

Report to the Community

SPRING 2016



UNIVERSITY OF ALBERTA
OFFICE OF THE DEAN OF STUDENTS

Table of Contents

4	Introduction
5	Office of the Dean of Students <i>(DoS)</i>

four pillars

6-7	Wellness
8-9	Success
10-11	Engagement
12-13	Citizenship

unit bios

14	Aboriginal Student Services Centre <i>(ASSC)</i>
15	Augustana Student and Residence Services
16	Career Centre <i>(CC)</i>
17	Community Social Work Team <i>(CSWT)</i>
18	Counselling and Clinical Services <i>(CCS)</i>
19	Healthy Campus Unit <i>(HCU)</i>
20	Math and Applied Sciences Centre <i>(MASC)</i>
21	Office of the Student Ombuds <i>(OSO)</i>
22	Residence Life
23	Sexual Assault Centre <i>(SAC)</i>
24	Student Accessibility Services <i>(SAS)</i>
25	Student Conduct and Accountability <i>(SCA)</i>
26	Student Success Centre <i>(SSC)</i>
27	Undergraduate Research Initiative <i>(URI)</i>
28	University Health Centre <i>(UHC)</i>
29	University Health Centre Pharmacy <i>(UHCP)</i>
30	Final Words
31	Contact Index

14

29

15

16

28

17

27

wellness

success

6

8

STUDENT
EXPERIENCE

18

26

engagement

citizenship

10

12

19

25



24

20

23

21

22

Introduction

Welcome to the first-ever report to the community from the Office of the Dean of Students at the University of Alberta.

Our deep commitment to supporting students has remained constant and unwavering over the years, and guides us even now. Respect and dignity are essential, and we believe that the strength of our community can and should support each other as individuals. We also believe that diversity is a strength, and it is incumbent upon us as a university to adapt and deliver services that will contribute to meaningful student engagement and academic opportunities for all.

In keeping pace with the dynamic changes happening in our student populace and elsewhere in the academy, we are guided by two core strategies: put students first, and consider the whole student. These strategies are deceptively simple, but when followed can have a profound effect on the design and delivery of programs and services for students.

As highlighted in the following pages, our strategic approach is founded on and imbued with four interconnected “pillars” of the student experience: wellness, success, engagement, and citizenship. Our work finds its roots in, and is founded upon, these four pillars. Qualities of each pillar can be found in the work of all of our units, which you will see in the following pages.

Finally, our approach is inherently collaborative. Just as we need to consider students holistically, so we must structure our support; no single unit can provide everything a student needs, and students require a variety of access points and information channels that work for them. It is essential to work together as one flexible, interconnected network of student services to ensure the dynamic and diverse student body at the U of A continues to flourish and succeed today and tomorrow.

The University of Alberta is located on Treaty 6 territory and Métis homeland.



Office of the Dean of Students

The Office provides leadership and coordination in creating, maintaining, and extending a positive, safe, and enriching experience for all undergraduate and graduates students at the U of A. The ultimate goal is to support and empower students and ensure that there are opportunities for students to pursue academic and personal success. The Office supports the Dean on a broad range of student matters, including as a liaison with student government and student groups; the Office also supports the Dean in matters related to student discipline.

The Office serves as the centre point for a diverse array of student and university services that support the whole student experience, including: health and wellness, mental health, career development, services for First Nations, Métis and Inuit students, undergraduate research, academic supports, accessibility supports, academic integrity, ombuds services, residence life, student groups, and more.

Leading the way for campus well-being

In collaboration with cross-campus stakeholders, the Dean of Students Office and its portfolio is addressing important areas of well-being on our campuses. Projects include the Report on Student Mental Health at the U of A, the recently released Review of the University of Alberta's Response to Sexual Assault, the current Healthy Campus Strategy, and Suicide Prevention Framework.

Supporting those who support students

Recognizing that faculty and staff often need specialized information for supporting students, the Office developed a series of easily accessible resource guides for the campus. This printed and online toolkit addresses concerning issues that students might have. Currently, topics include "supporting students in distress", "where to send students for academic support", and "responding to a disclosure of sexual assault".

Welcoming new and returning students to campus

Each September, the DoS Portfolio and special guests from the U of A community welcome thousands of students personally to the U of A, many of whom are new students. This outdoor event is fast becoming a back-to-school tradition and fun experience for students.



wellness

Wellness is often thought of as secondary, the extra part of our well-being. But when we support students, wellness not only encompasses health but goes beyond it. Wellness requires that we take a holistic view of a person, a perspective that addresses their physical, mental, spiritual, and social dimensions to help people meet their full potential. It's also about fostering a supportive community that makes wellness a priority.

In putting students first and supporting them holistically, wellness becomes an integral aspect of each of our services. Our common aim is to help students develop the ability to adapt to change, rebound from adversity, and to balance the competing pressures and opportunities of student life. To this end we empower students across the Portfolio, helping them to find their own paths to a healthy and fulfilling experience at the U of A.

Wellness is necessary for students to thrive and flourish, to persist and to succeed. Wellness is fundamental.

In October 2015, the U of A's Annual Giving Day raised more than \$60,000 for student mental health programs.



Since 2013, more than 1,400 staff and students have participated in the Community Social Work Team's (CSWT) Community Helpers program.



Empowering the community in supporting students

A variety of campus-wide initiatives empower faculty, staff, and students to better support student mental health. The CWST's Community Helpers and QPR suicide gatekeeper programs educate participants on how to have supportive conversations with students in distress. As well, the Healthy Campus Unit's wellness grants provide one-time start-up funding to help develop unique activities and programming that address student needs and campus wellness.

Creating opportunities for student led conversations

Recent DoS initiatives provided opportunities for students to initiate their own discussions around mental health. In February 2016, more than one hundred students, staff, faculty, and community members, including the U of A chancellor and several senators, participated in the first U of A Movies for Mental Health. Presented in partnership with the Students' Union and Human Resources, the event sparked conversations about mental health and the need for breaking down mental health stigma.

