

JANUARY 2026

SEXUAL AND GENDER-BASED VIOLENCE TASK FORCE FINAL REPORT

**OFFICE OF THE VICE
PRESIDENT STUDENT LIFE**

Prepared by: Logan West, VP Student Life

Approved by: Sexual and Gender-Based Violence Task Force

02

OPENING MESSAGE

Over the course of the Fall Semester, I have had the privilege of chairing the Sexual and Gender-Based Violence (SGBV) Task Force on a near-weekly basis. Over the course of nine meetings, many follow-up discussions, and several drafts, we are proud to present the SGBV Task Force Final Report, featuring 11 key recommendations to the University of Alberta community. As someone who has spent a significant amount of time in the SGBV advocacy space, I have experienced firsthand how draining and discouraging this work can be. However, working with this Task Force has restored in me something I was unsure I would find again: **hope**. Because of this work, I have hope for the future of our students and I believe in a brighter future for this University. I call on you to be brave enough to believe in it too. To the survivors of our campus, I see you, I hear you, and I believe you. This is for all of us.

Logan West, VP Student Life



MANDATE OF THE TASK FORCE

Provincial data shows that since becoming University of Alberta students, around 17% of students (21% of women, 7% of men, and 22% of gender-diverse students) have experienced sexual assault, a worse rate than students have faced at Alberta's other research universities and post-secondary institutions. The SGBV Task Force was established to bring together key interest-holders from throughout the University student community, to shape the advocacy efforts of the UASU Vice President (Student Life) on this critical issue.

The Task Force set out to assess the supports available to students, as well as programming related to SGBV, to identify gaps, procedural inefficiencies, unintentional harm, and barriers. The Task Force worked from guiding principles that considered trauma and harm reduction, with the goal of fostering a culture that is consent-conscious, reducing sexual and gender-based violence, and improving survivors' agency, recourse, safety, and dignity.

03

REPORT RECOMMENDATIONS

The Task Force's work produced eleven key recommendations for changes to procedures, programming, and services. Most recommendations are directed toward the University of Alberta administration, but recommendations also touch on responsibilities of the UASU and the campus community more broadly.

1. Mandatory, institution-wide **consent education** for all incoming undergraduate students through an online orientation module.
2. Expansion of the **Options Navigation Network**.
3. Formal recognition of October 4th as **Sisters in Spirit Day**.
4. Expanding and strengthening **Non-Disciplinary Accountability Options** for sexual and gender-based violence through Student Success and Experience.
5. Developing the ability to consistently offer **culturally competent SGBV support** and recourse options to Indigenous students.
6. Improving the **accessibility, clarity and visibility** of SGBV information through bilingual resources, a plain-language flowchart, and consistent semester-based programming.
7. For **Residence Services** to provide Students' Council with a presentation on its current SGBV response practices, and to develop a multi-year strategy for addressing SGBV in residence, supported by annual statistics reporting.
8. For the UASU to make necessary updates to the Campus Sexual Violence webpage and **Political Policy on Sexual Violence**.
9. Developing a coordinated response to **sex-for-accommodation ('sex-for-rent') exploitation**.
10. Making the **SGBV in Work-Integrated Learning Toolkit** easy to access by embedding it directly in course infrastructure, including syllabi and Canvas of relevant courses, as well as 'first-landing' resource pages.
11. Building more substantive **sexual health awareness** efforts, especially around contraception and access to care.

04

RECOMMENDATION #1

MANDATORY ORIENTATION MODULE

This recommendation calls on the University to set a clear expectation for the community by delivering mandatory, institution-wide consent education to all incoming undergraduate students through an online orientation module.

The Task Force identified gaps in the education students receive about consent, healthy relationships and sexual and gender-based violence (SGBV). Right now, students can encounter consent education through a mix of optional sessions, residence programming or other pockets of training, but the University does not ensure that every incoming undergraduate receives a shared baseline education. In Fall 2025, the UASU ran a survey on consent education which received over 1,200 responses, with nearly half of respondents reporting that they had not attended any consent education programming since starting at the University of Alberta. However, in the same survey, respondents continued to cite Orientation as a primary source of consent education (even years later) which highlights the long-term value of delivering clear and consistent education at the start of a student's time at the University.

