

**Identity as a UBC Learner:** To create an inclusive and respectful learning environment that fosters student curiosity and a sense of belonging to UBC and the wider community

Students in the Learning Community should be encouraged to;

**Membership in the Academy\***

- Identify their strengths and opportunities for contribution to the academy and/or within a particular discipline
- Compare and contrast the intellectual cultures they have experienced to those at UBC and in Canada

**Networks & Relationships**

- Connect to members of their Jump Start community and appreciate how friendship networks at UBC and beyond are key to building and sustaining their academic career

**UBC Support & Resources**

- Investigate and know how to access UBC resources (academic advising, enrolment, recreation, wellness centre, counselling, etc.) that collectively contribute to the student experience

*\*Add 'and a discipline' if appropriate to your Learning Community and student cohort*

**Academic Culture:** To cultivate practices that encourage self-directed learning and enable students to develop skills for academic success and well-being in their 1st year at UBC.

Students in the Learning Community should;

**Academic & Personal Integrity**

- Academic - appreciate the scientific and scholarly principles underpinning policies on academic integrity - and understand 'why' some actions are and others are not acceptable
- Personal - develop an awareness that their membership at UBC and in the academy involves rights and responsibilities

**Academic Peer Collaborations**

- Invite and be open to the ideas and perspectives of others
- Practice and appreciate the collaborative nature of learning
- Appreciate that integrity is essential to team learning and success

**Classroom Engagement**

- Practice and appreciate that active engagement in lessons and course content are key to learning & progression (note taking, reading, understanding syllabus, connect etc.)
- Be prepared for a diversity of learning moments and spaces (lectures, discussion groups, workshops, etc.)
- Be encouraged to interact respectfully with peers and faculty

**Professional Communication**

- Practice and appreciate professional expectations surrounding university correspondence (written & verbal)

**Learning Management  
(or Academic Strategies)**

- Identify strategies to establish successful learning practices (note filing, time management, exam revision & planning, etc.)