

UNIVERSITY OF CALIFORNIA, DAVIS

POSITION DESCRIPTION

Request for:

CLASSIFICATION UNIT USE ONLY

___ Recruitment *

Approved Payroll Title

Title Code

___ Reclassification Review *

___ Update Review

CBUC _____

Effective Date _____

* PLEASE ATTACH A COPY OF A CURRENT ORGANIZATIONAL CHART (INCLUDING NAMES AND PAYROLL TITLES)

Classifier _____

Date _____

1. Name (Last, First, Middle Initial) and Employee Identification Number (UCDMC use PCN#)

2. Current Payroll Title, Working Title, Department, and Phone Number

Student Affairs Officer (I, I-Supervisor, II, II-Supervisor)

3. Supervisor, Supervisor's Payroll Title, and Phone Number

Management Services Officer

4. Briefly describe the role of this position within the department

The XXX Department is a large academic unit within the College of XXXX. The department has xx faculty, xxx undergraduate students, and xxx graduate students. This position has independent responsibility for (undergraduate and/or graduate) support services. Provides comprehensive, advanced academic advising on a wide range of often complex issues to (undergraduate and/or graduate students). Interprets and implements policies and administers (undergraduate and/or graduate) activities for the department.

5. Special Conditions of Employment (refer to guidelines for completing position description forms before completing this section).

6. List positions supervised by this position:

Payroll Title

#FTE

(Fill in staffing both direct and indirect reports)

7. Signatures

EMPLOYEE

I have read this position description and understand its contents.

Name

Date

IMMEDIATE SUPERVISOR AND DEPARTMENT HEAD

This position description accurately describes the essential functions assigned to this position.

Name

Date

Name

Date

8. Describe each essential function of this position in a separate paragraph. List the functions in descending order of importance. ** Please refer to the "Guidelines for Completing Position Description Form" before completing this section. Next, indicate the frequency with which each function is performed, i.e., D=Daily, W=Weekly, etc. Finally, using percentages of not less than 5%, estimate the distribution of the total working time on an annual basis. Total percentage of time must add up to 100%, regardless of the % of time of appointment.

Frequency % of Time

Functions

Advising and Counseling

Primary contact for advising for all (*undergraduate and/or graduate*) majors. Independently provide academic and personal counseling to students regarding academic progress, choice of major, completion of university, college and program requirements.

Primary contact for program advising/issues for transfer students. Assess and advise regarding transfer of junior college credits. Trains peer advisors.

Manage student services and advising for all (*undergraduate and/or graduate*) majors. Direct students to non-classroom educational experiences that compliment/supplement classroom instruction. Independently provide academic and personal counseling to students regarding academic progress, choice of major, completion of university, college and program requirements. Independently counsel and advise students facing complicated or unusual issues impacting performance, time to degree, or post graduate options. Responsible for identifying low and high GPA students in the major. Counsel students experiencing academic difficulty and provide appropriate referral to Dean's Office, Master Advisor and/or campus resources as necessary (e.g. Learning Skills Center, The House, Counseling Center, Disability Resource Center). Analyze patterns of poor performance, assesses student perceptions of contributing factors and develops strategies for academic success.

Admissions and Academic Services

As part of decision-making committee, review and approve admission of (*undergraduate and/or graduate*) students.

When coursework is not articulated, review students' work, course descriptions, and/or syllabi in order to suggest appropriate equivalencies. Evaluate and articulate student's academic transcripts from other educational institutions. Work with Master Advisors to approve transfer credit and apply it to specific major requirements.

Evaluate substitutions and waivers from academic requirements and makes recommendations regarding approval and denial to faculty. Make transfer admission decisions on an annual basis based on established University and College criteria. Provide analysis and makes recommendations to Dean's Office and departmental faculty regarding complicated and complex transfer credit issues. Provide analysis and makes recommendations to Dean's Office on matters related to admission and readmission.

Independently administer and/or write review and approve continuing students' applications and petitions such as readmission, advancement to candidacy, admission to qualifying examinations, changes of degrees and majors, Planned Educational Leave Program, Part-Time Program, Petitions for Exception to Employment Policy.

