

Educational Access for Oceanic People's Empowerment (EA'OPE) Retention Coordinator

10-15 hours per week

May 2021 - June 2022

Description:

The Educational Access for Oceanic People's Empowerment (EA'OPE) Retention Coordinator is a student-initiated and student-run project that seeks to provide educationally disadvantaged students from Kanaka Maoli (Native, Indigenous Hawai'ians as recognized by the Kamehameha rulings) and Pacific Islander (Polynesian, Melanesian, and Micronesian) communities in San Diego with the necessary resources to promote retention in students in higher education by cultivating an awareness of one's cultural, academic, political and social identity. The EA'OPE Retention Coordinator will cultivate the retention of higher education Pacific Islander (PI) identifying students and make efforts to show that collegiate education is possible regardless of socioeconomic or cultural backgrounds. Though Kanaka Maoli are recognized as Native* Kanaka Maoli are often clustered "Native American" which goes against Native Hawaiian claims for sovereignty. Additionally Kanaka Maoli and Pacific Islanders are often clustered with "Asian" ethnic/racial categories, thus mistaken as overrepresented in institutions of higher education. Disaggregated data would reveal the low levels of educational attainment and achievement among Kanaka Maoli as well as many subgroups of Pacific-Islanders students; therefore, the EA'OPE Retention Coordinator will collaborate** with the Asian-Pacific Student Alliance (APSA), the Native American Student Alliance (NASA), the Black Student Union (BSU), and the Pacific Islander Student Association (PISA) to address the various complexities and intersections of Pasifika, Blackness, and Native* that Kanaka Maoli and Pacific Islanders exist at that are oftentimes not understood or recognized by institutions of higher education.

Job-Specific Responsibilities:

- Coordinate retention events/programs that reflect the needs of Kanaka Maoli and Pacific Islander students in higher education such as but not limited to: Big/Little mentorship programs, cultural celebrations, alumni workshops, academic and career development, mental health and wellness, community advocacy, etc;
- Work with local communities, create avenues for Kanaka Maoli and Pacific Islander students to succeed and stay retained in higher education;
- Collaborate with the Kanaka Maoli and Pacific Islander students to coordinate an annual cultural celebration;
- Facilitate regular meetings with the Native American Student Alliance (NASA), the Inter-Tribal Resource Center (ITRC) to develop and strengthen retention initiatives;
- Source partnerships with Asian and Pacific Islander Middle Eastern Desi American (APIMEDA) Programs, specifically their Triton Day community reception (not limited to other programs as well);
- Document the history of Kanaka Maoli and Pacific Islander visibility and invisibility at UCSD as well as maintain a logged history of EA'OPE intern positions, in terms of access and retention-oriented needs for future;

- Collaborate with the SIPHR Retention Project Group to develop ideas and possible collaborations with other organizations in order to promote higher graduation rates and student retention in higher level education;
- Create at least one new program that is creative, joyous to you, and may effectively help to retain Kanaka Maoli and Pacific Islander students on campus (i.e. a writing workshop, music lesson jam sessions, etc.);
- Collaborate with other entities on campus and in the general community around Kanaka Maoli and Pacific Islander issues and events leading to the formation of a calendar of events;
- Coordinate with other organizations on campus and in the general community on Kanaka Maoli and Pacific Islander events in UCSD to provide a student perspective on administrative planning and coordinating;
- Forge relationships with educational institutions that have historically worked and/or currently working with Kanaka Maoli and Pacific Islander students;
- Coordinate events and create a line of communication between the Native Hawaiian and Pacific Islander communities, leaders, and educational organizations in San Diego, including but not limited to the following: ('Ahahui Kiwala Hawai'i San Diego, Hui O Hawai'i San Diego, San Diego Ho'olaule'a, Ikuna Koa (IK), Pacific Islander Festival Association (PIFA), Empowering Pacific Islander Communities (EPIC), United Territories Of Pacific Islanders' Alliance (UTOPIA), Samoan Community Council of San Diego, Sons & Daughters of Guam Club, Asian and Pacific Islander Middle Eastern and Desi American (APIMEDA) Programs at UCSD, Asian American and Pacific Islander Studies Program at UCSD;
- Create and maintain a mentorship program for the PI community at UCSD: collaborate with PI-identifying faculty, staff, undergraduate, and graduate students in order to facilitate meaningful connections and better prepare our PI-identifying undergraduates for the professional or post-undergraduate spheres and coordinate events and programs throughout the academic year for participants to community-build and bond;
- Create a supportive space of dialogue and programming that pertains to the experience of Kanaka Maoli and PI students;
- Collaborate with the Retention Project Group to develop graduate studies preparation workshops/programs and assist with the coordination of other SIPHR programs.

