



19 November 2014

To: Vancouver Senate

From: Senate Ad Hoc Committee on Student Mental Health and Wellbeing

Re: **a. Framework for Senate Consideration of Student Mental Health and Wellbeing** (approval)

**b. Final Report Date** (approval)

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**a. Framework for Senate Consideration of Student Mental Health and Wellbeing**

As per its Terms of Reference, the Senate Ad Hoc Committee on Student Mental Health and Wellbeing (CSMHW) is “to provide a guiding report to Senate that outlines and identifies suggested academic priorities pertaining to student mental health and wellbeing.” Over the past five months, the Committee has heard from a number of experts in the field of mental health and wellbeing. From those conversations, together with reports on student mental health and wellbeing, and in collaboration with colleagues from across the University, the CSMHW has developed a framework intended to be used by the committees of the Vancouver Senate in their policy and decision-making processes. The Framework for Senate Consideration of Student Mental Health and Wellbeing will provide support for an integrated approach to enhancing the mental health and wellbeing of students in the academic environment.

In addition, the Committee has outlined areas for consideration by the committees of Senate which are included as an appendix in the attached document. These areas for consideration were taken directly from the numerous presentations and are intended to be conversation starters for each of the identified Senate committees.

Motion: *“That Senate adopt the Framework for Senate Consideration of Student Mental Health and Wellbeing;*

*and,*

*That Senate direct its committees to consider the Framework for Senate Consideration of Student Mental Health and Wellbeing in their policy and decision-making processes.”*



## **b. Final Report Date**

Upon the creation of the CSMHW, the Nominating Committee requested that a final report date be proposed. As it is recognized that the Senate committees will need time to implement the framework, the recommendation is that the CSMHW provide the final report at the end of the current triennium (by May of 2017) or upon dissolution of the CSMHW.

Motion:           *“That the Senate Ad Hoc Committee on Student Mental Health and Wellbeing present its final report by May 2017, or upon dissolution of the Committee.”*

Respectfully submitted,

Ms. Mona Maleki, Chair

Senate Ad Hoc Committee on Student Mental Health and Wellbeing

## Framework for Senate Consideration of Student Mental Health and Wellbeing

November 2014

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### Preamble

Post-secondary students' mental health has become a critical topic of discussion at campuses across Canada and internationally. There are two key drivers for this interest in addressing the mental health issues of post-secondary students:

1. The post-secondary student population shows high rates of mental health challenges. This is primarily driven by the age of the cohort, with 15-25 being a common age of onset of many mental disorders. The age effect is compounded by particular stressors that are present in the post-secondary environment related to perceived competition and substantial life transition. In the 2013 National College Health Assessment (NCHA) survey, 12% of undergraduate and 15% of graduate student respondents reported being diagnosed or treated for depression or anxiety over the previous 12 months.
2. There is a strong link between student mental health and academic outcomes. In the 2013 NCHA survey, concerns related to mental health are reported by students to have the greatest negative impact on their academic performance: 37% of undergraduate and 23% of graduate student respondents maintained that stress had impacted their academic performance over the previous year. One in 10 student respondents identified depression as impacting their academic performance. There is also a body of research that directly links academic performance to specific types of mental health issues.<sup>1</sup>

Promoting an academic environment in which each student can flourish is essential to both the success of our students and the academic mission of UBC. The University's commitment to student mental health and wellbeing aligns with its core values of academic integrity and a respectful and caring environment. UBC's policies, procedures and academic environment have both direct and indirect impacts on students, which can significantly affect their capacities to be academically successful and have a positive experience on campus.

Given its central role in academic governance, Senate can strongly influence the campus as a whole. Senate can foster student wellbeing through a commitment to considering mental health in its decision-making processes.

The Senate Ad-Hoc Committee on Student Mental Health and Wellbeing has adopted the following framework to provide support for an integrated approach to enhancing the mental health and wellbeing of students in the academic environment:

<sup>1</sup>Trockel, M.T., Barnes, M.D., Egget, D.L., (2000): "Health related variables and academic performance among first-year college students: implications for sleep and other behaviors," *Journal of American College Health*, 49(3), 125-131.

Hysenbegasi, A., Hass, S.L., Rowland, C.R., (2005): "The impact of depression on the academic productivity of university students," *Journal of Mental Health Policy and Economics*, 8, 145-151.

