



CYCLE IX: 2015-2016 INTERNSHIP PACKET

The mission of the Student Promoted Access Center for Education and Service (SPACES) is to act as an empowering dynamic on campus where UCSD students collaborate to achieve greater educational equity. This encompasses equal access to higher education, undergraduate retention and graduation, and matriculation to graduate and professional schools.

SPACES values the power of student initiated action and organizing by providing an environment for student growth and development and thus is a foundation to create leadership and unity through community engagement.

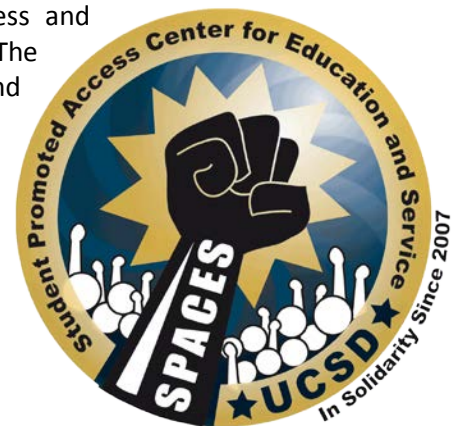
SPACES shall serve as the center for student-initiated access and retention projects at the university. Student Initiated Access Programs and Services (SIAPS) shall exist as the “access” component to SPACES. The Academic Success Program (ASP) shall exist as the “retention” component to SPACES.

SPACES Story

In the Spring of 2007, the member organizations of the Student Affirmative Action Committee (SAAC), Student Initiated Access Programs and Services (formerly known as Student Initiated Outreach and Recruitment Commission) and the Academic Success Program, banded together to support student initiated retention and access to higher education efforts.

Dwindling state funding and the impending opening of a student run access and retention center prompted students to take matters into their own hands. The PULSE Referendum (Promoting Understanding and Learning through Service and Education) was approved by a majority of the student body in order to secure funding and resources for SIAPS, ASP and SPACES.

On April 13th of 2007, the Promoting Understanding and Learning through Service and Education (PULSE) Referendum was passed, increasing student fees by \$7.00 per student per quarter to provide funding for SPACES, SIAPS, and ASP. \$3.00 goes to SPACES, \$1 goes to ASP, \$1 goes to SIAPS, and \$2 returns back to financial aid.



Academic Success Program (ASP)

ASP is a student-initiated and student-run service that functions to increase the retention rates and the quality of the experiences of underrepresented and marginalized undergraduates of University of California, San Diego. In particular, we strive to serve educationally disadvantaged student populations. ASP also provides programs, services, and support to assist students in their graduate and professional school, career goals and their goals beyond this institution. Ultimately, ASP is committed to providing free retention program and services that help undergraduates financially, socially, academically, and holistically.

Student-Initiated Access Programs and Services (SIAPS)

SIAPS serves to encourage and support creative student-initiated programs and services that increase access to higher education for historically underrepresented and underserved students. Through affirming identities, developing academic success, and providing resources, SIAPS shall empower students to create profound changes in their communities and in the world. SIAPS is committed to supporting all student efforts that match this purpose at the University of California, San Diego.

Student Promoted Access Center for Education and Service (SPACES)

CYCLE IX: 2015-2016 INTERNSHIPS

May 2015-June 2016

All SPACES student staff positions are focused on increasing access to higher education, improving retention in higher education, and encouraging matriculation to graduate/professional school. All interns are expected to work in a highly collaboratively manner in order to collectively improve campus climate and our connection with the San Diego community.

Internships

The (26) internships are specific to (4) four focus areas that provide an experience to develop specific knowledge and skills that are adaptable to any work environment. The four areas are the following: (6) Community-Education Internships, (4) Communications Internships, (7) Access Project Internships and (9) Retention Project Internships. Though many of the internships entail working with certain communities, experiences will be taken into consideration, but also commitment and the ability for growth since SPACES internships allow individuals the opportunity for self-reflection, growth, and raising consciousness within themselves.

Co-Coordinator/Director Positions

The (8) director and coordinator positions are appointed positions that serve as administrative and supervisor roles that coordinate and manage the programs and internal structure of ASP, SIAPS, and SPACES. They also focus on developing leadership with interns, board members and volunteers.

Timeline:

- **March 13th**: SPACES Cycle IX Applications Released
- **April 10th; 12:00pm (NOON)**: Online Application is due
- **April 13th**: Applicants will be notified of their status of their application
- **April 17-19th**: Individual Interviews
- **April 24th; 4-6pm**: Co-Coordinator and Co-Director Group Interview
- **May 4-6th**: Decisions will be released
- **May 8th; 4-6pm**: Cycle IX Staff Orientation Meeting

You may only apply to a maximum of (2) positions:

**Access/retention counterparts count as (1) position (i.e. Transfer Access & Transfer Retention count as 1 position)*

Community-Education Internships

- [Campus Diversity Engagement Coordinators \(2\)](#)
- [Practicum Coordinators \(2\)](#)
- [Overnight Program and Transition Coordinators \(2\)](#)

Access Project Internships

- [APSA Community LEAP Coordinator](#)
- [BSU SEMPORA Access Coordinator](#)
- [KP CORE Coordinator](#)
- [MEChA Xoxotlani Coordinator](#)
- [NASA Community Coordinator](#)
- [QTPOC We Are Family Access Coordinator](#)
- [Transfer Access Coordinator](#)

Co-Director Positions

- Director of Financial Affairs
- Director of Internal Affairs
- Director of Local Affairs
- Director of Statewide Affairs

Communications Internships

- [The Collective Voice Co-Editor-in-Chief \(2\)](#)
- Media: [Graphic Design Coordinator](#)
- Media: [Web & Marketing Coordinator](#)

Retention Project Internships

- [APSA Community RISE Coordinator](#)
- [ASP Resource Coordinator \(2\)](#)
- [BSU SEMPORA Retention Coordinator](#)
- [KP STAR Coordinator](#)
- [MEChA SIGUE Coordinator](#)
- [NASA Community Coordinator](#)
- [QTPOC We Are Family Retention Coordinator](#)
- [Transfer Retention Coordinator](#)

Co-Coordinator Positions

- ASP Co-Coordinator (2)
- SIAPS Co-Coordinator (2)

Student Promoted Access Center for Education and Service (SPACES)

Internship Conditions of Employment & General Responsibilities

In order to be considered for an internship at SPACES, you must agree to the following conditions:

Conditions	2015 – 2016 Dates
UC San Diego Undergraduate enrolled in all 3 academic quarters	2015-2016 Academic School Year
Not employed at OASIS or one of UC San Diego's Campus Community Centers (Black Resource Center, Cross-Cultural Center, LGBT Resource Center, Raza Resource Centro, and Women's Center,) or in a high-demand student leadership roles (e.g. chair/vice-chair of a student organization)	2015-2016 Academic School Year
If hired at a second job, SPACES must remain as the first priority. Cannot exceed working over a total of 19 hours per week during academic sessions per Student Life policies.	2015-2016 Academic School Year
Attend All-Staff Orientation Meeting	May 8, 2015; 4-6pm
Complete hiring paperwork with Student Life Human Resources.	May 22, 2015
SPACES End of the Year Celebration 2015	TBD
Participate in Job Shadowing (Week 7-10): 2 hours/week	May 11-June 5, 2015
Participate in SPACES All-Staff Summer Retreat	(7am) September 14-(6pm) September 15, 2015
Attend SPACES All-Staff Training	September 16-18, 2015; 9-4pm September 21, 2015; 9-12pm
Participate in Welcome Week planning and activities	September 21-25, 2015
Attend SPACES All-Staff Winter Retreat	January 23, 2016; 9-5pm
Attend SPACES Weekly Project Group & All-Staff Meetings	Every Tuesday and Thursday; 3:30-4:50pm
Available to work 10-15 hours/week	September 14, 2015 - June 30, 2016

General Responsibilities

- Available to work on occasional evenings and weekends;
- Participate in bi-weekly one-to-one's with full-time staff, co-directors, and co-coordinators.
- Participate in mandatory weekly staff meetings, each Thursday from 3:30-4:50pm;
- Participate in mandatory weekly project group meetings, each Tuesday from 3:30-4:30pm;
- Fully engage in activities that facilitate holistic development, which may involve personal and emotional investments;
- Meet with members of the SPACES Board of Directors and/or Core Organizations, as needed;
- Complete paperwork, including project proposal forms and Triton Activities Planner (TAP), to receive project funding;
- Assist with Front Desk coverage and reception at least one hour a week;
- Assist with SPACES administrative duties including data entry, photocopying, typing, and customer service;
- Assist in facility maintenance including, but not limited to basic cleaning, furniture rearrangements, and supply inventory;
- Consistently document and evaluate the effectiveness of all activities through the use of the SPACES Shared Drive, Post-Program Report Form, and Participant Database;
- Submit quarter and end-of-year evaluations of your internship experience to give an overall assessment of your position and provide recommendations for future improvements;
- Coordinate a self-initiated project during fall, winter, or spring quarter;
- Build and maintain connections with students, staff, and/or faculty members who are allies to SPACES;
- Collaborate with SPACES Staff to promote the SPACES Mission to improve campus climate for all students;
- Provide administrative support for SPACES sponsored events and community events in relation to access and retention initiatives;

- Other duties as assigned.

Student Promoted Access Center for Education and Service (SPACES)

Internship Qualifications

All applicants applying for intern positions must meet the following qualifications:

- Pay quarterly registration fees for each quarter employed;
- Understanding of the mission and aspiration of SPACES and those affiliated with it;
- Understanding of the importance of access and retention in relation to equal access to education, diversity, and cultural/socioeconomic struggles and oppressions;
- Strong passion and commitment for educational equity;
- Ability to manage and uphold accountability;
- Ability to communicate effectively in one-on-one and group settings;
- Ability to recognize one's own impact on others;
- Flexible to meet the dynamic and fast-paced needs of SPACES;
- Ability to organize and manage multiple projects;
- Progressive and innovative leadership approach;
- Proven experience working cooperatively as part of a team;
- Ability to work collaboratively with students, faculty, staff, and the wider San Diego community, which the university serves;
- Ability to maintain confidentiality with highly-sensitive information;
- Demonstrate understanding and sensitivity to the needs of different communities especially those from underrepresented and underserved backgrounds;
- Eligibility: Anyone who will not be employed at OASIS or one of UCSD's Campus Community Centers (Black Resource Center, Cross-Cultural Center, LGBT Resource Center, Raza Resource Centro, Women's Center) or in a high-demand student leadership roles for the 2015-2016 school year (e.g. chair/vice-chair of a student organization);
- SPACES Student Staff must put their position as their first priority if employed anywhere else.

