



## 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:

- **Chichahua (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 Chichahua (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;
- **Chichahua**
  - 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/fentor 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.

### **General Responsibilities**

- Available to work on occasional evenings and weekends;
- Participate in bi-weekly one-to-one meetings 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.

### **General 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.

## **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

**Conditions of Employment**

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

<b>Conditions</b>	<b>2015 – 2016 Dates</b>
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

## **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.