






Student Success

4. A Student-Centred Approach

Continue to improve effective institutional response to students at York University who are of concern to the community and who may be at risk or in-crisis by working in consultation with campus partners to establish a coordinated and accessible approach

Action/Strategy	Measurable/Milestone	Status
In conjunction with campus partners, participate and consult to Students of Concern Committee (SoCC) to support and monitor students at-risk or in-crisis	Weekly meetings of SOCC to occur with participation of CDS and campus partners	 Completed
Provide consultation to, and collaborate with, Residence Life Staff, the Critical Incident Coordinator in SCLD, the Centre for Sexual Response, Support and Education, and others as necessary to respond to residence students who are at-risk or in-crisis	1) Frequent consultations occur with community members regarding how to respond effectively to students in distress. 2) Critical Incident Debriefing sessions conducted as necessary in response to critical incidents that occur on campus or that affect campus community	 Completed

Continue to improve programming to support students' academic and personal skill development

Action/Strategy	Measurable/Milestone	Status
Provide short-term individual, couple, or group personal counselling.	1) Personal counsellors will maintain full caseloads with minimum of 4 direct counselling hours per day 2) Wait times for initial appointments within SCD will average less than 5 business days during peak periods and less than 3 business days during off-peak periods 3) Students will be referred to appropriate off-campus counselling whenever wait times exceed those stated above, or if longer term therapy or more specialized counselling is required 4) Crisis counselling provided on urgent basis during regular working hours typically within 30 minutes or less	 Completed
Contribute to the prevention and/or early detection of mental health issues in students through personal counselling outreach programming in collaboration with various University partners.	-Regular presentations to the university community conducted throughout the year to educate faculty, staff and students about SCD and mental health issues. - Consultation provided to SCLD, Centre for Sexual Violence Response, Support and Education, Student Residence and other campus partners on matters related to student mental health - Exec. Director participation on Pan-University Mental Health and Resilience Committee and the Well-Being Steering Committee	 On Track
Provide disability-related counselling and support for students with disabilities	-Accessibility Counsellors will maintain full caseloads within acceptable standards of practice -Wait times for disability services intake appointments will average 10 business days or less throughout the year -drop-in sessions regularly scheduled to allow for immediate access to Accessibility Counsellors when necessary	 Completed

Counselling and Disability Service

PLANID: 1123

Provide equitable access to all CDS services irrespective of student affiliation with particular programs, faculties, or campuses.

Participation of students from all faculties and programs - graduate and undergraduate - in all services offered by SAS and SCD



Completed

Facilitate the academic accommodation of students with disabilities so that they have an equal opportunity to succeed academically in a manner that respects their rights and maintains the academic integrity of the institution by fostering and maintaining


Action/Strategy	Measurable/Milestone	Status
Develop and maintain policies for students with learning, mental health, physical, sensory and medical disabilities that clearly delineate student rights and responsibilities with respect to classroom and exam accommodations.	1) Development of clear processes for academic accommodation and accommodation letters for faculty. 2) Development of clear process for dealing with complaints from students or faculty regarding academic accommodation 3) Students referred to Centre for Human Rights, Equity and Inclusion on campus whenever impasse is reached with regard to academic accommodation issues	Completed
Meet with each student with a disability to determine nature of disability-related needs and recommend classroom, exam, field placement or other accommodations as necessary.	-Students met with Accessibility Counsellors with wait times 10 business days or less for non-urgent matters and immediate access (i.e. same day) to an Accessibility Counsellor for urgent matters -Accessibility Counsellors support students in receiving recommended appropriate academic accommodation and support	Completed
Collaborate with the Alternate Exams Office in the Office of the University Registrar (OUR) to ensure that policies and processes are in place to implement accommodated tests and exams	Meetings twice annually (or more as needed) to review processes and stats with Alternate Exams Office	Completed
Collaborate with Library Accessibility Services to ensure that policies and processes are in place with regard to alternate text formats and library accessible supports.	Regular communication with Library Accessibility Services regarding provision of alternate format print material for students with print disabilities	Completed
Consult with the Centre for Human Rights, Equity and Inclusion on the York University campus as necessary to ensure fair treatment of students with disabilities.	Any cases of alleged human rights violations to be referred to Centre for Human Rights and consultation to occur as necessary	Completed
Participate as a member of the Accessibility for Ontarians with Disabilities Act Coordinating Committee to provide input to the development of policies and practices consistent with the spirit of that legislation	Participate in regular meetings regarding accessibility legislation and its implementation at York University	Completed

