

Job Postings

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**Assistant Dean, Career Planning Center
Fordham University School of Law
New York, New York**

Posted 8/15/2019

Fordham University School of Law (Fordham Law School) is a leading force in legal education with one of the nation's most select student bodies, an enduring commitment to academic excellence, and a virtually unrivaled record of graduate employment. The University was founded in 1841 and remains The Jesuit University of New York. Fordham Law School, established in 1905, builds on the University's commitment to service and today offers three law degree programs—J.D., LL.M, and S.J.D—and an M.S.L. degree which is designed for non-lawyers. Fordham Law School offers dynamic academic programs including corporate law, intellectual property, information technology, and international law; an award-winning moot court and Alternate Dispute Resolution program; and numerous public service initiatives. Located on the [West Side](#) of [Manhattan](#), as part of Fordham University's [Lincoln Center](#), the School leverages its strengths of community, faculty, devoted alumni, and place in the nation's commercial and legal capital, providing an exceptional preparation for service-oriented lawyers, counselors, problem solvers, advocates, and leaders ready to address the needs of clients around the globe.

As a key member of the Fordham Law School (FLS) senior management team, the Assistant Dean of the Career Planning Center (CPC) works closely with the Dean to enhance career opportunities for law students and alumni. The Assistant Dean reports to the Dean of the Law School and leads the CPC, which is the principal source of career support for approximately 1,200 JD students in the day and evening divisions. The Assistant Dean develops the strategic vision and direction for the CPC, sets policy, and oversees the counseling of students and alumni in their career development and job search strategies, as well as the design and implementation of CPC programming, execution of the on-campus interview program involving

over 150 employers, and other key initiatives of the Center. Developing and sustaining relationships with employers—many of whom are highly engaged Fordham alumni—including the implementation of innovative marketing strategies to expand recruitment opportunities for students on a local, national, and global basis in legal, business, and public interest sectors is critical to supporting the professional aspirations of FLS students and the enviable placement success of the School. The Assistant Dean ensures the accurate collection and comprehensive reporting of employment data in accordance with protocol established by the Law School's primary regulator, the American Bar Association, and provides employment statistics to FLS stakeholders, as well as *US News & World Report* and NALP. Additionally, the Assistant Dean collaborates with the Public Interest Resource Center, the newly established Center for Judicial Engagement & Clerkships, Alumni Relations, Admissions, and Student Affairs, as well as other administrative offices to address student-driven goals and objectives. Beginning in fall 2019, the Assistant Dean will be a vital partner in the ongoing development and implementation of a House system establishing more intimate communities within the institution to ensure that all students feel a sense of belonging, that all have mentors, and that all receive ample guidance as they develop their professional identity and prepare to begin careers as lawyers. The Assistant Dean cultivates an atmosphere of innovation and collaboration throughout a staff of 14 counselors and other administrators the Center's budget.

The position requires an advanced degree (Juris Doctor Degree strongly preferred), with a progressive record of experience in a career development or closely related role, including demonstrated supervision, innovation, and leadership. The successful candidate will possess excellent interpersonal, administrative, and management skills; strong communication skills as evidenced by written and oral expression; knowledge of the legal market and profession with an emphasis on the career development needs of contemporary law students; and experience counseling law students and alumni. Other preferred qualifications of an ideal candidate will include: experience with the NYC metro legal market; ability to identify and analyze trends in the legal profession; and a proven ability to foster cooperative environments and to work in a collegial fashion with individuals of diverse backgrounds and experience.

Review of applications will begin September 9, 2019, and continue until the position is filled. A resume with an accompanying cover letter may be submitted via the Spelman Johnson website at www.spelmanjohnson.com/open-positions . Nominations for this position may be emailed to Valerie B. Szymkowitz at vbs@spelmanjohnson.com

Applicants needing reasonable accommodation to participate in the application process should contact Spelman Johnson at 413-529-2895.

Visit the Fordham University School of Law website at: www.fordham.edu/info/20346/school_of_law

Fordham University is committed to excellence through diversity and welcomes candidates of all backgrounds.

Fordham is an Equal Opportunity Employer –Veterans/Disabled and other protected categories.

**Associate Provost for Community Engaged Learning
Roger Williams University
Bristol, Rhode Island**

Posted 8/12/2019

Roger Williams University (RWU) is distinct among its peers in its rich history of seeding numerous and diverse community engaged activities across the institution and over many years. Within the past decade, RWU has become even more vigorously committed to applied learning, civic life, and community engagement efforts both within and outside of the classroom. University leadership, faculty, staff, and students have been collectively emboldened to “strengthen society through engaged teaching and learning” and “to serve the public good.” In fact, today, RWU often refers to itself as “the university that the world needs now.”

In an effort to realize these institutional aspirations, RWU has been successful in ensuring that more than two-thirds of its graduating undergraduate class and many graduate students are successfully completing at least one semester-long project that empowers students to work on solving real-world problems with community partners. While this level of student engagement is unquestionably something to be proud of, ultimately, the University’s goal is to ensure that *all* RWU students – both undergraduate and graduate – become “C

ivic Scholars

” during their tenure at the institution. In other words, RWU is committed to attracting, nurturing, and supporting students who wholeheartedly believe in the positive impact of community engaged activities and are keen to apply their knowledge and skills toward working on real issues with community partners locally, regionally, nationally, and internationally. Ultimately, the big picture vision for RWU is that through the

Civic Scholar

experience, students will become recognizable in their own communities – and beyond their life at RWU – for their desire to contribute to community, their commitment to the common good, their deep respect for local expertise, their steadfastness to work across differences, and their

ability to successfully synthesize and apply multiple perspectives to complex issues. Looking to the future, and building on this articulated vision, there is an opportunity for RWU faculty, administrators, and staff to fully embrace and support the cognitive, affective, and behavioral development of all RWU students in order to ensure that all graduates are not only enthusiastic about community engagement but are also well-prepared for making beneficial contributions to the common good.

RWU is seeking an Associate Provost for Community Engaged Learning (Associate Provost) who will rethink the ecosystem of community engagement activities at RWU. This leader will be housed in Academic Affairs and will report to the Vice Provost, with a dotted line relationship to the President of the University. To date, this elevated role has been well received by faculty, staff, administrators, and the board of trustees. Reporting to the Associate Provost is an interim director of the Community Partnerships Center and the Feinstein Center for Service Learning and Engagement. These offices are also staffed with a project coordinator and administrative assistant.

More specifically, this Associate Provost will work with diverse constituents across the University and will be empowered to lead and strategically assess the civic scholarship efforts across the many courses, programs, schools and divisions on campus; and subsequently to develop recommendations for how these efforts can best be structured, organized, and coordinated for optimal delivery, quality, and growth. Given the University's institutional priority around *Civic Scholars*, RWU is fully committed to investing the necessary resources to set this role up for success.

