

Employee Name:



San Diego State University

## MPP / Staff Position Description

### HUMAN RESOURCES USE ONLY

Conflict of Interest (COI) Designated:  Yes  No

Mandated Reporter:  Limited  General  N/A

Review Date: 10/8/2024

#### MPP Positions Only

MPP Job Code:

Job Family:

Job Function:

Job Category:

**Mandated Reporter Per CANRA**  YES  NO

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

**Please Note:** A current and accurate signed Position Description is required for each MPP / Staff position and must be on file in the Center for Human Resources. After completion, the Position Description should be reviewed, signed and dated by the employee, the supervisor and the Center for Human Resources - Classification and Compensation.

Please check one:  New Position  Existing Position Update

<b>Date:</b>	9/18/2024
<b>Department &amp; Division:</b>	Division of Student Affairs and Campus Diversity
<b>Employee Name</b> <i>(leave blank if vacant):</i>	
<b>Current Classification &amp; Grade:</b>	SSP IV/A & Grade 1
<b>FLSA Status:</b> <i>(exempt or non-exempt)</i>	Exempt
<b>Working Title:</b>	Lead Advising Specialist (Trainer, General Advisor and Retention Specialist)
<b>Position Number &amp; Job Code:</b>	10009314 & Job Code 3086
<b>Working Title &amp; Position Number of HEERA Designated Appropriate Administrator:</b>	Assistant Dean of Students for Orientation Transition, and Family Programs, 10000663

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**I. FUNCTION OF THE EMPLOYING UNIT:**

*State the basic purpose of the Department/Unit in one brief paragraph. Include the division's DEI statement here.*

The Office of the Vice President for Student Affairs and Campus Diversity is responsible for the coordination and development of student services and building the inclusive excellence of SDSU's staff and faculty at San Diego State University. Departments include, but not limited to, Assistant Deans for Student Affairs; Career Services; Communications Services; Counseling & Psychological Services; Cultural and Identity Centers; Center for Educational Opportunity Programs, Outreach and Success; Financial Aid and Scholarships; Military Veterans Program; New Student and Parent Programs; Office of the Student Ombudsman; Residential Education; Resource Management; Student Ability Success Center; Student Health Services; Student Life and Leadership; Student Rights and Responsibilities; Testing Services Office; Well-being & Health Promotion; and programming related to Inclusive Excellence.

*Division of Student Affairs and Campus Diversity*

The Division facilitates the academic and career success, personal growth and well-being of all students, and works proactively to address systemic inequities through professional learning, community building, advocacy, policy recommendations and organizational structures. We aim to foster an affirming campus culture based on the core values of excellence, equity, diversity, belonging and inclusion through:

- Recruiting and retaining faculty and staff who are reflective of the diverse student body and communities served by SDSU, and recruiting students who are representative of the rich diversity of the region and the world;
- Fostering an environment that is welcoming, affirming, and empowering for students, faculty, staff and alumni of all backgrounds;
- Enhancing the career and educational pathways of a diverse student body, the faculty and staff, including enhancing the learning environment and expanding learning opportunities for all students inside and outside the classroom, and expanding and connecting opportunities for students to participate in transformational experiences;
- Developing leaders who believe in and lead others toward supporting civility, mutual respect and diversity in our society and workplaces; and
- Cultivating relationships with the local community that advance the well-being of diverse individuals and communities.

Position upholds the Student Affairs and Campus Diversity Statement on Diversity, Equity, and Inclusion, specifically:

*“The Division of Student Affairs and Campus Diversity acknowledges and honors the inherent value and dignity of all individuals by creating and nurturing a learning and working environment that affirms and leverages our community’s diversity of traditions, heritages, perspectives, and experiences. We are committed to fostering a culture of inclusive excellence designed to facilitate the personal and professional success, growth, development, and well-being of all members of our community. We manifest this commitment through our innovative, strategic and collaborative efforts to develop leaders who believe in and lead others toward practicing civility, mutual respect, and inclusion in our workplaces and society.”*