Launching in the fall of 2016 on the North Campus and at Augustana, the Unitea program fosters informal, interpersonal connections by encouraging students to have tea and conversation with trained student volunteers.

Taking time to check in on mental health

In January 2016, students were invited to drop in at Mental Health Check-in locations across campus to talk about mental health. A U of A initiative in support of Bell Let's Talk Day, the DoS-led event featured dozens of campus locations operating pop-up mental health check-ins. A campus-wide steering committee of more than a dozen campus units and groups volunteered to encourage everyone—students, staff, and faculty—to check in on their mental health.

Supporting students online

The U of A website is one of the first places students turn to in their search for supportive resources, and the DoS is continually looking for new ways to present essential information to help students take care of their own well-being. Online resources include a student wellness hub that features informative videos, and mental health resources created by Counselling and Clinical Services (CCS) staff. Another section highlights sexual and gender diversity resources on campus and a "how to help students in distress" section for student supporters.

Counselling and Clinical Services has been working with Mandarin interpreters to translate mental health resources for Chinese students.

success

One of the most important aspects of success is that it is defined by the student. Academic excellence is a goal all students at the University of Alberta share, and remains a baseline for measuring success. However, the experience of each and every student is unique; students bring different backgrounds with different skills and abilities to our university community. While an outstanding education at a research-intensive university is a common objective, the personal goals and particular interests of undergraduate and graduate students are as diverse as the demographic and cultural fabric of our community.

Success is about striving for excellence, and viewing achievements in a healthy and positive way so that students can learn from experiences in order to flourish. Sometimes learning and discovery does not come easily and often requires setting realistic goals that can be measured over a semester, a year, or even over a student's time at the university.

100% of U of A student athletes who participated in Golden Bears Study Hall have maintained their academic standing to continue athletics in 2016–17.



"The Transition Year Program is invaluable and I recommend anyone who can participate to do so."

Jordan Carpenter, former ASSC TYP participant

"Not only did [U of A Job Shadow Week] teach me a few valuable lessons about my career prospects and life after university, it also influenced me personally by giving me the confidence to know that as long as I believe in myself, I am capable of accomplishing anything."

Gabrielle Argent, former Career Centre program participant

Removing barriers to student success

A full-time open studies program for First Nations, Métis and Inuit students (FMNI), the Transition Year Program (TYP) offered through the ASSC specializes in community-based programming that improves access and retention for students to transition into post-secondary studies in nine participating faculties. A popular program, the Fall 2015 term enrolled 65 students from across Canada.

Helping students succeed from the start

The DoS Portfolio offers a variety of programming to help all students feel better equipped for success from the start of their journey. From Residence Life's BaseCamp, and the ASSC's Bridges program, to the Student Success Centre's Academic Bootcamp and Transition to University (T2U), students are assisted with the development of essential academic and self-reliance skills before the first day of class.

Helping students prepare for life after university

Through the Career Centre, students receive a variety of supports for transitioning into life after graduation. In addition to the in-house career skills development programs, the Centre works with on- and off-campus groups to offer opportunities for students to develop more specific workplace skills. Throughout the DoS Portfolio, student interns are valuable members of the DoS teams, developing the experience they need to succeed in the workforce.

Supporting student success throughout the year

In addition to regular services, DoS units have created special programs to address a variety of student issues and concerns in a proactive way. The Student Success Centre and Counselling and Clinical Services offer group workshops for all facets of academic success—from handling test anxiety to improving communication and presentation skills, and the ASSC has recently added a Writing Mentors Program for their FNMI students.



citizenship

As a public university, citizenship endures as an important part of the fabric of the U of A. It reflects the U of A's ongoing mandate to help prepare students for life outside of the university. This sense of purpose is a fundamental component of the campus community and serves as a backdrop that often becomes a more active aspect of student life.

Fostering and developing citizenship requires respect for diversity and recognition of equity. Students need to develop self-advocacy skills, but must also recognize that their actions and decisions affect others and the community. Citizenship has a collective purpose; it's about commitment and active involvement, where everyone shares responsibility for their community. Healthy citizenship requires accountability of its members, upholding the values, expectations, and needs of the community and each other.

Since 2012, 271 students have been awarded the URI Stipend.



The Career Centre's Green and Gold Leadership and Development Grant provided more than \$210,000 to 534 students for professional development.



Providing opportunities for growth

Recognizing the university's role in developing global citizens, the DoS Portfolio offers opportunities for students to incorporate citizenship into their daily lives, helping them prepare for life after university. Opportunities include: Undergraduate Research Initiatives programs, the Career Centre's green and gold leadership grants and Community Service Learning partnerships, Residence Life's BaseCamp Day of Service and Alternate Reading Week, and the Healthy Campus Units' student volunteer program.

Promoting community values and empowering students

Since September 2011, the Office of the Dean of Students, Student Conduct and Accountability, and Residence Life implemented a Residence Community Standards policy that introduced a restorative justice program as the primary means of managing residence behaviour, which addresses common community issues like excessive noise, cleaning concerns, property damage, or disruptive behaviour. Although the policy precludes safety issues that need immediate attention, this model allows students to engage in community building and conflict resolution through the restorative process.

Educating students on responsible leadership

In partnership with the Students' Union Student Group Services, the DoS office provides training to student group executives to ensure they follow community guidelines and adhere to student group policies. In addition to leadership and treasurer training, event planner training covers event planning basics, risk management and mitigation strategies, and provides an overview of campus policies and procedures, especially around alcohol events.



In 2015–16, 966 students visited the Undergraduate Research Initiative office for inquiries and advising— a 23% increase year-over-year.

Connecting to culture and linking to the past

A new program from Aboriginal Student Services Centre, the Traditional Knowledge Keepers allows First Nations, Métis and Inuit (FMNI) students an opportunity to meet with Elders and community members who share traditional knowledge and values, helping FNMI students make connections between their culture and their day-to-day lives.



engagement

While an exact definition can be elusive, everyone knows engagement when they see it. In the lecture theatre or the laboratory, in a student group or a student residence, or just in common spaces on campus, engagement can happen anywhere. Broadly defined, engagement means being an active part of the University community, contributing as well as benefiting from that participation. It means a student is taking an active role in their academic program and is connecting socially and emotionally with individuals and communities both on- and off-campus.

