



EMPLOYMENT OPPORTUNITY

Competition #SA038-2025

Student Accommodation Advisor

Permanent Full-Time Excluded Position

8:30am to 4:30pm / Monday to Friday

Grade 8 (74,168 to \$98,891 per annum)

ABOUT EMILY CARR UNIVERSITY OF ART + DESIGN

Situated on unceded, traditional and ancestral xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish), and səliłwətaʔ (Tsleil-Waututh) territories in Vancouver, Canada, Emily Carr University of Art + Design (ECU) is where creativity meets practice. Ranked among the world's top 30 universities for art and design (QS 2024), ECU is recognized globally for its hands-on, practice-based teaching and learning environment that equips students to experiment, take risks and drive innovation.

Since 1925, ECU has championed bold ideas and emerging talent through a close-knit, studio-intensive setting that connects students with award-winning faculty, cutting-edge facilities, and real-world opportunities. Today, ECU serves more than 2,400 undergraduate and graduate students, along with thousands more through continuing studies, contributing to Canada's cultural and creative sectors and shaping the future of art, media, design and research.

As we mark our centennial in 2025, ECU continues to ask what art and design can make possible. 100 years in the making, we are shaping what comes next.

ABOUT THE ROLE

The Student Accommodation Advisor is a key member of the Student Engagement, Retention + Success portfolio and the wider Student Services team. The Student Accommodation Advisor is responsible for the design, implementation, and evaluation of academic accommodations and related services that ensure students with disabilities have equitable access to learning. In this role, the Student Accommodation Advisor collaborates closely with students, faculty, and staff to identify and implement accommodations that balance human rights, academic integrity, and inclusive educational practice. The Student Accommodation Advisor also provides leadership and consultation to the university community on accessibility issues and liaises with external service providers to enhance support.

BENEFITS OF JOINING THE EMILY CARR COMMUNITY

- Enrollment in a comprehensive benefits package, including Dental Coverage, Extended Health, Disability Coverage and Life Insurance.
- Membership in the College Pension Plan.
- Competitive vacation and Professional Development benefits.

AS THE SUCCESSFUL APPLICANT, YOU SHOULD POSSESS

- Master Degree in Special Education, Social Work, Counselling Psychology, Disability Justice, Disability Studies, or a related field.
- Minimum three (3) years full-time experience working with adults with disabilities in a community organization, educational institution, arts and culture, or healthcare setting, including experiences involving intake, case management, accommodations, and support services.
- Demonstrated experience in assessing disability-related needs and recommending accommodations to reduce or eliminate barriers in an educational context.
- Or an equivalent combination of education and experience.
- Thorough knowledge of a broad range of disabilities, equity and diversity issues related to disabilities and available services and programs to assist students within British Columbia and Canada.
- Experience interpreting and applying medical, psycho-educational, and other assessment and medical reports to develop effective accommodation plans.
- Advanced understanding of the social model of disability and its application in post-secondary education.
- Strong skills in active listening, empathy, and inclusive communication to support diverse students.
- Experience developing and delivering workshops and training pertaining to accessibility services, disability justice, and the field of disability services.
- Understanding of privacy legislation and risk management.
- Knowledge of assistive technology.
- Knowledge of the DSM IV or V and Mental Health Framework an asset.

- Proven ability to exercise sound judgment in determining reasonable and appropriate accommodations to students.
- Demonstrated ability to communicate clearly, effectively, and tactfully with students on sensitive and complex matters.
- Ability to respond and deal effectively with change and crisis situations.
- Ability to maintain confidentiality, privacy, and discretion when interacting with students and university community members regarding Accessibility services.
- Strong interpersonal skills that support effective working relationships with a diverse community of students, staff, faculty, and external partners.
- Ability to work independently and collaboratively as part of a team.
- Proficiency in using databases, learning management systems, and adaptive technology.
- Effective organization, attention to detail and time management skills with the ability to prioritize.
- Ability to evaluate a variety of medical documentation to determine students' eligibility for applicable academic accommodations.
- Ability to interpret and apply psychoeducational assessments.
- Ability to interpret and apply Human Rights legislation; Government, Agency and University policies, procedures and guidelines governing the provision of support services to students with disabilities in a post-secondary environment.
- Demonstrated commitment to justice, equity, diversity, inclusion, and reconciliation.