The 2016 Review of the University of Alberta's Response to Sexual Assault called for early efforts to educate the full university population on consent and for online education modules to support university-wide awareness. **A decade after those recommendations, students still describe inconsistent access to education on consent and SGBV.**

05

RECOMMENDATION #1

Mandatory Orientation Module

This recommendation calls on the University to set a clear expectation for the community by delivering mandatory, institution-wide consent education to all incoming undergraduate students through an online orientation module.

The Task Force believes this is a proactive, trauma-informed approach that centres on harm reduction so students arrive with a shared understanding of consent (including positions of responsibility, control and coercion, substance use, and intimate partner violence) and support options. Not every student arrives with the same background knowledge, and broad, general training will close known gaps in who chooses to attend optional training. For example, women and gender-diverse students report higher participation in SGBV training than men: a mandatory approach can help reduce the current imbalance in who receives this information.

Whether students come from a background where consent and SGBV are a taboo topic, or if their education may have provided little or no information regarding consent, **all students deserve equal access to consent education.** It is crucial to ensure that everyone is on the same page when they arrive at the University of Alberta.

The Task Force recommends the mandatory online module is hosted on a platform like **Canvas** and that its content be cocreated with student representatives and trauma-informed educators so the module is credible while remaining relatable and accessible. The module should cover:

- Legal and ethical definitions of consent;
- Setting and respecting boundaries;
- Supporting disclosures;
- Bystander intervention; and
- Local resources such as UAPS, UASAC, the SSE, and mental health supports.

06

RECOMMENDATION #1

Mandatory Orientation Module

To support meaningful engagement, the module should have self-check quizzes, anonymous reflection questions and scenarios that reflect diverse experiences, with an **estimated completion time of 45 to 60 minutes**.

To ensure completion, a soft enforcement mechanism that avoids a punitive atmosphere is recommended. **Western University's Mustangs for Consent** can serve as a model, which ties completion to ONEcard activation and makes training completion a practical part of onboarding instead of a disciplinary process. Module completion could be integrated with ONEcard activation through collaboration with the ONEcard Office, the Registrar's Office, and IST, and by automating reminders through Bear Tracks and UAlberta email ahead of term start. As an alternative, early discussions with university staff have suggested the possibility of making this programming mandatory through features already available in Canvas.

Knowing that accountability matters as much as rollout, the University should publish an **annual "Impact of Consent Training" report**, similar to Western's public reporting, with completion rates by cohort, trends in student feedback and suggested improvements. This approach supports continuous refinement and gives students a transparent way to track progress year over year.

The Task Force also recognizes that mandatory programming can create real barriers for some students, especially survivors who may struggle to engage with content that relates directly to their lived experiences. For that reason, we believe there is a need for a well-publicized and well-considered **opt-out pathway**, following Western's practice. The University should design this pathway with care so it protects privacy, avoids retraumatization, and still connects students with support options.

07

RECOMMENDATION #1

Mandatory Orientation Module

The following **timeline** is proposed by the Task Force and the UASU VP (Student Life):

- **Winter 2026** - The University should form a working group with the UASU, the Registrar's Office, Residence Services, the Office of Access, Community & Belonging, Information Services & Technology, and any other relevant office to outline the key steps for development of this module.
- **Spring/Summer 2026** - The University should develop the content of the module, pilot-test initial drafts, gather feedback, and consult equity-denied groups.
- **Fall 2026** - The content should be finalized, accessibility audits should be conducted, and any integration with ONEcard should be tested.
- **Winter 2027** - Mandatory rollout for all new undergraduate students.
 - With Winter experiencing lower new-student enrollment, this would allow the University to gain key insights ahead of a full rollout in Fall 2027.

