

Employee Name:



MPP / Staff Position Description

HUMAN RESOURCES USE ONLY	
Conflict of Interest (COI) Designated: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<u>MPP Positions Only</u>
Mandated Reporter: <input type="checkbox"/> Limited <input checked="" type="checkbox"/> General <input type="checkbox"/> N/A	MPP Job Code:
Review Date: 08/05/2024	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

Date:	August 2024
Department & Division:	Center for Student Rights & Responsibilities
Employee Name <i>(leave blank if vacant):</i>	
Current Classification & Grade:	Student Services Professional III
FLSA Status: <i>(exempt or non-exempt)</i>	Exempt
Working Title:	Student Conduct Coordinator
Position Number & Job Code:	10008775 / 3084
Working Title & Position Number of HEERA Designated Appropriate Administrator:	Executive Director, Center for Student Rights & Responsibilities / 10002139

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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 Disability 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

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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."

The Center for Student Rights and Responsibilities is responsible for acting on behalf of the University President regarding all aspects of student discipline. The Center for Student Rights and Responsibilities receives reports of alleged misconduct relative to Title 5, California Code of Regulations, investigates all complaints in order to determine whether University student conduct action is to be pursued, and determines appropriate university student conduct case dispositions and sanctions under the guidelines of California State University Executive Orders (EO).

II. PURPOSE OF POSITION:

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

The Student Conduct Coordinator is under the supervision of the Executive Director of the Center for Student Rights and Responsibilities, and is responsible for adjudicating alleged violations of Title V, Section 41301 of the California Code of Regulations. This position receives, investigates, and reaches decisions on reports of alleged academic and non-academic misconduct filed by faculty, staff, students, the University Police Department, Aztec Shops, the Residential Education Office, and members of the community. This position represents the Center for Student Rights and Responsibilities or University as appropriate.

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%.

Description of Responsibilities:	(%) Percent of Time
A. STUDENT CONDUCT <ul style="list-style-type: none">Receives and investigates reports of alleged academic and non-academic misconduct, on and off campus, filed by faculty, staff, students, University Police and other sworn police officers, the Residential Education Office, and members of the community under the guidelines of CSU Executive Orders.	70%

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Description of Responsibilities:	(%) Percent of Time
<ul style="list-style-type: none">• Sends notices of alleged violations, and meets/confers with the various parties involved to obtain accuracy of the incidents under the guidelines of CSU Executive Orders.• Conducts informal and formal proceedings concerning disciplinary action and imposes administrative sanctions such as Probation, Probation-Final Warning, Suspension, and Expulsion.• Designs and assigns educational interventions if appropriate, and ensures students receive a fair process.• Represents the University at formal proceedings concerning student conduct action or assists other staff at those formal proceedings under the guidelines of CSU Executive Orders.• Prepares reports and maintains accurate records of proceedings pertaining to student conduct proceedings. Assists in preparing reports and maintaining accurate records of conduct proceedings regarding incidents taking place off campus as well as on campus.• Counsels/advises survivors, victims and violators. Identifies and considers the overall effects of a situation on the parties concerned, taking into account individual circumstances. Makes appropriate referrals to Counseling and Psychological Services and other resources as needed.	
<p>B. CAMPUS OUTREACH AND SPECIAL ASSIGNMENTS</p> <p>Assist in outreach to Faculty to ensure proper reporting of academic dishonesty as mandated by Executive Orders.</p> <ul style="list-style-type: none">• Create new and innovative sanctions.• Serve as a liaison to the California State University Judicial Affairs Officers (CSUJAO).• Under the general direction of the Director, the Student Conduct Coordinator will develop training, workshops, and outreach programs to inform students and advisors of Student Rights and Responsibilities.	15%

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Description of Responsibilities:	(%) Percent of Time
<ul style="list-style-type: none"> Serve as a liaison to Maxient Database System, including updating accounts, creating reports, analytics, and other necessary functions. 	
<p>C. PROFESSIONAL RELATIONSHIPS AND DEVELOPMENT</p> <ul style="list-style-type: none"> Develops and maintains positive working relationships with faculty, staff, and administration at San Diego State University in order to utilize the full potential of the resources available on the university campus. Includes ongoing interaction with University Police, Registrar, Counseling and Psychological Services, the Residential Education Office, the Center for Student Organizations and Activities, the Student Ombuds, Student Disability Services, Educational Opportunity Program, Information Technology, community members, and other university departments as necessary. Develops and maintains relationships with representatives from various public agencies and professional organizations. Serves on selected department and university committees. May serve on the committees of various regional and national professional organizations such as ASJA (Association for Student Judicial Affairs) or CSUJAO (California State University Judicial Affairs Officers). Attends workshops and retreats in order to develop new skills and experience and keep abreast of current research in student judicial affairs. Assists the Director in applying for SDSU Parents Association and other grants, and implementing and assessing grant effectiveness. Assists the Director in gathering analytics, data, and assessment information. 	10%
<p>D. OTHER DUTIES AS ASSIGNED</p>	5%
<p style="text-align: right;">Total =100%</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).

