island.

Reimagining Our Approach to Queer and Trans Health in a University Setting

Oliver Debney & Spencer Small

In this session, counsellors from two Ontario universities, Oliver Debney (Carleton University) and Spencer Small (University of Waterloo) will share insights into how their respective counselling departments are supporting the health and wellbeing of their diverse 2SLGBTQ+ population through specialized services. They will speak to the current services being offered, their approaches to queer and trans wellness, and key learnings.

From Maps to Advice to Policy: All-Gender Washrooms on Campus

Allison Burgess

This presentation will outline a series of projects undertaken about washrooms at the University of Toronto. The session will begin with a brief review of a large, collaborative, tri-campus data-gathering and mapping initiative to help update information about U of T's washroom facilities to foster a more inclusive campus community with a focus area on physical accessibility, single-user washrooms, baby change stations and footbaths for students who wash before prayer. Following this, the session will then explore the ways that the Sexual & Gender Diversity Office has provided advice on the modification, renovation, and new development of all-gender washrooms. The session will conclude with a review of some of the early draft ideas towards the development of an institutional guideline on all-gender washrooms.



CONCURRENT SESSIONS - DAY 2

The Not-So-Secret (But Still Messy) Sauce: How We Worked Together to Create a 2SLGBTQ+ Centred Fitness Class

Debra Kriger, Val Gerlings & Vanessa Treasure

Many sport administrators are actively seeking the 'secret sauce' of how to make their programs more 2SLGBTQ+ inclusive. The answers are both simple and complex, relying heavily on relationships, trust, communication, vulnerability, and working together. Join Vanessa Treasure, Lead Coach, UofT Sport & Rec Fitness and Performance, Val Gerlings, MPK student, Fitness & Performance Coach & Equity Committee member, and Dr. Debra Kriger, Assistant Manager of Co-curricular Equity, Diversity, Inclusion & Belonging, as they talk about the process they undertook together of transforming a popular group fitness training program to become more 2SLGBTQ+ centric. The presenters will share the crucial - yet often overlooked or undervalued – nuanced details of the approaches and paths they took to co-creating inclusive programming. They will speak to the *how* of combining their respective strengths to work as a team towards 2SLGBTQ+ athletics inclusion.

Inclusion in Student Records

Ray Darling

University registrar's offices have historically insisted on legal names, titles, and mandatory binary gender identification from their students. In recent years, there has been a shift towards more inclusive forms of student records management that acknowledge preferred names and gender self-identification. In this session we will explore what is happening in terms of inclusive records on university campuses for currently registered students and at the Ontario Universities Application Centre for applicants.

Envisioning Disability and Accommodation Services for 2SLGBTQ+ Students

Lauren Munro, Cameron McKenzie & Kathleen Clarke

Informed by findings from Thriving On Campus and other projects, the presenters will discuss some of the challenges disabled 2SLGBTQ+ students face alongside ways to improve disability services so that they are considerate of and responsive to the diverse identities and experiences of this group. This panel-style session will involve dialogue with session participants and offer visions for change in this sector.



KEYNOTE ABSTRACTS - DAY 3

Fostering 2SLGBTQ+ Inclusion on Campus: Experiences and Reflections

Akeisha Lari, Yvette Munro, Jean Pfleiderer, & Keegan Prempeh

Universities throughout the province are working to foster 2SLGBTQ+ students' inclusion, including through the *Thriving On Campus* project. Panelists are involved in such efforts at their universities, with some specifically focusing on 2SLGBTQ+ issues and others working within a broader student affairs/EDI mandate. Panelists will describe the approach being used at their university, discuss how priorities are identified and actions plans developed, including the role of research and community engagement, and offer reflections about opportunities, challenges, and lessons learned about promoting change.