Over time, the University can expand this work with tailored add-on content for specific student populations when registration data supports targeted assignment (e.g. residence students, varsity athletes, international students and student staff or student leaders) each with distinct contexts that benefit from more specific scenario-based training.

08

RECOMMENDATION #2

EXPANSION OF THE OPTIONS NAVIGATION NETWORK

This recommendation calls on the University to expand the Options Navigation Network so every faculty has an identifiable, trained ONN unit that students can access without having to navigate the system on their own.

The Task Force discussed consistently that students need support that feels credible and easy to access when they experience or witness sexual and gender-based violence. Even when supports exist, students often do not know where to start, who they can safely speak to, what will happen after they disclose, or any other key step along this process. That uncertainty can be the cause of unbearable isolation and, in many cases, no follow-through at all.

The **Options Navigation Network (ONN)** plays a unique role in addressing this gap. ONN is a network of trained units that provide a supportive listening ear and help students explore options, without telling them what path to choose. It serves as a survivor-driven, harm-reduction approach which centres choice and supports students in navigating a system that can feel overwhelming.

Right now, **ONN coverage remains uneven across faculties**. The ONN list includes faculty-based contacts in Engineering, Arts and ALES, with other faculty or campus-based units listed separately. This inconsistency creates barriers for students who prefer to disclose within their academic context or who spend most of their time in faculty spaces and rely on faculty advising offices as their first point of contact.

09

RECOMMENDATION #2

Expansion of the Options Navigation Network

This recommendation calls on the University to expand the Options Navigation Network so every faculty has an identifiable, trained ONN unit that students can access without having to navigate the system on their own.

The Task Force recommends that the University treat ONN expansion as a **direct access commitment**, not an optional add-on. The University already outlines clear expectations for what makes a unit an ONN unit, including:

- Refresher training at least once every three years;
- Enhanced training for onboarding new staff to maintain a minimum of six trained staff or 80% of staff in smaller units; and
- Appointing one representative to sit on the SGBV Advisory Council.

The University should apply these expectations across all faculties in a consistent way, with central coordination so **students receive the same standard of support regardless of what they choose to study.**

To support implementation, the Task Force recommends that each faculty identify a host unit that already works directly with students, such as undergraduate student services or an advising office, and formally designate it as an ONN unit with a clearly advertised email contact. The [ONN website](#) already encourages units to connect with the **Sexual Violence Response Coordinator** to become an ONN unit, which provides a straightforward pathway for onboarding additional faculty units.

10

RECOMMENDATION #2

Expansion of the Options Navigation Network

At minimum, the expansion should prioritize faculties that do not currently appear as ONN units in the faculty list: **Pharmacy, Business, Education, Science, KSR, Law, Medicine and Dentistry, Native Studies and Nursing**. The University should set a clear expectation, provide coordination with the support of the Sexual Violence Response Coordinator, and ensure each faculty has the resourcing needed to meet the ONN training and staffing standard.

Overall, the Task Force recommends the following approach for **implementation**:

- The University should direct each faculty to designate at least one faculty-based ONN unit with a stable email contact listed on the central ONN website;
- Each designated unit should meet ONN training expectations, including refreshers and onboarding training, and maintain sufficient trained staff for continuity during turnover;
- The University should create a consistent communications package that faculties must use, including syllabus language, advising website placement and orientation messaging so students see ONN early and repeatedly;
- The University should update the ONN directory each term and track which faculties meet the standard, with clear escalation when a faculty falls below required trained staffing levels; and
- Each faculty should ensure students can access ONN consultations in a private setting and that staff understand the limits of the role, including that ONN does not investigate, record allegations or make reports on behalf of students.

11

RECOMMENDATION #3

SISTERS IN SPIRIT DAY

“

This recommendation calls on the University to formally recognize October 4 as Sisters in Spirit Day through a coordinated, university-wide approach.

