



Queer & Trans People of Color (QTPOC) We Are Family Retention Coordinator

10-15 hours per week

May 2026 - June 2027

STDT 3 - Hourly Rate \$18.25

The QTPOC We Are Family Retention Program

The Queer and Trans People of Color (QTPOC) *We Are Family Retention* Program is strongly committed to prioritizing the needs of queer and trans students of color, who face unique challenges in their pursuit of and retention within higher education. The QTPOC *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 and trans students of color within the university. By supporting queer and trans students of color, through programs, events, bonding, connecting them to necessary resources, empowering them to continue higher education, and facilitating the growth of a strong and supportive community, the QTPOC *We Are Family Retention* Program serves to provide structured and sustainable support for queer and trans 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 QTPOC We Are Family 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 and trans students of color in higher education.

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/Questioning Trans students of color.
 - coordinate meetings with directors of QTPOC affiliated resource centers, e.g. the LGBTRC and the CCC, APIMEDA Programs and Services at least once a quarter to ensure a relationship between the centers and QTPOC and (b) to obtain information on possible collaboration with other organizations/programs.
 - organize at least one event with another on-campus LGBTQIA+ organization.
- Sustain outreach efforts and contact with participants of the QTPOC Retention Program, continuing retention projects and activities to grow these relationships;
 - Connect with other core orgs and establish relationships to host gender and sexuality workshops.
 - Run an event for out and proud with the CCC and LGBTRC.
 - Utilize them for tabling opportunities.
 - Contact STRIDE staff for more health related workshops.
 - involve GBMer feedback and support in programming.
- Continue to structure, facilitate, oversee, and add to the growth of the QTPOC Bonding and Mentoring/Femtorship (BAMF) program, a year-long mentorship program for queer and students of color at UC San Diego;
 - A short disclaimer, while the access coordinator is trying to set up a mentorship program with community colleges in the area, the BAMF program hasn't happened in a while and it may be a little harder to run this

program than years past but here are some guidelines:

- Coordinate a program geared toward revealing/unveiling the pairs/trios and families of BAMF participants, independent of an off-campus overnight retreat;
- Check in regularly with participants of the BAMF program to track accountability, sustainability, and progress, and ensure that all BAMF participants check in with the QTPOC Retention Coordinator at least twice a quarter;
- Post-Covid QTPOC numbers have not been high enough to sustain a mentorship program. In this case, lay the groundwork to be able to resume this program.
- Coordinate Alumni Talks/meetings with QTPOC alumni to provide support for current undergraduate students, aid them in the transition from college to career, and prepare them for graduate/professional schools;
- Coordinate at least two retention events or program each quarter that reflect the needs of queer and/or trans students of color in higher education, creating critical spaces for dialogue, education, and support;
- Continue an event to receive chest binding or gender affirming materials and work with LGBTRC to ensure students can receive gender affirming support;
- Ensure the space for specifically PoC is carved out and create spaces for community healing. But, when appropriate, open the space to all those who want to learn;
- Clearly communicate expectations and different responsibilities of QTPOC Retention Coordinator and of QTPOC Board;
- Provide support for QTPOC board as needed;
- Attend weekly 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 quarterly QTPOC Board Retreats;
- Collaborate with QTPOC Board and the general body of QTPOC to develop and strengthen retention initiatives (**note** annual retention events, i.e. Queer Culture Show, Kiss-In, study jams, etc., are not under the coordinator's job description, though the coordinator is welcome to assist in the planning of these events);
- Serve as administrative support for QTPOC socials, study jams, and other programs directed towards retention of UC San Diego students;
- Assist and collaborate with the QTPOC 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 UC San Diego queer students of color (e.g. with annual QTPOC High School Conference);
- Assist in the planning and organizing of UCSD delegations to off-campus conferences meant to empower and foster community between QTPOC, e.g. PRESENTE, BLAQout, QTPOCC, QACON, in collaboration with relevant SPACES CORE organizations (if applicable).;
- Consistently collect and maintain records on students participating in the QTPOC Retention Program and its events to track students' progress and growth, and evaluate the Retention Program's effectiveness over the years;
- Document ongoing projects, establish project protocols, and maintain online archives of all QTPOC planning and programming documents so that the projects, programs, initiatives, and mission of the QTPOC Retention Program may be sustained and further developed in future years;
- Continue developing and adding to the components of the QTPOC Retention Program;
- Maintain relationships with and create awareness about campus resources that students can utilize, including but not limited to: the Campus Community Centers (APIMEDA Programs & Services, Intertribal Resource Center, Black Resource Center, Cross-Cultural Center, LGBT Resource Center, Raza Resource Centro, and Women's Center), Career Services Center, OASIS, Undocumented Student Services Center, etc.;
- Collaborate with SIPHR Retention Coordinators to develop a collaborative student-initiated program or project, such as a Cultural Mixer or Retention Handbook;
- Assist with ASP Booklending Distributions.

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 2026-2027 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 Co-Coordinator Meetings/Committee Meetings
 - o Meetings with Departments
 - o Organization/Board Meetings
 - o Events
 - o Programming Retention 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	Dates
UC San Diego Undergraduate enrolled in all 3 academic quarters	2026-2027 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)	2026-2027 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 academic sessions per Student Life policies.	2026-2027 Academic Year
Attend All-Staff Orientation Meeting	Thursday May 14th, 2026, 3:30-4:50 PM
Complete hiring paperwork with Student Life Human Resources	Summer 2026
Participate in Job Shadowing (Spring Quarter): 1-2 hours/week	Weeks 8 - 10, Spring Quarter 2026
Attend SPACES All-Staff Virtual Training	September 8th and 10th, 2026
Attend SPACES All-Staff In-Person Training	September 21-23, 2026
Participate in Welcome Week planning and activities	Week 0 of Fall Quarter 2026
Attend SPACES All-Staff Retreat	Saturday October 10th, 2026
Attend SPACES Weekly Steering Committee	Every Tuesday, 3:30 - 4:50 PM

Attend SPACES Biweekly All-Staff Meetings	Every Odd Week Thursday, 3:30 - 4:50 PM
Available to work: 10-15 hours/week	2026-2027 Academic Year