

## **Academic Support & Engagement CAS Review: Full List of Recommendations**

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**Theme 1: Intersectional Programming:** There should be deeper assessment/evaluation/review of supports and services and intentional use of that information for continuous improvement based on the stated needs of our diverse student body.

3. Offer evening hours and drop-ins to provide students with more flexible delivery options.
5. Create a shared measure for students to share feedback of their experiences related to the ASE units.
6. Create a shared curriculum that addresses the uniqueness of students as well as what they need developmentally and when.
12. Develop programs and supports that are culturally responsive to diverse student population(s).
24. Diversify methods and modes of programming including additional platforms and spaces at times considerate of student schedules.
25. Add dedicated resources with expertise in English as Additional Language practices.
34. Establish support groups for students with ADHD and ASD, peer mentorship programs and group advising to build additional service capacity and support SWDs in community building.
35. Reconsider the staffing model with the goal of enhancing capacity for AE staff to take on non-advising tasks and responsibilities, including more opportunities for programming that will enhance student learning and belonging.
36. Develop targeted co-curricular programming in AE for SWDs, with a focus on career transition and self-determination.
39. Establish clear programmatic goals and use SLOs, including outcome data, to assess and evaluate programs & services offered by Accessible Education and the overall learning environment for SWDs at Western.
43. Expand collaborations and partnerships with all WSE units to build additional capacity and social support for SWDs in community building and to ensure accessible co-curricular activities.

**Theme 2: Intentional Communication** We need to better communicate supports and services to students through diverse and accessible channels.

1. Develop a communication strategy to inform the Western community and stakeholders of ASE supports and services.
2. Provide intentional follow up to students to inform them of outcomes of the review process and next steps. Involve as many diverse student perspectives in the process as possible.
15. Develop a plan to share assessment data with key university partners, including students and affiliated colleges.
18. Training and planning exercise with Communications where sharing expertise and strategies used to increase student engagement and outreach to diverse learners.
19. Create a communications strategy to increase findability, review web resources, rebrand services to students, with consideration given to the diversity of students across campus.
40. Survey SWDs on an annual basis to determine their satisfaction with the service.
48. Establish a culture of communication between AE and affiliated university colleges including an annual report on their SWDs.

**Recommendation Theme 3: Campus-wide Partnerships** We must establish more and deeper partnerships to move forward with campus stakeholders.

5. Consideration of on-location roles, once additional staffing is in place.
7. Explore possibility of implementing shared peer programming across ASE.

8. Engage equity-deserving students in reviewing practices, presentations and programming in the ASE portfolio. Specifically, look at the concepts of thriving and strengths with an anti-racism lens.
16. Change the position title of counsellors to more accurately reflect roles as advisors.
17. Revisit the connection of “academic counsellors” to the ASE unit and review the job descriptions to more accurately reflect advising competencies.
20. Develop a clear outreach plan for students, staff and faculty including regular meetings, focus groups, information sessions and training of key campus stakeholders.
21. Create a clear delineation of referrals processes.
22. Formalize service and partnership agreements as well as informal networks so that there is scope and role clarity focusing on the provision of student services.
23. Create clearer knowledge networks and/or internal communities of practice to help engage like-minded colleagues and increase collaborations.
26. Each unit within ASE undergoes an operational planning exercise to articulate a response to the Thriving Campus vision. This should align the various areas.
27. Move away from a purely counselling model of support in LDS and the WSC and discontinue the use of the title counsellor unless it is specifically required for the role.
37. Ensure that co-and extra-curricular programming at Western is made accessible to SWDs by ensuring that all staff and peers who work with students are trained in working with SWDs.
38. Develop information resources and regularized training to assist faculty and staff in better understanding the academic accommodation process and how to liaise with the service to support their students.
41. Establish a Student Accessible Education Advisory Committee to provide leadership opportunities for SWDs and to ensure that their voice and lived experience is reflected in program and service design.
42. Consideration of on-location roles to facilitate an understanding of local needs and to assist with communication, outreach & training once additional staffing is in place.
44. Collaboration between AE, CTL and AODA Office to provide training and resources for teaching assistants & instructors on best practices in teaching that would support the creation of inclusive and accessible learning opportunities.
45. Continued partnership between AE and SGPS to enhance understanding of the specific needs of graduate and professional SWDs and to deepen an understanding of graduate academic program requirements and the research process in AE.
46. Provide on-location accessibility programs & services at affiliated university colleges.
47. Include SWDs from the affiliated university colleges on the AE Student Advisory Committee.

**Recommendation Theme 4: Hiring and Staff Development** There should be comprehensive training and professional development for staff, aligning their practices with principles of EDI, and keeping them on the cutting edge of advances in their respective fields.

9. Develop a training and professional development plan for the ASE staff to engage in anti-racism, anti-oppression, critical race theory and Indigenous ways of knowing with internal and external experts.
10. Develop an HR plan to diversify staff within ASE to reflect the diversity of the student body. Hire BIPOC staff to ensure culturally-responsive services and support and so BIPOC students see themselves and their experiences represented in ASE.
11. Engage in an HR audit to review barriers within the hiring process (including requirements, postings, interview process and questions, etc.).
13. Develop a training program for practitioners in understanding assessment, developing learning outcomes and assessing student learning.
14. Develop Division-wide Key Performance Indicators (KPIs) and metrics measuring student access points. Develop benchmarks for types of students accessing services.

28. In Accessible Education, hire more diverse staff with different skill sets and approaches to academic skill development, and culturally responsive teaching and learning.
29. In Accessible Education, move towards a specialist staffing model, as more resources become available, especially in the areas of mental health and neurological disabilities.
30. In Accessible Education, adopt and integrate AHEAD professional standards into service delivery.
31. In Accessible Education, train staff in the implementation of academic accommodations in practicums, placements, fieldwork, laboratories and graduate education.
32. Broaden training opportunities for staff in AE to include group advising as well as program development & evaluation.
33. Ensure that AE staff are trained in UDL standards for the provision of their own supports and services and also train others.