Engagement and Outreach
5. Enhanced Campus Experience


Counselling and Disability Service

PLANID: 1123


Contribute knowledge and provide expertise in the development and implementation of training for peer mentors and student leaders both within and external to CDS

Action/Strategy	Measurable/Milestone	Status
Participate in the training of peer mentors and student leaders; develop high quality accessible peer mentoring programs	Peer mentors trained and programs operating effectively.	 Completed


Contribute knowledge and provide expertise to support the development and implementation of the institutional first year experience program through the use of existing CDS resources and the development of new programs and services.

Action/Strategy	Measurable/Milestone	Status
CDS will participate actively in the development and implementation of institutional first-year transition programming	CDS delivered workshops, programs, services in line with the implementation of institutional first-year transition programming.	 Completed


Encourage further collaboration and engagement between the Career Centre and CDS Disability Services to create continuing career development opportunities for students with disabilities

Action/Strategy	Measurable/Milestone	Status
1) Refer relevant employers to Career Centre for specialized workshops and other events related to careers and students with disabilities 2) Publicize these events on CDS disability listservs 3) Co-facilitate specialized workshops on career-related issues for students with disabilities	Workshops provided and students with disabilities participate.	 Completed

Foster and maintain close collaboration with Office of Student Financial Services to ensure effective and efficient communication and processes with regard to the determination of eligibility for the Bursary for Students with Disabilities and other bursar


Action/Strategy	Measurable/Milestone	Status
Regular communication and feedback mechanisms established with OSFS regarding financial issues related to students with disabilities	-Regular meetings and consultations with OSFS and CDS occurred throughout the year. -Bursaries and financial awards distributed to eligible students	 Completed

Provide services and access to improve transition to university for students both prior to and during their first year of study and beyond.


Action/Strategy	Measurable/Milestone	Status
Provide transition programming for students	-CDS participation in the Transition Year Program, First Year Experience Programming such as YuStart, University 101, ACMAPS, Transition Year Program, Insight Program for School of the Arts, Media, Performance and Design, -Transition programs for students with disabilities offered prior to and periodically throughout the academic year	 Completed

Enabling the Plan
7. Enabling the Plan


Foster culture of measurement and tracking of services delivered in CDS to establish reasonable benchmarks for service delivery, excellence and accountability and to engage in evidence-based decision-making

Action/Strategy	Measurable/Milestone	Status
-Review results from CDS client surveys to help determine reasonable benchmarks and make any necessary adjustments to improve our services -Refine CDS survey instruments to continue to measure learning outcomes and client satisfaction within Student Counselling & Development (SCD) and Student Accessibility Services (SAS) -Refine survey instruments to determine if internal processes are effective and efficient	Survey tools refined and developed within SCD and SAS to measure client satisfaction, learning outcomes, and internal processes at least on an annual basis and more frequently as necessary	 Completed


Improve Work Engagement

Action/Strategy	Measurable/Milestone	Status
Establish clear expectation that all CDS staff establish annual Professional Development Plans (CPM) and Individual Development Plans (YUSA).	All CDS staff have established PD plans on annual basis	 Completed

Maintain a balanced budget that supports the work of CDS

Action/Strategy	Measurable/Milestone	Status
Monitor budget expenditures through regular financial forecasting	Annual budget expenditures are within approved limits	 Completed

To improve service excellence in SAS and SCD

Action/Strategy	Measurable/Milestone	Status
-Have a representative from CDS on the committee established by Division of Students to explore and improve Service Excellence - provide input to the Service Excellence Committee by convening staff focus groups as necessary	-CDS had a representative on the Service Excellence Committee -CDS staff participated in focus groups related to service excellence	 On Track