Andrew, B., Wilding, J., (2005): "The relation of depression and anxiety to life-stress and achievement in students," *British Journal of Psychology*, 95(4), 509-521.

Eisenberg, D., Golberstein, E., Hunt, J.B., (2009): "Mental health and academic success in college," *The B.E. Journal of Economic Analysis & Policy*, 9(1), article 40.

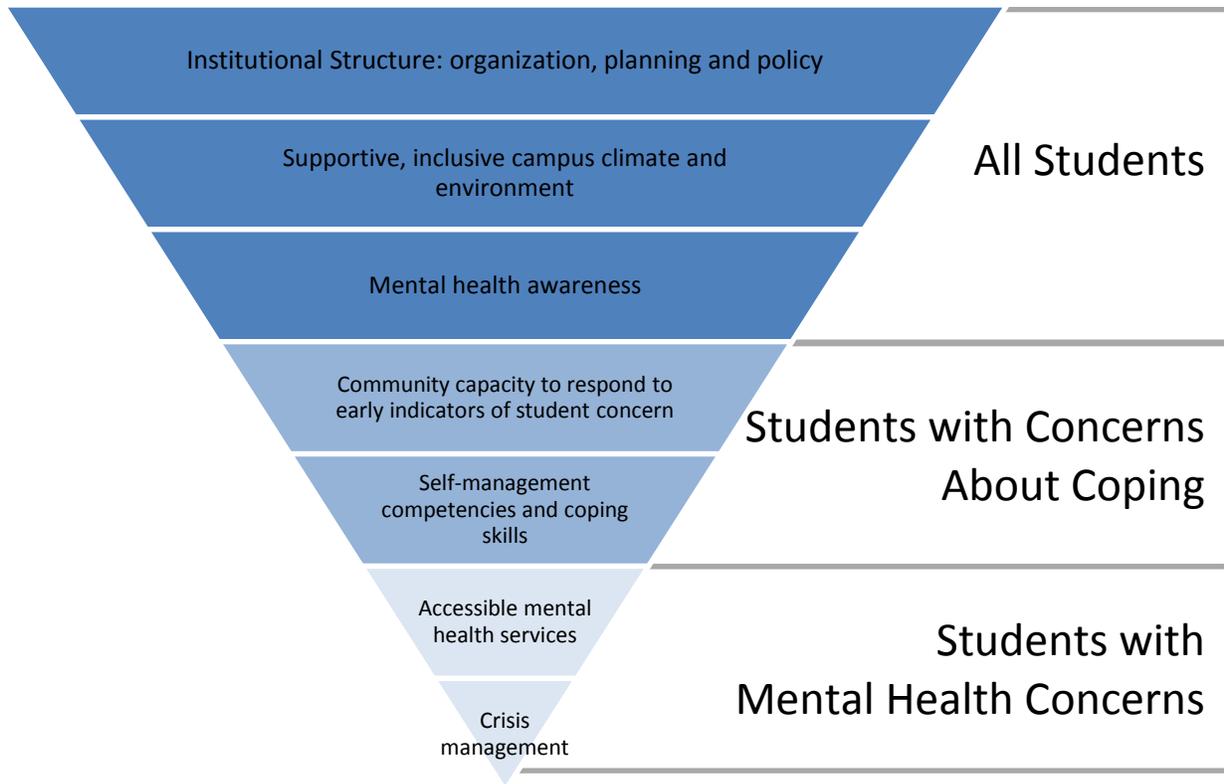


Figure 1 – Framework for student mental health, CACUSS & Canadian Mental Health Association, 2013.

The work of Senate primarily impacts the top level of the pyramid (all students) through institutional organization, planning and policy; however, its decisions can influence all levels of the mental health framework.

## Framework for Senate Consideration of Student Mental Health and Wellbeing

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The Committee proposes the following framework for Senate and each Senate committee to apply in policy and decision-making processes. The framework comprises three guiding principles: inclusivity, flexibility, and accessibility. These principles, applied wherever appropriate and applicable to Senate policy and decision-making, are intended to foster and enhance student wellbeing.

### *General Questions for Senate Committees to Consider*

- How did the decision-making/policy development process consider the impacts on student mental health and wellbeing?
- Were there adequate opportunities for individuals whom the decision/policy may impact to provide their feedback to the decision makers and contribute to decision making?
- How does this decision/policy maintain or improve our students' capacity to act in their own interest?

