



# Positive Space Network Resource Person Manual

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## ***About the Positive Space Network***

### **Overview**

The Positive Space Network is a visible network of students, faculty, staff and alumni who are working to make the University of Victoria a safer and more inclusive space for people of all genders and sexualities. Membership in the PSN is open to all campus members, and is based on shared values of equality and not on personal identity.

Although there have been significant gains in attitudes and behaviours toward LGBTTIAQQ\* persons in recent years, more can still be done to foster a truly inclusive campus community. Many queer/trans individuals on university campuses experience unsafe and unwelcoming classroom, social, and professional environments. In spite of UVic's extensive anti-discrimination policies, chilly climates can still exist.

### **History**

In January 2009, a group of staff, students and faculty met and decided to form the UVic Positive Space Network. Since then, individuals from across the university have become involved. In April 2009, the PSN held its first annual general meeting, elected an Executive and accepted the first draft of its terms of reference. In February 2010, the network officially launched with a reception at the University Club and a forum entitled "Explore Your Space: Gender and Sexuality in Academics." The forum was part of the Canadian University Queer Services Conference that has sponsored by UVic Pride. The first Resource Person workshop was held in April 2010.

### **Frequently Asked Questions**

#### *What is the Positive Space Network (PSN)?*

The Positive Space Network is a visible network of students, faculty, staff and alumni who are working to make the University of Victoria a safer and more inclusive space for people of all genders and sexualities. The PSN is proud to be helping UVic meet the first objective of its strategic plan: to be a diverse, welcoming learning community, with a strong commitment to equity.

#### *Can anyone be a member or is it just for LGBTTIAQQ-identified people?*

Membership is based on shared values of equality, not on personal identity. Everyone is welcome to be a member.

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\* A note on use of language: LGBTTIAQQ stands for Lesbian, Gay, Bisexual, Transgender, Two-spirit, Intersex, Asexual, Queer, Questioning. Throughout this manual, two common phrases "LGBTTIAQQ" and "queer/trans" will be used to refer to sexual minorities and gender variant people. No word or phrase can be completely inclusive of all identities, so please see the glossary for a listing of many more terms and definitions.

*How do I become a PSN Resource Person?*

Anyone interested in becoming a resource person can visit <http://web.uvic.ca/~psn/> to sign up for a PSN workshop. Upon completion of a workshop, participants receive a PSN Resource Person card or a button to display in their work or study area. Displaying the card makes them a visible resource for those seeking information about gender identity and sexual orientation issues.

*Does this network suggest that UVic is homophobic?*

Not at all. UVic has put into practice a number of policies, procedures, and services to ensure equitable access to education, employee benefits, and an atmosphere free of discrimination and harassment. However, it is not reasonable to assume that a university as large and diverse as UVic is free of the prejudice and stereotypes prevalent in wider societies or that all community members are aware of the resources that exist.

*Do Positive Space cards suggest that other spaces or people are negative?*

No, this is a new campaign and many people may not have heard of us yet. Those who have may be supportive but unable to control what is posted in their space, and others may be supportive but do not yet feel prepared enough to speak on LGBTTIAQQ issues.

*Is UVic the only university with a Positive Space Network?*

No, most major universities in Canada and North America have Positive Space Networks. Some are called Allies, Safe Spaces, and Positive Space Campaigns.

*How can I be sure that a PSN Resource Person will be friendly and welcoming?*

Everyone who displays the PSN Resource Person card will have attended a workshop on issues of sexual and gender diversity. The PSN Executive always reserve the right to remove the title of Resource Person from someone who has been found to be misusing their position in any ways. If you have a concern, email the PSN Executive at [psn@uvic.ca](mailto:psn@uvic.ca)

*How does the PSN relate to the rest of the campus?*

PSN has received support from and seeks to work in partnership with academic and administrative units along with employee and student groups.

The mandate of the PSN includes the promotion and support of all like-mandated organizations on campus. The PSN encourages members to engage in activities, events and academic research that promote diversity and inclusion.

*How is the PSN connected to UVic's Equity and Human Rights office?*

A dedicated position on the PSN Executive is held by a member of the EQHR team. PSN funds are administered by EQHR, and EQHR allows the PSN to use SharePoint, and host a website and two discussion lists.

*How did the PSN get started?*

In January 2009, after attending a presentation about similar initiatives at universities across Canada, about 40 students, faculty and staff voted unanimously to create a network at UVic. At the launch in February 2010, UVic proudly joined other Canadian universities, like UBC, University of Toronto and Queens, with similar initiatives.

*How is the PSN governed?*

The PSN has an elected Executive and working groups that handle specific projects like workshop facilitation, communications, fundraising and event planning. There is a general meeting each year in. All campus community members are welcome at general meetings.

A comprehensive terms of reference was developed in the spring of 2009 and was adopted at the first general meeting. This document serves as a guide for all PSN activities and is available on request.

*How can I help?*

You or your group can support the PSN in many ways. You can become a resource person or volunteer and we always welcome connections that will help support our mandate.

Your financial support is also greatly appreciated. The only source of funding for the PSN is through donations. UVic campus departments can donate directly to the PSN account by contacting the EQHR office. The PSN treasurer presents a budget at the monthly Executive working group meeting.

*What does the PSN logo symbolize?*

Designed by Karen Yen, the logo represents the light of beginnings and the full spectrum of belonging.

*How can I contact the PSN?*

You can reach our Executive at [psn@uvic.ca](mailto:psn@uvic.ca) or find us online at <http://web.uvic.ca/~psn>.

## ***About Being a Resource Person***

### **How PSN supports you**

As part of the PSN, a Resource Person will always have support. The PSN website (<http://web.uvic.ca/~psn>) has a copy of this manual and a list of up-to-date, local resources. The PSN Executive is also available to answer questions at [psn@uvic.ca](mailto:psn@uvic.ca). Every month, Resource Persons will also receive the PSN newsletter with information about upcoming events on campus.

### **Objectives for Resource Persons**

1. Gain a solid understanding of the PSN mission statement, goals, program, and Resource Person role.
2. Secure a basic knowledge of queer/trans issues within the context of intersectionality.
3. Cultivate skills in recognizing heterosexism, active listening, and how to make a referral.
4. Increase awareness of the range of resources available on and off campus.
5. Enhance capacity to create a safe and welcoming space.

### **Role of the Resource Person**

Positive spaces are locations in which all sexual and gender identities are affirmed and individuals can receive assistance, information, and resources on sexual orientation and gender identity issues from a Resource Person at the University of Victoria.

- All volunteers wishing to become a Resource Person will participate in a workshop designed to help participants gain familiarity with UVic and Victoria area resources and with issues related to staff, students, and faculty who identify as LGBTTIAQQ.
- The goal of the PSN is to create a visible network of positive spaces that are inclusive of people of all sexes, gender identities, gender expressions and sexualities.
- By displaying the Resource Person card in your work, study, and/or living area you become part of a visible network where those with questions or concerns can connect.
- Resource Persons offer assistance and information as well as make resource referrals.
- A Resource Person is not expected to be a counsellor.
- The PSN recognizes that equity issues are interconnected. We encourage Resource Persons to participate in events at UVic and in the community that focus on any aspect of inclusivity, diversity, or equity. We support those who choose to take a proactive role in advocating for inclusivity and equity at UVic.

### **Guidelines for a Resource Person**

- Respect each person's privacy. Please keep all contacts confidential. If issues arise that you need to discuss with other Resource Persons, please do so without disclosing the identity of the person contacting you. Please do not talk about these contacts with persons outside the Positive Space Network.

- Use language that is appropriate to the person who has approached you. Try to avoid using labels that describe someone's sexual orientation or gender identity if they have not first used the terms to refer to themselves.
- Though you may become a mentor or advocate for a person who seeks your help, you must always maintain clear and professional boundaries.
- Support each other as Resource Persons.
- Do not take on more than you can handle. If someone contacts you with an emergency or crisis situation, refer them immediately to the appropriate resource.
- If your Positive Space indicator is vandalized or removed, please contact us at [psn@uvic.ca](mailto:psn@uvic.ca) for a replacement.
- If you are leaving the University of Victoria, moving within the university, or wish to discontinue your participation in the program please contact us at [psn@uvic.ca](mailto:psn@uvic.ca).

### **What to expect as a Resource Person**

- Queer/trans students, faculty, and staff may censor their speech less around you (they will more openly refer to having a partner, etc.).
- You may be sought out for guidance relating to queer/trans services and resources and able to effectively make a referral.
- You will be a role model for others. Your actions may influence others and help them learn how to better speak and act in support of people who are queer/trans.
- People who enter your work, study, or living space will anticipate a non-judgmental, open atmosphere.
- You will be actively making a personal contribution to improving the lives of many students, faculty, and staff at UVic by creating a more inclusive campus environment.

## ***Knowledge Building***

### **Community Terms and Definitions**

Basic understanding of relevant terms can help create a climate of acceptance and inclusion. It is important to remember that LGBTTTIAQQ -related vocabulary will change over time as the understanding of human sexuality and sexual and gender diversity continues to develop. An open mind and willingness to learn can help one stay informed and up-to-date. Please see page for a glossary of definitions.

