

FOR HUMAN RESOURCES USE ONLY:						PU
APPROVED CLASSIFICATION	CLASS CODE	EEO CAT	APP. BY C&C	MPP CODE	RANGE/ GRADE CODE	DATE
Administrator I	3318	1	LL	D019	1	4/9/24



MANAGEMENT PERSONNEL PLAN (MPP) POSITION DESCRIPTION

1. POSITION INFORMATION

NAME: _____ DEPARTMENT: Division of Inclusive Excellence

POSITION TITLE: Director of Belonging Education and Support

ADMINISTRATOR LEVEL: I II III IV

THIS POSITION REPORTS TO: Michael V. Nguyen, Associate Vice President of Inclusive Excellence and Executive Director of Office for Cultural Transformation
Name and Title

POSITIONS DIRECTLY SUPERVISED BY THIS POSITION:

Classification: _____	Qty: _____	FTE: _____
Classification: _____	Qty: _____	FTE: _____
Classification: _____	Qty: _____	FTE: _____

MAJOR DEPARTMENTS UNDER THIS POSITION:

Department	# of Employees

Please attach current organizational chart with names and classifications included.

2. SIGNATURES

The person holding this position is considered a “mandated reporter” under the California Child Abuse and Neglect Reporting Act and is required to comply with the requirements set forth in CSU Executive Order 1083 as a condition of employment.

Appropriate Administrator:  Date: 6/28/24

Vice President:  Date: 6/28/24

Employee: _____ Date: _____

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3. PRIMARY ACTION BEING REQUESTED

Job Posting: New Position Replacement Position, former incumbent: Katherine Betts

Update Position Description Only:

Effective Date: _____

4. REQUIRED QUALIFICATIONS

Please list any required knowledge, skills, abilities and experience. Must be appropriate to the skill level of the position and would allow an incumbent to satisfactorily perform the Essential Functions of the position.

1. Doctorate degree from an accredited college or university or equivalent work experience.
2. Strong communication skills, such as writing, public speaking, and/or facilitating difficult conversations.
3. Three or more years of experience in non-bias facilitating/mediating the resolution of diversity, equity, inclusion, and belonging problems and conflicts within a large organization.
4. Evidence and experience with gathering, analyzing, and reporting data and report writing for campus-wide use.

Knowledge, Skills, Abilities

5. Knowledge of student, staff, and faculty, restorative practices, trauma informed healing, mediation and/or conflict resolution methods as applied to othering, exclusion, hate incidents or acts of bias that are initiated, motivated, or applied toward a group of persons based on race, ethnicity, national origin, gender, gender identity, sexual orientation, religion, disability, or hierarchy of human value.
6. Excellent listening skill and strong oral and written communication skills.
7. Possess a high level of tact, sensitivity, and diplomacy as well comfort working with individuals from a wide range of lived experiences and social identities.
8. Ability to collaborate and partner with departments and units across campus to effectively evaluate analyze and implement high touch retention strategies and manage the bias response protocols to ensure a holistic approach to perceived incidents of bias that have been confirmed by the belonging education support team.
9. Ability to interpret, evaluate, problem-solve through descriptions and explanations of perceived incidents of bias brought forward by individuals or groups, analyze, and identify the root of the incident reported, draw valid and defensible conclusions, and offer recommendations for retention, direct service to concerned individuals and systemic change within the working and learning environment.
10. Ability to determine informational needs, collect and analyze information, and prepare a quality bi-annual Acts of Bias reports.
11. Ability to develop, design, and present educational and informational programs and/or workshops which create a campus experience that increases retention and belonging of students, staff, and faculty.
12. Demonstrated ability to research/analyze data and recommend policies or procedures.
13. Demonstrated ability to make recommendations and offer viable solutions to complex diversity, equity, inclusion, belonging dilemmas sensitive to the multiple complexities within a higher education setting.
14. Ability to have positive and effective interaction with a diverse set of individuals, from various intersectional identities, cultural and ethnic backgrounds, and viewpoints and at all levels of management, faculty, staff, and students.
15. Ability to understand, interpret, learn, and explain state, federal, CSU and Sacramento State policies, procedures, and executive orders.
16. Ability to maintain neutrality, confidentiality and handle sensitive communications.

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17. Commitment to maintaining a welcoming and inclusive work environment with diverse colleagues and constituents including faculty, students, staff, and members of the community.