Each of the guiding principles includes questions for consideration around aspects of student mental health and wellbeing. The guidelines are general in nature so that each committee can adapt them to the appropriate context of its mandate.

## **INCLUSIVITY**

Inclusivity is achieved through acknowledgement of, and respect for, the diversity of individuals within our community. For students to build and maintain a sense of wellbeing, they must feel that they are valued members of the university community. This goal is achieved by inviting and considering diverse views and experiences in the course of the Senate's decision-making processes and seeking appropriate expertise where needed to determine the impact of decisions or proposals on the community. The content and application of the policy or decision itself should also be inclusive, reflecting and anticipating the diversity of the community, and, where possible, the decision-making process should include and invite community members to participate and contribute.

### *Questions for Senate Committees to Consider*

- How does the policy/decision affect specific student populations with unique needs and experiences? (commuter, international, Indigenous, racial and ethnocultural groups, sexual orientation, gender identity, socio-economic background, differing abilities, etc.)
- How have the perspectives of subpopulations of students been included in the policy development/decision-making process? Could the policy/decision have an unintended but adverse impact on a particular group of students?
- Does the policy/decision take into consideration the larger systemic power structures including those that marginalize specific identities?
- Were subject matter experts engaged in the policy development/decision-making process?

## **FLEXIBILITY**

Fairness is achieved by flexibly applying clearly articulated policies and procedures. Flexibility allows for the reasonable exercise of discretion and compassion in response to the unique circumstances of an individual student's case. It is in no way incongruent with consistency and need not compromise academic rigour and integrity, but rather can enable the university to meet the objectives of its policies and procedures while ensuring fairness. Being flexible in the application of policy to individual student situations demonstrates a caring environment that promotes mental health and wellbeing.

### *Questions for Senate Committees to Consider*

- Given the intended goal of this process or decision, does it allow for exercise of discretion or flexibility in response to the unique circumstances of an individual student's case?
- Is there sufficient clarity regarding the criteria that decision-makers should apply in the exercise of that discretion?
  - Are those criteria made known to students potentially affected by the committee's decision?
- Is it clear how students can communicate their circumstances to those who are applying the policy/decision?

## **ACCESSIBILITY**

Accessibility is achieved through ensuring that information is equally easy to find for all interested parties. It should: (1) be reliable; (2) clearly outline the chain of decision-making and authority; (3) provide access to advice and support to navigate information/processes to students; (4) use a variety of communication platforms; and (5) ensure clarity, simplicity and consistency in messaging and process at all points. Additionally, accessibility can be facilitated through applying principles of Universal Design<sup>2</sup>. Transparency in relation to information and decision-making enables accessibility by allowing students to make informed decisions and understand how to navigate their academic environment effectively. It also supports consistency in decision-making and reduces the incidence of appeals. Making information processes and support services freely accessible to all parties will maximize wellbeing and defuse stress and confusion.

### *Questions to Consider*

- Does the policy/decision provide different means for representation and communication of information?
- Does the policy/decision provide different means for students to engage with the resources or opportunities being proposed?
- Where are the points where students can/should receive information about options and outcomes?
- Is the policy/decision constructed and worded in language that is accessible and easily understood by students?
- To support academic and administrative units that will be responsible for enacting/enforcing this policy/decision, is there sufficient guidance as to how the policy/decision should be communicated to faculty, staff and students?

<sup>2</sup>The Centre for Universal Design, North Carolina State University  
[http://www.ncsu.edu/ncsu/design/cud/about\\_ud/udprinciples.htm](http://www.ncsu.edu/ncsu/design/cud/about_ud/udprinciples.htm)

- Are there mechanisms in place to ensure that the decision/policy is applied consistently across all levels of the university (faculties, departments)?
- Will specific training or skills-building workshops be required for the full and effective implementation of the policy/decision?

## **Conclusion**

The work of Senate in enhancing student mental health and wellbeing is connected to a university-wide approach and commitment to student success. The multi-faceted nature of wellbeing signals the breadth of work and action that should be taken across the university to foster a healthy environment supporting all our students. This framework presents a starting point for Senate and partners across campus to embed consideration of student mental health and wellbeing in all aspects of decision-making. Where the three guiding principles of fairness, flexibility, and accessibility are in evidence, Senate decisions and policies will undoubtedly strengthen student self-determination and empowerment, and enhance all aspects of the student experience at UBC.

