

**UNIVERSITY OF TORONTO MISSISSAUGA CAMPUS COUNCIL
REPORT NUMBER 25 OF THE ACADEMIC AFFAIRS COMMITTEE**

FEBRUARY 12, 2018

To the Campus Council,
University of Toronto Mississauga

Your Committee reports that it held a meeting on February 12, 2018 at 4:10 p.m. in the Council Chambers, William G. Davis Building, at which the following were present:

Judith Poë, Chair
Laura Taylor, Vice-Chair
Ulli Krull, Vice-President & Principal
Amrita Daniere, Vice-Principal Academic and
Dean
Bryan Stewart, Vice-Principal, Research
Liza Blake
Tracey Bowen
Laura Brown
Erika Colby
Marc Dryer
Megan Evans
Miquel Faig
Salma Fakhry
Alexandra Gillespie
Elaine Goettler
Yuhong He
Sanja Hinic-Frlog
Nathan Innocente
Renu Kanga Fonseca
Abi Karunendiran
Jihan Khatib
Michael Lettieri
Heather Miller
Ashley Monks
Lorretta Neebar
Emmanuel Nikiema
Jay Nirula
Joan Simalchik
Alison Syme
Mihkel Tombak
Daniel Zingaro

Non-Voting Assessors:
Mark Overton, Dean of Student Affairs
Yen Du, Program and Curriculum Officer

Regrets:
Kelly Akers
James Allen
Gordon Anderson
Brett Beston
Aurel Braun
Gary Crawford
Claudiu Gradinaru
Shelley Hawrychuk
Rosa Hong
Kajri Jain
Konstantin Khanin
Abdelrahman Khater
Anna Korteweg
Teresa Lobalsamo
Pim Manaswiyoungkul
Kent Moore
Andrea Olive
Diana Raffman
Manfred Schneider
Nour Shell
Rebecca Wittman
Liye Xie
Doug Varty
Anthony Wensley
Jose Wilson

In Attendance:

Leonard Brooks, Director, MFAcc Program

Secretariat:

Cindy Ferencz Hammond, Director of Governance, Assistant Secretary of the Governing Council
Mariam Ali, Governance Coordinator, UTM

1. Chair's Remarks

The Chair welcomed members to the meeting and noted that the voting period began on February 5, 2018 and would close on February 16, 2018. The Chair encouraged members to vote and participate in the elections.

2. Overview of Mental Health Initiatives

The Chair invited Andrea Carter, Assistant Dean, Student Wellness, Support & Success to provide members with an overview of mental health initiatives at UTM¹.

Ms Carter explained that the goal of her office was to support comprehensive, integrated care for students, focusing on empowering and building strength in students, as well as developing teams to address challenges and concerns. One of the ways in which this was being accomplished was to move the three previously independently functioning services of Health & Counselling Centre (HCC), the Recreation, Athletics & Wellness Centre (RAWC) and the AccessAbility Centre, under one, integrated umbrella. Ms Carter noted that this had allowed for creative programming and appropriate sharing of information to provide the best service possible.

Ms Carter continued her presentation by describing the characteristics of successful students. She noted that successful students were able to manage competing priorities, were resilient, had social networks that included engaging with others in person, involvement with sports and volunteering and had an understanding of the difference between health concerns and situational stressors. Students who struggled lacked time management skills, were less resilient, more anxious, isolated and less physically active. These students also normally had smaller social groups and experienced situational hurdles as anxiety and depression. She noted that programming focused on assisting students who struggled to become more successful and more resilient and proceeded to talk about some of the initiatives her office was developing.

Ms Carter highlighted several recent programs that promoted the development of wellness, strength, and empowerment, including bloggers from HCC, who promoted the importance of sleep, peer education, and exercise opportunities to promote healthy habits such as mindfulness and yoga. She noted that another such integrated program between HCC and the RAWC had been to have students registered for non-urgent counselling receive training from personal trainers while waiting to connect with their assigned mental health professional. Ms Carter noted that Professor Brett Beston, from the department of Psychology would be researching the impact of this HCC / RAWC partnership on students' ability to manage stressors as part of his research. She reported that UTM made a major effort to participate in Bell Let's Talk Day, and was a leader for the institution. Ms Carter explained that a major part of her mandate was centered on refining crisis response and case management and engaging faculty in a conversation about differentiating between students with mental illness requiring support and those who were simply exhibiting disruptive behaviours.

