1. Position Identification

<table>
<thead>
<tr>
<th>Position Number</th>
<th>998569</th>
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<tbody>
<tr>
<td>Position Title:</td>
<td>Student Advisor/Coordinator (Specialized Access)</td>
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<tr>
<td>Department:</td>
<td>Centre for Accessible Learning</td>
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<tr>
<td>Reports to:</td>
<td>Associate Director, Centre for Accessible Learning</td>
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<tr>
<td>Number of Direct/Indirect Reports</td>
<td>Direct 1; Indirect: 4</td>
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<tr>
<td>Classification Level</td>
<td>SG11</td>
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<tr>
<td>Last Updated</td>
<td>January 2020</td>
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2. Position Summary

Student Affairs at the University of Victoria helps to transforms students’ lives by supporting and inspiring the highest standards of student learning and success, community engagement and staff development. The comprehensive and integrated range of services we provide make Student Affairs one of the most dynamic and diverse divisions on campus.

As a unit within the Division of Student Affairs, the Centre for Accessible Learning (CAL) is responsible for providing institutional leadership in the delivery of a comprehensive student-focused accessible learning model and delivers training and education to further the University’s commitment to provide equal access to all academic programs. CAL provides advice and consultation on the University’s legal and regulatory compliance with the BC Human Rights Code, the Ministry of Advanced Education, and University policy and procedures. Keeping current with best professional practices, standards, and research, CAL facilitates equal access to all university academic opportunities. CAL’s work is designed and guided by theories and knowledge of universally designed instruction, student learning and development, CAS Standards, and reflects developmental and demographic profiles while remaining responsive to relevant campus stakeholders. CAL is a core academic support unit for both students and faculty and contributes to the recruitment and retention of students as well as their academic and personal success.

Reporting to the Associate Director of the CAL, this role is responsible for the development and on-going delivery of programming for students with no or low vision, autism spectrum disorder, and acquired brain injuries. This includes academic accommodation planning with students and faculty, and training stakeholders on inclusion, access, and universally designed environments for learning. This role is also responsible for the supervision of the Alternative Format Text Program (AFTP).

Occasionally this position may experience difficult people who are adversarial, and challenging to communicate with. Additionally, the position may participate in
responses to students in crisis, and/or legal or human rights proceedings on behalf of UVic that can be highly stressful and personally impactful.

There may be a requirement to work outside regular business hours, including evenings and weekends.

### 3. Key Responsibilities and Expectations

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<th>Key Responsibilities</th>
<th>Expectations:</th>
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| Advising and case management of students with no or low vision, autism spectrum disorders, and acquired brain injuries. 50% | • Assess medical/psychological documentation for students, develop accommodation plans and communicate academic accommodation requirements to instructors, informed by course learning outcomes, current case law and research/evidence-based knowledge.  
• Consult and advise students, faculty and staff on academic accommodations and access.  
• Liaise with internal and external programs and services.  
• Facilitate relevant federal and provincial grants and/or bursaries.  
• Review and support the resolution of academic accommodation issues, and crisis situations identified or experienced by students and/or instructors and provide recommendations on how to resolve and refer as appropriate.  
• Maintain accurate case notes and student records in accordance with Freedom of Information and Protection of Privacy Act, University Policies and ethical standards.  
• Collaborate in the case management response to students in crisis by liaising with the appropriate stakeholders (Student Services, external agencies, etc.). |
| Specialized Access Coordination 15% | • Provide leadership in identifying emerging access issues.  
• Develop research-based resolutions and collaborative frameworks with stakeholders.  
• Leads development of effective accessibility frameworks with academic departments for specific student cohorts facing significant and complex barriers to academic access.  
• Collaborates with relevant stakeholders to develop effective frameworks and evidence-based guidelines for student access initiatives. |
| Oversight and management of Alternative Format Text Program. Supervision and Human Resources-related coordination and administration 20% | • Responsible for oversight and management of CAL Alternative Format Text Program, ensuring fulfillment of legal obligations to provide timely access to academic materials for student with print-based disabilities.  
• Advise, educate, and consult with course instructors in the development of academic materials for students with print-based disabilities.  
• Develop annual AFTP service plan.  
• Hiring, training, and direct supervision of Alternative Format Production Coordinator. Supervision includes creation of job description and work plans, and employee performance evaluation.  
• Conducts regular AFTP Staff meetings. |
|---|---|
| Financial Resources and budget 5% | • Oversight, planning and, forecasting of AFTP budget, speciality translation budget, related accounting, and reporting.  
• Coordinate and manage all financial functions of the AFTP and related Specialized Access Projects. |
| Unit Representation and other CAL activities 10% | • Represent the unit in internal and external events and on committees related to academic access.  
• Develop and deliver presentations to departments, instructors, and various events.  
• Provide input to University and unit strategies, processes, and procedures.  
• Direct and administer new program/project proposals.  
• Performs other related duties as determined by CAL Director and Associate Director. |