**Senate Ad Hoc Committee on Student Mental Health and Wellbeing  
Identification of Key Themes and Areas of Interest**

These areas for consideration were taken directly from the numerous presentations that the Committee heard and are intended to be conversation starters for each of the identified Senate committees.

COMMITTEE	COMMITTEE TERMS OF REFERENCE	THEMES AND SPECIFIC AREAS OF INTEREST NOTED IN INITIAL SENATE PRESENTATION	THEMES AND SPECIFIC AREAS FOR CONSIDERATION IDENTIFIED BY AD-HOC COMMITTEE
<p><b>ACADEMIC BUILDING NEEDS</b></p>	<ol style="list-style-type: none"> <li>1. To monitor the implementation of the Campus Plan;</li> <li>2. To review annually all building project priorities;</li> <li>3. To recommend priorities on a) areas of broad significance in the use and maintenance of academic space, and, b) new academic buildings with consideration for the needs of academic and non-academic buildings, balance of types of teaching spaces, and relationship to physical plant and planning;</li> <li>4. To review the impact of every development, whether building or landscape, on the total teaching and academic resource (Senate minutes September 14, 1994);</li> <li>5. To report annually to Senate on the status of building projects, on their impact on the teaching and academic resource, and on the Committee's role in the capital project approval process (Senate minutes May 16, 2006); and</li> <li>6. To meet jointly with other Senate Committees from time to time to discuss matters of mutual interest.</li> </ol>	<ul style="list-style-type: none"> <li>• Academic building design affects student health and learning (example exposure to natural light); do we have the right design principles in place?</li> <li>• How can the committee incorporate considerations of mental health into its review process of all new development projects on campus?</li> <li>• Do the campus design and the Campus Plan account for the direct impact the physical environment makes on student mental health and academic success?</li> </ul>	<p>Apply the Framework for Senate Consideration of Student Mental Health and Wellbeing when reviewing renovation and development projects for mental health and wellbeing impacts.</p>
			<p>Work with Informal Learning Spaces Committee (led by VP Student portfolio) to explore possibilities for expansion of informal learning spaces and welcoming spaces where students can connect, relax, and interact with their peers – contributing to sense of community. Investigate designating informal learning spaces as a Senate priority for academic spaces.</p>
			<p>Take into consideration the building needs of commuter students, such as their access to technology equipment (computers, etc.).</p>
			<p>Consider research happening around the physical campus and the impact of space on wellbeing, specifically with high level of construction on campus.</p>

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<b>ACADEMIC POLICY COMMITTEE</b>	<ol style="list-style-type: none"> <li>1. To advise the Senate on such matters of important academic policy as may be referred to it from time to time.</li> <li>2. To advise the Senate on significant academic policy matters which, in the judgment of the Committee, might be brought to the attention of an appropriate standing committee of Senate for review. If the subject is not addressed in the mandate of another committee, the Academic Policy Committee may review the issue itself and report to Senate.</li> <li>3. To assess, when requested by Senate, the impact of decisions on academic policies or regulations approved by Senate and report on the results of such analyses.</li> <li>4. To consider proposals for the organization or reorganization of academic units and to make recommendations thereon to Senate (Senate minutes May 16, 2006).</li> </ol>	<ul style="list-style-type: none"> <li>• What are the impacts of our existing and future academic policies on student mental health and wellbeing?</li> <li>• What evidence is required to consider the impact of academic policy on student mental health and wellbeing and learning?</li> <li>• Where are the areas of potential flexibility within policies to ensure that student needs can be met with minimal administrative barriers?</li> <li>• What are the impacts of space and scheduling on student mental health, wellbeing, and safety?</li> </ul>	<p>(A) Apply the Framework for Senate Consideration of Student Mental Health and Wellbeing to assist with consideration of impacts on student mental health and wellbeing when developing and reviewing policies. Some suggestions for starting points – <a href="#">WHO health impact assessment tool</a>; potential presentation on student mental health to the committee at the start of each triennium.</p> <p>(B) Review existing policies through the Framework to identify areas for improvement for Senate to consider. Work with the Senate Ad Hoc Committee on Student Mental Health and Wellbeing to prioritize a list of policies for initial review:</p> <ul style="list-style-type: none"> <li>○ academic concession;</li> <li>○ exam scheduling (midterm and final exams);</li> <li>○ exam hardship;</li> <li>○ deferred and supplemental exam policy (consideration of set deferred exam period in January);</li> <li>○ Term scheduling (consideration of midterm reading break in Term 1).</li> </ul> <p>Consider potential revisions to UBC course withdrawal policy including:</p> <ul style="list-style-type: none"> <li>• One-time withdrawal option (University of Toronto example).</li> <li>• WE policy - some institutions allow withdrawals under exceptional circumstances where the academic penalty is reduced.</li> </ul>