Yellow House at Queen's: An Intersectional Approach to Supporting QTBIPOC Student Communities

Deanna Fialho & Kel Martin

The Yellow House Student Centre for Equity & Inclusion launched in 2020 as Queen's newest centre in the Division of Student Affairs. The Yellow House team is committed to working together with partners on and off campus to create a comfortable and accountable space for students who identify as Queer, Trans, Black, Indigenous, and/or as People of Colour (QTBIPOC) to feel safe, create community, be empowered, celebrate their identity and flourish. Beyond creating a space for students to be themselves, the team also offers opportunities to support and empower QTBIPOC students who are interested in engaging with initiatives that actively dismantle oppressive, racist and colonial ideologies and practices. The Yellow House curates a suite of co-curricular programs and tools designed to develop acumen that build community and belonging, foster future changemakers, and connects students to university resources with a focus on connecting QTBIPOC students with QTBIPOC service providers. In this fireside chat-style session, panellists will introduce attendees to the Yellow House vision and programs, and reflect on the possibilities and challenges of intersectional student support within university structures.

Painting the Rainbow Outside the Lines: Collaboration, Capacity Building, and a Culture of Care with the QSSN

Carmen Arth, Tim Ira, & Jessica Scalzo

Join members of the Queer Support Services Network of Western Canada (QSSN – pronounced *kissin*) as they discuss the challenges and opportunities of intercollegiate collaborative approaches to equity work on contemporary campuses. The panelists will explore themes that have been common to the work of the QSSN, including geographic challenges, sustainable equity work, institutional inertia, addressing emotional labour, and the power of solidarity inaction. They will also explore how the QSSN paved the way for the Northside Pride Collaborative Group of Edmonton, and how they were able to plan a single Pride Week for five schools of varying capacity to share in excellent programming. Lessons learned and strategies for success will be shared.



SPEAKER BIOS

Christina Arayata (she/her/siya), PhD Student, OISE, University of Toronto

Christina's research interests include critical race theory, quantcrit theory, access and admissions, and student identity development. Drawing on her experience in campus-based equity work and advocacy, Christina has been involved with *Thriving On Campus* as a qualitative research assistant and later served on the BIPOC Community Report Working Group.

Carmen Arth (she/they), PhD, RSW, Vice-President Campus Life, Associate Professor, Concordia University of Edmonton

For several decades, Carmen has worked to support the educational, personal, and professional growth of post-secondary students. Carmen also consults with individuals and organizations in ways to facilitate transformative inclusion. Carmen's research focuses on the ways people thrive in various contexts, re-thinking dominant narratives as a way to transform oppressive discourses, and exploring multi-storied identities that impact sexual and gender diverse individuals. Carmen is a member of QSSN (queer student support network) and The North Side Pride Collab, a collaborative of five Edmonton schools.

Allison Burgess (she/her/hers), Director, Sexual & Gender Diversity Office, University of Toronto

Allison Burgess is the Director of the Sexual & Gender Diversity Office at the University of Toronto. She holds a PhD from University of Toronto. She has served on the *Thriving On Campus Advisory Committee* since 2017. She's a parent, a novice gardener, and a women's hockey enthusiast.

Kathleen Clarke (she/her), Assistant Professor, Faculty of Education, Wilfrid Laurier University

Kathleen teaches in the Student Affairs field of study in Laurier's Master of Education program. Her research program focuses on understanding the experiences of specific populations of postsecondary students, such as students with disabilities and mental health challenges. She seeks to identify the tailored support that such students require to flourish in the postsecondary environment. Kathleen's work is currently funded by eCampus Ontario and SSHRC.

Simon Coulombe (he/him), Associate Professor and the Relief Research Chair in Mental Health, Self-Management, and Work, Department of Industrial Relations, Université Laval

Simon is a regular researcher at VITAM - Centre de recherche en santé durable. His work lies at the intersection between several fields of psychology (community, positive, environmental and organizational psychology). His research aims to explore social factors that should be leveraged to promote the positive wellbeing and development of people, particularly those from marginalized groups, including 2SLGBTQ students. He was a co-investigator on the *Thriving On Campus* study and is a co-investigator on the project sponsoring this virtual conference series.