TYPICAL DUTIES INCLUDE:

1. Individualized student accommodation assessment + planning
 - a. Promote self-advocacy, independence, and self-determination among students by providing guidance and resources throughout their academic journey.
 - b. Conduct intake interviews to explore the impact of disabilities on students' academic experiences and identify appropriate support services both within and outside the institution.
 - c. Conduct thorough assessments of functional limitations to determine and approve academic accommodations for students with various disabilities (e.g., physical, medical, sensory, learning, and mental health).
 - d. Develop and implement individualized accommodation plans through an interactive process with the student, considering self-reporting, assessment documentation, and the specific demands of their academic programs.
 - e. Liaise with faculty and staff to ensure accommodations align with course requirements and uphold academic integrity while meeting the essential learning outcomes.
 - f. Facilitate ongoing reviews of accommodation plans to address changing needs or concerns.
 - g. Engage in case conferences with colleagues, faculty, and students to advise on issues surrounding accommodations or arising needs of the student. Common reasons for case conferences include:
 - Accommodations for field placements/work placements
 - Conflict management between student and faculty
 - Classroom behaviour issues
 - Management of medical concerns in classroom
 - Planning with faculty around reduced course load
 - h. Direct and advise all third-party services (e.g., Note Takers, Interpreters, Classroom Support Workers) and act as the ongoing liaison with service providers to ensure timely provision of service.
 - Problem solves and makes decisions about alternate arrangements when service providers are not available.
2. Educational outreach + program development
 - a. Consult, direct, and support departmental programming and groups.
 - b. Coordinate and facilitate information sessions for students, supporters, parents/guardians, and colleagues on identifying and accessing services for students with disabilities.
 - c. Act as a liaison between students, faculty, and external partners to promote understanding and cooperation in the implementation of accommodations.
 - d. Educate and coach faculty, administration, and staff on best practices for accessibility and inclusivity, advocating for institutional policies and practices to reflect the principles of the social model of disability.
 - e. Collaborate with campus partners to provide holistic support to students, including referrals to counseling, learning skills services, and career advising.
 - f. Develop and deliver workshops, training sessions, and resources to enhance understanding of disability-related issues and accommodations across the campus community.
 - g. Participate in the development of new initiatives to meet the evolving needs of a diverse student population.

3. Other responsibilities – Student Engagement, Retention + Success | Student Services

As a member of a diverse, cross-functional portfolio team, the incumbent will contribute to a student-centered, evidence-informed culture by performing the following responsibilities:

- a. Design, deliver, and continuously improve programs and services that prioritize student learning, growth, and development, ensuring alignment with pedagogical best practices.
- b. Collaborate with students, faculty, staff, and external partners to cultivate a vibrant, inclusive, and supportive campus community at Emily Carr University, creating opportunities for dialogue, shared learning, and engagement.
- c. Collect, organize, and analyze student service data to identify trends, inform strategies, and enhance the quality and impact of programs and services.
- d. Apply research, best practices, and evaluation findings to guide initiatives, regularly assessing outcomes and adapting approaches to maximize student success.
- e. Champion initiatives that foster equity, diversity, and inclusion, ensuring all students feel valued, supported, and empowered to thrive.
- f. Work collaboratively with colleagues across functional areas to contribute to a holistic student experience, sharing knowledge, insights, and best practices to drive continuous improvement.
- g. Engage in ongoing professional development to remain current with emerging trends and innovations in student affairs, while supporting the growth and development of team members.
- h. Communicate the impact and outcomes of initiatives to internal and external stakeholders, preparing reports and presentations that demonstrate the value of student engagement and success work.
- i. Contribute to the design and implementation of innovative solutions, services, and initiatives that enhance the student experience.
- j. Uphold high ethical standards, including the responsible stewardship of student data, resources, and institutional processes.
- k. Maintain thorough and accurate documentation of appointments, interactions, applications, processes, initiatives, and student engagement activities to support accountability, evaluation, and continuous improvement efforts.
- l. Perform other duties as assigned.

To apply for this job, please visit <https://ecuat.peopleadmin.ca>. **Competition closes on Monday, 24 November 2025.**

Emily Carr University especially invites those who have demonstrated a commitment to upholding the values of equity, diversity, and inclusion and will assist us to expand our capacity for diversity in the broadest sense. In addition, to correct the conditions of disadvantage in employment in Canada, we encourage applications from members of groups that have been historically disadvantaged and marginalized. These include women, persons with diverse gender expressions and identities, persons of all sexual orientations, racialized persons, persons with disabilities, and First Nations, Metis, Inuit and Indigenous persons. All qualified people are encouraged to apply; however, Canadians and permanent residents of Canada will be given priority. While we thank all candidates for their interest, only those short-listed will be contacted.