



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.

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:

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

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.