”

The Task Force identified a gap in the University’s recognition of **Missing and Murdered Indigenous Women and Girls and 2SLGBTQI+ people**. The University has established practices for recognizing certain days of significance, but it does not currently hold a consistent, institution-wide day of recognition for MMIWG2S. This means we fail to fully reflect on how gender-based violence disproportionately impacts Indigenous communities. Addressing this shortfall connects directly to the Task Force’s mandate to reduce sexual and gender-based violence and strengthen a culture of safety.

In Canada, May 5th is widely recognized as **Red Dress Day**, also described as a National Day of Awareness and Remembrance for MMIWG2S. However, May 5th falls outside the academic year, which limits the University’s ability to reach students through classes, residence life, student services, and extracurriculars, as it is not when campus is most active. To ensure meaningful participation and visibility, the Task Force recommends that the University instead honour the **National Day of Action** on October 4th, which is also known in Alberta as **Sisters in Spirit Day**, allowing the University to recognize MMIWG2S while students, staff and faculty remain on campus and are able to engage in learning and community-based reflection.

12

RECOMMENDATION #3

Sisters in Spirit Day

The Task Force recommends the University focus on **community-led remembrance**, with particular attention to education and visibility, while avoiding tokenistic programming or placing the burden of education on Indigenous students. The University should plan Sisters in Spirit Day in partnership with **First Peoples' House, Indigenous student leadership and Indigenous community partners**, with clear investment so the day includes meaningful opportunities for participation and learning for Indigenous and non-Indigenous members of the community.

Institutional planning would also require:

- Adding Sisters in Spirit Day to the **University Calendar**;
- Assigning a coordinating office to manage logistics and communications each year; and
- Conducting a short post-event review with Indigenous partners to assess what worked and what needs improvement.

13

RECOMMENDATION #4

NON-DISCIPLINARY ACCOUNTABILITY OPTIONS

“

This recommendation calls on the University to expand and strengthen Non-Disciplinary Accountability Options for sexual and gender-based violence through Student Success and Experience.

”

The Task Force heard a consistent concern during consultations about the limited visibility and availability of **Non-Disciplinary Accountability Options (NDAOs)** for sexual and gender-based violence. Students generally understand the pathways connected to formal complaints, but far fewer students understand NDAOs. This gap matters because many survivors do not want a formal complaint process and some survivors have strong reasons to avoid disciplinary or police pathways, including fear of retaliation, distrust of institutions, past experiences of harm within reporting systems, etc.

The University already acknowledges NDAOs within its **Sexual and Gender-Based Violence Policy**, including as a voluntary option where available. However, in practice, students do not access this option consistently. Based on information provided to the Task Force, Student Success and Experience does not recommend this option often. This is because NDAOs for SGBV require specialized capacity and careful facilitation with survivor-centred safeguards, which the University has not yet built the staffing model and expertise to support.

14

RECOMMENDATION #4

Non-Disciplinary Accountability Options

This recommendation calls on the University to expand and strengthen Non-Disciplinary Accountability Options for sexual and gender-based violence through Student Success and Experience.

NDAOs should be treated as a meaningful pathway that closes critical gaps in practical access to recourse. The University already runs NDAOs in other contexts, including student conduct and **academic integrity processes**, which shows that the institution can operationalize non-disciplinary accountability when it chooses to invest in it. The Task Force recommends **SSE build an SGBV-specific NDAO stream** that reflects the higher stakes of interpersonal harm, protects survivors from pressure and retraumatization, and allows for survivor-driven recourse.

The Task Force also heard that this work must reflect the realities of Indigenous students and other marginalized students, especially where survivors seek restorative approaches but do not feel safe entering existing systems. As such, the University should build professional capacity that includes **culturally-grounded options and trained staff who understand the impacts of colonialism and systemic violence**, in partnership with First Peoples' House and other relevant community leaders. Task Force members identified that improving these services' **diverse resources and approaches for cultural competency would also have powerful benefits for many international students.**

On the part of the UASU, future Executives should invite SSE to provide a **progress report to Students' Council** on NDAO expansion for SGBV, including:

- Implementation steps completed;
- Current capacity;
- Usage trends; and
- Identified barriers that require institutional action.

