Executive Director, Office of Disabled Students’ Program,  
Division of Equity and Inclusion

The UC Berkeley Disabled Students’ Program (DSP) is one of the oldest disabled student offices in the nation. The campus, considered the home of the Disability Rights/Independent Living Movement, is the flagship institution for the University of California system. As Berkeley strives towards the ideals of an inclusive, uplifting, and justice-centered campus during this unprecedented time in higher education and in the world, The University seeks an Executive Director (ED) to provide vision and leadership for the campus: innovating, implementing and evolving programming that is crucial to the success of both students and faculty in the classroom and beyond.

The ED supervises several programs, approximately 50 full time staff, and as many as 400 volunteers and student employees, within the umbrella of DSP, to ensure academic access for approximately 5,000 disabled students and support faculty by significantly facilitating the interactive process.

The ED reports to the Interim Chief of Staff/Associate Vice Chancellor of Student Equity and Success in the Division of Equity and Inclusion and is responsible for fiscally managing a Department of Education TRIO Student Support Services federal grant. The UC Berkeley DSP Executive Director works in a challenging and complex environment, together with faculty and other campus partners, to uphold the civil rights of disabled students and the university’s reputation for excellence in teaching, research, and equity.

The ED must both manage the operations of DSP and build and sustain collaborative relationships across campus with faculty, staff, and student leaders. The ED is also responsible for coordinating response to the needs of an expanding population of students with disabilities, including disabled veterans (wounded warriors), neurodivergent students, and psychological disabilities. The ED oversees communication and coordination with subject matter experts in various disabilities, Auxiliary Services, Alternative Media Center, the AIM student service system, Campus Test Proctoring Services, and extramural grant programs for students with disabilities.

The Disabled Students’ Program is nationally recognized for its commitment to ensuring that all students with disabilities have equal and equitable access to educational opportunities at UC Berkeley and helps students to achieve academic success through its programs.

ABOUT UC BERKELEY

The University of California, Berkeley is committed to creating a community that fosters equity of experience and opportunity, and ensures that students, faculty, and staff of all backgrounds feel safe,
welcome, and included. The culture of openness, freedom, and belonging make it a special place for students, faculty, and staff.

The University of California, Berkeley, is one of the world’s leading institutions of higher education, distinguished by its combination of internationally recognized academic and research excellence; the transformative opportunity it provides to a large and diverse student body; its public mission and commitment to equity and social justice; and its roots in the California experience, animated by such values as innovation, questioning the status quo, and respect for the environment and nature. Since its founding in 1868, Berkeley has fueled a perpetual renaissance, generating unparalleled intellectual, economic, and social value in California, the United States, and the world.

Berkeley is looking for equity-minded applicants who represent the full diversity of California and who demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds present in the community. When you join the team at Berkeley, 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, staff, students, and community partners. In deciding whether to apply for a position at Berkeley, you are strongly encouraged to consider whether your values align with Berkeley’s Guiding Values and Principles, Principles of Community, and Strategic Plan.

**SHARED GOVERNANCE**

The Berkeley Division of the Academic Senate represents Berkeley faculty in the shared governance of the University of California. As mandated by the Board of Regents, the faculty is empowered to determine academic policy, set conditions for admission and the granting of degrees, authorize, and supervise courses and curricula, and advise the administration on faculty appointments, promotions, and budgets. This delegated authority makes the UC Academic Senate unique among faculty governments. The Berkeley Division formulates positions on campus and system-wide issues through a deliberative process that includes standing committees, Divisional Council, and plenary meetings of its Senate membership. Senate leaders also consult regularly with their administrative counterparts and serve with administrators, students, and staff on topic-specific task forces.

The spirit of shared governance on campus also extends to the Berkeley administration’s work with students and staff. While student leadership on key issues can emerge from every corner of the campus, the Associated Students of the University of California and Graduate Assembly are the official representative bodies for students at Berkeley.

Staff are similarly engaged in various ways with issues facing the campus. The Chancellor’s Staff Advisory Committee exists to ensure that the University’s leaders receive input from staff on issues, policies, and programs that affect the staff experience. The campus is also home to the Berkeley Staff Assembly, which is part of the Council of UC Staff Assemblies (CUCSA), the system-wide body representing staff interests.
LEADERSHIP

Vice Chancellor Dania Matos began her tenure as the fourth Vice Chancellor for the Division of Equity & Inclusion (VCEI) at the University of California, Berkeley, in August 2021. Prior to coming to Berkeley, she was the inaugural associate chancellor and chief diversity officer at the University of California, Merced.

