



SexGen York Committee

FINAL REPORT

Report on the Status of the Recommendations of the
President's Task Force on Homophobia and
Heterosexism – Ten Years After

Prepared by: Judith Tobin
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Professor Michael A. Gilbert
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Dear Professor Gilbert,

Please find attached a report on the status of the recommendations contained in President Mann's Task Force on Homophobia and Heterosexism in 1996.

The attached report was commissioned for SexGen York by the Office of the Ombudsperson and Centre for Human Rights. The intent of the report is to establish the status of the recommendations. This was achieved through a series of respondent interviews and a review of relevant available web sites, documents, current policy and related information sources. You will find no critical analysis or related commentary has been made. The information contained in this document is a reporting out of what is contained in public sites of information or from the respondent interviews. The task of interpreting progress and taking further action is now in the hands of the committee.

While it is clear that the University has been progressive in many areas of sex and gender diversity issues, there is much work ahead. My Office will continue to support your committee's goals and objectives as you move forward in whatever way we can.

Yours sincerely,

Fiona Crean
Ombudsperson and Director, Centre for Human Rights

c.c. Lorna R. Marsden
President and Vice Chancellor

Report on the Status of the Recommendations of the President's Task Force on Homophobia and Heterosexism – Ten Years After

In 1994, a President's Task Force on Homophobia and Heterosexism was convened by Dr. Susan Mann, the President of York University at the time. The Final Report of the Task Force, containing 20 recommendations, was submitted in June 1996. Before the Task Force had completed its work, President Mann established the President's Advisory Committee on Human Rights (PACHR). The Task Force Report was discussed at PACHR and each of the recommendations was assigned to the relevant sectors of the campus for implementation or consideration.

This report looks specifically at the current status of each recommendation ten years after the Task Force Report; it does not attempt to provide an historical or developmental perspective. It also does not provide value judgments regarding the current status of the recommendations.

As the original recommendations were assigned to various individuals in appropriate sectors of the campus, much of the research was conducted through contact with those same individuals or the individuals now in the same or related roles. In addition, extensive web searching and document reviews were conducted. The research focused on extant policies, procedures, resources and practices, but did not gather hard data on how they are implemented or used.

This Status Report was prepared through the Office of the Ombudsperson and Centre for Human Rights for SexGen York, the sex and gender diversity committee of York University.

Recommendation #1

That the Senate of York University adopts an "inclusive curriculum" statement in partial fulfillment of its aspirations as stated in the University Academic Plan.

Although there is no specific statement concerning an "inclusive curriculum", the Senate's *University Academic Plan Academic Priorities 2005-2010* includes statements that incorporate the principles of inclusion and diversity.

In Appendix A under the heading of Equity, the Plan states, "Academic quality and social equity are not mutually exclusive. On the contrary, equitable treatment for all - irrespective of gender or sexual orientation, race or ethnicity, physical condition or social origin, creed or religion - is an indispensable means of assuring that excellence is served and that all members of the York community enjoy the opportunity to contribute fully and to the best of their ability to the common enterprise".

Under Equity in Appendix A, the Plan also says: "Although the University's academic mission impresses an inner logic upon the academic planning process, that logic must also be infused with a sense of social responsibility and a spirit of social justice.

Accordingly, in judging present academic structures and programmes, as well as proposals for change, attention should focus on the extent to which, in their respective

contexts, they help to eradicate social and structural discrimination and promote equity for students, staff and faculty."

In addition, in Appendix A, under Balance and Diversity, the UAP states, "the University should support academic discourse in all of its accents and idioms. ... We must therefore strive to achieve greater balance and diversity among and within our academic programmes."

Recommendation #2

That the University add an explicit provision covering harassment on the basis of sexual orientation to the existing four clauses in York's definition of sexual harassment, such as:

Harassment of an individual on the basis of sexual orientation or gender identification, including offensive jokes, name-calling, and comments, pictures or cartoons that belittle people on the basis of their sex or because they are lesbian, gay, bisexual or transgendered.

In 1997, two specific references to sexual orientation were added to Policy 007 Sexual Harassment: "York University strives to provide an environment wherein all students, faculty and staff are able to learn, study, teach and work, free from sexual harassment, including harassment on the basis of gender identification and sexual orientation". It further states, "Incidents of sexual harassment, including harassment on the basis of gender identification and sexual orientation, shall be investigated and dealt with by the University..."

