



Campus Diversity Engagement Coordinator (2)

\$11.85 per hour at 10-15 hours per week

May 2019 - June 2020

SPACES Campus Diversity Engagement Program

The Campus Diversity Engagement (CDE) Program is an initiative of the Student Promoted Access Center for Education and Service that serves as an opportunity to engage prospective students from diverse backgrounds with the university community. Emphasis for the engagement program is to serve students from underserved and under-resourced backgrounds that traditionally do not have access to the university. The program is designed to expose these students to the undergraduate experience at the university by exposing them to the academic, social, cultural & political aspects of campus, (including issues of gender, race, class, sexuality, ableism, social justice, activism and more). In addition, the program is designed to help connect the UC San Diego student community to diversity and social justice initiatives in the city of San Diego/ the greater San Diego community. The Campus Diversity Engagement Program is to serve as an access, retention and community engagement program. The main goal of these Alternative Tours should be to create a connection and encourage students that allows them to envision themselves in higher education, whether it is UC San Diego or not.

Access Component

- The access component, the primary component of the program, is designed to reach out to historically underrepresented and underserved K-14 youth in the greater San Diego area and the state of California.

Alternative Tour Guide Retention & Social Justice Training/ Development Component

- The retention component is designed to reach out to historically underrepresented and underserved students here at the University. Both components should pass on knowledge of student activism and our story at UC San Diego.

This component will include: tour guide trainings, tour guide bonding activities, and tour guide appreciation programs and events. It is intended for the volunteer student tour guides who will provide the campus tours with the CDE's. It is both designed to develop their skills and knowledge in social justice work, while retaining them at the university.

Volunteer Recruitment/Retention

- Coordinators will publicize the Campus Diversity Engagement Program to the student body and recruit and maintain a regularly updated database of volunteers. The volunteers will undergo a training program hosted by the Campus Diversity Engagement coordinators. Interns will create a sense of community among the volunteers by planning quarterly/bi-annual events to celebrate, share stories, and learn from each other.

Campus Tour

- Campus Tours will be a key component of the Campus Diversity Engagement Program. Coordinators will be charged with developing and researching significant events related to the university and situating those events at specific points on campus. The goal is to make the Campus Tours engaging, vibrant and personal for both the prospective students and student volunteers.

Student, Staff, Faculty Panel

- Student Panels will be a key component of the Campus Diversity Engagement Program. Coordinators will be charged with organizing a panel of UC San Diego student volunteers to participate in Q&A empowerment sessions with visiting youth and prospective students. These should be the same student volunteers participating in the alternative campus tours component of the CDE program.

Committee Component

- CDE's will establish a committee that will help them run the tours. This committee will allow UCSD undergraduate students to feel committed and would also help CDEs. The committee could consist of Publicity Chair, Recruitment Chair, Senior Alternative Tour Guide (ATG) and would be open to any other Alternative Tour Guides who are interested, which could be junior ATGs. This could potentially ensure that in following years the position will remain filled and it will also provide a supportive space for ATG.

Job-Specific Responsibilities

- Initiate dialogue with schools from under-served communities for possible campus visits. Outreach shall include but not be limited to: middle schools, high schools and community colleges;
- Collaborate with departments that work on outreach such as the Cross-Cultural Center, Women's Center, Lesbian Gay Bisexual Transgender Resource Center, the Office of Academic Support and Instructional Services, Financial Aid Office, and the Office of Admissions and Relations with Schools to enhance the training of Alternative Tour Guides;
- Publicize the Campus Diversity Engagement Program to the student body and recruit and maintain a regularly updated database of volunteers;
- Coordinate at least one volunteer training session at the beginning of each academic quarter. These trained students will be on-call for the Campus Diversity Engagement program and will lead campus tours and participate in student panels;
- Coordinate bi-quarterly meetings for Alternative Tour Guides on issues of financial aid, scholarships (including AB540), admissions, and campus resources such as the Summer Bridge program, the campus community resource centers, programs offered by SPACES, student organizations, student activism, etc.;
- Coordinate activities and games, such as mixers, board games, and potlucks and study jams;
- Maintain a database of student volunteers trained to participate in alternative campus tours, student panels, and retention and social justice training programs;
- Develop and research significant events related to the University (including h and situate them at specific points on campus while including them on history sections in routes.
- Organize a panel of UC San Diego student volunteers to participate in Q &A empowerment sessions with visiting youth and prospective students;
- Oversee the creation of materials to enhance the Campus Diversity Engagement program, which include but are not limited to business cards, t-shirts, folders, and documentary films;
- Create a committee for volunteers of Alternative Tours.

