



SOUTHWESTERN COLLEGE & NEW EARTH INSTITUTE



Faculty, Art Therapy/Counseling Program

JOB DESCRIPTION

REPORTS TO: Vice President of Academic & Student Affairs

CLASSIFICATION: Exempt

POSITION TYPE: Full-Time

REMOTE OR HYBRID ELIGIBLE: Yes

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 per course leadership responsibilities

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.

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.

Professional Engagement & Learning

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

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
- Technological proficiency, including LMS, SIS, and Microsoft Suite

Transformational Teaching Practices:

- **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.
- **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 (for Art Therapy faculty)
- 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)
- LPCC and Supervisor License in New Mexico

PREFERRED QUALIFICATIONS:

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