

MPP / Staff Position Description

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| **HUMAN RESOURCES USE ONLY** |
| **Conflict of Interest (COI) Designated:** ☐ Yes ☐ No**Mandated Reporter:** ☐ Limited ☐ General ☐ N/A**Review Date:**  | ***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:** | February 2024 |
| **Department & Division:** | EOP, Outreach & Success, Student Affairs and Campus Diversity |
| **Employee Name** *(leave blank if vacant)***:** |  |
| **Current Classification & Grade:** | Student Services Professional III |
| **FLSA Status:***(exempt or non-exempt)* | Exempt |
| **Working Title:** | EOPOS Counselor leading Men of Color Initiatives |
| **Position Number & Job Code:** | 10000712, 3084 |
| **Working Title & Position Number of HEERA Designated Appropriate Administrator:** | Associate Director, 10000917  |

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

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 and Psychological Services; Educational Opportunity Programs, Outreach and Success; Financial Aid and Scholarships; Joan and Art Barron Veterans Center; 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; Cultural Centers; and programming related to Inclusive Excellence.

### *Division of Student Affairs and Campus Diversity*

The Division works proactively to address systemic inequities through professional learning, community building, advocacy, policy recommendations and organizational structures, while facilitating an integrated vision and shared responsibility for prioritizing and advancing institutional goals. 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.”*

A primary goal of the Office of Educational Opportunity Programs, Outreach and Success (EOPOS) is to improve access to higher education for students from underrepresented backgrounds by implementing and administering early outreach programs and recruitment processes which develop an understanding of, and support, the pathway to higher education for students and their parents, guardians and loved ones. EOPOS builds collaborative relationships with schools, school districts, community colleges and other organizations to support this goal.  EOPOS assists students in overcoming historical, traditional, social, economic, psychological, and educational barriers throughout their collegiate experience and in achieving academic success by providing a comprehensive program of support services. Typical services provided include, but are not limited to: outreach and recruitment, pre-admission counseling, screening-and-selection, professional development in teaching/learning methodologies, program orientation, summer bridge programs, financial aid advising and follow-up, special/regular admission, academic advising, tutoring, learning skills, peer mentoring, and academic/personal support services.

**II. PURPOSE OF POSITION**:

Under the direction of the Associate Director of EOP, Outreach and Success, the EOPOS Counselor is responsible for providing counseling and academic advising for EOPOS students regarding course selection, evaluation, adjustment from high school and/or community college, financial aid referrals, personal counseling related to self-awareness, personal growth, peer relationships, family expectations/problems, career investigation, academic probation and residential life. In addition, counselors also work with various retention initiatives to help students progress towards their degree in a timely manner. These are, but not limited to, probation/disqualification, not enrolled, high achievers, SAP, etc.

This EOPOS Counselor is the lead person coordinating and developing EOPOS initiatives to support the recruitment, retention, and graduation of men of color in EOPOS and SDSU and also collaborates on campus-wide and CSU-wide efforts in support of men of color initiatives.

The EOPOS Counselor is also responsible for assisting with the coordination in student service areas, events, and programs (e.g. EOPOS graduation, Summer Bridge, etc.).

**III. CHANGES IN RESPONSIBILITIES:**

n/a

**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** |
| --- | --- |
| **Counseling & Academic Advising**Provide counseling and academic advising for EOPOS students regarding course selection, evaluation, the adjustment from high school and/or community college, financial aid referrals, personal counseling related to self-awareness, personal growth, peer relationships, family expectations/problems, career investigation, academic probation and residential life.* Closely monitor students (all students including first-year, probationary students, super seniors, students at risk of losing financial aid and targeted populations) and provide appropriate course of action needed for their successful progress toward a university degree.
* Use the appropriate technology platform to track and monitor student progress and academic performance.
* Provide a comprehensive program to systematically advise, counsel, motivate and assist in the success of students.
* Create and facilitate workshops for EOPOS students (e.g., test-taking, note-taking, goal setting, time management, stress reduction, etc.).
* Provide career planning and exploration experiences for all EOPOS students and facilitate the use of vocational, interest and personality assessments.
* Establish formal referral systems (inter/intra campus) to facilitate students’ various needs with departments such as the Career Services, Counseling and Psychological Services, the Office of Financial Aid and Scholarships, Residential Life, etc., as well as community agencies and schools in counseling, liaison and referral capacities.
* Identify and assist students in personal adjustment counseling, utilizing both group and individual counseling procedures.
* Write correspondence and letters of recommendation to facilitate entrance to impacted programs, letters of reinstatement, employment, scholarship and graduate program recommendations.
 | 60%  |
| **Student Services**Provide a variety of student services in coordination with other EOPOS units and campus departments. * Teach seminars and classes as appropriate.
* Refer students as appropriate to financial aid for specific information and status checks.
* Attend relevant meetings, workshops, and conferences.
* Assist in the preparation and development of bulletins, flyers, and other promotional literature.
* Provide students and parents with general assistance in reviewing college, EOPOS, and financial aid applications and supporting documentation.
* Establish process with counseling and the tutorial component to gather and evaluate data regarding student’s academic progress and academic standing.
* Maintain a comprehensive system for notifying disqualified students and developing plans for re-admittance.
* Counsel students as to viable alternatives regarding their disqualification or discuss the mandatory procedures for those students that are reinstated.
* Render recommendations to appropriate college regarding reinstatement of students to the university or recommend alternative higher education programs that support the students’ academic goals.
* Foster positive relationships with Assistant Deans and campus programs and personnel to advance the interest of EOPOS students.

