



University of Toronto

Jude Tate, Coordinator
LGBTQ Resources and Programs
Office of the Vice-President & Provost

Toronto, Ontario
M5T 2Z9

Phone (416) 946-5624 / Fax (416) 971-2037
Email <lgbtq_resources@utoronto.ca>
Web <<http://lgbtq.sa.utoronto.ca>>

**THE OFFICE OF
LESBIAN, GAY, BISEXUAL,
TRANSGENDER, QUEER
RESOURCES & PROGRAMS**

**2003-2004
ANNUAL REPORT**

**Submitted by:
Jude Tate MSW
Coordinator**

Contents

1. Executive Summary	3
2. Preamble	5
3. Background to the Office	5
4. Working with Students	7
a) Case examples	7
b) Programming	9
c) Climate and Environment	12
 5. Working with Staff and Faculty	 14
6. Priorities and Initiatives 2004-05	17
7. Acknowledgements and partnerships	18

Executive Summary

The University of Toronto is a remarkably pluralistic community. Here, students staff and faculty of widely divergent backgrounds come together in a climate of respect and dialogue. Some conflict is to be expected and, indeed, welcomed as part of the learning process. Hatred and discrimination, however, are not. This distinction represents a delicate balance that the Office of Lesbian, Gay, Bisexual, Transgendered and Queer (LGBTQ) Resources and Programs must navigate on a daily basis. The Office of LGBTQ Resources and Programs was established in July 1999 and in the spring of 2001 recognizing the Office's role in working with faculty and staff, the mandate of the office was formally expanded to include these additional groups. In support of the expanded portfolio, funding and dual reporting responsibilities expanded to include the Office of the Vice-President, Human Resources along with the Director of Student Affairs, and the provision of funding for a .5 FTE administrative assistant.

These are significant improvements, and the Office continues to work to meet the demand and need. This is particularly so considering the growth of the three campuses and the breadth of programs and resources offered. The University of Toronto, like all universities, is an important source of challenge to dominant ideas about gender and sexuality. Tolerance implies reluctant and limited acceptance, acceptance granted by those in power, acceptance conditional on good behavior. The experience of intolerance, harassment, and mere tolerance occurring in 2003-04 illustrate that the climate of University is uneven in its learning and community environments for LGBTQ identified students, staff and faculty. As a result, change is inconsistent and often dependent on the will of leadership, access to educational opportunities, and the role of allies as change agents.

The University is in a period of operationalizing human rights based policies through exploring, developing and instituting best practices that focuses on moving learning and working environments from places of tolerance to inclusion and acceptance. The Office of LGBTQ Resources and Programs in collaboration with colleagues and offices continued to encourage and support climate change processes through development of best practice procedures, awareness and educational forums, anti-homophobia education, outreach to student leaders, individual consultations, and committees. However, the climate for LGBTQ identified students, staff and

faculty was not always positive, safe nor inclusive. In 2003-04 graphic hate oriented graffiti was located on all three campuses, a student levy for a centre for LGBTQ students failed- resoundingly, threats and harassing behaviors contributed to a pervasive sense of concern, inequity and division. Such varied expression of intolerance and resistance coexisting with proactive education and programming, education and visibility reflects the ongoing relevance of the efforts of the Office.

Preamble

At the University of Toronto students staff and faculty of widely divergent backgrounds attend the University to learn, research, teach and in many cases become active members on campus. The climate and environments in which our students and staff come together vary greatly from department, faculty, division and campus in terms of climate and environment. The values and vision of the University centre on the achievement of academic excellence and encouraging a climate of respect and dialogue. Some conflict is to be expected and, indeed, welcomed as part of the learning process. Hatred and discrimination, however, are not. This distinction represents a delicate balance that the Office of Lesbian, Gay, Bisexual, Transgendered and Queer Resources and Programs must navigate on a daily basis. The work of the Office involves a range of approaches – from subtle education to coordinating and leading public events—all serve to support a community on campus where students, staff and faculty can fulfill their social and learning pursuits in an environment of dignity and respect.