This Associate Provost must be an entrepreneurial and strategic leader who can articulate and implement on an institutional-wide vision. The leader should be a persuasive advocate and champion of community engagement and experiential education and must have a track record of successfully working with a broad range of stakeholders within an academic context. This leader should also have experience with teaching, curriculum development, faculty development, outcomes assessment; be data and metrics driven; and have a demonstrated and sincere commitment to diversity, equity and inclusion.

Isaacson, Miller, a national executive search firm has been selected to assist with this recruitment. All inquiries, nominations/referrals, and resumes with cover letters should be sent electronically and in confidence to:

Career Development (SLCD) at Western Oregon University in Monmouth. The Center for Service Learning & Career Development provides a comprehensive approach to career preparation, professional development, and service to the community through relevant and experiential education opportunities. SLCD aspires to develop aware, engaged, and thoughtful citizens who contribute to the greater community through action, change, and learning. <http://www.wou.edu/slcd/>

The Assistant Director coordinates and manages experiential learning (EL) programs in SLCD, specifically internships, Alternative Break, and volunteering. The position provides leadership on promoting best practices, streamlines external and internal outreach for EL, spear-heads on- and off-campus efforts to raise the profile and number of quality of internships for WOU students, and increases access for students facing barriers to EL.

This position manages up to three student workers, meets with students exploring internships, and provides training and mentoring to Alternative Break leaders. The Assistant Director develops substantial and continuing contacts with businesses, industry and government representatives and/or recruiters in order to establish meaningful work-learn experiences for WOU students.

We are not considering candidates who require Visa sponsorship support. Additionally, the university typically only considers visa support for employees placed in specialized positions that are continuing regular university appointments.

Minimum Qualifications:

- Master's degree required;
- Skill in establishing effective working relationships with students,
- Skill in establishing effective working relationships with staff of all levels, faculty, academic personnel, employers and alumni;
- Experience advising students/clients involving career development/experiential learning issues and demonstrated understanding of career development issues;
- Experience designing and delivering workshops/programs;
- Experience and proficiency with incorporating the use of technology; excellent writing, presentation, and organizational skills.

Preferred Qualifications:

- Experience with experiential learning programs;
- Knowledge of best experiential learning practice;
- Experience working with a diverse group of people preferred.

*****A criminal background check will be required as a condition of employment***

Application Instructions: You may submit all materials online at www.wou.edu/prostaffapp

Required application materials (PDF preferred):

1. WOU Employment Application available at www.wou.edu/prostaffapp
2. Letter of application that addresses each qualification of the position. Please include how your experience, education, and/or training might help us build a more inclusive, collaborative, and diverse community
3. Resume
4. Contact information for three references
5. Copy of unofficial transcripts for highest degree earned

As an alternative, you may also submit application materials to:

S1951, Director, Experiential Learning, Human Resources, Western Oregon University, 345 Monmouth Ave N, Monmouth, OR 97361; OR E-mail to employment@wou.edu; OR fax to: 503-838-8144

Western Oregon University (WOU) is a mid-sized public comprehensive university located in the heart of Oregon's lush Willamette Valley. The university serves a large number of first-generation college students. WOU has received national recognition for its commitment and success in serving students. The campus is about 20 minutes from Salem, the state's capital, about 75 minutes from Portland, the state's cultural hub, and a short drive from the Oregon

coast, mountains, and other scenic areas. The university is located in an increasingly diverse, bilingual, and rural area in the Willamette Valley. Our student body of about 4800 undergraduate and 600 graduate students enjoys a vibrant and close-knit intellectual community.

Western Oregon University is an AA/EOE/Veteran/Disability employer and is committed to fostering diversity in its student body, faculty, and staff.

**Director, Cooperative Education
University of Idaho Career Services
Moscow, Idaho**

Posted 7/11/2019

The Director of Cooperative Education provides leadership through developing and implementing of external cooperative education activities designed to uplift and benefit University of Idaho students and industry partners.

The DCE:

- (1.) Engages with employers to identify, develop, and manage symbiotic relationships,
- (2.) Leads the overall strategic planning and operational activities of the cooperative education program,
- (3.) Identifies, develops, and coordinates job placement with employers,
- (4.) Conducts in-progress assessment of student success in the work environment
- (5.) Evaluates the total work experience via surveys and follow-up interviews, and
- (6.) Prepares students on various aspects of entering the world of work, including, but not limited to, resume writing and interviewing skills.

RESPONSIBILITIES

Provides leadership and oversight by:

- Assuming responsibility for compliance with federal and state laws, UI policies, and other applicable laws and regulations.
- Conducting regular internal and external stakeholder meetings to advance co-op education, awareness, and program transparency.
- Conducting an annual program review to refine the cooperative education mission and vision and better understand how said services support the University's Strategic Action Plan and Learning Outcomes.
- Researching and problem solving issues and challenges affecting cooperative education.
- Representing, supporting, and advocating for cooperative education internships in meetings with donors, administrators, faculty/staff, and external constituencies.
- Performing regular assessments to determine co-op effectiveness, priorities, and resource allocation as compared with peer institutions.
- Developing collaborative co-op educational programs with internal departments and units to advance co-op opportunities and student participation.
- Building external partnerships and cultivating strong institutional relationships with secondary institutions, private and public organizations, community partners, state agencies, and advisory boards.

Manages operations by:

- Overseeing the maintenance of accurate records of student information. Maintain up-to-date written guidelines outlining procedures to be used: application and qualification process, course/work schedules, date/calendar/deadlines, standard forms (job descriptions and liability agreements), outline expectations/requirements for students, employers, advisers, and administrators; circulate program descriptions through publications and electronic media. Maintain critical communications with supporting departments, i.e., financial aid.
- Advancing a system to advertise important co-op internships with urgent deadlines.
- Developing co-op internship information handouts.
- Working with registrar and financial aid office to get student co-op internship notations placed on record to preserve "current" status.
- Working with information technology support office regarding any problems with the co-op platform and database.
- Designing and updating employer and student data sheet forms.
- Preparing student usage reports annually and upon request.
- Developing, implementing, monitoring, and assessing all grant related requirements associated with the cooperative education program.
- Recruiting, hiring, training, and supervising time slip worker for data entry of co-op internship opportunities.
- Developing, coordinating and delivering special co-op related events/projects as needed.
- Actively integrating co-op programming into existing career office events (i.e., career fair, networking events, workshops, presentations, etc.).

Ensures quality experience by:

- Monitoring quality of co-op placements and conducting site visits.
- Conducting assessment and follow-up studies through electronic communications, direct mail, telecommunications and classroom visits.