VC Matos is a member of Chancellor Carol Christ’s Cabinet, the topmost administrative committee, advising and guiding the campus on diversity, equity, inclusion, belonging, and justice (DEIBJ). She is the co-chair of the Hispanic Serving Task Force, executive sponsor for the African American Initiative, the Latinx Thriving Initiative, the Becoming an Anti-Racist Campus Initiative, the Gender Recognition and Lived Name working group, along with multiple other multiple identity-based standing committees. VC Matos leads with vision and love, centering people and community first and creating change through collective wisdom and action.

This year, VC Matos was awarded the Top DEI Advocate by the National Diversity Council. In 2020, she was selected as a Leadership Academy Fellow by the Hispanic Association of Colleges and Universities, and in 2018, she was named one of the Top 25 Women in Higher Education by Diverse: Issues in Higher Education Magazine.

Over the past decade, VC Matos has led equity and inclusion work in the private, nonprofit, and government sectors. She was the inaugural deputy chief diversity officer at the College of William and Mary in Williamsburg, Virginia, and served in Virginia’s public defender’s office.

VC Matos holds a J.D. from the Catholic University of America, Columbus School of Law, and a BA from Brown University.

STUDENT QUALITY, ACHIEVEMENTS, AND OUTCOMES

Berkeley admits 13 percent of its undergraduate applicants. The campus attracts a diverse student body; roughly 23 percent of enrolled undergraduate students are from underrepresented groups (African American 4 percent, Chicano/Latinx 19 percent, and Native American/Alaska Native <1 percent). Approximately 16 percent of graduate students are from underrepresented groups (African American 5 percent, Chicano/Latinx 10 percent, and Native American/Alaska Native <1 percent). Twenty-nine percent of undergraduate students come from families in which neither parent has a four-year college degree. Nearly two-thirds of undergraduates (60 percent) receive some form of financial aid, and 27 percent of all undergraduates are eligible for Pell Grants. Berkeley also enrolls over 2,000 transfer students each year, 85 percent of whom come from California community colleges, who collectively increase the diversity and intellectual breadth of the University. All students benefit from access to a world-class, diversifying faculty: the student-to-faculty ratio is roughly 20:1, and around 80 percent of undergraduate classes have fewer than 30 students.

Students at UC Berkeley are civically active and engaged, and their vast interests are reflected in the wide range of clubs and student organizations. The campus offers more than 1,200 student clubs and organizations, from student government to advocacy groups to public service organizations. The Associated Students of the University of California and the Graduate Assembly are the official representative bodies for students at Berkeley; they are highly active organizations whose impact and involvement on student issues set the standard for campuses across the nation. Berkeley also has a
thriving Greek life with dozens of fraternity and sorority chapters including several that serve historically underrepresented groups. The California Golden Bears, Berkeley’s athletic teams, compete in the Pac-12 Conference. Cal fields 30 men’s and women’s teams and has more than 850 student-athletes; the University has won more than 95 national championships.

UC Berkeley also stands apart for its strong tradition in activism, progressive ideals, and public service. The history of protest dates back to the 1920s, when faculty fought for a greater degree of shared governance and continued during student protests against fascism in the 1930s and through organizing during the Cold War. The spirit of protest reached a pinnacle during the Free Speech Movement of 1964, when students and faculty protested limitations on their political activities on campus. This paved the way for future engagement around social issues such as gender equality, disability rights and disability culture, and reform of academic curriculum to include ethnic studies. The UC Berkeley community has also maintained a global orientation and dedication to public service: Berkeley has produced the most Peace Corps volunteers—more than 3,600—of any university, and the UC Berkeley Public Service Center engages roughly 6,000 students each year as volunteers in the community.

**DIVERSITY, EQUITY, AND INCLUSION**

UC Berkeley is committed to providing fair treatment, access, opportunity, and advancement for all. This commitment—which is at the heart of Berkeley’s mission as a public university—is also a continuation of the University’s historical role in advancing principles and policies for a democratic society. Situated in Berkeley, CA, and the San Francisco Bay Area, where diversity, equity, and inclusion are tangibly valued and visible each day, the campus is rightfully proud of the full spectrum of its diversity, encompassing differences in race, ethnicity, national origin, religion, gender and gender identity, age, sexual orientation, disability, socio-economic status, political or academic interests, and many other dimensions.

Berkeley’s [principles of community](#) are rooted in its mission of teaching, research, and public service. They reflect a passion for critical inquiry, debate, discovery, and innovation, and the University’s deep commitment to contributing to a better world. Every member of the UC Berkeley community has a role in sustaining a safe, caring, and humane environment in which these values can thrive.

