



## **Movimiento Estudiantil Chicanx por Activismo (MEChA)**

### **Xoxotlani Access Coordinator**

10-15 hours per week

May 2025 - June 2026

STDT 3 - Hourly Rate \$17.75

#### **The Xoxotlani Program**

MEChA de UC San Diego's MEChA Xoxotlani Outreach Program seeks to empower underrepresented students in the San Diego community to inform, advocate for, and encourage higher education. The MEChA Xoxotlani Coordinator, together with the MEChA Raza Youth Empowerment Co-Responsible and the RYE committee, will oversee a year-long program at a designated site (whether it is at a school, library, community center, etc). The program can exist in the following intersecting form by combining both components:

#### **Xoxotlani – Empowerment**

- A component that helps students recognize their agency by engaging them in critical conversations under a social justice framework; using writing, acting, art, spoken word, etc as a facet and tool to reflect on their experiences and make necessary connections to envision themselves in a higher learning institution and pursue it. This is a form of activism that will help students express themselves and delve more into the arts that are ignored at public schools. This component can include analyzing structures of identity based oppression and discussing intersectionality.

#### **College Prep Workshop Series**

- Component of college prep workshops every week or every 2 weeks. The students need college prep, like essay editing, SAT/ACT prep, study groups, college fair, public speaking, college tours, etc.
- These workshops can be facilitate at the placement site with teacher approval.

#### **Relationship to Mesa Directiva:**

- Xoxotlani Coordinator is a board member of MEChA, and is accountable to meeting with MEChA Board and ensuring that MEChAs are informed about programs, events, and site. Likewise, board members are required to support, if they are unable to attend the programs, the Xoxotlani whenever they require so.

#### **Job-Specific Responsibilities**

- Serve as main liaison between partner site and MEChA Raza Youth Empowerment Co-Responsible (i.e. MEChA College Day coordinators). Meet with RYE Responsibles, the quarter before MEChA College Day to review logistics and planning;
- Coordinate access events and programs that pertain to the experience of Latinx students.
- Collaborate with the Raza Youth Empowerment Co-Responsibles to develop, coordinate and maintain the year-long program at the partner site;

- Create new connections with more San Diego high school sites with advisor approval;
- Have consistent communication with the staff at the partner site.
- Recruit and train motivated volunteers for the Xoxotlani committee that will help execute the program.
- Schedule info meetings with UCSD department resources to gain more insight on how to bridge new connections with schools (I.e. Triton Transfer Hub, Campus Community Centers, the Department of Education Studies' PAL Program);
- Participate and co-facilitate with RYE coordinators to hold a committee meeting at least every 2 weeks to gather volunteers for the partner site and other events;
- Coordinate and participate as frequently deemed fit and possible by the coordinator and their capacity, visits at the partner site;
- Maintain all records, including facilitator information, high school students, and all workshops/field trips/activities/programs/etc.;
- Work on creating identity-based workshops that highlight the mission statement of SPACES;
- Assist with the development of MEChA's Access component;
- Compile quarterly and annual reports during fall quarter in particular help to develop the MEChA Xoxotlani Annual Year Budget Proposal in addition to quarterly evaluations;
- It is recommended to do, in collaboration with MEChA's Trabajador@s Responsable, a program for the workers (ex:parent workshop) and their kids (ex: a shadow day, overnight) at least once.
- It is recommended to coordinate and plan one event with MEChA's SIGUE Coordinator;
- Xoxotlani Coordinator must plan an event with one of the other access coordinators from a core org. (NAISA, QTPOC, MSA, KP, BSU, APSA, PISA);
- It is recommended to use resources available to you such as contacting identity based housing (if you need hosts for an overnight event you're planning);
- Meet with MEChA Board as needed and utilize time in and out of board meetings to develop closer relationships with the Raza Youth Empowerment Co-Responsables to promote and strengthen each other's events/programs;
- Compile possible quarter projects into a transition folder.
- 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:
  - 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 10-15 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:

<b>Conditions</b>	<b>2025-2026 Dates</b>
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