### **Selected Canadian LGBTTTIAQQ Landmarks**

1969 Homosexuality is no longer a crime under the Criminal Code of Canada.

1976 Homosexuals are no longer barred as immigrants to Canada under the Immigration Act.

1977 Quebec becomes the first jurisdiction in Canada to prohibit discrimination on the basis of sexual orientation.

1992 The Ontario court of Appeal "reads in" sexual orientation into the Canadian Human Rights Act, upholding a Charter challenge by Graham Haig and Joshua Birch.

1992 Michelle Douglas wins her lawsuit against the Canadian Armed Forces, which changes its policy of not hiring and promoting gays and lesbians.

1994 Immigration policy allows in certain circumstances people to sponsor same-sex partners.

1995 The Supreme Court of Canada, in Egan and Nesbit, confirms that discrimination on the basis of sexual orientation violates the Canadian Charter of Rights and Freedoms.

1996 A Human Rights Tribunal rules in Akerstrom and Moore that the Federal Government must extend employee medical and dental benefits to cover same-sex partners.

1996 Parliament amends the Canadian Human Rights Act to include sexual orientation as a prohibited ground of discrimination.

2000 Tim Stevenson is appointed to the Legislative Council of British Columbia, becoming Canada's first openly gay cabinet minister.

2003 The Court of Appeal for Ontario rules in Halpern v. Canada that the common law definition of marriage as being between one man and one woman violates section 15 of the Canadian Charter of Rights and Freedoms. The decision immediately legalizes same-sex marriage in Ontario, and sets a legal precedent — over the next two years, similar court

decisions legalize same-sex marriage in seven provinces and one territory before the federal Civil Marriage Act is passed in 2005.

2007 103.9 Proud FM, Canada's first LGBTTIAQQ radio station and the first in the world operated by a commercial broadcaster rather than a community non-profit group, is launched in Toronto.

## **Sex, Gender Identity, Sexual Orientation**

Sex, gender identity and sexual orientation are three separate aspects of a person's identity. These concepts are often conflated and it is important to understand the meaning of each.

### *Sex*

The classification of people as male or female. It is a social status at birth, infants are assigned a sex based on a combination of bodily characteristics including: chromosomes, hormones, internal reproductive organs, and genitals. Persons may be male, female, or intersex.

### *Gender Identity*

Personal self-identification of one's gender as being male, female, neither or neutral, or both (bi-gender). Some experience gender as binary – either male or female, while others experience it as a spectrum ranging from full femininity to full masculinity, with other possible identities in between. One's gender is demonstrated to others through such external indicators as appearance, clothing and behaviour.

### *Sexual Orientation*

Sexual orientation is a socially constructed pattern of emotional, romantic, and/or sexual fantasies, desires, behaviours, and/or attractions to women, men, multiple genders, neither gender, or another gender. One's sexual orientation may be constant and unchanging, or it may be fluid and change in different circumstances or over time.

## **Coming Out**

The term “coming out” (of the closet) refers to the life-long process of the development of a positive sex, gender or sexual orientation identity. It can be a long and difficult struggle because people often have to confront many homo/trans/biphobic attitudes and discriminatory practices along the way. Coming out is a continuous process of understanding, accepting and valuing one's sexual orientation or gender identity. It also includes sharing that identity with others. This involves navigating societal responses, attitudes, and laws toward LGBTTIAQQ people. Some people are aware of their sexual orientation and/or gender identity from an early age; others become aware of their identities throughout their lifetimes.

People may be out to different people in different circumstances and situations. People may be out to friends or select family members, but not to parents. Or they may be very out in their personal life, but not at work. This is always changing because coming out is a continuous process and depends on many factors.

The first step is for people to recognize their own sexual orientation and/or gender identity and work toward self-acceptance. At this point reading books, watching films and accessing positive LGBTTIAQQ culture can be helpful. When coming out to other people it may be easier to start with friends who will be supportive, and if possible, trustworthy people with similar sexual orientations and/or gender identities.

#### *Fears*

- Rejection from friends or family
- Cut off from financial support
- Gossip or being “outed” to other people
- Harassment/abuse
- Losing their job
- Physical violence
- Being vulnerable
- Another’s negative reaction

#### *Why come out?*

- Living a more honest and authentic life
- Feel closer to friends and family
- Stop wasting energy by hiding all the time
- Integrity

#### *How might someone feel after someone comes out to them?*

- Scared or uncertain
- Shocked and confused
- Disbelieving
- Uncomfortable
- Not sure what to say
- Not sure what to do next
- Wondering why the person came out

#### *What do people expect/want?*

- Calm acceptance, support and understanding
- Reassurance that knowing won’t negatively affect friendship or family connection
- Affirmation
- An acknowledgment of their feelings of nervousness or taking a risk if applicable
- Reflection of their identity back to them

### *Be careful about outing*

When a LGBTTIAQQ person comes out it is often done in stages. Support persons, friends and family should ask if they can share the news or not. LGBTTIAQQ individuals may wish to control the spread of information so do not make assumptions or decisions for them. If someone who has been out for a long time is out in one context, like their personal life, this does not necessarily mean that they are out at the organization where they volunteer or work.

### *Acceptance*

When someone is coming out, sincere acceptance and affirmation can have a powerful impact on their self-worth. Complete understanding is not needed to be accepting. A single person's reaction can have a greater impact than the direct and indirect reactions of society.

### **Understanding Oppression**

All systems of oppression are different but have some commonalities. All are hurtful. Since different forms of oppression are connected, coalition building between the affected groups can erode the power of oppressors and bring about significant positive change. That is why the Positive Space Network supports and encourages affiliates and Resource Persons to be involved with other inclusive organizations on campus and in the community. The PSN also welcomes opportunities to partner with other organizations in sponsoring and hosting events, fundraising, etc.

All forms of oppression involve a dominant culture that suppresses others. There is often a hierarchy of victimization in which some groups are perceived to be of less value than others. Stereotypes are often used to rationalize this domination and to label or demonize people. Oppression in any form can be manifested at the personal, institutional or societal levels.

The Positive Space Network focuses on supporting people and their allies who experience systemic and intersectional oppression because of marginalization, bias, discrimination, phobias, assumptions, and violence. One way to explain how oppression is perpetuated in society is by defining the following terms and showing their linkages and the momentum that keeps the cycle going.

### *Power*

It is impossible to talk about oppression without acknowledging power. Power -- the ability to exert control and influence -- is the underlying thread common to all forms of oppression. We are shaped by the culture around us. We learn about the "isms" directly and indirectly and store these messages and experiences as stereotypes, biases and recordings.

If we are part of the dominant group, we may accept many of these stereotypes as the norm and define all others in relationship to that norm. For example, heterosexual-identified people don't have to come out. This internalized dominance is an assumption made by those with

power that everyone shares their reality; they then operate as if their perspective were universal.

### *Oppression*

Oppression is the systematic control of a group of people by another group of people with access to social power. This results in benefits for one group over the other and is maintained by social beliefs and practices. Because oppression is institutionalized in our society, target group members often believe the messages and internalize the oppression.

### *Intersectional Oppression*

Intersectionality holds that the classical models of oppression within society, such as those based on race/ethnicity, gender, religion, nationality, sexual orientation, class or disability do not act independently of one another; instead, these forms of oppression interrelate creating a system of oppression that reflects the "intersection" of multiple forms of discrimination.

The fluid and shifting nature of our social identities may place us as either the target or the agent of oppression depending on the circumstance. Where we are placed rests on who has the power and whose experiences and knowledge are shaping the "norm."

At a systemic level, it is important to attempt to understand and take informed action that addresses the links between (for example) gender, family status and race. At a global level, when we challenge such issues as violence against women and children, prostitution, pay inequities, aboriginal self-governance and land claims it is vital that we look at the interlocking -systems that enable the various forms of oppression to continue and thrive.

### *Stereotype*

A stereotype is a preconceived or oversimplified generalization about an entire group of people based on some observed or imagined trait, behaviour or appearance without regard for individual differences. While often negative, stereotypes may also be perceived as complimentary. However, even positive stereotypes can have a negative impact simply because they are broad generalizations. The stereotypes we hold form the basis of our prejudice.

### *Prejudice*

Prejudice is a conscious or unconscious negative belief about a whole group of people and its individual members. When the person holding the prejudice also has and uses power to deny opportunities, resources or access to a person because of their group membership, there is discrimination.

### *Discrimination*

Discrimination is prejudice plus the use of power. Discrimination can take many forms, including ageism, racism, classism, heterosexism, anti-semitism, sexism, ableism, ethnocentrism, etc. Many acts of discrimination build up over time, perpetuated against one relatively less powerful social group by a more powerful social group, leading to a group of people being in a state of oppression or marginalized.

### *Marginalization*

Marginalization is the social process of being relegated to a lower social standing. Being marginalized refers to being separated from the rest of the society and forced to occupy the edges. Like all forms of oppression, this can happen to an individual, a community and through institutional barriers.

### *Internalized Oppression*

When marginalized group members internalize the stereotypes they are taught about themselves. This may reinforce the prejudice and perpetuate the cycle. This may result in low self esteem, depression, and isolation.