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The Senior Associate Vice President for Student Affairs and Campus Diversity and Dean of Students reports to the Vice President for Student Affairs and Campus Diversity and serves as one of the executive officers in the Division. The Senior Associate Vice President for Student Affairs and Campus Diversity and Dean of Students is responsible for the direction and coordination of department programs/personnel as designated by the Vice President for Student Affairs and Campus Diversity. The Senior Associate Vice President for Student Affairs and Campus Diversity and Dean of Students represents the interests of the Division on a day-to-day basis at the sub-Cabinet level and is responsible for the promotion of student development through a program of co-curricular activities and services to students. The Senior Associate Vice President for Student Affairs and Campus Diversity and Dean of Students is also responsible for the quality of the campus social, cultural and educational environment and the student services that enhance the University's academic programs and the intellectual and personal development of students on the San Diego State University campus.

The Senior Associate Vice President for Student Affairs and Campus Diversity and Dean of Students is responsible for supervising, monitoring and implementing programs and services that have a direct impact on orientation, transition, and student retention. These programs and services are designed to ease the transition to the University, enhance student involvement/participation in university organizations, and promote diversity, equity, and inclusion. The Senior Associate Vice President for Student Affairs and Campus Diversity and Dean of Students promotes student rights and encourages citizenship responsibility among students. They also facilitate the development of orientation, transition and retention initiatives.

The Office of the Dean of Students is responsible for supervising, monitoring and implementing programs and services that have a direct impact on orientation, transition, and overall student success and retention. These programs and services are designed to ease the transition to the University, enhance student involvement/participation in university organizations, and promote diversity, equity, and inclusion. The Office of the Dean of Students promotes student rights and encourages citizenship responsibility among students. The Office of the Dean of Students consists of the following areas: Campus Assistance, Response, Evaluation, and Support (CARES) Team, Center for Commuter Life, Center for Student Organizations & Activities, Esports Engagement Center, Glazer Center for Leadership and Service, Office of New Student and Parent Programs, and SDSU Connects.

Through participation in the activities within the Office of the Dean of Students, students are connected to the University through an array of structured and informal learning opportunities. Students are encouraged, supported and empowered to pursue academic success, personal growth, an understanding of diverse human experiences, and compassionate activism on and off campus.

The Office of New Student and Parent Programs (NSPP), under the Division of Student Affairs and Campus Diversity, provides students, parents and families with the preparation, information, and support necessary for student success as they enter the university community and enhance the academic and personal growth of SDSU students through a partnership between parents/families and the university.

The Office of New Student and Parent Programs accomplishes this through collaborative partnerships with the campus and external communities, while respecting student access and diversity and engaging in assessment and continuous improvement of programs. NSPP believes that SDSU parents and families are valuable partners in the transition and retention of their students.

The Office of New Student and Parent Programs, supports and enhances student success through Orientation, Transition and Retention initiatives.

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- Supports new SDSU students in their transition and retention to University life through quality orientation programs and student development initiatives to set a strong foundation for all students to achieve their academic and personal goals.
- Fosters a sense of community and belonging for SDSU students through their college transition by hiring, training and providing continuous professional development of 120 student leaders, the SDSU Ambassadors, to serve as the official student representatives, tour guides, and orientation leaders of San Diego State University.
- Cultivates a philosophy of partnership with families of SDSU students through transition programs, such as Parent Orientation, New Student and Family Convocation and Family Weekend.
- Fosters a sense of philanthropy and connection for SDSU parents and families through the Aztec Parents Association, the Aztec Parents Fund, and the Aztec Parents Advisory Board.
- Responds to changing student needs and expectations through the evaluation and assessment of new student programs, parent and family programs, resources and services, communications including orientation, transition and retention initiatives.

**II. PURPOSE OF POSITION:**

*State the basic purpose of the position in one to three specific statements.*

Under general direction of the the Associate Dean of Students and Assistant Dean of Students for Orientation Transition, and Family Programs the primary responsibilities of the Lead Advising Specialist position are: 1) to lead the academic advising components related to New Student Orientation, such as Ambassador Training, preparation of student modules and presentations; 2) to plan and organize the training of Coordinated Care Advisors; 3) serve as the primary liaison between Enrollment Services, Office of the Dean of Students and New Student and Parent Programs; 4) serve as a Coordinated Care Advisor; and 5) support orientation, transition and retention initiatives related to the first year experience.

