Supports for Students –
Dean of Students

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Student Homelessness

• The student support project is going well!
• This project had enhanced the Safe House program that has existed for 20 years
• Last year we saw students utilize the emergency housing between 1 and 64 nights, with 23 unique student users
• The budget is shared between the Dean of Students and Residence Services
• We could benefit from more money to support even more students with the housing costs of the program, for food support, etc.
Student Parents

• Student Parent Support Committee is focusing on 4 areas: 1) community building, 2) Facility improvement, 3) Information and resources, and 4) Establishing a Policy

• Awards and Bursary Committee should consider things like student status and the impact on awards and bursaries for students with dependents
Student Mental Health

From the 2019 NCHA:

- 83% of U of A students surveyed describe their health as good, very good, or excellent
- 69.6% of students report feeling very lonely in the last 12 months - Worth pointing out 28.6% reported feeling lonely in the last two weeks. This underscores that we all feel lonely at some points throughout the year!
- 25.9% report being treated by a professional for mental illness (increasing comfort in help seeking behaviour and reduced stigma)
- 13.7% reported seriously considering suicide (compared to 16.4% Canadian PSI average)
- 86% of students reported feeling that their mental health was flourishing with 9% reporting that they felt their mental health was languishing
Students with Disabilities

• 2018/19 served 1631 students registered with Accessibility Resources (AR)
• Numbers increase by about 200 students each year
• Other students on campus who are not registered with (AR)
Students with Disabilities

- Documented permanent disability or chronic medical condition
- Documentation is provided by an appropriate medical or other professional
- Domestic and international students
- More awards overall and for students with mental health, chronic medical conditions
<table>
<thead>
<tr>
<th>Disabilities (2018/19)</th>
<th>Primary</th>
<th>Additional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquired Brain Injury</td>
<td>41</td>
<td>8</td>
</tr>
<tr>
<td>Attention Deficit Hyperactivity Disorder</td>
<td>321</td>
<td>98</td>
</tr>
<tr>
<td>Chronic Medical/Systemic</td>
<td>144</td>
<td>53</td>
</tr>
<tr>
<td>Deaf/Hard of Hearing</td>
<td>30</td>
<td>5</td>
</tr>
<tr>
<td>Learning Disability</td>
<td>238</td>
<td>82</td>
</tr>
<tr>
<td>Blind/Partially Sighted</td>
<td>60</td>
<td>52</td>
</tr>
<tr>
<td>Mobility, Functional</td>
<td>71</td>
<td>26</td>
</tr>
<tr>
<td>Psychiatric</td>
<td>542</td>
<td>515</td>
</tr>
<tr>
<td></td>
<td>(261 in 2015/16)</td>
<td>(337 in 2015/16)</td>
</tr>
<tr>
<td>Other</td>
<td>184</td>
<td>63</td>
</tr>
<tr>
<td>Total</td>
<td>1631</td>
<td>900</td>
</tr>
</tbody>
</table>
provides an environment of empowerment for First Nations, Métis, and Inuit (FNMI) learners to achieve personal and academic growth.
Debunking the Myths of First Nations Students
First Peoples’ House
&
Student Financial Services Partnership

- Breaking down institutional barriers
- Creating funding priorities