### *Phobias and "Isms"*

#### Sexism

Sexism is the belief or attitude that one gender or sex is inferior to, less competent, or less valuable than another. It can also refer to hatred of, or prejudice towards, a gender or sex as a whole. Sexism is also the application of stereotypes of masculinity in relation to individuals attributed as men, or of femininity in relation to individuals attributed as women.

#### Heterosexism

Is the system by which heterosexuality is the assumed norm. Heterosexism is so pervasive, it is often hard to detect. For example, heterosexual norms are reinforced by parents, teachers, and the media. Heterosexism forces many LGBTTIAQQ people to struggle constantly against their own invisibility and invisibility of their relationships, and makes it much more difficult for them to have positive gender and sexual identities.

#### Homophobia

Can be defined as the irrational fear of, and aversions to homosexuality and LGBTTIAQQ people. Homophobia can range from negative beliefs and attitudes towards queer/trans individuals and those perceived to be, to verbal and physical violence against them. Sexism, Homophobia and Heterosexism are interconnected and reinforced by a rigid understanding of human sexuality and gender roles.

## Transphobia

The irrational fear or hatred of, aversion to, and discrimination against trans folk. There is a strong connection between sexism, homophobia and transphobia based on heteronormativity and rigid understanding of gender roles.

## Biphobia

The irrational fear or hatred of, aversion to, and discrimination against those identified as bisexual. There is considerable overlap between biphobia and homophobia, and bi people often experience the effects of both. They may also experience biphobia within the queer community.

## **Homophobia Hurts Us All**

You do not have to be LGBTTIAQQ or know someone who is, to be negatively affected by phobias. Though phobias actively oppress queer/trans people, it also hurts heterosexuals.

### *Homo/Trans/Biphobia...*

- Inhibits the ability of heterosexuals to form close, intimate relationships with members of their own sex, for fear of being perceived as queer/trans.
- Locks people into rigid gender based roles that inhibit appearance, behaviour, creativity and self expression.
- Is often used to stigmatize heterosexuals by using stereotypes. Includes those perceived or labelled by others to be LGBTTIAQQ; children of LGBTTIAQQ parents; parents of LGBTTIAQQ children; and friends of LGBTTIAQQ people.
- Compromises human integrity by pressuring people to treat others badly, actions that are contrary to their basic humanity
- Combined with sex-phobia, results in the invisibility or erasure of queer/trans lives and sexuality in school-based sex education discussions, keeping vital information from students. Such erasures can kill people when proper information about life threatening diseases such as HIV/AIDS is not provided.
- Can cause premature sexual involvement, which increases the chances of teen pregnancy and the spread of sexually transmitted diseases. Young people, of all sexual identities, are often pressured to become heterosexually active to prove to themselves and others that they are "normal."
- Prevents some queer/trans people from developing an authentic self identity and adds to the pressure to marry, which in turn places undue stress and often times trauma on themselves as well as their heterosexual spouses and their children.
- Inhibits appreciation of other types of diversity, making it unsafe for everyone because each person has unique traits not considered mainstream or dominant. We are all diminished when any one of us is demeaned for being different.
- Perpetuates negative stereotypes and myths by reinforcing a silence, erasure and a lack of accurate, reliable information about LGBTTIAQQ persons and issues.

*Examples of homo/trans/bi-phobia include but are not limited to:*

- Believing that non heterosexual people are not “normal” or are “unnatural.”
- Thinking LGBTTTIAQQ teachers are harmful role models for children.
- “Gay-bashing” or physical violence, including sexual violence and ambient violence.
- Defacing notices, posters, or property with phobic graffiti.
- Making derogatory comments, innuendos, insults, slurs, jokes or threats about sexual orientation, sexual practice, and/or gender presentations.
- Feeling repulsed by displays of affection between same-sex couples, but accepting affectionate displays between heterosexual couples.
- Forcing people to “come out” or “stay in the closet” (disclose or hide their sexual orientation).
- Rejecting friends or family members because of their sexual orientation or gender identity.
- Behaving as though sexual orientation is solely about sexual practice or is a “lifestyle choice.”
- Thinking of queer/trans persons only in terms of their sexuality, rather than as whole, complex persons.
- Treating the sexual orientations or gender identities of queer/trans people as less valid than those of heterosexual.
- Being afraid of social or physical interaction with persons who are LGBTTTIAQQ.
- Avoiding social situations or activities where you fear being perceived as queer/trans.
- Assuming that LGBTTTIAQQ people will be attracted to *everyone* of the same sex.
- Assuming it is okay to ask point blank questions about sexual reassignment surgery.
- Ignoring people’s request to be referred to as “he”, “she” or “they.”
- Thinking bisexuality is just a phase or that people who identify as bisexual can’t make up their minds.

*Change takes time and it’s happening everywhere - here are some ways to help*

- Educate yourself about queer/trans issues.
- Challenge and interrupt stereotypes and homophobic, sex negative and transphobic jokes, comments and assumptions.
- Avoid the use of heterosexist language.
- Don’t expect people to always be the “experts” on issues pertaining to their particular identity group.
- Encourage and allow disagreement.
- Use inclusive language like partner or date rather than boyfriend/girlfriend or wife/husband
- Make efforts to expand your circle of friends to include LGBTTTIAQQ people.
- Use the same standards for same-gender affection in public that you use for opposite-gender affection.
- Assume that some of the people in your workplace or classroom are LGBTTTIAQQ/do not assume that everyone is straight.

- Say the words lesbian, gay, bisexual and transgender out loud until you're comfortable with them.
- Post information about events of interest to LGBTTIAQQ individuals and groups
- Have informal discussions at work or in the classroom.
- Offer accurate information when you hear stereotypes or myths.
- Sponsor queer/trans programs.
- Promote LGBTTIAQQ non-discrimination policies, hate-crime legislation, and domestic partner benefits.
- Remember that you are human, and that you can't know or understand everything.
- Ask for support.

## ***Skill Building***

Being able to create a safer space for yourself, between two individuals, for a group, a community, an event or a workshop makes it hard for oppression to thrive. It stifles stereotypes, shrinks bias, expands perspective and opens communication. The PSN uses the following guidelines for creating safer spaces. These were developed by Transaction in 2010.

### **Guidelines for Creating Safer Spaces**

#### *1. Respect your own physical, mental and emotional boundaries.*

- Stay attuned to your own needs and remember that you are welcome to take space away from the group should you feel that you need time alone, or away from the group.
- If something doesn't feel right to you, please speak up. You may not be the only one who feels that way.
- If you don't want to talk or answer a question, say so, don't wait for someone to "get the hint." Try to vocalize what you need.
- Be assertive if possible. If you have a concern with someone, be direct.

#### *2. Respect others' physical, mental and emotional boundaries.*

- Always ask for explicit verbal consent before engaging or touching someone. Never assume consent. It is important to remember that consent is not always implied, even with folks that one is typically very close to.
- Don't assume the race, ethnicity, culture, sexuality, gender, history with violence etc. of others. Instead, ask if someone is open to engaging in dialogue about identity. Don't take it personally if someone doesn't want to answer a question.
- If at all possible, find out what pronouns people prefer or use neutral pronouns such as "they" or "z."
- Respect the confidentiality of others. Respect the privacy of information, narratives and experiences that others share with you.

#### *3. Assume Positive Intent*

- We are all here to learn, and we all have something to offer.
- Clarifying questions are encouraged.
- Respect diverse opinions, beliefs, and points of view. Share ideas rather than judgments.
- Use 'I' statements as much as possible to state your reactions or your experiences to avoid attacking others when challenging them or engaging with them about mistakes that may have been made.
- Everyone (including you) will make unintentional mistakes.
- Be aware of the effects your behaviour has on others and accept responsibility for it.
- Expect to be challenged by others if you make a mistake.

## **The Importance of Listening**

Although Resource Persons are not expected to be counsellors, it is important to practice effective and respectful communication.

We are all valuable, capable, and responsible and can make a positive difference in our world. When we listen to someone, really listen, we invest time in that person. We are sending a message that says, “I care and I am extending myself toward you because you matter.”

Taking time to focus completely on the conversation at hand and to eliminate all other interruptions from around you takes practice. Usually one moves closer to the person to whom they are listening. Give eye contact to the speaker without riveting one’s eyes. Indicate your interest by nodding your head or saying, “uh, huh,” every so often. If you think you misunderstand what is being said, then gently seek clarification, for example: “Tell me again that last part, please. Are you saying...?”

When engaging in a listening situation, it is critical that you “be in the moment” with the other person -- in the space together. The best advice to the listener is, “be silent, be still. And pay attention.” Refrain from making any judgemental statements. You are a sounding board. You are providing an opportunity for a person to share their feelings with you. This is risky for the speaker and requires courage on their part. Your smile or gentle voice and affirmation may provide the speaker with the safety net they need to share with you. Your actions as a sensitive listener is an honouring of the other person and an affirmation of their worth.

*Source for the following: UBC Resource Person manual*

### **Pay attention to body language**

We communicate with our body language more than with words. Pay attention to the tone, speed and volume of your voice, your eye contact, body gestures and stance. Relax. Use common language. Be mindful of speaking over someone’s head or talking down to them.