			<p>Develop guidelines or principles for implementation and communication of policies at the faculty or central level that ensures positive interactions and experiences for students with an intention to move toward a culture that is supportive of the student who is facing challenges. (Principles such as flexibility, fairness, equity, compassion, clarity of roles and responsibilities, etc.).</p> <p>View policy application from the perspective of striving to ensure student success rather than mitigating damages. Moving beyond rigid application of policy and taking into account students' circumstances including mental health and wellbeing.</p>
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COMMITTEE	COMMITTEE TERMS OF REFERENCE	THEMES AND SPECIFIC AREAS OF INTEREST NOTED IN INITIAL SENATE PRESENTATION	THEMES AND SPECIFIC AREAS FOR CONSIDERATION IDENTIFIED BY AD-HOC COMMITTEE
<b>ADMISSIONS</b>	<ol style="list-style-type: none"> <li>1. To consider and review admissions and transfer policy. To review performance in relation to admissions and transfer policy, and to make recommendations to Senate.</li> <li>2. To consider and review University and faculty enrolments of new and continuing students (Senate minutes May 20, 1998), and to make recommendations to Senate.</li> <li>3. To review and approve the terms of affiliation relating to student mobility with other universities, colleges, or other institutions of learning, and to modify or terminate the affiliation, in accordance with the policy of the Council of Senates.</li> <li>4. To examine and rule on applications for admission and transfer that are not clearly resolvable under the regulations governing admission; and to review and rule on appeals related to admission, re-admission, and transfer to the University: <ol style="list-style-type: none"> <li>a. Assistant or Associate Deans are to recuse themselves from the hearing of student appeals if the faculty decision under appeal is one of their own faculty.</li> <li>b. Committee members who are not members of Senate are to recuse themselves from the hearing of student appeals.</li> <li>c. Decisions made on appeals brought before the Committee are reported to Senate for information on an annual basis.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Our admissions process is the first point of contact for students who enter UBC with pre-existing mental health concerns. Are we meeting our goals with respect to the provisions of support services and institutional planning?</li> </ul>	<p>Engage in a discussion surrounding admission of students falling below entrance averages. Students we admit should be academically prepared and able to achieve academic success at the level expected of UBC students. Certain groups of students who are admitted below entrance averages are at a higher risk of poor academic outcomes.</p>
			<p>Review the requirements for UBC professional school/program/graduate programs admission to initiate a conversation on the benefits of dropping first year marks from admissions average calculations.</p>
			<p>Develop a common set of guidelines and principles for reviewing admissions appeals and addressing concerns at the faculty level, recognizing that the university has a responsibility to help applicants navigate these processes.</p> <p>Include training and information on student mental health and wellbeing in orientation for new committee members.</p>

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<b>BUDGET</b>	<p>The Budget Committee shall:</p> <ol style="list-style-type: none"> <li>1. meet with the President and assist in the preparation of the University budget; and</li> <li>2. make recommendations to the President and to report to the Okanagan and Vancouver Senates at least annually concerning academic planning and priorities as they relate to the preparation of the University budget.</li> </ol> <p>In advising the President on the University budget, the Budget Committee may request information on any of the University's fund accounts.</p>	<p>Students cite finances as a key stressor; what is the potential flexibility in altering student registration deposit, tuition and fee payment schedules, etc. to help support student financial planning?</p>	<p>Review resource allocation for services that support student mental health and wellbeing and provide recommendations to the university administration concerning student mental health and wellbeing as an academic priority.</p>
			<p>Engage in a discussion around student financial support, specifically graduate student funding, where students are heavily dependent on their supervisor for funding. Important considerations include appropriateness of cost of living allocations for Vancouver.</p>
			<p>Consistency and clear rationale for fees across demographics of students (example Leave of Absence fee for international graduate students. Domestic students pay \$109 per term for the on leave fee; international students pay \$329 per term).</p>