SPEAKER BIOS

Ray Darling (he/him), University Registrar, University of Guelph

Ray has been a University Registrar for 15 years at Wilfrid Laurier University, University of Waterloo, and University of Guelph. He has served as the Chair of the Ontario University Registrars Association and Ontario University Council on Admissions. He has taken a leadership role in inclusive record keeping practices at the campuses he has worked at and across the university sector.

Oliver Debney (he/him), MSW, RSW, Counsellor, Carleton University

Oliver works in the Health and Counselling Services at Carleton University as a specialized counsellor for trans and 2SLGBTQ+ students. In this role, he provides brief, short-term individual counselling, offers secondary assessment letters for gender affirming surgeries, and aids in the University's commitment to fostering a safer campus community for queer and trans students. In his spare time, he can be found cycling, hiking, or playing video games with friends.

Deanna Fialho (she/her), Director, Yellow House Student Centre for Equity & Inclusion, Queen's University

Deanna is passionate about developing environments where difference is cultivated into cohesion—where QTBIPOC folx have the space to share their unique talents, to empower one another and to allow their best selves and resounding potential to emerge. Her passion for seeing uniqueness as a strength has taken her through diverse project work in public and private sectors across retail, aviation and financial services.

Jasper Fisher (he/him), MSc Student, University of British Columbia

Jasper researches Cell and Developmental Biology through a trans-and queer-informed lens. When not working in the lab, Jasper is an Outreach Worker in Vancouver's East Side. Jasper worked in Brock University's Human Rights and Equity Office where he authored a Trans Inclusion Guide, co-managed the All-Genders Washroom project, and coordinated 2S&LGBTQIA+ programming.

Val Gerlings (they/them), Fitness & Performance Coach, University of Toronto

Val is a Masters of Professional Kinesiology student who focuses on using their kinesiology background with a social justice lens. As a queer, non-binary exercise professional and student, they are passionate about creating accessible and inclusive practices (and spaces) for 2SLGBTQ+ individuals and communities. Their work focuses on embodiment, connection and socially informed practice to help counter the dominant toxic narratives that exist within exercise and fitness realms.



SPEAKER BIOS

Michael Godfrey (he/him), SSHRC Postdoctoral Fellow, University of Windsor

Michael's research focuses on identity-oriented diversity characteristics and their impact on group (e.g., cohesion/unity) and individual-level (e.g., persistence) outcomes. During his Postdoctoral Fellowship, his studies have focused on improving the academic climate for students who belong to the 2SLGBTQ+ community and better understanding the effects of ethnic diversity on the persistence of Black, Indigenous, and People of Colour (BIPOC) students. Michael completed his PhD at Wilfrid Laurier University in 2020.

Sania Hameed (she/her), Assistant Director, Student Experience & Teaching Development, Faculty of Applied Science & Engineering, University of Toronto

As a higher education professional at the University of Toronto, Sania applies her skills in relationship building and project management to improve systems, processes and experiences within higher education. She brings a strong equity lens to her work, which is evidenced through several notable projects she has led at the intersection of careers, equity, and experiential learning, including *Your Journey: A Career Guide for Trans and Nonbinary Students*.

Tim Ira (he/him), EDI Specialist, Northern Alberta Institute of Technology (NAIT); M.Ed Student, University of Alberta

Tim has led LGBTQ2+ inclusion efforts at Northern Alberta's largest polytechnic since 2015. He co-authored NAIT's first Equity, Diversity and Inclusion strategy in 2020 and since then he has been working to transform the student experience. Pursuing a Master's degree in Social Justice and International Studies, Tim's research interests include racial capitalism, anti-colonialism, transmodernism, and critical pedagogy.

Tai Jacob, JD student, Osgoode Hall Law School, York University

Tai was the former Executive Director at JusticeTrans, a national non-profit organization dedicated to increasing access to justice for Two Spirit and trans people across Canada. Her research expertise includes trans and gender nonconforming refugee experiences at the Immigration and Refugee Board. He has experience advocating for refugee and migrant justice, trans and queer liberation, anti-poverty work, and Equity, Diversity and Inclusion efforts at various organizations, companies, universities, and grassroots groups.