**III. CHANGES IN RESPONSIBILITIES:**

**IV. MAJOR RESPONSIBILITIES:**

*Clearly list the major responsibilities/essential functions in descending order from the most important to the least important. Indicate the approximate percentage of time spent in each (percentages should not be less than 5%). The percentage must total 100%.*

<b>Description of Responsibilities:</b>	<b>(%) Percent of Time</b>
<b>I. New Student Orientation, Peer Advising Training and Administration</b> <ul style="list-style-type: none"><li>• Develops and organizes peer academic advising training for the SDSU Ambassadors (the official student representatives, tour guides and orientation leaders for San Diego State University), including leading training and assessing their readiness to advise new students during New Student Orientation.</li></ul>	35%

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Description of Responsibilities:	(% ) Percent of Time
<ul style="list-style-type: none"> <li>• Provides continued training and development to support all Ambassadors in preparation for undergraduate orientation programs.</li> <li>• Works in partnership with Enrollment Services and New Student and Parent Programs (NSPP) to deliver the Graduation Requirements and Advising tools presentations at New Student Orientation.</li> <li>• Leads the development of New Student Orientation videos, modules, handbooks, and resource guides for new students and parents/families.</li> <li>• Delivers presentations to new students and families regarding advising tools/resources/model, graduation requirements.</li> <li>• Leads campus advisor training for New Student Orientation student academic success sessions, and class registration sessions and computer labs.</li> <li>• In support of New Student Orientation, provides intensive one-on-one and group training sessions to campus advisors regarding the SDSU Graduation requirements, including the General Education requirements; effective use of SDSU academic advising tools (e.g. Degree road maps, and the personalization of those maps for new freshmen and transfers, SDSU Navigate, Degree Evaluation, and the registration system); efficient referral for students to the wide variety of academic and personal resources on campus; appropriate understanding of collaboration with Coordinated Care advisors, College student success centers and major advisors.</li> <li>• Develops publications and materials related to advising (e.g. Advising brochure, advising worksheets).</li> <li>• Assists new students with course registration, academic advising and serves as a liaison for academic advising to NSPP, Ambassadors and campus partners during New Student Orientation.</li> <li>• Reviews effectiveness of advising training for the SDSU Ambassador program and recommends adjustments to schedule, content, and delivery based on analysis.</li> <li>• Serves as the main point of contact in the computer labs and/or course registration during New Student Orientation.</li> </ul>	
<p><b>II. Coordinated Care Advisor Training and Support</b></p> <ul style="list-style-type: none"> <li>• Develops, organizes, and delivers training for Coordinated Care Advisors (CCA), focused on the training to support the onboarding of new CCAs in the Division of Student Affairs and Campus Diversity and ongoing training needs.</li> </ul>	30%

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Description of Responsibilities:	(% ) Percent of Time
<ul style="list-style-type: none"><li>• Provides guidance to CCAs to ensure strong understanding of university resources and services, academic advising tools, universal advising curriculum and Canvas faculty/staff advising homeroom modules.</li><li>• Serves as the primary point of contact for CCAs as it relates to advising, pre-registration questions.</li><li>• Assists with the review of CCA outreach and communication, and ensures alignment with Universal Advising Curriculum.</li><li>• Develops training material and guides to support CCAs, academic advising tools and resources, effective coaching skills.</li><li>• Training to support ambassadors, mentors, and other student leaders supporting university special initiatives related to transition, retention, graduation.</li><li>• Reviews effectiveness of CCA training program and recommends adjustments to schedule, content, and delivery based on analysis.</li></ul>	
<p><b>III. Campus Liaison for Advising, Course Registration, and Graduation Requirements</b></p> <ul style="list-style-type: none"><li>• Coordinates student academic success and engagement initiatives that enhance the first year experience and encourage students' progress to graduation.</li><li>• Leads or serves on select department and university committees supporting student success, retention, and graduation.</li><li>• Develops, distributes, and assessments tools to evaluate outcomes related to advising, pre-registration, student programming and leadership initiatives.</li><li>• Prepares annual reports.</li><li>• Leads the collaboration with Enrollment Services, Curriculum Services, Academic college success centers and departments to inform ambassador and Coordinated Care advisor training.</li><li>• Works in close partnership with Enrollment Services, Curriculum Services, and academic departments to understand graduation requirements, university academic policies and procedures, technology related to academic records and registration.</li><li>• Plans and leads the coordination with Enrollment Services, Division of SA+CD and Academic colleges to develop pre-registration, block enrollment, and university seminar.</li><li>• Develops and maintains positive working relationships with faculty, staff, and administrators at San Diego State University in order to utilize the full potential of the resources available on campus. This</li></ul>	15%

