

POSITION DESCRIPTION

Position descriptions are the foundation for recruiting, classification decisions and performance evaluations. A position description is maintained in Human Resource Management for all staff and management employees describing current job duties and responsibilities. Position descriptions should be updated as needed to reflect current duties and submitted to Human Resource Management for review. New employees should review and discuss their position description with their Appropriate Administrator.

Action Requested: *Organizational Chart required for all actions.*

- Review of a new or vacant position
- Initiate a classification review
- Update an existing position description (no review requested)

Name of incumbent <i>(if filled position):</i>		
<i>If vacant, name of previous incumbent:</i>		
Working Title: Director of Office of First- and Second- Year Experiences		
Classification Title: (Administrator II)		
Department Name: Office of First- and Second- Year Experiences		Division: Student Affairs
Appropriate Administrator/Supervisor Title: Matthew Smith/Sr. AVP, Student Life/Dean		
Position Number: 00004374	Job Code: 3312	Grade Level: 1
Time Base: 1.0	FLSA Status: Exempt	

Position Summary: *In a few sentences, briefly describe the primary function of the position.*

Under the general direction of the Senior Associate Vice President of Student Affairs and in collaboration with the Faculty Director, the Director of the Office of First- and Second-Year Experience (OFSYE) coordinates and provides leadership for the successful conceptualization and implementation of integrated, cross-divisional first- and second-year experiences. To support retention, the Director collaborates with Academic Affairs to support the design and implementation of first- and second-year courses and programs that foster first-year students' personal, professional, and academic development. Special emphasis should be placed on ensuring that efforts to increase student learning, engagement, retention, and academic success during students' first and second year on campus do so from an intentional, cross-divisional approach and in ways that are aligned with the campus models for student success.

Major Duties:

Describe the major responsibilities assigned to this position (typically 5 to 7) listing them in order of importance. Indicate the approximate percentage of time spent in each area of responsibility, estimated over a year timeframe (Minimum of 5% for a given duty. Primary responsibilities should represent the majority of the time allocation, with the total equaling 100%). Miscellaneous or other duties should be 5%.

Indicate duties, which are “essential functions” by checking the Essential Function box in the right column.

*The Americans with Disabilities Act (ADA) provides that there shall not be a barrier to employment for an otherwise qualified disabled individual who is able to perform the “essential functions”, which is intrinsic to the work. **A function may be essential because 1) the position was established to perform the function; 2) a limited number of employees are available to perform the function; and/or 3) removing the function would fundamentally change the position.** (Example: A receptionist must be able to respond to in-person, telephone and electronic inquiries).*

Description of Duties	% of Time Total = 100	Essential Function
Leadership and Management: Oversees the department's day-to-day operations and hires, supervises and evaluates staff, including student staff. Collaborates with the faculty director to provide clear direction for the OFSYE that is rooted in the latest research and scholarship regarding student development and retention. Oversees effective management of all activities and program operations in the department, including personnel, daily operations, clerical and administrative functions, services, retention and persistence programming, cross-campus collaborations, and community outreach. Collaborates with the	40%	<input checked="" type="checkbox"/>

faculty director to monitor the annual budget for OFSYE. Designs professional development for staff, including student staff, and facilitates an environment that motivates, empowers, and inspires employees. Collaborates with the faculty director to recommend, create, and implement the department's long—and short-term strategic plan goals and operational plans. Collaborates with the faculty director and university leadership to set annual targets and success metrics for first—and second-year retention. Serves as a campus representative for first- and second-year student success by serving on committees and collaborating with key stakeholders.		
Program Development & Campus Partnerships: Collaborates with the faculty director to spearhead efforts to support the transition of first-year students by planning and implementing first-year programs designed to provide students with a seamless transition into and through their first year. Maintains an understanding of current ideas, research, and practices about the areas of responsibility for this position through continued study and participation in professional organizations. Collaborates with the faculty director to support the development, organization, and implementation of first—and second-year experience programming that integrates curricular, co-curricular, learning support, and career components designed to support students' development and align with the institution's mission and values. Collaborates with the faculty director to educate the campus community about promising practices for supporting and retaining first and second-year students. Partners with campus stakeholders to identify new and existing programs and services that can be tailored to support the matriculation and development of first- and second-year students. Works collaboratively with Student Success Center Directors, academic support services, the Career Center, financial aid, and academic departments to support integrated efforts to improve first- and second-year student retention. Works in partnership with Student Success Center Directors and Associate Deans to ensure college representation and integration for New Student Orientation. Works with campus stakeholders to resolve student issues that hinder their progress. Spearheads efforts to improve student learning, development of a sense of belonging, academic identity development, retention, and completion for first- and second-year students.	35%	<input checked="" type="checkbox"/>
Data Management and Direction: Collects and analyzes data to generate regular program reports on first- and second-year student success. Maintains a tracking system to capture the department's efforts and outcomes. Review data, communicate findings to stakeholders, and work with OFSYE Faculty Directors, Success Center Directors, Associate Deans, and faculty on interventions to support student success. Review data and assess the efficacy of various first- and second-year student programs and initiatives. Collaborates with the faculty, staff, and administration to build institutional awareness, support program assessment efforts, and provide consultation for campus partners regarding central issues affecting undergraduate student success, including retention and persistence of its first-time, first- and second-year students.	20%	<input type="checkbox"/>
Other Duties Requested: Performs other related duties as requested.	5%	<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Changes in position: *If this is an existing position that you believe has changed, what specific duties or responsibilities have been changed, added to, or removed since the position was reviewed previously or since the incumbent was assigned?*