Develop and implement workshops and training related to EOPOS student retention, including those for students in remedial and developmental settings, in collaboration with the Learning Support Coordinator.* Assist students in developing analytic and language skills to improve performance in all classes.
* Utilize and implement knowledge of study skills and retention support information necessary for university survival.
* Confer with writing and general education instructors to evaluate student progress.
* Perform basic statistical analyses and formulate reasonable inference from numerical data.
* Translate educational theory into classroom methodology; experience in instructional design.
* Utilize team-building techniques as appropriate.
* Use current research to increase persistence rates for academically at-risk EOP students.
* Coordinate department programs and activities with the EOPOS Outreach, Recruitment and Admissions Unit, Special Programs Unit and EOPOS Learning Support Center. Activities may include, but are not limited to:
	+ First Contact Orientations for First Time Freshman, Transfers and Parents; Activities for Guardian Scholars and Learning Communities students; Transitional programs; EOPOS Fall Kickoff; Academic and personal enhancement workshops; Academic Probation workshops; EOPOS Graduation
 | 20% |
| **Men of Color Initiatives*** Lead person coordinating and developing EOPOS initiatives to support the recruitment, retention, and graduation of men of color in EOPOS and SDSU.
* Collaboration on campus-wide and CSU-wide efforts in support of men of color initiatives.
* Assist with specific seminars and programs as related to Men of Color initiatives.
 | 15% |
| **Other duties as assigned, which may include but not limited to:*** Attend and participate in staff meetings and program activities as required.
* Serve as a responsible role model for student program participants.
* Assist with planning annual events such as, but not limited to,:
	+ EOPOS First Contact
	+ Explore SDSU Open House
	+ EOPOS Graduation
	+ EOPOS Welcome Week
* Assist with other events, programs and activities as needed.
 | 5% |
| **Total****=100%** | 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)** |
| N/A |  |  |
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**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.
* 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*

* Minimum of one year experience working with students from low income, traditionally underserved, and traditionally disadvantaged backgrounds
* Minimum of one year experience with student outreach efforts in school and community settings.
* Minimum of one year experience developing, organizing, planning, and implementing university transitional programs.
* Minimum of one year experience utilizing individual counseling techniques.
* Minimum of two years of experience analyzing complex situations accurately and adopting effective courses of action.
* Minimum of one year experience advising students individually and in groups on complex student-related matters.

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

Proficiency with:

* Microsoft Windows PC environment
* Microsoft Office software suite (e.g. Excel, PowerPoint, Word, etc.)
* General office equipment (e.g. copier, email, fax, phone, scanner, etc.)
* Educational technologies (e.g. EAB Navigate, etc.)

**VII.** **PREFERRED QUALIFICATIONS**:

* Equivalent of five years of progressively responsible professional student services work experience or professional experience in higher education academic support services or equivalent.
* Master’s degree in Counseling, College Student Development, or Higher Education.
* Experience developing, planning, and implementing workshops or other programming aimed at supporting students, including undocumented students and former foster youth.
* Experience working with diverse student populations.
* Knowledge of student services programs outside the program to which assigned.

**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)*

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|  |  |  |
| Incumbent’s Signature/Acknowledgment |  | Date |
|  |
|  |  |  |
| Appropriate Administrator Signature |  | Date |
|  |
|  |  |  |
| Classification & Compensation Services  |  | Date |

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

# 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*](https://sdsuedu.sharepoint.com/sites/BFA/HR/employment/Pages/CSU-Background-Check-Policy.aspx).

|  |
| --- |
| *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?
 | ☒ Yes ☐ 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). |
| 1. 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?
 | ☒ Yes ☐ 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. |
| 1. Does this position have access to student records?
 | ☒ Yes ☐ No | FERPA (Access to student education records) |
| 1. Is the position responding for recording/reporting Clery Data?
 | ☐ Yes ☒ No | Clery Act Basics |
| 1. Does the position have access to protected health information?
 | ☐ Yes ☒ No | HIPAA |
| 1. Will this position be an active/participating member of the SDSU Emergency Operations Team?
 | ☐ Yes ☒ No | EOC Member |
| 1. Does this position have responsibility for operating commercial vehicles, machinery or equipment that could pose environmental hazards or cause injury, illness, or death?
 | ☐ Yes ☒ No | Motor Vehicle Records/Licensing Check is required. CA Defensive Driver |
| 1. Does the position influence or make decisions regarding real property, real property acquisitions and/or leaseholds, land use and/or development?
 | ☐ Yes ☒ No | COI CAT 1 |
| 1. 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.**
 | ☐ Yes ☒ No | COI CAT 2 |
| 1. Does the position influence or make decisions regarding the investment of **SDSU/CSU** funds.
 | ☐ Yes ☒ No | COI CAT 5 |
| 1. 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?
 | ☐ Yes ☒ No | COI CAT 6 |

# 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**

|  |  |
| --- | --- |
| **Planning** | **Staffing** |
|  | 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 |
| **Organization** | **Employee Relations** |
|  | 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 |  |  |
| **Direction/Leadership/Supervision** | **Performance Evaluations** |
|  | 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 |  |  |
| **Organization** | **Other** |
|  | 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 |  |  |

# 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.