SPEAKER BIOS

Corey Johnson (he/him/his), Distinguished Professor of Social Justice Research, Department of Parks, Recreation, & Tourism Management, North Carolina State University

Corey's inquiry focuses on power relations between dominant (white, male, etc.) and non-dominant populations in the cultural contexts of leisure and is also a qualitative research methodologist. He has co-authored seminal texts such as *Fostering Social Justice for Qualitative Inquiry: A Methodological Guide*, *Promiscuous Perspectives: Sex and Leisure*, and *Contemporary Issues in Leisure*. His current projects focus on technologically mediated social relations, including decreasing gender-based violence on dating apps like Tinder, Bumble and Grindr. He is co-investigator on the project sponsoring this virtual conference series.

Banakonda Kennedy-Kish (Bell), Elder-in-Residence, Lyle S. Hallman Faculty of Social Work, Indigenous Field of Study at Wilfrid Laurier University

Banakonda's Indigenous name is Awnjibinayseekwe. She is a Bear Clan, Third Degree Midiwin, Ojibway Traditional Medicine Society, 1972-present, and her traditional knowledge keeping includes teachings, ceremonies and the medicines. In addition to being an Indigenous Elder, She is an Indigenous cultural advisor, teacher, and traditional practitioner, and has served Indigenous communities for over forty years.

Farrah Khan (she/her), Manager, Consent Comes First, Office of Sexual Violence Support and Education, Toronto Metropolitan University

Farrah has raised awareness about the intersection of gender-based violence and equity for more than two decades. She is a trusted advisor to government and organizations on gender justice issues and leads Toronto Metropolitan University's survivor support and education team. As the founder and CEO of Possibilities Seeds, Farrah is currently delivering the first-ever national, collaborative strategy to prevent and address gender-based violence at Canadian universities and colleges, *Courage to Act*.

Isabel Krakoff (she/her), PhD Student, York University

Isabel's doctoral research explores the social construction of human rights in the context of the global rise of right-wing populism. Her research interests broadly include political sociology, gender and sexuality studies and feminist and queer methodologies. She particularly enjoys mixed-methods research and works with *Thriving On Campus* project as a statistical analyst and served as member of disabled students community report workgroup.



SPEAKER BIOS

Debra Kriger (she/her), Assistant Manager, Co-curricular Equity, Diversity, Inclusion & Belonging, University of Toronto Saint George (UTSG)

A public health researcher in the field of Physical Cultural Studies (bodies and power in space and place, as applied to health, education, and movement), debra likes to joke that she now uses roughly 5000% more sports metaphors in her role as the Assistant Manager, Co-curricular EDIB at UofT Sport & Rec. debra is passionate about people, methodologies, embodiment, food, and justice, and especially passionate about applying theory to practice. debra is thrilled to be part of the team with Val and Vanessa in co-creating the *IMPACT Proud*, a 2SLGBTQ+ centred group fitness program.

Akeisha Lari (she/her), Manager, Student Engagement and Equity, Ontario Tech University

Akeisha is a life-long learner with a passion for creating equitable, inclusive and identity-confirming spaces. She has worked in the student affairs field for the past 16 years in various student life departments at both Toronto Metropolitan University and Ontario Tech University. Prior to her current role as the Manger of the Student Engagement and Equity unit at Ontario Tech, she was the Equity and Inclusivity Advisor- a role that worked closely with the 2SLGBTQ+ students at Ontario Tech to develop programming and events and to guide the institution on policies and procedures that affect 2SLGBTQ+ students.