- Crafting, coordinating, and disseminating co-op promotional materials i.e., news releases directed to employers, college administrators, faculty liaisons, student organizations, and targeted student populations. Directs special efforts to promote full use of career and employment services by students.
- Collaborating with other departments/student services to effectively market co-op through outreach programming. Promote the accessibility of co-op postings as well as co-op job-search strategies. Conduct outreach to current/prospective students and family members to promote benefits of cooperative education.

Engages in industry by:

- Identifying co-op employers, soliciting their involvement in co-op program, and acquiring their co-op internship materials for U of I internship files.
- Serving as a liaison with companies listing internships with co-op program.
- Conducting site visits to local and regional employers to maintain relations as well as further expand co-op learning opportunities, promoting out-of-the-classroom experience and learning activity related to students' academic studies and career direction. Participate in area business, not-for-profit associations, and chamber of commerce activities with emphasis on relation development.
- Facilitating placement of students in positions related to their academic major, monitor students' on-site assignments, and develop support documentation for academic credit and/or university recognition.

Facilitates co-op readiness programming by:

- Conducting and coordinating career "readiness" workshops on resume writing, interviewing skills, and other pragmatic topics.
- Collecting workshop evaluations from attendees.
- Counseling and advising students regarding appropriate co-op career-related positions.
- Reviewing individual resumes and cover letters, making recommendations for improvement.
- Answering questions and helping students find resource materials.

Supports Career Services by:

- Actively participating on the Career Services Leadership Team and departmental staff meeting.
- Providing stewardship of resources.
- Delivering excellent customer service to internal and external stakeholders.
- Supporting cross area work efforts during career fairs and other career minded events.
- Assisting with Career Office and SEM sponsored events and programs.
- Performing other duties as assigned to advance the goals of Career Services and the University.

Required Qualifications

- Bachelor's degree in business, education, counseling, marketing, or related field.
- 3 years progressive experience in leadership, supervision, program development, and assessment.
- 3 years experience with programs and services that advance student success and persistence in areas such as internships, cooperative education learning, career planning, and, or academic advising.
- Demonstrated experience developing collaborative partnerships.
- Demonstrated experience working on data bases, spreadsheets, and using a variety of software.

Preferred Qualifications

- Master's degree in business, education, counseling, marketing, or related field.
- 5 years progressive experience working in a Career Services, Development, or academic support units at an institution of higher education.
- Demonstrated experience developing, implementing, and assessing strategic initiatives.
- 2-5 years progressive experience working in a cooperative education role.
- 2 years of staff supervision experience.
- Development experience (i.e., face-to-face visits, proposal development, identification and solicitation of MOU's or gifts from individuals, corporations, and foundations).

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This positions is open until filled, however, applications received on or before July 22, 2019 will receive first consideration.

Questions?:

Please contact Eric Anderson, Associate Director-Career Development at (208) 885-6739, or at esanderson@uidaho.edu

Apply online at: <https://uidaho.peopleadmin.com/postings/26983> .

NOTE: In lieu of a cover letter, the University of Idaho requires a letter of qualification that details how you meet each of the Required Qualifications, and any of the Preferred Qualifications.

The University of Idaho (U of I) is an equal opportunity and affirmative action employer committed to assembling a diverse, broadly trained faculty and staff. Women, minorities, people with disabilities and veterans are strongly encouraged to apply. In compliance with applicable laws and in furtherance of its commitment to fostering an environment that welcomes and embraces diversity, U of I does not discriminate on the basis of race, color, religion, national origin, sex, age, sexual orientation, gender identity/expression, disability, genetic information or status as any protected veteran or military status in its programs or activities, including employment, admissions and educational programs.

Assistant Director, Experiential Learning (FP203A)
Old Dominion University
Norfolk, Virginia

Posted 7/11/2019

Career Development Services (CDS) at Old Dominion University is accepting applications for the Associate Director, Experiential Learning (full-time, 12 month) position. This position oversees and assesses the effectiveness of experiential learning across all six colleges. The Associate Director serves as planner, implementer, and evaluator of programs and services which serve and link students and alumni with each other and with employers in accordance with annual and strategic goals. This position also serves as a practitioner working with assigned population(s). The Associate Director designs, implements, and evaluates career programs and services for the assigned college in partnership with employers, faculty, and students. This position plays a central role in a network of relationships that links employers, faculty, and students to meet the career and experience needs of all three groups together with information, resources, programs, and services pertaining to Career Development Services (CDS), including career development, career planning, internships, practica, cooperative education, and graduate employment functions with particular emphasis on meeting the needs of students in that college while supervising the same functions and staff assigned in the Colleges of Sciences and Health Sciences. This position also works in coordination of CDS offering and the GROW Model, engages students early in the process, and supports CDS and SEES strategic goals.

Required Education: Master's degree in higher education, counseling, or related degree.

Required Qualifications: Considerable experience in experiential education, career, or employment area, including counseling, program marketing, job development and related technologies. Considerable management experience. Considerable understanding of experiential education, career counseling, and the job search and hiring process including legal issues. Considerable knowledge of employment related technology, including Internet and database resources. Considerable counseling and presentation skills, including related technology. Considerable ability to manage programs and personnel. Considerable written and oral communication skills. Considerable knowledge of academic programs, specifically experiential education. Considerable ability to relate to private sector, public, and non-profit employer representatives at all levels. Considerable excellent customer service skills.

Review Date: The initial application review date for this position is August 1, 2019 and will remain open until filled.

To apply, please visit <http://jobs.odu.edu/postings/10353>. Old Dominion University does not discriminate in admissions, treatment, employment or access to its programs or activities on the basis of race, color, religion, national or ethnic origin, age, sex (including pregnancy), political affiliation, veteran status, family medical and genetic information, sexual orientation, gender

identity, gender expression, or disability. Minorities, women, veterans and individuals with disabilities are encouraged to apply.

**Assistant Provost for Residential Colleges & Experiential Learning
Vanderbilt University
Nashville, Tennessee**

Posted 6/13/2019

About Vanderbilt University

Vanderbilt University, located in Nashville, Tennessee, is a top-15 private research university offering a full-range of undergraduate, graduate and professional degrees. Created from an initial \$1 million gift from Cornelius Vanderbilt, who envisioned a place that would “contribute to strengthening the ties that should exist between all sections of our common country,” Vanderbilt is situated on a 330-acre campus near the thriving city center, serving more than 12,000 students and employing almost 7,000 faculty and staff.

Vanderbilt offers undergraduate programs in the liberal arts and sciences, engineering, music, and education and human development, as well as a full range of graduate and professional degrees. The combination of cutting- edge research, strength in the liberal arts, and nationally-recognized schools of education, medicine, law, business, engineering, nursing, and divinity, creates an invigorating atmosphere where students tailor their educational experiences to meet their goals and researchers collaborate to solve complex questions affecting health, culture, and society.

