



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

\$9.50 per hour at 10-15 hours per week
(September 2014 – June 2015)

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 UCSD 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;
- 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;
- 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 UCSD 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;
- Assist with the coordination of the SIAPS College Tour with the Access Project Group;
- 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.

General Responsibilities

- Must be available on occasional evenings and weekends;
- Participate in bi-weekly one-to-one's with full-time staff, co-directors, co-coordinators, and members of the SPACES Board of Directors;
- Participate in mandatory weekly staff meetings, each Thursday from 3:30-5:00pm;
- 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 beyond job-specific duties;
- Complete weekly paperwork;
- Assist with Front Desk coverage and reception;
- 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 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.

Qualifications

- Pay quarterly registration fees for each quarter employed;
- Flexible to meet the dynamic and high paced needs of SPACES;
- Understanding of the mission and aspiration of SPACES and those affiliated with it;
- Strong passion and commitment for educational equity;
- Understanding of the importance of access and retention in relation to equal access to education, diversity, and cultural/socioeconomic struggles and oppressions;
- Progressive and innovative leadership approach;
- Ability to manage and uphold accountability;
- Proven experience working cooperatively as part of a team;
- Strong interpersonal skills, ability to communicate effectively in one-on-one and group settings;
- Ability to work collaboratively with students, faculty, staff, and the wider communities which the university serves;
- Ability to organize and manage multiple projects simultaneously;
- Ability to recognize one's own impact on others;
- High level of awareness and sensitivity to the needs of different communities especially those from underrepresented and underserved backgrounds;
- Ability to maintain confidentiality with highly-sensitive information;
- Ability to connect with the Greater San Diego Community;
- Eligibility: Anyone who will not be employed at OASIS or one of UCSD's Campus Community Centers (CCC, Women's Center, LGBTRC) or in a high-demand student leadership roles for the 2014-2015 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.

Conditions of Employment

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

Conditions	2014 – 2015 Dates
Undergraduate enrolled in all 3 academic quarters	2014-2015 Academic School Year
Not employed at OASIS or one of UCSD's Campus Community Centers (CCC, Women's Center, LGBTRC) or in a high-demand student leadership roles (e.g. chair/vice-chair of a student organization)	2014-2015 Academic School Year
If hired at a second job, SPACES must remain as the first priority	2014-2015 Academic School Year
All-Staff Transition Meeting	May 9, 2014; 5:00-7:00m
SPACES End of the Year Celebration 2014	May 23, 2014; 2:00-8:00pm
Job Shadowing (Week 7-10): 2 hours/week	May 12-June 6, 2014
SPACES All-Staff Summer Retreat	September 18-19, 2014
SPACES All-Staff Training	September 22-26, 2014; 9:00-4:00pm
Welcome Week planning and activities	September 29 – October 3, 2014
SPACES Weekly Project Group & All-Staff Meetings	Every Tuesday and Thursday 3:30-5:00pm
SPACES End of the Year Celebration 2015	May 22, 2015
Available to work: 10-15 hours/week	Sept. 11, 2014 – June 30, 2015

Developmental Outcomes

The overall goal of the SPACES Student Staff program is to provide students the opportunity to self-reflect, build community, and develop one's professional skills while working towards educational equity. At the end of the internship, each intern will be able to translate her/his 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.