### **Comfortable, respectful and professional**

Introduce yourself to the person who contacts you but let them choose whether or not they wish to introduce themselves to you. This contributes to a feeling of safety. Let the person know they are not required to disclose anything they don’t want to and that you will maintain confidentiality.

Let people take their time. They may be sounding you out to see if they can trust you. Focus on listening rather than jumping to fact-finding or problem solving. If you are in a rush to leave, this may be interpreted as disinterest. If you do not have enough time to meet with someone, set up an appointment for a more convenient time.

Be honest, if you are not sure about the answer to something feel free to admit it and offer to get back to the person with the information they need.

### **Empathize. Don't sympathize**

You can never "know" what an experience is like for another person, no matter how similar it may sound to one you have had; however, you can empathize with a person,— try to understand and be sensitive to their feelings. Try not to sympathize as this can contribute to pity and feelings of hopelessness, rather than compassion.

### **Respect an individual's timeline**

Don't get so caught up in "problem-solving" that you are no longer listening. Sometimes "Just" listening can be the most helpful thing you do in a conversation. Also, respect an individual's timeline for coming out. Don't put pressure on anyone to come out or stay closeted. The only one who can make that decision is the individual them self.

### **Try to provide options rather than "advice"**

The only true expert on a situation is the one in it. We all have people in our lives who are willing to tell us the "best" way to approach an issue. This takes control away from the person. If the problem is resolved successfully, the individual may give credit to the originator of the "solution," rather than take responsibility for the decision themselves. This can lead to dependency on the person who has "all the answers" and sets up an unequal power relationship. If the issues are not resolved successfully, blame for the negative outcome may be placed on the advice giver and thus the person who ultimately chose that course of action does not take responsibility for their actions.

Alternately, someone may feel even more despondent because the "perfect answer" that was so wonderful for someone else didn't work for them. They may think: "It must be me who is a failure," not the advice. We, as active listeners, must realize that there is not one best solution to any issue. Because people's life experiences are unique, each individual should be allowed the freedom to decide what is best for them. Instead of giving advice and offering solutions, brainstorm with the individual about what they would like to happen and help them help themselves.

### **Realize that not every issue has a solution**

Sometimes there is really nothing that can be done to solve the problem or issue. For example, in the case of someone who is grieving over the death of a loved one, any effort to distract that person or cheer them up may only serve to make them feel more lonely because it will convince them that no one understands what they are going through. As a Resource Person, accept not only the reality of the situation, but also the insolubility of it.

### **Respect an individual's right to define their own issue**

Don't automatically assume that what may be a problem for you is a problem for the person with whom you are speaking.

## **Active Listening**

### *Reflection*

Reflection is a technique that demonstrates that you are listening to the feelings that a speaker describes. Listening to how a person feels and being able to convey what you hear are two different things. The ability to reflect a person's feelings can be vital to their sense of being understood. In particular, a person in distress may wish to talk about their feelings, rather than facts and information. Especially at the start of a conversation, a person may not need someone to problem solve with them and to do so too quickly can make them feel like they are not being heard.

Reflection involves the ability to paraphrase or reflect feelings back to a speaker as you understand them. It encourages people to experience and explore their feelings about any situation. It also allows the speaker to lead the conversation in a direction in which they are comfortable. As a listener, reflective statements help you better understand the perspective from which a speaker is approaching any issue and clarify areas of confusion.

### Reflective Examples

It sounds like...

It seems as if...

I hear you saying...

I wonder if...

I get a sense that...

It feels as if...

Sounds to me like...

Am I right in thinking...

You sound worried about...

Do you mean that you're upset because...

### *Open-Ended Question*

Open-ended questions are useful tools to help someone explore an issue without making them feel interrogated or forcing them to reveal more about a situation than they wish. Unlike closed-ended question, which restrict responses to a limited number of answers (like yes/no questions), open-ended questions allow the person the freedom to respond in any way they choose.

Open-ended questions like "how is that for you" or "where would you like to begin" can encourage someone to talk and can help focus specific concerns and feelings.

Questions that begin with "what" or "how" are useful because they can help a speaker expand upon their thinking about an issue. However, be careful that you don't ask a question they have already answered. Avoid asking "why" questions because they can convey judgement. The word "why" tends to imply wrong-doing, a mistake or guilt on the part of the speaker and

may well force a person to respond defensively. It can also lead the speaker into a course of action that they have not freely chosen because of subtle suggestions or advice-giving.

### Examples of open-ended questions

Would you like to tell me more about this?  
How are you feeling right now?  
How do you feel about it now?  
Can you tell me what this means to you?  
How would you like things to be?  
What do you imagine might happen?  
What have you thought of?  
How do you see things changing?  
What would you like to do about...?  
What's that like?  
What's most important to you now?

### **You ARE listening when...**

- You really try to understand where I'm coming from when I do not make much sense.
- You grasp my point of view even when it differs markedly from yours.
- You realize that the time we spent talking has left you a bit tired and drained.
- You allow me the dignity of making my own decisions, even if you think they are wrong.
- You give me enough room to discover for myself why I feel the way I do and enough time to decide for myself what is best.
- You did not take my problem from me (saving) but trusted me to deal with it in my own way (empowering).
- You held back your desire to give me good advice.
- You accepted my gift of gratitude by telling me it was good to know our conversation was helpful.

### **You are NOT listening when...**

- You say you understand before you know me well enough.
- You have an answer for my problem before you have let me finish speaking.
- You interrupt me.
- You finish my sentence for me.
- You are communicating with someone else in the room or are otherwise distracted.
- You are trying to sort out all the details and are not listening to the feelings behind the words.
- You sense my problem is embarrassing and avoid it.
- You tell me about your experience and make mine seem unimportant.
- You refuse my thanks by saying you haven't done anything.

## Making a Referral

1. Resource Persons are not trained counsellors. It is important to deliver a unified service, thus, even if a Resource Person has experience with crisis work through other avenues, it is still not suitable to fill this role for an individual. If one RP offers this service, it may be expected of other members at a later date who are not so trained. Therefore, you will, from time to time, refer individuals to support services on campus or in Victoria. You can find a list of resources at the back of this manual and the PSN website includes an updated version of this list.
2. The referral should only be given if the person is in a state that they want one or might use one. Use your active listening techniques to discuss with an individual what avenues they would like to explore. This will better enable you to direct their enquiry to the most useful place.
3. Individuals who are unfamiliar with Victoria's and UVic's resources may not be able to request a referral by agency name. However, they may be able to outline the type of service they are seeking, what they've tried in the past, and what their current situation is. From there, ideas of a good resource may emerge.
4. Don't overwhelm the individual by referring them to too many places at once. Talk with them and find out what their needs and desire are, ascertain what is most practical and then refer to no more than two or three places at once. Always make sure the individual has these in a format they can use (don't assume web access, sight, etc). Let them know where to call for more resources should these not work out.
5. Never refer to your own doctor, partner, therapist, etc. This can be construed as a major conflict of interest.
6. Ensure the individual knows as much about the referral as possible. For example:
  - a. Is there a waiting list?
  - b. How much does it cost?
  - c. Where is it located?
  - d. What are the hours of operation?
  - e. What can they expect?
  - f. Who is the contact person?
  - g. Is it accessible to their needs?

Try to match the referral to their life situation (i.e. location, ability to pay, suitability, etc)
7. Don't create unrealistic expectations about a referral (i.e. "This is just what you need!" or "I know this will help."). There is no way you can guarantee the outcome so don't risk creating false hope.

## Glossary

<b>Asexual</b>	An asexual is someone who does not experience sexual attraction, interest in, or desire for sex. Asexuality is considered a sexual orientation.
<b>Bear</b>	A subset of gay men which may also describe a physical type who have hairy bodies and facial hair and project an image or working-class or hyper masculinity.
<b>BDSM/ Kink</b>	An overlapping abbreviation of Bondage and Discipline (BD), Dominance and Submission (DS), Sadism and Masochism (SM). Kink refers to someone whose sexual practice falls outside of what is normalized by the dominant society.
<b>Biphobia</b>	The irrational fear or hatred of, aversion to, and discrimination against those identified as bisexual. There is considerable overlap between biphobia and homophobia, and bi people often experience the effects of both. They may also experience biphobia within the queer community.
<b>Bisexual / Bisexuality</b>	A person who is physically, emotionally and/or sexually attracted to individuals of both/all genders, or is open to such attractions. It is a socially constructed sexual orientation based on gender. (See also Pansexual)
<b>Butch &amp; Femme</b>	Slang terms used mostly in the lesbian community to describe a woman's approximate adherence to traditional masculine and feminine gender roles respectively within a same-sex relationship, or to describe a person's appearance and mannerisms.
<b>Cisgender</b>	Refers to having a gender identity or gender role that society considers appropriate for one's sex. "Cisgender" is used to contrast "transgender" on the gender spectrum.
<b>Coming Out</b>	<p>May refer to the process by which one accepts one's own sexuality, gender identity, or status as an intersexed person (to "come out" to oneself). May also refer to the process by which one shares one's sexuality, gender identity, or intersexed status with others (to "come out" to friends, etc). This can be a continual, life-long process for homosexual, bisexual, transgendered, and intersexed individuals.</p> <p>A LGBTTIAQQ person who is open with others about their sexual orientation/identity is considered to be "out." This process of coming out is based on heterosexist norms where "straight" individuals are considered the "norm" and do not have to come out but "other" sexual orientations do.</p>
<b>Closeted / In the closet</b>	A slang term that refers to the state of being secretive about one's gender identity and/or sexual orientation.
<b>Cross-dressing</b>	The practice of dressing in clothes traditionally assigned to the opposite gender. This term is used for anyone who likes to dress in opposite-sex clothing.

