

Academic Achievement Counselor 2
Instructions for Reclassifications or Creating a New Position
(Job Description Template begins on next page)

Instructions:

1. The "track changes" feature has been activated in this job description template. **Keep the "track changes" functionality activated in the final submitted copy.**
2. Edit all pre-filled information below to specifically reflect the employee's current responsibilities, with the exception of the following sections which *do not* change: Job Title, Job Field, Job Family, Job Category, Job Level, Generic Scope.
3. **Provide a copy of the most current department organization chart.**
4. Submit this position description to the Compensation Unit for review prior to posting the position for recruitment.
5. Once the final job description has been approved by the Compensation unit, please remember to keep a final copy of the job description in the employee's personnel file. The job description should be a clean copy of the approved job description (accept track changes) and should **not** include this instruction page. **Delete this instructions page before saving the final version for the personnel file.**

Important Notes:

A. Reclassifications

- **Is this a reclassification request?** Yes ___ No X
If yes, please briefly describe (no more than 2 paragraphs) the significant changes that have taken place since the position was last reviewed. Additionally, please provide a copy of the former job description for the position and the former and current organization charts.
- **Is this position currently represented by a bargaining unit?** Yes ___ No ___
If yes, please list below (in Section C) the represented duties no longer being performed, as well as the names and payroll titles of the employee(s) who are now performing those represented duties.

B. Vacant or New Positions

- **If this is a vacant or new position, has any portion of the listed duties been previously performed by a position(s) in a bargaining unit within the last 2 years?** Yes ___ No X
If yes, please list below (in Section C) the duties previously performed by a represented position, as well as the names and payroll titles of the employee(s) who previously performed those represented duties.

C. List Represented Duties, Names, and Payroll Titles (if Yes was checked in Sections A or B above)

- Duties previously performed by a represented position:
- Bargaining Unit employees who are now performing or previously performed represented duties:

NAMES	PAYROLL TITLES
_____	_____
_____	_____
_____	_____

REMINDER: The section above is used for classification purposes when submitting a Job Description to Compensation. It should **not** be included in the final job description for the employee's personnel file.

Academic Achievemt Counselor 2

Job Description

Name:	New Position Undocumented Student	Employee ID:	
Department:	Program CE3	Division:	Equity and Inclusion
Current Payroll Title:	Academic Achievemt Counselor 2	Job Code:	4500U
Job Title:	Academic Achievemt Counselor 2	Recommended Working Title:	
Job Field:	Student Services	Job Family:	Academic Achievemt Counseling
Job Category:	Professional	Job Level:	Intermediate
Supervisor Name:	Fabrizio Mejia	Submission Date:	July 26, 2013

1. Job Summary (Purpose of the Position – please give a brief description of the overall purpose of the position. "Why does this position exist?" The Job Family Summary has been provided as a starting point.)

Involves providing individualized services to students who are underrepresented, low income, first generation college, underserved students, undocumented AB 540, and/or otherwise at a higher risk of experiencing academic difficulty, to help students succeed. Services may include academic needs assessment, developing individual study plans, recognizing and addressing academic and non-academic barriers to academic success, and counseling on other aspects that may affect student retention and academic success. Includes specializations in particular underrepresented groups, particular academic skills (e.g., research skills, preparation for graduate programs), or success in particular academic programs.

2. Scope

Generic Scope (Uniform across all jobs at this level - do not modify): Professional who applies acquired job skills, policies, and procedures to complete substantive assignments/projects/tasks of moderate scope and complexity; exercises judgment within defined guidelines and practices to determine appropriate action.

Custom Scope: Incumbent performs a limited range of counseling and advice to targeted students by independently facilitating courses and workshops, and providing straightforward advice to commonly-encountered situations, but receives assistance for unusual situations.

3. Key Responsibilities (Indicate key functions and the estimated percentage of time spent performing each function. If there are more than 10 key responsibilities, some of the similar functions may be grouped together and an estimated % applied. Please indicate which responsibilities are considered "essential" to the successful performance of the job as defined by the Americans with Disabilities Act. Visit the Career Compass Glossary for an explanation of essential functions: <http://careercompass.berkeley.edu/jobstandards/resources/glossary.html>)

If applicable, describe the position's role in planning the programs, functions, activities, and processes of the organizational unit to achieve unit goals and objectives.