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<p><b>CURRICULUM</b></p>	<ol style="list-style-type: none"> <li>1. To consider proposals from Faculties for new, changed, and deleted courses, programs of study, degrees, and other credentials and to make recommendations thereon to Senate. (Senate minutes 16 May 2006)</li> <li>2. To keep under review the policies and programs of the University with respect to continuing education activities. (Senate minutes 16 May 2006)</li> <li>3. To monitor Senate's policy on expanding the availability of degrees and other credentials through part-time study, and to make recommendations thereon to Senate. (Senate minutes 16 May 2006)</li> <li>4. To recommend, where appropriate, an order of priority for the implementation of the recommendations of the Committee. (Senate minutes 22 May 1968)</li> <li>5. To consider proposals from Faculties for changes, additions, or deletions to material presented on degree and diploma parchments, and on students' transcripts of academic record. (Senate minutes 16 May 2007)</li> <li>6. To review advancement requirements for academic programs throughout the University, including both new programs and changes to existing programs, and to make recommendations to Senate. (Senate minutes May 15, 2013)</li> </ol>	<ul style="list-style-type: none"> <li>• Curriculum planning directly influences student workload. What principles are we operating from?</li> <li>• What are the common approaches that can be taken across the institution to integrate considerations of mental health and wellbeing into curriculum design?</li> <li>• What role can the course syllabus, learning management system, Student Service Centre and other learning tools play in communicating accommodations and resources available to students who may experience mental health concerns?</li> </ul>	<p>Development of a common syllabus template that includes information about mental health and wellbeing resources and ensures that key information about course deadlines and policies are consistently communicated to students.</p> <p>Some of the items that could be included in a standard template are: drop and withdrawal deadlines, the academic concession policy, and exam policies (e.g., final exams are not to be scheduled in the last two weeks of classes).</p> <hr/> <p>Investigate whether there can be a repository of past course syllabi for students to access to help plan their courses and manage workload for the semester when they are registering (with the caveat that course content/syllabi are subject to change year over year).</p> <hr/> <p>Consider the role of and opportunities within the formal first year curriculum in providing content, key messages, and support to address the transition for first year students (in close collaboration with Senate Teaching and Learning Committee).</p> <hr/> <p>Interdisciplinary courses – as noted in the Mental Health Needs Assessment study, interdisciplinary courses were cited as a positive source of interaction for students with their peers. There are two main concerns for students in regards to interdisciplinary courses: (a) finding course offering that are interdisciplinary in nature; and (b) how to allow and encourage more student mobility between faculties. This area for consideration may be valuable to review in partnership with the Senate Flexible Learning Ad Hoc Committee.</p>

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<p><b>LIBRARY</b></p>	<ol style="list-style-type: none"> <li>1. To advise and assist the Librarian in developing a general program of library services for all the interests of the University; and, more specifically, in:               <ol style="list-style-type: none"> <li>a. keeping informed about the library needs of students, instructional and research staffs, and the public, and in keeping the academic and wider community informed about the Library;</li> <li>b. responding to the opportunities and challenges presented to the Library by changes in its institutional, technological, and commercial environments;</li> <li>c. defining the functions of the Library and of library services within the University and wider community, and promoting a clear vision of the Library's role;</li> <li>d. ensuring that the Library maintains its capacity to preserve, manage, and develop its collections;</li> <li>e. securing budgets in support of those goals; and</li> <li>f. determining the optimal use of Library space and facilities.</li> </ol> </li> <li>2. To report to Senate on matters of policy and practice under discussion by the Committee.</li> <li>3. To make recommendations to the Senate with respect to rules for the management and conduct of the Library (in accordance with the terms of the <i>University Act</i>).</li> </ol>	<ul style="list-style-type: none"> <li>• Libraries are the central hub for student learning. In what ways does the Library function in supporting student health during high intensity periods?</li> </ul>	<p>Strengthen institutional understanding of the needs of graduate and undergraduate students with regards to the Library and study space. Increasing communication about the range of academic support that the Library provides and the role of Library staff in supporting student mental health and wellbeing, especially during high intensity period for students.</p>