Kel Martin (they/he), Sexual & Gender Diversity Advisor, Yellow House Student Centre for Equity & Inclusion, Queen's University

Kel supports 2SLGBTQ+ students through advising, developing and delivering programs, and working on committees and action groups to address systemic barriers at their institution. Their work at Queen's is informed by their background in the arts and education (M.Ed 2021, research exploring trans thrival), and work leading local grassroots trans and gender diverse support group TransFamily Kingston.

Clayton McCourt (he/him), Associate Director - Residence Life, Wilfrid Laurier University

Clayton serves students as valued members of the Laurier community and strives to foster learning environments conducive to their academic pursuits and social and personal growth. Based on his commitment to creating safe and supportive residence communities, in 2018 he led the development of Laurier's gender-inclusive housing option; he presented on the initiative at the 2019 Ontario Association of University Housing Officers conference. Clayton holds a Master's degree in Student Affairs Administration from Michigan State University.



SPEAKER BIOS

Cameron McKenzie (he/him), Assistant Professor, Lyle S. Hallman Faculty of Social Work, Wilfrid Laurier University

Cameron has conducted extensive research in 2SLGBTQ+ inequities. As a social work educator and researcher, he applies a liberationist perspective to all marginalized groups. He is currently working on a SSHRC-funded research project, Supporting Ontario students with Learning Disabilities in Postsecondary Education, which will identify accessibility barriers based on the lived experience of students and their disability service providers, in the structural context of accessibility policy.

Ryan A. Miller, (he/him), Associate Professor of Higher Education, University of North Carolina at Charlotte

Ryan's research interests focus on (1) the experiences of minoritized social groups in higher education, with emphasis on identities of disability, sexuality, and gender, as well as intersecting social identities; and, (2) the institutionalization of diversity and equity initiatives within colleges and universities. He has published 45 journal articles and book chapters on these topics. At UNC Charlotte, Ryan teaches courses on college student development, student affairs administration, and higher education leadership.

Lauren Munro (she/her), Limited Term Faculty, School of Disability Studies, Toronto Metropolitan University

In addition to her position at TMU, Lauren is an Adjunct Professor at Ontario Tech University's Institute for Disability and Rehabilitation Research. She is a community-based researcher with a background in community psychology and her scholarship involves a wide array of projects focused on the health and wellbeing of 2SLGBTQ+ communities, body diversity and weight-based discrimination, mad studies and disability justice, arts-based research, centering service user epistemology in medical education, and issues related to sexual health and HIV vulnerability. Lauren was a collaborator on the *Thriving On Campus* study.

Yvette Munro (she/her), Assistant Vice Provost Student Success, York University

Yvette rejoined York University as the AVP Student Success in December 2021. Prior to her current role, she was the Executive Director of the Ontario Council on Articulation and Transfer, working with Ontario's publicly assisted colleges, universities and Indigenous institutes to support over 60,000 transfer students. She has held various roles in postsecondary education, government and non-profit sectors with a focus on policy development and service delivery for equity-deserving groups.



SPEAKER BIOS

David Nguyen (he/him), Associate Professor of Higher Education & Student Affairs, Ohio University

Dave's research interests include how campus ecology contributes to success. While a doctoral student at Michigan State, he managed the four-year *National Study of LGBTQ+ College Student Success*. Since joining the faculty at Ohio University, he has continued working on LGBTQ+ work related to factors contributing to strategic outness, thriving, and belongingness.

Z Nicolazzo (she/her), Associate Professor, Trans* Studies in Education, University of Arizona

Z's research foci include: (1) tracing discourses of gender across postsecondary educational contexts, especially as they influence the livability of trans students, faculty, and staff; (2) transmisogyny as a mode of institutional capture, and; (3) affect theory, with an emphasis on grief and loss. Z's work seeks to expose how educational environments continue to invest in trans oppression, and calls for imagining liberatory, trans-led and centred, freedom-oriented futures. Z was a collaborator with the *Thriving On Campus* study.

Jac Nobiss, PhD Candidate, Lyle S. Hallman Faculty of Social Work, Wilfrid Laurier University

Jac's research interests include Indigenous identity, multiple gender expressions, and decolonial approaches to providing care and support in community-based practice settings. Jac's doctoral research aims to advance the historical understanding of the erasure and invisibility of Anishinaabeg Two-Spirit people.

