

Employee Name:



MPP / Staff Position Description

HUMAN RESOURCES USE ONLY

Conflict of Interest (COI) Designated: Yes No

Mandated Reporter: Limited General N/A

Review Date: 09/09/2024

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

Date:	07/01/2024
Department & Division:	Residential Education Office, Division of Student Affairs and Campus Diversity
Employee Name <i>(leave blank if vacant):</i>	
Current Classification & Grade:	ASC II
FLSA Status: <i>(exempt or non-exempt)</i>	Non-Exempt
Working Title:	Administrative Coordinator for Residential Conduct
Position Number & Job Code:	10001827 / 1035

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Working Title & Position Number of HEERA Designated Appropriate Administrator:	Associate Director of Residential Education, 10002765
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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 Residential Education Office is designated as the University department responsible for planning and administering Residential Education programs and services including those in traditional residence halls and apartment complexes. The Residential Education Office serves to enhance student life and success through a comprehensive living-learning experience that provides academic and personal support, contact with faculty, educational programs, community activities, student leadership development and multicultural learning opportunities. The department is part of the Vice President for Student Affairs and Campus Diversity/Dean of Students sub-division.

The Residential Education Office strives to provide safe and supportive on campus living learning communities where diverse students are challenged to develop holistically; as scholars, citizens and leaders.

Residential Education staff members are dedicated to providing curricular and cocurricular experiences to develop and enhance residents' academic success, awareness and appreciation of diversity, and civic responsibility.

Residential Education's values are a set of core beliefs that guide our work with students, colleagues, faculty and other constituents. While contributing to the goals of the University and the Division of Student Affairs and Campus Diversity, staff members of the Residential Education Office strive to:

- Achieve excellence in all that we do.
- Address students as unique individuals with multidimensional needs and unlimited potential for personal development.
- Promote integrity, accountability, responsibility, respect and collaboration.
- Promote the connectedness between curricular and co-curricular learning.
- Embrace, celebrate, and educate on issues related to diversity.
- Develop communities that embrace civic responsibility, life-long learning, and healthy lifestyles.
- Maintain balance and perspective, serving as sound role models for others.

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- Innovate, evaluate, and refine programs to best meet the needs of the changing student population.

To accomplish these objectives, Residential Education employs approximately 18 Residence Hall Coordinators, 231 paraprofessional team members, a central office staff of 18 and a variety of student assistants.

II. PURPOSE OF POSITION:

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

Under the supervision of the Associate Director of Residential Education, the Administrative Coordinator for Residential Conduct (ACRC) is responsible for residential student conduct administrative processes. Working closely with Residential Conduct Coordinators (RCCs) and Campus Conduct Coordinators (CCCs), the Administrative Coordinator for Residential Conduct receives and processes reports of alleged student misconduct relative to Title 5, California Code of Regulations. This includes a detailed review of all incoming incident reports, processing of conduct files, distribution of cases, file management, and communication to students within the student conduct process. The Administrative Coordinator for Residential Conduct also generates reports and analytics within the student conduct database to ensure accuracy and timeliness of case processing.

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
<p>I. Incident Report Processing</p> <ul style="list-style-type: none">● Responsible for receiving, reviewing, and processing all incoming incident reports of alleged student misconduct for the Residential Education Office.● Using established guidelines, apply university and housing policies to edit incident narratives, assign charges of alleged policy violations, and write charge statements.● Receives and processes incoming reports of student progress towards conduct sanctions.● Process confidential material, cataloging and distributing sensitive and confidential documents including eviction requests, 3-day notices to quit, and Clery statistics.● Creates and maintains system to equitably distribute cases to all Residential Conduct Coordinators.	75%
<p>II. Database Management</p>	10%

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Description of Responsibilities:	(%) Percent of Time
<ul style="list-style-type: none"> ● Assists Associate Director of Residential Education with case redistribution during time of staff transition, including notification to students of a change in their Residential Conduct Coordinator. ● Audits open or overdue cases, and provides direction to Residential Conduct Coordinators to close cases in a timely manner. ● Maintains accurate information in databases for disciplinary cases generated in residence halls. This includes access and working within campus databases to confirm enrollment. ● Follows the established filing system for confidential conduct records. 	
<p>III. Case Status Reports, Analytics, and Correspondence</p> <ul style="list-style-type: none"> ● Assists in tracking and reporting disciplinary statistics in residence halls. ● Reviews analytics to generate case status reports as needed. ● Creates and maintains systems to efficiently correspond with RCCs. ● Develops and uses templates to effectively communicate with students regarding the conduct process. ● Prepares and transmits student conduct documents to students as needed (i.e. resolution agreements, sanction overdue letters, registration hold notifications, etc.). 	10%
<p>IV. Other Duties as Assigned</p> <ul style="list-style-type: none"> ● Prepares and provides student conduct training materials. ● Provides meeting and project assistance to the Residential Education staff and Residence Hall Coordinators as necessary. ● Works as a team with the staff members from the Residential Education Office and the Center for Student Rights and Responsibilities. ● May be assigned general office projects as workload permits. 	5%
<p>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).

Classification	Working Title	Type of work direction (Direct or General)
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VI. POSITION REQUIREMENTS:

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

Entry to this classification requires a fully functional knowledge of and skill in standard office procedures and practices, as well as an ability to understand and operate in a variety of organizational structures. Additionally, incumbents are expected to have a thorough knowledge of English grammar, spelling, and punctuation and be able to clearly communicate orally and in writing. Some positions may require a knowledge of business mathematics beyond basic arithmetic. The ability to use and quickly learn new office support technology systems and software packages is also a prerequisite.

These qualifications would normally be obtained through a high school program, technical/vocational program, or their equivalents combined with several years of related office work experience.

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

- Experience to be fully functional in all technical aspects of work assignments.
- Thorough, detailed knowledge of applicable university infrastructure, policies, and procedures.
- Thorough knowledge of English grammar, punctuation, and spelling.
- Thorough knowledge of office systems and ability to use a broader range of technology, systems, and packages.
- Ability to independently handle multiple work unit priorities and projects.
- Ability to apply independently a wide variety of policies and procedures where specific guidelines may not exist.
- Working knowledge of budget policies and procedures.
- Ability to perform standard business math, such as calculate ratios and percentages, track financial data, and make simple projections.
- Ability to draft and compose correspondence and standard reports.
- Ability to handle effectively a broader range of interpersonal contacts, including those at a higher level and those sensitive in nature.

C. Specialized skills required for this position

- Possesses knowledge of Residential Education Office and Office of Housing Administration Office programs and policies.
- Possesses knowledge of student disciplinary policies, regulations, procedures, philosophies, and other programs in order to provide assistance and continuity of information to campus officials and provide a professional support system for the Residential and Campus Conduct Coordinators.



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


VII. PREFERRED QUALIFICATIONS:

VIII. SIGNATURES:

Employee Name:

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's Signature/Acknowledgment		Date
 <small>Melissa Silverman (Sep 10, 2024 08:58 PDT)</small>		Sep 10, 2024
Appropriate Administrator Signature		Date
 <small>Glenn Perez (Sep 13, 2024 13:40 PDT)</small>		Sep 13, 2024
Classification & Compensation Services		Date


Resource Management /Acknowledgment

Sep 13, 2024
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
O	Bending (waist)	C	Writing
N	Climbing	O	Performing Calculations
N	Crawling	O	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	
O	Twisting (neck)	N	Exposure to variations in temperature/humidity
O	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
O	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](#).

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.

