

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: 10/8/2024	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:	
Department & Division:	Residential Education, Student Affairs and Campus Diversity
Employee Name <i>(leave blank if vacant):</i>	
Current Classification & Grade:	SSP II/A Grade 1
FLSA Status: <i>(exempt or non-exempt)</i>	Exempt
Working Title:	General Advisor and Retention Specialist
Position Number & Job Code:	10009979 / 3082
Working Title & Position Number of HEERA Designated Appropriate Administrator:	Associate Director for Student Care and Academic Initiatives 10009510

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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.”

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

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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.

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

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To accomplish these objectives, Residential Education employs 14 central office staff, 17 Residence Hall Coordinators, 10 Assistant Coordinators, 12 General Advisor and Retention Specialists, and 300 paraprofessional team members.

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 Student Care and Academic Initiatives for Residential Education, the incumbent has responsibility for developing and implementing advising and programs that facilitate growth in the areas of scholarship, personal and leadership development, citizenship, mentorship, and campus engagement. The incumbent provides guidance and mentoring, through programming and advising efforts, to residential students at SDSU.

The incumbent is responsible for the completion of program-related tasks or projects assigned by the appropriate administrator. The incumbent in this position provides backup generalist support to other program coordinators within the department to support retention, academic excellence and enhance graduation rates. Evening and weekend work are routinely part of this position.

The Residential Education Office General Advisor and Retention Specialist (GARS) will:

- Provide academic and holistic advising to students living on campus in the residential housing facilities at San Diego State University. If needed, referrals to campus resources will be provided.
- Implement initiatives to improve communications to students, through in-person presentations/workshops and web-based/online technology.
- Facilitate student success through program/workshop development and/or implementation.
- Provide support for students experiencing concerns regarding academic advisement, course selection, and degree evaluation.
- Provide guidance and personal counseling related to self-awareness, personal growth and academic probation that facilitates the continuation of students towards degree goals.
- Work closely with individual Colleges to provide guidance to students that depend on their curriculum.
- Coordinate the recruitment, selection, training, and evaluation of peer advisors and tutors.
- Work collaboratively with campus partners to provide advising in high-impact practice opportunities (such as internships, study abroad opportunities, research, etc) for students to enhance their academic coursework.

The REO GARS will participate, as appropriate, in various Residential Education programs and will carry out other duties as assigned by the Associate Director and/or Executive Director of Residential Education.

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%.

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Description of Responsibilities:	(%) Percent of Time
<p>I. ACADEMIC ADVISING</p> <ul style="list-style-type: none">• Ensures the development and implementation of extensive and individualized academic progress plans for each student in the residence halls.• Provides students with information related to University academic requirements, procedures, and policies.• Provides complex student advisement and guidance in individual and group settings. Deployment of high impact advising practices.• Exercises sensitivity, tact and persuasiveness when communicating with students, staff and faculty. In particular, use advanced human relations skills to help students identify problems, realistically evaluate their situation, and implement corrective strategies.• Performs advising duties that are based on theories and knowledge of teaching, learning and human development. Responds to the needs of individuals, special populations, high-risk populations and communities.• Identifies students who are at risk of dismissal and provides advising. Provides resources for tutoring and academic support. Monitors progress of students on probation or subject to dismissal.• Advises students on appropriate courses of action to resolve complex and sensitive issues, such as situations requiring requests for academic adjustments, adding or withdrawing from courses, and academic grievances.• Pre-enrolls students in classes through the batch load and pre-registration processes.• Provides referrals to university resources.	45%
<p>II. TRAINING, COMMUNITY OUTREACH AND PROGRAMMING</p> <ul style="list-style-type: none">• Attends training for academic advisors on campus.• Attends, provides advising for and presents to students at New Student Orientation.• Provides a variety of office hours for students to schedule appointments and/or attend walk-in hours (virtually and/or in-person, depending on departmental needs and current guidelines).• Plans and implements a semesterly Academic Incentives auction (or similar event/program).• Develops, improves, assesses, and implements programs, workshops and information sessions that facilitate student success/development such as, but not limited to: how to read a degree audit, how to get involved in research, small group advising sessions, LinkedIn workshops, CV/resume workshops, personal statement workshops, selecting or changing majors, moving from pre-major to major status, academic probation workshops, etc.	25%

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<ul style="list-style-type: none"> • Provides workshops in conjunction with the STAR Centers. This includes assessing current needs, program planning/implementation, marketing/advertising events and programs, and final program assessment. • Provides outreach and proactive advising to support university student success initiatives and the coordinated campus advising plan. 	
<p>III. ADMINISTRATIVE/OPERATIONAL</p> <ul style="list-style-type: none"> • Provides regular office hours through which students may schedule appointments, including in the evenings. • Manages, accesses, and appropriately utilizes several computer databases including, but not limited to WebPortal, ERezLife, Peoplesoft, EAB Navigate, Canvas, Google Suite, Presence, and the university student information system. • Manages, accesses, and appropriately utilizes university advising tools (e.g. degree evaluation, MyMap (Major Academic Plan), etc.). • Disseminates important information and deadlines to students. • Responsible for the processing and completion of payroll for student assistants per university timelines. • Assists with the evaluation of ongoing budgetary needs for the academic programs within Residential Education. Proposes budget changes and tracks expenditures for the academic programs. 	15%
<p>IV. PROFESSIONAL RELATIONSHIPS AND DEVELOPMENT</p> <ul style="list-style-type: none"> • Develops and maintains positive working relationships with faculty, staff, and administrators at San Diego State University in order to utilize the full potential of the resources available on campus. This includes on-going interaction with University Seminar Instructors and team members from Residential Education, the Office of Housing Administration, Counseling and Psychological Services, Student Life and Leadership, Career Services, and other university departments/colleges as necessary. Coordinates efforts with these and other Student Services offices to develop creative solutions to student's issues. • Develops and distributes assessment tools to evaluate outcomes related to student programming and leadership initiatives. • Prepares annual reports and infographics. • Assists in the maintenance of materials, websites, social media outlets and publications. • Serves on selected department and university committees. • May serve on approved committees or as an officer of regional, national and international student affairs and housing officer's professional organizations as approved by the supervisor. • Attends departmental and campus-wide training, meetings, workshops and retreats in order to develop new skills and experience and keep abreast of current research in college administration. • Presents workshops or sessions in areas related to university student personnel issues. • Within the limits of FERPA, to interfaces with parents of students residing in campus housing who have enrollment, registration, or academic concerns. 	10%
<p>V. OTHER DUTIES AS ASSIGNED</p>	5%

