



UNIVERSITY OF TORONTO
STUDENTS' UNION

University-Mandated Leave of Absence Policy: Student Views Report

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Alexa Ballis, President

Nicole Giebler, Executive Assistant Research & Administration

Madeline Kalda, Executive Assistant Research & Administration

Content Warning: Mentions of Suicide and Suicidal Ideation

If you or someone you know is struggling with suicidal ideation, you can call the Good2Talk Student Helpline at 1-866-925-5454, the Gerstein Centre Crisis Line at 416-929-5200, and/or Canada Suicide Prevention Service at 1-833-456-4566.

Please reach out. The world is better with you in it.

University of Toronto Students' Union
230 College Street, Toronto, ON, M5T 1R2
president@utsu.ca

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1.0 Introduction

The [University-Mandated Leave of Absence Policy](#) (“UMLAP” or “the Policy”) is a controversial mental health policy which allows the University of Toronto (“the University”) to temporarily remove students from study if they are displaying concerning behaviour as a result of serious mental health issues [1].

In order for the Policy to be invoked, a student must fall under one of two scenarios: they are at risk of harming themselves or others, or they are unable to complete essential academic activities notwithstanding accommodations which have been provided [1]. These two scenarios are known as the “threshold for invocation,” and are intended to ensure that UMLAP is invoked strictly as a last resort. If a student meets the threshold for invocation, they may be asked if they wish to take a Voluntary Leave of Absence. Should they refuse, they may be placed on a University-Mandated Leave of Absence at the discretion of the Vice Provost Students (VPS) [1]. In the 2018 - 2019 and 2019 - 2020 school years, a total of nine students were placed on Leave, with two of these being Voluntary Leaves [2][3].

The Policy is intended to be a compassionate, non-punitive way to address mental health concerns without academic consequences; prior to its approval, scenarios now covered by UMLAP fell under the Student Code of Conduct or academic policies [4][5]. However, the Policy has been subject to criticism that it discriminates against students with disabilities and perpetuates stigma surrounding mental health. Notably, the first draft was rewritten prior to its approval in 2018 after a letter from the Ontario Human Rights Commission expressed concerns that the University was failing to meet its duty to accommodate [6]. A more in-depth explanation of the Policy’s development can be found in the [University-Mandated Leave of Absence Policy: Translation, History, and Perceptions](#) document [7].

A constant throughout the development and approval of the Policy has been students feeling that their concerns are going unheard. Students have raised concerns about the Policy since the unveiling of its first draft in October 2017, and mental health has remained an important and controversial topic on campus [7][8][9].

The following report is intended to summarize student views on the Policy. It will contain a brief overview of the March 2021 survey and subsequent report, present the results from the October 2021 survey, and present recommendations for the University-Mandated Leave of Absence Policy Review Committee.

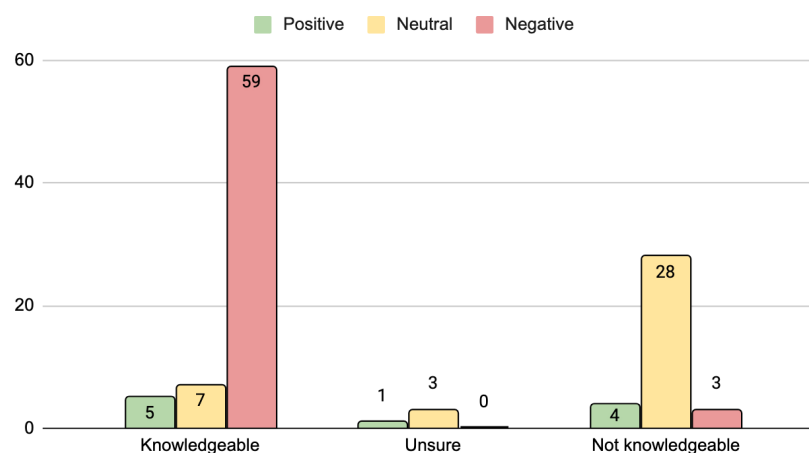


2.0 March 2021 Survey & September Consultation Report

The University of Toronto Students' Union ("UTSU") fielded a survey in March 2021 intended to gather general student opinion on the Policy. The results were published in the [September Consultation Report](#), which was presented to the UMLAP Review Committee headed by Prof. Donald Ainslie in a consultation on 15 September 2021 [10].

Of the 110 responses, 64.5% stated that they had previously heard of the Policy. This indicates that the sample is not representative of the student population, as this proportion is unreasonably high. The perceptions of the Policy among those who had heard of it were overwhelmingly negative, with 83.1% of knowledgeable respondents holding a negative perception.

Perceptions of UMLAP Across Knowledge Levels

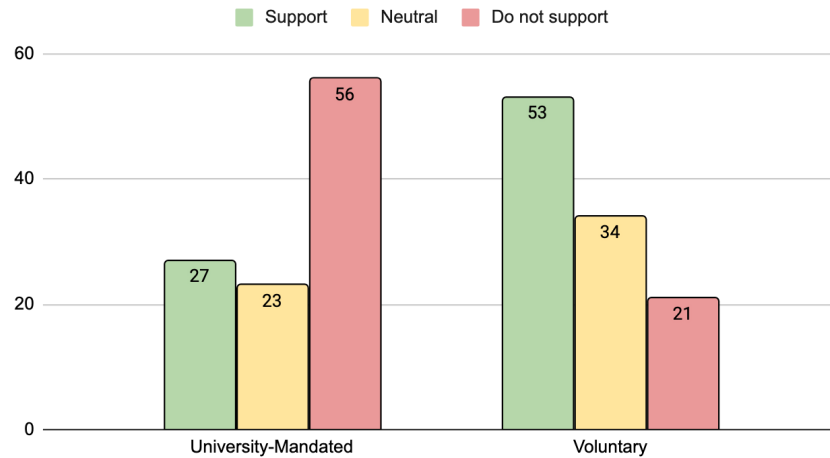


Several survey respondents fundamentally disagreed with the concept of an involuntary leave of absence due to the potential violation of students' autonomy and discrimination against students with disabilities. In addition, respondents voiced concerns about students being isolated from their support systems, suffering financial losses, and being removed from residence, as well as concerns about the threshold of invocation and University liability.

