



Queer People of Color (QPOC) We Are Family Retention Coordinator

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

The QPOC We Are Family Retention Program

The Queer People of Color (QPOC) We Are Family Retention Program is strongly committed to prioritizing the needs of queer students of color, who face unique challenges in their pursuit of and retention within higher education. The Queer 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 students of color within the university. By supporting queer 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 QPOC *We Are Family* Retention Program serves to provide structured and sustainable support for queer 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 QPOC 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 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 QPOC *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 QPOC Bonding and Mentoring (BAM) program, a year-long mentorship program for queer students of color at UCSD;
 - 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 QPOC *We Are Family* Retention Coordinator at least twice a quarter;
- Coordinate at least one retention event or program each quarter that reflect the needs of queer 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 students of color (including but not limited to general body meeting members and BAM participants) in collaboration with QPOC Board;
- Advise program finances and present budget proposals to the Academic Success Program (ASP) and the Student-Promoted Access Center for Education and Service (SPACES);
- Report to QPOC Board on current progress, as seen fit by current intern and board members, and clearly communicate expectations and different responsibilities of QPOC *We Are Family* Retention Coordinator and of QPOC Board;
 - Collaborate with QPOC Board and the general body of QPOC 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);

- Attend weekly QPOC Board meetings for at least 30 minutes, establish biweekly check-in's to update QPOC Board on progress of projects, delegate tasks to and request support from QPOC Board as needed, and attend quarterly QPOC Board Retreats;
- Serve as administrative support for QPOC socials, study jams, and other programs directed towards retention of UCSD students;
- Collaborate with the Retention Project Group to develop Academic Success Series workshops;
- Assist and collaborate with the Transfer Retention Coordinator in addressing the retention needs of queer transfer students of color;
- Assist and collaborate with the QPOC *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 UCSD queer students of color (i.e. with annual QPOC High School Conference);
- Consistently collect and maintain records on students participating in the QPOC *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 QPOC Retention Program may be sustained and further developed in future years;
- Continue developing and adding to the components of the QPOC *We Are Family* Retention Program;
- Assist with the coordination of the SPACES Annual Graduate School Tour in collaboration with Retention Project Group;
- Required to attend ASP Steering Committee Meeting.

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:

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.