Vanderbilt provides a gateway to greatness, drawing the best and brightest students from across the nation and around the world. Vanderbilt alumni can be found in Congress, on the judicial bench, among the list of Nobel laureates, heading corporations, conducting innovative medical research, writing for and appearing on the stage and screen, and playing in the NFL and major league baseball.

The university is accredited by the Commission on Colleges of the Southern Association of

Colleges and Schools to award bachelors, masters, education specialists and doctoral degrees. Vanderbilt is a member of the Association of American Universities.

About Residential Colleges and Experiential Learning

Vanderbilt University's distinctive Residential Colleges and Experiential Learning offices are designed to encourage undergraduate students from varying backgrounds to learn together within shared communities, frequently alongside faculty members who help foster dialogue and discovery outside the classroom, while benefiting from co-curricular opportunities for research, community service, professional development, and creative expression.

Our Residential College System debuted in 2008 with construction of The Martha Rivers Ingram Commons for first-year students, made up of 10 residence halls on the southeast corner of campus. Building then shifted to West End Avenue, starting with Warren and Moore colleges for upper-class students, which opened in 2014 and E. Bronson Ingram College, which opened in 2018. The latest project, the to-be-named Residential College-A is scheduled to open in fall 2020. All of the houses and colleges comprising this system provide avenues and opportunities to support students' engagement with experiential learning at Vanderbilt.

About the Position & Responsibilities

The Assistant Provost, Residential Colleges and Experiential Learning, is the senior leader responsible for ensuring the programmatic integration of the residential college system with the major academic initiatives comprising Experiential Learning for undergraduate students at Vanderbilt University in accordance with the Academic Strategic Plan. This role will report directly to the Vice Provost for Academic Affairs and Dean for Residential Faculty.

The Assistant Provost will manage executive leaders from multiple units comprising Vanderbilt's co-curricular Experiential Learning as well as its residential college system, ensuring coordination of their work in concert with each other. The Assistant Provost will also interact frequently with students, faculty, and staff to create, revise and evaluate programs and related opportunities to promote student engagement. Responsibilities of the Assistant Provost will include:

- Advance the academic mission of Residential Colleges and Experiential Learning as integrated units in support of the Academic Strategic Plan
- Advise Campus Planning on future designs of Residential Colleges and related spaces created for use by Experiential Learning units
- Supervise executive staff in multiple units

- Manage the Residential College and Experiential Learning budget and forecast future fiscal needs that reflect organizational goals and learning objectives
- Host students, alumni, and campus guests for occasional events on behalf of the Residential Colleges and Experiential Learning
- Maintain long-standing relationships with key partners and stakeholders on campus, including deans and members of senior leadership
- Foster new partnerships of strategic importance on campus and in the community

Profile of an Ideal Candidate:

- At least 10 years of leadership experience within a higher education setting in a role requiring frequent interaction with faculty, staff, students, and alumni
- At least 5 years of leadership experience within a residential college system at a college or university
- Evidence of outstanding organizational and communication skills is necessary
- Evidence of outstanding management skills as a supervisor of executive staff is necessary

- Evidence of outstanding fiscal responsibility and budget management is necessary
- Evidence of knowledge of current issues and challenges in higher education is necessary

Living and Working in Nashville

Nashville is consistently ranked as one of the best places in America to live and work. It is the largest city in Tennessee, and a recognized center for music, healthcare, publishing, banking, and technology services. The climate is moderate, with four distinct seasons, none of which are extreme. There is no personal income tax on earnings in Tennessee, saving the average relocating family between 3% and 10% of income – or a savings of \$3,000 to \$10,000 for every \$100,000 earned.

The 10-county Nashville region is home to more than 1.8 million people and 40,000 businesses, with the city attracting more diverse new business from across the country than any city its size over the past 20 years.

The region is adding about 10,000 – 20,000 new jobs every year, in all sectors. Recently, Forbes ranked Nashville as the third best positioned city “to grow and prosper in the coming

decade.” Nashville has over 12,000 acres of beautiful parks and a thriving, walkable downtown with a free bus and a bike-sharing system providing access to over 200 downtown restaurants and 124 performance venues for live music and the performing and visual arts.

The “arts participation” rate is nearly five times the national average. And, with 111,379 students in 18 colleges and universities, Nashville is the third largest college town in America.

Community Highlights in and around the Metropolitan Area:

- Vanderbilt named #85 on “America's Best Large Employers”, the top employer in Tennessee and the Nashville metropolitan area for the 2nd year in a row, and as one of “America's Best Employers for Women” in 2019 (

Forbes

)

- Ranked #4 “Brain Magnet” for gains in people with college educations
- Ranked #7 as “Best City for Finding Employment Right Now” (*Forbes*)
- Ranked #17 as “Best Place for Business and Careers” (*Forbes*)
- The Gulch, an urban mixed-use neighborhood in downtown Nashville, is the first “Leadership in Energy and Environmental Design” (LEED) certified platinum neighborhood in America

- Nashville is home to two of the top 100 K-12 public schools in America. (*S. News & World Report*)

- Successful and well-respected NFL and NHL franchises
- World-class symphony has received 13 GRAMMY® nominations and six wins
- Ranked #1 “live music scene in America” (*Rolling Stone*)
- Named a top city for foodies (*Travel+Leisure*)

Please apply online at <http://vanderbi.lt/astprovostrescolleges>

Vanderbilt University is an equal opportunity, affirmative action employer. Women, minorities, people with disabilities and protected veterans are encouraged to apply.

Apply Here: <http://www.Click2Apply.net/wfvqp4mntjn9fn7c>

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**Assistant Director of Gap Experience
St. Norbert College
De Pere, Wisconsin**

posted 6/13/2019

St. Norbert College, a nationally-ranked, Catholic, liberal arts college is seeking an Assistant Director for the Gap Experience Program. This is a one-year appointment from August 1, 2019 through May 31, 2020 and is responsible for helping coordinate the overall programmatic, logistical and curricular components of the Gap Experience. This program is designed to carry rigorous academic credit, while still working under the mission of Student Affairs to foster individual student leadership skills and other values-based life skills.

[PLEASE CLICK HERE FOR A FULL JOB DESCRIPTION.](#)

St. Norbert College, a Catholic institution rooted in the Norbertine tradition, welcomes applications from members of all backgrounds and faith traditions. The College's mission emphasizes the Norbertine vision of community and includes providing "an educational environment that fosters intellectual, spiritual and personal development." We seek those who will contribute to our mission and support our commitment to building a vibrant, diverse and spiritually engaged community. **[MISSION STATEMENT](#)**

The College offers an outstanding benefits package including health, dental and life insurance; retirement plan; paid time-off and tuition waiver.

Applications received by June 26 are ensured of receiving full consideration. However,

applications will continue to be accepted until position is filled. To apply, please go [here](#) .