CONDITIONS OF EMPLOYMENT

- Ability to pass background check

5. PREFERRED QUALIFICATIONS

List any desirable qualifications that would enhance an incumbent’s ability to perform the work of the position (e.g., additional years of experience, advanced education, certification and/or specialized training).

18. Experience as an administrator working with faculty at a higher education institution.
19. Prior experience in facilitating/mediating the resolution of problems and conflicts related to student retention and outreach, acts of bias incidents– as defined by the forms of acts of bias tool.
20. Five or more year of experience in outreach and retention strategies, facilitating/mediating the resolution of problems and conflicts, and creating belonging and bridging amongst diverse group.
21. Certificate of training in restorative justice practices, racial justice healing, conflict management, or similar training.

6. POSITION PURPOSE:

The position purpose should be a summary of the general nature of the responsibilities of the position plus additional information including scope, context and the general environment under which it functions.

The Director of Belonging Education and Support plays a crucial role within the Office for Cultural Transformation, driving transformative change and fostering an inclusive environment. Leading initiatives to address bias and promote systemic change, the Director collaborates with campus stakeholders, serving as a resource for responding to reports of bias and providing support for students, faculty, and staff. Additionally, the Director oversees the Belonging Education and Support Team, ensuring effective coordination and responses to bias incidents in alignment with values of diversity, equity, belonging, and inclusion. The Director is a key resource, advisor, and mediator, coordinating institutional responses to enhance the experiences of students, staff, and faculty, fostering a campus culture that promotes belonging and reduces bias-related issues.

7. ESSENTIAL FUNCTIONS OF THE POSITION:

Describe each major responsibility assigned to this position and indicate the percentage of time devoted to each function, as well as the frequency in which each function is performed.

Essential Functions and Marginal Functions should have a **combined total of 100%** of Time.

% of Time	Frequency (daily, weekly, monthly, etc.)	Essential Functions Only (List in order of importance)
35%	D,W,M, Y	Acts of Bias Response Management

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		<ul style="list-style-type: none"> - Serves as a point of contact for students, staff, and faculty who report bias incidents in order to improve belonging, retention, promotion, graduation etc. on campus. - Serves as a campus resource for responding to reports of bias, analyzing, evaluating, recommending avenues for addressing reports of bias - Deepen awareness and fluency on the diversity of human experience and inclusiveness. - Chairs the Belonging Education Response Team comprised of stakeholders from across campus engaged in responses to perceived acts of bias, including stakeholders responsible for compliance with laws, executive orders, and policy as well as supporting students, faculty, and employees. - Promotes informal problem resolution using conflict resolution, facilitation, and mediation and trauma informed approaches. - Manages the acts of bias tool and gathers information by contacting complainants to obtain additional data and context to the report. - Facilitating the expeditious response to incidents; providing referrals to appropriate services and supports; when appropriate, informal resolution of problems and/or conflict; and recommending educational interventions and changes to policies and procedure to minimize the number and impact of bias-related incidents on campus. - Offer direct services and resolutions for a variety of concerns, complaints (not otherwise governed by contract and/or Executive Orders 1096 & 1097) and issues that do not rise to the level of discrimination. - Maintains cooperative and collaborative working relationships with entire campus community.
35%	D,W,M,Y	<p>Reporting, Advising, and Assessment</p> <ul style="list-style-type: none"> - Prepares bi-annual Acts of Bias Report - Gathers, analyzes, and interprets acts of bias data and student experience data - Makes institutional and systemic recommendations for changes in the campus environment to ensure increased outreach, retention, and belonging of students, staff, and faculty. - Maintains the confidentiality of all records of contacts and notes related to perceived Acts of bias reports. - Maintains resource files on campus policies, procedures, services, and programs. - Make presentations, develop toolkits that increase understanding and applied practices of belonging and bridging.

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		<p>- Advises the VP for Inclusive Excellence and AVP for Inclusive Excellence and Executive Director of Office for Cultural Transformation of significant issues and recommends policies and procedures or modifications as needed.</p> <p>- Provides recommendations for responsive or preventative action with respect to bias incidents to campus stakeholders through the Acts of Bias Report.</p> <p>- Assess the impact and effectiveness of belonging efforts.</p>
20%	D,W,M,Y	<p>Restorative Justice Initiatives</p> <ul style="list-style-type: none"> • Oversee the development and implementation of Restorative Justice Initiatives such as the Bridging and Belonging Communities. • Provide a discourse experience that encourages deep self-exploration of participants' identities. • Examine racial and social justice issues across campus communities. • Ensure participants receive recognition and certificates upon completion. • Collaborate with campus partners on planning and executing outreach activities related to belonging, restoration, and bridging.