15

RECOMMENDATION #5

INDIGENOUS STUDENT SUPPORT

“

This recommendation calls on the University to develop the ability to consistently offer culturally competent SGBV support and recourse options to Indigenous students.

”

In connection with the recommendation about NDAOs, the Task Force identified a gap in **Indigenous students' consistent access to culturally competent SGBV support.**

Consultation explored the pathways for Indigenous students seeking **restorative justice options**. Past efforts have involved bringing in assistance from First Peoples' House on an incidental basis, but capacity issues and outcomes have made it clear that culturally-informed SGBV support requires additional work and staff resources. The Task Force's understanding is that ACB and SSE have discussed prospects and challenges, but action is necessary and capacity is still at issue.

This recommendation calls on the University to develop the ability to consistently offer culturally competent SGBV support and recourse options to Indigenous students.

16

RECOMMENDATION #5

Indigenous Student Support

Acting on this recommendation through appropriate training and augmented staff capacity would align with principles that speak to the complexity of this need:

- "Improve availability and access to a continuum of mental health and wellness supports that are diverse and culturally appropriate." (***Student Experience Action Plan*** Action 12.2)
- "We call upon all...health service providers to ensure that health and wellness services for Indigenous Peoples include supports for healing from all forms of unresolved trauma, including intergenerational, multigenerational, and complex trauma." (***Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls***, Call for Justice 7.2)
- "We call upon institutions and health service providers to ensure that all persons involved in the provision of health services to Indigenous Peoples receive ongoing training, education, and awareness in areas including, but not limited to: The history of colonialism in the oppression and genocide of Inuit, Métis, and First Nations Peoples; anti-bias and anti-racism..." (***Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls***, Call for Justice 7.6)
- "We call upon all health service providers to develop and implement awareness and education programs for Indigenous children and youth on the issue of grooming for exploitation and sexual exploitation." (***Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls***, Call for Justice 7.9)

17

RECOMMENDATION #6

ACCESSIBILITY OF INFORMATION

This recommendation calls on the University to improve the accessibility, clarity and visibility of SGBV information through bilingual resources, a plain-language flowchart, and consistent semester-based programming.

The Task Force often discussed how students struggle to find **clear, reliable and timely information about sexual and gender-based violence supports**. In a crisis, students often do not have the time or capacity to compare multiple webpages, interpret policy language, guess what will happen after they reach out, or weigh different procedural options available to them.

This issue also has an accessibility dimension. The University serves Francophone students, specifically through Campus Saint-Jean (CSJ), and the University has acknowledged the need for **French-language service access across campuses**, specifically in relation to SGBV supports. If key SGBV information exists only in English, there is an avoidable barrier at the moment when students may need the most clarity.

The Task Force also heard that many students misunderstand the **difference between a disclosure and a complaint** and how students may fear that contacting the Sexual Assault Centre would automatically trigger police involvement and/or a formal process. University materials distinguish disclosures from complaints, and note that disclosures can lead to supports without disciplinary investigation, but this apparent confusion persists among students.

18

RECOMMENDATION #6

Accessibility of Information

The Task Force recommends a **three-pronged approach** for implementation:

- **Bilingual resources (English and French):** The University should translate core SGBV content to ensure accessibility for CSJ students. Priorities would include the first five results for relevant search strings, all of them crucial 'first-landing' resources for staff and students. To ensure clarity, accuracy, and consistency, these should be professionally translated.
 - **Sexual Violence Policy, Scenarios + Disclosures**
 - Disclosing and Reporting Sexual Violence
 - **Sexual and Gender-Based Violence Disclosures Procedure**
 - Responding to Sexual and Gender-Based Violence in Residence
 - Supports available during a Crisis
- **A clear, survivor-centred flowchart:** The University should publish a one-page visual flowchart that helps students answer What do I want right now?
 - The flow chart should show options and escalation pathways in a simple format, including emergency support, confidential support, disclosures, complaints and non-disciplinary options. The flow chart should also clarify the difference between disclosures and complaints.
 - The flowchart should serve as a primary landing page for students, similar to the Supports available during a crisis page. Integration with these pages is also key.