U of T continues to be leader among Canadian universities in its efforts to welcome and support members of sexual minority groups and its work in reducing homophobia¹ and heterosexism². However, it is also a community with unique and ongoing challenges. People come to campus with their own preconceptions about people who identify as Lesbian, Gay, Bisexual, Transgender, or Queer (LGBTQ). Communicating the institution's values and policies to more than 63,000 students and over 10,000 staff and faculty spread over three campuses is a formidable task – particularly when the work involves addressing deeply held beliefs that often portray LGBTQ people as immoral, perverse and unwelcome. This task must be a shared one, involving individuals in every division prepared to counter heterosexism and homophobia on an individual or systemic basis. The Office of LGBTQ Resources and Programs, through its programs, events, partnerships, education and outreach initiatives, serves in a leadership role and coordinating capacity in this shared community-wide effort.

Background of the Office

The Office of LGBTQ Resources and Programs was created in 1999 in response to a failed referendum to solicit financial support from the undergraduate constituency for the creation of a

¹ Homophobia is defined as the irrational fear and loathing of gay, lesbian, bisexual people.

lesbian and gay centre, and subsequent high profile incidents of homophobia at the University. In addition, there was concern from students, staff and faculty with regard to adequately addressing heterosexism and homophobia in and out of the classroom on all three campuses of the University.

In response to these and other factors, the Vice Provost, Students and the Assistant Vice-President of Student Affairs proposed the creation of a staff position to provide education and assistance to all members of the University of Toronto community, on issues related to the lesbian, gay, bisexual, transgendered and queer (LGBTQ) student population. Further endorsement and recognition for this position was attained when the President's Office included the Office as a member of the Equity Issues Advisory Group (EIAG).

Jude Tate was appointed to the position of Coordinator, LGBTQ Resources and Programs on July 1, 1999. Funding for the Office was derived in part from student ancillary fees, via the Office of Student Affairs, and in part from the Office of the Vice-Provost, Students.

In the spring of 2001, the Vice-Provost, Students and the Director of Student Affairs commissioned a limited review of the program to enable the administration to make informed decisions about the program's future role and mandate. The recommendations emerging from that review have largely been implemented and are documented in detail in the report. Recognizing the Office's role in working with faculty and staff, the mandate of the office was formally expanded to include these additional groups. In support of the expanded portfolio funding and reporting responsibilities expanded to the Office of the Vice-President, Human Resources and Equity. The Office continues to report to the Director of Student Affairs. In support of the expanded portfolio, funding and reporting responsibilities expanded to include the Office of the Vice-President, Human Resources and Equity, and the provision of funding for a .5 FTE administrative assistant.

The core services of the Office consist of the following:

- Direct service such as informal individual support and referral;
- Information and consultation;
- Education and outreach;
- Leadership development; and

² Heterosexism is defined as the systemic promotion of heterosexuality and inferiority of LGB people.

- Development and execution of programs and events to enrich members of the University community.

Working with Students

The provision of information, consultation and or support to individuals and student groups continues to form a large volume of the work the office. The nature of requests includes print materials, educational seminars, complex problem solving, crisis counselling, referrals and consultations.

Over the course of the past year several complex individual cases have been addressed; there were a number of challenges within student groups and unions that I provided support and resources for including student leadership educational seminars. The individual cases were largely linked to experiences of heterosexism and discrimination from families, friends, religious or faith communities, and or classmates. One of the consistent struggles these students have is to develop new strategies of coping with the rejection of their sexual or gender identities, to developing a positive sexual identity.³ This process is affected by the demands of fulfilling course requirements and managing finances, and the challenge of finding “ports of welcome” where one can establish the self. The following are three case synopses (*identities has been changed*) revealing the complexities and circumstances of student lives that the office is confronted with.

Example A: A second year student comes to the office in January experiencing high levels of stress; she is considering dropping courses and or out of University. She is seeking information on housing and food banks. The student is estranged from her family, recently forced out of the home by physically and verbally abusive parents who have denied any financial support to continue her education. Due to the negative circumstances with her family the student has suffered a decline in her grade point average thus making scholarships unattainable. At this time of year OSAP is inaccessible.