Several respondents expressed the desire for a student-initiated voluntary leave option, and there was more support for the Voluntary Leave portion of the policy than the University-Mandated portion.

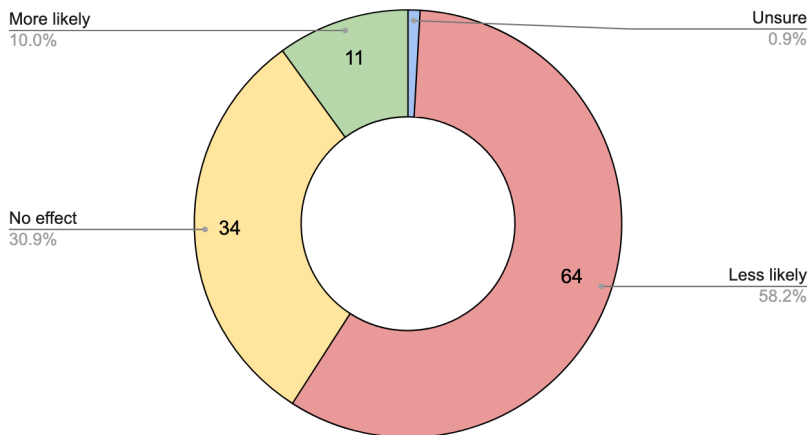


Support for University-Mandated and Voluntary Leave



In addition, 58.2% of respondents indicated that they were less likely to seek mental health care from the University's resources as a result of the Policy.

UMLAP's Effect on Student's Likelihood of Seeking Care



The results of the March 2021 survey were used to develop the October 2021 survey, which sought to explore the complex themes that had emerged and answer specific questions such as the role of Campus Safety.

3.0 October 2021 Survey Results

The UTSU fielded a second survey in October 2021, intended to answer specific questions resulting from the March 2021 survey. The survey was also intended to be accessible to those who had no prior experience with the policy, and to determine if students as a group fundamentally disagreed with the concept of a mandated leave of absence.

The survey was distributed via the UTSU's newsletter and social media, and by email to the student governments of each College and Faculty for which the UTSU has a Director. The reach within each Faculty is likely variable depending on the responsiveness of its respective student government. The survey remained open from 28 September to 31 October and received 82 responses.

The survey questions – along with aggregate data for each quantitative question – can be found in Appendix A.

3.1 Knowledge and Perceptions

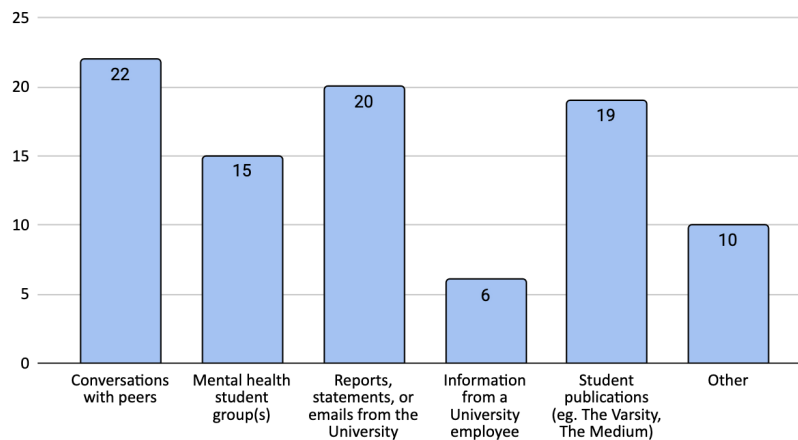
Of the 82 respondents, 37 (45.1%) had previously heard of the Policy, although it is likely that this was affected by response bias. For this reason, the UTSU believes that this sample is not representative and therefore cannot be used to make any definitive statements about population statistics. That said, it can be used to identify potential trends in views among the student population.

Of the knowledgeable respondents – those who had previously heard of the Policy – 20 identified themselves as moderately or extremely familiar. However, only 10 had read the Policy in its entirety, amounting to 27.0% of knowledgeable respondents or 12.2% of all respondents. Of the remaining knowledgeable respondents, 13 had read the Policy partially and 14 had not read it at all.

Also of interest was respondents' sources of information on the Policy, as lack of awareness and understanding of the Policy have been a known issue for a long period of time. In Recommendation #18 of their December 2019 report, the Presidential & Provostial Task Force on Student Mental Health recommended that the University improve understanding of the Policy. Question #2 of the survey sought to determine where knowledgeable respondents heard of the Policy in order to help determine whether the University is adequately fulfilling this recommendation. The results can be found in the graph below.



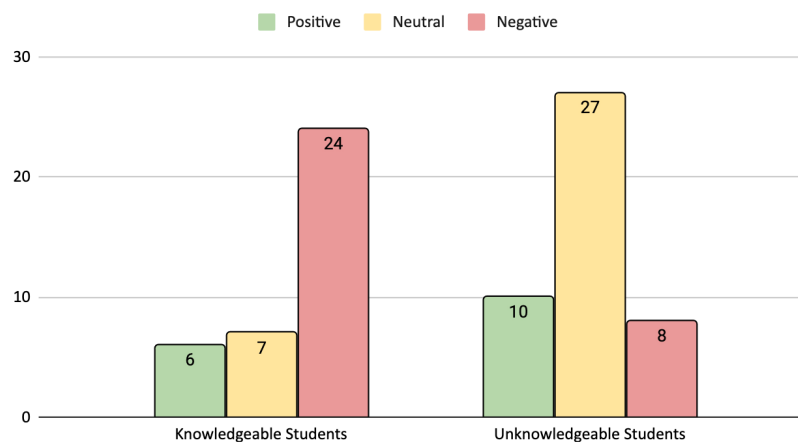
Sources of Information Among Knowledgeable Respondents (n = 37)



Interestingly, the proportion of respondents who received information from reports, statements, or emails from the University is comparable to the proportion who received information via conversation with peers or student publications. This indicates that the University is at least partially addressing Recommendation #18 of the final report of the Presidential & Provostial Task Force on Student Mental Health – this will be expanded upon later in this report.