19

RECOMMENDATION #6

Accessibility of Information

- **Semester-based SGBV programming:** The Task Force recommends the continuing of SGBV programming every semester, centered around Fall and Winter Awareness Weeks.
 - The Task Force acknowledges the great work done by the Sexual Assault Centre already in running multi-day awareness programming and consent-focused programming.
 - The Task Force strongly encourages that the UASU continue partnership with the Sexual Assault Centre and the University to co-deliver and co-promote student-facing education efforts that meets students where they are, including through bilingual promotion, targeted outreach, and the two awareness weeks.

20

RECOMMENDATION #7

RESIDENCE

This recommendation calls on Residence Services to provide Students' Council with a presentation on its current SGBV response practices, and to develop a multi-year strategy for addressing SGBV in residence, supported by annual statistics reporting.

The Task Force had several discussions about **SGBV in residence**. Members and presenters raised concerns about how students experience safety, reporting, support, and follow-through in a living environment. Students in residence share spaces, routines, social networks and more. Many are living on University of Alberta campuses during a period when they are quickly building community – often with limited prior supports. The Task Force heard that **international students are a priority area of concern**, as many can be especially isolated, reluctant to engage with formal reporting processes, and otherwise vulnerable.

Students and student leaders do not always understand how Residence Services handles SGBV concerns, what options exist for a student in crisis, what training staff receive, and how Residence Services tracks outcomes and trends over time. Since residence can often become a student's closest point of contact with the University, **unclear processes can be a barrier** to seeking support or can lead to mismatched expectations about what happens after a disclosure.

The Task Force also heard about a need for **clearer jurisdiction and cooperation structures** between Residence Services, SSE, and other offices, a challenge that can impact students' ability to access supports effectively.

21

RECOMMENDATION #7

Residence

This recommendation provides a clear path forward that centres transparency and accountability while allowing Residence Services to present and explain its current practices and build a concise, central strategy for improvement. The Task Force recommends the following two-part approach for implementation:

- **By Fall 2026**, Residence Services should present to Students' Council on how it handles cases of SGBV in residence. This presentation should include:
 - How students access support in residence and how Residence Services connects students to campus supports;
 - The **options available to students** and how Residence Services explains those options in plain language;
 - How Residence Services approaches **safety planning, interim measures** and follow up while respecting student agency and privacy;
 - **Staff training expectations**, including how Residence Services supports consistent practice across staff turnover and leadership changes; and
 - How Residence Services communicates expectations and resources to residents at move-in and throughout the year.

22

RECOMMENDATION #7

Residence

- **By Winter 2027**, Residence Services should develop and share a **multi-year strategy** that outlines how it will prevent and respond to SGBV in residence and how it will measure progress. This should include:
 - An overarching and principle-centred commitment to recognizing and upholding relational responsibilities toward students, support offices, and other campus partners on the issue of SGBV prevention and response;
 - A **clear set of priorities and deliverables** over multiple years, including prevention, education and response;
 - A **yearly report** of aggregate statistics and trends related to SGBV in residence, with privacy preserved and with clear definitions so students can interpret the data;
 - A description of how Residence Services will review outcomes each year, identify gaps and adjust practice accordingly; and
 - A plan for collaboration with relevant campus partners so residence response aligns with broader University SGBV work.

23

RECOMMENDATION #8

UASU WEBSITE AND POLICY CHANGES

“

This recommendation calls on the UASU to make necessary updates to Campus Sexual Violence webpage and the Political Policy on Sexual Violence.

”

The Task Force identified a number of areas where the UASU can enhance its practices, including providing information in Club Periodically baskets, participation in awareness weeks (see Recommendation #6), and **website updates** to include more updated information and resources for survivors.

While raising these points with the UASU, the Task Force is also making a formal recommendation for the UASU to consider **specific policy amendments**.