St. Norbert College is an equal opportunity employer and is committed to enhancing the diversity of our people, ideas and talents. We welcome individuals with diverse experiences, backgrounds, and skills to join our college community in our pursuit of inclusion and excellence. Applications from members of underrepresented groups are strongly encouraged.

**Full-Time Lead Teacher
Riverstone School
Hamilton, Montana**

Posted 5/14/2019

Riverstone School in Hamilton, MT is looking for a full-time creative, dynamic, and passionate Lead Teacher for the 2019/2020 school year. The Lead Teacher is in charge of presenting Riverstone's experiential and holistic curriculum for a group of 8-12 students in Math, Language Arts, Social Studies, and Science. Students range in ages 7-14 years old.

Riverstone School is revolutionizing education through the integration of holistic tools within the classroom, project and narrative-based assessment instead of grades and tests, and experiential learning techniques. This position isn't just a job, it's an opportunity to join a movement, and we're looking for someone with passion and commitment to a new way of educating. Please know that if the Lead Teacher has children between ages 5-14 they will be expected to attend Riverstone (free tuition).

Job Responsibilities:

- Create a holistic environment that embraces the love of learning and the child's individual needs
- Nurture meaningful relationships with each child to foster their social and emotional growth
- Be adept in understanding developmental growth, age appropriate learning experiences and the daily needs of each student

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- A strong drive for excellence, creativity, community, and inquiry both within the classroom and as a springboard for personal development
- Implement project-based lesson plans in the curriculum that creatively engage students' interest, exploration, investigation and experimentation
- Encourage and support the relationship between students and their families
- Encourage the family's involvement
- Facilitate scheduled family-teacher conversations
- Maintain compliance with Riverstone Staff Handbook and pass a pre-employment federal fingerprint background check

Skills:

- Passionate about kinesthetic, experiential student-centric teaching styles
- Allow for the direction of learning to be partially child-driven
- Compassionate awareness of various developmental stages
- Have an innovative spirit
- Experience delivering age-appropriate, experiential and/or kinesthetic learning projects and tracking student progress in a story-based format
- Excellent classroom management skills
- Exceptional oral and written communication skills
- Team player who welcomes collaboration with the curriculum designers and school staff
- Fluency in another language is not required but is a plus

*Teaching Certification is not necessary for this position but teaching experience with multiple age ranges is necessary

About Riverstone School:

Riverstone School is an independent, experiential school for children ages 5-18 located on a permaculture farm in Hamilton, MT. Riverstone is unique in its holistic approach to education. Students and staff participate in a daily meditation and yoga practice, and crystals, essential oils, GF/DF Non-GMO meals, and herbal tea are all part of the environment at Riverstone.

To Apply

Interested applicants please send cover letter, resume, and 3 references to admin@myriverstone.org

**Executive Director, Center for Global Education
Earlham College
Richmond, Indiana**

Posted 4/29/2019

Description

Earlham College is seeking qualified candidates to serve as the Executive Director of the Center for Global Education. This is a full-time, 12-month administrative faculty appointment. Salary is commensurate with experience, and includes a benefits package.

The Center for Global Education at Earlham is a strategically significant academic and co-curricular center for the College combining high-impact work in off-campus study, internships, and advising (for both international students and all students in their EPIC program). The College is seeking a senior, visionary, and effective administrative leader with more than a decade of experience in higher education who can capably lead this vital area while working collaboratively with teaching faculty and other units of the College.

The Center is a core component of the College's innovative EPIC initiative, which aims to integrate high-impact experiential learning into every student's liberal arts academic experience over four years. The "EPIC Advantage" program is administered through the Center and funds every student at the College to have at least one research, internship, or project-based experience in their four years.

The successful candidate will have significant experience in higher education administration, preferably within a small, liberal arts context, in addition to a strong and developed understanding of experiential learning in higher education. A demonstrated track record of success in integrating these high impact practices into the curriculum, working effectively alongside teaching faculty, and shaping programmatic outcomes to institutional strategic goals

is essential. The Center for Global Education at Earlham is strongly supported by faculty as a central component of the liberal arts experience.

The Executive Director will focus on all aspects of leading a strongly integrated and strategically effective Center. Major areas of oversight include off-campus study (both semester long programs and short-term), the EPIC Advantage program, international student advising, internships, and career/EPIC advising.

Primary Duties & Responsibilities

- Responsible for the strategic direction, vision and mission of the Center at Earlham with a particular attention to the articulation and promotion of the possibilities and opportunities of a liberal arts education.
- Direct supervision of the Center faculty responsible for off-campus study, summer internships, international student advising and EPIC/career advising.
- Supervision and oversight of the Japan Study Program in Tokyo and management of the Border Studies Program in Tucson, Arizona, and the associated faculty in those programs.
- Risk management for off-campus study programs.
- Collaboration with other teaching faculty associated with the EPIC initiative including the Directors of the EPIC CoLab Centers (Global Health, Entrepreneurship and Innovation, and Social Justice).
- Outreach and collaboration with partnering academic departments and programs to integrate off-campus study, internships, and EPIC advising into existing curricula.
- Active involvement in representing the College and the Center at admissions and alumni gatherings, professional associations, conferences and associated events.
- Supervision and oversight of budgeting and accounting for all areas within the Center.
- Collaboration with the Great Lakes Colleges Association (GLCA).
- Participation in administrative leadership, including projects designated by the Academic Dean, and service on college committees.

Experience & Qualifications

- 5-10 years working in higher education administration in the field of international education; a Ph.D. is strongly preferred.
- Clear understanding of and affinity for the purposes and values of a private residential liberal arts college and of Earlham's mission and distinctive characteristics.
- Experience outside the United States, experience with a second language, and respect for

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diverse student populations as well as strong aptitudes with cross-cultural communication and issues of diversity and inclusion in higher education.

- Experience and demonstrated ability in personnel management including hiring, supervision, staff training and team development.
- Background in program management and administration.
- Demonstrated interpersonal relationship-building skills and experience working with a wide range of constituents.
- Excellent verbal and written communication skills, particularly in translating the value of the liberal arts into graduate outcomes.
- Knowledge of professional standards and best practices for international education.
- Experience with risk management.
- Willingness to consult widely and collaborate effectively with many stakeholders.
- Ability to adapt to constant change and flourish in a diverse community.
- Experience managing budgets encompassing multiple projects and accounts.
- Experience in significant program creation, planning and implementation.
- Background and experience in program evaluation and assessment.
- Commitment to high visibility on the campus and in the community.
- Strong listening, verbal, interpersonal, presentation and time management skills.

Application Instructions

Please send a letter of application that addresses the various responsibilities of the position; resume; and the name, position title, email address and phone number of three professional references in a *single* PDF or MS Word file to:

Human Resources Office
Earlham College
801 National Road West
Richmond, IN 47374-4095
Email: shiprka@earlham.edu
Phone: 765-983-1393

The application deadline for consideration is May 15, 2019.