Additionally, the majority of knowledgeable respondents held negative perceptions of the Policy, while the majority of unknowledgeable respondents held neutral perceptions. These results are consistent with those of the March 2021 survey.

Perceptions of UMLAP Across Knowledge Levels

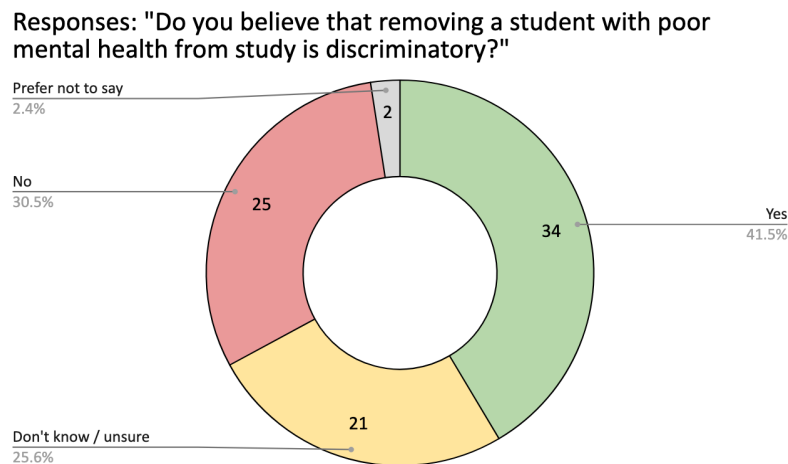




3.2 Autonomy, Discrimination, & Threshold of Invocation

One of the questions of interest raised by the March 2021 survey is whether the student body fundamentally disagrees with the concept of a mandated leave of absence Policy. This brings into question student beliefs on discrimination and autonomy, which were explored via questions #10 and #11 of the survey (Appendix A).

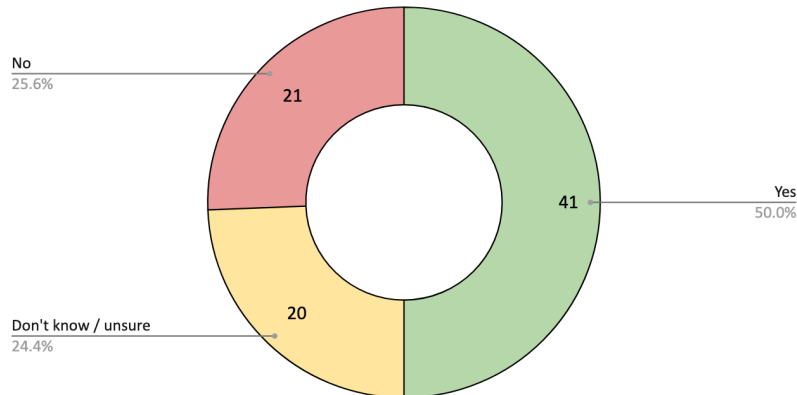
Question #10 sought to determine if respondents believed that removing a student with poor mental health from study is discriminatory. While mental illnesses are classified as disabilities under the Ontario Human Rights Code, this question is also important in determining the perception of the Policy. The results of question #10 can be seen in the graph below.



Question #11 sought to determine whether respondents believed that autonomy should be preserved even in the face of potential self-injury. The preservation of autonomy is one of the main concerns expressed by student groups, as well as one of the most difficult questions for anyone writing a leave of absence policy to grapple with.



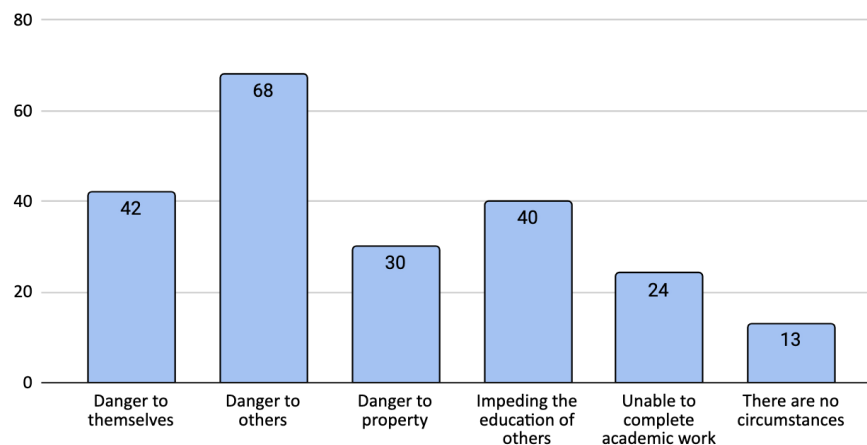
Responses: "Do you believe that an individual's autonomy should be preserved, even if they are at risk of self-injury?"



The results for question #11 are particularly interesting, as they indicate that half of respondents believed that a student's autonomy should be preserved even if they are at risk of self-injury. This may explain the results for questions #9, #12, and #13, which will be explored later in this section.

Another area of interest indicated by the March 2021 survey surrounds student views on the circumstances under which the University should be permitted to temporarily remove mentally ill students from study. This corresponds with question #9 of the survey (Appendix A), for which the results are displayed below.

