



# POSITION DESCRIPTION

**Department:** Asian Pacific Islander Desi American (APIDA) Student Center

**Working Title:** Assistant Director

**Job Code:** 3084

**Time Base:** 1.0

**Position Number:** 00006959

**Union / Unit (if applicable):** Academic Professionals of California (APC) / Unit 4

**Position Reports To:** Director, Student Inclusion & Engagement

**Classification:** Student Services Professional III

**Range Code:** 1

**Exempt or Non-Exempt:** Exempt

**Last Update:** 4/17/2024

**PURPOSE OF POSITION:**

The APIDA Student Center will affirm the dignity and diversity of students of Asian Pacific Islander Desi American descent by providing a multi-engaging, cultural validating, educational advocacy space that promotes holistic student success (first year through graduation). There is a focus on retaining students while celebrating their achievements within the university and beyond. California State University San Marcos promotes an inclusive and equitable campus community through advocacy, education, and support services. The Center will promote an understanding of the role and impact of the AIAN heritage in our lives and society. It will serve students from a variety of backgrounds and promote academic success, professional development, and community.

Under the leadership of the Director for Student Inclusion and Engagement, the Assistant Director will: 1) provide planning, development, implementation and administration of student services/programs, which support and enhance the educational experience for students, particularly APIDA students; 2) support the holistic success of students through the Student Life Cycle by providing high-impact, academic and co-curricular programs and services that contribute to the achievement of student excellence; and 3) foster a sense of belonging and connect students to opportunities for engagement in university life and in the broader community.

In partnership with the Director, the Assistant Director will: 1) work to address barriers which impact academic success and enhance access, retention, and graduation by providing administrative and student support, co-curricular program development and coordination, and curriculum support; 2) provide direct service to students. develop and implement intervention and support strategies for students experiencing life circumstances; 3) establish campus and community partnerships that make it possible for sustainable activities, including high-level collaborations with organizations on and off campus; and 4) collaborate and cooperate to create leadership and intercultural competence opportunities to support student learning and development.

**MAJOR RESPONSIBILITIES:**

	<u>% of Time</u>
1. Administrative	35%
2. Program Coordination, Student Success, Outreach and Advocacy	50%
3. University/Community Partnership	15%

**LIST OF TASKS FOR EACH MAJOR RESPONSIBILITY:**

1. **Administrative**
  - Oversee the effective administration of all activities and programs relating to the APIDA Student Center, which is directly engaged in providing support, community building, and educational services and programs to current students.
  - Maintain daily operations of the department.
  - Partner with the Director for Student Inclusion and Engagement and Student Life Budget Analyst to ensure adherence to CSU guidelines, Divisional business processes, and other requirements in services.
  - Track budget and maintain fiscal prudence.
  - Partner with the University Student Union administration to ensure the facilities of the APIDA Student Center and safe for students to occupy.

- Conduct continual program improvement through assessment, research of best practices, and critical observations and evaluation of student trends. Develop a short-term and long-term strategic plan that aligns with the University and Division of Student Affairs strategic plans and priorities.
- Provide lead direction, evaluating and training undergraduate, graduate, and intern staff.
- Coordinate student staffing; develop, advise, and recruit student volunteers for co-curricular programming; train and provide lead direction to student employees and volunteers.
- Organize Giving Day and other specialized one-day fundraising initiatives.

## 2. Program Coordination/Support

- In collaboration with the Director, lead co-curricular programming; collaboratively develop, plan, coordinate, advise and implement student development programs such as, outreach, orientation, student leadership, and other educational and programs focused on APIDA students.
- Develop and implement programs and engagement opportunities that support academic success, retention, graduation and professional development.
- Conduct outreach activities and presentations to APIDA students and their families during Summer Orientations, Weeks of Welcome, Family Reception Events, signature enrollment events in the fall and spring, and partner with the APIDA Faculty and Staff Association for the graduate recognition ceremony.
- Coordinate logistics for all events and activities, including securing accommodations, meals, transportation, and supplies.
- Maintain external communication channels including website, social media, and other communication platforms.
- Communicate with university and outside vendors and organizations as necessary for programming.
- Encourage students to engage in signature co-curricular programs such as leadership programs, student organizations, Social Justice Summit, LEAD Retreat, and Cougars in Solidarity.
- Collaborate with departments and committees throughout the University to increase access and success for students.
- Provide educational sessions for development and training.
- Recruit, proactively engage, and regularly meet diverse faculty and staff presenters for campus leadership.
- Provide consultation and support the needs of students and make referrals to appropriate resources on and off campus.
- Provide support, advocacy, intervention, and referrals to students in need of retention services and resources.
- Handle a variety of complex and sensitive issues related to students, faculty, and family members.
- Coordinate signature programs and other collaborations with departments and student organizations.
- Maintain professional communications and strategic alliances with university administrators, faculty, and staff across schools and divisions.
- Identify and support student needs to enhance access, success, retention, and graduation.
- Maintain external communication channels including website, social media, and other communication platforms.
- In collaboration with the Director, coordinate student staffing; develop, advise, and recruit student volunteers for co-curricular programming; train and provide lead direction to student employees and volunteers.
- Collaborate with and support the process of institutional/divisional strategic planning as well as implementation of organizational structure and operations of the Center (e.g., mission and vision sessions, engagement of community, and establishment/execution of plan).
- Collaborate with various departments and committees throughout the University to increase access and success for APIDA students.
- Partner with Student Life Centers for Identity, Inclusion and Empowerment to offer programs that promote the exploration of self and intersectionality.
- Coordinate and facilitate workshops and trainings.
- Collaborate with Student Leadership & Involvement Center to support existing student organizations and the establishment of new ones.