Student Promoted Access Center for Education and Service (SPACES)

Intern Weekly Hour Distribution

Office Hours

All SPACES student staff members are expected to carry out majority of the work within the center. This is to ensure that a student staff member is present at all times during the center's hours of operation as well as to encourage student staff to build their organizational skills and manage their time well by completing majority of the work within their center. Be available to help out with administrative tasks around the center such as event set-up, managing the front desk, chores, assisting community members, etc.

All-Staff Meetings

All-Staff meetings occur on a weekly basis. They serve to create and build community with full-time staff, co-coordinators, co-directors, and interns.

Project Group Meetings

Project Group meetings are weekly meetings that serve as a supportive and collaborative space for the initiation and development of student intern work and projects.

One-to-One Meetings

One-to-ones are bi-weekly meetings that serve as a time for the interns to check in with supervisory support about how they are doing within the work place as well as academically and personally.

Additional Meetings/Events/Field Hours

The remainder of the weekly hours is more flexible that can be used for various internal/external meetings and assisting/coordinating/facilitating events. If there are no scheduled meetings and/or events that week, allocate these hours to working in the center. These include:

- ASP/SIAPS Steering Committee Meetings
- Board of Director (BOD) Meetings
- Co-Coordinator and Co-Director Meetings
- Meetings with Departments
- Organization Meetings
- Events

A typical 10-15 hour week for interns will look similar to the following outline:

- Office Hours (5 hours)
- All-Staff Meeting (1.5 hours)
- Project Group Meeting (1.5 hours)
- One-to-One Meetings (1 hour) – every other week
- Field Hours (6.5 hours)
 - Minimum 1.5 hours per week
 - Additional 5 hours are optional

Student Promoted Access Center for Education and Service (SPACES)

Student Staff Developmental Outcomes

The overall goal of the SPACES Student Staff program is to provide student staff the opportunity to self-reflect, build community, as well as develop one's professional skills while working towards educational equity. At the end of the internship, each intern will be able to translate their holistic experience into skill sets that are adaptable to any work environment. In addition to advocating for social justice, creating community, and enhancing one's personal development, SPACES strives to meet the professional needs of students and help them develop in the following areas:

Communication

- Assessment of clarity of ideas expressed, effectiveness of oral and written presentations, effectiveness in listening and interacting with others in a helpful and informative manner. Asks for and provides constructive feedback and assistance.

Empowerment

- Assessment of self-empowerment and the ability to facilitate empowerment in others.

Initiative and Innovation

- Assessment of self-starting ability and creativity. Introduces new concepts and processes using independent and original thought. Involves creativity and imagination with programming, projects and problem-solving.

Organizational Skills

- Ability to record, update, sort, and maintain information in a clear, orderly manner through the use of calendars, databases, and other organizing tools.

Punctuality and Accountability

- Assessment of timeliness and responsibility in terms of coming to work and work-related events. Includes effectiveness in completing the allotted hours per week.

Quality and Productivity

- Assessment of excellence in factors such as accuracy, completeness, and follow-through on a sufficient volume of work.

Resourcefulness

- Assessment of understanding and utilizing resources available.

Teamwork and Collaboration

- Assessment of effectiveness in working together with peers at various levels to solve problems, improve work process, and accomplish specific tasks.

Time Management

- Ability to thoroughly initiate and complete goals in a time-efficient and sustainable manner.

Student Promoted Access Center for Education and Service (SPACES)

(2) Academic Success Program (ASP) Resource Coordinator

\$9.50 per hour at 10-15 hours per week
(May 2015-June 2016)

The ASP Resource Coordinator will be in charge of organizing, maintaining, and innovating the ASP Booklending Program each quarter to combat income disparities and aid low income students in access to education materials necessary for academic success. The ASP Booklending Program is an entity that exists to relieve financial burdens of higher education for circumstanced students by lending textbooks to students who demonstrate financial need. The ASP Resource Coordinator will create programs to promote academic success and support and be knowledgeable of campus resources to refer students to.

Job-Specific Responsibilities

- Update and record book inventory on a quarterly basis;
- Communicate with UCSD Bookstore to obtain and edit quarterly textbook list;
- Categorize and organize textbooks and other educational course materials throughout the quarter;
- Collaborate with professional staff to create or find a new computational program for ASP Booklending;
- Maintain and innovate the ASP Booklending computational program;
- Maintain and innovate the ASP Booklending website;
- Publicize/Advertise the ASP Booklending Program and its service;
- Coordinate workshops, programs, events, throughout the quarter except summer sessions;
- Coordinate with CAPS, Career Services Center, OASIS, and other entities on campus to create workshops, programs, or events;
- Each Coordinator should coordinate one event individually and one event collaboratively with their Co-Coordinator per quarter;
- Allocate and distribute Booklending for summer sessions the week following the conclusion of Spring Quarter;
- Retrieve books allocated for summer sessions the week prior to the beginning of Fall Quarter;
- Collaborate with campus and community libraries to create programs that enhance academic success;
- Be accountable to the return process of the ASP Booklending Program;
- Collaborate with other entities on campus, such as the Campus Community Centers (Black Resource Center, Cross-Cultural Center, LGBT Resource Center, Raza Resource Centro, and Women's Center), to improve the range of textbooks that can be accessed;
- Collaborate with the Retention Project Group to develop Graduate Studies preparation workshops or programs;
- Collaborate with ASP Co-Coordinators to develop graduate/professional school preparatory workshops.

[Conditions of Employment & General Responsibilities \(refer to page 3\)](#)

[Internship General Qualifications \(refer to page 4\)](#)

[Intern Weekly Hour Distribution \(refer to page 5\)](#)

[Student Staff Developmental Outcomes \(refer to page 6\)](#)

Student Promoted Access Center for Education and Service (SPACES)

Asian and Pacific-Islander Student Alliance (APSA) Community Learning and Empowerment Academic Program (LEAP)

Access Coordinator

\$9.50 per hour at 10-15 hours per week
(May 2015-June 2016)

SPACES APSA Community LEAP Access Program

APSA LEAP is a student-initiated and student-run project that seeks to provide educationally disadvantaged students in the San Diego community with the necessary resources to better pursue higher education by cultivating an awareness of one's cultural, academic, political and social identity. LEAP will emphasize the importance of higher education for K-12 students, and make efforts to show that collegiate education is possible regardless of socioeconomic or cultural backgrounds. Often times, Asians and Pacific-Islanders (API) are clustered into one broad ethnic/racial category thus mistaken as overrepresented in institutions of higher education. Disaggregated data would reveal the low levels of educational attainment and achievement among many subgroups of the Asian and Pacific-Islanders students. The APSA LEAP Coordinator will be in charge of coordinating, maintaining, and establishing access events/programs that promote educational equity and equal access to higher education for the broader Asian and Pacific-Islander communities. APSA LEAP currently encompasses: APSA LEAP Committee meetings, the annual APSA High School Conference, and a partnership with Crawford High School's Advancement Via Individual Determination (AVID).

Job-Specific Responsibilities

- Oversee the overall function of the APSA LEAP Program;
- Establish LEAP Board for the next academic year during spring quarter;
- Coordinate access events and programs that pertain to the experience of API students that reflect their cultural, academic, political, social experiences;
- Serve as an administrative and advisory role for the APSA LEAP program and coordinators such as but not limited to: delegating responsibilities, providing resources for program development, and enforcing program deadlines;
- Responsible, along with Site Coordinator for keeping up external outreach affairs and site visits with partnered schools such as Crawford High School;
- Prepare weekly agendas for and lead LEAP Board and Program Committee meetings;
- Schedule one-to-one meetings between LEAP board members;
- Be informed of other API organizations' access programs;
- Collaborate with APSA Community RISE Coordinator to outreach to API communities to get involved in Access work;
- Attend bi- APSA General Body Meetings;
- Attend weekly APSA Board Meetings to discuss access programs that would reach out to other API organizations;
- Collaborate with the APSA Access Coordinator to run access programs/events (i.e. High School Conference, APSA scholarship, and training volunteers for mentorship, tutoring, facilitators, etc.);
- Plan, organize, and run APSA's Annual Benefit Talent Show: High School Component;
- Collaborate with the Access Project Group to develop handbook for guidelines and requirements to be on site at high schools for workshops, presentations, tutoring, and mentoring;
- Assist with the coordination of the SIAPS College Tour and other SIAPS programs, with the Access Project Group.

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Student Promoted Access Center for Education and Service (SPACES)

Asian and Pacific-Islander Student Alliance (APSA) Community Retention In Solidarity and Empowerment (RISE) Coordinator

\$9.50 per hour at 10-15 hours per week
(May 2015-June 2016)

SPACES Asian and Pacific Islander Retention Program

APSA Community RISE Coordinator will be in charge of coordinating retention events/programs, and will serve primarily as an advisory and administrative role for the RISE Program. Their primary focus as an advisory and administrative figure is to be a resource for the establishment and maintenance of retention programs that promote educational equity and the academic, social, financial, cultural and political retention for Asian and Pacific Islander communities, and to maintain lines of communication with Asian and Pacific Islander organizations on campus. The RISE program and coordinator will work collaboratively and closely with APSA by helping to further develop retention programs and events in ways that would more effectively reach out to the greater Asian and Pacific Islander community at UCSD. The Retention Coordinator will be working with APSA throughout the school year, but is not limited in what organizations and community groups they would want to reach out to and organize with.