Independently administer, review and approve Intercampus Exchange Program and Admissions. Develop international course articulation agreements for Exchange Programs; analyze and write terms/guidelines of agreements.

Independently certify completion of major degree.

Program Development and Administration

Serve on the (*undergraduate and/or graduate*) Curriculum Committee. Participate in decision-making and implement policy/procedural changes made by the committee.

As part of the decision-making committee, participate in course planning and scheduling. Implement program modifications for the major based on discussions and observations with faculty, students, other advising staff, and/or based on statistics available. Work with Registrar's Office regarding scheduling, room assignments and revision quarterly. Prepare course approvals and revisions. Manage class enrollment. Coordinate course evaluation/TA performance

review process. Provide training/orientations for TA's). As part of committee, make TA assignments. Independently make TA assignments and implement contractual requirements.

Independently plan course offerings for administrative and faculty review, considering past course offerings, curriculum changes, teaching assignments and faculty leaves. Work with Registrar's Office regarding scheduling, room assignments and revision quarterly. Work closely with Department Chair regarding annual teaching assignments. Coordinate the preparation of course approvals and revisions.

Participate in seminars, workshops, conferences, training opportunities, etc to support students. Develop database and coordinate data for the quarterly DESI (Instructional Activity Information System) report. Provide summer session advising and coordinate summer session class schedules for department. Plan and administer department Summer Advising Program for freshman and transfer students.

Edit and design (*graduate or undergraduate*) student handbook, catalog and updates annually. Coordinate content of Department web pages. Write and design student handbook, catalog and updates annually.

Administer payroll and personnel for GSR, TA, and Reader appointments.

Act as primary resource for Program Review (TPPRC) which occurs every 3rd, 5th and 7th year of graduate programs.

Provide analytical for program review process. Analyze, develop and recommend short and long-range plans of program. Monitors advising program for significant trends regarding effectiveness of programs.

Oversee fellowship and block grant administration, DaFIS budget management, financial aid options for graduate students, graduate student work study, grant management and writing, and training grant management.

Accreditation Coordination

Coordinate accreditation site visits as needed. Plan and coordinate schedule including meetings with faculty, staff and students. Arrange visitation to classes and facilities as requested. Provide pre- and post- site visit information as requested.

Accreditation Quality Assessment Program Management

Principal staff person responsible for management of continuous quality improvement process for the xxx curricula as required by the Accreditation Board. Responsible for management of continuous evaluation process that examines departmental curriculum, ensures the achievement of program objectives and outcomes, incorporates results into program improvements and demonstrates that the outcomes important to the mission the University, the college and the department, as well as the objectives of the program, are being measured. Manage student portfolios, manage alumni, senior and faculty surveys, employer surveys, and detailed and complex data on each course offered by the department. Collect data from all constituencies, extract summary information, tabulate and present information to faculty review committee. Revise assessment tools as needed, review and revise assessment process.

Coordinate accreditation site visits as needed. Act as staff resource to review team and administrative faculty during review. Provide all supporting documentation to review team during visits. Plan and coordinate schedule including meetings with faculty, staff and students. Arrange visitation to classes and facilities as requested. Provide pre- and post-site visit information as needed and requested. Assist in the preparation of interim reports and responses as needed. Work with Departmental Advisory Board regarding assessment of degree programs in the department as related to accreditation.

Outreach and Event Planning

Act as department representative and coordinate on-going events such as Fall Welcome, Preview Day, Welcome Week, Commencement, Orientation Week, etc. Plan and coordinate (*undergraduate and/or graduate*) workshops, seminars and conferences.

Independently charged with identifying the need for, assessing feasibility/resources, and developing new events (*undergraduate and/or graduate*) outreach functions, workshops, seminars and conferences.

Represent department at University outreach and recruitment functions including but not limited to Preview Day, High School Scholars Day, campus Open House Week, Picnic Day, and as requested by external organizations including

community colleges and high schools. As part of committee, plan (*undergraduate and/or graduate*) workshops, seminars and conferences for target recruitments. Responsible for all undergraduate outreach and advising publications.

Independently design, plan and develop workshops, seminars and conferences for target recruitments.