When helping students, engagement is often about providing opportunities—to try new things and make connections, to learn and discover, and build relationships for themselves. It's also about providing opportunities for students and community members to become involved in community change, as well as opportunities for mentorship from faculty, alumni, and even fellow students.



In 2015, the ASSC celebrated its 40th year of supporting First Nations, Métis and Inuit students.



More than 475 registered student groups held 1,600 approved events, and 860 students completed event organizer training.

Connecting students to campus community

More than 5,000 students live in campus residences, and the DoS Portfolio works to ensure the safety and well-being of students and their families. Throughout the residences, a variety of programming and services have been developed to reinforce the students' connection to their community and to each other. Residence Life delivers programming tailored to each community, the Community Social Work Team offers on-site support, and Aboriginal Student Services Centre (ASSC) offers additional support to residences dedicated to Aboriginal students.



Connecting to community through the U of A Annual Round Dance

Each January, the ASSC hosts the U of A Annual Round Dance on North Campus. This celebratory event promotes intercultural understanding and fosters community through an inclusive tradition, rooted in healing and fellowship. The celebration features a pipe ceremony followed by a feast and dance. More than 1,500 people attended the 2016 event, which also marked the final memorial Round Dance for Elder Marge Friedel, who passed away in 2011.

Opportunities for experiential learning and professional development

Across the DoS Portfolio, there are a variety of internship and professional development opportunities for students. These include: the Career Centre's career peer educators, the annual Flu Clinic's use of nursing and pharmacy students, the Healthy Campus Unit's wellness ambassadors, Counselling and Clinical Services graduate student interns, the Ombuds' student interns, and the Career Centre's Arts Work Experience participants.

Supporting more than 400 student groups

The U of A supports the activities and regulates the conduct of registered student groups. A collaborative service provided by the Office of the Dean of Students, the Students' Union, and the Graduate Students' Association, Student Group Services oversees the registration of all student groups. Through the DoS office, a student event risk management coordinator oversees the approval of all student group events, identifies areas of concern, and provides annual training for key student group leaders.



Aboriginal Student Services Centre

From the beginning of their U of A journey, First Nations, Métis, and Inuit (FNMI) students have a safe and welcoming place on campus at the Aboriginal Student Services Centre (ASSC). The ASSC works to provide the support each FNMI student may need to truly feel comfortable and connected in the community. This support takes many forms. From academic advising to social spaces and programming, housing arrangements to Elder services, students have a space, program, and service for them.

If students encounter challenges in their day-to-day lives, the ASSC provides a community of support that is representative of the Portfolio vision. Through its services and programs, the ASSC helps students to find personal and academic success, and to further the mission to make campus more inclusive and welcoming for all.

Celebrating Accomplishments

When recognizing the accomplishments of First Nations, Métis, and Inuit students, including culture is very important, not only for students but for their families and communities. This tradition also helps to inspire the next generation of students. During convocation ceremonies, graduating FNMI students are honoured by a community Elder, who presents each student with an eagle feather, Métis sash, or an inukshuk.

Each June, the ASSC hosts a spring gala to celebrate the accomplishments of FNMI graduates from every faculty and degree program. This is also an opportunity for their Band leadership, Elders, family members, community, University Senate, faculty members and representatives of the City of Edmonton to meet, interact, and celebrate the students' accomplishments.



Welcoming students to campus—TAWOW & Bridges

Each fall, the ASSC hosts a special welcome event—TAWOW—for all new and returning First Nation, Métis and Inuit students. In 2015, thanks to the generosity of an anonymous donor, 250 backpacks filled with useful items, contributed by many U of A faculties and groups, were presented to students in attendance. Prior to TAWOW, first-year students participate in Bridges, an annual orientation program sponsored by Shell that helps Indigenous students learn about the U of A's academic environment, as well as providing advice on adjusting to campus life.

"ASSC means the world to me. The staff and students who use ASSC made my University experience so rich. I always felt like I had a sense of community at the University and that I was always welcome in the Centre."

Ashley Deschambault, U of A alumna



"The ASSC honours the Indigenous worldview of education as a continuous ceremony of learning by respecting and supporting the voices and spirit of our community at the University of Alberta." –from the ASSC vision statement

For more information, visit www.aboriginalservices.ualberta.ca

Augustana Student & Residence Services

The sense of community at Augustana is a cornerstone of campus identity, and key to what Augustana offers students — a small, liberal arts college experience at the U of A. Rooted in this sense of community, the unit strives to support undergraduate students with campus-specific services while also facilitating access to central programs. In addition to the campus-based student services, the unit works with a variety of North Campus-based services and programs, including: Aboriginal Student Services, Community Social Work Team, Student Accessibility Services, Office of the Student Ombuds, International Student Services, and the Career Centre.

Due to Augustana's size and location in Camrose, student services, including residence life, tend to be more integrated than at North Campus. While it is not exclusively residential, a significant percentage of its students live in residence on campus. The emphasis on community in the residence encourages every staff member to be part of the 'front line' in dealing with students and student issues. Student services staff are part of the fabric of the campus, and each team member has a special relationship with students, student groups, and faculty.



Helping build community for first-year students

Augustana has a one year residence requirement for first year students. While there are exceptions (primarily for Camrose residents), more than 50% of Augustana students have the shared experience of living in residence.

Providing a community space for Indigenous students

In March 2016, Augustana opened Wahkohtowin Lodge, the new Indigenous student space at Augustana Campus. Located in the Forum Building at the centre of campus, the lodge provides a space where Indigenous students can connect to their community and non-Indigenous students can learn more about Indigenous cultures. The bright and airy space is open to all students to meet, study, and relax.



