



Queer and Trans People of Color (QTPOC)

We Are Family Access Coordinator

10-15 hours per week

May 2025 - June 2026

STDT 3 - Hourly Rate \$17.75

The QTPOC We Are Family Access Program

The QTPOC We Are Family Access Program is a student-run and student-initiated program that aims to address the needs and issues facing queer and trans-identified youth of color in the Greater San Diego community, particularly in their struggle to pursue higher education. By supporting queer and trans youth of color, connecting them to necessary resources, empowering them to pursue higher education, and facilitating the growth of a strong and supportive community, the QTPOC We Are Family Access Program serves to provide structured support for queer and trans students of color and promote greater educational equity for all students of intersecting identities such as race, gender, class, nationality, sexuality, and ability. Accordingly, the QTPOC Access Coordinator shall oversee, maintain, and develop the We Are Family Access Program by initiating and coordinating programs in line with this mission of promoting access to higher education and serving as a resource for queer youth of color.

Job-Specific Responsibilities

- In the case that there is not a functioning QTPOC board the QTPOC Retention Coordinator and the QTPOC Access Coordinator should act as co-QTPOC Community Coordinators that:
 - collectively strive for the retention of Queer and Trans students.
 - coordinate meetings with the LGBT Resource Center Assistant Director at least once a year to (a) ensure a relationship between the center and QTPOC and (b) to obtain information on possible collaboration with other organizations/programs and the greater QTPOC Community.
 - maintain relationships with other QTPOC affiliated centers on campus, such as the CCC.
- Meet with Assistant Director of LGBTRC as needed for collaboration of access events;
- Facilitate QTPOC/queer identity centered workshops at all SPACES CORE organization High School Conferences;
- Work closely with QTPOC Retention Coordinator to collaborate and pool resources to facilitate programming and establish connections;
- Coordinate access events and programs pertain to the experience of queer students of color, both off site and at UC San Diego;
- Work with an advisor to build sustainable connections with local San Diego high school students, faculty, and staff to continue establishing the presence and impact of the Access Program in the community;
- Conduct on-site visits to create and maintain relationships with regional coordinators for centers with similar needs, including but not limited to: the Hillcrest Youth Center, the Gay and Lesbian and Straight Education Network (GLSEN), Gay-Straight Alliance Network; and the San Diego's Queer Youth Leadership Conferenc
- Attend QTPOC Board meetings as a QTPOC board member, update QTPOC Board on progress of projects, delegate tasks to and request support from QTPOC Board as needed, and attend all QTPOC Board Retreats;
- Encourage consistent, long-term participation within the QTPOC We Are Family Access Program;

- Consistently collect and maintain records on students participating in the QTPOC We Are Family Access Program and its events to track students' progress and growth, and evaluate the Access Program's effectiveness over the years;
- Keep QTPOC social media updated with QTPOC access related events;
- Document ongoing projects and establish project protocols so that the projects, programs, initiatives, and mission of the QTPOC We Are Family Access Program may be sustained and further developed in future years;
- Consider access events which include programming around access to graduate school for current undergraduates and access to 4-year undergraduate for transfer students;
- Collaborate with SIAPS to develop handbook for guidelines and requirements to be on site at high schools for workshops, presentations, tutoring, and mentoring;
- Assist with the coordination of the SIAPS College Tour and other SIAPS programs.

General Responsibilities

- Available to work on occasional evenings and weekends;
- Participate in one-to-one meetings with co-directors and advisors per quarter.
- Participate in mandatory weekly staff meetings, every other Thursday (even or odd weeks) from 3:30-4:50pm;
- Participate in mandatory weekly steering 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, SPACES Trello/Padlet, 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 aspirations 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, Intertribal Resource Center, APIMEDA Programs and Services), or a Residential Advisor (RA) / House Advisor (HA) or in a high-demand student leadership roles for the 2025-2026 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 Center Shifts

- All SPACES student staff members are expected to carry out the 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. 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 bi-weekly basis. They serve to create and build community with the advisors, co-directors, and coordinators.

Component Steering Committee Meetings

- Component steering committee 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

- One-to-ones are meetings that serve as a time for the coordinators to check in with support about how they are doing within the workplace 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:
 - o SIPHR/SIAPS/SPICEE Steering Committee Meetings
 - o Board of Director (BOD) Meetings
 - o Co-Coordinator Meetings/Committee Meetings
 - o Meetings with Departments
 - o Organization/Board Meetings
 - o Events

A typical 10-15 hour week for a SPACES Coordinator:

- Center Shifts – 5 hours
- All Staff Meeting – 1.5 hours (biweekly)
- Steering Committee Meeting – 1.5 hours
- One-to-one Meetings – 1 hour

- Field Hours – 3.5 to 6 hours

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 processes, 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	2025-2026 Dates
UC San Diego Undergraduate enrolled in all 3 academic quarters	2025-2026 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, Women's Center, Intertribal Resource Center, and APIMEDA Programs and Services), or as a Residential Advisor (RA) / House Advisor (HA), or in a high-demand student leadership roles (e.g. chair/vice-chair of a student organization)	2025-2026 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.	2025-2026 Academic Year
Attend All Staff Orientation Meeting	TBD
Complete hiring paperwork with Student Life Human Resources	TBD
Participate in Job Shadowing (Spring Quarter): 1-2 hours/week	Spring Quarter (tentative)
Attend SPACES All-Staff Summer Retreat	September 2025 (tentative)
Attend SPACES All-Staff Training	September 2025 (tentative)
Participate in Welcome Week planning and activities	September 2025 (tentative)
Attend SPACES All-Staff Retreat	TBD
Attend SPACES Weekly Steering Committee	Every Tuesday, 3:30-4:50PM
Attend SPACES Biweekly All-Staff Meetings	Every other Thursday, 3:30-4:50pm
Available to work: 10-15 hours/week	2025-2026 Academic Year