Ms Carter concluded her presentation by talking about upcoming projects that would focus on resiliency, including placing counsellors and skills advisors in other academic and service departments on campus to increase students seeking support in places more familiar and comfortable to them.

In response to a member's request for further explanation on the term resiliency, Ms Carter noted that it

¹ A copy of this presentation is attached as Attachment A.

centered on the notion that failure was going to happen and focused on how to incorporate the lessons of failure to turn them into success. Often, people become immovable when experiencing hurdles and failures so increased resiliency allowed students to become stronger adults.

A member asked if there were resources for students once they left UTM. Ms Carter noted that the staff at the Health & Counselling Centre partnered very closely with outside agencies in developing longer treatment programs for those students who required it. She added that the aim was to build and complement these services by focusing on resiliency of students to minimize self-diagnoses of depression and anxiety and to respond to hurdles with a more positive lens. A member commented that many students experienced anxiety and stress from external factors such as financial and family pressures and asked if there were ways to incorporate resiliency education into classes to make such lessons more accessible. Ms Carter responded that her office worked with faculty to identify challenges for students in order to make the classroom environment more conducive to learning.

2. Major Modification: Master of Forensic Accounting (MFAcc) Advanced Standing Option

The Chair invited Professor Leonard Brooks, Director, MFAcc Program to introduce this item. Professor Brooks informed members that the MFAcc was a two-year lock step program and that the proposed advanced standing option would allow graduates of the Diploma in Investigative & Forensic Accounting (DIFA) Program to continue their academic education to the most advanced level within the field of forensic accounting. Qualified graduates of DIFA would receive advanced standing in six of the ten MFAcc courses when entering the MFAcc program. Professor Brooks noted that all four courses would be offered through tailored ASO sections to ensure the pace and optimal size of regular MFAcc classes was not impacted, with one exception in August. The advanced standing option would be a limited-time offering, beginning in May 2018, with two subsequent offerings in January 2019 and 2020 with approximately 30 spaces available for each offering.

In response to a member's question, Professor Brooks verified that the courses would be taught on an overload basis and handled through stipend instructors. If there was overwhelming demand to the advanced standing option, a decision to go beyond the three offerings would be reviewed once more.

A member asked whether the MFAcc program was similar to the Certified in Financial Forensics (CFF) designation offered by the Canadian Institute of Chartered Accountants (CICA). Professor Brooks advised that the DIFA program was created at the request of CICA and was meant to be an educational gateway for the CFF designation.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT the proposed changes for the Master of Forensic Accounting (MFAcc) Program, offered by the Institute for Management and Innovation (IMI), recommended by the Vice-Principal Academic & Dean, Professor Amrita Daniere, and described in the proposal dated January 18, 2018, be approved, effective on May 1, 2018.

3. Other Business

There was no other business.

4. Assessors' Reports

At the Chair's invitation, Professor Amrita Daniere, Vice-Principal Academic and Dean, to present her report to the Committee. Professor Daniere provided members with an overview² of the Master of Urban Innovation (MUI) which would be considered at the next meeting of the Committee. The MUI would be a new graduate program housed in the Institute for Management and Innovation (IMI), focusing on urban economic development, community building, urban sustainability, governance and real estate development. The proposed program aims to leverage the close links between UTM, IMI and urban leadership in the Greater Toronto Area and includes a summer internship and final capstone course. In response to a member's question, Ms Yen Du, Program and Curriculum Officer, advised that the external reviewers were Professor Jennifer Clark, School of Public Policy, Georgia Institute of Technology and Richard Shearmur, School of Urban Planning, McGill University.

Professor Daniere continued her report and reminded members of the discussions surrounding co-operative education last year and noted that the Office of the Dean and ICCIT were working collaboratively to create a UTM-specific solution for this type of programming. She stated that after reviewing co-op options in more detail, it became apparent that it was difficult to implement at universities that did not run at full capacity for all three semesters. The ICCIT has created a certificate that would provide paid work and would also be indicated on students' transcripts. This would be a pilot program, and should the pilot program be successful, other departments would look to develop similar programs.

Professor Daniere informed members that there had been a very positive response to the call for volunteers on key Committees stemming from the Academic Plan. These sought to produce concrete, tangible deliverables in the areas of writing and reading, numeracy and literacy and sustainability pathways. The three Committees had been struck and had begun meetings, and final recommendations were expected in May so that they would be ready for governance consideration where required in the fall cycle. Professor Daniere stated that she was immensely gratified by the dedication of her team, which included Professor Heather Miller, Vice-Dean Teaching & Learning, Anuar Rodrigues, Professor Shashi Kant, and also the members of each Committee for their enthusiastic commitment to this work.