Earlham College is an Equal Opportunity Employer that seeks applications from candidates who contribute to diversity in terms of race, ethnicity, age, religious affiliation, gender, sexual

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orientation, gender identity, disability, and veteran status, among other distinctions and contributions. As a College with a Quaker identity, Earlham also is eager to solicit applications from members of the Religious Society of Friends (Quakers).

Earlham utilizes [E-Verify](#) to confirm employment eligibility for all newly hired employees within the United States.

Exploratory Adviser Grinnell College Grinnell, Iowa

Posted 4/24/2019

Grinnell College's Center for Careers, Life, and Service (CLS) is seeking a passionate, student-centered professional to join their growing team as an exploratory adviser.

Job Summary: The Exploratory Adviser is the first point of contact for First-Year students for the Center for Careers, Life, and Service and serves as a welcoming, supportive resource as they transition and acclimate to college. This adviser's primary focus is providing quality advising to First- and Second-Year students as they: 1) assess their values, strengths, interests; 2) explore professionally, personally, and civically and gain skills through high impact experiential learning experiences; and 3) connect and network with others to build professional relationships.

In addition to these advising responsibilities, the Exploratory Adviser will conduct outreach and programming with campus constituents, including first-year experience faculty members. Additionally, this individual will develop and refine resources to support student's professional, personal, and civic development and exploration and perform general duties that advance the mission of the CLS.

Qualifications: Candidates must possess a master's degree in counseling, student development, higher education, or related field and at least one year of experience in career development, higher education advising, or a similar field. The individual must understand, be able to articulate, and integrate the value and unique challenges of a liberal arts education into their advising style and approach.

Knowledge of career development, career exploration processes, and student development is required. Previous experience working with undecided undergraduate students in a liberal arts setting is strongly preferred. Familiarity with identifying and applying for experiential learning opportunities, including internships, is also required for this position. Knowledge of resume and cover letter writing standards is required. Experience and proficiency with incorporating the use of technology to deliver career services as well as excellent project management and problem solving skills are highly desired.

Exploratory Advisers must possess exceptional communication (verbal and written) skills and have the ability to interact and collaborate effectively with all levels of the College community, including students, faculty, alumni, staff, and administrators. This individual should also demonstrate a commitment to professional and ethical standards as they relate to advising and counseling.

Ability to work occasional evenings and weekends.

How to apply? Interested candidates should submit a cover letter, resume, and list of references through Grinnell's online application system: <https://jobs.grinnell.edu>
u . Applications will
be accepted and reviewed until the position is filled.

**Executive Director of Career Development
Gustavus Adolphus College
Saint Peter, Minnesota**

Posted 4/23/2019

In line with the Gustavus Adolphus College strategic plan and propelled by a \$10 million endowment, the executive director of career development is a recently created leadership position designed to provide vision and momentum to an expanding Center for Career Development. The executive director provides leadership and strategic direction through the design, delivery, and ongoing assessment of a comprehensive and integrated program of career services. Responsible for the efficient and effective operation of the Center for Career Development, the executive director will develop and leverage the talents of a growing team (eight staff members, beginning fall 2019) dedicated to helping students discover their vocation and expand their career readiness through a coordinated four-year model that engages students in advising/coaching, mentoring/networking, internship, skill development, and employment opportunities; facilitates connections between academic and experiential learning; and promotes both passion and purpose among students. The executive director is the center's chief ambassador and collaborates with a variety of stakeholders both on- and off-campus in order to nurture and expand partnerships, programs, and opportunities that will serve students from their first year to postgraduate careers. Stakeholders include faculty and staff associated with academic affairs, advancement and alumni/parent engagement, athletics, fine arts, the diversity center, enrollment management, marketing and communication, and student affairs, as well as students, alumni, parents, and employer representatives. The executive director is responsible for leading change and continuous improvement, managing fiscal and facility resources, developing and deploying available technology, data management, and reporting of outcomes. As an integral member of the Student Affairs leadership team, the executive director of career development supports the division's strategic goals, collaborates with colleagues, and actively participates in meetings, programs, committees, and assignments as directed.

Minimum qualifications include: bachelor's degree and at least three years of demonstrated supervisory experience with full-time professional staff, coupled with a demonstrated knowledge of career development best practices, contemporary job search strategies, market trends, workforce priorities across a broad spectrum of corporate and non-profit organizations, and familiarity with evolving recruitment processes including the use of technology. A commitment to equity and inclusive excellence is also required.

Preferred qualifications include: advanced degree (master's or doctorate) in higher education administration/student affairs, counseling, business, or related discipline; demonstrated experience working with undergraduate students; five or more years of progressive experience in career development and/or talent acquisition; documented skills and experience collaborating with multiple constituents (e.g., students, staff, faculty, alumni, parents, employers) to support career development priorities; and knowledge of and proficiency with computer technology (CRM systems, databases, and web-based applications) to facilitate service delivery, communication/connections, and community outreach.

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Review of applications will begin May 17, 2019, and continue until the position is filled. A resume with an accompanying cover letter may be submitted via the Spelman Johnson website at www.spelmanjohnson.com/open-positions . Nominations for this position may be emailed to Valerie B. Szymkowicz at vbs@spelmanjohnson.com

Applicants needing reasonable accommodation to participate in the application process should contact Spelman Johnson at 413-529-2895.

Visit the Gustavus Adolphus College website at www.gustavus.edu

Gustavus Adolphus College is an Equal Opportunity and Affirmative Action Employer. Employment decisions at Gustavus are based on merit, qualifications, and abilities. The College does not discriminate in employment opportunities or practices on the basis of race, color, creed, religion, age, sex, sexual orientation, national origin, marital status, disability, veteran status, status with regard to public assistance, or other categories protected by law.

**Associate Dean for Extension and Outreach
University of Georgia
College of Family and Consumer Sciences
Athens, Georgia**

Posted 3/27/2019

The College of Family and Consumer Sciences (FACS) and UGA Extension seek a nationally recognized leader in university outreach, extension and related scholarly endeavors to serve as Associate Dean for Extension and Outreach with rank of Public Service Associate or Senior Public Service Associate, untenured (non-tenure track). Allocation of effort is 100% public service and outreach. Applicants must hold an earned doctorate in discipline relevant to the position, demonstrated leadership at a management level within an outreach or Cooperative Extension program or unit, demonstrated ability to secure external funding in support of applied research and public service outreach programs, and demonstrated scholarly work as evidence by peer-reviewed publications including Extension publications. To be eligible for Public Service

Associate (comparable to that of associate professor) or Senior Public Service Associate (comparable to that of professor) on appointment, candidates must meet criteria and requirements for these ranks outlined in the Guidelines for Appointment and Promotion to PSO Faculty Rank <http://outreach.uga.edu/policies/appointment-and-promotion-guidelines/and> be approved for appointment in one of the four academic departments in the College of Family and Consumer Sciences. The Associate Dean reports to the Dean of the College. The position is 12-months and begins July 1, 2019 or as negotiated.