The recommended statement from the Task Force cites examples of specific forms of harassment – offensive jokes and cartoons. The University statement prohibits all forms of harassment, without reference to any specific forms or examples.

Recommendation # 3

Collective Agreements and other employee contracts should be modified as necessary to replace sexual "preference" with sexual "orientation", to include transgendered individuals and to make explicit the prohibition of harassment on the basis of sexual orientation or identification.

There are three components to this recommendation, each with different answers. The "✓"s on the following table indicate which of the Collective Agreements have used the term "sexual orientation" rather than "sexual preference" (a few of the agreements use both), which have made explicit reference to sexual orientation in clauses dealing with

harassment, and which have included references to transgendered individuals. In almost all cases, the inclusion of the term “sexual orientation” is in the same article as refers to harassment. (For ease of further research, the relevant page numbers in each of the Collective Agreements are provided.)

Collective Agreement	Page References	Sexual Orientation	Harassment	Transgendered Individuals
YUFA	p. 3-4	√	√	*
CUPE 3903-1	p. 7-10	√	√	√**
CUPE 3903-2	p. 11-14	√	√	√**
CUPE 3903-3	p. 6-9	√	√	√**
CUPE 1356	p. 2+33	√	√	
CUPE 1356-1	p. 1	√	√	
CUPE 1356-2	p. 3	√	√	
IUOE 772	p. 1	√	***	
YusApuY1	p. 2-3	√	√	
YusapuY2	p. 2-4	√	√	
OPSEU	p. 3	****	****	

*The York University Faculty Association agreement does not make reference to transgendered individuals, but the article dealing with harassment includes “nonconforming personal or social behaviour” which may be seen to be more broadly inclusive.

** All CUPE 3903 agreements include provisions for transition leave and access to the Ways and Means fund to pay for transition related expenses.

***The International Union of Operating Engineers collective agreement refers to “discrimination” but not “harassment”.

****The OPSEU Collective Agreement article on discrimination states, “The parties to this Agreement are committed to maintaining a workplace free of discrimination and harassment and therefore do not condone behaviour that is contrary to the *Ontario Human Rights Code*”. The *Code* includes specific mention of sexual orientation in its clause concerning fair treatment in the workplace, but not in its clause concerning freedom from harassment.

The two main non-unionized groups are CPM (Confidential, Professional, and Managerial) employees and the members of the Law Faculty under the Osgoode Hall Faculty Association. The Faculty Handbook of the Osgoode Hall Law School section on Rights and Responsibilities of All Members of the Osgoode Hall Law School Community states on page IV.1, “the Law School affirms that every member of the community has a right to equal treatment without discrimination, and in particular without regard to...sexual orientation...” Both groups of employees are covered by York University’s human rights policies.

Recommendation #4

That Residence Codes of Conduct should, in addition to references to bisexual, gay and lesbian individuals, include reference to non-discrimination of transgendered individuals.

The York University Undergraduate Residences Code of Conduct states, "Harassment of residents or their guests on the basis of race, ancestry, place of origin, colour ethnic origin, citizenship, creed, sex, sexual orientation, gender orientation, age, marital status, family status, disability, etc., is prohibited." Each York student in residence signs this Code of Conduct. The Residence Handbook for each residence expands on the rules of conduct.

The University is currently developing a comprehensive Code of Conduct, including revisions to Presidential Regulations #2 and #3 on student conduct, which will apply to all undergraduate residences. The draft will be prepared for April 2006.

Graduate residences do not have a Code of Conduct issued by the University but are regulated under the Ontario Tenants' Protection Act.

Recommendation #5

That awareness be raised on campus about how the various complaints processes work and what redress is available for harassment on the basis of sexuality.

The Office of the Ombudsperson and Centre for Human Rights (the Office) assists individuals and groups to address and resolve allegations of discrimination and harassment as defined by the Ontario *Human Rights Code*. The Office's mandate covers all grounds of the Code (race, colour, ethnic origin, nationality, ancestry, place of origin, creed, age, sex, same sex partnership status, marital status, family status, sexual orientation, disability, record of offences and receipt of public assistance), as well as York's human rights policies and provisions. This includes the York Policy on Sexual Harassment with its specific inclusion of gender identification and sexual orientation (see Recommendation #2).