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<b>STUDENT AWARDS</b>	To recommend scholarships, fellowships, bursaries, and prizes to Senate for approval, to report to Senate on matters of policy under discussion by the Committee, and to make recommendations to Senate with respect to regulations and policies for awards (Senate minutes, May 1999).	<ul style="list-style-type: none"> <li>Awards strategies: do our processes and regulations negatively impact students who may need to take a leave of absence or students required to take reduced course loads for health reasons?</li> </ul>	Review policy relating to the sessional average calculation for the determination of scholarship and awards (annual average versus Winter Session only; and the definition of part-time and full-time students).
	To advise Enrolment Services on matters of policy relating to fellowships, scholarships, bursaries, and prizes (Senate minutes, p. 7265, amended May 1999).		Ensuring awards and scholarships provide appropriate provisions for recognizing reduced full time credit load number for students with disabilities or ongoing medical conditions.
			Students who go on exchange and study in a non-native language can sometimes experience a lowered GPA which may decrease their competitiveness for awards. Is there a way to mitigate this?

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<p><b>TEACHING AND LEARNING</b></p>	<ol style="list-style-type: none"> <li>1. To advise Senate on such matters of teaching and learning as it may consider appropriate, or as may be referred to it from time to time.</li> <li>2. To promote both Senate and university-wide discussion regarding matters of teaching and learning.</li> <li>3. To make recommendations, as appropriate, on matters of teaching and learning.</li> </ol>	<ul style="list-style-type: none"> <li>• Where can we make university-wide improvements to support student mental health and wellbeing?</li> <li>• What are the gaps in resources and services to support student learning and ease student anxiety and stress?</li> </ul>	<p>Identify and recommend modes of assessment and pedagogy that reduce the competitive classroom environment and focus on collaborative initiatives that allow students to make peer connections (for example, group-based midterms, group projects, dropping first-year midterm marks).</p>
			<p>Develop guidelines or principles for personalizing and increasing informal faculty/student interactions (tea time vs. office hours).</p>
			<p>Develop guidelines or principles for student-faculty relationships (especially one-on-one relationships where faculty member has strong influence on student success and outcomes) that promote respectful and positive relationships and dispute resolution mechanisms.</p> <p>Stronger guidelines or requirements around effective supervision and consider mandatory training for supervisors. Some leadership from the Senate on setting some standards, requirements, and support resources would be beneficial.</p>
			<p>Recommend best practices for teaching pedagogy that supports all forms of learning (CTLT).</p>
			<p>Review the current grading curve practices utilized by many departments and the appropriateness of current parameters of grading curves (whether they have kept pace with changing demographic and</p>

			<p>entrance averages of students) and the impact of grading curves on heightening competition between students.</p> <p>Revisiting discussion on E3s (Enriched Educational Experiences) and their role in supporting student career and professional development. It was noted by a presenter that survey results show that, in general, as involvement in campus activities increases, satisfaction with the university experience (academic, student life, campus, etc.) increases.</p> <p>Integration of E3s into curriculum and exposure to these opportunities, specifically for graduate programs.</p> <p>Consider best practices around the composition of final grades. An issue raised in the Mental Health Needs Assessment was the significant academic pressure from final grades determined by only two high stakes evaluations. (Area for consideration in collaboration with Senate Curriculum Committee).</p> <p>Consideration of 'fail-safe' first round of midterms for all first-year courses.</p> <p>Midterm evaluations of teaching pilot project from the AMS helped to support positive relationships and two-way communication in the classroom. Potential to expand the adoption of this approach across campus.</p> <p>Review of English language support provided to students.</p>
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COMMITTEE	COMMITTEE TERMS OF REFERENCE	THEMES AND SPECIFIC AREAS OF INTEREST NOTED IN INITIAL SENATE PRESENTATION	THEMES AND SPECIFIC AREAS FOR CONSIDERATION IDENTIFIED BY AD-HOC COMMITTEE
<p><b>APPEALS ON ACADEMIC STANDING</b></p> <p><b>STUDENT APPEALS ON ACADEMIC DISCIPLINE</b></p>	<p><b><u>Appeals on Academic Standing</u></b>  <b>Terms of Reference</b></p> <ul style="list-style-type: none"> <li>• 2.1 The Committee shall hear and dispose of appeals by students from decisions of Faculties on matters of academic standing, but the Committee has no jurisdiction where the sole question raised in an appeal turns on the exercise of academic judgment by a Faculty.</li> <li>• 2.2 Subject to section 2.3 below, the decision of the Committee on an appeal is a final disposition of that appeal. Senate has conferred on the Committee the power of making final decisions pursuant to Section 37(1)(b) of the University Act.</li> <li>• 2.3 If an issue on an appeal raises, in the opinion of the Committee, an unsettled question of policy or procedure of general importance to the University, the Committee may refer that question to the Senate for a ruling.</li> <li>• 2.4 The Committee shall allow an appeal where it decides that the decision has been arrived at through improper or unfair procedures, and that as a result, a wrong decision on the merits has or may have been arrived at. Without limiting the generality of the phrase "improper or unfair procedures," it shall be construed to include the consideration of information that ought not to have been considered and the failure to consider information that ought properly to have been considered.</li> <li>• 2.5 An appeal allowed by the Committee shall be by: <ul style="list-style-type: none"> <li>• (a) reversal of the decision of the Faculty, and the granting of such academic standing to the appellant as the Committee thinks fit in the circumstances; or</li> <li>• (b) quashing of the decision of the Faculty, and the</li> </ul> </li> </ul>		<p>Develop common set of guidelines and principles for conducting hearings or student conduct reviews and addressing student concerns at the faculty level, recognizing that the university has a responsibility to help students navigate these processes.</p>
			<p>Consider investing in advising offices or referring students to appropriate resources (Ombudsperson, AMS/GSS Advocacy Office etc.) at the time when the issues is first raised to support students navigating these processes (provide information on process, potential outcomes, and resources on campus).</p>
			<p>Include training and information on student mental health and wellbeing in orientation for new committee members serving on appeals committees.</p>
			<p>Consider collaborating with the President’s Advisory Committee on Student Discipline to identify the types of cases coming forward each year.</p>