Example B: Bill is a third year student and is the only “out” person in his faculty. He experiences isolation and consistent social distancing from his classmates. The area of study Bill is involved in has a longstanding reputation for being homophobic. Bill is active in the U of T queer community, and is committed to making a difference in his faculty and with his classmates. He is frustrated with faculty and staff - at their attempts of appeasement, divestment of responsibility and resistance to addressing problems in the curriculum and co-curricular events. In addition, Bill’s boyfriend struggles with anti-gay preaching of the Catholic Church, his very traditional

³ Sexual Identity is a fundamental concept-especially for the sexually marginalized, offering a sense of personal unity, social location, and even at times a political commitment. (Weeks, 1987)

Greek mother and his very out boyfriend. Bill is seeking direction and support with his relationship, direction in academic studies and leadership skills development.

Example C: A student union with the intention of increasing dialogue amongst students created a number of electronic message boards. One of the message boards was titled “Gay rights,” a forum for students to discuss views and provide commentary about sexual diversity on campus. It quickly became a sight for the expression of homophobia, misinformation, hate and conflict. LGBTQ identified students and allies were taken aback at the demeaning and hurtful expressions of anti-LGBTQ sentiment. Students were deeply divided on the course of action to take in response. They wondered whether to take the message board down, lock it or keep it up. Given the importance of free speech in the University setting, the student union wrestled with the colliding principles of academic freedom mutual respect, tolerance and the limits of free speech. For LGBTQ students the experience of the message board revealed further evidence of intolerance, disrespect and an environment that they and their allies are unwelcome within.

Students frequently drop into the office, email or approach me informally both on and off campus for conversation, support and exchange of information. The Office continues to work closely and proactively with existing and emerging LGBTQ groups and initiatives on all three campuses, including:

LGBTQSC at UTSC, Jewish Gay, Lesbian, Bisexual, Transgendered Group (JGLBT); *Inquiries* in Education, OISEUT; OUT In Law (UTOIL), The Faculty of Law; Gay & Lesbian International Students (GLINT); *Queers @ St. Mike's (Q@SMC)*; St. Michael's College; *Queers Of Colour* at U of T; LGBTQOUT – undergraduate and graduate chapters; Rainbow Trinity, Trinity College; Positive Space committees, St. George and Scarborough campuses, Gay-straight alliance at Rotman, *Queers in Commerce*.

Supervision of Students - The Office plays a role in providing employment, study and professional development opportunities to students in a supportive environment. This allows students to use their skills to assist in raising visibility and awareness through the initiatives and programming of the office during the 2003-04 academic year. The Office provided three work-study opportunities to students.

Programming

World Majority: Sexual Minority and *Queers of Colour*- The purpose of these two programming initiatives is to raise awareness and address the intersections of sexual identities and racial identities and marginalization within the LGBTQ community. The office recognizes that there are racial groups who are marginalized because of the colour of their skin/their race at U of T

and within the broader LGBTQ community. These students/community members often do not have many spaces they feel comfortable to discuss the realities of their lives as students.

In partnership with the Counselling and Learning Skills Service (CALSS) and the International Student Centre (ISC), the *World Majority: Sexual Minority* event is a panel discussion focussed on the intersections of race, ethnicity and or culture and sexual identity. Programmed annually, panelists from diverse backgrounds contextualize their experiences around family, their peers, in relationships, interwoven with encounters related to community inclusion and exclusion, racism and heterosexism.

Initiated and sponsored by the office in 2002, *UT Queers of Colour* is facilitated by students and hosted three to four times per year. With a community development focus, UT Queers of Colour represents an outreach initiative to students whose cultural and racial backgrounds critically intersect with their development of self-identity and sexual identities, acceptance by their communities, and the challenges experienced in a mainstream, white/heterosexual/middle class/abilist/male privileged society. Students from all three campuses come to UT Queers of Colour. For many this is the only opportunity to spend time with queers of colour only.