<b>Drag Queen / Drag King</b>	In the LGBTTIAQQ community to do drag means to assume the dress and mannerisms of the opposite sex for performance purposes. A Drag Queen is usually a man performing as a woman; likewise, a Drag King is usually a woman performing as a man. Individuals may also identify as LGBTTIAQQ, but not necessarily. When in character, Drag Queens and Kings prefer the pronouns that correspond with their gender presentation at that time, e.g. “she” or “her” for Drag Queen.
<b>Dyke</b>	A slang term for lesbian. In the past 20 years the term has been reclaimed by many lesbians and queer women e.g. Dyke March, Dykes Planning Tykes. Sometimes used as a slur to refer to a woman who exhibits behaviour that challenges the socially-constructed norms of femininity.
<b>Fag or Faggot</b>	A slang term for a gay man. In the past 20 years the term has been reclaimed by many gay and queer men. Sometimes used as a slur to refer to a man who exhibits behaviour that challenges the socially-constructed norms of masculinity and heterosexuality.
<b>FtM / FTM / F2M</b>	An adjective describing the process of transitioning from female to male. While some do feel it is the best term to encompass their whole identity, it is not a noun.
<b>Gay</b>	A person who is physically, emotionally and/or sexually attracted to and/or involved with members of the same sex; usually refers to men who are attracted to other men, but is also used as an umbrella term for both lesbians and gay men, e.g. gay people, the gay community. Replaced the older term homosexual, which is considered a more clinical term. It is a socially constructed sexual orientation based on gender.
<b>Gay Bashing or Queer Bashing</b>	Physical, verbal, mental, sexual and/or other violence perpetuated against queer/trans persons or those perceived to be.
<b>Gender</b>	A social status usually based on the convincing performance of femininity or masculinity. Persons may be women or girls, boys or men, or transgendered. Genders are generally assumed to be direct social manifestations of persons' sexes. However, when using the term gender, it is preferable to assume only that they demonstrate enough femininity or masculinity to make them recognizable as women, men or transgendered and not assume anything about their sexes without further information.
<b>Gender Bending</b>	A slang term used mostly within the LGBTTIAQQ community. Refers to challenging the boundaries of socially prescribed norms of what is typically male and female through physical appearance, dress and/or behaviour.
<b>Gender Identity</b>	Personal self-identification of one’s gender as being male, female, neither or neutral, or both (bi-gender). Some experience gender as binary – either male or female, while others experience it as a spectrum ranging from full femininity to full masculinity, with other possible identities in between. One’s gender is demonstrated to others through such external indicators as appearance, clothing and behaviour. (See Gender Presentation)

<b>Gender Presentation / Gender Expression</b>	Refers to the external appearance, dress, mannerism and behaviour through which each individual presents their gender identity, or the gender they want to appear as. Gender presentation may change, for example, a Drag King may present as a male during his performance, but as a female in her daily life.
<b>Genderqueer</b>	A gender identity. Those who identify as genderqueer reject the notion that gender is binary and that there are only two genders in the world (either man or woman). Genderqueer folks may identify with both male and female genders, or neither, or anywhere on the gender identity continuum.
<b>Heterosexism</b>	The assumption that everyone is, or should be heterosexual. A system of oppression that assumes that heterosexuality is the norm, and is preferable and inherently superior to other sexual orientations. Heterosexism excludes queer/trans peoples' lives and relationships.
<b>Homonormativity</b>	Homonormativity is the assimilation of heteronormative ideals and constructs into homosexual culture and individual identity. It refers to politics that do not contest dominant heteronormative assumptions and institutions such as monogamy, procreation and binary gender roles.
<b>Homosexuality</b>	Sexual and/or romantic attraction to or involvement with individuals of the same sex. It is a sexual orientations based on the sex of another person.
<b>Hormone Therapy</b>	Using hormones to change your body. Hormones can affect voice, body hair, muscle mass, breast growth, sex drive, appetite, etc. Must be prescribed by licensed medical practitioner and may also have adverse effects, for example, increased risk of cancer.
<b>Intersectionality</b>	The Ontario Human Rights Commission defines intersectionality as "multiple forms of discrimination occurring simultaneously." Understanding intersectionality challenges individuals to examine the interconnectedness of their own identity. At the broader level, intersectionality speaks to the way in which the "isms" interconnect or interlock to act as systems of oppression that support the domination of one group over another. Understanding intersectionality is a crucial step in the pursuit of social justice and fairness.
<b>Intersex</b>	Someone who physically falls between what is defined as male or female based on gender, hormones, internal organs and chromosomal differences. For some this is seen as a medical condition and for others it is seen as an identity. About 4% of children in North America are born intersexed. In most cases birth doctors decide on the sex of the newborn. For many intersex persons it is not physically visible and they are unaware of this until later in life.
<b>Lesbian</b>	A woman who is physically, emotionally and/or sexually attracted to other women. The term originates from the ancient tale of Sappho, a female poet and teacher who lived on the Greek island of Lesbos, and was known for her passionate romantic involvements with other women. It is a socially constructed sexual orientation based on gender.

<b>LGBTTIAQQ</b>	An acronym for Lesbian, Gay, Bisexual, Transgender, Two-spirit, Intersex, Asexual, Queer, Questioning. Different variation of this acronym are often used (e.g. LGBT, LGBTTIQ2S); often used interchangeably with queer as an umbrella term to encompass all non-heterosexual identities.
<b>MtF / MTF / M2F</b>	An adjective describing the process of transitioning from male to female. While some do feel it is the best term to encompass their whole identity, it is not a noun.
<b>Outing</b>	Disclosing without their wishes or consent a sex, gender identity, transition status and/or sexual orientation of an individual who has chosen to keep it private.
<b>Polyamorous</b>	Polyamory means "loving more than one". This love may be sexual, emotional, spiritual, or any combination thereof, according to the expressed desires and negotiated agreements of the individuals involved. "Polyamorous" is also used as a descriptive term by people who are open to more than one relationship even if they are not currently involved in more than one. To the majority of people who practice polyamory, it is expected that relationships are formed with loving emotional bonds and it is important to be involved multi-dimensionally in each other's lives.
<b>Queer</b>	<p>1. An umbrella term which embraces a matrix of sexual preferences, orientations, gender identities and practices of those who are not exclusively heterosexual and monogamous. Queer includes lesbians, gay men, bisexuals, transpeople, intersex persons, the radical sex communities, and many other sexually transgressive explorers.</p> <p>2. Queer is sometimes used as a sexual orientation label instead of 'bisexual' as a way of acknowledging that there are more than two genders to be attracted to, or as a way of stating a non-heterosexual orientation without having to state who they are attracted to.</p> <p>For decades 'queer' was used solely as a derogatory adjective for gays and lesbians, but in the 1980s the term began to be used as a term of self-identification. The appropriate use of queer is debated within the community, as many people find it offensive due its historic use or too general or exclusive. (See Reclaiming.)</p>
<b>Reclaiming</b>	A process of re-appropriation of certain terms used by the dominant culture to oppress minorities. The LGBTTIAQQ community has gradually reclaimed such terms as queer and dyke as an act of resistance and self-empowerment, which takes away from the negative power and meaning of these terms.
<b>Self-Identifying</b>	In the context of sexual diversity and gender identity this term refers to people's <i>own</i> choice of how they want to be identified, as opposed to being labelled by others. This is a particular issue for trans folks whose right and need to self-identify is not always respected. Never attempt to identify someone based on your assumptions. Sometimes people prefer not to self-identify at all.