For more information, visit
www.augustana.ualberta.ca

Career Centre

As the University's central career services unit, the Career Centre's mission is to empower students to develop the skills, knowledge, experiences, and connections they seek to confidently manage their careers. Through its programs, the Career Centre fosters the development of knowledge, skills, and attitudes for students to pursue self-directed, lifelong career engagement. It facilitates connections among students, alumni, employers, and internal and external community members, as well as raises awareness among employers and the broader community of the talents of U of A students and alumni.

Programs and services are provided in a variety of locations around North Campus as well as Campus Saint-Jean and Augustana, and include career advising, career forums, career mentorship programs, online job postings, Careers Day (multi-discipline career fair), discipline-specific career fairs and mixers, employer information sessions, and student funding programs to provide opportunities for students to explore careers and develop skills.

Helping students get an early start on career skills development

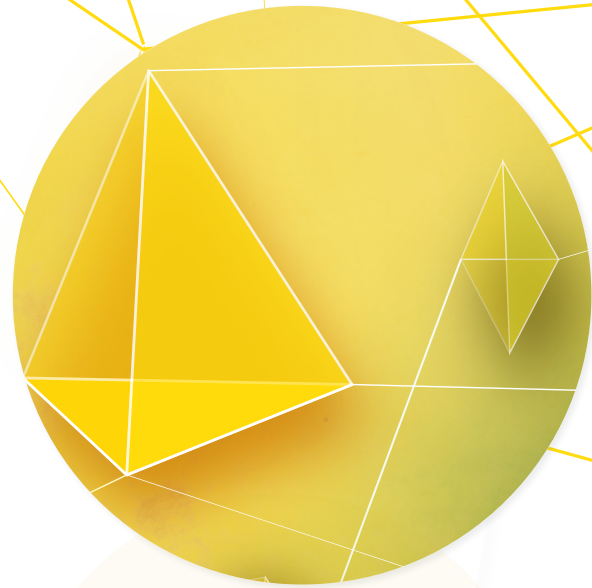
Promoting the belief that career education can never begin too early, the Career Centre has connected with more than 2,100 individuals through the Edmonton Public School Board and the Alberta Teachers' Association. Through a variety of interactions, the Career Centre is helping build capacity by integrating relevant and meaningful career education into the K-12 programming, including offering the popular Summer Career Camp for grades 10-12.

Transition to Career (T2C)

A comprehensive career readiness program, T2C gives students and alumni access to a team of career experts (both in person and online) to help them become more competitive in the job market, confidently move towards the next steps of their careers, make meaningful professional connections, and expand their job search strategies.

Connecting students and employers

Last year, 13,700 students interacted with 500 organizations at career events. The annual Job Shadow Week connected 262 students to 211 job shadow hosts for a workplace visit during the fall and winter Reading Weeks. Also, in 2015-2016, the Career Centre hosted 51 employer information sessions attended by more than 2,800 students.



"Participating in Job Shadow Week reassures me that I'm on the right path. I'm finding out what I like, what I don't like, and what to look for in a future employer."

Lindsay Jessup,
former program participant



Community Social Work Team

The Community Social Work Team (CSWT) provides support to students of all ages, groups, backgrounds, and income levels in becoming connected to each other, the campus community, and resources both on and off campus. The CSWT facilitates presentations, training sessions, and community events to bring students together, build community, decrease loneliness, and build capacity to assist students during their time on campus and afterwards.

The CSWT draws on community practice principles to improve campus well-being through fostering connections and resiliency among campus community members, and creating healthy communities. To meet campus needs, the CSWT aims to identify existing assets and then respond to community issues using these strengths as a starting point.

Unitea—empowering students to have meaningful campus conversations

An award-winning student initiative whose creators have since graduated, Unitea will launch in September 2016 by the Community Social Work Team. Taking place on both the North Campus and at Augustana, this student volunteer-based program seeks to break down barriers and foster informal connections by encouraging students to have a conversation over tea.

Building capacity in the University community

Community Social Work Team skills training programs continue to be in high demand. During the past three years, 552 campus community members have taken the two-day Community Helpers certificate program, and another 880 community members participated in half-day Helping Skills sessions. Since 2014, more than 1,150 faculty, students, and staff have taken the half-day QPR (Question, Persuade, Refer) suicide gatekeeper training.



For more information, visit
www.community.ualberta.ca

Counselling and Clinical Services

Counselling & Clinical Services (CCS) uses an integrated interdisciplinary mental health team to provide a breadth of services to support and improve the mental health and well-being of students. This team consists of psychologists, psychiatrists, nurses, and psychology and psychiatric interns/residents, who provide individual and group psychotherapy, psycho-educational workshops, and medical diagnosis and treatment for a full spectrum of mental health disorders. It also augments the health care provided by other professionals on campus such as physicians and social workers. CCS supports university faculty and staff regarding students who exhibit mental health concerns, including individual consultations and faculty presentations to advisors.

Supporting mental health access within the faculties

CCS has created satellite faculty sites where in-house psychologists are able to better support faculty and students. This alternative access model has proven extremely effective with satellite clinicians placed within the three largest faculties, Arts, Science, and Engineering, as well as the appointment of a graduate student clinician.