Supervision

Recruit, select, train, evaluate and take corrective action for (graduate and/or undergraduate) program staff supervised. Determine workload priorities and delegate work assignments to staff to meet objectives and goals.

Leadership in Policy Development

Collaboratively work with student affairs personnel in the initiation and development of college policies and programs affecting students – outreach, admissions, advising, retention and academic progress. Review and evaluate impact of faculty proposals regarding curriculum planning, program changes and advising services. Develop new approaches or methods for performing the broad range of duties inherent in the position to meet program goals and objectives.

Maintain liaison with campus support networks and services. Independently maintains a broad working relationship with students, staff and academic personnel, faculty, officials of external agencies and the general public in order to interpret, explain and implement University policy and procedures relevant to campus student affairs programs and activities

- 9. Describe the competencies which are essential for successful performance of this position. List them in descending order of importance and describe the required level of each in terms of the functions performed. Next, indicate the function(s) for which each competency is required.**

In all areas the individual would demonstrate the following competencies of Student Advising, Interpersonal Communication, Service Orientation, Diversity Commitment, Program Administration, and Self Management.

Professional Level:

Student Advising

Has knowledge of the student advising process, goals and protocols. Demonstrates knowledge of student characteristics and development theory. Demonstrates knowledge of campus, department and/or college requirements, resources, policies and procedures. Interprets complex policies and applies them in a variety of situations. Assesses situations in the moment and recommends short-term and long-term courses of action. Presents realistic, creative and ethical options. Balances institutional standards of excellence and individual standards of minimum progress to retain students and keep them on track. Considers the implications of recommendations on students, department/college and university. Practices creative and ethical decision-making and problem-solving in advising. Provides an equitable level of service to students at all levels of achievement. Understands the roles and relationships of a variety of organizational functions and entities. Fosters independence and self-sufficiency in students. Shows compassion and understanding while directing students toward goals. Tacks trends in student advising and student demographics.

Interpersonal Communication

Draws students out through listening, observation, of non-verbal cues and asking questions that lead to identifying issues. Delivers difficult messages when necessary, communicating in the most appropriate way for each student. Addresses conflict and assesses options for resolution or referral. Keeps the confidences of students within legal and organizational parameters. Builds and maintains strong working relationships with faculty and colleagues. Collaborates with colleagues to accomplish goals, ensure consistent interpretation and application of policies and procedures. Receives, hears and learns from feedback given by others. Facilitates groups of varied sizes and audiences. Presents information to diverse audiences in varied settings. Develops written and web-based materials used to present information. Continues to enhance skills and learn new methods of interacting with others.

Service Orientation

Understands that the SAO provides service to a broad range of constituents, including students, parents, faculty, colleagues and administrators and the general public. Fosters an advising environment of trust and respect through consideration of each student's situation. Provides information about the advising process, campus/department/school resources, policies and procedures, and developmental opportunities. Provides information to students with enthusiasm in a timely manner. Collaborates with others to develop options for students. Understands the student experience: the challenges, pressures, connections and opportunities. Understands that the SAO represents the university to students, families and the general public. Recognizes the need for continual improvement of service practices. Understands the relationship among information, systems, processes and people in providing service.

Diversity Commitment

Practices the organization's Principles of Community in all interactions. Works to build mutual respect among members of the campus community. Demonstrates respect for the culture, values, perspectives and beliefs of others. Appreciates generational differences. Understands, considers and responds to the needs, concerns and abilities of a diverse population. Defines diversity in its broadest, most inclusive terms. Works with a variety of campus resources in order to serve students with specific needs.

Program Administration

Plans, implements and evaluates programs (e.g., recruitment, outreach, orientation, development, special events and training). Coordinates administrative programs (e.g., merit reviews, accreditation, program review, course scheduling and articulation agreements). Coordinates resources allocated to programs (e.g., block grants and TA funds). Collaborates with key constituents in coordinating programs (e.g., faculty, master advisors, and graduate group chairs). Understands and uses technology tools (e.g., databases, web-based programs and on-line tracking systems, student information

systems) to improve processes. Follows policies and procedures when documenting, tracking and analyzing data. Performs mathematical calculations (e.g. GPAs) and analyzes data. Tracks trends (e.g., professional, student, local, national and global issues) that might affect student advising and makes recommendations regarding programmatic needs. Supervises students.