Job-Specific Responsibilities

- Chair and lead the APSA RISE Program Committee in providing administrative and advisory support to other RISE program coordinators such as the Mentee-Mentor Program Coordinator, etc.;
- Continue development and sustainability of the APSA Community RISE Program;
- Assist in coordinating retention events and programs that reflect the needs of API students in higher education that provide social, financial, academic, cultural, political and wellness support;
- Create a supportive space of dialogue and programming that pertains to the experience of API students;
- Provide administrative support for API student organizations interested in developing and strengthening existing retention components/programs such as but not limited to: API Heritage Month, Study Jams, San Diego Asian Film Festival (SDAFF) Film Screening, and peer counseling;
- Collaborate with the APSA RISE Committee to coordinate at least two off-campus field trip per year to sites of historical, cultural, or political significance to underrepresented students (i.e. Museums, Parks, Libraries, Non-Profit orgs, Manzanar Trip, Fred Korematsu Day);
- Collaborate with and create awareness about campus resources that students can utilize, including but not limited to: the Campus Community Centers (Black Resource Center, Cross-Cultural Center, LGBT Resource Center, Raza Resource Centro, and Women's Center), Career Services Center, OASIS, etc.;
- Collaborate with the APSA LEAP Access Coordinator to outreach to API communities to get involved in access work;
- Attend bi-monthly APSA General Body Meetings and APSA Board Meetings weekly to discuss retention programs that would reach out to other API organizations;
- Coordinate yearly trip to the Listen to the Silence Conference at Stanford University;
- Update the directory of past programs with contact information;
- Compile program information into an annual report at the end of the school year to track progress and to provide foundation for improving in the future;
- Collaborate with the Retention Project Group or APSA RISE Committee to develop Graduate Studies preparation workshops or programs.

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Student Promoted Access Center for Education and Service (SPACES)

Black Student Union (BSU) Self-Empowerment through Outreach Retention and Achievement (SEMPORA) Access Coordinator

\$9.50 per hour at 10-15 hours per week
(May 2015-June 2016)

The BSU SEMPORA Access Program

The BSU SEMPORA Access Program is a student-initiated access project that seeks to provide programs and services to students in order to create culturally conscious African American students who are college bound and will become lifelong learners and critical thinkers. The program will encompass BSU's Annual high school conference and bi-weekly high school visits. The program's main components are academic preparedness and awareness. The Program will adopt up to two local San Diego high schools to provide mentorship to and will coordinate bi-weekly high school visits to the two local high schools. The program will address the importance of staying on track and completing the A-G courses in order to be considered UC-eligible, leadership, community involvement/service and will track the progress of students. The program will provide opportunities for students to come out to UC San Diego and engage in BSU activities and other campus activities.

Job-Specific Responsibilities

- Collaborate with BSU Board External/Access Coordinators with access initiatives that include but are not limited to the annual high school conference, yearlong program and other access initiatives;
- Serve as main liaison between partner site, Lincoln High school and BSU Board External/Access Coordinators;
- Lead the BSU Access Committee, a collaborative space between dedicated volunteers, mentors, tutors, and the BSU Board external/access coordinators, which meets on a weekly basis;
- Collaborate with the BSU Access Committee to develop, coordinate, and maintain the year-long program at the partner site(s);
- Coordinate bi-weekly visits to Lincoln High School to recruit students for access programs that offer tutoring and mentoring services, and promote a college-going culture;
- Oversee consistency in the BSU SEMPORA Access program;
- Work and communicate with some of the local access initiated programs (Cal-Soap, Gear up, CREATE, TRIO through either Upward Bound Classic, Math & Science and/or Educational Talent Search, etc) in conjunction with BSU;
- Facilitate regular meetings with BSU Board External/Access Coordinators to develop and strengthen access initiatives;
- Conduct own quarterly projects that pertain to the objectives of the SEMPORA program in terms of access projects;
- Serve as a member of the BSU Executive Board and uphold all board member duties;
- Collaborate with Berkeley's Black Recruitment and Retention Center on recruitment and yield cycles in the San Diego Region;
- Plan and develop a UC San Diego shadow day field trip for students involved with SEMPORA program on site(s);
- Plan and develop a college tour outside of San Diego with students who apply and attend high school conference;
- Build and maintain connections with students, staff, and faculty members who are allies to BSU;
- Become part of the BSU family and work to promote the BSU mission to improve campus climate for black students;
- Collaborate with the BSU SEMPORA Retention Coordinator on one joint program each year;
- Develop, maintain, and reassess the BSU SEMPORA Access Academic Yearlong Budget Proposal.
- Collaborate with the Access Project Group to develop handbook for guidelines and requirements to be on site at high schools for workshops, presentations, tutoring, and mentoring;
- Assist with the coordination of the SIAPS College Tour and other SIAPS programs, with the Access Project Group.

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Student Promoted Access Center for Education and Service (SPACES)

Black Student Union (BSU) Self-Empowerment through Outreach Retention and Achievement (SEMPORA) Retention Coordinator

\$9.50 per hour at 10-15 hours per week
(May 2015-June 2016)

The BSU SEMPORA Retention Program

SEMPORA Retention Program is a student run retention and student initiated program that seeks to address the common concerns of students, e.g., alienation from the campus, lack of representation, aggravation from racism and discrimination, disconnection from the greater San Diego community and uncertainty of career/college goals. SEMPORA Retention Program encompasses Black Empowerment and the Big/Lil Program.

- **Black Empowerment**

Black Empowerment focuses on career development, assisting students with their academic success, and creating a comfortable and inclusive environment for Black students.

- **Big/Lil Mentorship Program**

The Big/Lil Program provides peer mentoring and develops a sense of family and unity among students. This mentorship program is responsible for providing support and guidance to incoming freshman and transfer students. Students are matched with upperclassmen according to major and self-interest.

Job-Specific Responsibilities

- Serve as administrative support for internal/retention coordinators with retention initiatives that include but are not limited to Black Empowerment, Big/Lil Program, etc.;
- Initiate the Big/Lil Mentorship Program during Fall Quarter;
- Oversee consistency in the BSU SEMPORA Retention Program;
- Collaborate with BSU Board Internal/Retention Coordinators to maintain the Big/Lil mentorship Program;
- Coordinate two study jams each quarter;
- Collaborate with and create awareness of campus resources, including but not limited to the Campus Community Centers (Black Resource Center, Cross-Cultural Center, LGBT Resource Center, Raza Resource Centro, and Women's Center), Career Services Center, OASIS, etc.;
 - Program with the Financial Aid office on financial budgeting skills, scholarships, and FAFSA preparation;
 - Program with on OASIS either study jam, time management and/or study skill workshops;
 - Program with Career Services Center on resume and skills development;
- Collaborate with the Retention Project Group to develop Graduate Studies preparation workshops or programs;
- Collaborate with the Retention Project Group to coordinate at least one off-campus field trip per quarter to sites of historical, cultural, or political significance to Black students (i.e. Museums, Parks, Libraries, Non-Profit orgs);
- Facilitate regular meetings with internal/retention coordinators to develop and strengthen retention initiatives;
- Conduct own quarter projects that pertain to the objectives of the SEMPORA retention program;
- Collaborate with Campus Black Forum to develop programs and maintain a space for dialogue on the experiences of African American students;
- Collaborate with other black organizations on campus including but not limited to: African Students Association, National Society of Black Engineers, and National Organization for the Professional Advancement of Black Chemists and Chemical Engineers;
- Plan annual general body retreat in conjunction with BSU Board Internal/Retention Coordinators;
- Coordinate the Fall and Winter Black Welcome Weeks;
- Oversee the Black History Month calendar, programs, and events;
- Serve as one of the delegation leaders for the annual Afrikan Black Coalition Conference in conjunction with BSU Board Internal/Retention Coordinator(s); which includes creating applications, heading application reviewing,

writing and presenting funding proposal, coordinating transportation and hotels as well as registering the UC San Diego delegation;

- Collaborate with the Black Resource Center (BRC) to plan and coordinate Black Wednesdays on a bi-weekly basis, with music and food;
- Build and maintain connections with students, staff and faculty members who are allies to BSU;
- Become part of the BSU family and work to promote the BSU mission to improve campus climate for black students;
- Serve as a member of the BSU Executive Board and uphold all board member duties;
- Collaborate with the BSU SEMPORA Access Coordinator on one joint program each year;
- Work with the BSU SEMPORA Access Coordinator and BSU Traditions Coordinator on BSU Black Overnight Track;
- Develop, maintain, and reassess the BSU SEMPORA Retention Academic Yearlong Budget Proposal.

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[**Student Staff Developmental Outcomes** \(refer to page 6\)](#)

Student Promoted Access Center for Education and Service (SPACES)

(2) Campus Diversity Engagement Coordinator

\$9.50 per hour at 10-15 hours per week
(May 2015-June 2016)

SPACES Campus Diversity Engagement Program

The Campus Diversity Engagement (CDE) Program is an initiative of the Student Promoted Access Center for Education and Service that serves as an opportunity to engage prospective students from diverse backgrounds with the university community. Emphasis for the engagement program is to serve students from under-served and under-resourced backgrounds that traditionally do not have access to the university. The program is designed to expose these students to the undergraduate experience at the university by exposing them to the academic, social, cultural & political aspects of campus, (including issues of gender, race, class, sexuality, ableism, social justice, activism and more). In addition, the program is designed to help connect the UC San Diego student community to diversity and social justice initiatives in the city of San Diego/ the greater San Diego community. The Campus Diversity Engagement Program is to serve as both an access and a retention program. The main goal of these Alternative Tours should be to create a connection and encourage students that allows them to envision themselves in higher education, whether it is UC San Diego or not.

- **Access Component**

The access component, the primary component of the program, is designed to reach out to historically underrepresented and underserved K-14 youth in the greater San Diego area and the state of California.

- **Alternative Tour Guide Retention & Social Justice Training/ Development Component**

The retention component is designed to reach out to historically underrepresented and underserved students here at the University. Both components should pass on knowledge of student activism and our story at UC San Diego.

This component will include: tour guide trainings, tour guide bonding activities, and tour guide appreciation programs and events. It is intended for the volunteer student tour guides who will provide the campus tours with the CDE's. It is both designed to develop their skills and knowledge in social justice work, while retaining them at the university.