Student Views on Circumstances in Which the University May Remove Mentally Ill Students from Study



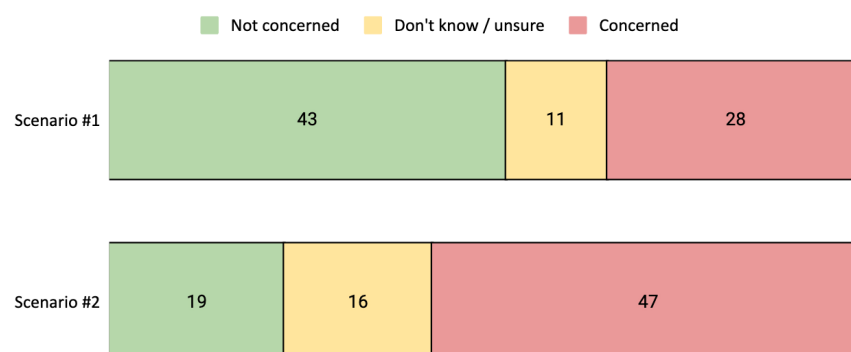


Interestingly, only 15.9% of respondents believed that there are no circumstances in which the University should be able to remove students with poor mental health. While this is a common critique of the Policy in student publications and among student groups, the results indicate that this is actually the opinion of a vocal minority. In addition, of the 13 respondents who indicated that there were no acceptable circumstances to remove a student from study, 10 believed that removing a mentally ill student from study was discriminatory and 9 believed that an individual's autonomy should be preserved even in the case of potential self-injury. This suggests a correlation between views on the circumstances in which the University may remove a student from study and personal values related to autonomy and discrimination.

In accordance with results from the March 2021 survey, 82.9% of respondents believed that the University should be able to remove students who are a danger to others, while only 51.2% believed this should extend to students who are a danger to themselves. This indicates the need for a distinction between the two cases, as both currently fall under Scenario #1.

In addition, only 29.3% of respondents believed that the University should be permitted to remove students from study if they are unable to complete their academic work due to their mental health, demonstrating that student support for Scenario #2 is very low. This is consistent with results for questions #12 and #13, which sought to determine student support for each Scenario as a whole (as opposed to the independent cases as seen in question #9). These results are available below.

Student Concerns By Scenario (n = 82)



The lack of support for Scenario #2 may be explained by the emphasis on preserving students' autonomy revealed in question #11. This is also supported by the qualitative responses to question #14, for which many respondents stated that removing

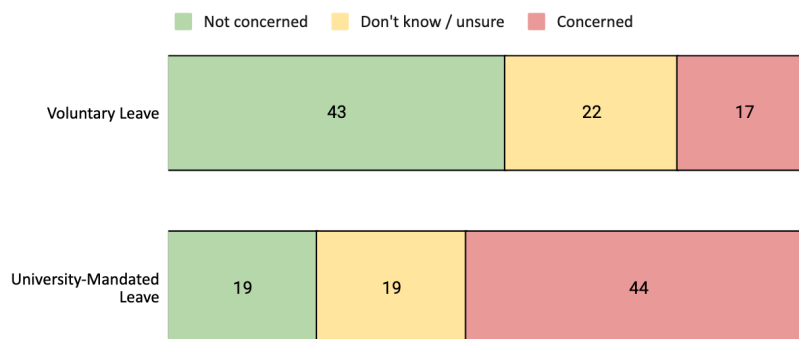
academically unsuccessful students from study against their will is likely to cause more harm than good to their mental health due to the loss of agency.

In addition, responses to question #14 indicated concerns over the vague definitions of both Scenarios, and several respondents stated that the Policy should only ever be invoked in the case that a student is a danger to others. A small number of respondents also expressed concern that the Policy could be used to target individuals such as student activists, and several expressed concern that it could disproportionately affect marginalized/racialized students.

3.3 Voluntary & Involuntary Leave Process

Consistent with the results from the March 2021 survey, the results for questions #15 and #18 indicate substantially more support for the Voluntary Leave process than the University-Mandated Leave process.

Student Concerns By Leave Process (n = 82)



This is very likely another reflection of student views on autonomy. The qualitative responses to questions #16 and #19 indicated far more support for the Voluntary Leave of Absence due to the agency it provides, and several indicated fundamental disagreement with the concept of a mandated leave of absence.

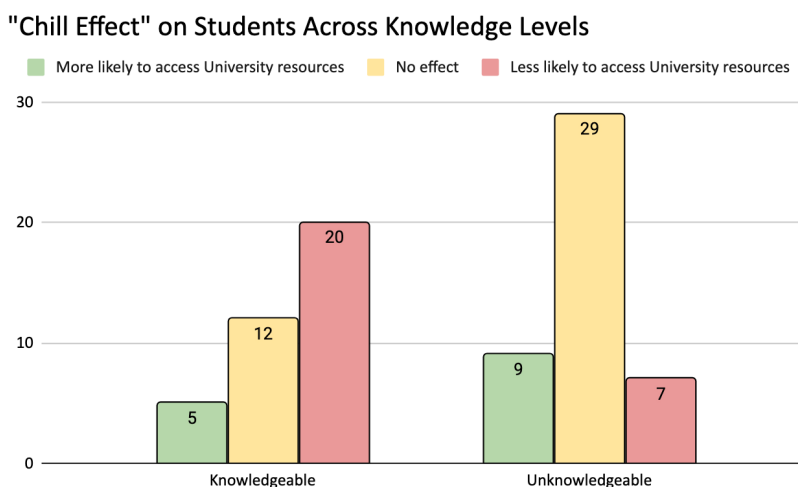
However, concerns were still raised in regards to the Voluntary Leave process – several respondents believed that the threat of a University-Mandated Leave may mean that students may be coerced into taking a Voluntary Leave. A small number of respondents also expressed concern that students could not request leaves of absence; in question #17, 95.1% of respondents indicated support for a student-initiated leave of absence option.

With regards to the University-Mandated Leave process, a handful of respondents expressed concern about the power the Office of the Vice-Provost Students exerts over students' lives when making the decision to put them on Leave or not. These respondents emphasized that the Office of the Vice-Provost Students is not composed of healthcare professionals, and should therefore not be making decisions with regards to students' mental health. It is unclear whether these respondents were aware of the role played by the Student Support Team.

