Job Opening Announcement

Working Title: Director of Community Engaged Learning – Human Rights
VPUE Unit: Office of the Vice Provost
Job Code: 4112
Classification: J
Status: Exempt, Full time, Three-Year Fixed-term

PURPOSE AND STRUCTURE:

Stanford University’s Office of the Vice Provost for Undergraduate Education (VPUE) seeks a Director of Community Engaged Learning (DCEL) to expand and strengthen community engaged learning opportunities for Stanford undergraduate students in the area of Human Rights. The DCEL initiative is a pilot program that stems from the 2012 Study of Undergraduate Education at Stanford, which asserted that community engaged learning “not only advances the fundamental aims of a Stanford education, it also exemplifies the fundamental character of the institution.”

For the purposes of this initiative, community engaged learning (i.e., service-learning) is defined as a course, internship, or program that includes:

- an engagement with a community to address societal needs
- intentional integration of learning objectives and experience
- student preparation, ongoing reflection, and critical analysis
- reciprocal benefits for students, faculty, and community partners
- opportunities to critically examine public issues and/or explore one’s civic identity

The Director of Community Engaged Learning (DCEL) – Human Rights position represents a unique partnership between the Vice Provost for Undergraduate Education, the School of Humanities and Sciences, the Haas Center for Public Service, the Handa Center for Human Rights and International Justice, and the Center for Democracy, Development, and the Rule of Law. As part of the Community Engaged Learning and Research team, the DCEL for Human Rights will work with an interdisciplinary team of five other DCELS. While each of the DCELS has a distinct thematic focus (education, environmental sustainability, health, engineering, and identity), they share the goal of expanding the quantity and quality of community engaged learning opportunities in courses, research, and internships. Each DCEL is expected to support a distinct portfolio of new courses and internships; however, their success is also gauged on their ability to work collaboratively – with each other, and with campus and community partners.

The DCELS collectively manage a small program budget, and collaborate with a broad community of practice that includes academic staff from a variety of units and centers across campus. The ideal candidate will have a terminal degree and significant professional and academic experience in the field of human rights, and demonstrated experience working with faculty, students, and community organizations. Some student staff supervision may be required.
FUNCTIONS

DUTIES & RESPONSIBILITIES:
(Include approximate % of time spent in each functional area.)

(30%) Community Engaged Learning Course Facilitation and Support
• Develop and/or maintain a portfolio of community engaged learning courses that adhere to existing principles of ethical and effective service and foster civic leadership competencies through sound pedagogical practices;
• Assist faculty in developing course syllabi, course and workshop materials and activities;
• Prepare students to learn in community settings and help them reflect on their experiences;
• Assist in the development of community-based research agendas; and,
• Assist in establishing, monitoring, and assessing student learning and community outcomes related to placements.

(30%) Internship Facilitation and Support
• Assist departments and programs in developing appropriate internships for students with NGOs, governmental agencies, and other partners that meet the respective program(s) internship requirements;
• Recruit, advise, and prepare students prior to their internship or practicum experience;
• Facilitate opportunities for student reflection throughout the internship experience; and,
• Coordinate, monitor and assess internship placements.

(20%) Faculty and Community Partner Outreach and Development
• Conduct outreach activities within relevant departments and programs to encourage internship and community engaged learning course development, particularly among faculty who are not currently offering community engaged learning courses;
• Develop and deliver faculty/instructional staff workshops and seminars;
• Provide individual consultation to faculty and instructional staff;
• Conduct outreach to new community partners (local, regional, national, and global), sustain/strengthen existing relationships, and build partners’ capacity to participate in CEL courses and internship requirements;
• Conduct outreach to relevant nonprofit organizations, governmental agencies, private companies/corporations, etc., to identify appropriate course-based and internship possibilities;
• Assist with regular partner development seminars, workshops, webinars, etc. that build from existing assets and foster community partners’ capacities to be full partners in internship and courses experiences; and,
• Provide individual consultation to community partners as needed.

(20%) Program Administration
• Advise students on existing resources related to community engaged learning (e.g., community-based research, UAR grants, Haas Fellowships, Community Service Work
Study, and leadership programs, John W. Gardner Center, Office of Community Health, etc.);

- Attend monthly coordination meetings with others involved in community engaged learning to strengthen campus-wide efforts;
- Attend relevant departmental, university, or program meetings to understand the needs and opportunities, expand visibility, and effectively coordinate activities;
- Assist with grant proposals and development activities to support and expand community engaged learning activities;
- Assist with marketing and communicating about community engaged learning opportunities;
- Actively participate in the development of strategies, policies, operational and risk management procedures, and assessment strategies designed to enhance community engaged learning experiences available at Stanford University.

**QUALIFICATIONS:**

**Education:**
- No formal education required
- High School diploma, G.E.D., or equivalent
- Two-year college degree or equivalent
- Four-year college degree or equivalent
- Advanced degree (e.g., MA, MS, JD, PhD)
- Professional cert. requiring formal education beyond college (e.g., CPA)

**Experience:** Specify number of years experience needed in each functional area.
- 2-5 years experience needed in course facilitation and/or teaching experience.
- 2-5 years experience needed in internship facilitation and support.
- 2-5 years experience needed in outreach and development.
- 2-5 years experience needed in program administration.
- Experience and demonstrated capacity working both independently and in a team-oriented, collaborative environment.
- Demonstrated experience in addressing issues of diversity and multiculturalism and in building community among different groups in university and/or community settings.

**Knowledge:** Describe the technical or business knowledge required to complete the job’s primary responsibilities.
- Broad familiarity with ongoing Stanford research and programs in human rights;
- Knowledge of key trends within human rights research and practice;
- General knowledge of relevant local, national, and international organizations, and demonstrated effectiveness cultivating and sustaining community partnerships;
- Demonstrated interest and understanding of principles and practices of ethical and effective public service and experiential education, including service-learning, particularly in ways that effectively engage students, faculty and community partners.
Skills & Abilities:

- Strong organizational skills, with experience developing, implementing and evaluating programs; planning events; administering application processes.
- Excellent verbal and written communication skills, with the ability to produce high-quality written materials and engage in public speaking with range of constituencies including faculty, staff, students, community partners, and donors.
- Strong independent judgment and interpersonal skills including demonstrated ability to problem-solve and experience working with diverse populations.
- Ability to influence without authority; the ability to work effectively with decision-makers across many levels of the organization.
- Strong computer skills, including use of Microsoft Office applications and database management software, and facility in using technology in program delivery.
- Ability to manage time effectively and manage multiple projects/assignments and activities under pressure with frequent interruptions.
- Demonstrated capacity to be entrepreneurial, strategic and creative in one’s approach to overcoming obstacles and achieving goals.

Work Standards:

- Subject to and expected to comply with all applicable University policies and procedures, including but not limited to the personnel policies and other policies found in the University's Administrative Guide, http://adminguide.stanford.edu/

To Apply:

- Access the Stanford Careers website at http://stanfordcareers.stanford.edu
- Click on Job Search
- Enter 67308 in the Keyword Search field (the search result will appear)