



Cañada College ♦ College of San Mateo ♦ Skyline College

GENERIC POSITION DESCRIPTION

Ombudsperson

A Classified Supervisory Exempt Position
Grade 189E – Salary Schedule 35

A. Who We Are

The San Mateo County Community District is committed to achieving educational equity for all students. As outlined in the District’s Strategic Plan, “success, equity, and social justice for our students are longstanding goals.” The District’s [“Students First” Strategic Plan](#) is focused on “Student Success, Equity and Social Justice.” We provide students with a rich and dynamic learning experience that embraces differences — emphasizing collaboration and engaging students in and out of the classroom, encouraging them to realize their goals, and to become global citizens and socially responsible leaders. When you join our team at San Mateo County Community College District, you can expect to be part of an inclusive, innovative and equity-focused community that approaches higher education as a matter of social justice that requires broad collaboration among faculty, classified staff, administration, students and community partners.

B. The College and the District

College of San Mateo is part of the San Mateo County Community College District and is designated as a Hispanic Serving Institution and Asian American Native American Pacific Islander Serving Institution, enrolling approximately 15,000 students each academic year. College of San Mateo has a diverse student population that is a reflection of the communities that it serves. Detailed information about the student population, including data related to student success, can be found on [College of San Mateo’s Office of Planning, Research and Institutional Effectiveness \(PRIE\)](#) website.

The College of San Mateo acknowledges that we, as a campus community, are guilty of promulgating exclusionary policies and practices. We also acknowledge that in order to advance equity at CSM, we have to undergo an institutional paradigm shift. Rooted in love as a praxis, we are committed to critically examining our policies and practices, which, unfortunately, have served to maintain the status quo and, thereby, uphold white supremacy and the (white) privilege it confers. We are transforming our campus culture, and we are relying on our entire campus community to commit to creating (and curating) a more welcoming, more inclusive campus. The President has called for the college community to be student-focused in our return to campus and always find a way to get to “yes” as one team, to better serve our communities. We have recognized the need to do more and we recognize that we are stronger together.

C. *Who We Want*

We value the ability to serve students from a broad range of cultural heritages, socioeconomic backgrounds, genders, abilities and orientations. Therefore, we prioritize applicants who demonstrate they understand the benefits diversity brings to a professional educational community. The successful candidate will be an equity-minded individual committed to collaborating with faculty, classified staff, administration, students and community partners who are also committed to closing equity gaps. The San Mateo County Community College District seeks employees who value mentorship and working in a collegial, collaborative environment, guided by a commitment to helping all students achieve their educational goals.

D. *The Position*

The College Ombudsperson is located organizationally in the Office of Equity, reporting to the Director of Equity. This position provides a safe and equity advancing environment in which students develop agency and may confidentially discuss complaints, concerns, or problems. The goal is for students to receive equitable resolutions to what may be disturbing them. The ombudsperson may provide individuals informal facilitation and objective counsel, honoring the critical elements of an ombudsperson's practice. Interactions are confidential, impartial, informal, independent, fair, and ethical in service to student support. This position serves as an impartial resource and does not replace or substitute formal grievance, investigative, or appeal processes made available by the college. The ombudsperson develops and provides appropriate training opportunities to promote constructive communication, conflict resolution, and collaborative problem solving to individuals (faculty, classified staff, administrators, student leaders), groups, departments, and division managers and leaders. The ombudsperson submits periodic (quarterly and annual) written summaries identifying opportunities for enhancement to the campus community. Contact and communication with students is extensive and the ombudsperson works with students and college personnel from a wide variety of academic, socioeconomic, ethnic and cultural backgrounds, abilities, sexual orientations, gender identities, and ages. A high degree of independent judgment, creativity, and care is required to develop, plan, and implement a neutral, independent, informal, and confidential service for students and by extension campus employees. The college Ombudsperson leads the work of classified staff, volunteers, and student assistants as assigned.

E. *Duties & Responsibilities*

The duties below are representative of the duties of the classification and are not intended to cover all of the duties performed by the incumbent(s) of any particular position. The omission of specific statements of duties does not exclude them from the position if the scope of work is similar, related, or a logical assignment to this classification.

1. Plans, organizes, controls and directs the development and implementation of Ombudsperson area goals, objectives, policies and priorities; identify resource needs; recommend and implement policies and procedures.
2. Serves as the campus Ombudsperson; serves as an impartial intermediary between the college and students; consults with students on various college processes, including student conduct and academic integrity, as well as hears student concerns and potential complaints.
3. Provides professional ombudsperson support as a designated campus resource for individuals and groups engaged in addressing campus climate, policy issues, or informal concerns, and listens to students, assesses situations and provides objective consultation to individuals seeking relief.
4. Develops, designs, delivers and evaluates a range of training opportunities to promote constructive communication, conflict resolution, and collaborative problem-solving.
5. Consults with department and division leaders, managers and administrators on request to establish coordinated efforts to minimize the costs of campus conflict; develops resources and tools to aid college

constituents in fostering a culture of respect, collaboration, safety, and problem-resolution.

