



**SOUTHWESTERN COLLEGE  
& NEW EARTH INSTITUTE**

CONSCIOUSNESS-CENTERED GRADUATE SCHOOL, SANTA FE, NEW MEXICO



## **Faculty, Art Therapy/Counseling Program JOB DESCRIPTION**

**REPORTS TO:** Program Director, Clinical Academic Programs

**CLASSIFICATION:** Exempt

**POSITION TYPE:** Full-Time

**REMOTE OR HYBRID ELIGIBLE:** No

**BENEFITS ELIGIBILITY:**

Employees who work 30-40 hours per week are eligible for all full-time benefits including paid time off, sick leave, health, dental and vision insurance, education benefits, retirement benefits, and professional development opportunities.

**SUPERVISORY RESPONSIBILITIES:** Adjunct faculty in the Art Therapy/Counseling (ATCN) program

**POSITION SUMMARY:**

Full-time faculty members serve as dedicated guides in a transformational learning environment, teaching graduate students, shaping curriculum, and contributing to a vibrant community of practice grounded in holistic, consciousness-based education. They also mentor and supervise adjunct faculty, ensuring alignment with the college's mission, values, and pedagogical approach.

**ESSENTIAL DUTIES & RESPONSIBILITIES:**

**Teaching**

Facilitate graduate-level courses effectively utilizing experiential, reflective, and transformational pedagogies that nurture consciousness, self-awareness, and personal-professional integration, with a minimum of 9 units per quarter within a student-centered scheduling structure.

- Foster a learning environment that balances compassion, high academic standards, and accountability, while upholding institutional policies and ensuring equitable practices in alignment with the college's mission.
- Support students in their academic, professional, and personal development through responsive student advisement.
- Engage in program-wide student assessment and evaluation processes.



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## **Curriculum Design & Oversight**

Collaborate in designing, revising, and overseeing curricular scaffolding to ensure consistency across courses and alignment with programmatic learning outcomes and SWC's consciousness-centered approach.

## **Adjunct Faculty Mentorship & Supervision**

Engage in recruitment, hiring, mentoring, and supervising adjunct faculty—modeling SWC's transformational teaching values, nurturing instructional quality, and facilitating their development in reflective practice and pedagogical integrity.

## **Scholarly & Professional Engagement**

Maintain an active presence in your field through scholarship, practice, or creative expression that reflects and enriches SWC's mission and contributes to your own ongoing evolution as a reflective practitioner.

## **Service & Institutional Engagement**

- Participate in faculty governance, program assessment, accreditation efforts, and institutional initiatives.
- Collaborate with colleagues to build an inclusive, supportive, and innovative learning environment that supports student retention and success.

## **REQUIRED KNOWLEDGE, SKILLS, ABILITIES & DISPOSITIONS:**

- Alignment with the vision, mission, purpose, core values, and consciousness-based and transformational focus of the College.
- Deep alignment with transformational and consciousness-centered education philosophies.
- Strong communication, collaboration, and mentoring skills
- Exceptional interpersonal communication and collaborative skills.
- Technological proficiency, including LMS, SIS, and Microsoft Suite

## **Transformational Teaching:**

- **Facilitation of Transformative Learning**  
Designs and guides experiences that foster deep reflection, self-awareness, and personal growth alongside academic learning and competency development.
- **Relational & Inclusive Pedagogy**  
Creates learning environments grounded in respect, empathy, and inclusivity, honoring diverse ways of knowing and being.
- **Integrative & Experiential Teaching**  
Employs creative, experiential, and integrative that connect inner work with academic learning.



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- **Mentorship & Community Building**  
Provides relational mentorship to students and adjunct faculty, cultivating a collaborative learning community that supports both individual and collective growth.
- **Critical & Creative Inquiry**  
Encourages curiosity, dialogue, and multiple perspectives, guiding learners to make meaning through inquiry, reflection, and practice.
- **Alignment of Inner and Outer Learning**  
Helps learners integrate their personal transformation with their professional calling, preparing them to serve as compassionate change agents.

## **Transformational Teaching Dispositions:**

- **Commitment to Transformation**  
Approaches teaching as a vehicle for personal, professional, and societal transformation.
- **Compassion and Presence**  
Demonstrates authentic presence, deep listening, and compassion in relationships with students, colleagues, and community.
- **Respect for Diverse Ways of Knowing**  
Honors multiple perspectives, cultural traditions, and lived experiences as essential to collective learning.
- **Reflective and Conscious Practice**  
Engages in ongoing self-reflection and conscious awareness to align teaching practice with personal and institutional values.
- **Collaborative Spirit**  
Values shared leadership, collegiality, and the co-creation of knowledge within a learning community.
- **Creativity and Openness**  
Embraces creative, integrative, and experiential approaches to foster meaningful engagement and insight.
- **Service Orientation**  
Aligns inner growth with service to the greater good, preparing learners to be compassionate agents of change.

## **MINIMUM QUALIFICATIONS:**

- Master's degree in counseling/art therapy
- Holds Art Therapy Board Certification (ATR-BC)
- Graduate-level teaching experience in art therapy/counseling or a related field
- Experience in curriculum development or program design.
- Technology Proficiency (LMS, SIS, and MS Office Suite)
- LPC and Supervisor License in New Mexico



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## **PREFERRED QUALIFICATIONS:**

- Doctorate (Ph.D., Ed.D., Psy.D., in counseling/art therapy or equivalent) in appropriate discipline.
- Graduate-level teaching experience within transformational, experiential, or reflective learning contexts.