Jean Pfleiderer (she/her), former Sexual and Gender Diversity Coordinator, Queen's University

Jean is recently retired from the Human Rights and Equity Office at Queen's University, where her roles included that of Sexual and Gender Diversity Coordinator. Among other things, she coordinated the Positive Space Program and assisted in the reorganization of QUAQE (Queen's U Association of Queer Employees); she introduced Queen's first gender neutral washrooms policy (2012) as well as policy and guidelines on collecting information about sex and gender (2017). In 2020, she became co-chair, with the Deputy Provost, of the Provost's Action Group on Gender and Sexual Diversity (PAGGAS).



SPEAKER BIOS

David A. Pereira (he/they), Lecturer in Sexual Diversity Studies, University of Toronto.

David is a Centre Fellow in the Mark S. Bonham Centre for Sexual Diversity Studies and earned his doctorate in Social Justice Education, OISE. His teaching and research centre queer and trans youth in education and he approaches knowledge production through intersectional and queer theoretical lenses and qualitative methodologies (ethnography). Their current writing and research draws on the Beyond Bullying Project; a high school-based queer storytelling project that collects stories from students, teachers and staff of sexuality and gender in schools. David formerly served as the Director of the Sexual and Gender Diversity Office at the University of Toronto.

Michelle Poirier (she/they), Director of Human Rights, Ethical Associates

Michelle is the former Acting Director of Human Rights and Equity at Brock University, and previous Complaint Resolution and Equity Specialist at McMaster University. In these roles they collaborated with 2SLGBTQ+ communities to enhance programs and address complaints of discrimination, harassment, and sexual violence. Michelle currently serves on the board of CAPDHHE, a national association of EDI practitioners in post-secondary.

Keegan Prempeh, (they/them/eil), Trans and Non-Binary Inclusion Coordinator, Carleton University

Keegan is a Black, non-binary Sagittarius sun on a journey of self-discovery, radical transformation and healing. They hold a BSW and have a professional background in sexual and reproductive health, peer support and community-based research. Guided by womanism, collectivism and the pursuit of social justice, Keegan hopes to foster meaningful connections to build community.

Kristen Renn (she/her), Mildred B. Erickson Distinguished Professor of Higher, Adult, and Lifelong Education and Associate Dean of Undergraduate Studies for Student Success Research, Michigan State University

Kristen studies college student development, learning, and success. Her research on 2SLGBTQ+ college students spans 20 years. As co-PI (with Dr. Michael Woodford) of the US-based *National Study of LGBTQ Student Success* she led a mixed-method and longitudinal qualitative exploration of queer and trans student identities and experiences in postsecondary ecosystems. Kristen was a collaborator with the *Thriving On Campus* study.



SPEAKER BIOS

Jessica Scalzo (she/her), Program Coordinator - MacEwan Centre for Sexual and Gender Diversity, MacEwan University

Jessica's research interests are varied and ever-changing but are unified in their grounding in critical theory, feminist theory, and anti-oppression, all heavily influenced by a commitment to decolonization. Jessica's work on campus focuses on multi-stakeholder collaboration and community building, a dedication to the building and maintaining of affirming learning and working environments and establishing thriving Queer communities imbued with joy.

Sarah Scanlon (they/she), Manager, Sexual Violence Response, Wilfrid Laurier University

Sarah has spent the last 15+ years in gender justice work. Having worked across nearly a dozen organizations and initiatives focused on ending gender-based violence and responding to human rights violations, they have substantial experience working with individuals and groups who have experienced interpersonal, institutional, or state violence. Sarah loves talking about pleasure, queer memes/tiktoks, and strategies for community accountability and healing.