Integrating student interns

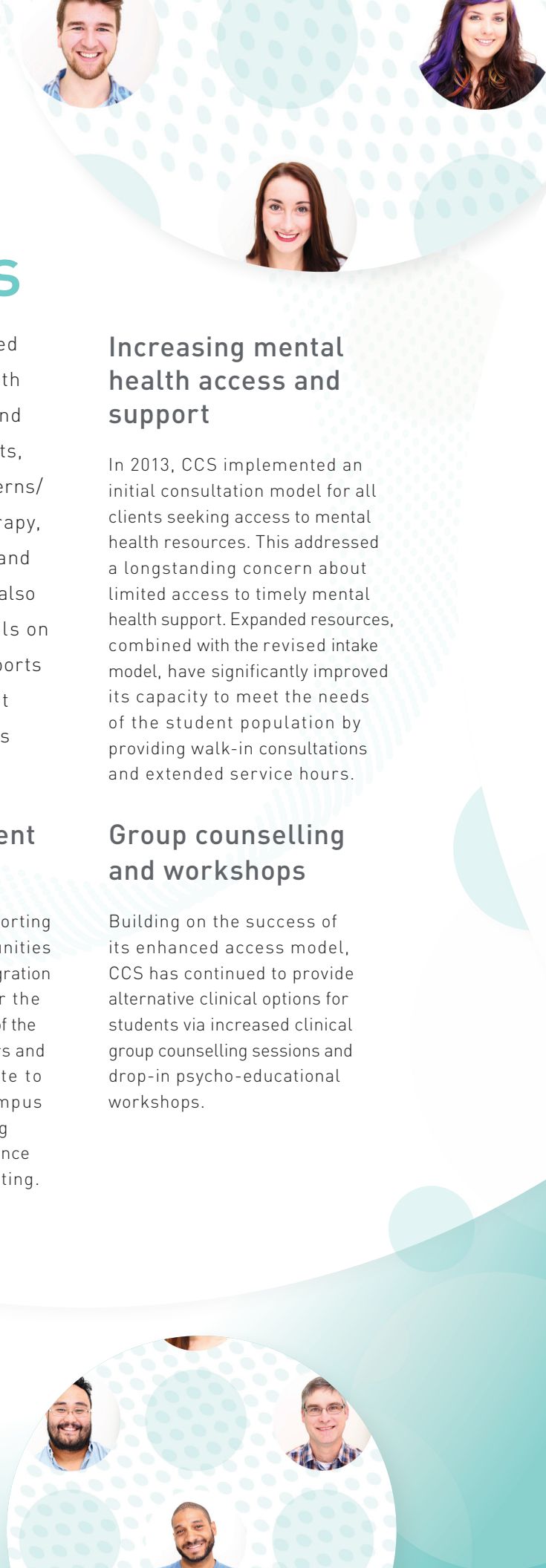
CCS is committed to supporting student learning opportunities and benefits from the integration of student interns. Under the supervision and guidance of the CCS psychologists, Masters and PhD students contribute to the treatment of the campus population while gaining valuable, practical experience in a multidisciplinary setting.

Increasing mental health access and support

In 2013, CCS implemented an initial consultation model for all clients seeking access to mental health resources. This addressed a longstanding concern about limited access to timely mental health support. Expanded resources, combined with the revised intake model, have significantly improved its capacity to meet the needs of the student population by providing walk-in consultations and extended service hours.

Group counselling and workshops

Building on the success of its enhanced access model, CCS has continued to provide alternative clinical options for students via increased clinical group counselling sessions and drop-in psycho-educational workshops.



Healthy Campus Unit

The Healthy Campus Unit strives to support campus health by working with campus community members to create healthier environments for students and staff to work, play, and study. The unit uses health promotion strategies and best practices to engage and empower the U of A community. This community action model is supported by a team of staff, student interns, practicum students, and student volunteers who work to support the well-being of the campus community. The HCU also conducts campus health assessments to understand factors influencing student well-being.



Wellness Grants

Since 2011, the HCU has provided wellness grants to the campus community to encourage students, staff, and faculty to collaborate and take an active role in the health and well-being of our community. Projects supported range from promoting healthy eating and physical activity to enhancing green spaces and improving social connections.

Unwind Your Mind

Led by student staff and volunteers, Unwind Your Mind was designed to foster student connectedness and bring resources to where students are studying, creating a supportive and caring environment for students and providing opportunities for them to engage in self-care and cope with stress.

Wellness Champions

To celebrate the efforts of students, staff, faculty, and groups whose activities and initiatives are contributing to a culture of wellness at the U of A, the Healthy Campus Unit created the Wellness Champion awards to recognize those who are positively influencing well-being at the U of A.

"It made my day. I was missing my dogs and this made me feel amazing!"

Student feedback on Furry Friends—a pet-assisted therapy event during Unwind Your Mind

For more information, visit www.uab.ca/HealthyCampus



Math and Applied Sciences Centre

Located in the Central Academic Building, the Math and Applied Sciences Centre (MASC) team offers seminars and exam reviews for a variety of undergraduate math and applied science courses, including statistics, physics, chemistry, biology, computers, and a variety of engineering courses. At the beginning of each term, the team oversees mathematics preparation for engineers and provides a review of algebra courses for students.

Helping “math-phobic” students

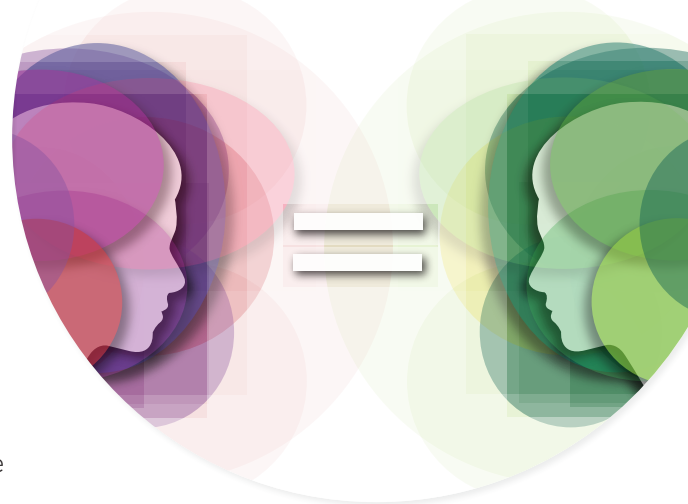
In addition to science and engineering students, the MASC team supports Arts students with their math or statistics electives. Often these students will postpone their science elective courses until their final year, impacting their program requirements. The MASC team coaches the reluctant students, helping them to develop the skills needed to complete their courses successfully.

Over the past 15 years, thousands of students from a variety of disciplines have received help in areas such as effective studying for exams, and topic-by-topic reviews of essential areas in math and applied sciences.