Several respondents also expressed concern over students' access to residences, as well as finances and University supports. These concerns are comparable to those expressed in the March 2021 survey, and a more in-depth explanation can be found in the September Consultation Report [10].

3.4 Effect on Students Seeking Care

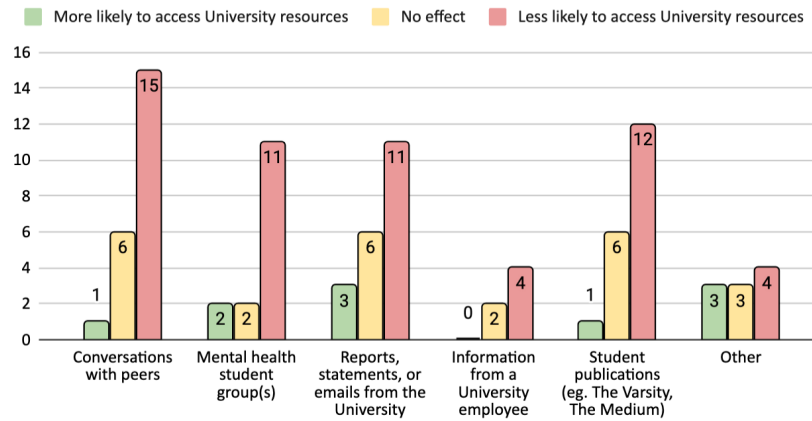
The "chill effect" of the Policy has been one of the primary concerns expressed by student groups and the University administration alike. Similarly to the March 2021 survey results, knowledgeable respondents were generally less likely to access the University resources as a result of the Policy, while unknowledgeable respondents generally indicated no effect.



Interestingly, this distribution is clear among knowledgeable respondents regardless of the sources of their information on the Policy (indicated in question #2).

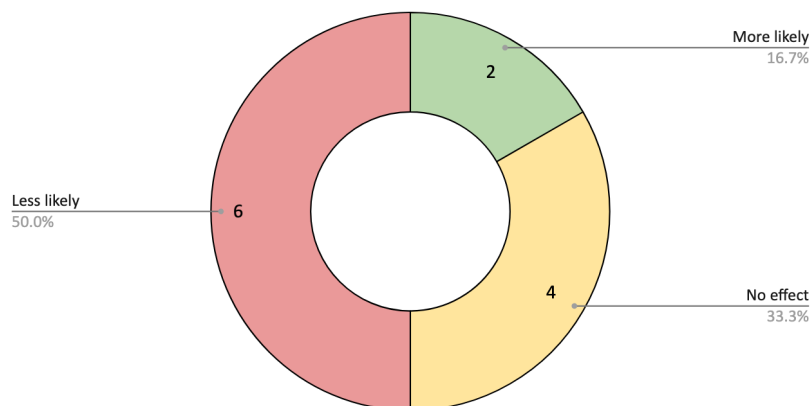


"Chill Effect" By Sources of Information Among Knowledgeable Students (n = 37)



In addition to the more direct chill effect – where students learn about the Policy and are driven away from the University’s mental health resources – the UTSU was also interested in exploring the Policy’s effect on student-staff’s likelihood of referring a student to the University’s resources.¹ Of the 82 respondents, 12 indicated that they were or had once been employed by the University in a position such as a Residence Don or Teaching Assistant. Half of these respondents indicated that they were less likely to refer a student to the University’s mental health resources as a result of the Policy.

Effect on Student-Staff's Likelihood of Referring a Student to University Resources



¹ For the purposes of this document, “student-staff” refers to students who are employed by the University in a staff position such as a Residence Don or Teaching Assistant.

The results of these three questions are extremely troubling, as they indicate that the University has not fulfilled Recommendation #18 of the final report of the Presidential & Provostial Task Force on Student Mental Health.

3.5 Additional Results

In addition to the information presented in sections 3.1 - 3.14, the UTSU sought to explore several specific questions on divisional leave policies, the role of campus safety, the Code of Student Conduct, and student views on a repeal. Answers to these questions, as well as a brief overview of the responses to question #33, are presented in this section.

3.5.1 Divisional Leave Policies

Several faculties have Division-specific voluntary leave of absence policies. Some faculties such as the Temerty Faculty of Medicine allow any student to request a leave of absence, but some such as the Faculty of Arts & Science and the Faculty of Applied Science & Engineering have a voluntary leave policy only for international students [11][12][13]. In addition, access to voluntary leave appears to vary based on level of study, as the School of Graduate Studies has its own policy [14].

Of the 82 respondents, only 4 (4.9%) were aware of Division-specific policies which may apply to them (Appendix A, Question #5). All four were students in the Faculty of Arts & Science, of whom one was a graduate student and one was a student at the University of Scarborough.

The fractured nature of voluntary leave of absence policies, as well as the distinct lack of awareness surrounding them, suggests the need for a centralized and well-known voluntary leave policy.

3.5.2 Role of Campus Safety

The role of Campus Safety (formerly Campus Police) in mental health crises has long been criticized by students. Considering the well-publicized handcuffing of a student seeking mental health support in November 2019, the assault of a student in September 2017, and the active Cops Off Campus movement, it can be concluded that student perceptions of Campus Safety are generally negative and fear-based [15][16][17]. This impact is disproportionately experienced by racialized students. While much of Campus Safety's role may be changed as a result of the ongoing



Review of the Role of Campus Safety Services in Student Mental Health Crises, their role in the Policy must also be revisited [18].