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<b>Description of Responsibilities:</b>	<b>(%) Percent of Time</b>
<p>includes on-going interaction with University Seminar Instructors and team members from Commuter Life, Enrollment Services, New Student and Parent Programs, Counseling &amp; Psychological Services, Office of the Dean of Students, Career Services, and other university departments/colleges as necessary.</p> <ul style="list-style-type: none"><li>• Coordinates efforts with these and other Student Services offices to develop creative solutions to students' issues, specifically focused on the support for advising training.</li><li>• Attends departmental and campus wide training, meetings, workshops and retreats in order to develop new skills and experience and keep abreast of current research in college administration.</li><li>• Within the limits of FERPA, interfaces with parents of students who have enrollment, registration, or academic questions and concerns.</li></ul>	
<p><b>IV. Coordinated Care Advising</b></p> <ul style="list-style-type: none"><li>• Serves as a Coordinated Care Advisor for special student populations identified by the Division of Student Affairs and Campus Diversity.</li><li>• Ensures the development and implementation of extensive and individualized academic progress plans for each student.</li><li>• Provides students with information related to University academic requirements, procedures, and policies.</li><li>• Provides complex student advisement and guidance in individual and group settings. Deployment of high-impact advising practices.</li><li>• Exercises sensitivity, tact and persuasiveness when communicating with students, staff and faculty. In particular, uses advanced human relations skills to help students identify problems, realistically evaluate their situation, and implement corrective strategies. Performs advising duties that are based on theories and knowledge of teaching, learning and human development. Responds to the needs of individuals, special populations, high-risk populations and communities.</li><li>• Identifies students who are at risk of dismissal and provides advising. Provides resources for tutoring and academic support. Monitor progress of students on probation or subject to dismissal.</li><li>• Advises students on appropriate courses of action to resolve complex and sensitive issues, such as situations requiring requests for academic adjustments, adding or withdrawing from courses, and academic grievances.</li><li>• Provides referrals to university resources.</li></ul>	15%

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Description of Responsibilities:	(%) Percent of Time
<ul style="list-style-type: none"> <li>Pre-enrolls students in classes through the batch load and pre-registration processes.</li> </ul>	
<p><b>V. Other Duties As Assigned</b></p> <ul style="list-style-type: none"> <li>Completes other miscellaneous duties as assigned by the Dean of Students, Associate Dean and Assistant Dean of Students.</li> <li>Participates as appropriate and as assigned in various Student Affairs and Campus Diversity programs and carries out other departmental duties specific to the position.</li> <li>Participation, support and attendance for NSPP events, such as but not limited to; Welcome Week, Aztec Nights, New Student and Family Convocation, Family Weekend, Explore SDSU, etc.</li> </ul>	5%
<p><b>Total =100%</b></p>	100%

**V. LEAD WORK DIRECTION OVER OTHERS:**

List of individuals the incumbent supervises/leads. Indicate the type of supervision, whether direct (directly supervises the position and conducts performance evaluation) or general (acting in a lead capacity or assigning work).