This recommendation calls on the UASU to make necessary updates to the Campus Sexual Violence webpage and the Political Policy on Sexual Violence.

Opportunities for updating the policy would include:

- Revisiting the Facts section in light of the public release of University of Alberta-specific provincial data on sexual violence.
- Revisiting the Resolutions section to reflect and centre on the priorities identified by this report. This report's recommendations can serve as a framework toward a clearer, more focused version of the policy.

The policy is currently scheduled for updating in 2028. However, the Task Force recommends implementing these changes by mid-2026 to ensure the UASU's formal policy direction is current and well-informed.

24

RECOMMENDATION #9

RESPONSE TO SEX-FOR-RENT

This recommendation calls on the University to develop a coordinated response to sex-for-accommodation exploitation that pairs clear reporting and resource information with strengthened emergency housing pathways and ongoing awareness work, in partnership with the UASU and the City of Edmonton.

The Task Force acknowledged **sex-for-rent** as a rising form of sexual exploitation that students face while searching for housing. Sex-for-rent, or sex-for-accommodation, occurs when someone offers housing or reduced rent in exchange for sexual activity. It exploits power imbalances and financial precarity, placing students at risk of coercion and ongoing harm.

The Task Force reviewed results from a [Sex for Rent Exploitation Survey](#) and noted that **14% of respondents reported personally knowing someone who had experienced sex-for-rent housing exploitation**, with an additional 17% selecting “prefer not to say.” Meanwhile, ongoing City of Edmonton research on student housing is highlighting sex-for-accommodation as a concern for vulnerable international students.

Task Force members also raised a recurring concern about clarity, with students not always knowing what to do if they encounter a sex-for-accommodation proposition, as well as around the availability of related supports. The Task Force also heard concern about fragility in current supports, including **reliance on limited funding for short-term housing options**.

25

RECOMMENDATION #9

Response to Sex-for-Rent

This recommendation calls on the University to develop a coordinated response to sex-for-accommodation exploitation that pairs clear reporting and resource information with strengthened emergency housing pathways and ongoing awareness work, in partnership with the UASU and the City of Edmonton.

Task Force members also identified the **urgency of improving other campus resources and related supports to reduce the financial burdens** that can make students more vulnerable to sex-for-accommodation exploitation.

26

RECOMMENDATION #10

ACCESSIBILITY OF WORK INTEGRATED LEARNING TOOLKIT

This recommendation calls on the University to make the SGBV in WIL Toolkit easy to access by embedding it directly in course infrastructure, including syllabi and Canvas of relevant courses, as well as 'first-landing' resource pages.

The Task Force discussed the accessibility of the **SGBV in WIL Toolkit** and identified an awareness barrier that students face in practice. During Task Force discussions, members used a basic Google search as a simulation of the student experience and still **could not locate the Toolkit easily**, which reinforced how invisible this information feels for the average student.

Students navigate power imbalances with supervisors and potential off-campus settings where the University's processes may not be obviously applicable. The Toolkit exists to help students, staff and faculty respond when harm occurs during a placement, including clarifying what to do when a student needs removal, when a student causes harm, or when harm happens to a student.

This recommendation calls on the University to make the SGBV in WIL Toolkit easy to access by embedding it directly in course infrastructure, including syllabi and Canvas of relevant courses, as well as 'first-landing' resource pages.

27

RECOMMENDATION #10

Accessibility of Work Integrated Learning Toolkit

The Task Force recommends a **three-part approach** for implementation:

- **Syllabi inclusion for all WIL and placement courses:**
 - Requiring a standard syllabus link to the Toolkit for any course that includes WIL, practicum, co-op, clinical placement, community service learning or study abroad with a University supervisor, through updated language to the University Calendar; and
 - Facilitating the inclusion of this link as the standardized Syllabus Management Tool is broadly adopted.
- **Canvas and course shell integration**
 - Adding the Toolkit as a pinned link or module item in every relevant Canvas course, posted in a consistent location students recognize across faculties; and
 - Exploring providing the resources of the Open Navigation Network more broadly through Canvas as part of regularly listed resources for students.
- **Including the Toolkit in 'first-landing' resource pages**
 - [Sexual Violence Policy, Scenarios + Disclosures](#)
 - [Disclosing and Reporting Sexual Violence](#)
 - [Supports available during a Crisis](#)

28

RECOMMENDATION #11

SEXUAL HEALTH AWARENESS

“

This recommendation calls on the University of Alberta community to build more substantive sexual health awareness efforts, especially around contraception and access to care.