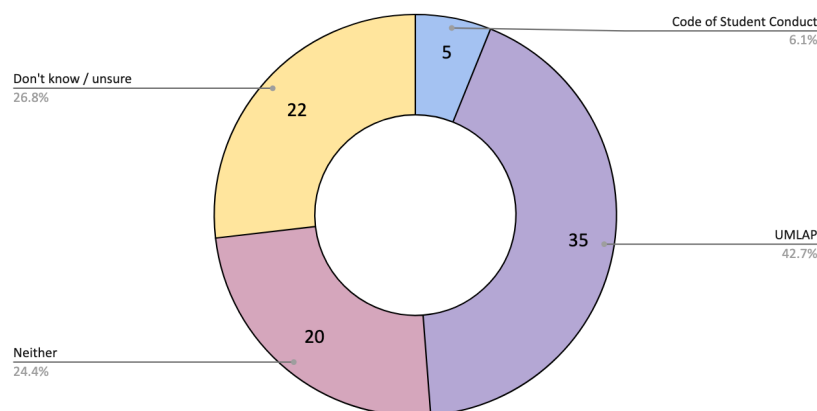
In the current policy, Campus Safety may be included in a Student Support Team (SST), which exercises some control over the decision to place a student on Leave and the return to study process. Of the 82 survey respondents, 19 (23.2%) indicated that they supported the inclusion of Campus Safety officers on a SST, 44 (53.6%) indicated that they did not, and 19 (23.2%) were unsure (Appendix A, Question #22). In addition, qualitative responses to #23 indicated extreme resistance to the idea, as many respondents expressed concern that Campus Safety officers are not medical professionals or social workers and therefore unqualified to make decisions in regards to students' mental health.

3.5.3 Code of Student Conduct

Prior to its approval, scenarios now covered by the Policy were covered by the Code of Student Conduct. This was a point of concern for former Ombudsperson Joan Foley, who argued in her 2014-2015 annual report that it was inappropriate for students with mental health issues to fall under a disciplinary policy [4].

The survey results indicate that the majority of respondents did not believe that situations in which students displayed concerning behaviour as a result of poor mental health should fall under the scope of the Code of Student Conduct (Appendix A, Question #24).

Student Views on Policies Which Should Cover Concerning Student Behaviour as a Result of Poor Mental Health



Several qualitative responses to question #25 indicated that “conduct” insinuates punishment, and is inappropriate in regards to mental health crises.



3.5.4 Repeal

Student activists and reports such as Nothing About Us Without Us have long called for the Policy to be revoked, citing widespread student support for a repeal [19]. However, only 31.7% of survey respondents supported a repeal, indicating that this viewpoint is not as unanimous as it may appear (Appendix A, Question #26). In addition, the majority of qualitative responses to question #27 expressed support for a reform, and only a handful supported a full repeal.

3.5.5 Question #33

Question #33 was an open-ended question which allowed respondents to voice concerns for which they had not previously had an opportunity. One respondent who was a student-staff expressed concern over the lack of training given to residence dons, while another respondent emphasized the need for preventative care to avoid mental health crises from occurring in the first place.

In addition, one respondent referenced literature on leave of absence policies emerging from the United States; in particular, The Ruderman White Paper on Mental Health in the Ivy League was mentioned [20]. While the UTSU has read much of the literature from the States, including the Ruderman Paper, we have chosen not to include it in any reports because it is not applicable outside of the context for which it is written. Many of the factors which influence mandatory leave policies – such as the structures for healthcare and law – differ substantially between Canada and the States. In addition, the Policy performs well under the criteria of the Ruderman Paper, despite the University of Toronto being a much larger institution than the Ivy League universities.

4.0 Recommendations

In order to address these concerns, the UTSU has developed several recommendations for the Review of the University-Mandated Leave of Absence Policy Committee. Recommendations #1, #3, and #4 have not been substantially changed since they were presented in the September Consultation Report. Recommendations #2 and #5 have seen substantial edits, and Recommendations #6 and #7 have been added.

1. Ensure periodic review of the Policy.

While section VII of the Policy is titled Annual Reporting and Periodic Review, this is not an accurate reflection of the contents of that section. Under VII-79, the Policy need only be reviewed “in the third academic year of its operation,” and that “subsequent reviews shall be as requested by the Governing Council or as suggested by the Provost.” Unfortunately, despite the title of the section, neither of these guarantee periodic (ie. regularly recurring) reviews.

While it is controversial and divisive, the Policy must be revisited regularly with the goal of incremental improvement. Indeed, this is included in Recommendation 18 of the Presidential & Provostial Task Force’s final report, which encourages the University to “keep the dialogue open and continue engaging with students through the periodic review and evaluation of this policy.”

The UTSU recommends that section VII-79 be amended to include a review every three years.

2. Allow students to request a Voluntary Leave.

Under the current Policy, a Voluntary Leave must be initiated by the administration, and not by the student. Students for whom the Policy has not been invoked, but who wish to take a leave of absence for mental health reasons, are subject to Division-specific voluntary leave policies which are inconsistent across Divisions, relatively unknown, and are not available for all students (see section 3.5.1). If there is no Division-specific leave policy which applies to them, the student will be subject to withdrawal procedures, and may face academic and/or financial penalties. This places an undue burden on the student, who is experiencing difficulties at no fault of their own.



Creating a process by which students may request a Voluntary Leave of Absence due to mental health would remove this undue burden from students, and would likely result in more students choosing to take the time off they require. In addition, it may help mitigate the potentially “coercive” aspect of the Voluntary Leave as it stands now.

The UTSU recommends creating a process by which students may request a Voluntary Leave of Absence for mental health reasons.

3. Add a section outlining the procedure surrounding residence, in accordance with current practices.

As stated in the Burden on Students section of the September Consultation Report, no section of the Policy outlines the circumstances in which students will or will not be allowed to remain in residence [10]. This lack of information leaves the procedures up to the reader's interpretation, which may result in the fear of being removed from residence acting as a deterrent for students seeking mental health support.

Outlining the circumstances in which students would be removed from or allowed to remain in residence would dispel the misconception that a Leave of Absence requires students to physically leave the University, and would help mitigate students' fear of losing housing.

The UTSU recommends that a section be inserted between IV-F and IV-G which outlines the procedure surrounding residence. This section should be in accordance with the current practices surrounding the application of the Policy.

4. Add a section outlining the procedure surrounding finance and refunds, in accordance with current practices.

As stated in the Burden on Students section of the September Consultation Report, no section of the Policy guarantees that students will not suffer financially as a result of its invocation [10]. Much like the issue of residence, this lack of information leaves the procedure up to the reader's interpretation and may act as a deterrent for students seeking support.