Professor Daniere advised members that the CUPE Unit 1 was meeting that evening to discuss a tentative agreement.

In response to a member's question regarding whether fees were to be introduced for the ICCIT pilot project, Professor Daniere advised that traditional co-op programs did have fees associated with them however this had not been determined at this point of the proposal. In response to further comments, Professor Daniere noted that she was very cognizant of the financial burden that students face and assured the member that if there was a decision to charge a fee, her aim was to ensure that it did not outweigh the amount students would earn through placements.

The Chair commented to the Dean that she had become aware of a student-led proposal regarding a "relief clause" and asked for clarification. Professor Daniere noted that the relief clause was brought forward by the UTMSU in the fall. It proposed that a student be once per term to request relief from tests or assignments without producing medical or any other documentation. She noted that students were increasingly suffering from mental health issues and that there were other Universities that allowed such relief for certain situations such as multiple deadlines in a short time period. Professor Daniere advised that she had discussed this at a Chair's meeting and received much positive as well as negative feedback regarding the proposal. She added that the UTMSU had been invited to present at a future meeting of the Chairs. The proposal would also need to be reviewed by the Office of the Registrar and the Vice-Dean,

² A copy of this presentation is attached as Attachment B.

Teaching & Learning among others. The current primary concern was of a technical nature as there was no mechanism in place for a request of this kind to be made. She noted that she would continue to update the Committee as work on this proposal progressed.

CONSENT AGENDA

On motion duly moved, seconded, and carried

YOUR COMMITTEE APPROVED

THAT the consent agenda be adopted, and that Item 6 - Report of the Previous Meeting.

5. Report of the Previous Meeting: Report 24 – January 8, 2018

Report number 24, from the meeting of January 8, 2018 was approved.

6. Business Arising from the Report of the Previous Meeting

There was no business arising from the report of the previous meeting.

7. Date of the Next Meeting – March 28, 2018 at 4:10 p.m.

END OF CONSENT AGENDA

The Chair noted the date of the next meeting and the meeting adjourned at 5:03 p.m.

Secretary

Chair

February 20, 2018

Overview of Mental Health Initiatives at UTM

Academic Affairs Committee

February 12, 2018

Council Chamber, Room 3130 William G. Davis Building



Integrative & Comprehensive Programming

What do we know about successful students?

- Time Management skills
- Resiliency
- Social Networks (beyond social media)
- Understanding of health and situational stressors

What do we know about unsuccessful students?

- Constant struggles
- Lack resiliency as a tool
- Less physically active
- Isolated
- Anxious
- Situational depression/ anxiety

Initiatives & Commitments

WELLNESS
at UTM





**HAVE A GOOD NIGHT
SLEEP TONIGHT!**

HELLO, FRIENDS!



Welcome to Wellness at UTM. We share relatable and actionable information, tools, and resources for your health and wellness. New Post every Friday!

Search ...



**Fitting in Fitness: How to
get started?**



FINDING COMMUNITY



EMBRACING THE WORD 'NO'

The year ahead...

Skills and Resource Embedded
Counsellor

Wellness Embedded Counsellor

Dedicated space for engagement

Resiliency as focus



Master of Urban Innovation

New Program Proposal (for March AAC)

February 12, 2018



Program Description

- **New graduate professional program in IMI**
- **19 half-credit courses over 5 academic sessions, including summer internship and capstone course**
- **Focuses on urban economic development, community capacity building, innovation management, local & regional governance, urban sustainability & real estate development**
- **Builds on the close links between UTM, IMI, and urban leadership in the GTA to create opportunities for students to learn how to support innovative economic growth in city-regions that can be applied across the world**



Program Description

- Provides rigorous analytical and evidence-based research skills that are crucial for practitioners of urban economic development and innovation strategy
- Intended for undergraduates with a background in Human Geography, Economics, Political Science, Urban Studies, Architecture, Engineering, and Communication & Culture
- Following successful completion of the MUI Program, graduates will be prepared for careers in the public, private, and not-for-profit sectors



Distinctive Features

- Summer Internship – offers students work-based and experiential learning opportunities; allows students to apply knowledge and skills acquired in their core MUI courses in a professional setting
- Final Capstone Course – synthesizes and integrates the integral elements of the Program, providing students with the opportunity to demonstrate their competence in the research process by applying an existing body of knowledge in the critical analysis of a specific problem in a new setting