Where the Office cannot resolve a complaint informally, the matter may be investigated. The focus is on seeking early and effective resolution for the individuals involved.

The Office has an education mandate that covers the grounds of the Ontario *Human Rights Code* as well as broader issues of equity and systemic change across the university. Educational programmes include Positive Space (Recommendation #20).

Awareness of the services is promoted through the Office web site, pamphlets, presentations, newspaper articles and the annual report of the Office to the University. The services of the Office are cited in student handbooks, at counselling centres, and on lists and web sites that feature student support, security services etc.

Recommendation #6

That the University create and appoint a Bisexual, Gay, Lesbian and Transgender Issues advisory position on the new President's Advisory Committee on Human Rights at York.

Dr. Didi Khyatt served in the Bisexual, Gay, Lesbian, and Transgender Issues advisory position to the President's Advisory Committee on Human Rights from 1996 to May 2005. In May 2005, Dr. Michael Gilbert was appointed to this position.

Recommendation #7

That the University, through its academic departments, encourage faculty to take responsibility for the climate in classrooms so as to ensure that the classroom is a secure environment for all, one that respects diversity while allowing for vigorous debate. The example should be set by the faculty and the University must show its support of those faculty who do so.

Through academic departments and University management, faculty can be encouraged to take responsibility for the climate in their classrooms and to create climates that are respectful of diversity in all of its manifestations. Some of this encouragement is through publications such as the Senate Committee on Teaching and Learning *Bulletin on Inclusive Teaching*, published in 2000 and still used as a resource for new faculty. The issues of the *Bulletin* cover dealing with pejorative remarks in the classroom and creating a positive climate in the classroom. Faculty starting their careers at York are encouraged to enrol in the New Faculty Training at York (NFTY) program at the Centre for the Support of Teaching, which includes discussions on classroom environment, inclusion and diversity. Currently, CST is planning a symposium on ways of knowing and learning within and across cultures, focusing on the arts as a way of expanding inclusion.

The quality of teaching, including respect for diversity in the classroom climate, is a critical consideration for tenure at York.

Recommendation #8

That the University, through the Centre for the Support of Teaching, and by other means, provide faculty with more training, teaching resources and support in making the learning and teaching environment safer and more positive for faculty and students with respect to the discussion of sexuality issues.

One of the objectives of the Centre for Support of Teaching (CST) is supporting the creation of inclusive teaching strategies that respond to a diverse and changing student population. To reach this goal, the Centre embeds inclusivity into all its activities. Inclusivity is also addressed as the focus of attention in a variety of activities and resources that are available to faculty and teaching assistants.

On an ongoing basis, staff from the Office of the Ombudsperson and Centre for Human Rights provides workshops for groups such as the TAs, on topics such as racism, sexism and homophobia.

As well, the University Teaching Practicum, a program of professional development in university teaching and learning for graduate students enrolled at York University, requires that, through workshops or independent study, candidates explore ethics, human rights and equity issues in teaching, such as “inclusive teachers understand issues such as the nature of power dynamics and inequity in the classroom and work to overcome such obstacles to the full engagement and involvement of all students in their classrooms”.

A three-year project on curriculum diversity/equity and the guidelines, tools and strategies that resulted were highlighted in the October 2004 issue of *Core, York's Newsletter on University Teaching*. *Voices of Diversity/Equity: Transforming University Curriculum*, a DVD in the training kit resulting from the project, includes clips on sexual diversity and transgender challenges. There is also a list in human resources on diversity and equity issues at York.

In addition to the resources mentioned in Recommendation #7, the CST has online resources under the heading of Ethics, Human Rights and Equality Issues in Teaching and provides an Academic Support and Resources list that references the Office of the Ombudsperson and Centre for Human Rights, the TBLGAY student alliance at York, counselling and other support services available.

Recommendation #9

That the University should consider valuing and expanding faculty expertise in queer theory. To what degree might hiring priorities address this?

The October 2004 document, *New Academic Initiative Proposal – Certificate and Minor in Sexuality Studies*, approved by the Senate in November 2004, listed 27 current faculty members at York University who were teaching and publishing in Sexuality Studies. It was determined that, with this base of expertise, no new faculty members would be required to offer this program.