- **Volunteer Recruitment/Retention**

Interns will publicize the Campus Diversity Engagement Program to the student body and recruit and maintain a regularly updated database of volunteers. The volunteers will undergo a training program hosted by the Campus Diversity Engagement coordinators. Interns will create a sense of community among the volunteers by planning quarterly/bi-annual events to celebrate, share stories, and learn from each other.

- **Campus Tour**

Campus Tours will be a key component of the Campus Diversity Engagement Program. Interns will be charged with developing and researching significant events related to the university and situating those events at specific points on campus. The goal is to make the Campus Tours engaging, vibrant and personal for both the prospective students and student volunteers.

- **Student, Staff, Faculty Panel**

Student Panels will be a key component of the Campus Diversity Engagement Program. Interns will be charged with organizing a panel of UC San Diego student volunteers to participate in Q&A empowerment sessions with visiting youth and prospective students. These should be the same student volunteers participating in the alternative campus tours component of the CDE program.

- **Committee Component**

CDE's will establish a committee that will help them run the tours. This committee will allow UCSD undergraduate students to feel committed and would also help CDEs. The committee could consist of Publicity

Chair, Recruitment Chair, Senior Alternative Tour Guide (ATG) and would be open to any other Alternative Tour Guides who are interested, which could be junior ATGs. This could potentially ensure that in following years the position will remain filled and it will also provide a supportive space for ATG.

The Campus Diversity Engagement Coordinators are to serve as role models for the students served in both the access and retention programs. They are to build relationships with the students and be leaders the students can see themselves in, especially in relation to higher education.

Job-Specific Responsibilities

- Initiate dialogue with schools from under-served communities for possible campus visits. Outreach shall include but not be limited to: middle schools, high schools and community colleges;
- Plan at least one program for UC San Diego students in the fall, winter, or spring quarter in the greater San Diego community. This can include film festivals (San Diego Black film festival, San Diego Latin@ Film Festival, San Diego Asian Film Festival), trips to Balboa Park (World Beat Center, Centro Cultural de la Raza), Visits to Native reservations, exposure to the Hillcrest and North park communities, spoken word events, a visit to a target High School, etc. in potential collaboration with the Director of Local Affairs;
- Collaborate with departments that work on outreach such as the Cross-Cultural Center, Women’s Center, Lesbian Gay Bisexual Transgender Resource Center, the Office of Academic Support and Instructional Services, Financial Aid Office, and the Office of Admissions and Relations with Schools to enhance the training of Alternative Tour Guides;
- Publicize the Campus Diversity Engagement Program to the student body and recruit and maintain a regularly updated database of volunteers;
- Coordinate at least one volunteer training session at the beginning of each academic quarter. These trained students will be on-call for the Campus Diversity Engagement program and will lead campus tours and participate in student panels;
- Coordinate bi-quarterly meetings for Alternative Tour Guides on issues of financial aid, scholarships (including AB540), admissions, and campus resources such as the Summer Bridge program, the campus community resource centers, programs offered by SPACES, student organizations, student activism, etc.;
- Coordinate activities and games, such as mixers, board games, and potlucks and study jams;
- Meet regularly and provide guidance to the Alternative Tour Guide Coordinators;
- Maintain a database of student volunteers trained to participate in alternative campus tours, student panels, and retention and social justice training programs;
- Develop and research significant events related to the University and situate them at specific points on campus.
- Organize a panel of UC San Diego student volunteers to participate in Q & A empowerment sessions with visiting youth and prospective students;
- Oversee the creation of materials to enhance the Campus Diversity Engagement program, which include but are not limited to business cards, t-shirts, folders, and documentary films;
- Create a committee for volunteers of Alternative Tours.

[**Conditions of Employment & General Responsibilities \(refer to page 3\)**](#)

[**Internship General Qualifications \(refer to page 4\)**](#)

[**Intern Weekly Hour Distribution \(refer to page 5\)**](#)

[**Student Staff Developmental Outcomes \(refer to page 6\)**](#)

Student Promoted Access Center for Education and Service (SPACES)

(2) The Collective Voice Co-Editor-in-Chief

\$11.00 per hour at 10-15 hours per week
(May 2015-June 2016)

The Collective Voice

In line with SPACES' mission of valuing "the power of student initiated action," "providing an environment for student growth and development," and creating "unity through community engagement," The Collective Voice serves as UCSD's progressive voice by promoting social unity, justice and awareness across the many communities that exist on campus.

The Collective Voice helps create a sense of bravery, honesty and community for students who may otherwise feel unwelcome at UC San Diego's challenging campus climate, thereby contributing to existing retention efforts on campus. The Collective Voice deeply values students' voices by providing an outlet for open dialogue surrounding issues and developments affecting their communities. Additionally, The Collective Voice is committed to challenging and improving the campus climate and serves as a platform for UC San Diego's progressive communities to outreach, collaborate, and communicate with the communities in the greater San Diego area.

The Collective Voice recognizes that literary and artistic expression has long served as tools through which to heal through structural trauma. Most importantly, The Collective Voice provides marginalized students the opportunity to autonomously determine the representation of their identities and beliefs, to express themselves, and report alternative news that is not otherwise covered by mainstream media. The Collective Voice, in partnership with SPACES, allows for the creation of "an empowering dynamic...where UC San Diego students collaborate to achieve greater educational equity." It is through this mission that the collective of diverse voices in one newspaper will actively build empowering progressive and radical communities on the UC San Diego campus and in the San Diego community.

Job-Specific Responsibilities

The co-editors of The Collective Voice are responsible for the quarterly publications. The editors' primary duty is to supervise the themes and content of The Collective Voice. All articles, editorials, feature pieces, advertisements, photographs, and graphics are subject to the approval and editing of the co-editors in order to assure the adherence to the above mission statement.

- Establish a Collective Voice staff and facilitate staff development by conducting weekly staff meetings, tutorials, workshops, readings, and dialogue spaces;
- Create and adhere to a production schedule;
- Contribute to and facilitate design editing and copy editing;
- Serve as primary contacts for contributions, inquiries, larger community communications, and Advanced Web Offset printing press;
- Facilitate The Collective Voice staff development by conducting weekly staff meetings, tutorials, workshops, readings, or dialogue spaces;
- Facilitate the interview and matriculation process for writers, artists, photographers, publicists, Copy Editor/s, Design Editor/s, and Web Editor;
- Incorporate news, opinions, and events that reflect diverse communities in San Diego;
- Outreach to the greater UCSD community by finding progressive and/or radical organizations, students, and the Director of External Affairs to collaborate with and contribute to The Collective Voice;
- Monitor the newspaper's expenditures and maintain communication with the printer company;
- Collaborate with the entire SPACES staff to build relationships with writers, artists, and photographers on campus;
- Organize and develop The Collective Voice archive and ourstory for future interns;
- Distribute and publicize the newspaper to the UC San Diego campus and the San Diego community;
- Maintenance and development of the online component of The Collective Voice;
- Continue The Collective Voice guide for future Co-EIC interns.

Job-Specific Qualifications

- Experience working in a staff position on a publication project;
- Basic journalism skills such as copy editing, design layout, research skills, and/or journalistic writing;;
- Experience using Adobe Creative Suite preferred;
- Group facilitation skills for staff development;
- Demonstrate an awareness of campus climate issues, such as diversity, social justice, and progressive activities of different student organizations;
- Demonstrate understanding of the importance of access and retention.

[Conditions of Employment & General Responsibilities \(refer to page 3\)](#)

[Internship General Qualifications \(refer to page 4\)](#)

[Intern Weekly Hour Distribution \(refer to page 5\)](#)

[Student Staff Developmental Outcomes \(refer to page 6\)](#)

Student Promoted Access Center for Education and Service (SPACES)

Kaibigang Pilipin@ (KP) Community Outreach to Realize Empowerment (CORE) Coordinator \$9.50 per hour at 10-15 hours per week (May 2015-June 2016)

The KP CORE Program

KP CORE is a recently established student-initiated and student-run project designed to provide equal access into higher education to the Filipin@ community. With several cultural and socioeconomic obstacles hindering many Filipin@s from accessing higher education, KP CORE strives to knock down these walls and provide high school students the resources to empower themselves and realize a better future for themselves, their families, and their communities.

- **Mentorship**

The Mentorship component seeks to understand the high school students' struggles in pursuing higher education to better assess their needs and provide services to address those needs. Mentors are trained in understanding issues such as oppression, family struggle, cultural values, socioeconomic challenges, and personal development. Mentors must also be able to provide one-to-one learning sessions with mentees to enrich students' academic development. This component also provides workshops that tackle important issues to the students' pursuit of higher education. Workshops seek to broaden perspectives, in hopes of creating open minds and well-rounded students.

- **Programming**

The Programming component coordinates several group activities such as High School Conference, enCORE Overnight, Mentor/Femtor Retreat, and Shadow Days. Staff members collaborate to organize events that bring groups of students together to engage them in the community in which they can develop skills of teamwork, interpersonal communication, and leadership.

Job-Specific Responsibilities

- Oversee the overall function of KP CORE program;
- Supervise and monitor KP CORE project staff;
- Responsible for all administrative staff and their events. This includes, but is not limited to, enforcing event deadlines, delegating responsibilities, and rendering aid when necessary;
- Prepare weekly agendas for CORE board and general meetings;
- Lead CORE board and general meetings;
- Responsible, along with the Mentoring External and KP Vice Chair External, for keeping up with external outreach affairs;
- Schedule quarterly individual meetings with each CORE board member;
- Act as the liaison between SPACES and CORE board;
- Conduct own quarterly projects that pertain to the objectives of CORE;
- Update CORE board with other Student Affirmative Action Committee (SAAC) organizations' own access programs;
- Administers tracking methods and evaluation of programs and services as well as compiles an end-of-the-year access report;
- Assist in the transition of the incoming CORE Coordinator at the end of the internship;
- Responsible for ensuring that all CORE board members are educated and well-versed in the CORE story;
- Plan a retreat for CORE board as well as a retreat for all CORE staff (CORE board, workshops committee, Counselors, and tutors);
- Collaborate with the Access Project Group to develop handbook for guidelines and requirements to be on site at high schools for workshops, presentations, tutoring, and mentoring;
- Assist with the coordination of the SIAPS College Tour and other SIAPS programs, with the Access Project Group.