	<p>sending of the matter back to the Faculty to be dealt with in accordance with proper procedures.</p> <ul style="list-style-type: none"> <li>• 2.6 In all cases, other than those falling within paragraph 2.4, the Committee shall dismiss the appeal. A dismissed appeal or a tie vote on the decision upholds the decision being appealed and the case is dismissed.</li> <li>• 2.7 In order to ensure that an appeal is fairly conducted, the Committee may in any particular case waive any of the procedural rules provided for in these regulations, or may make such further ancillary rulings on procedure as it sees fit. The rules need not conform to an adversarial model and inquiry model rules may be applied.</li> <li>• 2.8 Members of the Committee will not discuss the substance of an appeal with any of the parties other than at a hearing.</li> <li>• 2.9 The Committee shall make annual reports to Senate. The report shall state the number of appeals heard, their disposition, and the general nature of the appeals, and shall draw Senate's attention to any other matters of general significance in the University which have arisen out of the Committee's work.</li> </ul> <p><b><u>Student Appeals on Academic Discipline</u></b>  <b>Terms of Reference</b></p> <p>To hear and determine final appeals by students in matters of academic discipline (Senate minutes May 21, 1975, p. 6397).</p>		
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## Areas for Collaboration

POTENTIAL UNIVERSITY BODY/UNIT	THEMES AND SPECIFIC AREAS OF INTEREST
Legal Counsel and VP Students Office	Review of academic misconduct policy – issues of both policy and practice.
Legal Counsel	Review of academic accommodation for students with disabilities ( <i>already under review</i> ).
Provost’s Office and CTLT	Integrating considerations of student mental health and wellbeing into Flexible Learning and curriculum/pedagogy changes being facilitated through the Flexible Learning process and funding.
Provost’s Office	Inclusion of principles on student mental health and wellbeing into program review terms of reference.
Centre for Student Involvement & Careers	Addressing high levels of stress experiences for 3 <sup>rd</sup> /4 <sup>th</sup> year students in preparing for life after graduation.
Centre for Student Involvement & Careers (in partnership with Faculties)	Addressing the stress points in the transition to university for both international and domestic students, including consideration of a potential ‘course’ or curricular aspects.
CTLT	Professional development for faculty and TAs to learn about student mental health and wellbeing (how to integrate messaging about wellness into curriculum, how to support students in distress etc.).
Board of Governors	Reviewing and revising financial policies and process.
	Potential for incorporation of e-mental health resources into UBC systems/structures – via <a href="#">Walk Along</a> Project (Dr. Krausz).
Faculties	Dropping first year marks from admissions average calculations for UBC Professional Schools/programs.
	Consider the development of a “Back on Track” program similar to the one offered at <a href="#">SFU</a> .