## 3. University/Community Partnership

- Collaborate with campus partners to promote multicultural understanding, academic success, alliance, and civic engagement.
- Collaborate with Student Affairs, Student Life, Office of Inclusive Excellence, Institutional Planning and Analysis, and other units to determine strategic opportunities for supporting student success.
- Partner with Student Life Centers for Identity, Inclusion and Empowerment to offer programs that promote the exploration of self and intersectionality.
- Collaborate with Enrollment Management and internal and external stakeholders for campus visits, outreach and other prospective student events.
- Collaborate with student government (the Associated Students, Incorporated), and other applicable departments, existing and future student organizations as well as various staff and faculty associations.

- Attend and participate in department meetings, Student Life unit meetings, and planning sessions.
- Attend University events as determined with the Director.

#### **PROVIDES LEAD DIRECTION OF OTHERS:**

- Student, Graduate, Intern Assistants: 5-8 20 hrs Weekly

#### **REQUIREMENTS OF POSITION:**

##### **1. List education and experience required.**

- A Bachelor's degree from a four-year college or university in a related field **plus** three (3) years of professional experience in one of the student services program areas; or an equivalent combination of education and experience.
- A Master's degree in Counseling, Higher Education Administration or Leadership, Student Affairs/Student Development, Asian American Studies or other related field is preferred **and may be substituted for one year of the professional experience.**
- Experience working with the student population associated with the department, is preferred.

##### **2. List knowledge, skills, and abilities required for this position.**

- Demonstrated knowledge in development frameworks applicable to a highly diverse campus community.
- Awareness and appreciation of the cultural diversity of the University community and establish and maintain cooperative and effective relations with University employees, students, and the public.
- Thorough knowledge of group and individual counseling theories, assessment, procedures, and techniques.
- Demonstrated experience collecting, compiling, analyzing, and evaluating data and making verbal or written presentations based on these data.
- Demonstrated ability to develop effective collaborative relationships with faculty and administration.
- Demonstrated ability to carry out a variety of professionally complex assignments without detailed instructions.
- Demonstrated commitment to educational equity principles and goals in higher education.
- Demonstrated ability to support the implementation of long-range program planning to meet the needs of a quickly growing university population and campus organizational structure.
- Demonstrated experience analyzing and solving organizational, programmatic, and operational problems without immediate supervision.
- Maintain confidentiality of student information and personnel situations and other information as directed.
- Possess initiative and professional judgment indicative of a successful self-starter.
- Strong teamwork experience and approach.
- Demonstrated ability to train and motivate students in a variety of ways including public speaking, workshop facilitation, development of programmatic tools, report writing and creative use of the technology as an educational resource.
- Experience advising 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.
- Demonstrated 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.
- General knowledge of methods and problems of organizational and program management.
- Experience developing and implementing workshops for students.
- Experience facilitating conversations around career, academic, and personal success.
- Possess excellent written, verbal, and interpersonal communication skills.
- Demonstrated ability to understand and interpret the needs of first generation and ethnically diverse/multicultural student groups.
- Ability to analyze complex situations accurately and adopt effective courses of action.
- Ability to reason logically.
- Knowledge of retention strategies and various learning styles.
- Demonstrated experience providing advising, leadership, and service within a highly diverse student population.
- Proven success in developing supportive, ethical relationships with students and their family members on an individual and group level.
- Awareness of student development theories with specific emphasis on APIDA community development models and leadership development frameworks applicable to a highly diverse campus community.

- Demonstrated ability to tailor program and service design and implementation efforts to the unique individual and campus community development issues facing residential and commuter students.
- Demonstrated ability to design and implement individual and organizational development interventions based on assessed needs toward the realization of strategic goals.
- Demonstrated ability to develop budgets and monitor expenditures related to programs; ability to make accurate arithmetic calculations and develop financial reports.
- Demonstrated ability to work on multiple projects at once while meeting deadlines in a fast-paced environment.
- Demonstrated ability to gather factual and interpretive information through interviews and surveys to inform planning efforts and obtain post-delivery evaluation of services and programs.
- Proven writing and editing skills must include letters, brochures, reports, proposals, publications, and memorandums.
- Working knowledge of computers and software programs to effectively perform all assigned duties.
- Demonstrated ability to provide training and lead direction of staff, student assistants and volunteers.
- Demonstrated community involvement with populations.