Rainbow Thanksgiving Dinner – This event serves the needs of LGBTQ identified students and allies who do not have the means or opportunity to celebrate Thanksgiving. Family oriented holidays can be particularly difficult for students whose diverse sexuality has resulted in conflict with family members and or friendship circles and are unwelcome or unable to attend. Many of the students who attend the Rainbow Thanksgiving Dinner experience this level of disenfranchisement. International students, students from out of province, and students who wish to experience this form of community gathering attended. This year the Rainbow Thanksgiving dinner was held at 89 Chestnut as Knox College was no longer available to co-host the event. Numbers were down from previous years although approximately twenty-five students attended. Special thanks to 89 Chestnut for providing the space.

U of T Celebrates PRIDE 2004 - Unique in support and participation of Pride festivities throughout Canada and the U.S., the University of Toronto again this year was a Bronze sponsor of Pride week. I negotiated with Pride Toronto for sponsorship funds to be directed towards under funded queer youth programs and to Blackness Yes! Currently U of T is the only non-profit organization who is a sponsor of Pride Toronto. Annually the office evaluates the usefulness of engaging as a Bronze sponsor given the size and prominence of other levels of

sponsorship. Discussions with Pride Toronto's chairperson (also a graduate student of U of T) indicated that in future this may be not the best option for U of T given Pride's limitations and drive for corporate sponsorship support. Further consultations are required with invested constituents.

The office coordinated the University's steering committee and presence during Pride week, including the Pride Pub held at Hart House, and culminating in a large contingent of students, staff and faculty participating in the march/parade. The U of T samba band joined us for the second year in a row giving spirit and energy throughout the event. The 2004 contingent theme was Bacchanalia...i.e. U of T was bursting with Bacchanalia pride.

In addition, the office co-sponsored the performance of an ethnographic play titled *Snakes & Ladders* written by Prof. Tara Goldstein (OISE). A cast of U of T students highlighting the complexities and challenges of homophobia and anti-homophobia education performed the play.

Leadership Education - An area of increased activity for the Office is in the provision of leadership skill development, education, training and awareness concerning LGBTQ equity, diversity and anti-oppression. The office works both formally and informally with orientation coordinators, student executives/unions, recognized campus groups, residence life staff and student life professionals in the provision of educational seminars, consultation on heterosexism or acts of homophobia. Of note this past year UTSC made concerted efforts to include anti-homophobia education for their student staff, however, orientation leaders and frosh leaders receive a limited amount of diversity training annually. The office provided the "*That's So Gay*" seminars (informal title) on the Scarborough and Mississauga campuses integrating equity and diversity considerations in the organization and delivery of orientation activities.

In partnership with departments such as Student Affairs and student unions, the Office provided seminars for:

New U 2004: the University-wide student leadership conference held this year at Victoria College in May 2004. Workshops: Running a successful political campaign; Equity, Diversity, Inclusion (moderator).

Residence Life Staff Training: the University-wide training retreat for all residence dons and assistants. (August 2003)

The Faculty of Physical Education and Health: Diversity Training offered through the Faculty's student leadership development program. (February 2004)

St. Michael's College Student Union (SMSU)- discussion on heterosexism, homophobia and the intersections of student leadership, faith and teachings of the church.

Student Health Outreach Program (SHOP) peer educators for sexuality, nutrition and stress. (September 2003)

Counselling and Learning Skills Service (CALSS) –in-service training for interns and new staff (October 2003)

Campus Police Services: New Recruits Training Seminars: St. George and UTSC,

Off campus educational seminars:

George Brown College-Business and Communications Faculty- a guest speaker to over 100 students

Central Neighborhood House: a guest speaker to student facilitators

In March, four U of T students and myself presented papers at the Resolutions and Ruptures: Sexual and Gender Diversity and the Spaces In Between conference hosted at the University of British Columbia. I presented the paper *Are Anti-Heterosexism/homophobia educational models in conflict with the consumer education age?* Many thanks to the Vice-Provost-Students for the financial support for the students' travel expenses.