Office of the Student Ombuds

The Office of the Student Ombuds' (OSO) role is to ensure due process and systemic fairness at the U of A. Composed of three university staff members and three student intern ombudspersons, the team follows the standards of practice of the Association of Canadian College and University Ombudspersons. These standards guide its daily practices of confidentiality, independence, impartiality, and accessibility. Clients served include current and prospective undergraduate and graduate students, postdoctoral fellows, and medical residents on all campuses. Ombudspersons accompany students to investigative meetings on both academic and non-academic matters as well as formal appeal hearings to ensure students receive due process. They provide an impartial perspective while watching for systemic fairness.

The OSO strives to help students, faculty, and staff understand and promote systemic fairness, and to develop conflict resolution strategies as well as communication, mediation, and restorative justice skills. It helps students explore options, empowers them to make better informed choices, makes referrals to the appropriate on-campus and off-campus resources, and offers collaborative work with other student services.



Supporting students and promoting fairness

The OSO advises more than 1,200 students per year on issues ranging from grade appeals and disciplinary matters to interpersonal conflicts involving students, faculty, and administrative staff. These include all forms of discrimination, bullying, and harassment.

The 32nd Annual Student Advisors' Conference

Early in 2016, the OSO hosted the 32nd Annual Student Advisors' Conference. A long-standing tradition at the U of A, the Conference brings together student advisors from across campus and province-wide. The day-long event features presentations on issues facing today's students, facilitates peer networking, and promotes the development of new skills.



For more information, visit
www.ombudservice.ualberta.ca

Residence Life

Residence Life provides value-added programming and support to the more than 5,000 students living on campus. Recognizing that campus living spaces house a broad spectrum of students, with a large number of first-year students, a range of other undergraduates and professional students, and a growing number of graduate students, Residence Life tailors its programming efforts to each residence community, focusing on student success and well-being. More than half of campus residents are international students.

Lister Residence programming follows a curriculum structure, in which holistic development, academic success, and well-being are targeted through a variety of programs and interventions. Residence Life is also a vital component of a campus-wide integrated approach to student support and well-being. With the network of residence assistants in every community, the team is able to detect issues and connect students with the appropriate supports.

Residence Life works alongside Residence Operations to serve more than a dozen residence communities.



BaseCamp—a solid footing for starting life on campus

Developed in 2012, BaseCamp is a week-long orientation program for 1,200 first year students moving into Lister Centre and Résidence Saint-Jean each year. The program provides the foundation first-year students need for success individually, socially, and academically at university.

Expanding academic support in the residences

Residence Life has partnered with the faculties of Science, Arts, Engineering, and Law to offer special opt-in cohort living/learning communities. The key outcomes include an easier transition for first years, peer studying, assistance with degree and career planning, and a stronger sense of identity with the faculty.



“Through this incredible program, I was able to become engaged within the residence community thus developing in my personal and professional growth.”

Jacob Patterson, former BaseCamp participant

Sexual Assault Centre

One of the first of its kind in Canada, the U of A Sexual Assault Centre (SAC) provides crisis support, counselling, accompaniment, and advocacy for individuals affected by sexual violence. The SAC leads prevention education and awareness initiatives, and offers professional disclosure training for U of A staff. Student engagement and experiential learning opportunities are provided through an extensive volunteer program.

The SAC provides a safe place on campus where unconditional support, confidentiality, respect, and advocacy are available to people of all genders, sexualities, and backgrounds, and the SAC strives to respect each person's individual recovery process.

In addition to its main programs, the SAC is also the primary intake point for the Safe House program, which provides temporary emergency accommodation for students experiencing a personal safety risk, intolerable living conditions, or financial destitution.

Building awareness and compassion through educational workshops

Offering workshops for U of A staff, faculty, and students, the SAC tailors their programs to suit the unique needs of each audience. Under staff supervision and training, student volunteers co-facilitate sexual assault awareness and prevention workshops to classes and student groups, while SAC staff facilitate various sexual assault response training sessions for staff and faculty.

New resources for responding to a sexual assault

Recognizing that university personnel are often whom students confide in, the Office of the Dean of Students and Sexual Assault Centre created a comprehensive resource for supporting students who may disclose a sexual assault experience. The tool provides advice and guidance to help ensure that people receive a compassionate and supportive response to their disclosure.



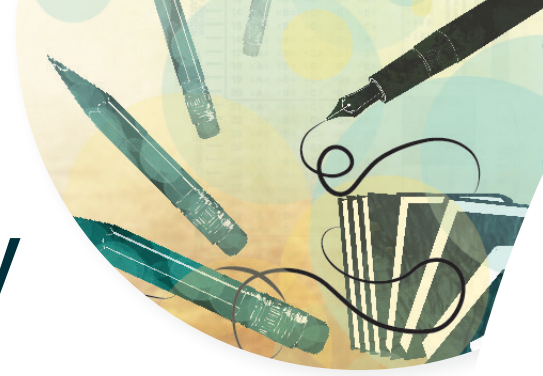
"I decided to volunteer at the Centre to help others but I never imagined gaining so much in return. The staff and other volunteers were incredible. I met so many inspiring, like-minded people and made lasting friendships."

former SAC volunteer

"Being a part of the Centre enabled me to grow as an individual. I truly feel that volunteering here has made me a kinder and more understanding human; something I will carry with me for the rest of my life."

former SAC volunteer

Student Accessibility Services



Student Accessibility Services (SAS) promotes an accessible, inclusive, and universally designed environment at the U of A. Serving prospective and current students with disabilities affecting mobility, vision, hearing, learning, and physical or mental health, SAS connects students to resources and supports needed to achieve their full potential and mitigate barriers in the environment.

Guided by the mandate of “attracting and retaining qualified students with disabilities,” SAS promotes and coordinates the efforts of university departments and off-campus agencies in removing barriers, meeting students’ needs, and providing services that help to build equitable educational opportunities. Services provided by the team include accessibility advising; adaptive technology assessment and training; alternate format production; communication supports (ASL, SEE, CART); exam accommodation; field placement advising and support; and the Program for Student Learning Diversity (PSLD), a strengths-based cognitive strategies approach to academic and learning strategies.

