

Assistant/Associate Professor in Student Affairs Administration

The Graduate School of Education and Counseling at Lewis & Clark College invites applications for a full-time, tenure-track assistant or associate professor in Student Affairs Administration. We seek a colleague who will contribute to the continuing development of the program in Student Affairs through innovative teaching, an active research agenda, and collaborative service. The program places issues of diversity, social justice, and equity at the center of preparing leaders to work in administrative roles across the postsecondary education landscape. Program faculty are committed to preparing leaders who understand how to create rich and equitable learning opportunities for all students, and who serve as effective advocates for education as a cornerstone of a healthy, vibrant, and just society.

Responsibilities

- Teach graduate courses in the M.A. Program in Student Affairs Administration and potentially in the Ed.D. Program in Educational Leadership
- Demonstrate a strong research and publication agenda, including a commitment to seeking external funding
- Mentor and advise graduate students
- Assist in the coordination of the program, including recruitment and admissions
- Participate in graduate school and college committees
- Participate in assessment and accreditation-related activities
- Actively participate in professional associations at the local, state, regional, and national/international levels

The position is open to candidates with a wide range of research specializations and methodological approaches in the field of higher education, rooted in the program's commitment to social justice, equity, and access. Particular areas of interest include: (a) administration, leadership, and organizational theory; (b) student learning and development; (c) critical theory and methodologies; (d) diversity and multicultural education; and (e) public policy. Additionally, we are interested in scholars whose research focus and teaching interests cut across multiple institutional types in postsecondary education, including community colleges, liberal arts institutions, minority serving institutions, and research universities.

The Graduate School of Education and Counseling is committed to student and faculty diversity and values the educational benefits that derive from such diversity. We seek candidates who demonstrate the ability to work collaboratively and effectively within socially, culturally, and economically diverse communities; have a commitment to education for social justice, democratic practice, and critical thinking; and are interested in addressing issues of diversity in research, teaching, and curriculum development.

Qualifications

- Earned doctorate in student affairs administration; higher education administration/leadership; student personnel; or a related field (by August 2017)
- Demonstrated excellence in graduate-level teaching, including evidence of culturally relevant, democratic, and inclusive teaching philosophy and practices
- Record of scholarly productivity leading to publication
- Demonstrated commitment to issues of social justice and equity in higher education

- Demonstrated ability to work effectively with students from culturally diverse backgrounds
- Potential for securing external funds for research, training, and program development
- Interest in serving in academic leadership positions
- Experience working as a leader in higher education

Application Process:

Review of applications will begin on January 9th, 2017 and will continue until the position is filled. To apply, please visit <http://apply.interfolio.com/39580>, click Apply Now, and submit the following:

- A letter of application addressing the responsibilities and qualification described in this position description
- A current curriculum vitae
- Three confidential letters of recommendation
- Graduate transcripts
- 2-3 samples of scholarly work
- A sample syllabus and student course evaluations

The College explicitly acknowledges and affirms its conviction that diversity with respect to race, ethnicity, national origin, socio-economic background, religious orientation or spirituality, physical or sensory disability, gender, and sexual orientation on the Lewis & Clark campus provides an educational benefit for all students that can be realized only by enhancing and preserving the presence of students and education professionals from diverse backgrounds within our learning community.