**3. List machines, tools, equipment, and motor vehicles used in the performance of the duties**

- Working knowledge of computer, telecommunication, and related software, especially Microsoft Office suite, email, and other digital platforms.

**4. Unique working conditions**

- This position will include some evening and weekend hours with responsibilities for meetings, administrative duty, special events coordination and/or extended hours during peak programming periods.

**5. Other Employment Requirements**

- This position is subject to a background check including, but not limited to, employment verification, education verification, reference checks and criminal record checks. Failure to satisfactorily complete the background check may affect the application status of applicants or continued employment of current CSU employees who apply for the position.
- This position is a “designated position” in the California State University’s Conflict of Interest Code. The incumbent in this position is required to file Conflict of Interest forms subject to the regulations of the Fair Political Practices Commission.
- Must participate in required campus trainings including, but not limited to, Sexual Harassment Prevention training “EDU Supervisor: Anti-Harassment, Discrimination, Retaliation”; Information Security Awareness Training; and Sexual Violence Awareness and Prevention “EDU: Eliminate Campus Sexual Misconduct”.
- Pursuant to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) and CSU systemwide policy, this position is subject to ongoing review for designation as a Campus Security Authority. Individuals that are designated as Campus Security Authorities are required to immediately report Clery incidents to the institution and complete Clery Act training as determined by the university Clery Director.

**PURPOSE AND NATURE OF WORK RELATIONSHIPS:**

Define working relationships with people on and off campus (other than supervisor or people supervised) with whom this employee interacts on a continuing basis, and how often this interaction occurs.

Internal/External University Partners	Weekly
Work collaboratively to address APIDA Student Success	
Student Life Unit	Weekly
Respond to inquiries and requests for information	
Students	Daily
Work collaboratively to address specific student needs that facilitate regular support to leaders and members	
On Campus Events and Planning	Weekly
Work collaboratively to plan events	

## PHYSICAL EFFORT, MENTAL EFFORT AND ENVIRONMENTAL FACTORS

Check the appropriate box for each of the following items which most accurately describes the extent of the specific activity performed by this employee on a daily basis.

### PHYSICAL EFFORT

	Number of hours/day				
	N/A	1-2	3-4	5-6	7+
1. Sitting				X	
2. Standing		X			
3. Walking		X			
4. Bending Over	X				
5. Crawling	X				
6. Climbing	X				
7. Reaching overhead	X				
8. Crouching	X				
9. Kneeling	X				
10. Balancing	X				
11. Pushing or pulling	X				

16. Driving cars, trucks, forklifts and other equipment  
 17. Being around scientific equipment and machinery  
 18. Walking on uneven ground

	Number of hours/day				
	N/A	1-2	3-4	5-6	7+
12. Lifting or carrying		X			
A. 10 lbs or less		X			
B. 11 to 25 lbs	X				
C. 26 to 50 lbs	X				
D. 51 to 75 lbs	X				
E. 76 to 100 lbs	X				
F. Over 100 lbs	X				
13. Repetitive use of hands/arms			X		
14. Repetitive use of legs	X				
15. Eye/hand coordination	X				

Yes	No
X	
X	
X	

### MENTAL EFFORT

	Number of hours/day				
	N/A	1-2	3-4	5-6	7+
1. Directing others			X		
2. Writing			X		
3. Using math/calculations		X			
4. Talking			X		
5. Working at various tempos	X				
6. Concentrating amid distractions	X				
7. Remembering names	X				
8. Remembering details	X				
9. Making decisions			X		
10. Working rapidly	X				
11. Examining/observing details	X				
12. Discriminating colors	X				

### ENVIRONMENTAL FACTORS

	Number of hours/day				
	N/A	1-2	3-4	5-6	7+
1. Inside				X	
2. Outside		X			
3. Humid	X				
4. Hazards	X				
5. High places	X				
6. Hot					
7. Cold					
8. Dry					
9. Wet					
10. Change of temp		X			
11. Dirty	X				
12. Dusty	X				
13. Odors	X				
14. Noisy	X				
15. Working w/others					X
16. Working around others					X
17. Working alone		X			

## SIGNATURES

The last sheet for any staff position description should contain the signature sheet. Signatures will include the incumbent's signature (if applicable) or new employee, the supervisor's signature and all pertinent administrative personnel.

### Employee

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Appropriate Administrator (MPP)

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Dean/Department Head/Director/AVP (optional)

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_