“Student Accessibility Services taught me and many others how to use our strengths, and that anything was possible with the right kind of accommodations. They also taught me about universal design and accessibility principles, which would be well-utilized skills in my future career.”

Majorie Henderson
former SAS client

A new name to reflect a student-first approach

In 2015, Specialized Supports and Disability Services became Student Accessibility Services. This student-first name was chosen to help create a more welcoming, inclusive experience for students and to highlight the importance of accessibility.

Celebrating International Persons with Disabilities Day (IDPD) at the U of A

In December 2016, SAS and U of A partners celebrated IDPD, an annual United Nations sanctioned day created to increase public awareness, understanding, and acceptance of people with disabilities, and to celebrate achievements and contributions of people with disabilities. More than 800 U of A students, employees, and members of the community participated in the event.



Student Conduct and Accountability

The primary function of the Student Conduct and Accountability (SCA) team is to address issues under the Code of Student Behaviour (CoSB), but the team focuses on prevention as well. Building awareness is key as the team strives to ensure that students understand the expectations placed upon them by the Code and are able to participate freely and fully in the university community. Wherever possible in discipline cases, sanctions are designed to be rehabilitative, educational, or restorative, so that the student can fully integrate back into the university community.

The team engages in a number of prevention activities for students, staff, and faculty, most notably, through its academic integrity program. Their prevention work extends to high-risk alcohol consumption, hazing, and sexual misconduct. SCA also functions as a campus resource, supporting other units throughout the university in developing policy and addressing issues of concern. In 2012, the team was recognized with a President's Achievement Award in the "transformative organization and support" category.

Hazing resources to support and educate a campus community

Following the development of a definition of hazing for the Code of Student Behaviour, the team created a web-based educational resource to help students in dealing with hazing. In particular, an appreciative inquiry process was designed to help student groups, fraternities, and teams address hazing in a way that guides discussion and introspection, with a goal of replacing destructive traditions with new community-building activities.

Supporting campus collaborations

In addition to daily casework, many of the SCA projects involve their ability to coordinate collaborations across units, addressing student issues that are a collective responsibility. Collaborative projects include the restorative justice program in U of A residences, the Coalition for Action on High Risk Drinking (CAHRD), and the Academic Integrity Council.

Starting the academic integrity conversation with humour

Created in conjunction with the Teaching and Learning Enhancement Fund (TLEF), a series of humorous videos were created to promote academic integrity and provide a starting point for professors to discuss the issues of cheating and plagiarism with students.



Student Success Centre

Providing professional support to help students strengthen academic skills and achieve their academic goals, the Student Success Centre assists students individually as well as through group workshops. The team serves pre-university, undergraduate, graduate, and post-doctoral students, international students, parents, as well as university instructors and advisors to maximize students' success at all levels of achievement and study.

The Centre provides programs for writing, learning, and communication skills development. It also oversees the Fresh Start Program, which makes it possible for students in participating faculties to remain a U of A student, while attempting to re-establish satisfactory academic standing in order to be eligible for admission or re-admission to the U of A.



"I encourage all students, regardless of their current academic standing, to check out the Centre and take their academics to the next level."

Edward Ilnicki, student athlete and Peter Lougheed Leadership College scholar

"As an international graduate student, I had no idea about how to write an academic thesis. The thesis writing strategies workshop really helped me make sense of the whole process and enabled me to write more confidently."

SSC participant survey feedback

Supporting Medical Students

Working collaboratively with Faculty of Medicine and Dentistry staff, the Centre helps individual students and residents to prepare for Royal College of Physicians and Surgeons exams, as well as to make the most of their bedside and clinical experiences.

Combining athletics and academic success

The Centre partners with U of A athletics for the Bears Football Boot Camp and Study Hall, designed to help increase the number of Academic All-Stars. The SSC was recognized by Bears football for their dedication to U of A student-athletes and for supporting academic excellence within inter-university sport.



Undergraduate Research Initiative

The work of the Undergraduate Research Initiative (URI) emphasizes interdisciplinarity, discovery learning, knowledge translation, and the integration of teaching and research. The URI aims to minimize barriers to undergraduate research by helping students and faculty overcome constraints of time, money, confidence, or access to meaningful opportunities.

The URI offers a variety of resources and services to assist students in any discipline and at any stage of the research process, including the Undergraduate Research Portal, Peer Undergraduate Research Liaisons (PURL) volunteer program, how-to seminars, URI funding, and the Festival of Undergraduate Research & Creative Activities (FURCA).

Festival of Undergraduate Research & Creative Activities (FURCA)


The annual Festival of Undergraduate Research & Creative Activities celebrates the achievements of undergraduate researchers, fostering cross-disciplinary awareness of undergraduate research, and promoting broader student participation in research and creative activities. In 2016, FURCA featured more than 100 students from 12 faculties presenting their research through posters, oral presentations, and performances.

Financial support for undergraduate research

The Undergraduate Researcher Stipend enables students to carry out mentored research projects and activities, enriching their academic experience through hands-on discovery and skills development. The funding program provides \$5,000 for an undergraduate student to undertake a 4–12 month research project. The URI also offers an undergraduate research support fund, which reimburses up to \$500 in eligible research-related expenses for an undergraduate project.

Supporting new research initiatives

In January 2016, the URI assumed responsibility for the administration of the U of A's Alberta Innovates Health Solutions (AIHS) summer studentship program which provides funding to support students engaging in health sciences research during the summer months (May–August). The intent of the program is to encourage students to consider careers in medical and health research.



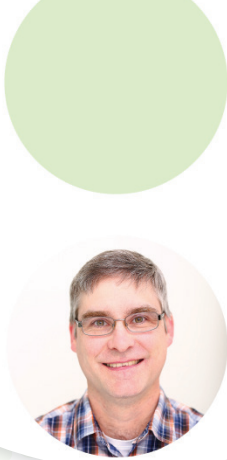
"This funded opportunity has been life altering. I feel like I now have endless possibilities. This experience has made me feel validated as a student, researcher, and contributor to making my society a better place."