The Associate Dean will inspire an expansive vision for a world-class Extension and outreach program of FACS within a leading land-grant university. He or she will build relationships through various leadership and program development groups, working closely with administrators in the College of Agricultural and Environmental Sciences, UGA Extension, Office of the Vice President of Public Service and Outreach and other colleges and units for the successful application of research base of the university to priority needs of the state and foster integrated research and outreach approaches to program development and evaluation. The Associate Dean will lead through the Georgia Clinical Translational Science Alliance community engaged research committee to address health and wellness needs, particularly in rural and under-served populations by strengthening existing and expanding new research collaborations and by enriching inter-professional education to include personnel from FACS, pharmacy and other disciplines so that they can learn how to work together as a team to discover new approaches and treatments that improve health outcomes. This position is expected to provide state and regional extension leadership which requires meetings conducted via technology and/or through state and regional travel.

The University of Georgia (UGA), located in Athens, a land-grant and sea-grant university with statewide commitments and responsibilities is the state's oldest, most comprehensive, and most diversified institution of higher education. UGA has approximately 36,000 students and has been consistently ranked as one of the top public institutions of higher education in the United States. For more information about Athens, visit www.visitathensga.com ; and for Georgia, visit www.georgia.gov

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Celebrating 100 years 1918-2018, Family and Consumer Sciences
<http://www.fcs.uga.edu/>

is guided by the signature motto "Knowledge for Real Life." FACS faculty and students study and apply the principles of design and business, the sciences and technologies to develop healthier people and thriving communities through more effective educators and a high-tech global workforce. More than 75 faculty, 1,780 undergraduates and 300 graduate students are involved in teaching, research and outreach programs in the fields of child and family development; foods and nutrition; financial planning, housing and consumer economics; and textiles, merchandising and interiors. Through funding from UGA Extension

<http://extension.uga.edii/>
and the FACS, department-based specialists in cooperation with county-based agents of the

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College of Agricultural and the Environmental Sciences

<http://www.caes.uga.edu/>

extend lifelong learning to the people of Georgia through research based education in agriculture, the environment, communities, youth and families. FACS Extension helps Georgians become healthier, more productive, financially independent and environmentally responsible. Extension specialists and agents stay in touch with issues relevant to people in local communities through county Extension offices. The college's outreach programs, in addition to UGA Extension emanates from specialized centers and institutes, include the institute on Human Development and Disability, Georgia Initiative for Community Housing, ASPIRE Clinic, and others. Additional information about the college and university can be found at:

<http://www.Jcs.iiga.edii/>

and

<http://www.uga.edu/>.

APPLICATION PROCEDURE: Applications received by **April 22, 2019** will receive full consideration. Position is open until filled. Complete applications will include a letter of application, a vita, a copy of transcript for graduate study, and names and contact information for three references. The applications and supporting documents should be uploaded via the UGAJobs <http://www.ugajobsearch.com/postings/75649>.

Questions about this position or the application process should be directed to Dr. Lynn Bailey (folate@uga.edu) or Ms. Janet Fowler (facsassocdeans@uga.edu).

The University of Georgia is an Equal Opportunity/Affirmative Action employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, ethnicity, age, genetic information, disability, gender identity, sexual orientation, or protected veteran status. Persons needing accommodations or assistance with the accessibility of materials related to this search are encouraged to contact Central HR (hrweb@uga.edu).

Please do not contact the department or search committee with such requests.

**Career Specialist - School of Engineering
University of California, Merced
Merced, California**

Posted 3/26/2019

Review of applications will begin 4/3/2019 and will continue until the position is filled; however, the position may close when an adequate number of qualified applications are received. Salary is \$60,000-64,000 Annually. Background check is required, Position Code: SSA8776A

Description: The University of California, Merced, is the newest of the University of California system's 10 campuses and the first American research university built in the 21st century. With nearly 8,000 undergraduate and graduate students, UC Merced offers an environment that combines a commitment to diversity, inclusion, collaboration and professional development. With bachelor's, master's and doctoral degree programs, strong research and academic partnerships, and community involvement, the UC Merced campus is continually evolving and requires talented, knowledgeable and dynamic educators, researchers, management and staff.

Ranked among the best public universities in the nation by U.S. News and World Report, UC Merced is uniquely equipped to provide educational opportunities highly qualified students from the San Joaquin Valley and throughout California. The campus enjoys a special connection with nearby Yosemite National Park, is on the cutting edge of sustainability in construction and design, and supports the economic development of Merced and the region.

In Fall 2016, UC Merced broke ground on a \$1.3 billion public-private partnership that is unprecedented in higher education. The Merced 2020 Project will nearly double the physical capacity of the campus by 2020, enhancing academic distinction, student success and research excellence. In 2018, UC Merced opened the Downtown Campus Center, a \$33 million, three-story administrative building located in the heart of Merced.

The Career Specialist for the School of Engineering provides student professional development activities and implements career readiness education, such as internships, career development programs, and employer engagement in order to support and facilitate the academic, professional and personal development of students within the School of Engineering. The core responsibility of this role is to provide career readiness programming and career coaching to students and alumni, including assessment of student/alumni goals and interests, resume review, interview preparation, networking techniques, self-branding and effective job/internship search tactics to ensure market- and employer-readiness.

This position uses coaching techniques and conducts mock interviews (behavioral and technical). This position also plays an integral role in the design, delivery and management of career and professional development programs, seminars and sessions (online and in-person), in order to educate Engineering students on effective career management, and assists with the collection and reporting of statistics on student employment outcomes.

Additional responsibilities include providing relevant market insight to students, participating in career services events, and creating, developing, and maintaining relationships with industry specific contacts. This position may also develop, deliver, and evaluate career development programs to build foundational career skills of students and alumni. This position reports to the Director, Employer Connections and Internships in the Center for Career & Professional Advancement.

Qualifications:

- Bachelors degree in related field and 5 years of directly related experience, or equivalent experience/training required.
- Masters degree in field related to human services, educational administration, business development or other relevant background preferred.
- Demonstrated expertise in program development, career coaching and relationship management, such as recruiting; human resources; talent development or career services activities is required.
- Experience working with faculty, staff and students at all levels (particularly with First Generation Students) in Engineering and Computer Science preferred.
- Advanced communication skills, including outreach, group facilitation, coaching, presentation and/or teaching experience and written skills required,
- Experience in the use of online tools, including recruiting tools, CRMs and social media, to communicate and match employers with students and alumni preferred.
- Strong ability to design and modify computer applications to meet program needs preferred.
- Strong ability to work with people from diverse cultures required.
- Advanced knowledge of academic programs, career services, employer, alumni, and faculty needs and expectations, recruiting and staffing methods, employment trends preferred.
- Advanced knowledge of needs assessment theory, processes, and practice; project and program design preferred.
- Qualified candidates should demonstrate the proven ability to lead in a highly collaborative environment, possess excellent relationship building, organizational, planning and analytical skills, and be self-motivated required.
- Ability to travel to corporations, conferences, job fairs and other events on occasion required.
- Ability to work evening and weekend hours when needed required.