**LOCATION AND LOCAL CULTURE**

Located on the east shore of the San Francisco Bay across from the cosmopolitan and stunning city of San Francisco, Berkeley is considered one of the most socially progressive cities in the United States, famous around the world as a center for academic achievement, scientific exploration, free speech, technology, and the arts. Home to over 112,000 residents, nearly 40,000 of whom are attending school, Berkeley has one of the best-educated populations in the country. The high value residents place on education translates to strong support for Berkeley’s public and professional schools.

UC Berkeley is the largest employer in the city, followed by [Lawrence Berkeley National Laboratory](#), [Alta Bates Summit Medical Center](#), and the City of Berkeley.

The city leads the East Bay in the creation and support of music, theatre, and dance, and the supply of cultural opportunities makes Berkeley a destination for music, theatre, and art fans from all over the Bay Area. Berkeley is home to 130 arts and cultural organizations, including two arts districts. The [Berkeley](#)
Civic Arts Program supports this vibrant arts ecosystem.

Berkeley’s citizens are very involved and invested in the well-being of their community. More than 35 boards and commissions allow residents to advise City Council on everything from aging to zoning. Public transportation is robust, every Berkeley resident lives within a quarter mile of a bus stop, and there are more than 36 miles of designated bike routes through the city.

Berkeley enjoys more than 300 days of sun each year, allowing residents and visitors to attend festivals, farmer’s markets, and enjoy the more than 80 acres of state park within city limits. Berkeley also borders the 2,077-acre Tilden Park and is in close proximity to many other state parks.

DIVISION OF EQUITY AND INCLUSION

The Division of Equity & Inclusion (E&I) provides leadership and accountability to campus to 25 departments to resolve systemic inequities for all members of UC Berkeley through engaged research, teaching, and public service, and by expanding pathways for access and success and promoting a healthy and engaging campus climate. The Division consists of 152 career and contract staff, over 935 limited staff and undergraduate and graduate student employees, and a budget of $36M; the work encompasses direct service, programmatic support, and advice and consultation across all campus communities including undergraduate and graduate students, faculty, and staff. A complete listing of programs and reporting units may be found at the E&I website.

THE ROLE OF THE EXECUTIVE DIRECTOR OF THE OFFICE OF DISABLED STUDENTS’ PROGRAMS

The Executive Director (ED) reports to the Chief of Staff & Associate Vice Chancellor for Equity and Inclusion and holds significant responsibility for achieving strategic objectives, as well as short-term and long-term goals for the Disabled Students’ Program. The ED advises senior management on the direction of the program and best ways to meet the needs of students with disabilities. They works collaboratively with administrators, academic departments, the Academic Senate, student leaders of the ASUC and GA, and faculty across campus to build an equitable and inclusive environment for students with disabilities.

The ED directs programs, develops strategies and policies, manages human, financial, and often physical resources, and functions with a high degree of autonomy. The ED and their team of direct reports oversee the accountability and stewardship of campus resources (operational, financial, and human) in a manner consistent with broadly defined compliance goals and objectives. The ED is expected to proactively assesses risks to establish systems and procedures to protect organizational assets.

Areas of broad oversight include the following:

Leadership and Management

Internal Leadership:

- Provides leadership, direction, and vision for DSP staff and stakeholders in the provision of a broad spectrum of compliance-based legally mandated services and accommodations for students with disabilities.
• Provides leadership, direction, and vision for Student Services staff in the provision of student services beyond compliance for students with disabilities (SWD) including TRIO SSS-D, Career Services, the Disability Cultural Center, Autism Spectrum Services, DSP Learning Specialist, and Student Development for students with disabilities. Internal operationalization of this vision and direction is delegated to the Deputy Director at the ED’s discretion.
• Makes strategic decisions that are aligned with the mission, goals, and values of the campus, the Division of Equity and Inclusion (E&I) and the Disabled Students’ Program (DSP). Engages in ongoing efforts to improve business processes and practices, including technology.
• Conceptualizes, ensures implementation, and oversees new DSP and Student Services programs and initiatives.
• In partnership with the Deputy Director, works with DSP department managers and supervisors to create and maintain a positive office climate for staff and increase staff collaboration within the department and units.
• In partnership with the Deputy Director, arranges training on leadership for all department managers and supervisors.