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<ul style="list-style-type: none">• Completes other miscellaneous duties as assigned by the Executive Director, Director and/or Associate Director of Residential Education.• Participates as appropriate and as assigned in various Residential Education programs and committees and carries out other departmental duties specific to the position.	
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).

Classification	Working Title	Type of work direction (Direct or General)
Student Assistant	STAR Center Assistant (SCA)	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 one of the behavioral sciences, public or business administration or a job-related field. Additional specialized experience during which the applicant has acquired and successfully applied the knowledge and abilities shown above may be substituted for the required education on a year-for-year basis.

Possession of these knowledge and abilities is typically demonstrated through the equivalent of two years of professional experience in one of the student services program areas or in a related field; experience should give evidence of competence and indicate the potential for further growth. A master's degree in a job-related field may be substituted for one year of the professional experience.

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

- 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.
- Ability to interpret and apply program rules and regulations; 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, multisexed and multi-aged value systems and work accordingly; establish and maintain cooperative working relationships with faculty, CSU administrators, student organizations, private and public agencies and others in committee work, and student advising and community contacts; and, rapidly acquire a general knowledge of the overall operation, functions and programs of the campus to which assigned.

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- Demonstrated ability to make decisions and carry through actions having implications with regard to other program or service areas Services Office.
- Possession of these knowledge and abilities typically is demonstrated through the Experience requirements below.

C. Specialized skills required for this position

- Understanding of Family Educational Rights and Privacy Act with regards to the maintenance of academic and judicial records of individual students.
- Understanding of reporting responsibilities outlined as a “Responsible Employee” and “Campus Security Authority” under Title IX and the Jeanne Clery Act.
- Ability to learn and acquire knowledge of Title V, CSU policies and procedures, and University rules and regulations and their application to student organizations, student activities and expression and student governance structures preferred.
- At least one (1) year experience working with students living in on-campus residential communities.
- At least one (1) year experience in working with diverse student populations.
- Basic facilitation skills.

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

VII. PREFERRED QUALIFICATIONS:

- Master’s degree in higher education, student affairs, counseling, or a related field.
- Familiarity with academic advising practices.
- Ability to effectively handle and complete several ongoing projects and activities in a work environment characterized by frequent interruptions.
- Ability to plan work so that monthly and quarterly schedules can be adhered to.
- Ability to be flexible in dealing with day-to-day changes in priorities.
- Organizational and programming skills.
- Effective interpersonal skills required to build and maintain cooperative working relationships among diverse individuals and groups.
- Ability to present clear and concise information orally and in written reports.
- Ability to interpret and apply a wide variety of programs and University policies and guidelines.
- Ability to effectively use EAB Navigate, PeopleSoft, Webportal, Word, Excel, PowerPoint and Google Applications to create and analyze reports, manage data, resource materials and presentations.
- Ability to speak before all groups of students and possess the skills necessary to deal with sensitive and confidential issues.
- Ability to work evenings and weekends.

VIII. SIGNATURES:

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

Incumbent’s Signature/Acknowledgment

Date

Employee Name:

Stephanie Morawo

Stephanie Morawo (Oct 9, 2024 11:27 PDT)

Appropriate Administrator Signature

Oct 9, 2024

Date

Glenn Perez

Glenn Perez (Oct 9, 2024 13:14 PDT)

Classification & Compensation Services

Oct 9, 2024

Date



Resource Management /Acknowledgment

Oct 9, 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	
N	Bending (neck)	F	Reading & Comprehending
N	Bending (waist)	F	Writing
N	Climbing	O	Performing Calculations
N	Crawling	F	Communicating Orally
N	Kneeling	O	Reasoning & Analyzing
N	Pushing/Pulling	O	Decision Making
N	Sitting	O	Directing/Coordinating Others:
N	Squatting		Other:
N	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	C	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
	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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Sexual offender registry check for those who perform work involving regular or direct contact with minor children and those who are identified as mandated reporters of child abuse and neglect under Executive Order 1083 and California Penal Code §11165.7(a).
2. Does this position have access to and responsibility for detailed personally identifiable information about students, faculty, staff, or alumni that is protected, personal, or sensitive?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Access to Level Protected Level 1 Data: (i.e., Passwords, DOB, Credit Card Numbers, SSN's, Medical Data, Law Enforcement Records, etc.) - Link to or incorporate ICSUAM pages.
3. Does this position have access to student records?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	FERPA (Access to student education records)
4. Is the position responding for recording/reporting Clery Data?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Clery Act Basics
5. Does the position have access to protected health information?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	HIPAA
6. Will this position be an active/participating member of the SDSU Emergency Operations Team?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	EOC Member
7. Does this position have responsibility for operating commercial vehicles, machinery or equipment that could pose environmental hazards or cause injury, illness, or death?	<input 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.