[Conditions of Employment & General Responsibilities](#) *(refer to page 3)*

[Internship General Qualifications](#) *(refer to page 4)*

[Intern Weekly Hour Distribution](#) *(refer to page 5)*

[Student Staff Developmental Outcomes](#) *(refer to page 6)*

Student Promoted Access Center for Education and Service (SPACES)

Kaibigang Pilipin@ (KP)

Student Teaching Academic and Retention (STAR) Coordinator

\$9.50 per hour at 10-15 hours per week
(May 2015-June 2016)

The KP STAR Program

Kaibigang Pilipin@'s Student Teaching and Academic Retention program (KPSTAR) is composed of five distinct components which collectively aim to promote the personal growth, retention and matriculation to graduate school of the Filipin@ community at UC San Diego. KP STAR Board manages KP STAR's components and services.

- **Kuya/Ate/Ading**

The Kuya/Ate/Ading component provides mentors that facilitate and build one-to-one relationships with incoming freshmen. Mentors act as role models and positive influences in the social transition of their mentees. The component aims to create community and long-lasting supportive relationships between mentors and mentees.

- **Peer Counseling**

The Peer Counseling component serves as a resource that focuses on students' holistic, academic, social, and personal experiences. Through the program, students are able to meet with a peer counselor who may provide them with emotional support and direct them to valuable resources that may aid them in their personal growth, academic transition, community involvement and leadership development.

- **Academic**

The Academic component provides support to facilitate students' academic transition and retention. This component hosts workshops that focus on study skills, time management, academic career planning, matriculation to graduate school, academic resources, and career planning.

- **Student/Staff/Faculty**

The Student/Staff/Faculty component serves as a liaison between the Filipin@ identified or ally staff/faculty and students. The focus is to build a networking foundation amongst the Filipin@ community and to provide spaces where students can feel comfortable approaching professional staff. This component also focuses on informing students of the resources at UC San Diego.

- **Alumni**

The alumni component focuses on establishing and strengthening connections between alumni and undergraduates throughout the year. This component also introduces undergraduate students to the many possible pathways to success, aids students in the transition from college to career, as well as in matriculation to graduate/professional schools.

Job-Specific Responsibilities

- Oversee all STAR staff members (STAR Board & Peer Counselors), events, and programs;
- Coordinate retention events and programs that reflect the needs of Filipin@ students in higher education;
- Create a supportive space of dialogue through programming that pertains to the experience of Filipin@ students;
- Coordinate weekly meetings with STAR Board members and facilitates communication and transparency amongst the five components;
- Foster professional skills, leadership, and personal growth among STAR Board members;
- Collaborate with the Retention Project Group to develop Graduate Studies preparation workshops or programs;
- Collaborate with the KP CORE Coordinator to establish a connection between access and retention efforts;

- Coordinate with the KP CORE Coordinator and executives of Kaibigang Pilipin@ Board to allow communication, transparency, and support between all components of Kaibigang Pilipin@ and KP All-Board;
- Coordinate Kumustahan Orientasyon at the beginning of the academic year in collaboration with Kapwa Tao;
- Coordinate Katipunan Community Welcome for UC San Diego-admitted high school seniors in collaboration with KP CORE Coordinator;
- Administer tracking methods and evaluation of programs and services as well as compiles an end-of-the-year retention report;
- Advise and assist STAR Board in the programming of their events, including but not limited to the completion of SPACES Program Proposals and TAP;
- Research and compile articles, statistics, and relevant to Filipin@/Filipin@-American experiences in higher education;
- Maintain the KP STAR Staff Manual;
- Assist in the transition of the incoming STAR Coordinator towards the end of the internship.

[**Conditions of Employment & General Responsibilities** \(refer to page 3\)](#)

[**Internship General Qualifications** \(refer to page 4\)](#)

[**Intern Weekly Hour Distribution** \(refer to page 5\)](#)

[**Student Staff Developmental Outcomes** \(refer to page 6\)](#)

Student Promoted Access Center for Education and Service (SPACES)

Media: Graphic Design Coordinator

\$11.00 per hour at 10-15 hours per week
(May 2015-June 2016)

The Media: Graphic Design Coordinator will be responsible for overseeing the creation of graphics, logos, and flyers for SPACES, its programs and services.

Job-Specific Responsibilities

- Conceptualize and design print, digital, and multimedia graphics for SPACES from concept through production;
- Develop a process to receive requests (i.e., electronic or paper form, Google Doc, etc.);
- Design and produce various publications such as ads, banners, signs, brochures, handbooks, posters, flyers, and website graphics for events hosted by SPACES and affiliates;
- Create artwork, graphics, logos, and photographs;
- Establish formats and templates for printed materials including specifications for a range of publicity pieces;
- Identify, determine, and obtain appropriate color schemes, imagery, graphics or photography for projects;
- Produce complex graphic designs by creating and managing electronic files, fonts, and supporting graphics.
- Prepare files for electronic output (PDFs, AIs, TIFFs, JPEGs) for printers, utilizing appropriate procedures and software, verifying accuracy and integrity of file collection;
- Assist the Media: Web & Marketing Coordinator with the design layout of the website and eNews;
- Maintain SPACES material such as business cards, pamphlets, etc.;
- Collaborate with the Media: Web & Marketing Coordinator to create SPACES marketing products;
- Serve as a liaison with off-campus vendors in the design, production, and distribution of marketing materials;
- Document and archive on SPACES Shared Drive.

Job-Specific Qualifications

- Demonstrate proficiency with various software packages such as Adobe Creative Suite, MS Word, PageMaker, Excel, Access, Powerpoint, and Outlook;
- Understand thoroughly print, multimedia, and webfile platforms.

[Conditions of Employment & General Responsibilities \(refer to page 3\)](#)

[Internship General Qualifications \(refer to page 4\)](#)

[Intern Weekly Hour Distribution \(refer to page 5\)](#)

[Student Staff Developmental Outcomes \(refer to page 6\)](#)

Student Promoted Access Center for Education and Service (SPACES)

Media: Web & Marketing Coordinator

\$11.00 per hour at 10-15 hours per week
(May 2015-June 2016)

The Media: Web & Marketing Coordinator will be in charge of creating and maintaining the SPACES website on all SPACES sponsored programs and affiliate events that would enhance community building and community engagement. Coordinator will also provide aid to other SPACES staff to market their projects.

Job-Specific Responsibilities

- Maintenance and monitoring the SPACES website;
- Develop and maintain weekly SPACES eNews publication;
- Send out reminders to staff about eNews publication;
- Responsible for technical aspects of web site organization and programming of dynamic web site functionality;
- Develop and maintain mailing lists and electronic list-serves;
- Maintain a calendar of events on the SPACES website;
- Maintain SPACES web presence through the following websites: MailChimp, Facebook, Twitter, and Wordpress;
- Provide short and long-range analysis and planning efforts to guide web site evolution in accordance with the evolving needs and priorities of the SPACES;
- Conduct weekly research to find major San Diego events of interest to underrepresented and underserved students;
- Coordinate the development and implementation of marketing objectives, strategies, and plans for publicizing SPACES staff coordinated events and affiliated events;
- Conduct workshops for SPACES staff on the usage of Facebook, Twitter, and Wordpress;
- Assist interns in creating sub webpages, when necessary;
- Collaborate with the Media: Web & Marketing Coordinator to create the design layout of the website and eNews;
- Collaborate with the Media: Graphic Design Coordinator to create SPACES marketing products.

Job-Specific Qualifications

- Excellent written and oral communication skills, including ability to compose, draft and edit correspondence, reports, notices and conference announcements;
- Demonstrate proficiency with various software packages such as Adobe Creative Suite, MS Word, PageMaker, Excel, Access, Powerpoint, and Outlook; as well as knowledge of Flash, XML-based web applications and programming, XHTML programming, and other web development languages and technologies.

[Conditions of Employment & General Responsibilities \(refer to page 3\)](#)

[Internship General Qualifications \(refer to page 4\)](#)

[Intern Weekly Hour Distribution \(refer to page 5\)](#)

[Student Staff Developmental Outcomes \(refer to page 6\)](#)

Student Promoted Access Center for Education and Service (SPACES)

Movimiento Estudiantil Chican@ de Aztlan (MEChA) Student-Initiated peer-Guidance for the Undergraduate Experience (SIGUE) Coordinator

\$9.50 per hour at 10-15 hours per week
(May 2015-June 2016)

MEChA SIGUE Program

MEChA de UC San Diego's SIGUE program exists to strengthen the Chican@ community at UC San Diego by keeping our students here and increasing the graduation rates of Raza students; we define Raza students as *any student* who identifies as underrepresented and/or experiencing any type of struggle (i.e. socioeconomic, gender identity, sexual orientation etc.)

- The mission of the MEChA SIGUE program is to coordinate retention events and programs that reflect the needs of Raza students in higher education & to create supportive spaces of dialogue and programming that pertain to the needs & experiences of Raza students.

Relationship to Mesa directiva: SIGUE Coordinator is a board member of MEChA, and is accountable to meeting with MEChA board and ensuring that MEChistAs are informed about programs/events/site.

The retention program consists of:

- **Chicahua (Mentor/mentee) component**
Older MEChistAs are paired up with new MEChistAs in order to create an environment where students can develop their political, social, academic, and physical well-being. Applications may be open every quarter.
- **Cultivando Conciencia/Cultivating Consciousness film series component**
Through dialogue and reflection, we hope to collectively strengthen each other's consciousness of different struggles, identities, & our own intersectionalities.
- **Retention Base Programming**
Program and facilitate (if need be) workshops and events that aim to build and strengthen community through de-stressing activities.
- **Academic Component**
This component provides workshops, programs, and events that facilitate students' academic transition. These workshops, programs, and events may focus on study skills, time management, academic career planning, matriculation to graduate school, academic resources, study jams, and career planning (but is not limited to other academic workshops/events).