Spencer Small (he/him), MSW, RSW, Counsellor, University of Waterloo

As a queer counsellor, Spencer provides counselling to members of the 2SLGBTQ+ community and provides secondary assessment letters for gender affirming surgeries. He also delivers mental health and wellness seminars, supports UW's peer support program, *MATES*, is a member of *QWEST* (Campus Wellness Equity Strategy Team) and facilitates the peer-support graduate student group, *Queer and Trans Wellness* (QTWell). In his spare time, he loves hiking, camping, swimming, reading, and watching movies.

Brandon R. G. Smith (he/him), Doctoral Candidate, Michigan State University

Brandon is a doctoral candidate at Michigan State University in the higher, adult, and lifelong education program and has a MEd from The University of Toronto–OISE. Prior to beginning PhD studies, Brandon worked in progressive leadership roles at Canadian universities. Brandon's research concentrates on US and Canadian higher education, specifically, how student success interacts with student identities and characteristics. Brandon's research also explores issues affecting leadership and administration. Brandon's dissertation explores how mid-career student affairs administrators persist through their careers, and what organizational factors support—or hinder—this population's ability to succeed.



SPEAKER BIOS

Melissa Steadman (she/her), Associate Director- Residence Engagement, Western University

In her role at Western University, Melissa was instrumental in developing the university's gender-inclusive housing options in 2017 and she supports the LGBTQ+ & Ally Living Learning Community curriculum and engagement. She holds a Master's in Educational Leadership from Western University, focused on creating learning environments that foster the development of self-awareness, intellectual engagement and positively engaged citizens. Melissa is currently the Conference Director with the Ontario Association of College & University Housing Officers.

Mary Stefanidis (she/her), Team Lead, Employer Recruitment & Engagement, Career Exploration & Education, University of Toronto

Mary advances priorities, projects and relationships which support systemically excluded individuals from meaningful work opportunities. Mary is an active member of the community and works to advance career opportunities for 2SLGBTQ+ individuals by presenting on topics related to 2SLGBTQ+ career development and sitting on the board of Start Proud and a committee of The 519. She currently is co-leading an VLS E-Campus Ontario Grant project promoting inclusive hiring, on-boarding and retention by employers.

Vanessa Treasure (she/her), Director, Fitness Wellness & Recreation, University of Toronto, Hart House

Vanessa completed a degree in Kinesiology at the University of Toronto while also being a member of the Varsity Blues swim team. Vanessa has experienced the life changing benefits of physical activity from the lense of an athlete, a coach at F45, a manager & Director at U of T and now the founder of *MOMENTM*, a brand devoted to setting people's lives in motion.

Tin Vo (he/they), Postdoctoral Fellow, Unity Health Toronto-University of Toronto

Tin's applies an equity lens to conducting research and evaluation. His recent dissertation research employed mixed methods to examine climate, resilience, intersectionality, and whiteness within 2SLGBTQ+ leisure spaces. He seeks to understand the experiences of diverse 2SLGBTQ+ people to enhance their belonging in various contexts. He is a collaborator on the project sponsoring this virtual conference series.



SPEAKER BIOS

Jesse Wiley (they/them), Doctoral Student, Department on Gender, Sexuality, and Women's Studies, Western University

Jesse's research focuses on the kinship practices of community members, volunteers, and/or staff within queer student centres (QSCs) in Ontario universities, and the institutional relationships between QSCs and universities. During their Master of Education at Laurier, they conducted a Mitacs-funded research project that involved a textual analysis of Ontario QSCs' programs and foci as emphasized on institutional webpages. Jesse draws on their experiences as a community worker, public educator, and library worker to inform their feminist research practices.

Michael Woodford (he/him), Professor & Associate Dean: PhD Program, Lyle S. Hallman Faculty of Social Work, Wilfrid Laurier University

Guided by social justice principles, Michael's research addresses the inclusion, wellbeing, and academic development of diverse 2SLGBTQ+ students. He (co)conducted several 2SLGBTQ+ campus climate studies, including *Thriving On Campus*. Michael is leading the project that is sponsoring this virtual conference series.



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