Committees – The office provided staff support to the Positive Space committees for St. George and Scarborough campus, is a member of the Equity Issues Advisory Group (Convenor), Student Life Professionals, the Status of Women Advisory Council, the Women's Safety & Assault Prevention Network, and the Community Safety Advisory Board.

Networks: Intra-University– The office of LGBTQ Resources & Programs provided resource materials and consultation to other institutions seeking to establish LGBTQ programs, expand equity services and/or develop Positive Space initiatives. This year, the Coordinator consulted with students, staff and faculty at Sir Wilfred Laurier University, Memorial University and George Brown College. The Office continues to play a role in broadening communication and information sharing across Canadian universities and colleges by supporting the LGBTQ-Campus list serve, and presenting at conferences including the Canadian Association of College & University Student Services (CACUSS, June 2003).

Community Networks- The office networks with many LGBTQ identified services and programs in the greater Toronto area. Links with community organizations provide resources, referral sources and support. The activities of the office are interwoven and uniquely situated and partnered with service providers and programming available in the city of Toronto.

Many U of T LGBTQ identified students and alumni work and volunteer in programs across the city that enrich their campus and communities. For many students their volunteer experience leads to opportunities for significant personal growth. The challenge for many involved LGBTQ students is to balance the time demanded for their academic life with their community activities. I have begun to notice a trend of students heavily committed elsewhere, who marginally “get by” in school compromising their capacities to achieve decent grades. In the coming year the office will be piloting a program “LGBTQ in the learning community” focusing on writing and research skills, time and stress management skills in support of the academic mission and student lives.

Climate and Environment

Homophobic Incidents and Harassment- The Office responds to complaints of various forms of behaviours related to homophobia on all three campuses. It is fair to say there is an increase due, in part, to the expansion and greater visibility of Positive Space at the east and west campuses, the visibility of activities hosted by my office, student groups, active Positive Space committees at UTSC and on the St. George campus, the vitriolic and polarized voice of conservative individuals and groups; and the prominence of Lesbian and Gay rights and equity battles in the Ontario and Federal governments and court systems. As well as the capacity to report on-line to the Hate Crime reporting page. Between June 2003-June 2004 a total 31 reports were made via this web site.

Reported incidents include harassing graffiti in residences, washroom stalls, library and study halls, upsetting phone messages, “over heard” comments and poster defacement. Examples: “You are fags that deserve to die”; “fags and bisexuals = AIDS”; a transgender student was threatened with rape by another student; a student made a threatening remark to a faculty member relating a low grade to the faculty members homosexuality. Reports were also received concerning classroom environments, content of curriculum, a lecturer’s inability to handle discriminatory remarks. The individual circumstances are difficult and disturbing, and in sum they illustrate the U of T climate as one of very mixed reception of sexual diversity. It is the intangible ripple effect of doubts and anxiety lingering throughout the student experience in and out of the classroom that signifies the tenor of the climate on the three campuses.

The student group LBGTOUT ran a levy question in the SAC elections this past spring. The students were seeking a \$.69 cent levy from all undergraduate students. The students ran a very lively campaign and the students felt they were sure to win. The levy was lost by a large margin with a defeating impact on LBGTOUT members. Speculations on why the levy lost include: 1)voting students at the undergraduate level are not willing to financially support a LGBT student group; 2)amongst the voting undergraduate students tolerance does not transcend support for the proposed purposes of the levy; 3)voting undergraduate students are homophobic; 4)the levy question ran on the “conservative” slate of a two part voting process. In October 2004, in the SAC bi-election for the Equity-VP position LBGTOUT again ran a levy question which also failed by similar margins.

Space for Students- In 2003-4 social spaces for LGBTQ students on our campuses remain a serious gap. Critical to the community and individual development, social events held on campus play an important role in the lives of many LGBTQ students searching for a sense of community and acceptance. LBGTOUT continued to struggle and was unsuccessful in finding a suitable location on campus for their Homo Hops, they continue to host the event in one of the gay bars off campus. This is an ongoing concern for the Office as it limits the social experience of LGBTQ students to off campus environments. This year the office hosted training for Homo Hop volunteers on the topic of club drugs as the number of incidence of overuse of drugs by student patrons increased. The types of drugs that are accessible have changed greatly in the last few years and the workshop increased the volunteers knowledge of drug reactions and supportive responses.

