Access Coordinator

Apply through [UW Hires](https://uwhires.admin.washington.edu/eng/candidates/default.cfm?szCategory=jobprofile&szOrderID=192795&szCandidateID=0&szSearchWords=disability&szReturnToSearch=1), Req # 192795

**Department:** [Disability Resources for Students](https://depts.washington.edu/uwdrs/)

**Job Location:** UW Seattle Campus. This role will work remotely until we return to campus, planned for Sept 2021.

**Posting Date:** July 7, 2021

**Closing Info:** Open Until Filled, with a priority application date of Aug 1, 2021

**Shift/Hours:** Regularly work 40+ hours per week, 8:00a-5:00p Monday through Friday. Occasional evening and weekend hours are required.

**Salary:** Estimated starting salary of $58,000, commensurate with education and experience

As a UW employee, you have a unique opportunity to change lives on our campuses, in our state and around the world. UW employees offer their boundless energy, creative problem solving skills and dedication to build stronger minds and a healthier world.

UW faculty and staff also enjoy outstanding benefits, professional growth opportunities and unique resources in an environment noted for diversity, intellectual excitement, artistic pursuits and natural beauty.

**UW Seattle’s Disability Resources for Students (DRS) is seeking a driven, motivated and equity minded professional to join our dynamic team as an Access coordinator.**

Disability Resources for Students (DRS) is a unit within the Division of Student Life. UW Student Life fosters a work environment that promotes balance, celebrates individuality, empowers innovation, and is grounded in teamwork, shared wins, and impact. Student Life forges and attracts leaders across an array of professional disciplines, united by a collaborative atmosphere and a passion for mission-driven work. In addition to working for an extraordinary university, Student Life employees enjoy a robust staff development culture; including skills training, leadership development, personal and professional networking opportunities, social outings, and the tools and support to chart a fulfilling career path. https://www.washington.edu/studentlife/working-here/

DRS is dedicated to ensuring access and inclusion for all students with disabilities on the Seattle campus enrolled in our undergraduate, graduate, professional, Evening Degree and Access programs. DRS serves 4000+ students with either temporary or permanent physical, health, learning, sensory or psychological disabilities. We partner with students and faculty jointly in the process to establish accommodations, services, and access to academic programs.

At the University of Washington, diversity is integral to excellence. We value and honor diverse experiences and perspectives, strive to create welcoming and respectful learning environments, and promote access, opportunity, and justice for all. The Division of Student Life acknowledges the Coast Salish people of this land, the land which touches the shared waters of all tribes and bands within the Suquamish, Tulalip, and Muckleshoot Nations. Student Life is committed to developing and maintaining an inclusive climate that honors the diverse array of students, faculty, and staff. We strive to provide pathways for success and to purposefully confront and dismantle existing physical, social, and psychological barriers for minoritized students and communities. We engage in this work while learning and demonstrating cultural humility.

At UW DRS, our diversity mission is to support the inclusion of students with disabilities by upholding their intersectional identities and eliminating the social and institutional barriers to educational access at the University of Washington. And our vision is a campus where one’s full intersectional identity cannot only participate but is deemed essential in the University’s achievement of academic excellence.

The Access Coordinator works directly with enrolled students with disabilities to determine eligibility for academic adjustments, auxiliary aids and services, works to implement and coordinate these services and monitors their effectiveness for the student, including ensuring that the accommodations are provided by the University faculty and staff.  The Access Coordinator is responsible for the understanding, applying  and interpreting office and University policies and procedures and applicable State and Federal rules, regulations and laws, e.g., Section 504 of the Rehabilitation Act and the Americans with Disabilities Act; assisting with the hiring, training and supervising of designated office staff; promoting disability awareness and advocacy in the campus community; providing technical and educational assistance to faculty, staff and students to ensure effective accommodation and equal access and inclusion for students with disabilities to include advising on the use of universal design concepts and principles. The Access Coordinator will also serve on campus committees and assist with special projects as requested by the Director.