8. MARGINAL FUNCTIONS OF THE POSITION:

Describe each non-essential duty assigned to this position and indicate the percentage of time devoted to each function, as well as the frequency in which each function is performed.

Essential Functions and Marginal Functions should have a combined total of 100% of Time.

% of Time	Frequency (daily, weekly, monthly, etc.)	Marginal Functions Only (List in order of importance)
10%	M, Y	<ul style="list-style-type: none"> • Other duties as assigned. • Serving on committees, search teams, etc. • Participates in activities and professional organizations to increase skills and visibility.

9. ADDITIONAL INFORMATION

To enable appropriate classification determination, please elaborate on the information provided in the previous sections by completing the section below.

9a. Nature and Scope of Authority: (please select one)

- Administrator** – An individual who has full budgetary, personnel authority, and responsibility for formulating and administering policies and programs in the assigned functional area (e.g. Vice President, Dean, Senior Manager). Direct reports may include subordinate supervisors or subordinate managers.

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- Supervisor** – An individual who has the authority to hire, discipline, promote or discharge a group of employees (e.g. Payroll Supervisor, Accounting Supervisor). May supervise non-exempt and/or exempt employees, as well as subordinate supervisors.
- Professional** – An individual who has significant responsibility for formulating and administering policies for an assigned program or functional area (e.g. Attorney, Labor Relations Manager, Affirmative Action Officer). No direct reports or supervisory responsibilities.

9b. Problem Solving: Types of problems encountered; issues, concerns addressed; types of problems incumbent required to refer to supervisor or others.

The Director of Belonging Education and Support helps develop a range of responsive actions and educational interventions related to the occurrence of bias incidents or racism on campus. The Director is responsible for leading efforts to respond to incidents of bias, identify educational interventions in response to individual incidents or University trends, and advise leadership on policy and practice changes that would minimize or reduce the occurrence of bias or racist incidents related to the University community. The incumbent uses judgement and discretion to advise the Associate Vice President and Vice President of Inclusive Excellence of issues related to their area, and must keep informed of applicable policies, procedures, and regulations. Any issues beyond the scope of the incumbent’s responsibilities are referred to the Associate Vice President and Vice President.

9c. Contacts On- and Off-Campus: Purpose and nature of working relationships with on- and off-campus contacts.

The Director of Belonging Education and Support interacts action with student, faculty, staff and the campus community. The incumbent will serve as the liaison within Inclusive Excellence and among academic colleges, divisions, and offices, including Academic Affairs, Student Affairs, IRT, ABA, Office of Faculty Advancement, Human Resources, and Disability Access Center, and Resource Centers as it relates to creating environments for faculty, staff, and student success. The incumbent must have the ability to establish and maintain effective working relationships with on- and off-campus contacts including high ranking campus administrators, community leaders, and the public, to effectively interact in highly sensitive and/or confidential situations.

10. ADA REQUIREMENTS – MUST BE COMPLETED

To comply with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination against qualified individuals on the basis of disability, it is necessary to specify the physical, mental, and environmental conditions of the Essential Functions of the job (with or without a reasonable accommodation).

Use these codes to complete the section below: F (frequently), O (occasionally), N (not at all). Do not use “X.”

PHYSICAL		MENTAL		ENVIRONMENTAL	
O	Sit	F	Direct others	N	Is exposed to excessive noise
O	Stand	F	Concentrate	N	Is around moving machinery
F	Walk	F	Analyze	N	Is exposed to marked changes in temperature and/or humidity
F	Have mobility	F	Use reason/logic		
O	Bend	F	Demonstrate recall	N	Is exposed to dust, fumes, gases, radiation, microwave (circle)
O	Climb	F	Make decisions		
O	Reach	F	Works rapidly	O	Drives motorized equipment
O	Kneel	F	Handle multiple tasks/priorities	O	Works in confined quarters
O	Push/Pull	F	Tolerate variety	N	Works in high places
O	Have gross hand coordination	F	Work with others		Other:

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F	Have fine hand coordination	F	Other: Social	
O	Hear with background noise			
O	Hear the spoken word			
O	Hear over a phone/other device			
F	See to read fine print			
F	See to read bold print			
F	See to accomplish a task			
F	Talk			
F	Communicate			
O	Lift: 10 lbs. max			
O	Carry: 10 lbs. max			
N	Operate equipment			
F	Perform keyboard entry			
	Other:			

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