%	Essential Function (Yes/No)	Key Responsibilities (To be completed by Supervisor)
50	Yes	Academic Counseling: Provides multicultural, academic counseling across disciplines and colleges/schools to "at risk" populations (e.g., low-income, first-generation college,

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		<p>underrepresented, underserved and undocumented student populations, etc.).</p> <ul style="list-style-type: none"> • Incorporating a variety of theoretical approaches, the incumbent manages a caseload of students from post-admission through graduation. Conducts a comprehensive assessment/analysis of students' needs and develops a plan of action to enhance students' academic success. • Serves as one of the primary campus contact and referral point person for cohorts of admitted and continuing undocumented students. Provides support, guidance and coaching to students. • Establishes and maintains productive partnerships with student service and academic units on campus to resolve sensitive and complex student issues on financial aid, billing, housing, advising, health care, personal issues, etc.
20	Yes	<p>Program Implementation: Under the direction of the Program Director and Associate Director of Ce3 cluster, incumbent administers specialized and complex programs and projects that are designed to enhance student success including but not limited to the Undocumented Student Program.</p> <ul style="list-style-type: none"> • Provides support with administrative and coordination of all aspects of the Undocumented Student Program and refines framework and expands components of program. Works and partners with undocumented initiatives on campus. • Supports with establishing and implementing short and long-term goals and objectives. • Supports with conducting comprehensive analyses of students' issues and needs and provides solutions and alternatives to problem areas. • Implements a communication model to provide students with timely information on special resources, events and activities, important deadlines, and academic and enrichment opportunities. • Works closely with OUA to serve as referral person for newly admitted undocumented students. • Works in partnership with Multicultural Student Development Offices to identify undocumented student needs and co-launch appropriate response. • Works in partnership with the Immigrant Student Issues Coalition and the Campus Task Force to implement programs and workshops to advocate for the needs of undocumented undergraduates. • Coordinates the publication of brochures, marketing materials, and program websites. • Keeps abreast of student trends and emerging populations in higher education, particularly those relating undocumented students who are generally classified as low-income and first-generation college populations. • Recruits USP undergraduate interns, oversees impact of intern activity, and facilitates community building
15	Yes	<p>Leadership, Group Training and Facilitation:</p> <ul style="list-style-type: none"> • Facilitates informational workshops on the needs and experience of underserved populations (i.e., low-income, first generation college, underrepresented, undocumented students) at conferences, symposia, and colloquiums. • In partnership with MSD Directors, convene quarterly meetings of university stakeholders to ensure effective communication and timely intervention strategies on Undocumented Student Program. • Support program director to collaborate with campus units to acquire specific student data. Develops systematic approach to data collection, recording, and analysis of student retention and graduation data. • Establishes and maintains productive partnerships with public and private social services, community groups, and agencies. • Assists with delivery of trainings, workshops, and lectures to audiences including paraprofessionals, campus staff in academic support and students services units, graduate interns, post-doctoral interns, and system-wide UC professionals regarding undocumented student issues and effective retention and academic success models. • Responsible for bringing issues and concerns impacting priority populations to the attention of Program Director. • Works in partnership with MSD on maintaining campus web-based clearinghouse for AB540 student related to financial, personal, and academic resources

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		<ul style="list-style-type: none"> • Serves in an advisory capacity to RISE and other students groups related to the issue of undocumented students.
10		<p>Outreach:</p> <ul style="list-style-type: none"> •Serves in an advisory capacity to the various students groups related to the issue of undocumented students (RISE, Aspire, E4FC, Cal Dream, etc..) •Serves as an active member of ISIC (Immigrant Student Issues Coalition) •Serves on as well as any university taskforce or committee a cabinet member requests participation on related to the issue of undocumented students. •Serves as an active member of MISP •Serves as an active member for the UndocuAlly Training Program •Serve as an active member on a financial team that address undocumented ab540 students
5		Other Duties as assigned
100%		<i>(To update total %, enter the amount of time in whole numbers (without the % symbol - e.g., 15, 20) then highlight the total sum (e.g., 1%) at the bottom of the column and press F9. The total sum should add up to 100%.)</i>