The number of faculty already offering courses that were seen as suitable for the Sexuality Studies programme indicates that York University, in many academic departments, was recognizing and valuing faculty expertise in Queer Theory.

The creation of the program in Sexuality Studies further recognizes the value of the expertise of the faculty as the courses are consolidated, and the faculty expertise in Queer Theory becomes part of a focused program. In addition to their affiliations with departments/schools such as women's studies, sociology, history etc., the faculty and courses are now central to the Sexuality Studies program.

Recommendation #10

That in defining and prioritizing curricular objectives, Faculties, Departments and Curriculum Committees recognize and value the role of SPECIALIZED courses in providing uniquely supportive teaching and learning environments in the areas of sexuality, sexual orientation, homophobia and queer theory.

The joint proposal for Honours Minor BA and Cross-Disciplinary Certificate in Sexuality Studies, approved by the Senate in November 2004, encompasses the broad field of sexuality studies. It examines sexual desires and pleasures, acts and behaviours, identities and subjectivities, communities and cultures, movements and organizing. The field explores artistic, cultural, economic, geographic, historical literary, political, and psychological dimensions of sexuality, while investigating sexual dimensions of arts, economics, geographies, literatures, politics and psychologies.

The minor and certificate in Sexuality Studies were developed by the Queer Studies subcommittee of the Sexual and Gender Diversity Advisory Committee together with the School of Women's Studies. Two new courses are core courses for the curriculum – *Introduction to Critical Sexualities* and *Advanced Seminar in Sexuality Studies*.

Students can choose their credits from a choice of 34 primary courses and 50 secondary courses offered through a wide range of disciplinary and interdisciplinary fields. Since the development of the proposal, eight new courses have been added to the primary and secondary course options.

Specialized courses at the graduate level are more difficult to determine (see Recommendation #11) but courses that encompass sexuality, sexual orientation, homophobia and queer theory can be found in the graduate programs in social work, history, sociology, political science, Women's Studies, English, and psychology. As well Women's Studies is offering a new graduate course on Queer Theory for the first time in summer 2006.

The visibility and promotion of the new Sexuality Studies program are currently being addressed through print and on-line material provided by the Registrar's office and the Women's Study Program.

Recommendation #11

That academic departments and programs make explicit reference to BGLT content in their calendar course description.

Given the size (889 pages) of the calendar of undergraduate programs 2005-2006, the method chosen for checking this recommendation was to search the CD by keyword. In addition, the February 2006 course list from the Sexuality Studies program was reviewed. The search terms were gay, lesbian, bisexual, transgender, queer, BGLT, LGBT (and other variations of this acronym), minority sexual orientations and homosexual. There were numerous references to gender identity and sexuality in

course descriptions, but these were seen as too broad to respond to the explicit intent of the recommendation.

The Sexuality Studies description was the only program description to refer explicitly to BGLT content. Overall in the undergraduate calendar and the Sexuality Studies program, there were about 25 different courses that included at least one of the search terms in their descriptions. Lesbian and Gay were the most commonly used, and many of the courses used more than one of the terms.

Checking the graduate program course descriptions on line was much more difficult as many of the listings did not have a search capacity. Some mentions of gay and lesbian content were found but the search was not exhaustive. The Graduate Studies Admission 06-07 booklet does not make any references to BGLT content.

Recommendation #12

That departments and programs assume responsibility for ensuring that texts are reviewed for their inclusion of contemporary perspectives, and that out-of-date anthologies which marginalize BGLT authors and texts should be supplemented or explained critically.

The choice of texts is a component of academic freedom. Departments and programs cannot mandate text change nor can they determine the criteria that faculty use in their reviews.

Most faculty do review their texts and some may choose to retain those in which BGLT students are marginalized in order to present the context and critical examination outlined in the Recommendation.

Students may reflect their dissatisfaction with choice of texts through different channels, such as course evaluations and Undergraduate Program Review surveys, but there is no systematic data on such complaints on texts available for this report.

Recommendation #13

That all academic petitions and appeals processes should explicitly recognize the special circumstances of BGLT petitioners.

In the text accompanying this Recommendation in the 1996 Task Force Report, the concern expressed is for the confidentiality of the information that the petitioning students provide concerning their sexual orientation.

In order to respect confidentiality, the policy is that all petitions and appeals are to be handled with caution. The staff person who handles the process is to be the only person who is aware of the identities of those involved as the names are removed on all documents that go forward.