Outlining the financial procedures that students can expect would mitigate student concerns of financial burden. The UTSU recommends that a section



be inserted between IV-F and IV-G which outlines the procedure surrounding finances, including residence and tuition refunds, emergency housing costs, and psychiatric assessment costs as stated in sections IV-F-40 and VI-75. This section should be in accordance with the current practices surrounding the application of the Policy.

5. Reconsider the role of Campus Safety (formerly Campus Police).

As stated in section 3.5.3, there is a possibility that Campus Safety officers may be included on a Student Support Team. Due to the poor relationship between Campus Safety and the student body, as well as the potential for (re)traumatizing racialized students, the UTSU believes that this is a mistake.

A majority of survey respondents did not support the inclusion of Campus Safety officers on a Student Support Team. For this reason, as well as those listed above, the UTSU recommends that Campus Safety be removed from the Policy entirely or that their exact role clarified by writing a specific clause describing the circumstances of their use.

6. Consider danger to self and danger to others as two separate Scenarios.

Currently, Scenario #1 includes “risk of harm to self or others, including but not limited to a risk of imminent or serious physical or psychological harm.” While the UTSU does not have any medical authority, we share the stance indicated by respondents in question #9 – that there must be a distinction between a student who is a danger to others and one who is a danger only to themselves.

For this reason, the UTSU recommends separating “risk of harm to self” and “risk of harm to others” into two separate Scenarios. The UTSU also recommends carefully considering the necessity of including “risk of harm to self” as a criteria for a University-Mandated Leave, although this is the extent to which we are qualified to offer recommendations on the subject.

7. Ensure that situations currently covered under the Policy are not re-relegated to the Code of Student Conduct.

Whether the University chooses to revoke the Policy or not, situations in which a student displays concerning behaviour as a result of poor mental health cannot be allowed to fall under the scope of the Code of Student Conduct.



Even major renovations to the Code of Student Conduct are unlikely to change its foundational principles of punishment and accountability, and it is unethical to hold mentally ill students “accountable” to a disciplinary policy. In addition, only 6.1% of survey respondents believed that the Code of Student Conduct is an appropriate tool for the University to address mental illness.

For these reasons, the UTSU recommends that situations in which a student displays concerning behaviour as a result of poor mental health remain out of the scope of the Code of Student Conduct.

5.0 References

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Appendix A – October 2021 Survey Questions

The University-Mandated Leave of Absence Policy (“UMLAP”) allows the University of Toronto (“the University”) to temporarily remove students from study if they are displaying serious, concerning behaviour as a result of mental health issues. UMLAP is intended to be a compassionate, non-punitive way to address mental health concerns without academic consequences. However, it has been subject to criticism that it discriminates against students with disabilities and perpetuates stigma surrounding mental health.

The University of Toronto Students' Union (UTSU) intends to gather opinions on UMLAP in order to communicate these views to the UMLAP Review Committee, who are currently in the process of reviewing the policy. It also intends to further explore themes which emerged in the responses to the March 2021 UMLAP Survey. You are not required to have prior knowledge of UMLAP to complete this survey.

This survey consists of three sections: Knowledge & Familiarity, Views & Perceptions, and Effect.

NOTE: If you do not access this form through an email which ends in @mail.utoronto.ca, your response will not be counted. Due to suspected spam on the March 2021 survey, the UTSU has chosen to record emails on this survey. While we acknowledge that this may create some discomfort, we are taking this measure in order to protect our ability to record clean data which reflects the true views of the student population. The responses will be anonymized before they are analyzed and presented. Please note that you do not have to be a student to fill out this survey – alumni, faculty, and staff are also welcome to complete it.

Section One: Knowledge and Familiarity

This section seeks to determine awareness of UMLAP and other Leave of Absence policies.

1. Have you previously heard of UMLAP?

Response	Number of responses
Yes	37
No	45



[Contingent on response to #1.] 2. How have you heard of UMLAP?

Response	Number of responses
Conversations with peers	22
Mental health student group(s)	15
Reports, statements, or emails from the University	20
Information from a University employee	6
Student publications (eg. The Varsity, The Medium)	19
Other	10

[Contingent on response to #1.] 3. How familiar are you with UMLAP?

Response	Number of responses
Very familiar	5
Moderately familiar	15
Slightly familiar	16
Unfamiliar	1

[Contingent on response to #1.] 4. Have you read the University-Mandated Leave of Absence Policy?

Response	Number of responses
Yes	10
Partially	13
No	14

5. Are you aware of any Division-specific Leave of Absence policies which may apply to you?

"Division" can mean Faculty, Campus, or College. Not all Divisions have specific Leave of Absence policies. Please do not seek out this information in order to answer this question – our intent is to gauge awareness.

Response	Number of responses
Yes	4
No	78

6. Please indicate your Division.

For the purposes of this question, your Division is your Faculty or satellite campus. If you are a UTM or UTSC student, please choose your campus and NOT your Faculty.

Response	Number of responses
Daniels Faculty of Architecture	3
Faculty of Applied Science & Engineering	7
Faculty of Arts & Science	59
Faculty of Kinesiology	3
Faculty of Music	1
Rotman Faculty of Management	1
University of Toronto Mississauga	0
University of Toronto Scarborough	2
Faculty of Law	2
Leslie Dan Faculty of Pharmacy	1
Temerty Faculty of Medicine	0
Other	3

[Contingent on response to #6.] 7. Please specify.

Response	Number of responses
OISE	3

Section Two: Views & Perceptions

The University-Mandated Leave of Absence Policy ("UMLAP") outlines the circumstances and procedures by which a student displaying concerning behaviour as a result of serious mental health issues may be temporarily removed from study. UMLAP is non-punitive academically, and does not result in disciplinary action such as expulsion.

8. What is your general perception of UMLAP?

Response	Number of responses
Positive	16
Neutral	34
Negative	32

9. Under which circumstances should the University be able to temporarily remove a student with poor mental health from study?