Job-Specific Responsibilities

- Conduct own quarterly projects that reflect the mission of the SIGUE Program;
- Maintain all records, such as evaluations/surveys, applications for Chicahua (mentor/mentee/femtor/femtee) & all retention events;
- Collaborate with the MEChA retention committee & MEChA retention team to compile quarterly and annual evaluations; Strengthen connection between SPACES & Raza students by making SPACES more accessible by publicizing SPACES to the MEChistAs;
- **Chicahua**
 - Organize at least one social and educational academic program per quarter;
 - Collaborate with the MEChA retention committee to maintain the Chicahua component, while supervising all aspects of Chicahua component which include but are not limited to: application process, Chicahua recruitment and mentor/femtor training;

- Collaborate with the MEChA retention committee to develop the Chicahua component to include a peer counseling component for SIGUE, which includes but is not limited to: assessing the needs of Raza students in higher education, developing information sessions and pre-calendar/contract, to prepare events in order for Chicahuas to save the dates for peer counselors and application process;
- **Cultivando Conciencia/Cultivating Consciousness film series**
 - Organize a film series or attend the film series in the San Diego community;
 - Collaborate with the MEChA retention committee and other groups/collectives to screen films & facilitate dialogues about intersectionality;
 - Collaborate with the MEChA retention committee in supervising all aspects of the component which include but are not limited to: publicity, logistics, evaluation/surveys;
- **Academics**
 - Collaborate with the MEChA retention committee in supervising all aspects of the component which include but are not limited to: publicity, outreaching to students & peer tutors, logistics, evaluation/surveys, organizing & then facilitating the study jams;
 - Coordinate with OASIS- MTSP to have Math & Science tutors available 3 times a quarter at study jams;
 - Collaborate with resource centers such as the Women’s Center, Raza Resource Centro, LGBT Resource Center, etc. for programming events. This will also help students become familiar with the centers on campus;
- **Retention Project Group**
 - Collaborate with the Retention Project Group to develop Graduate Studies preparation workshops or programs;
 - Collaborate with core organizations for social/academic programs that are related to the mission and vision of SPACES.
- **MEChA Retention Committee**
 - Facilitate meetings to develop and strengthen access & retention initiatives;
 - Set up a time and day of the week to meet with MEChA Retention Committee (30m-1 hr if need be);
 - Attend weekly MEChA Retention Committee Meetings.

[Conditions of Employment & General Responsibilities \(refer to page 3\)](#)

[Internship General Qualifications \(refer to page 4\)](#)

[Intern Weekly Hour Distribution \(refer to page 5\)](#)

[Student Staff Developmental Outcomes \(refer to page 6\)](#)

Student Promoted Access Center for Education and Service (SPACES)

Movimiento Estudiantil Chican@ de Aztlan (MEChA) Xoxotlani Coordinator

\$9.50 per hour at 10-15 hours per week
(May 2015-June 2016)

The Xoxotlani Program

MEChA de UC San Diego's MEChA Xoxotlani Outreach Program seeks to empower underrepresented students in the San Diego community to inform, advocate for, and encourage higher education. The MEChA Xoxotlani Coordinator, together with the MEChA Raza Youth Empowerment Co-Responsible, will oversee a year-long program at a designated site, currently King Chavez High School.

The program can exist in the following two forms:

- Xoxotlani – Writing to Flourish, Sharing to Nourish
 - A writing component that helps students recognize their agency by engaging them in critical conversations under a social justice framework; using writing as a facet and tool to reflect on their experiences and make necessary connections to envision themselves in a higher learning institution and pursue it
- College prep and empowerment workshop series
 - Two components of college prep and empowerment workshops bi-weekly. Each led by a different facilitator

Relationship to Mesa directiva: Xoxotlani Coordinator is a board member of MEChA, and is accountable to meeting with MEChA Board and ensuring that MEChAs are informed about programs/ events/ site;

Job Specific Responsibilities

- Serve as main liaison between partner site and MEChA Raza Youth Empowerment Co-Responsible (i.e. MEChA High School Conference coordinators);
- Coordinate access events and programs that pertain to the experience of Raza students; we define Raza students as *any student* who identifies as underrepresented and/or experiencing any type of struggle (i.e. socioeconomic, gender identity, sexual orientation etc.);
- Collaborate with the Raza Youth Empowerment Co-Responsible to develop, coordinate and maintain the year-long program at the partner site;
- Have consistent communication with the staff at the partner site;
- Recruit and train Xoxotlani facilitators that will help execute the program;
- Coordinate and participate in weekly visits at the partner site;
- Maintain all records, including facilitator information, high school students, and all workshops/field trips/activities/programs/etc.;
- Assist with the development of MEChA's Access component;
- Facilitate a Xoxotlani General Body Meeting;
- Compile quarterly and annual reports during fall quarter in particular help to develop the MEChA Xoxotlani Annual Year Budget Proposal in addition to quarterly evaluations;
- Meet with MEChA Board as needed and utilize time in and out of board meetings to develop closer relationships with the MEChA External and Raza Youth Empowerment Co-Responsibles to promote and strengthen each other's events/programs these relationships can help to be a support outside of the SPACES workroom;
- Compile possible quarter projects into a transition folder;
- Collaborate with the SIAPS Access Project group to develop handbook for guidelines and requirements to be on site at high schools for workshops, presentations, tutoring, and mentoring;
- Assist with the coordination of the SIAPS College Tour and other SIAPS programs, with the Access Project Groups.

[Conditions of Employment & General Responsibilities \(refer to page 3\)](#)

[Internship General Qualifications \(refer to page 4\)](#)

[Intern Weekly Hour Distribution \(refer to page 5\)](#)

[Student Staff Developmental Outcomes \(refer to page 6\)](#)

Student Promoted Access Center for Education and Service (SPACES)

(2) Native American Student Alliance (NASA) Community Coordinator

\$9.50 per hour at 10-15 hours per week
(May 2015-June 2016)

The NASA Community Coordinator will coordinate events and create a line of communication between the Native American Student Alliance (here on will be referred to as NASA), the Native American Council (NAC), the UC San Diego Alumni, and the Native American community (locally, regionally, state) to address the needs of the Native* community focusing on access to higher education as well as, historical and cultural awareness, and visibility.

American Indian Recruitment Program

The AIR Program is an afterschool program for American Indian high school students. This program is in collaboration with the University of San Diego, San Diego State University, and UC San Diego. In the Fall of 2009, the Associated Students Office of Local Affairs established the Native American Affairs Director (now known as the Tribal Government Affairs Director) that works with the AIR Program. The NASA Community Coordinators will work in collaboration with the director to coordinate the AIR Program at UCSD by planning AIR Meetings, recruiting mentors, and meeting with the AIR Program executive director. The AIR meetings, in coordination with the AIR Program director, are student-initiated and student-run.

* in understanding to encompass Native Alaskan, Inuits, First Nation, and Kanaka Maoli (Native, Indigenous Hawai'ians as recognized by the Kamehameha rulings)

Job Specific Responsibilities

- Coordinate access and retention events and programs that reflect the needs of Native students in higher education such as but not limited to: mentorship, tutoring, cultural workshops/events, community advocacy, etc.;
- Work with local Native communities creating avenues for Native students to pursue higher education;
- Collaborate with the NASA and/or Native American students to coordinate the Annual Native American High School Conference, as well as the Native Youth Basketball Tournament
- Facilitate regular meetings with the Native American Student Alliance (NASA) to develop and strengthen access initiatives;
- Coordinate meetings with the Native American Council (NAC), the UC San Diego Alumni, and representatives of the local/regionally/state Native American community, as needed;
- Collaborate with the other NASA community coordinator to document the history of Native American visibility and invisibility in the UCSD as well as maintain a logged history of NASA, in terms of retention oriented needs;;
- Collaborate with the Access Project Group to develop handbook for guidelines and requirements to be on site at high schools for workshops, presentations, tutoring, and mentoring;
- Create at least one new program that is creative, joyous to you, and may effectively help to retain the Native students on campus (i.e. a writing workshop, music lesson jam sessions, etc.) ;
- Collaborate with other entities on campus and in the general community around Native issues and events leading to the formation of a calendar of events;
- Coordinate with other organizations on campus and in the general community on Native events in UCSD to provide a student perspective on administrative planning and coordinating;
- Forge relationships with educational institutions (middle schools, high schools, charter schools, and programs) that have historically worked and/or currently working with Native students;
- Create a supportive space of dialogue and programming that pertains to the experience of Native students;
- Collaborate with the Retention Project Group to develop Graduate Studies preparation workshops or programs;
- Assist with the coordination of the SIAPS College Tour and other SIAPS programs, with the Access Project Group.

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[Intern Weekly Hour Distribution \(refer to page 5\)](#)

[Student Staff Developmental Outcomes \(refer to page 6\)](#)

Student Promoted Access Center for Education and Service (SPACES)

(2) Overnight Program and Transition Coordinator

\$9.50 per hour at 10-15 hours per week
(May 2015-June 2016)

Overnight Program and Transition Coordinator

With the collaboration of the SIAPS Co-Coordinators and the ASP Co-Coordinators, the Overnight Program and Transition Coordinator will work to develop, organize and support creative student-initiated programs that focus on yield as well as retention in higher education. With the guidance of the SPACES Advisor and relevant community advisors, this position is responsible for the consistency and development of programs and services that reflect the SIAPS and ASP mission statements and charters. This person is primarily responsible for coordinating the SIAPS Overnight Program, following up with Overnight participants, and developing programs to retain Overnight participants at UC San Diego.

Overnight Program

SIAPS Overnight Program is a program early Spring Quarter for admitted high school seniors from 4th & 5th quintile schools in the San Diego, Imperial County, Inland Empire, and Bay Area Regions. It is a student-run program with the support of UC San Diego Staff that allows admitted high school seniors from these regions to experience the university environment and campus life. The SIAPS Overnight Program is an outreach and yield program that aims to increase UC San Diego's matriculation rate among students from 4th and 5th quintile schools. The Overnight Program and Transition Coordinator, in collaboration with the SIAPS Co-Coordinators, will lead the entire SPACES staff, SIAPS Steering Committee, and CORE organizations in coordinating this Spring Quarter collaborative project.