The documents that outline the process make strong commitments to the principle of confidentiality and the choice of appearing before the committees. A few examples:

From the Senate Appeals Committee brochure *Academic Appeals Information for Students*:

“Confidentially – appeals applications submitted to SAC are treated as confidential while in course.
Anonymity – You are entitled to request anonymity throughout the appeals process. That is the panel will not know your name. However anonymity can not be maintained if leave to appeal is granted and you wish to appear before SAC to make your submissions.”

From the Senate Appeals Committee *Guidelines for the Consideration of Petitions/Appeals by Faculty Committees*:

“Anonymity – Requests from students for anonymity in the petitions process should be honoured. Students provided the opportunity to appear before a committee, however, will have to decide whether they wish to forego anonymity. Confidentiality in this process shall be maintained.”

From *Atkinson’s Faculty Council Undergraduate Academic Petitions*:

“At Atkinson, the petitions process is confidential and anonymous. Information and documentation submitted in relation to a petition is restricted to the office staff and Committee members involved in the decision-making process. It is Atkinson’s normal practice, however, to seek the opinion of course directors and/or other employees should students present petition grounds which include allegations about the actions or preparations of an employee, or office of the university, the employee (faculty or staff) or a representative of the office. Students may request, by appointment, to review the information in their file.”

From the Office of the Ombudsperson and Centre for Human Rights:

“Confidentiality - The Ombudsperson shall not disclose the names of individuals without the express permission of the complainant(s). Certain disclosure of information on a need-to-know basis will be required to affect the work and therefore will be shared with the complainant prior to proceeding. The Ombudsperson must be able to maintain confidentiality (unless compelled by law) in order to build trust and credibility to address complaints that are often delicate and difficult.”

None of these statements make specific reference to BLGT petitioners.

Recommendation #14

That, when reducing or eliminating courses, Faculties and Departments should take cognizance of the special circumstances which may affect enrolment in BGLT-focused courses. Such courses should be evaluated in terms of how they contribute to the excellence and strengths of the University.

The process of review for the cancellation or reduction of a course is always very consultative and takes into account particular constituencies of students for whom the course is important, who is currently enrolled, what purposes the course fills in terms of degree requirements, and its specific educational content, as well as who is available to teach it. This process would encompass the special circumstances concerning enrolment in BGLT-focused courses.

With the establishment of the Sexuality Studies Programme, any courses that are now part of core or secondary courses contributing to the Honours Minor BA and Cross-Disciplinary Certificate and so have stronger positioning, both in terms of attracting

increased enrolment and avoiding consideration for reduction or elimination.

Recommendation #15

That issues relevant to transgendered students, staff and faculty be included in University initiatives addressing gay, lesbian and bisexual needs. For example, counselling services should ensure that at least one staff member is aware of, and has examined, cross-gender issues, and if warranted, establish a transgender support group. The availability of such services should be advertised within the University.

The list below is taken from one of the numerous York web sites that provides contacts and support for BGLT students. Most of these have special services or inclusion of transgendered individuals.

- Coalition of Jewish Gay, Lesbian and Bisexual Students
- SexGen York Committee
- Centre for the Support of Teaching
- Student Peer Support Centre
- The Centre for Women and Trans People
- Counselling and Development Centre
- Atkinson Counselling & Supervision Centre
- Transgendered, Bisexual, Lesbian and Gay Alliance at York (TBLGAY)
- The Positive Space Programme
- Office of the Ombudsperson and Centre for Human Rights

In looking more specifically at the counselling services, Atkinson has four counsellors who are out-gay or lesbian and each of them has worked with transgendered issues and has kept up-to-date on the literature. All the other counsellors have been brought up-to-date on transgendered issues through team supervision and identify themselves as queer positive. Students can request to speak with a counsellor who is gay, lesbian or bisexual and this is accommodated as soon as possible in the counsellor's schedule. Atkinson has worked with the Positive Space Committee and liaised with community organizations to ensure up-to-date information on transgendered services is available.

At the Counselling and Development Centre (CDC), one staff member has gender identity as an area of particular interest and expertise and the other staff members are aware of the issues to varying degrees. The CDC encourages staff to attend the Positive Space program and provides a session to the graduate student interns on LGBTQQ (lesbian, gay, bisexual, transgender, queer, questioning) issues. The CDC has featured articles about LGBTQQ issues, held an open house especially for the LGBTQQ community, and provides up-dated informational pamphlets and posters in the Centre.