6. Understands, identifies, and explains relevant college and district policies and procedures related to the position, such as Title V, Title VII, and Title IX, and legislation dictating student matters.
7. Collaborates with the District Director of Training, Policy, and Compliance, as well as College Student Discipline Officer and Title IX Coordinator.
8. Recognizes issues that pose potential legal liability and triages those matters referring them to the appropriate resource and engage in informal information gathering.
9. Helps students weigh the pros and cons of alternative courses of action and facilitate as appropriate communication between individuals, promote intergroup dialogue, conduct shuttle diplomacy, and serve as a designated impartial process observer.
10. In support of Director of Equity, informally reviews and monitors the retention and academic achievement rates of designated learning community cohorts and historically underrepresented student populations, recommends new equity initiatives, and provides insight to strengthen existing programs to support students' academic progress and development of leadership skills.
11. Participates in the development of operations goals and objectives for the Office of Equity, including organizing equity events, workshops, and trainings.
12. Makes informed recommendations regarding improving program effectiveness and performs duties such as data collection, records maintenance, and report preparation as needed.
13. Supports the Director of Equity, where and when appropriate, including oversight of the office operations.
14. In collaboration with college outreach, participates in active recruitment of historically underrepresented students to promote access, retention, and academic success.
15. Contributes to the development of student equity policies and administrative procedures, identifies funding opportunities for resources, and participates in preparation of proposals to meet college student equity goals.
16. Keeps abreast of current trends and practices in the field of student equity, access and inclusion, including antiracist pedagogies, by participating in professional organizations and attending relevant workshops and conferences.
17. Fosters a supportive and inclusive environment for all students, faculty, and staff through programming efforts, mentoring, and counsel.
18. Works with the college professional development coordinator to promote equity and justice-centered professional growth opportunities for faculty, classified staff, students, and administration.
19. Supervises classified staff and student assistants, which includes recommendations for hiring, termination, performance evaluation, training, and work allocation.
20. Adheres to the International Ombudsman Association's Code of Ethics and Standards of Practice and attends trainings, and maintains appropriate certification, membership, and association with the organization.
21. Demonstrates knowledge or strong understanding of professional International Ombudsman Association (IOA) standards, codes of ethics, procedures, and principles and techniques for informal inquiries.

22. Develops and updates manuals, guides, forms, web content, surveys, trainings, and presentations.
23. Serves as key emergency prevention, preparedness, and response personnel as assigned.
24. Performs other duties as assigned by the Director of Equity and College President.

F. Requirements

- Possession of a Master's degree or above from an accredited institution OR the equivalent.
- Two years of administrative experience, formal training, or leadership experience in equity advancing work, planning, implementation, and evaluation, reasonably related to the administrative assignment.
- Demonstrated cultural competence, sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty, and staff.
- Demonstrated experience and education in diversity, inclusion, cultural competency, and intersectionality theory.
- Experience in directing and coordinating the work of others at various levels within an organization.
- Demonstrated experience in budget development and management.
- A well-formed leadership philosophy, demonstrated listening skills, and experience as a successful leader who can meet desired outcomes.
- Ability to authentically connect and interact with students, classified professionals, faculty, and administrators to promote a "students first" and equity-focused mindset, especially during a time of remote learning and operations.
- Experience with event planning, including planning, coordination, and team building.
- Experience with the use of a variety of computer software to maintain databases, compose and prepare correspondence, reports, presentations, and other written materials.
- Experience with research and compiling data for, formatting, and preparing statistical, financial and other reports.
- Demonstrated skill in multi-tasking, prioritizing workloads, and working independently.

G. Physical/Other Requirements

This classification requires patience, confidentiality, and sensitivity, as well as flexibility and adaptability. It also includes data comparison and interpretation; contact in close proximity with individuals and groups; work under deadline pressure; discretion and tact, multi-tasking; attention to detail; manual dexterity; pulling, pushing, reaching; moving items of light to moderate weight; listening/comprehension of a variety of directional formats; flexibility, driving a motor vehicle, good memory, oral communication to small and large groups, and adaptability in order to perform the essential functions.

H. Knowledge, Skills & Abilities

1. Proven successful supervisory, management, and leadership experience with demonstrated commitment to mentoring, training, and staff development.
2. Ability to view issues from a college and campus-wide perspective, foster teamwork, and stimulate cross-functional collaboration.
3. Experience working with federal and state policies, procedures, regulations and laws pertaining to student rights, grievances, and complaints.
4. Knowledge of best practices in student success, equity, inclusion, and antiracism strategies.
5. Strong listening, interpersonal and communication skills.
6. Ability to effectively present information and respond to questions from students, faculty, staff, and the

public.

7. Awareness of and commitment to the goals of participatory governance.
8. Skill in respectful, tactful, and sensitive interaction with people.
9. Skill in strategic planning, program coordination, and program evaluation.
10. Skill in budget planning, implementation, evaluation and reporting, and keeping records regarding cases and workload.
11. Skill in persuasive oral and written communication.
12. Skill in establishing and maintaining effective and efficient working relationships with College and District staff as well as community partners.
13. Ability to handle complex details and deadlines.
14. Conflict resolution skills, including informal facilitation and process skills.
15. Ability to exercise good judgment and discretion in handling sensitive or confidential information.
16. Ability to multi-task, prioritize, follow through and meet deadlines.
17. Ability to work independently.
18. Ability to write reports, business correspondence, and procedure manuals.
19. Ability to work some evening and weekend hours.

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