Supervision and Management.
• Oversees the management team (Deputy Director, Associate/Assistant Directors, and Business Operations Coordinator) of multiple service units, including compliance services and accommodations units (DSP).
• Works closely with DSP’s management team to develop priorities for the Program and conduct project management. Establishes short- and long-term programmatic goals and objectives and communicates them widely to all staff to ensure collaboration within the unit.
• Participates in campus Emergency Planning and assists with the development of protocol for assessing and meeting the needs of students with disabilities during crisis events.
• Oversees the collection and analysis of data to evaluate the impact of student success and faculty related services.
• Submits annual reports on program effectiveness and budget needs to Equity and Inclusion and campus stakeholders, to the Office of the President, and the federal Department of Education, among others.
• Coordinates and manages DSP and Student Services outreach efforts to campus and students in a variety of venues, including DSP Orientation.
• Conducts bi-weekly meetings with managers and supervisors to allow for collaborative problem solving and transparency.

Campus Leadership, Collaboration, and Outreach.
• Establishes effective relationships on and off campus.
• Internally, guides DSP’s relations with the campus community, disseminating information about programs and services and building strong relationships with all constituencies.
• Works closely with campus counsel to ensure that campus programs are accessible to students with disabilities and to ensure compliance with federal and state law and address appeals.
• Works closely with academic leaders and Academic Senate related to faculty issues and student affairs.
• Helps instructors, faculty members, department chairs and deans understand and successfully implement accommodations for students with disabilities.
• Works with the E&I Division to increase campus awareness and knowledge of enhancing belonging and access for the intersectional needs of our disability community.
• Works with the Office of Undergraduate Admissions to set policies and practices to identify applicants with disabilities who are likely to succeed at Berkeley;

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• Works with the E&I Division to increase campus awareness and knowledge of enhancing belonging and access for the intersectional needs of our disability community.
• Works with the Office of Undergraduate Admissions to set policies and practices to identify applicants with disabilities who are likely to succeed at Berkeley; collaborates with the Financial Aid Office to set policies and practices to ensure that students with disabilities receive appropriate financial assistance.
• Serves as a consultant to the campus administration on the needs of students with disabilities.

Communications and External Relations:
• Serves as the DSP point of contact for media and is on call for DSP during emergencies and urgent situations that will impact students with disabilities.
• The ED serves as the primary liaison between DSP and the campus administration, deans, chairs, etc.
• Represents UC Berkeley DSP to national and statewide organizations including AHEAD, COE, WESTOP, UC Directors meetings and other groups.
• Provides outreach to advocacy-, service-, and disability-based non-profit, charitable, and governmental organizations; conducts and/or arranges for staff training and development.
• Consults with scholars and visitors from universities in the United States and other countries concerning the development of services for college students with disabilities; makes presentations at regional and national conferences.

Service Orientation.
• Develops systems and processes that serve students and faculty.
• Understands how the services of DSP fit into the Division and the campus.
• Focuses on providing excellent service.
• Develops new services, both compliance and non-compliance, to meet the emerging and intersectional needs and increase the retention rate of students with disabilities at Berkeley.

Oversight of Accommodations for Disabled Students (DSP compliance).
• Oversees the provision of a range of legally-mandated and best practice, curricular and co-curricular services to students with disabilities.
• Facilitates the Interactive Process and administers the DSP Complaint Process.
• Documents formal and informal complaints and resolutions for student complaints regarding accommodations.
Oversight of Enrichment Services.
- Oversees the provision of a range of equity services for students with disabilities including Career Services, TRIO SSS-D, the Disability Cultural Center, Student Development for SWD, Housing Services, and Autism Spectrum Services.

Resource Management: Budget, Personnel, Technology, Space.

Budget (with support of Business Operations Coordinator and Financial Analyst):
- Responsible for establishing goals and directions for a budget of approximately $4.1 million; this includes campus funds, a federal TRiO grant, and various endowments, temporary funds and donations.
- Oversees the development of the budget, and the preparation of extramural grant proposals; accountable to external organizations for fiscal, contract and grant management.
- Oversees recharge activities of services provided to other campus units/entities.

Personnel:
- Responsible for 50 FTE, various limited staff and student appointees, and over 400 note-taker volunteers.
- Directly supervises 3.0-5.0 career FTE.
- Oversees the recruitment, selection, training, and performance management of staff.
- Makes final decisions on corrective action, salary actions, hiring and separation of employees, and other human resources issues of managed staff.
- Promotes leadership and professional development opportunities for all staff.
- Staff are represented by PPSM and two bargaining units.

Technology:
- Ensures compliance with campus security and privacy policies and standards. Monitors and implements state-of-the-art assistive technology and alternative media services; researches and evaluates appropriate technologies; and secures funding.
- Collaborates with other campus units to develop innovative approaches and applications of technology and to ensure web accessibility for students with disabilities. Works with the Deputy Director to ensure ongoing staff updates of the DSP website to ensure that the website accurately reflects current department policy and law.