Classification	Working Title	Type of work direction (Direct or General)

**VI. POSITION REQUIREMENTS:**

A. List education and years of experience required that are based on the classification standards.

Equivalent to graduation from a four-year college or university in a related field plus upper division or graduate course work in counseling techniques, interviewing and conflict resolution where such are job related.

Possession of these knowledge and abilities is typically demonstrated through the equivalent to four years of progressively responsible professional student services work experience which includes experience in advising students individually and in groups, and in analysis and resolution of complex student services problems.

A master’s degree in Counseling, Clinical Psychology, Social Work or a job-related field may be substituted for one year of professional experience. A doctorate degree and the appropriate internship or clinical training in counseling, guidance or a job-related field may be substituted for two years of the required professional experience for positions with a major responsibility for professional, personal or career counseling.



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*B. Skills, knowledge, and abilities required for this position that are based on the classification standards*

- Thorough knowledge of the principles of individual and group behavior; general knowledge of the principles, practices and trends of the Student Services field; general knowledge of individual counseling techniques; general knowledge, or the ability to rapidly acquire such knowledge, of the organizational procedures and activities of the specific campus to which the position is assigned.
- Thorough knowledge of the policies, procedures, and practices of the program area to which assigned or the ability to quickly acquire such knowledge. General knowledge of the policies, practices, and activities of Student Services programs outside the program to which immediately assigned; general knowledge of the principles, problems and methods of public administration, including organizational, personnel and fiscal management; general knowledge of advanced statistical and research methods.
- Ability to interpret and apply program rules and regulations; ability to use initiative and resourcefulness in planning work assignments and in implementing long-range program improvements; ability to obtain factual and interpretative information through interviews; ability to reason logically; ability to collect, compile, analyze and evaluate data and make verbal or written presentations based on these data; ability to advise students individually and in groups on routine matters where required; ability to recognize multicultural, multisexed and multi-aged value systems and work accordingly; and ability to rapidly acquire a general knowledge of the overall operation, functions and programs of the campus to which assigned. Demonstrated ability to make decisions and carry through actions having implications with regard to other program or service areas Services Office.
- Ability to analyze complex situations accurately and adopt effective courses of action; ability to carry out a variety of professionally complex assignments without detailed instructions; and ability to establish and maintain cooperative working relationships with a variety of individuals.
- Ability to carry out very complex assignments without detailed instructions; advise students individually or in groups on varied and complex matters; determine the appropriate course of action and proper techniques to utilize while engaged with individuals and groups in personal interactions of a sensitive nature; reason logically and analyze and solve organizational and operating problems of one or several program areas; plan, coordinate and initiate actions necessary to implement administrative or group decisions or recommendations; analyze and define complex organizational, policy or procedural problems, collect and evaluate data, draw valid conclusions and project consequences of various alternative courses of action; understand the roles and responsibilities of others and to gauge relationships accordingly by taking into account the variety of the interrelationships, motivations and goals of the members of the organization served; and establish and maintain effective, cooperative and harmonious working relationships in circumstances which involve the denial of requests or the necessity to persuade others to accept a different point of view.

Possession of these knowledge and abilities is typically demonstrated through the Experience requirements below.

*C. Specialized skills required for this position*

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- *Experience using a student information system, degree audit system, 4 year road maps, Hyland OnBase, and SDSU Navigate (EAB) evaluate student records and document advising sessions.*
  - *Thorough knowledge of CSU Executive Orders, Title V California Education Code of Regulations, University policy and procedures.*
  - *Ability to use independent judgment regarding academic advising and training.*

*D. License and Certification Required (I.e., Driver's License and Grade, Certification, etc.)*