Job-Specific Responsibilities

Fall Quarter

- Create surveys to develop programs based on the interests and needs of past Overnight participants;
- Develop at least one programming event to retain and strengthen relationships between Overnight participants (includes hosts and volunteers) that attend UC San Diego;
- Develop at least one outreach event to high schools of the Greater San Diego and collaborate with SIAPS Co-Coordinators as needed;
- Collaborate with the ASP Co-Coordinators and SIAPS Co-Coordinators to transition admitted high school seniors into ASP retention programs;
- Create and maintain a listserv of Overnight participants to transition admitted high school seniors into ASP retention programs;
- Collaborate with the Media: Web & Marketing Coordinators to publicize programs to Overnight participants;
- Collaborate with the Media: Web & Marketing Coordinators to publicize the Host Application.

Winter Quarter

- Collaborate with the SPACES Advisor and Program Assistant to attend the Overnight Coordinating Staff, Overnight Administrative Component, and the Overnight Student Coordinator Meetings;
- Collaborate with student coordinators of the various tracks and attend Overnight Student Coordinator Meetings and Overnight Coordinating Staff Meetings;
- Facilitate and attend Overnight Host Trainings with the Overnight Student Coordinators and staff of the various Overnight tracks;
- Provide work direction, foster collaboration, and facilitate strategic program planning among SPACES staff when collaborating to plan the Overnight Program;
- Record and organize minutes from the following meetings: SIAPS Steering Committees (when collaborating to develop the Overnight Program); Overnight Administrative Component Meetings; Overnight Coordinating Staff Meetings; Overnight Student Coordinator Meetings; any other meetings that may involve the Overnight Program;

- Coordinate interviews for Overnight Hosts during the first weeks of Winter Quarter;
- Work with the SIAPS Co-Coordinators to establish content development with the SIAPS Steering Committee;
- Establish firm dates (non- funding weeks) to meet with SIAPS Steering Committee to work on development and planning of the Overnight Program
- Collaborate with the Media: Web & Marketing Coordinators to publicize meetings, host trainings, and host/volunteer recruitment;
- With the SPACES Director of Financial Affairs, plan and organize budget development for the Overnight Program;
- Continue to collaborate with the ASP Co-Coordinators and SIAPS Co-Coordinators to transition admitted high school seniors into ASP retention programs;
- Continue to develop programming to retain Overnight participants that attend UC San Diego;
- Collaborate and develop methods of outreaching to students that were unable to attend the Overnight Program;
- Plan and put on an information session(s) in the South Bay (Sweetwater District) for admitted and invited San Diego high school students in order to publicize the Overnight Program.

Spring Quarter

- Execute Overnight Program during first week of Spring Quarter in conjunction with Triton Day;
- Collaborate with the Media: Web & Marketing Coordinators to publicize SPACES events to Overnight participants and hosts;
- Utilize social media (Facebook, Twitter, email, etc.) to continue follow-up with Overnight Participants and Hosts;
- Send reminder emails to Overnight Hosts to encourage follow-up and connection between Overnight Participants and Hosts;
- Develop programs and events specifically for hosts and participants of the Overnight Program;
- Update and maintain listserv of Overnight participants including hosts;
- Continue to collaborate and develop methods of outreaching to students that were unable to attend the Overnight Program;
- Transition the next year's Yield Coordinator into the position, via transferring information, Overnight participant lists, and training to prepare for the next year.

[Conditions of Employment & General Responsibilities \(refer to page 3\)](#)

[Internship General Qualifications \(refer to page 4\)](#)

[Intern Weekly Hour Distribution \(refer to page 5\)](#)

[Student Staff Developmental Outcomes \(refer to page 6\)](#)

Student Promoted Access Center for Education and Service (SPACES)

(2) Practicum Coordinator

\$9.50 per hour at 10-15 hours per week
(May 2015-June 2016)

SPACES Practicum Program

The Practicum Program is an initiative of the Student Promoted Access Center for Education and Service that serves as an opportunity to engage undergraduates with the diverse community within the university and in the greater San Diego region. The SPACES Practicum is designed to serve the mission statement of empowering students and developing student empowerment.

Through student-led lectures and/or group discussions students will critically examine the issues facing underrepresented students, gain an understanding of the student movement at UCSD, and most importantly- learn how to take action and make positive change. Emphasis will be placed on refining the knowledge and skills needed to carry out effective outreach and retention projects which include but are not limited to structural/institutional frameworks of racism/discrimination, inequities in education, basic counseling skills, and awareness of resources.

Sample Practicum Objectives

- To participate in an education rooted in a praxis (theory + practice) where theory and social activism meet through the examination of, exposure to, and engagement with creative means of self-expression;
- To gain understanding of the interrelated and intersecting issues (historical, political, gendered, religious/spiritual, etc.) impacting students within the education system and their communities;
- To create consciousness and awareness of issues that impact underrepresented and underserved students through their navigation within the educational pipeline;
- To understand the processes and manifestations of activism, intersectionality, self-determination, and decolonization within the role of university students;
- To understand the role of educational spaces (within and outside the classroom) in the process of liberation and student empowerment;
- To offer a safe space for students to articulate their experiences on topics of institutionalized educational inequities, historically silenced narratives, as well as current transformations for self-empowerment;
- To validate and affirm creativity and self-expression through developing interpersonal connections;
- Coordinate and recruit folks to facilitate political education workshops for all-staff meetings, retreats, etc.;
- Syllabus must reflect the mission of SPACES.

Job-Specific Responsibilities

- Facilitate a practicum course within the winter and spring quarters and be responsible for upholding learning and participation by those involved in the program. Duties include but are not limited to keeping creating a class curriculum, designing an pedagogy that fits student's needs, records of attendance, designating facilitators/guest speakers for each class, and tracking the progress of each participant;
- Responsible for administrative duties concerning enrollment, scheduling, course credit, course materials, and communication with the collaborating department and faculty advisor;
- Collaborate with the different community centers within and outside the UCSD campus. These can include but are not limited to the Office of Academic Support and Instructional Services (OASIS) and Ethnic Studies Department, in designing a creative practicum structure;
- Communicate with and integrate different communities within the practicum program through the acknowledgement of intersectionality and implementation of critical educational pedagogies;
- Publicize the SPACES Practicum program to the student body and open up the program to different communities who may benefit from the practicum experience;
- Engage in community education by providing workshops, events, and programs for the campus community and local San Diego community.

Job-Specific Qualifications

- Preference for someone who has participated and/or led student-centered courses (i.e. EDS 116, 198:Directed Group Studies courses, SPACES practicum);
- Preference for students aware and/or interested in learning and implementing critical educational pedagogies within an educational space.

[Conditions of Employment & General Responsibilities](#) *(refer to page 3)*

[Internship General Qualifications](#) *(refer to page 4)*

[Intern Weekly Hour Distribution](#) *(refer to page 5)*

[Student Staff Developmental Outcomes](#) *(refer to page 6)*

Student Promoted Access Center for Education and Service (SPACES)

Queer and Trans People of Color (QTPOC)

We Are Family Access Coordinator

\$9.50 per hour at 10-15 hours per week

(May 2015-June 2016)

The QTPOC We Are Family Access Program

Initiated and coordinated by the Student Promoted Access Center for Education and Service (SPACES) at the University of California, San Diego (UC San Diego), the QTPOC We Are Family Access Program aims to address the needs and issues facing queer and trans-identified youth of color in the Greater San Diego community, particularly in their struggle to pursue higher education. By supporting queer and trans youth of color, connecting them to necessary resources, empowering them to pursue higher education, and facilitating the growth of a strong and supportive community, the QTPOC We Are Family Access Program serves to provide structured support for queer and trans students of color and promote greater educational equity for all students, regardless of race, gender, class, nationality, sexuality, or ability. Accordingly, the QTPOC Access Coordinator shall oversee, maintain, and develop the We Are Family Access Program by initiating and coordinating programs in line with this mission of promoting access to higher education and serving as a resource for queer youth of color.

Job-Specific Responsibilities

- Oversee and develop key components of the QTPOC We Are Family Access Program;
- Collaborate with QTPOC Board to coordinate an annual day-long conference for high school students in San Diego;
- Manage and edit a yearly community zine for queer and trans youth of color. Work alongside high school students to compile, edit, publish, and distribute the zine throughout the San Diego community;
- Coordinate the QTPOC Sibling Program. Collaborate with the QTPOC Retention Coordinator to match high school student mentees with UC San Diego student mentors with a high school to provide mentorship for students. Work on creating a mentorship component for after-school program;
- Oversee and develop key components of QTPOC volunteer portion for the access program;
- Meet consistently with QTPOC We Are Family Retention Coordinator to collaborate and provide holistic support;
- For winter quarter, work on creating a leadership retreat for the youth;
- Continue developing and adding to the components of the QTPOC We Are Family Access Program;
- Coordinate regular access events and programs that pertain to the experience of queer students of color, both on-site and at UC San Diego;
- Make regular visits to high schools and community centers in the San Diego community;
- Build stable connections with local San Diego high school students, faculty, and staff to continue establishing the presence and impact of the Access Program in the community;
- Assist and collaborate with the Transfer Access Coordinator in addressing the needs of queer students of color in community colleges;
- Maintains regular contact with regional coordinators for centers with similar needs, including but not limited to: the Hillcrest Youth Center, the Gay and Lesbian and Straight Education Network (GLSEN), and the Gay-Straight Alliance Network;
- Advise program finances and present budget proposals to the Student-Initiated Access Programs and Services (SIAPS) and the Student-Promoted Access Center for Education and Service (SPACES);
- Serve as a resource for high school students planning to attend an institution of higher education;
- Report to QTPOC Board on current progress, as seen fit by current intern and board members, and clearly communicate expectations and different responsibilities of QTPOC *We Are Family* Retention Coordinator and of QTPOC Board;

- Attend weekly QTPOC Board meetings for at least 30 minutes, establish biweekly check-in's to update QTPOC Board on progress of projects, delegate tasks to and request support from QTPOC Board as needed, and attend quarterly QTPOC Board Retreats;
- Provide support for QTPOC board as needed;
- Actively recruit and retain students to encourage consistent, long-term participation and tracking within the QTPOC We Are Family Access Program;
- Consistently collect and maintain records on students participating in the QTPOC We Are Family Access Program and its events to track students' progress and growth, and evaluate the Access Program's effectiveness over the years;
- Document ongoing projects and establish project protocols so that the projects, programs, initiatives, and mission of the QTPOC We Are Family Access Program may be sustained and further developed in future years;
- Collaborate with the Access Project Group to develop handbook for guidelines and requirements to be on site at high schools for workshops, presentations, tutoring, and mentoring;
- Assist with the coordination of the SIAPS College Tour and other SIAPS programs, with the Access Project Group;
- Attend SIAPS Steering Committee Meetings.