If you have selected "there are no circumstances," please do not select any other answers. If you select "there are no circumstances" in addition to other answers, we will disregard the other answers and assume your response is "there are no circumstances."

Response	Number of responses
The student poses a danger to themselves	42
The student poses a danger to others	68
The student poses a danger to property	30



The student is impeding the education of others	40
The student is unable to complete academic work due to their mental health	24
There are no circumstances in which the University should be able to temporarily remove a student with poor mental health from study	13

10. Do you believe that removing a student with poor mental health from study is discriminatory?

Please note that this question asks about your PERSONAL BELIEFS. Your response will only ever be analyzed as part of aggregated data, and never individually.

Response	Number of responses
Yes	34
No	25
Don't know / unsure	21
Prefer not to say	2

11. Do you believe that an individual's autonomy should be preserved, even if they are at risk of self-injury?

Please note that this question asks about your PERSONAL BELIEFS. Your response will only ever be analyzed as part of aggregated data, and never individually.

Response	Number of responses
Yes	41
No	20
Don't know / unsure	21



Prefer not to say	0
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12. There are two scenarios in which UMLAP may be invoked, known as the threshold of invocation. Do you have any concerns about Scenario 1?

Scenario 1 applies where "the Student's behaviour poses a risk of harm to self or others, including but not limited to a risk of imminent or serious physical or psychological harm, or harm that involves substantial impairment of the educational experience of fellow students."

Response	Number of responses
Yes	28
No	43
Don't know / unsure	11

13. Do you have concerns about Scenario 2?

Scenario 2 applies where "the Student is unable to engage in the essential activities required to pursue an education at the University notwithstanding Accommodations or supportive resources that have been deployed or offered."

Response	Number of responses
Yes	47
No	19
Don't know / unsure	16

14. If you have any specific thoughts on the threshold for invocation, please give them here.

15. If a student meets the threshold for invocation, they may be asked by the Vice-Provost Students if they wish to go on Voluntary Leave. Do you have concerns about the process by which students are placed on Voluntary Leave?



Response	Number of responses
Yes	17
No	43
Don't know / unsure	22

16. If you have any specific thoughts on the Voluntary Leave process, please give them here.

17. Would you be in favour of a student-initiated Voluntary Leave of Absence option?

In this case, the student would request a non-punitive Leave of Absence for mental health reasons. This would allow them to take time off school with no academic consequences.

Response	Number of responses
Yes	78
No	1
Don't know / unsure	3

18. If a student does not want to go on Voluntary Leave, they may be required to take a University-Mandated Leave. Do you have concerns about the process by which students are placed on University-Mandated Leave?

Response	Number of responses
Yes	44
No	19
Don't know / unsure	19

19. If you have any specific thoughts on the University-Mandated Leave process, please give them here.

~~20. Do you believe that the return to study process places an undue burden on the student?²~~

21. If you have any specific thoughts on the return to study process, please give them here.

22. A Student Support Team is a group of people who work with the student to explore accommodations and help determine whether a student should be placed on Leave. Do you believe that, under some circumstances, Campus Safety (formerly Campus Police) officers should be included on a Student Support Team?

Response	Number of responses
Yes	19
No	44
Don't know / unsure	19

23. If you have any specific thoughts on the role of Campus Safety, please give them here.

24. Before UMLAP was approved, situations in which students displayed concerning behaviour as a result of poor mental health fell under the scope of the Code of Student Conduct (a disciplinary policy). Should these scenarios be covered by the Code of Student Conduct or by UMLAP?

Response	Number of responses
Code of Student Conduct	5
UMLAP	35
Neither	20
Don't know / unsure	22

² Question 20 was struck due to ambiguity – the wording of “undue burden” is similar to “undue hardship,” which is a legal term relevant to the topic but which would apply to an institution, not an individual. The similarity in language served to confuse those who are extremely familiar with the topic. In addition, the question fails to describe the return to study process, making it difficult to answer for those not already familiar with the Policy. The UTSU apologizes for the error and will not be including the data.

25. If you have any specific thoughts on the policies which should cover concerning behaviour as a result of poor mental health, please give them here.

26. Do you believe UMLAP should be repealed?

Response	Number of responses
Yes	26
No	23
Don't know / unsure	33

27. If you have any specific thoughts on a repeal, please give them here.

Section Three: Effect

This section seeks to determine the potential effect of UMLAP as a deterrent to students seeking care. Please note that the answers to all multiple-choice questions will only ever be analyzed as part of aggregated data, never individually. Answers to qualitative (typed) questions will be anonymized prior to being viewed.

28. Please select what best describes you:

Response	Number of responses
First-entry undergraduate student	63
Second-entry undergraduate student	12
Graduate student	7
Student-facing staff (eg. faculty)	0
Non-student-facing staff (eg. various administrative positions)	0
Alumni	0

[Contingent on response to #28.] 29. Are you more or less likely to access the University's mental health resources as a result of this policy?

Response	Number of responses
More likely	14
Neutral	41
Less likely	27

[Contingent on response to #28.] 30. Are you or have you ever been associated with a student group that focuses in whole or in part on mental health?

Some examples may be SMART, SKULE Mental Wellness, Students for Barrier-Free Access (student-staff such as residence dons are NOT included here). This question is to gauge student involvement surrounding this issue as well as the reach of the survey. We will consider your response regardless of the answer you give here.

Response	Number of responses
Yes	19
No	63

[Contingent on response to #28.] 31. Are you or have you ever been employed by the University in a student-staff position in which you assume partial responsibility for the wellbeing of other students (eg. residence don, Teaching Assistant, Community Advisor, etc.)?

Response	Number of responses
Yes	12
No	70

[Contingent on response to #31.] 32. Are you more or less likely to refer a student to the University's mental health resources as a result of this policy?

Response	Number of responses
More likely	2



Neutral	4
Less likely	6

33. If you have any concerns or comments that you haven't yet had the opportunity to voice, please give them here.