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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, including or supplemented by 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 of three years of progressively responsible professional student services work experience. One year in the program area to which assigned may be preferred but is not required.

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

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

- Working knowledge of research and observation techniques for the purpose of recording, classifying, and interpreting factual information; and working knowledge of the techniques and methods of interviewing.
- Working knowledge of the practices, procedures and activities of the program to which assigned; general knowledge of the methods and problems of organizational and program management; general knowledge of research and interview techniques; and general knowledge of the principles of individual and group behavior.
- Thorough knowledge of the principles of individual and group behavior; general knowledge of the principles, practices and trends of the Student Services field as well as general knowledge of the policies, procedures and practices of the program area to which assigned.; 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; working knowledge of student services programs outside the program to which immediately assigned.

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- Ability to gather and analyze data; ability to reason logically, draw valid conclusions and make appropriate recommendations; ability to participate in and contribute to group meetings, conferences and interviews; ability to clearly express ideas and recommendations orally; ability to write clear and concise reports.
- 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, multi-sexed and multi-aged value systems and work accordingly.
- 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 advise students individually and in groups on complex student-related matters; ability to determine appropriate courses of action and proper techniques to utilize while engaged with individuals in personal interactions of an argumentative or sensitive nature; ability to interpret and evaluate descriptions and explanations of problems brought forward by individuals or student organizations, analyze and define the problem, draw valid conclusions and project consequences of various alternative 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.

C. Specialized skills required for this position

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

VII. PREFERRED QUALIFICATIONS:

- Working experience in a highly diverse student environment.
- Thorough knowledge of federal and state laws and regulations as they pertain to student conduct actions, including FERPA.
- Working knowledge of the organizational structure of a University and resources available to a University.
- Experience working with Maxient data management system.
- Working knowledge of the practices, procedures, and activities of the program to which assigned.
- General knowledge of the methods and problems of organizational and program management.
- General knowledge of research and interview techniques; and of the principles of individual and group behavior.
- Demonstrated counseling-based/counseling-related skills.
- Ability to interpret and apply program rules and regulations.

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- Use initiative and resourcefulness in planning work assignments and in implementing long-range program improvements.
- Obtain factual and interpretative information through interviews.
- Reason logically.
- Collect, compile, analyze and evaluate data and make verbal or written presentations based on these data.
- Advise students individually and in groups on routine matters where required.
- Recognize multicultural, multi-gendered, and multi-aged value systems and work accordingly.
- Demonstrated ability to make decisions and carry through actions having implications with regard to other program or service areas Services Office.
- Strong verbal presentation skills.
- Demonstrated oral communication skills and ability to follow up with other departments and personnel to ensure accuracy of information.
- Experience interacting effectively with persons with hostile reactions, bringing them to an understanding and acceptance of disciplinary procedures. Experience dealing appropriately with matters of a highly confidential nature.
- Possess a high degree of initiative and ability to work independently.
- Experience communicating information, policies, points of interest, etc., in written and verbal form with a very high level of accuracy. Experience developing and maintain positive relationships with individuals and groups representing many and varied interests and agendas.
- Knowledge of and demonstrated experience in legal and ethical student disciplinary practices.

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)

INCUMBENT: To acknowledge reading and receiving a copy of this job description, close this document and click "I AGREE" on your applicant page.

Incumbent's Signature/Acknowledgment



Date

10/04/2024

Appropriate Administrator Signature

Glenn Perez
Glenn Perez (Oct 1, 2024 09:12 PDT)

Date

10/01/2024

Classification & Compensation Services

Date

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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

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

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

"N" = never

Physical Requirements of the Position		Mental Requirements of the Position	
O	Bending (neck)	C	Reading & Comprehending
N	Bending (waist)	C	Writing
N	Climbing	O	Performing Calculations
N	Crawling	C	Communicating Orally
N	Kneeling	C	Reasoning & Analyzing
N	Pushing/Pulling	C	Decision Making
F	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
N	Handling Objects	N	Exposure to bio-hazards
N	Manual dexterity	F	Working in normal office environment
O	Reach above/below shoulder	O	Working outside with various weather conditions
N	Using foot controls	N	Uses specialized equipment
N	Other:	N	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](#).

Consideration for designation as a sensitive position per HR Technical Letter 2017-17		
1. Does this position have responsibility for the care, safety, and security of people (including children and minors), animals, and CSU property?	<input type="checkbox"/> Yes <input checked="" 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 checked="" type="checkbox"/> Yes <input 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 type="checkbox"/> Yes <input checked="" 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? Note: Having a procurement card is not qualifying if the individual is limited to making directed and supervised purchases from established vendors.	<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 SDSU/CSU 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

<u>Planning</u>		<u>Staffing</u>	
	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
<u>Organization</u>		<u>Employee Relations</u>	
	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		
<u>Direction/Leadership/Supervision</u>		<u>Performance Evaluations</u>	
	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		
<u>Organization</u>		<u>Other</u>	
	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.

Center for Student Rights and Responsibilities and the Office for Restorative Practices