<b>Sex</b>	The classification of people as male or female. At birth, infants are assigned a sex based on a combination of bodily characteristics including: chromosomes, hormones, internal reproductive organs, and genitals. Persons may be male, female, or intersex.
<b>Sex Positive</b>	A philosophy and practice that respects each of our unique sexual profiles even as we acknowledge that some of have been damaged by a culture that tries to eradicate sexual difference and possibility. It sees sexuality as a positive force in one's life. It celebrates difference and choice based on consent.
<b>Sex Reassignment Surgery (SRS)</b>	A series of surgical procedures through which trans people can alter their genitals and bodies to match their gender identity. The high cost of these procedures makes them inaccessible to most trans people, particularly those experiencing poverty, homelessness and racial discrimination, unless the trans person is diagnosed with a gender disorder.
<b>Sexual Identity</b>	Personal self-identification based on one's sexual attraction; may or may not be the same as their sexual orientation, as some people may be primarily attracted to same sex but choose not to think of themselves as gay, lesbian or bisexual.
<b>Sexual Orientation</b>	Sexual orientation is a socially constructed pattern of emotional, romantic, and/or sexual fantasies, desires, behaviours, and/or attractions to women, men, multiple genders, neither gender, or another gender. One's sexual orientation may be constant and unchanging, or it may be fluid and change in different circumstances or over time.
<b>Straight</b>	A person who is physically, emotionally and/or sexually attracted to or involved with individuals of the opposite sex. It is a sexual orientation based on the gender of people. This has commonly been used as colloquial term.
<b>Transgender / Trans Person / Trans Folk</b>	An umbrella term for people whose gender identity and/or gender expression differ from the sex they were assigned at birth. The term transgender is not indicative of sexual orientation, hormonal makeup, or physical anatomy. Transgendered persons may feel themselves to be neither gender, to be both genders, or to be a gender other than their sex assigned at birth.
<b>Transition</b>	The period or process through which transsexual people begin to change their physical appearance and bodies to match their gender identity; may involve a change in physical appearance (hairstyle, clothing), behaviour (mannerism), and identification (name, pronoun); may also be accompanied by the use of hormones and sex reassignment surgery. This may not have a beginning or an end.
<b>Transphobia</b>	The irrational fear or hatred of, aversion to, and discrimination against trans folk. There is a strong connection between sexism, homophobia and transphobia based on heteronormativity and rigid understanding of gender roles.

<b>Transsexual</b>	Persons who were designated as one sex and gender at birth but who prefer to identify themselves and to live as another gender and as another sex. They may employ various social, hormonal, and surgical techniques to alter themselves sufficiently to change both their gender and sex statuses. Similar to transgender in that it indicates a conflict between one's gender identity and sex assigned at birth, but with implications of hormonal/surgical transition. Unlike transgender, transsexual is not an umbrella term, as many transgender people do not identify as transsexual.
<b>Transsexual man</b> <b>Trans Man</b>	Someone who is biologically female and presents or feels themselves to be a man or masculine. May or may not seek out surgery.
<b>Transsexual woman</b> <b>Trans Woman</b>	Someone who is biologically male and presents or feels themselves to be a woman or feminine. May or may not seek out surgery.
<b>Two-Spirit</b>	An umbrella term used to refer to North American Indigenous people who do not conform to Eurocentric binary gender norms and/or heterosexuality.

### **Sources**

Awesome Trans Glossary

<http://docs.google.com/Doc?docid=0AcHP5xGhVLvmZGRnY3RocWdfMHc4ZHpza2c3&hl=en&pli=1>

Authors' request: "If you'd like to repost this elsewhere, credit us as Erin Houdini and Genderhack, and list our emails, erinhoudini@gmail.com and genderhack@gmail.com with directions to put "Trans Glossary" in the subject of any questions or comments sent to us."

“How Many Sexes? How Many Genders? When Two Are Not Enough”

<http://web.uvic.ca/~ahdevor/HowMany/HowMany.html>

*LGBTQI Terminology - UCR.* LGBT Resource Center at UC Riverside

[http://architect.lgbtcampus.org/educational\\_presentations\\_and\\_workshops](http://architect.lgbtcampus.org/educational_presentations_and_workshops)

Ryerson Positive Space Resource Manual

[http://www.ryerson.ca/equity/publishedfiles/Positive\\_Space\\_Resource\\_Manual.pdf](http://www.ryerson.ca/equity/publishedfiles/Positive_Space_Resource_Manual.pdf)

Pride Education Network

<http://www.galebc.org/>

Queens University Positive Space

<http://www.queensu.ca/positivespace/glossary.htm>

UBC Positive Space

<http://www.positivespace.ubc.ca/terminology.html>

Warren J Blumenfeld, *Homophobia: How We All Pay the Price* (Beacon Press, 1992)

## **Resources**

Here are some of the resources available at the University of Victoria and in Victoria. Please note these were up-to-date effective April 2010. Information about resources can change frequently, so please visit the online listing at <http://web.uvic.ca/~psn/resources/> for the most up-to-date information. If you would like to add or update information about a resource, send an email to [psn@uvic.ca](mailto:psn@uvic.ca).

### **Community Advocacy and Resource Groups**

#### *AIDS Vancouver Island*

AIDS Vancouver Island serves the needs of people infected and affected by HIV and hepatitis C. We take evidence-based action to prevent infection, provide support, and reduce stigma.

- <http://www.avi.org/>
- [info@avi.org](mailto:info@avi.org)
- (250) 384-2366 or 1-800-665-2437
- 3rd Floor - Access Health Centre  
713 Johnson St  
Victoria, BC V8W 1M8

#### *Antidote*

Established in 2002, antidote is an award-winning grassroots network and community-based organization of over 150 multiracial girls and women in Victoria, British Columbia. Our members represent diverse voices, ages, ethno-cultural, linguistic and religious backgrounds, and affiliations in the community.

- <http://www.antidotenetwork.org/>
- [info@antidotenetwork.org](mailto:info@antidotenetwork.org)
- (250) 507-8440
- 407A – 620 View St  
Victoria, BC V8W IJ6

#### *Camosun Pride*

The Pride Centre is dedicated to providing and creating a safe and supportive environment for members of the Gay, Lesbian, Bisexual, Transgendered, Two-Spirited and Queer (GLBT2Q) community and their Allies on campus. The Pride Centre offers individuals an opportunity to take an active role in creating a healthy, involved, and fun community on campus.

- <http://www.camosunstudent.org/section/21>
- [pride@camosunstudent.org](mailto:pride@camosunstudent.org)
- (250) 370-3429

#### *Community Living BC*

Community Living BC (CLBC) delivers supports and services to adults with developmental disabilities and their families in British Columbia.

- <http://www.communitylivingbc.ca/>
- [victoria@communitylivingbc.ca](mailto:victoria@communitylivingbc.ca)

- (250) 952-4203
- #220 - 174 Wilson Street  
Victoria, BC V9A 7N6

*Drop-in & Resource Space for Queer Youth & Allies*

Queer Youth & Allies 18 & under, from any school or neighbourhood

- [http://www.southislandpridecentre.ca/youth\\_programming.html](http://www.southislandpridecentre.ca/youth_programming.html)
- [sipccyouth@gmail.com](mailto:sipccyouth@gmail.com)
- Fairfield Community Place - Lower Lounge  
1330 Fairfield Road  
Victoria, BC V8S 5J1

*Gay / Straight Alliances in BC*

The primary focus of GALE BC is to advocate for change in the educational system that will result in a positive environment for lesbian, gay, bisexual, and transgender people in education, whether they are students, parents, teachers, or administrators. We are dedicated to the formation and support of GSAs around the province through providing bursaries, resources and workshops.

- <http://www.galebc.org/gsa.htm>

*Gay and Lesbian Business Association of British Columbia*

We are an association of professional and ethical businesses that supports the Lesbian, Gay, Bisexual, and Transgendered (LGBT) community.

- <http://www.glba.org/>
- [office@glba.org](mailto:office@glba.org)
- (604) 739-4522
- 102 – 211 Columbia Street  
Vancouver, BC V6A 2R5

*Inter-Cultural Association of Greater Victoria*

The Inter-Cultural Association of Greater Victoria is a unique non-profit organization that combines arts and social services to address the needs of immigrants and to promote the embracing of cultural diversity in our community.

- <http://www.icavictoria.org/>
- [info@icavictoria.org](mailto:info@icavictoria.org)
- 250-388-4728
- 930 Balmoral Road  
Victoria, BC V8T 1A8

*NEED Crisis Line*

NEED provides emotional support, crisis intervention services and community resource information. We are a telephone-only support and information service staffed by volunteers, professionally trained to offer emotional support. Our philosophy is to listen, without judgment or giving unwanted advice. Our commitment is to hear what is happening for you, and to help you find your own solutions.

- <http://www.needcrisis.bc.ca/>
- 24-hour Helpline: 1-866-386-6323
- Business office: [admin@needcrisis.bc.ca](mailto:admin@needcrisis.bc.ca) or (250) 386-6328

*Parents and Friends of Lesbians and Gays (PFLAG)*

- <http://www.pflagcanada.ca/en/prov-list-e.asp?RegionNo=1&ProvAbbr=BC>
- [victoriabc@pflagcanada.ca](mailto:victoriabc@pflagcanada.ca)
- Victoria: (250) 592-0305 (Contact person: Sharon)
- National Support Line: 1-888-530-6777

*PEERS Victoria Resource Society*

We provide support, resources and programs specifically for past and current sex workers—male or female—as well as help with housing, training and volunteering opportunities, advocacy and public education around sexual exploitation and the issues of adult sex work.

- <http://www.peers.bc.ca/>
- [info@peers.bc.ca](mailto:info@peers.bc.ca)
- (250) 388-5325
- 1-744 Fairview Road  
Victoria, BC V9A 5T9

*Single Parent Resource Centre*

For over 30 years, the Single Parent Resource Centre has been a life line for so many single parents and their children in our community. With your assistance, we can create brighter, happier futures for single parents and their children.