4. Knowledge and Skills (typically required of the position)

- Knowledge of the trends, characteristics, and issues facing diverse student populations in particular as they relate to the undocumented and immigrant experience, low-income and first-generation college, underrepresented, disadvantaged, physically challenged, and under prepared students in higher education.
- Knowledge of providing holistic counseling to "at risk" student populations.
- Strong understanding of the services and resources available for undocumented youth.
- Knowledge and sensitivity to issues that arise with language acquisition.
- Demonstrated knowledge of the theories and practice of multicultural counseling, learning, human and career development.
- Knowledge in how to enhance students' intellectual and personal growth and development, including critical thinking, effective communication, self-appraisal, self-esteem, clarification of values, appropriate career choices, and leadership.
- Knowledge of the methodologies used to enhance student achievement, such as collaborative teaching/learning models, strategies for effective counseling and peer mentoring, small group facilitation and training, coaching, mentoring, and advocacy.
- Knowledge of trends and issues facing low-income and first-generation college, underrepresented, undocumented, disadvantaged, physically challenged, and under prepared students in higher education.
- Knowledge and experience in analyzing complex situations and identifying solutions for problem-solving; skills and experience in developing and administering programs designed to meet the diverse needs of students.
- Knowledge and experience in researching, compiling and analyzing data, and generating reports.
- Knowledge of research methodologies and research designs.
- Knowledge of and experience in conflict management and intervention strategies.
- Demonstrated skills in establishing and sustaining effective working *partnerships with a diverse* group of staff, faculty, and administrators in non-profit, legal, and social service agencies and a volunteer base.
- Knowledge of Federal, state, and local requirements to provide for access, health, confidentiality, and safety; legal and ethical issues governing the delivery of counseling services.
- Knowledge of the applicability of California state bills AB540, AB130, and AB131 on undocumented student access to higher education in California

5. Education and Training

Education/Training:

- Bachelors degree in related area and/or equivalent experience/training
- Masters in Counseling, Social Work, Education, or relevant equivalent training in micro counseling preferred

6. Problem Solving

Common problems solved by the employee:

- The incumbent assists "high risk" student population to develop a balanced academic plan that takes into account their multiple responsibilities, goals, transitions, life challenges and special circumstances.
- Educate and empower students from underserved and undocumented backgrounds on how to engage in the Cal Community and access all available resources.
- Works with students in academic difficulty to identify and resolve issues/obstacles that may impede their academic success; creates a short-and long-term plan of action to get the student on track towards their academic/career goals and successfully graduating.

Less frequent and more complex problems solved by the employee:

- Work with students in personal crisis with sensitive and complex circumstances and encourage them to access counseling, legal, and psychological resources to resolve issues while working on a plan to make successful academic progress toward degree.
- Identify issues and institutional/systemic barriers negatively impacting emerging student populations that might be vulnerable for various non-academic reasons, and work on making Cal accessible to these populations.

Problems/situations that are referred to this employee's supervisor:

- Situations where campus programs/units have policies or charges with disparate impact on undocumented students where incumbent intervention has not been effective.
- Highly complex academic and personal student situations that may require high-level assistance from academic departments and multiple student services offices across control units.

7. Supervision- N/A

Please follow your department's or division's procedures for management review and then submit to your Department HR Manager.

Document Retention

Review the job description with the employee before submitting it and annually thereafter at the time of the employee's performance evaluation. Sign and date below and place a copy in the personnel file.

(Signature below is only required for hard-copy retention within the department. Electronic submission does not require signatures.)

Supervisor Name:	<u>Fabrizio Mejia</u>	Supervisor Title	<u>Interim Executive Director</u>
Employee Signature:	_____	Supervisor Signature:	_____
Date:	_____	Date:	_____