Physical Effort: *Indicate the type of physical effort which is essential to the position activities:*

Light Work - involves mainly sitting with up to 25% of the activities involving regular standing or walking; involves lifting of medium weight objects limited to 25 pounds.

Environmental Factors: *Indicate the type(s) of environmental factors which are essential to the position activities:*

<input checked="" type="checkbox"/> Inside (Typically Office Environment) Frequency: <u>Constantly - Essential</u>	<input checked="" type="checkbox"/> Extreme Temperature (hot/cold) Frequency: <u>Occasionally</u>	<input type="checkbox"/> Elevated Work (Raised platform/scaffold) Frequency: <u>Never</u>
<input checked="" type="checkbox"/> Outdoor Frequency: <u>Occasionally</u>	<input type="checkbox"/> Hazards Frequency: <u>Never</u>	

Supervision Received: *Indicate the level of supervision received by the position from the Appropriate Administrator.*

General Direction - general control over administrative aspects of work; plans and organizes methods for completing tasks and managing responsibilities; makes decisions which have a wide impact on the work of others or the work unit.

Supervision Exercised: *Indicate the type of supervisory responsibilities that are associated with the position.*

Manages a department(s).

Specialized Materials: *The position may require the use of the following equipment, machinery, tools, vehicles or office equipment:*

Occasionally drive motorized equipment - California Driver License required.

Special Working Conditions: *List any overtime requirements, 24/7 on-call, work schedule, etc.*

Knowledge, Skills, and Abilities:

Record of leading initiatives that increased student success among diverse first- and second-year student populations.
Knowledge of student development theory, learning theory, and research on retention and experience developing curricular and co-curricular programming based on this theory
Experience enhancing first and second-year student learning and development via curricular and co-curricular initiatives.
Demonstrated ability to develop collaborations that integrate the work of faculty and student affairs to improve student outcomes.
Demonstrated ability to use data to design courses, programs, and services to improve student success.
Demonstrated consultative decision-making and problem-solving skills, strong human relations skills, and strong oral and written communication skills.
Experience supporting the transition of first- and second-year students.
Demonstrated ability to lead or supervise staff in inclusive, diverse environments.
Knowledge of First-Year Student literature/best practices
Record of mentoring students, especially first-generation, minoritized students in minority-serving institutions (i.e., HSIs, HBCUs, AANAPISIs, TCUs);
Strong human relations skills; organizational management skills; ability to work effectively with a variety of students, parents, faculty/staff; strong oral and written communication skills;
Experience using software to track admission and graduation rates display data (i.e., CMS Peoplesoft, Tableau, EAB, Digital Degree Planners)
Record of development and implementation of effective outreach, recruitment, and student success strategies in higher education.
Ability to collaborate with various representatives from university departments and the community.
Demonstrated commitment to expand multicultural knowledge, awareness, and skills as evidenced through demonstrating self-awareness; understanding and valuing others; demonstrating knowledge of social inequalities; interacting effectively with a diversity of people; fostering equity and inclusion

Experience and Education:

- Experience: Five - seven (5-7) years of experience.
Two - three (2-3) years of supervisory/managerial experience required.
- Education: Bachelor's degree from an accredited university.

Preferred Qualifications and/or Specialized Skills and Abilities: (if none, write N/A):

A Masters degree in student development, higher education, counseling or counseling psychology, student personal, public administration or closely related field required; Ph.D or Ed.D. higher education or related field preferred.

Signatures (Acknowledgement that the information is accurate)

Name of Employee:	Signature:	Date:
Name of Supervisor/Dept. Manager:	Signature:	Date:

For HR Use Only <input checked="" type="checkbox"/> General Reporter <input type="checkbox"/> Limited Reporter <input checked="" type="checkbox"/> Background Check <input type="checkbox"/> Fingerprints <input type="checkbox"/> Physical Exam <input checked="" type="checkbox"/> Driver's License <input checked="" type="checkbox"/> Conflict of Interest <input checked="" type="checkbox"/> MPP Job Code <u>S 15 5</u>	Classified By: <u>Adriana Godoy</u> Date: <u>6.13.2024</u>
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