To Apply: Click on the link below to use our on-line application system.

If you do not have internet access you may mail your application, resume, and cover letter to: University of California, Merced, 5200 North Lake Rd., Merced CA 95343. Please list the job

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number on the subject line.

The University of California is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability, age or protected veteran status.

For the complete University of California nondiscrimination and affirmative action policy see: <http://policy.ucop.edu/doc/4000376/NondiscrimAffirmAct>.

Full-Time Lead Teacher Riverstone School Hamilton, Montana

Posted 3/19/2019

Riverstone School is looking for a full-time creative, dynamic, and passionate lead teacher/educator for the 2019/2020 school year. The Riverstone School Lead Teacher is in charge of presenting Riverstone's experiential and holistic curriculum for a group of 8-12 mixed-aged students in Math, Language Arts, Social Studies, and Science. Students range in ages 5-18 years old.

The Lead Teacher is in charge of presenting Riverstone's experiential and holistic curriculum for a group of 8-12 mixed-aged students in Math, Language Arts, Social Studies, and Science. Students range in ages 5-18 years old. The teacher must be open to the integration of holistic tools within the daily education model, such as meditation and yoga practice, essential oils, crystals and herbal teas. Expertise in these areas is not required. A teacher's assistant will be provided for all contact hours.

Job Responsibilities:

- Create a holistic environment that embraces the love of learning and the child's individual

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needs

- Nurture meaningful relationships with each child to foster their social and emotional growth
- Be adept in understanding developmental growth, age appropriate learning experiences and the daily needs of each student
- A strong drive for excellence, creativity, community, and inquiry both within the classroom and as a springboard for personal development
- Implement project-based lesson plans in the curriculum that creatively engage students' interest, exploration, investigation and experimentation
- Encourage and support the relationship between students and their families
- Encourage the family's involvement
- Facilitate scheduled family-teacher conversations
- Maintain compliance with Riverstone Staff Handbook and pass a pre-employment federal fingerprint background check

Skills:

- Passionate about kinesthetic, experiential student-centric teaching styles
- Allow for the direction of learning to be partially child-driven
- Compassionate awareness of various developmental stages
- Have an innovative spirit
- Experience delivering age-appropriate, experiential and/or kinesthetic learning projects and tracking student progress in a story-based format
- Excellent classroom management skills
- Exceptional oral and written communication skills
- Team player who welcomes collaboration with the curriculum designers and school staff
- Fluency in another language is not required but is a plus

*Teaching Certification is not necessary for this position but teaching experience with multiple age ranges is necessary

Compensation:

- Position Starts June 1, 2019 (start date is flexible within the first 2 weeks of June)
- \$48,000/year
- **Vacations:** 2 days for Thanksgiving, 3 wks in December, 2 wks Spring Break, 4 wks off in the summer after school is out

About Riverstone School:

Riverstone School is an independent, experiential school for children ages 5-18 located on a permaculture farm in Hamilton, MT. Riverstone is unique in its holistic approach to education. Students and staff participate in a daily meditation and yoga practice, and crystals, essential oils, GF/DF Non-GMO meals, and herbal tea are all part of the environment at Riverstone.

To Apply:

- Interested applicants please send cover letter, resume, and 3 references to admin@myriverstone.org

**Director of Career Development Services
Old Dominion University
Norfolk, Virginia**

Posted 3/12/2019

Old Dominion University (ODU) is located in Norfolk, Virginia, a vibrant metropolitan region of coastal Virginia. The institution is a state-assisted, Carnegie doctoral/research-extensive institution with a strong focus on student success and learning. The institution is proud of its rigorous academic programs, strategic partnerships, and active civic engagement. Its 25,000 students form a diverse and multicultural community within six academic colleges. ODU's programs are offered on the main campus, at higher education centers in the region, and through a high quality and growing distance learning program.

The Director of Career Development Services provides overall leadership and direction for a comprehensive career center that helps undergraduates, graduate students, and alumni develop the competencies needed to make informed choices and take action to attain their educational and career goals. An integral member of the Division of Student Engagement and Enrollment Services (SEES) leadership team, the director sets the vision and strategy for the

unit and aligns its goals and offerings with institutional and divisional priorities. Career Development Services includes student employment--hourly and work study; cooperative education, internships and practicums; career education programs, career coaching, counseling, exploration; electronic delivery of career programs, services and coaching through Career Commons; and fulltime employment programs and services for new graduates and for alumni. Working in close collaboration with the University's colleges and regional centers, and with employers and various internal and external stakeholders, the director is responsible for leading a University wide, comprehensive, developmentally appropriate integrated program of academically and professionally related career exploration, decision-making, and employment preparation services for students and alumni. The director supervises a team of 18 career services professionals and support staff and reports to the Associate Vice President for Student Engagement and Enrollment Services.

Minimum qualifications include a master's degree and a track record of progressive leadership experience focused on promoting career development and facilitating relationships to promote the career preparation and success of students. The successful candidate must be a strategic thinker and planner with the expertise, energy, and interpersonal skills to build upon the strengths of the department while fostering new cultural norms, imagining and creating strategic, developmentally based career maps for an expanse of different student populations, and leading programs to new levels of excellence. The successful candidate must be knowledgeable of evolving employment and educational trends impacting employers, students, and alumni; possess strategic change management skills coupled with strong staff, organizational development, and budget management abilities; demonstrate strong supervisory and team-building capabilities; and possess a goal-oriented, data-driven approach to generating measurable outcomes and assessments of services. Collaboration with internal and external constituents; utilization of current technologies and social media; commitment to student development; strong communication and collaboration skills; and the ability to build relevant connections with students and alumni will be important considerations in the selection of the director.

Review of applications will begin **April 5, 2019** and continue until the position is filled. A resume with an accompanying cover letter may be submitted via the Spelman Johnson website at www.spelmanjohnson.com/open-positions

Nominations for this position may be emailed to Ellen Heffernan at eth@spelmanjohnson.com

. Applicants needing reasonable accommodation to participate in the application process should contact Spelman Johnson at 413-529-2895.

Please visit the Old Dominion website at www.odu.edu

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Old Dominion University is an equal opportunity, affirmative action institution and requires compliance with the Immigration Reform and Control Act of 1986.