General Responsibilities

- Available to work on occasional evenings and weekends;
- Participate in bi-weekly one-to-one meetings with co-directors and advisors.
- Participate in mandatory weekly staff meetings, each Thursday from 3:30-4:50pm;

- Participate in mandatory weekly project group meetings, each Tuesday from 3:30-4:50pm;
- 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 program proposal forms, Triton Activities Planner (TAP), and post program reports, and any additional documents to receive project funding;
- Assist with SPACES administrative duties including data entry, photocopying, typing, and customer service etc.;
- 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 SPACES staff 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, retention and community engagement initiatives;
- Other duties as assigned.

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, retention and community engagement work 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 a Residential Advisor (RA) or in a high-demand student leadership roles for the 2019-2020 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.

Typical Weekly Hour Distribution for Coordinators

SPACES 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 sign in, chores, assisting community members, etc.

All Staff Meetings

- All-Staff meetings occur on a weekly basis. They serve to create and build community with the advisors, co-directors, and coordinators.

Project Group Meetings

- Project Group meetings are weekly meetings that serve as a supportive and collaborative space for the initiation and development of student coordinators work and respective SIPHR/SIAPS/SPICEE component projects.

One-to-One Meetings (Biweekly)

- One-to-ones are bi-weekly meetings that serve as a time for the coordinators to check in with 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 but are not limited to:
 - SIPHR/SIAPS/SPICEE Steering Committee Meetings
 - Board of Director (BOD) Meetings
 - Co-Coordinator Meetings/Committee Meetings
 - Meetings with Departments
 - Organization/Board Meetings
 - Events

A typical 10-19.5 hour week for a SPACES Coordinator:

- Office Hours – 5 hours
- All Staff Meeting – 1.5 hours
- Project Group Meeting – 1.5 hours
- One-to-one Meetings – 1 hour (Biweekly)
- Field Hours – 1.5 to 6.5 hours
 - Minimum of 1.5 hours per week
 - Additional 5 hours are optional

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 year, each coordinator 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.

Conditions of Employment:

In order to be considered for a coordinator OR director position at SPACES, you must agree and adhere to the following conditions:

Conditions	2019-2020 Dates
UC San Diego Undergraduate enrolled in all 3 academic quarters	2019-2020 Academic 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 as a Residential Advisor (RA), or in a high-demand student leadership roles (e.g. chair/vice-chair of a student organization)	2019-2020 Academic Year
If hired at a second job, SPACES must remain as the first priority. Cannot exceed working over a total of 19.5 hours per week during academic sessions per Student Life policies.	2019-2020 Academic Year
Attend All Staff Orientation Meeting	Week 8 May 24, 2019 3:30-4:50PM
Complete hiring paperwork with Student Life Human Resources.	March 9-March 13, 2019
SPACES End of the Year Celebration 2019	Tentative Week 8 May 24, 2019
Participate in SPACES Spring Training Sessions 2019	Week 1: Tuesday April 2, 2019 5-6:50pm Week 4: Tuesday April 23, 2019 5-6:50pm Week 7: Tuesday May 14, 2019 5-6:50pm
Educational Events (Community Centers and/or CORE Org)	TBD
Participate in Job Shadowing (Week 5-8 of Spring Quarter): 2 hours/week	April 29-May 24, 2019
Participate in SPACES All-Staff Summer Retreat	September 4 -September 6, 2019
Attend SPACES All-Staff Training	September 9-20, 2019; M-F 10AM-4PM
Participate in Welcome Week planning and activities	September 23-September 27, 2019
Attend SPACES All-Staff Winter Retreat	TBD
Attend SPACES Weekly Project Group & All-Staff Meetings	Every Tuesday and Thursday; 3:30-4:50PM
Available to work: 10-15 hours/week	2019-2020 Academic Year