Elaine Laberge, former URI stipend recipient, current U of A grad student

University Health Centre

The University Health Centre (UHC) provides a wide range of medical services for U of A students, faculty, and staff, including a full family practice, gynecology and obstetric care, podiatry consultations, immunizations, dietary advice, full travel consultations, minor surgical procedures, and minor emergent services. Visiting specialists, including a podiatric surgeon and an obstetrician and gynecologist, complement the centre's general practice physicians. Registered nurses and a dietician also provide clinical services.

The UHC acts as a medical resource to the university administration and Public Health Response Team during campus and community medical emergencies. It also regularly collaborates with Alberta Health Services on health-related projects that benefit the health and wellness of the university community. The majority of clinic services are provided with same-day, walk-in access, or in the case of specialty services, substantially reduced wait times.

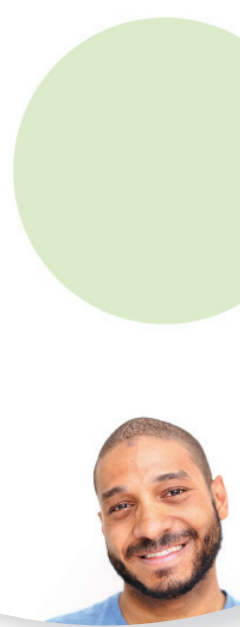


Collaborative electronic immunization data collection project

In August 2014, the UHC developed an electronic data collection system streamlining immunization data collection, management, and provincial reporting. Dubbed PHIX (Public Health Information Exchange), the system was successfully piloted during the 2014 North Campus influenza campaign, the largest influenza campaign of its kind in Alberta. During the four-day event, more than 3000 influenza vaccinations were provided to students and staff. For the 2015 campaign, PHIX provided staff and students the opportunity to pre-register for the flu clinic through their smart phones and portable devices.

Wellness Alert Health Reporting System (WAHRS)

Embracing a leadership role in community health and pandemic planning, health and wellness services within the DoS portfolio partnered with Alberta Health to develop an automated disease surveillance system for U of A communal residences. The Wellness Alert Health Reporting System (WAHRS) was piloted from August 2014 through March 2015 in the U of A's Lister Centre residence. Since February 2016, the system has received more than 400 health reports from residents and has successfully identified several potential disease outbreaks, allowing UHC and Residence Services to address potential public health concerns before they became larger community health issues.



University Health Centre Pharmacy

Recently relocated within the main floor of SUB to improve visibility and access, the UHC Pharmacy offers services to the entire U of A community. Pharmacists provide advice and counselling to patients regarding prescriptions, over the counter medications, and other health-related matters. The UHC Pharmacy is committed to providing quality pharmaceutical care to patients to help maintain their health and well-being.

Expanded services to the U of A Community

A recent partnership with Guardian now allows for greater front store product selection, more competitive pricing, and in-store promotions. The relationship also provides access to retail pharmacy business expertise, as well as store planning resources, and maximizes professional allowances for generic drug purchases.

Pharmacy Immunization Program

Successful implementation of the Pharmacy Immunization Program in the UHC Pharmacy has provided a more streamlined and efficient approach to administering influenza vaccinations in the pharmacy, which has resulted in a record number of flu shots administered.



For more information, visit
www.uab.ca/CampusPharmacy

Final Words

We should note some important current context for this report. Change is underway at the U of A and in our portfolio. A 10-year strategic plan, shaped by a new President and Provost, is being drafted to guide the university. At the portfolio level, the transition to a new Vice Provost and Dean of Students will be completed this summer. Both of these developments are significant and will undoubtedly influence future versions of this report.

This document is also a milestone of sorts. In telling some of our stories, we're acknowledging our past as we look forward. We are recognizing and celebrating the talented, dedicated people who really are the Portfolio by sharing some of the highlights of their work within this report. Just this past year we celebrated a number of milestones, including the 40th anniversary of Aboriginal Student Services and 20 years since the majority of central student services, including the Dean of Students office, moved under one roof in the Students' Union Building.

The motivation for change and improvement has remained constant over the years: find better, more effective ways to help students thrive and succeed. In everything we do, we strive to foster personal and academic success in each and every student. We want students to flourish, and to be confident in the skills and abilities they develop during their time at the U of A.

Honouring Mark Chytracek

It is only fitting that we dedicate this Report to the Community to the memory of our dear friend and colleague, Mark Chytracek, who passed away suddenly on October 9, 2015. Mark was Director, Student and Residence Services at the Augustana Campus.

For 33 years, Student and Residence Services was Mark's vocation and his passion. Mark breathed life into Augustana's residence and student services programs and in the process raised the bar for what we can do for students. He was integral in the development of Augustana and truly had a profound impact on many lives, including many people who have gone on to pursue careers in student affairs and residence services.



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780-679-1163

Career Centre
www.uab.ca/cc
780-492-4291

Community Social Work Team
www.community.ualberta.ca
780-482-3342

Counselling and Clinical Services
www.mentalhealth.ualberta.ca
780-492-5205

Healthy Campus Unit
www.uab.ca/HealthyCampus
780-492-2612

Math and Applied Sciences Centre
www.masc.ualberta.ca
780-492-6272

Office of the Dean of Students
www.deanofstudents.ualberta.ca
780-492-4145

Office of the Student Ombuds
www.ombudservice.ualberta.ca
780-492-4689

Residence Life
www.residence.ualberta.ca
780-492-4242

Sexual Assault Centre
www.sac.ualberta.ca
780-492-9771

Student Accessibility Services
www.uab.ca/accessibility
780-492-3381

Student Conduct and Accountability
www.ualberta.ca/studentconduct
780-492-0777

Student Success Centre
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UNIVERSITY OF ALBERTA
OFFICE OF THE DEAN OF STUDENTS