The student group LGBTQSC (Scarborough campus) occupied the same space this past year. LGBTQSC declined space in the new student centre as its current location provides a level of privacy important to many LGBTQ and questioning students on this smaller campus. Known as the Lounge, the space has become an important site of *refuge* and active participation in a much needed support network and community on this campus.

On the west campus [OUT@utm](#) became a recognized student group and hosted two events. [OUT@utm](#) benefits from the generosity of the Sexual Education Centre (SEC) office sharing their space which allows [OUT@utm](#) to have office hours. It is only those students who are out who attend these events in venues which are public and open to the general student population.

Working with Staff and Faculty

The Office works closely with staff assisting them in their work with students through education, best practice seminars and case-by-case consultation (i.e. Registrars, Deans of Students, residence life staff etc.). In addition, the Office responded to individual staff concerns and work place environment issues including safety, harassment and isolation. The Office worked with staff and faculty members through committees, orientation and training sessions and on an individual basis. This past year the coordinator chaired the Human Resources LGBTQ Committee, which is developing recommendations and plans of action to expand the professional capacities of Human Resources related to LGBTQ staff and faculty recruitment and retention. Over the course of eight months the committee has developed strong understandings of environment and climate issues in the workplace. In addition, the coordinator provided educational seminars to Human Resource generalists and the Business Managers group related to heterosexism, sexual diversity and inclusion, recruitment, retention and office environments.

The office worked closely with the Library staff development committee in designing and piloting a seminar on Diversity within the Library for all Library staff. Future plans include diversity training for all levels of Library staff on all three campuses over the next two years. As well, the coordinator served on a committee focused on supporting new faculty on communication and inclusion in the classroom with a specific role of inclusion of LGBTQ. Lastly, I served on the Equity Issues Committee –Faculty of Education as principle consultant on implementation of recommendations from the Faculty of Physical Education Sexual Diversity Task Force Report that I co-authored last year.

Programming this year included partnering with Family Care and the David Kelley Parenting Network to host a workshop concerning same sex adoption entitled The ABC's of Adoption for LGBTQ people.

The Equity Issues Advisory Group (EIAG) – For the second year the office served as the convener of the Equity Issues Advisory Group (EIAG) acting as the formal liaison between the equity offices and the senior administration, coordinating and chairing meetings and responding to formal requests for support throughout the University. The EIAG consulted and collaborated on recruitment and retention strategies that are affirming to prospective and current faculty, met with the President and senior administrators concerning equity and diversity; provided

orientation to senior academic administrators; consulted with several Principals and Deans increasing the awareness of heterosexism, equity and diversity.

Positive Space – Over the past year Positive Space at U of T had very active committees on the St. George and Scarborough campuses. The Positive Space committee members represent a constituency of students, staff, faculty and alumni. The broader and more varied base of support builds upon the vibrancy and depth of this community building initiative. Positive Space and its accompanying resources are excellent tools the Office uses in raising the visibility and awareness of sexual diversity in such forums as educational seminars, professional development workshops, orientation for students and new faculty, and committees addressing diversity on the three campuses.

Over the past year, the office continued to receive consistent reports of backlash in the form of defacement of stickers and posters on all three campuses. The impact of this harassment, typically anonymous, is painful and unnerving, and is but one indicator of the climate in which allies and members of the LGBTQ communities learn, study and work in.

The UTSC Positive Space committee met with and provided an orientation to the new principle Professor Kwon Loi Shun. Principle Shun subsequently hosted a reception for the UTSC constituency to raise awareness and visibility of Positive space and sexual diversity at that campus.

The committee on St. George campus hosted *It's Not About Marriage-It's Still About the Sex* cabaret in response to the controversy and celebration of same sex marriage legalization in Ontario. In addition, we developed and implemented a letter/signature campaign in support of the choice for same sex marriage.