## 4. Classification Factors:

### Problem-Solving:

Complex problem-solving ability is a requirement of this position as is contributing creative solutions to situations where there are potential legal and/or reputational risks to the University. Developing opportunities to work collaboratively with faculty in order to support their students’ access requirements. This requires significant skills in critical thinking, and professional judgment to identify and implement accessibility solutions that are often difficult to determine and may have significant impacts on staff, faculty and students. Solutions require careful interpretation, analysis and evaluation of legal advice, precedents, legislation, policies, and procedures and frequent consultation with institutional stakeholders to devise appropriate frameworks and strategies. Significant skills are required to coordinate complex accommodation plans with faculty members for their students. This is often conducted with considerable time constraints due to academic schedules.
In-depth analysis and judgement is required to review and respond to complex and variable academic accommodation issues, difficulties, or crisis situations identified or experienced by students or instructors. The position must provide creative, flexible and legally mandated recommendations on how to resolve issues, or refer as appropriate. Solutions are guided by University and unit policy and procedures, but creativity in the development of solutions for individual students is required. This requires critical thinking and judgment under pressure to identify and implement solutions that can be difficult to determine.

This position identifies gaps in on-campus supports for students that experience substantial barriers to access and provides leadership in the development of frameworks to address these gaps.

This position ensures programs are designed to provide strong service orientation in a resource constrained environment. A variety of solutions must be considered to best balance meeting student and employee needs and operational requirements, including designing new positions and hiring within existing positions. Research, analysis, and creativity is used to evolve program infrastructure in support of changing operational requirements.

**Responsibility for Financial & Material resources:**
This position has specific budgetary responsibilities within the unit to coordinate and manage all financial functions of the AFTP (budget ~$78k), specialty translation account (budget centrally funded), and related accessibility special projects.

This position acts as a designated signing agent for the Ministry of Advanced Education in respect to eligibility of students for grants, bursaries, and funding.

**Responsibility for Human Resources:** Direct supervision to Alternative Format Production Coordinator; and indirect supervision of Alternative Format Production Assistants (STEM-non sighted); and (1-4) Casual Alternative Format Production Assistants.

Coordinate guidance and support for up to 20 access providers (scribes, lab assistants, and other human supports) for students with significant access requirements.

**Impact of Decisions and Actions:**
Decisions related to student advising, case management and delivery of programming have a major impact on student academic success and the reputation of CAL, as well as impacting the University’s legally mandated responsibility as it pertains to Human Rights and institutional reputation. Effective development and delivery of this programming is necessary for the university to provide effective academic supports to students, enhance student retention and success, and mitigate institutional risks and liability. This requires expert knowledge in best-practices for accessibility and inclusion as it relates to students with disabilities.
As supervisor and lead of the Alternative Format Text Program this role determines the production and distribution of alternative format materials for students with print-based disabilities. These processes have a significant impact on the ability of the University to satisfy (a) the University’s legally mandated responsibility as it pertains to Human Rights (b) the legal obligation to adhere to copyright laws and (c) maintain ongoing healthy relationships with ATFTP copyright holder partners.

**Independence:**
This position works independently within established policies and procedures and reports to the Associate Director of the Centre for Accessible Learning.

This position works in accordance with CAL practices, procedures and policies, but has considerable latitude in selecting work methods, and acts independently to assess and implement academic accommodations. Objectives and goals are established based on the evidentially assessed current student trends accessing CAL programs and services, goals and priorities of the Centre, Student Affairs, and the University.

Responsible for independently developing appropriate new supports and programming for students, and develops training, accommodation procedures and acts as a consultant to faculty.

This position is expected to develop and maintain positive partnerships with various campus stakeholders (e.g., Office of Student Life, Health Services, First Peoples House, Counselling Services, Academic Advising, LTSI, etc.) to coordinate responses and creative programming that address significant barriers to access for students.

**5. Summary of qualifications:**

**EDUCATION:**
Undergraduate degree in an area relevant to the work of the Centre for Accessible Learning, such as Applied Behaviour Analysis, Education, Psychology, Counselling, Social Work.

**EXPERIENCE:**
- Three years’ experience working with students with disabilities in a post-secondary educational setting, including students with no/low vision, autism spectrum disorders, and acquired brain injuries.
- A minimum of one year of experience supervising an Alternative Format Text Program at the post-secondary level.
- Knowledge of legal guidelines, regulations, case law and policies governing the provision of services to persons with disabilities in a post-secondary environment.
- Experience with diverse populations.
- Presentation experience.

An equivalent combination of education and experience may be considered.
SKILLS:

- A demonstrated understanding of the implications of a diagnosis of vision disability, autism spectrum disorders, and acquired brain injuries as they relate to a student’s success at university and the range of services/resources available both within the University and in the community.
- Ability to assess medical/psychological documentation, functional limitations, environmental barriers, and learning outcomes in a post-secondary academic environment.
- Excellent innovative, flexible, and creative problem-solving
- Strong ability to interact with people in a tactful, professional, and diplomatic manner.
- The ability to respond calmly and efficiently in crisis situations
- Strong ability to communicate verbally and in writing clearly, convincingly, and professionally; and to negotiate complex situations in a calm and persuasive manner
- Ability to integrate current research and evidence into professional practice
- Knowledge of assessment and evaluation of programming
- Demonstrated ability to work proactively, and with independence, anticipating the needs of the unit; to work effectively in a student-centered environment; and to have a commitment to work in this area
- A commitment to ongoing professional development

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<th>Date:</th>
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| Manager's/Supervisor's Signature | Date: |