The counselling centres do not have transgender support groups, but both have worked with TBLGAY in providing sessions. The Centre for Women and Trans People provides direct services, including connecting people facing similar stresses through support and discussion groups.

The availability of the counselling centres and other services are promoted through word of mouth, workshops, newsletters, pamphlets, flyers, on the web and through other groups and services for BGLT individuals.

No information about the Glendon Counselling Services was provided.

Recommendation #16

That the University's human resources unit provide information on benefits for same-sex couples routinely in all employee benefits information packages and orientation sessions.

There are no differences in the benefits offered to employees. In the eligibility section of the benefits description in both the booklets and on the web site, Spouse is defined as "legally married, common law or same-sex couple." During orientation for new employees, all employees are referred to the web site or the booklet for their appropriate labour affiliation for details on employee and family coverage.

Recommendation #17

That in addressing issues of sexuality, whether in terms of curriculum, classroom environment, employment, safety or any other relevant area, the University be sensitive to addressing the intersections of race, class, gender and ability which are also reflected in BGLT communities.

A central mission of the Honours Minor BA and Cross-Disciplinary Certificate in Sexuality Studies, approved by the Senate in November 2005, is to examine "intersectionality". This intersectional approach focuses on existent and emergent intersections of sexuality with ability, race, age, class, gender, gender identity, sexual identity, ethnicity, health, nationality, race and religion.

The education mandate of the Office of the Ombudsperson and Centre for Human Rights is founded on the concept of intersectionality and all its programming is developed from that premise.

The University Employment Equity Policy states the University's commitment to "eliminating discrimination in employment on the grounds of race, creed, colour, ethnic origin, citizenship, age, sex, sexual orientation, marital status, family status, nationality, ancestry, place of origin, handicap and record of offences". There is no explicit reference to gender identity.

The Positive Space Programme pays attention to the intersections of sexuality with race, gender, class and ability. Safety and harassment issues receive the immediate attention of security and other staff. Unisex washrooms have been constructed and the need for them is now influencing building design and re-design.

York University has built a strong reputation for interdisciplinary studies. For example, the Women's Studies program was developed through the exploration of race, class, gender and ability.

Recommendation #18

That the Counselling Centres on both campuses become up-to-date and aware of recent literature addressing homophobia, heterosexism, and safe sex practices.

This recommendation is very specific in addressing “*recent literature addressing homophobia, heterosexism, and safe sex practices*”. Recommendation #15 outlined many of the other services available through the Counselling Centres.

The Centres make considerable efforts to maintain currency in resources and referrals. The CDC maintains a library with current literature on homophobia and heterosexism, as well as on and off campus resources and community referrals for services for BGLT individuals. Atkinson has workshops on the topics, runs training sessions for the AIDS Committee of Toronto on an annual basis and provides flyers from TBLGAY and the AIDS Committee of Toronto.

Recommendation #19

That the Career Centres become aware of opportunities and issues unique to the BGLT population.

The Central Career Centre's role has been education, in providing students with the skills and resources to do their own job searches, employer research, and information interviews. Although sensitive to the needs of all students, their role has been that of career advising rather than one-on-one career counselling. With this role and structure, they have not developed specific awareness of BGLT issues, although staff members have attended the Positive Space program and they have worked with TBLGAY in the past. Starting in September 2006, the Centre will be providing one-on-one counselling, and in preparation for this role, staff members are developing competency and understanding of issues concerning BGLT and other students.

Recommendation #20

That the University consider initiating a campus-wide programme to identify queer-positive people in Offices and Departments, similar to that in operation at the University of Illinois.

The Positive Space Programme at York University identifies where there are people prepared to be sympathetic to and assist members from the transgender, bisexual, lesbian, and gay (TBLG) communities to find the resources they need. The

presence of the Positive Space Indicator image means that the York person in the designated office, or nearby, has attended a Positive Space orientation and knows about the wide variety of resources available at York and in the larger community to assist someone from the TBLG community. It does not mean that counselling is available at that location.

Positive Space is an initiative of SexGen York, which is supported and funded by the Office of the Ombudsperson and Centre for Human Rights.