- N/A

**VII. PREFERRED QUALIFICATIONS:**

- Understanding of Family Educational Rights and Privacy Act with regards to the maintenance of academic and judicial records of individual students.
- Understanding of reporting responsibilities outlined as a "Responsible Employee" and "Campus Security Authority" under Title IX and the Jeanne Clery Act.
- Ability to learn and acquire knowledge of Title V, CSU policies and procedures, and University rules and regulations and their application to student organizations, student activities and expression and student governance structures preferred.
- At least one (1) year experience working with commuter students.
- At least one (1) year experience in working with diverse student populations.
- Three or more years of professional experience in higher education/student affairs.
- Master's degree in higher education, student affairs, counseling or a related field.
- Familiarity with academic advising practices.
- Ability to effectively handle and complete several ongoing projects and activities in a work environment characterized by frequent interruptions.
- Ability to plan work so that monthly and quarterly schedules can be adhered to.
- Ability to be flexible in dealing with day-to-day changes in priorities.
- Organizational and programming skills.
- Effective interpersonal skills required to build and maintain cooperative working relationships among diverse individuals and groups.
- Ability to present clear and concise information orally and in written reports.
- Ability to interpret and apply a wide variety of programs and University policies and guidelines.
- Ability to understand, develop and effectively monitor fiscal budgets.
- Basic experience in program development of student organizations and activities, fraternity and sorority life, leadership programs, cross-cultural center, and student academic success centers preferred.
- Ability to effectively use EAB Navigate, Word, Excel, PowerPoint and Google Applications to create and analyze reports, manage data, resource materials and presentations.
- Ability to speak before all groups of students and possess the skills necessary to deal with sensitive and confidential issues.
- Ability to work evenings and weekends.

**VIII. SIGNATURES:**

*The signature indicates position description is an accurate and correct statement of duties and responsibilities assigned to the position. (Limited to 3 Signers as listed below)*

Employee Name:

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Incumbent's Signature/Acknowledgment

*Francisco G. Velazquez*

Appropriate Administrator Signature

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Date

Oct 8, 2024

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Date

Oct 9, 2024

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Date

Oct 9, 2024

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Date

Glenn Perez

Glenn Perez (Oct 9, 2024 13:08 PDT)

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Classification & Compensation Services

*[Signature]*

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Resource Management /Acknowledgment

Employee Name:

## Attachment A

Complete for all positions

To comply with the provisions of the Americans with Disabilities Act, specify the physical, mental, and environmental conditions of the essential functions of the job, please complete the sections below.

**Physical Summary:** Choose one description out of the categories below that best describes this position.

- Sedentary Work:** Involves mainly sitting. Walking and standing are minimal. Lifting is limited to lightweight objects (10 pounds or less).
- Light Work:** Job involves some lifting of medium weight objects (10-20 pounds) and/or 10% -20% of the job involves standing or walking.
- Medium Work:** Job involves lifting heavy-weight objects (20-40 pounds) and/or 20%-40% of the job involves standing, squatting, kneeling, or walking. May require pushing or pulling objects within the weight limits.
- Heavy Work:** Job involves lifting more than 40 pounds. Approximately half of the incumbent's time will be spent walking, standing, squatting, kneeling, or climbing.

Use the codes below for each of the items which most accurately describe the extent of the specific activity performed in this position.

"C" = constantly or 6-8 hours per day

"O" = occasionally or up to 3 hours per day

"F" = frequently or 3-6 hours per day

"N" = never

Physical Requirements of the Position		Mental Requirements of the Position	
N	Bending (neck)	C	Reading & Comprehending
N	Bending (waist)	O	Writing
N	Climbing	O	Performing Calculations
N	Crawling	C	Communicating Orally
N	Kneeling	F	Reasoning & Analyzing
N	Pushing/Pulling	F	Decision Making
C	Sitting	O	Directing/Coordinating Others:
N	Squatting		Other:
O	Standing	Environmental Working Conditions	
N	Twisting (neck)	N	Exposure to variations in temperature/humidity
N	Twisting (waist)	N	Exposure to chemicals, gases, dust or fumes
O	Walking	N	Operates machinery or drives motorized equipment
O	Handling Objects	N	Exposure to bio-hazards
C	Manual dexterity	C	Working in normal office environment
N	Reach above/below shoulder	N	Working outside with various weather conditions
N	Using foot controls	N	Uses specialized equipment
	Other:		Other:

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## Attachment B

Complete for all positions

**Sensitive Position:** For current employees who are voluntarily reassigned or reclassified to a sensitive position, a background check is also required. To determine if this position is a sensitive position, please consult with Human Resources and reference the [CSU Background Check Policy](#).