- <http://www.singleparentvictoria.ca/>
- [info@singleparentvictoria.ca](mailto:info@singleparentvictoria.ca)
- 602 Gorge Road East  
Victoria, BC V8T 2W6

*South Island Pride Community Centre*

The South Island Pride Community Centre is a community resource providing support, health and social services, and public education for the well being of people of all genders, gender identities, and sexualities, and their allies in the Capital Regional District of British Columbia.

- <http://www.southislandpridecentre.ca/>
- [executivedirector@southislandpridecentre.ca](mailto:executivedirector@southislandpridecentre.ca)
- (250) 882-7980

*Theatre Works Consulting*

TheatreWorks offers workshops utilizing theatre to facilitate healthy change in schools, communities and organizations.

- <http://www.theatreworksbc.ca/>
- [river@theatreworksbc.ca](mailto:river@theatreworksbc.ca)
- (250) 888-9805

- 2886 Colquitz Avenue  
Victoria, BC V9A 2M1

#### *Together Against Poverty*

TAPS is the only organization in Victoria providing free, face-to-face advocacy for people with income assistance, disability benefits and tenancy issues.

- <http://www.tapsbc.baremetal.com/>
- [tapsbc@shaw.ca](mailto:tapsbc@shaw.ca)
- (250) 361-3521
- #302 - 895 Fort Street  
Victoria BC V8W 1H7

#### *TransAction*

TransAction is a local collective of activists, advocating for the rights of, and striving to create community with and for Trans and Gender-Variant people in the Greater Victoria Area, Coast Salish Territories, through direct action, awareness raising activities and the on going project of creating safer spaces.

- <http://transactionvic.com/>
- [transactionvictoria@gmail.com](mailto:transactionvictoria@gmail.com)

#### *Vancouver Island Pink Pages*

The Vancouver Island Pink Pages is a directory of Community Resources, Health and Medical Resources, and Business Services. Every effort has been made, however, to ensure that all listees included in this directory are receptive to, and supportive of gays, lesbians, bisexuals, or transgendered people, and welcome their patronage.

- <http://gayvictoria.ca/pinkpages/>
- [pinkpages@gayvictoria.ca](mailto:pinkpages@gayvictoria.ca)
- PO Box 606  
Commercial Station  
Victoria, BC V8W 2P3

#### *Victoria Disability Resource Centre*

The Victoria Disability Resource Centre is a not-for-profit organization that helps people with all types of disabilities lead independent lives – under their control and by their choice. We are a link between our clients, the community organizations who serve them and services that benefit them.

- <http://www.drcvictoria.com/>
- [reception@drcvictoria.com](mailto:reception@drcvictoria.com)
- (250) 595-0044
- 817 A Fort Street  
Victoria, BC V8W 1H6

#### *Victoria Immigrant and Refugee Centre Society*

To assist in the settlement and adjustment of immigrants and refugees in Canada and to provide services designed to increase the newcomer's participation in Canadian society by assisting the newcomer to overcome barriers.

- <http://www.vircs.bc.ca/>
- [info@vircs.bc.ca](mailto:info@vircs.bc.ca)
- (250) 361-9433
- 637 Bay St., 3rd Floor,  
Victoria, BC V8T 5L2

#### *Victoria Lesbian Seniors Care Society*

The purpose of Victoria Lesbian Seniors Care Society is to support lesbian health and social needs as we age by providing safe, accessible, welcoming spaces to build community through public education and social action. The society is open to lesbians of all ages.

- <http://vlscs.ca/>
- [info@vlsc.ca](mailto:info@vlsc.ca)
- (250) 383-5144 Ext. 3087
- Box 39022, James Bay Postal Outlet  
Victoria, BC, V8V 4X8

#### *Victoria Native Friendship Centre*

The VNFC mandate is to meet the needs of Native people in the Greater Victoria area by providing them with services and information designed to enhance traditional values and cultures of the Native Peoples.

- <http://www.vnfc.ca/>
- [info@vnfc.ca](mailto:info@vnfc.ca)
- 250.384.3211
- 231 Regina Avenue
- Victoria, BC V8Z 1J6

#### *Victoria Pride Society*

The Victoria Pride Society's mission is based on empowerment. We empower those who are – or think they might be – gay, lesbian, bisexual, transgendered, two-spirited, intersex, friends and allies. Victoria Pride fosters learning and empowerment through social celebration and networking. We strive to create a better public understanding of our community's history, courage, diversity and future.

- <http://www.victoriapridesociety.org/>
- [info@victoriapridesociety.org](mailto:info@victoriapridesociety.org)
- (250) 483-6846
- Box 8607  
Victoria, BC V8W 3S2

#### *Victoria Women's Transition House*

Since 1975, several thousand women have come to our doors looking for help, seeking a brighter future for themselves and their children. Victoria Women's Transition House Society has been there to provide a safe, welcoming shelter, respectful counselling, support and advocacy.

- <http://www.transitionhouse.net/>
- [info@vwth.bc.ca](mailto:info@vwth.bc.ca)
- 24-hour Crisis Line: (250) 385-6611

- Office: (250) 592-2927
- #100-3060 Cedar Hill Rd.  
Victoria, BC V8T 3J5

### *VIPIRG*

The Vancouver Island Public Interest Research Group (VIPIRG) is a non-profit organization dedicated to research, education, advocacy, and other action in the public interest. Located in the Student Union Building of the University of Victoria, VIPIRG is a place where students and community members connect to work together on social justice and environmental issues.

- <http://www.vipirg.ca/>
- [vipirg@vipirg.ca](mailto:vipirg@vipirg.ca)
- (250) 721-8629
- PO Box 3050 STN CSC  
Victoria, BC V8W 3P3

### **Event Calendars**

#### *Queer Island West*

Listings for Western Canada's Island LGBTTT2IQA communities

- <http://www.queerislandwest.ca/>

#### *UnNIQeentertainment*

Victoria's Virtual uNiQue Community Center – Serving the Lesbian/Queer/Trans/Bi/Gay Community

- <http://www.uniqueentertainment.ca/modules.php?name=GCalendar>

### **Health**

#### *AIDS Vancouver Island*

AIDS Vancouver Island serves the needs of people infected and affected by HIV and hepatitis C. We take evidence-based action to prevent infection, provide support, and reduce stigma.

- <http://www.avi.org/>
- [info@avi.org](mailto:info@avi.org)
- (250) 384-2366 or 1-800-665-2437
- 3rd Floor - Access Health Centre  
713 Johnson ST  
Victoria, BC V8W 1M8

#### *Island Sexual Health*

We offer sexual health clinics and sex education programs for all genders, orientations, identities, and ages in Greater Victoria, BC. We also have lots of online sexual health information that you can read!

- <http://www.islandsexualhealth.org/>
- [info@islandsexualhealth.org](mailto:info@islandsexualhealth.org)
- (250) 592-3479

### *Men's Trauma Centre*

To provide psychological and practical support to males sixteen years and older who suffer from the effects of trauma, in order to facilitate their emotional healing.

- <http://www.menstrauma.com/>
- [info@menstrauma.com](mailto:info@menstrauma.com)
- (250) 381-MENS or 1-866-793-6367
- 102 – 1022 Pandora Ave.  
Victoria, BC V8V 3P5

### *Women's Sexual Assault Centre*

Victoria Women's Sexual Assault Centre has highly qualified trauma specialists who provide services to individuals impacted by sexual assault and abuse. Our prevention activities are designed to raise awareness, change attitudes and develop skills for healthy living. We primarily serve the Capital Regional District of British Columbia.

- <http://www.vwsac.com/>
- [vwsac@vwsac.com](mailto:vwsac@vwsac.com)
- Crisis Line & Info Line: (250) 383-3232
- Business: (250) 383-5545
- #511 - 620 View St.  
Victoria, BC, V8W 1J6

## **Media**

### *AQSazine*

AQSAZINE is a grassroots zine open to 16-35 year old women and trans people who self-identify as Muslim.

- <http://aqsazine.blogspot.com/>

### *The Pink Elephant*

The pink elephant is an online lesbian magazine. Our original intention was to provide informative and relevant articles and links for lesbians of Southern Vancouver Island.

- <http://www.thepinkelephant.ca/>

### *Third Space*

uvic's feminist anti-racist magazine

- <http://www.uvss.uvic.ca/thirdspace/>

### *Xtra West*

Canada's gay and lesbian news

- <http://www.xtra.ca/public/Vancouver.aspx>

## **Religion and Spirituality**

### *UVic Interfaith Chapel*

The Chapel exists to provide members of the University Community with a venue for individual and group reflection, meditation, and celebration of religious services.

- <http://stas.uvic.ca/chapel/>
- [chapel@uvic.ca](mailto:chapel@uvic.ca)
- (250) 721-833

## **Social**

### *Buddy Program*

A way for gay women; lesbian/queer/bi/trans/female identified regardless of age, to socialize outside of the bar scene

- <http://www.uniqueentertainment.ca/modules.php?name=News&file=article&sid=360>
- [divadeanne13@gmail.com](mailto:divadeanne13@gmail.com)

### *Creating Connections*

There are indeed many successful local groups that are gender/age specific but nothing for those seeking social interaction that specifically encourages the union of all.