**Responsibilities**

**Direct Student Counseling**

* Establish eligibility for services and determine reasonable and effective academic adjustments, auxiliary aids and services for students with temporary or permanent disabilities through an interactive process involving the student, documentation from the student’s healthcare provider and, when necessary, consultation with faculty and staff.
* Provide technical and instructional assistance and support for faculty, staff, administration and students working with students with disabilities.
* Provide problem-solving, advocacy and mediation for students with disabilities.
* Manage the coordination and implementation of academic adjustments, auxiliary aids and services such as but not limited to classroom and lecture access, sign language interpreting/speech to text services and disability parking.
* Understand and appropriately apply, interpret and explain office and University policies and procedures and State and Federal rules, regulations and laws (e.g., Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990).
* Remain current on research and legal activity in the field and national trends to guide policy/procedure development/revision and recommend improvements in the delivery of services for the office and more broadly across the campus.
* Maintain accurate and detailed student records and accommodation/service program records in accordance with office and University policies and procedures.
* Recruit, hire, train and supervise volunteer and/or paid student staff responsible for assisting with service provision to students with disabilities.

**Outreach/Collaboration**

* Serve as liaison with University departments, agents, and promoters and assist with preparation of programming contracts and agreements.
* Create, foster and maintain collaborative working relationships with faculty, staff, administration and students.
* Assist prospective students, their families, high school counselors and community college advisers in understanding transition issues for students with disabilities from high school or community college and the process for requesting services at the university.
* Promote and facilitate disability awareness, access and inclusion through training, advocacy and accommodations.
* Assist in advising the campus community as appropriate on the use and implementation of universal design concepts and principles; identifying barriers to access and inclusion and providing counsel on how to build a universally accessible environment.
* Provide resource and referral information to the campus community and general public, which includes but is not limited to information on disabilities, information to promote disability awareness, information about the services of the office and information about community-based services available for people with disabilities.
* Build and maintain good working relationships with off-campus disability community/service agencies.
* Serve on campus committees as requested by the Director.

**Strategic Planning**

* Participate and provide leadership in office and campus-wide strategic planning efforts, programming, advising and policy development pertaining to access issues and inclusion for students with disabilities.
* Assist in developing and updating office policies and procedures.
* Contribute to the implementation of assessment tools for the office to obtain feedback on the quality and effectiveness of service provision to students, faculty and staff.
* Assist in other duties and complete special projects at the direction of the Director.

As a UW employee, you will enjoy generous benefits and work/life programs. For a complete description of our benefits for this position, please visit our website, [click here.](https://hr.uw.edu/benefits/wp-content/uploads/sites/3/2018/02/benefits-professional-staff-librarians-academi-staff-20210208.pdf)

**Qualifications**

* Bachelor's degree in Education, Counseling, Social Work, Rehabilitation, or related field.
* Three years professional experience in the field working with students with disabilities in higher education
* Knowledge and understanding of Section 504 of the Rehabilitation Act, the ADA and other pertinent federal and state laws that provide for an accessible higher education experience for disabled students;
* Sensitivity and competency in working with a diverse population
* Excellent oral, written and interpersonal skills
* Ability to direct and organize work of self and others
* Ability to work effectively as a member of a team and to work collaboratively with others
* Strong problem-solving and decision-making skills
* Strong computer skills to include working with databases, spreadsheets and word processing

*Equivalent education/experience will substitute for all minimum qualifications except when there are legal requirements, such as a license/certification/registration.*

**Desirable Qualifications**

* Master's degree in Higher Education Administration, Special Education, Rehabilitation, or related field.
* Experience advising student groups and/or student activities in higher education setting and the application of student development theory
* Knowledge of universal design and social model of disability
* Fluency in American Sign Language
* Knowledge of assistive technologies for people with disabilities

Last updated: July 2021