”

The Task Force held wide-ranging discussions on the need for greater sexual health awareness. Students discussed barriers to accessing gynecological care at the University Health Centre, the stigma around women's health, and traumatic consequences of SGBV. These factors can intersect to prevent students from finding the care they need.

Students also requested more information around contraception within their communities. The most recent [University of Alberta NCHA data \(2019\)](#) showed significant gaps in birth control use, and the Task Force heard input that there is now a growing need for knowledge about the importance of contraception, especially around male partners' reluctance to use it. While the [University of Alberta-specific provincial data on sexual violence](#) did not speak to this issue specifically, contraceptive use is closely tied to consent, and the most common form of intimate partner violence that students reported was 'controlled or tried to control me,' experienced by 8% of respondents since becoming students. Sexual health awareness efforts need to engage with contraception in the context of consent, health, and intimate partner responsibility.

This recommendation calls on the University of Alberta community to build more substantive sexual health awareness efforts, especially around contraception and access to care.

FINAL THOUGHTS

This Task Force was established to identify changes that might meaningfully change student experiences around sexual and gender-based violence, both in terms of prevention and in terms of survivors' needs. Several recommendations – such as mandatory consent education, enhanced visibility of resources, the Residence Services strategy, the response to sex-for-accommodation exploitation, and sexual health awareness efforts that engage with intimate partner responsibility – may reduce how often SGBV impacts students' lives.

Many other recommendations, including expanding the Options Navigation Network to all faculties, culturally competent SGBV support, improved non-disciplinary accountability recourse options, and straightforward access to key resources, may powerfully impact survivors' dignity, underscore their agency, and contribute to a culture of accountability.

Since becoming University of Alberta students, around 17% of students have experienced sexual assault, which is higher than other research universities and other Albertan post-secondary institutions. The extent to which the University of Alberta accepts and acts on the Task Force's priorities may define whether our community remains disproportionately, and avoidably, impacted.

30

THANK YOU

The Task Force's work brought together student leaders from across our campus community as well as various partners from across the University. I would like to take a moment to thank all those who brought this work to life and seek to make things better for our students - thank you for your passion, dedication, and bravery.

Task Force Members:

- **L'association des universitaires de la Faculté Saint-Jean**
 - Erica Norton & Ava Deuzeman
- **Augustana Students' Association**
 - Ainsley Kruk, Miron Nekhoroshkov*, & Ona Awogu
- **Indigenous Students' Union**
 - Emma-Leigh Snow
- **International Students' Association**
 - Manyu Rathour, Jessica Preet*, & Armaan Singh*
- **Council of Residence Associations**
 - Nolan Greenwood, Lister Hall Students' Association
 - Meagan Lang, East Campus Students' Association
- **Interfraternity Council**
 - Adrian Lam & Euan Hustler*
- **National Panhellenic Council**
 - Hannah Verbaas & Mielle Colico*
- Asha Jama, Christopher Reynolds*, & Amaan Khan* **Students' Council**
- Diana LeBlanc, **Student-at-Large**

*denotes proxies

Guests

- Kris Fowler, Office of Student Success and Experience
- Dunsy Strohschein, Assistant Dean, Community Wellness Support
- Katie Tamsett, VP Academic, UASU
- Deb Eerkes, Lead, Policy Strategy & Implementation

Last, but certainly not least, thank you to Jonathan Olfert and Pedro Almeida for editorial support.