<b>Consideration for designation as a sensitive position per HR Technical Letter 2017-17</b>		
1. Does this position have responsibility for the care, safety, and security of people (including children and minors), animals, and CSU property?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Sexual offender registry check for those who perform work involving regular or direct contact with minor children and those who are identified as mandated reporters of child abuse and neglect under Executive Order 1083 and California Penal Code §11165.7(a).
2. Does this position have access to and responsibility for detailed personally identifiable information about students, faculty, staff, or alumni that is protected, personal, or sensitive?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Access to Level Protected Level 1 Data: (i.e., Passwords, DOB, Credit Card Numbers, SSN's, Medical Data, Law Enforcement Records, etc.) - Link to or incorporate ICSUAM pages.
3. Does this position have access to student records?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	FERPA (Access to student education records)
4. Is the position responding for recording/reporting Clery Data?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Clery Act Basics
5. Does the position have access to protected health information?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	HIPAA
6. Will this position be an active/participating member of the SDSU Emergency Operations Team?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	EOC Member
7. Does this position have responsibility for operating commercial vehicles, machinery or equipment that could pose environmental hazards or cause injury, illness, or death?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Motor Vehicle Records/Licensing Check is required. CA Defensive Driver
8. Does the position influence or make decisions regarding real property, real property acquisitions and/or leaseholds, land use and/or development?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	COI CAT 1
9. Does the position influence or make decisions regarding the purchase of goods, service or construction work? <b>Note: Having a procurement card is not qualifying if the individual is limited to making directed and supervised purchases from established vendors.</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	COI CAT 2

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10. Does the position influence or make decisions regarding the investment of <b>SDSU/CSU</b> funds.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	COI CAT 5
11. Does the position influence or make decisions regarding the sale of campus goods, services, products, or commodities (including agricultural commodities), which are sold by the campus?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	COI CAT 6

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## **Attachment C**

Complete for **MPP Positions Only**

### **Mental Effort:**

*Enter frequency of occurrence for all applicable activities using the following key:*

**1=Never Occurs    2=Seldom Occurs    3=Sometimes Occurs    4=Occurs Often    5=Almost Always Occurs**

<b><u>Planning</u></b>		<b><u>Staffing</u></b>	
	Forecast		Define Roles
	Set Program Goals		Give Input to Position Descriptions
	Determine Budget Allocations		Determine Selection Criteria
	Establish, Implement, Revise Policies		Recruit/Interview/Select
			Orient Staff
<b><u>Organization</u></b>		<b><u>Employee Relations</u></b>	
	Describe Relationships Between Functions		Initiate Corrective Action
	Define Department/Divisional Structure		Authorize Formal Discipline
	Establish Priorities to Meet Goals		Administer Collective Bargaining Agreements
	Schedule Work for Employees		Prepares/Investigates Grievance Awards and Complaints
	Implement procedures		Formulates/Represents University Position for Formal Grievances/Complaints
	Determine work methods		
	Balance multiple tasks/projects		
<b><u>Direction/Leadership/Supervision</u></b>		<b><u>Performance Evaluations</u></b>	
	Educate		Determine Performance Standards
	Delegate		Authorize/Approve Awards
	Coordinate		Prepare Performance Evaluations
	Coach/Train/Develop		Observe/Follow-Up on a Daily Basis
	Recommend Formal Training		Correct Work/Behavior Problems
	Motivate		
	Instruct/Demonstrate		
	Schedule Staff/Readjust Schedule		
<b><u>Organization</u></b>		<b><u>Other</u></b>	
	Describe Relationships Between Functions		
	Define Department/Divisional Structure		
	Establish Priorities to Meet Goals		
	Schedule Work for Employees		
	Establish deadlines		
	Implement procedures		
	Determine work methods		
	Balance multiple tasks/projects		

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## Attachment D

Department Organization Chart

**Instruction:** Please insert an image of your department's organization chart and highlight where this Position Description falls within the chart.