Self Management

Knows professional limits and establishes clear boundaries when advising students. Anticipates cyclical nature of an SAO's work and adjusts accordingly. Works independently, sets and monitors goals and manages time. Develops ways to manage multiple, sometimes conflicting priorities. Maintains a flexible, resilient approach to working in an ever-changing environment. Exhibits accountability for decisions and actions. Demonstrates political acumen in decision-making, advising and building work relationships.

Mastery Level:

Student Advising

Identifies and pursues opportunities to learn about and implement best practices in student advising. Examines and creates dialogue about trends in student advising, demographics and institutional practices. Models creative and ethical decision-making and problem-solving in advising. Mentors new SAOs; provides orientation, training and support. Sees the big picture of role of advising; understands cause and effect in advising.

Interpersonal Communication

Empowers others through communication. Provides information that is strategically linked to the goals of the department/college/university. Facilitates collaboration with others in order to explore new methods, procedures and best practices. Expresses ideas and viewpoints in ways that encourage discussion and problem-solving. Makes personal and/or organizational changes based upon feedback received from others. Continues to enhance skills by interacting with those who hold higher level positions in the organization.

Service Orientation

Influences the SAOs role in providing service to students, faculty colleagues and other constituents. Models service orientation in all interactions. Seeks opportunities to collaborate with others in providing options to students. Initiates collaboration with faculty and shares key information with colleagues. Develops and implements service practices for continual improvement. Provides students with the tools and advice they need to help themselves. Influences others to improve the relationship among information, systems processes and people in providing service.

Diversity Commitment

Models the organization's principles and values in all interactions. Understands the direct and nuanced ways that diversity can affect interactions. Designs and advocates for inclusive programs and practices. Models respect in working with others. Seeks and shares information about diversity trends and data. Uses trend data and information to shape advising interactions and practices.

Program Administration

Seeks and provides trend assessments about current and future constituents and their needs. Embraces change and innovation in program responsibilities. Analyzes trend data and best practices to shape programs. Looks for relationships among programs such as links between program review and accreditation, and how course scheduling affects time to graduation. Embraces technology in order to improve systems and processes. Demonstrates political and organizational acumen when advocating for programs. Supervises students and staff.

Self Management

Works independently but not in isolation. Models continuous learning by seeking out opportunities to enhance skills. Encourages learning pursued by others and creates opportunities to share knowledge and experiences. Incorporates lessons learned from previous experiences into current processes. Helps others develop strategies for managing multiple priorities. Examines how work habits/patterns affect personal and professional efficiency and effectiveness; makes appropriate adjustments.

UC Davis Principles of Community

The University of California, Davis, is first and foremost an institution of learning and teaching, committed to serving the needs of society. Our campus community reflects and is a part of a society comprising all races, creeds and social circumstances. The successful conduct of the university's affairs requires that every member of the university community acknowledge and practice the following basic principles:

We affirm the inherent dignity in all of us, and we strive to maintain a climate of justice marked by respect for each other. We acknowledge that our society carries within it historical and deep-rooted misunderstandings and biases, and therefore we will endeavor to foster mutual understanding among the many parts of our whole.

We affirm the right of freedom of expression within our community and also affirm our commitment to the highest standards of civility and decency towards all. We recognize the right of every individual to think and speak as dictated by personal belief, to express any idea, and to disagree with or counter another's point of view, limited only by university regulations governing time, place and manner. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity and respect.

We confront and reject all manifestations of discrimination, including those based on race, ethnicity, gender, age, disability, sexual orientation, religious or political beliefs, status within or outside the university, or any of the other differences among people which have been excuses for misunderstanding, dissension or hatred. We recognize and cherish the richness contributed to our lives by our diversity. We take pride in our various achievements, and we celebrate our differences.

We recognize that each of us has an obligation to the community of which we have chosen to be a part. We will strive to build a true community of spirit and purpose based on mutual respect and caring.

April 20, 1990