Qualifications

- Pay quarterly registration fees for each quarter employed
- Understand the mission and aspiration of SPACES and those affiliated with it
- Understand 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, along with recognizing one's own impact on others
- Ability to communicate effectively in 1:1 and group settings, have experience working cooperatively as part of a team
- Flexible to meet the dynamic and fast-paced needs of SPACES, ability to organize and manage multiple projects
- Progressive and innovative leadership approach
- 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
- Available to attend all mandatory meetings and work on occasional evenings and weekends
- 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.

General Responsibilities

Administrative

- 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, typing, and customer service etc.
- Assist in facility maintenance including, but not limited to basic cleaning 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
- Provide administrative support for SPACES sponsored events and community events in relation to access, retention and community engagement initiatives

Mandatory Meetings

- Attend Spring Shadowing, Summer Retreat & Training, Welcome Week events, and any further trainings
- Attend biweekly All-Staff meetings (Thursdays 3:30pm - 4:50PM on even weeks of each quarter)
- Attend weekly Project Group/Steering Committees with your respective component (Tuesdays 3:30PM - 4:50PM)
- Attend bi-quarterly one-to-ones with co-directors and advisors

Office Hours

- Ensure that a student staff member is present at all times during the center's hours of operation
- Build organizational and time management skills by completing the majority of the work within the center
- Be available to help out with administrative tasks around the center

Additional Meetings/Events/Field Hours

- Fully engage in activities that facilitate holistic development, which may involve personal and emotional investments
- 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
- The remainder of the weekly hours 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 and working on the tasks of your specific role. These include but are not limited to:
 - Board of Director (BOD) Meetings
 - Co-Coordinator Meetings/Committee Meetings
 - Meetings with Departments
 - Organization/Board Meetings
 - Events
- Other duties as assigned.

Typical 10-15 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 (not weekly), 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, and 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 | 2021-2022 Dates |
|---|--|
| UC San Diego Undergraduate enrolled in all 3 academic quarters | 2021-2022 Academic Year |
| Not employed at OASIS, or one of UC San Diego’s Campus Community Centers (APIMEDA Programs & Services, Black Resource Center, Cross-Cultural Center, Inter-Tribal Resource Center, LGBT Resource Center, Raza Resource Centro, and Women’s Center), Orientation Leader (OL), or as a Residential Advisor (RA), or in a high-demand student leadership roles (e.g. chair/vice-chair of a student organization) or Campus Centers (such as Undocumented Resource Center, The Hub, and or Associated Students, etc). | 2021-2022 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. | 2021-2022 Academic Year |
| Attend All Staff Orientation Meeting | Week 8 May 20, 2021 3:30-4:50PM |
| Complete hiring paperwork with Student Life Human Resources. | March 8 - March 12, 2021 |
| Participate in Job Shadowing (Week 5-8 of Spring Quarter): 2 hours/week | April 26 - May 21, 2021 |
| Attend SPACES All-Staff Retreat and Training | September 6 - 10, 2021 M-F 10AM-4PM |
| Participate in Welcome Week planning and activities | September 20-September 24, 2021 |
| Attend SPACES All-Staff Winter Retreat | TBD |
| Attend SPACES Weekly Project Group & All-Staff Meetings | Every Tuesday and Thursday 3:30 - 4:50 PM |
| Available to work: 10-15 hours/week | 2021-2022 Academic Year |