



## **Kaibigang Pilipin@ (KP) Student Teaching Academic and Retention (STAR) Coordinator**

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

### **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 freshpeople. 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;
- Coordinate with the Retention Project Group on annual Graduate School Tour;
- 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 UCSD-admitted high school seniors in collaboration with KP CORE Coordinator;
- Administer tracking methods and evaluation of programs and services as well as compile 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.

### **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.

### **General 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:**

<b>Conditions</b>	<b>2014 – 2015 Dates</b>
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.