We gratefully acknowledge the financial support of the President's office, which has allowed for expansion of resources and support to each committee's work. Many thanks go out to the Chairs of the Positive Space committees – Margaret Hancock– St. George; Ron Smyth – Scarborough campus, for their exceptional contributions and valued leadership.

Of Note – in his office at the University of Toronto, 1 Spadina Cr. David Buller, a senior lecturer in the Department of Fine Art was murdered January 19th, 2001. In April 2003 a \$50,000 reward was offered for information leading to the arrest and conviction of the person responsible for the

murder. Professor Buller's murder, the subsequent police investigation, and the unresolved investigation continues to have a lingering impact on students, staff, faculty and alumni of the University. In 2004 the Faculty of Arts & Science launched the David Buller memorial award. Three graduate students in Visual Studies were awarded the scholarship.

Priorities and Initiatives 2004/2005

- Continue to develop and deliver support and resources dedicated to matters related to equity, discrimination, and community development related to LGBTQ students and student life at the University of Toronto
- Provide support to the Provost and VP-Human Resources & Equity regarding initiatives in the *Stepping Up: 2004-2010* planning document which enhance equity and diversity at the University of Toronto for students, staff and faculty.
- Pilot a workshop series *LGBTQ in the Learning Community*- in support of students balancing academic pursuits and community volunteerism.
- Implement professional development and educational seminars that address heterosexism, homophobia and other related equity issues to library and HR staff.
- Coordinate and facilitate networks of communication and outreach which expand and diversify current resources and constituent members.
- Collaborate with other University departments on programs and services that focus on LGBTQ equity and awareness on all three campuses.
- Contribute to the University's efforts to recruit and retain excellent faculty, staff and students.

Sources

Weeks, Jeffrey, (1987) 'Questions of Identity' in Pat Caplan (ed.) *The Cultural Construction of Sexuality*, London. Routledge.

I would like to gratefully acknowledge the support and efforts of many individuals to whom the work of the Office could not have done without:

Nikki Redman, Nancy Strukelj, Alyssa Manning, Paul Oleskevych, Deanne Fisher, Jim Delaney, Susan Addario, Adele Bugajski, Patty McCarthy, Nadia Bello, Jamie Berrigan, Paul Bowser, Anthony Collins, Brian Konik, Arti Mehta, Bernie Fitzpatrick, Mathew Strang, Angie Blake, Chad Janoski, David Adiz, David Rayside, Margaret Hancock, Chris Lea, Laney Marshall, Myra Lefkowitz, LGBT-OUT, [OUT@UTM](#), [q@smc](#), the Positive Space committees (St. George & Scarborough), members of the EIAG, Rona Abramovitch, the Pride 2004 steering committee.

The Office of LGTQ Resources & Programs gratefully wishes to acknowledge its Sponsorships and Partnerships

The Office of the President The Office of the VP-Human Resources
The Office of Student Affairs Student Services The Family Care Office
The Counselling and Learning Skills Service (CALSS) The Career Centre
The Transitional Year Program Hart House The Graduate Students Union
The Office of the Dean of Students-University College
The Sexual Diversity Studies Program
The Students Administrative Council (SAC)
The Equity Issues Advisory Group (EIAG)
Student Issues Committee-NSOC- Faculty of Applied Science & Engineering
Student Groups: [Queers@St. Mike's College \(q@smc\)](#); Rainbow Trinity; LGBT-OUT;
[OUT@UTM](#); LGBTQ-UTSC; LGBT-OUT-Grad Chapter;

Off Campus

The Inside OUT Film & Video Festival
The David Kelley Lesbian & Gay and HIV/AIDS Community Counselling Programs of the
Family Services Association of Toronto (FSAT)
The AIDS Committee of Toronto (ACT)
Toronto Women's Bookstore
Pride Toronto
Supporting Our Youth & the Lesbian, Gay, Bisexual Youth Services of Central Toronto Youth
Services (CTYS)
Salaam Toronto: Queer Muslim Community International Conference (June 2003)