[**Conditions of Employment & General Responsibilities** \(refer to page 3\)](#)

[**Internship General Qualifications** \(refer to page 4\)](#)

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Student Promoted Access Center for Education and Service (SPACES)

Queer and Trans People of Color (QTPOC) We Are Family Retention Coordinator

\$9.50 per hour at 10-15 hours per week
(May 2015-June 2016)

The QTPOC We Are Family Retention Program

The Queer and Trans People of Color (QTPOC) We Are Family Retention Program is strongly committed to prioritizing the needs of queer and trans students of color, who face unique challenges in their pursuit of and retention within higher education. The Queer and Trans People of Color *We Are Family* Retention Program is a dynamic student-initiated, student-run program that aims to meet these challenges effectively, building structures of support and stronger community to promote and sustain the retention of queer and trans students of color within the university. By supporting queer and trans students of color, through programs, events, and bonding, connecting them to necessary resources, empowering them to continue higher education, and facilitating the growth of a strong and supportive community, the QTPOC *We Are Family* Retention Program serves to provide structured and sustainable support for queer and trans students of color and promote greater educational equity for all students, paying particular attention to students of underrepresented and underserved races, genders, classes, nationalities, sexualities, and abilities. Accordingly, the QTPOC We Are Family Retention Coordinator shall oversee, maintain, and develop the We Are Family Retention Program by initiating and coordinating programs in line with this mission of promoting resources and support for the retention of queer and trans students of color in higher education.

Job-Specific Responsibilities

- Outreach to and connect queer students of color across the university, utilizing resources such as the Cross-Cultural Center, LGBT Resource Center, the Women's Center, Career Services Center, the Critical Gender Studies program, Ethnic Studies department, and supportive staff and faculty to build stronger networks and connections across campus;
- Sustain outreach efforts and contact with all participants of the QTPOC *We Are Family* Retention Program, continuing retention projects and activities to grow these relationships;
- Continue to structure, facilitate, oversee, and add to the growth of the QTPOC Bonding and Mentoring (BAM) program, a year-long mentorship program for queer and students of color at UC San Diego;
 - Coordinate a program geared toward revealing/unveiling the pairs/trios and families of BAM participants, independent of an off-campus overnight winter retreat;
 - Plan an off-campus overnight winter retreat for participants of the BAM program to foster closer bonds between mentors, mentees, BAM families, and the community;
 - Check in regularly with participants of the BAM program to track accountability, sustainability, and progress, and ensure that all BAM participants check in with the QTPOC *We Are Family* Retention Coordinator at least twice a quarter;
- Coordinate meetings with QTPOC alumni to provide support for current undergraduate students, aid them in the transition from college to career, and prepare them for graduate/professional schools;
- Coordinate at least one retention event or program each quarter that reflect the needs of queer and/or trans students of color in higher education, creating critical spaces for dialogue, education, and support;
- Organize at least one full-day, off-campus winter or spring retreat geared toward queer and/or trans students of color (including but not limited to general body meeting members and BAM participants) in collaboration with QTPOC Board;
- Advise program finances and present program proposals to the Academic Success Program (ASP) and the Student-Promoted Access Center for Education and Service (SPACES);
- Report to QTPOC Board on current progress, as seen fit by current intern and board members, and clearly communicate expectations and different responsibilities of QTPOC *We Are Family* Retention Coordinator and of QTPOC Board;
- Provide support for QTPOC board as needed;

- Attend weekly QTPOC Board meetings for at least 30 minutes, establish biweekly check-in's to update QTPOC Board on progress of projects, delegate tasks to and request support from QTPOC Board as needed, and attend quarterly QTPOC Board Retreats;
- Collaborate with QTPOC Board and the general body of QTPOC to develop and strengthen retention initiatives (**note** annual retention events, i.e. Queer Culture Show, Kiss-In, study jams, etc., are not under the intern's job description, though the intern is welcome to assist in the planning of these events);
- Serve as administrative support for QTPOC socials, study jams, and other programs directed towards retention of UC San Diego students;
- Collaborate with the Retention Project Group to develop Graduate Studies preparation workshops or programs;
- Assist and collaborate with the Transfer Retention Coordinator in addressing the retention needs of queer transfer students of color;
- Assist and collaborate with the QTPOC *We Are Family* Access Coordinator in at least one programmatic effort, especially towards the growth of a strong relationship between queer San Diego high school students of color and UC San Diego queer students of color (i.e. with annual QTPOC High School Conference);
- Consistently collect and maintain records on students participating in the QTPOC *We Are Family* Retention Program and its events to track students' progress and growth, and evaluate the Retention Program's effectiveness over the years;
- Document ongoing projects and establish project protocols so that the projects, programs, initiatives, and mission of the QTPOC Retention Program may be sustained and further developed in future years;
- Continue developing and adding to the components of the QTPOC *We Are Family* Retention Program;
- Attend ASP Steering Committee Meetings.

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[Internship General Qualifications \(refer to page 4\)](#)

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Student Promoted Access Center for Education and Service (SPACES)

Transfer Access Coordinator

\$9.50 per hour at 10-15 hours per week
(May 2015-June 2016)

SPACES Transfer Access Program

The Transfer Access Coordinator will serve as a resource for students from high schools and mainly community colleges who are considering transferring to a university. They will work on issues pertaining to the access of the transfer community to the university. The program consists of 7 main components and is not limited to:

- **Mentor "Infusion" Program**
 - This program pairs up current transfer students at UC San Diego with students at local community colleges. Current transfer students will serve as mentors to prospective transfer students.
- **Transfer College Tour**
 - The Transfer College Tour seeks to bridge high school and community college students to find out information about transferring to a university, while visiting universities and participating in workshops and activities.
- **Workshops**
 - These workshops will be coordinated throughout the year and will address the relevant areas of the transfer process as well as any other areas that are of concern.
- **Quarterly Student Panels**
 - Prospective transfer students will be invited to UC San Diego to learn more about the resources that UC San Diego has to offer. Participants will have the opportunities to participate in a campus tour and interact with a panel of current UC San Diego transfer students.
- **Annual UCSD SPACES Transfer Conference**
 - The Transfer Conference encourages high school and community college students to learn more about the transfer process, resources, and advice from current and former transfer students.
- **Transfer Shadow Day**
 - The shadow day is designed to give high school and community college students a "guide" to what "college life" is as a transfer student.

Job-Specific Responsibilities

- Research, develop, and create presentations and workshops about the transferring process for students in the local San Diego community;
- Create projects meant to encourage retention at the community college level and matriculation into four-year universities;
- Maintain regular contact and organize site visits to local community colleges within Region X, which include but are not limited to San Diego City College, San Diego Mesa College, San Diego Miramar College, Southwestern College, Imperial Valley, Palomar College, Cuyamaca College, Mira Costa and Grossmont College;
- Build partnerships with the community colleges' transfer centers;
- Assist SPACES Core Organizations in reaching out to community college students;
- Work with the High School Conferences to create programming that is pertinent to students that are planning on entering the community college system;
- Collaborate with the Transfer Retention Coordinator to develop a network and database of students willing and able to engage in the outreach to local community colleges;
- Collaborate with the Access Project Group to develop handbook for guidelines and requirements to be on site at community colleges for workshops, presentations, tutoring and mentoring;
- Coordinate a mentorship program for transfer students;
- Collaborate with Transfer Retention Coordinator on the Mentor "Infusion" program;
- Collaborate with the All Campus Transfer Association (ACTA), Transfer and Reentry Students (TRES), college-specific student organizations, as well as other organizations on the UC San Diego campus designed to address

the needs of transfer students;

- Collaborate with the Transfer Retention Coordinator to develop an informational handbook on academic, financial, social, cultural and political resources for transfer students;
- Assist with the coordination of the SIAPS College Tour and other SIAPS programs, with Access Project Group.

Job-Specific Qualifications:

- Preference for someone who strongly identifies as a community college transfer and/or has an in depth understanding of the community college system.

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[Internship General Qualifications \(refer to page 4\)](#)

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Student Promoted Access Center for Education and Service (SPACES)

Transfer Retention Coordinator

\$9.50 per hour at 10-15 hours per week
(May 2015-June 2016)

SPACES Transfer Retention Program

The Transfer Retention Coordinator will serve as a resource for transfer students from community colleges and will work on issues pertaining to the retention of the transfer community to the university. They will initiate programs that will serve to engage transfer students with the diverse community within the university, addressing their needs as transfer students.

Job Specific Responsibilities

- Create programs to help with the retention of transfer students that provide social, financial, academic, and wellness support;
- Design and promote programs that will help with the general transition from community college to the University;
- Assist SPACES Core Organizations in reaching out to transfer students;
- Collaborate with the Transfer Housing (The Village) to create workshops and events for transfer residents;
- Collaborate with the Retention Project Group to develop Graduate Studies preparation workshops or programs;
- Collaborate with the Transfer Access Coordinator to develop a network and database of students willing to engage in the retention of community college population at the university;
- Collaborate with the All Campus Transfer Association (ACTA), Transfer and Reentry Students (TRES), college-specific student organizations, Villagers In Programming (VIP), as well as other organizations on the UCSD campus designed to address the needs of transfer students;
- Create a supportive space of dialogue and programming that pertains to the experience of transfer students;
- Collaborate with the Transfer Retention Coordinator to develop an informational handbook on academic, financial, social, cultural and political resources for transfer students that could be handed out at Transfer Admit Day, college Transfer Orientations and in the Village welcome packets;
- Coordinate the Support Transfer Outreach and Mentorship Program (STOMP);
- Create a committee of students with various responsibilities that will help with the planning of transfer retention programs.

Additional Qualifications:

- Preference for someone who strongly identifies as a community college transfer and/or has an in depth understanding of the community college system.

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