- <http://www.facebook.com/pages/Creating-Connections/152079885024>

### *Homospun Collective*

The Homospun Collective is a growing group of folks looking to put on inclusive events for the GLBTQ community and friends, allies, and anyone interested in finding alternative spaces to meet, create, dance, relax, and make friends.

- <http://www.facebook.com/group.php?gid=27354130115>

### *Lesbians of Vancouver Island*

LoVI.ca is an interactive webportal for the community who identify as lesbians on Vancouver Island.

- <http://lovi.ca/>

### *Paparazzi Nightclub*

The New Paparazzi Nightclub the only Hottest Premier Gay Nightclub in Victoria

- <http://www.paparazzinightclub.com/>
- [helina@paparazzinightclub.com](mailto:helina@paparazzinightclub.com)
- Bar: (250) 388-0505  
Office & Fax: (250) 385-6533
- 642 Johnson Street  
Victoria, BC V8W 1M6

### *Vanisle-polyamory*

Discussion groups (including Poly 101), forums, events, social gatherings and more for the polyamory community on Vancouver Island.

- <http://www.vanisle-polyamory.com/>
- <http://victoriapoly101.blogspot.com/>

### *Prime Timers Victoria*

Prime Timers Victoria (BC Canada) is an organization that exists to meet the social, educational and recreational needs of mature gay and bi-sexual men, 40 years and older.

- <http://members.shaw.ca/primetimersvic/index.htm>
- [primetimersvic@shaw.ca](mailto:primetimersvic@shaw.ca)
- Ed B.: (250) 382-1008  
Barrie C.: (250) 477-2901
- 2228 Tashy Place
- Victoria, BC V8N 4R6

### *The Copper Club*

An upper class lounge in downtown Victoria, BC, with a focus on gay and bi-sexual guys!

- <http://www.facebook.com/group.php?gid=283947858795>
- [thecopperclub@ymail.com](mailto:thecopperclub@ymail.com)
- (250) 590-2868
- 1900 Douglas St  
Victoria, BC V8T 4K8

### *The Ledge Lounge*

Downtown Victoria's newest GLBT venue!

- <http://www.facebook.com/group.php?&gid=439676375712>
- [frontdesk@bedfordregency.com](mailto:frontdesk@bedfordregency.com)
- (250) 384-6835
- 1140 Government St & Bastion Square  
Victoria, BC V8W 1Y2

### *Sagacity*

Sagacity is a pansexual place where folks who enjoy BDSM, alternative lifestyles, kink, and fetish gather to talk, laugh, socialize, share, and learn. Sagacity celebrates alternative lifestyles and welcomes each and every individual.

- <http://www.sagacitygroup.net/>

## **UVic Resources for Faculty, Instructors, Librarians, and Staff**

### *Campus Security*

To promote a safe and welcoming environment to enhance the well-being of students, staff, faculty and visitors, and protect all University property.

- <http://web.uvic.ca/security/>
- 24 Hour Emergency/Safewalk: (250) 721-7599
- Non-Emergency Phone: (250) 721-6683

### *Minority and Indigenous Women Instructors' Network*

MIWIN developed in 2004 in response to a group of minority and Indigenous women faculty who wanted a space to talk about issues they were facing in their classrooms and departments.

- <http://web.uvic.ca/awc/miwin/index.php>

### *UVic Academic Women's Caucus*

We would like to welcome all academic women at UVic, faculty, librarians and sessional instructors to the Academic Women's Caucus. The Caucus exists to support you at the university, and to work on issues that are of interest and concern to you.

- <http://web.uvic.ca/awc/>

### *UVic Equity and Human Rights Office*

The Equity and Human Rights office champions UVic's commitment to practices of equity, fairness and inclusion. In partnership, we foster communities where strength is found in diversity and respect for difference provides dynamism and vibrancy to university life. Contact this office for issues and concerns related to UVic's Harassment and Discrimination Policy.

- <http://web.uvic.ca/eqhr/>
- (250) 721-8488

### *UVic Faculty Disability Caucus*

The Faculty Disability Caucus (known more generally as the Disability Caucus) formed in 2004 following a series of discussions among faculty members with a disability about their experiences at UVic. There was agreement that UVic needed and wanted a peer-support network, information-sharing forum, and an advocacy group for faculty members, sessional instructors and librarians dealing with issues about disability, chronic illness, and disabling conditions.

- <http://web.uvic.ca/awc/disability/>

## **UVic Resources for Students**

### *Access UVic*

The Access Association of Disabled Students is dedicated to the full and equal participation of students with disabilities in all aspects of university life. You will find our founding chapter, Access Uvic on the main floor of the Student Union Building at the University of Victoria.

- <http://www.accessuvic.ca/>
- [advocacy@accessuvic.ca](mailto:advocacy@accessuvic.ca)
- 250-472-4389
- Office B-102, Main Floor, Student Union Building, University of Victoria

### *Anti-Violence Project*

The Anti-Violence Project (AVP) is \*your on-campus sexual assault centre\*. Our support services are totally confidential and available anyone who has experienced sexual violence or knows someone who has. We are trained to provide emotional support and can act as a bridge for anyone seeking counselling, health and/or legal services. We also have a great resource library, and offer educational workshops and awareness events on-campus.

- <http://www.uvss.uvic.ca/avp/>
- [avp@uvss.uvic.ca](mailto:avp@uvss.uvic.ca)
- (250) 472-4388
- SUB B027, Lower Level, Student Union Building, University of Victoria

### *Campus Security*

To promote a safe and welcoming environment to enhance the well-being of students, staff, faculty and visitors, and protect all University property.

- <http://web.uvic.ca/security/>
- 24 Hour Emergency/Safewalk: (250) 721-7599
- Non-Emergency Phone: (250) 721-6683

### *Native Student Union*

The Native Students Union Council and members acknowledge with respect that the University of Victoria resides on the traditional territories of the Coast Salish and Straits Salish Peoples. O Si'em na Si'aya. We raise our hands to the Elders and Chiefs of these territories where we are guests. In a good way, we thank our host nations of the Greater Victoria area.

- <http://uvicnsu.ca/>
- [nsu@uvicnsu.ca](mailto:nsu@uvicnsu.ca)
- Student Union Building  
University of Victoria  
PO Box 3035  
Victoria, BC V8W 3P3

### *Ombudsperson*

The Ombuds office is an independent, impartial and confidential resource for students (current, former or prospective) and other members of the University community.

- <http://www.uvss.uvic.ca/ombudsperson/>
- [ombuddy@uvic.ca](mailto:ombuddy@uvic.ca)
- (250) 721-8357
- Room B 205, Main Floor, Student Union Building, University of Victoria

### *PEER Helping*

Peer Helpers are students trained in listening and counselling skills. Our drop-in offices provide comfortable, private, confidential and safe spaces for students who would like someone to talk to.

- <http://web.uvic.ca/~peerhelp>
- (250) 721-8343
- SUB B005, Lower Level, Student Union Building, University of Victoria

### *Students of Colour Collective*

Students of Colour Collective (SOCC) is a collective of self-identified students of colour at the University of Victoria. We attempt to defy the mainstream and act from the margins placing issues around race, gender and colonization into an antiracist framework, which builds our work, action and political endeavours. Under the terms of advocacy and action, we create and expand academic, social and political spaces for people of colour on campus. We also work to empower people of colour by organizing and supporting events, providing resources and support to individuals and groups, and by actively working against oppression based on race, gender, class ability, nationality and language.

- <http://www.uvss.uvic.ca/socc>
- [socc@uvss.uvic.ca](mailto:socc@uvss.uvic.ca)
- 250-472-4697
- SUB B020, Lower Level, Student Union Building, University of Victoria

### *UVic Counselling Services*

Based on a commitment to student learning, as well as social, personal, and ethical development, our mission evolves from that of the University. We foster student success, engagement, and well-being.

- <http://www.coun.uvic.ca/>
- (250) 721-8341
- University of Victoria  
Room B202 / University Centre  
Victoria, BC V8P 5C2

### *UVic Pride*

The Pride Collective is a constituency group of the University of Victoria Students' Society mandated to represent, advocate for, and provide services for queer students on Campus. We receive our funding from the undergraduate students at the University of Victoria. Therefore it is our responsibility meet the needs of the student body as a whole on queer issues. Finally, our advocacy is for the wider community as a whole – everyone is welcome.

- <http://www.uvss.uvic.ca/pride/>
- [uvicpride@uvss.uvic.ca](mailto:uvicpride@uvss.uvic.ca)
- (250) 472-4393
- Room B118, Student Union Building, University of Victoria

### *UVic Women's Centre*

The Women's Centre is a collectively run drop-in centre open to all self-identified women on campus. It provides a safe space for women to hang out, meet people, get information and organise. Members are encouraged to work within their own areas of interest.

- <http://www.uvss.uvic.ca/wcentre>
- [wcentre@uvss.uvic.ca](mailto:wcentre@uvss.uvic.ca)
- Office Phone: (250) 721-8353
- Lounge Phone: (250) 472-4557
- Box 3035, University of Victoria, Lekwungen Territory, Victoria BC, V8W 3P3