Space:
- The Program is currently housed in five facilities: a central office in the César Chávez Student Services Center, a Proctoring Center in University Hall, Auxiliary Services in Wheeler Hall, the TRIO SSS-D Program Room in Unit I Residence Hall, and the Disability Cultural Center in Hearst Field Annex.
- The ED will work with the Deputy Director to ensure smooth transition plans to a centralized DSP Building in Dwinelle Annex and a new location for our Proctoring Services in Hearst Field Annex.
- Works with other building occupants in maintaining and improving space.
Policy Development

- Provides direction for the campus, with campus counsel and faculty leadership in: developing policies that apply in all instructional settings for the provision of academic accommodations and auxiliary services for students with disabilities;
- Establishes internal operational policies and practices to be followed in verifying documentation, determining students’ eligibility, level of services to be provided, and other operating procedures.
- Participates in campus-wide and system-wide committees that impact policies and programs concerning students with disabilities;
- Chairs/Co-Chairs university-wide committees pertinent to issues related to serving students with disabilities.

Revenue Generation

- Develops plans for generating resources from outside the campus, including from foundations, corporate donors, and individual donors.
- Supports staff application for renewal of the TRIO-Student Support Services grant with the federal Department of Education; ensures required progress reports and effort reporting are met.
- Ensures content for corporate, individual, and foundation funding opportunities are provided to University and Development and Alumni Relations (UDAR) partners.

**DESIRED QUALIFICATIONS AND CHARACTERISTICS**

**Competency in working with diverse communities**

- Knowledgeable concerning intersectionality as a dynamic within the disability community: Almost two in five (37%) DSP students have at least 4 marginalizations/minoritizations (across gender, sexuality, race/ethnicity, disability, and class).
- Able to apply a disability justice framework to a DSO setting: 36% of DSP students are Underrepresented Minorities (‘URM’) (and a majority are students of color), and 54% of DSP students are EOP eligible (URM, first generation college students, or low-income students).
- Committed to innovating for disability and gender equity: DSP students are more likely than the average undergraduate to be women, trans/gender non-conforming, URM, re-entry students, current/former foster youth, first generation college students, and low income.

**Expertise in subject matter**

- Background in and familiarity with effective programs and services for students with disabilities in a college or university environment
- Extensive knowledge and political/philosophical understanding of disabilities
- Understanding of the legal framework involving accommodations for disabilities through state and federal laws and regulations
- Familiarity with assistive technology for students with disabilities

**Leadership skills**

- Excellent management and leadership skills; values collaborative solutions to complex problems
- Demonstrated skills to lead, motivate and influence staff at all levels
- Keen sense of organizational acumen: understanding the campus culture, processes, procedures, and how decisions are made
• Advanced experience in managing and analyzing complex organizations, and successful use of process improvement strategies (KPIs, SMART Goals, etc)
• Demonstrated skills in problem identification, sound judgment and transparent decision-making, critical thinking and creative problem solving

Interpersonal and communication skills.
• Excellent interpersonal and communication skills, including demonstrated ability to communicate clearly and effectively
• Demonstrated ability to work effectively with a broad range of students with disabilities
• Experience in building successful collaborative relationships with a range of faculty and staff across unit boundaries

Program and project management skills
• Experience in planning, implementing, and evaluating student service programs
• Record of accomplishment of innovation and resourcefulness in meeting students’ and faculty’s needs
• Excellent organizational skills

Administrative skills
• Demonstrated excellent supervisory skills with professional staff
• Familiarity with personnel policies and practices
• Excellent skills in resource management in a complex organization: understanding and experience with managing financial, information, technology, and space resources

Successful completion of a criminal background check is required.

Education
• Advanced degree in related area; Ph.D. preferred

COMPENSATION

Salary is competitive and commensurate with experience. The salary estimate for this position is $160,000 to $175,000. UC Berkeley offers a generous benefits package.

For best consideration, please send all nominations and applications to:

Staci Williams Seeley, Managing Associate
Ruth Shoemaker Wood, Managing Director
Storbeck Search
BerkeleyEDDSP@storbecksearch.com

The University of California, Berkeley, is an Affirmative Action/Equal Opportunity Employer with a strong institutional commitment to the achievement of diversity. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability, age or protected veteran status.
For the complete University of California nondiscrimination and affirmative action policy see: http://policy.ucop.edu/doc/4000376/NondiscrimAffirmAct.