



The preparations for next summer have started, and so we are calling on you to join a staff team in June, July or August 2025. This year again we are broadening the range of 'profiles' we are looking for in our teams. So do read on, maybe there is a position here that just matches your ambitions and summer plans. Each session will have one academic director, one program director, two experiential learning interns and at least two student and intern mentors.

Please keep in mind that all our positions are on a voluntary basis. During the sessions, our program provides housing, food, drinks, good company and the gratitude of a forever network. This also means everyone is paying for their own transport to and from the Gozo base camp in Malta.

We ask that you arrive at our base camp at least two days prior to the start of the program to assist with practical preparations, and stay at least one full day afterward for debriefing and cleanup. Session dates are available on our website. Depending on availability (as the time between sessions is limited), you are welcome to extend your stay for a few extra days before or after a session for personal time or research.

These staff positions can be valuable additions to your CV, and we encourage you to seek support from your university for this opportunity within our program. The descriptions provided below not only clarify the expectations of the role but can also assist you in securing funding. While this is not guaranteed, many previous staff members have successfully obtained financial support through their home institutions.

All applications have to be done through this online form. The link will also be made available on our alumni Facebook page.  
<https://anthropologyfieldschool.org/facultysection/staffapplication/index.php>

**Application Deadline January 30th, 2025**

## 1. Internship in Experiential Learning

*Directed at:*

All alumni, but primarily the ones that haven't been in a staff position before.

In a nutshell... You are staying in 42, also known as 'the pantry apartment'. This is the heart of our program, where the foundation for basically everything else is built. Together with one colleague, you will turn this space into a bridge-building community hub for the session. We encourage you to collaboratively mold this into what you think it needs to be. An afternoon coffee-bar, an experimental breakfast club, a newspaper library, ... You can count on the rest of the team (and some available budget) to help you realize this. Like everyone else on the team, you will do your fair share of daily 'housekeeping chores' (shopping, cooking, cleaning, prepping Barruf, ...) We count on you to be the less formal -and for some definitely less intimidating- support to all participants' projects.

### **Learning objectives:**

Upon completion of this internship, participants will be able to:

- Recognize and manage student support needs within an experiential learning environment.
- Effectively engage students and facilitate high quality learning experiences in small group settings.
- Facilitation of creating a safe and supportive learning environment for a group of international undergraduate and post-graduate students
- Engage in critical reflection of their own practice in supporting diverse students with diverse needs in an overseas educational setting

### **Responsibilities:**

During the internship, participants will be asked to:

- Plan and run drop-in mind-map session
- Provide informal support to all students projects
- Participate in school excursions to cultural events and team building activities
- Provide pastoral support to students
- Be responsible for creating a supportive community hub in the common area (42)
- Like everyone else on the team, responsibility for and proactive contribution to daily 'housekeeping chores' (shopping, cooking, cleaning, prepping Barruf)

### **Optional:**

- Supervision and mentoring of undergraduate and post-graduate students through weekly mentor meetings and other learning opportunities and educational discussions (1 or 2)
- Participate in and contribute to identifying student and intern academic and wellbeing needs through team meetings and other learning opportunities and educational discussions

### **Skills attained:**

- Planning and implementing small group learning activities
- Academic supervision and mentoring skills
- Reflective practice in higher education
- Communicating with and contributing to a diverse team environment
- Decision-making and problem solving in an academic environment
- Working in an international setting
- Supporting student academic and wellbeing needs

### **Evaluation:**

Two way interview with Intern Mentors and Program/Academic Director upon completion of the program.

## 2. Student and Intern Mentors

*Directed at:*

All alumni that have participated as staff member in one of our sessions before

Like everyone else in the team, you will do your fair share of daily 'house-keeping chores' (shopping, cooking, cleaning, prepping Barruf, ...). You will also be doing mentor meetings (always in duo with another team member), and you will be included in preparations for the session during the months leading up to the session. To what extent you can help in preparations during the year, will be discussed after you have been placed in a session. We will need some help in the outreach for our program (social media, using your own academic anthro-network, ...), but we can also discuss setting up a specific project for you. It is safe to say that preparation-wise, we will count on you for a couple of hours a week to collaborate with us on this.

Carrying out a full research project of your own while taking up your staff role is not a good idea. In our experience this brings too much pressure to the table to enjoy either, often leading to frustrations for you and the rest of the team. However, research and fieldwork opportunities will come up, and we do encourage you to have your notebook ready for smaller research activities or to prepare another research stay.

### **Professional development objectives:**

Upon completion of this internship, participants will be able to:

- Effectively engage students and facilitate high quality learning experiences in an international setting
- Effectively supervise and support interns to contribute to the running of an overseas academic program
- Recognize and manage student support needs within an experiential learning environment
- Create opportunities for, and encourage participation in, opportunities for capacity building for faculty
- Facilitation of creating a safe and supportive learning environment for a group of international undergraduate and post-graduate students
- Engage in critical reflection of their own practice in supporting a diverse group of students

### **Responsibilities:**

During the program, student and intern mentors will be asked to:

- Supervision and mentoring of undergraduate and post-graduate students through weekly mentor meetings and other learning opportunities and educational discussions (1 or 2)
- Participate in and contribute to identifying student and intern academic and wellbeing needs through team meetings and other learning opportunities and educational discussions
- Facilitate academic excursions to cultural events and team building activities
- Assist the Academic in developing and facilitating the academic program
- Assist the Program Director in activities that contribute to the smooth running of an international academic program
- Proactively seek opportunities to contribute to the overall running of the field school, for example, organising activities, facilitating faculty/student communication, managing or contributing to social media communication
- Like everyone else on the team, responsibility for and proactive contribution to daily 'housekeeping chores' (shopping, cooking, cleaning, prepping Barruf)

### **Skills attained:**

- Planning and implementing small group learning activities
- Academic supervision and mentoring skills
- Supervision of academic interns
- Reflective practice in higher education
- Communicating with and contributing to a diverse team environment
- Decision-making and problem solving in an academic environment
- Working in an international setting
- Supporting student and intern academic and wellbeing needs

### **Evaluation:**

Two way interview with Academic Director and Program Director upon completion of the program

### 3. Program Director

Directed at:

Experienced staff members

Each session will have one Program Director who together with the Academic Director will have ultimate responsibility towards the session.

#### **Professional development objectives:**

Upon completion of the program, Academic Directors will be able to:

- Develop and facilitate an academic program suitable for a diverse group of undergraduate and post-graduate students in an international setting
- Effectively engage students and participate in high quality learning experiences
- Effectively supervise and support faculty to contribute to the running of an overseas academic program
- Recognize and manage student academic and wellbeing support needs within an experiential learning environment
- Recognize and manage faculty professional development and wellbeing support needs
- Create opportunities for, and encourage participation in, opportunities for capacity building for faculty
- Create a safe and supportive learning environment for a group of international undergraduate and post-graduate students
- Engage in critical reflection of their own practice in supporting a diverse group of students and faculty in an international academic setting

#### **Responsibilities:**

During the program, the program director will be:

- Recruiting and selecting session faculty
- Responsible for the overall smooth-running of an overseas academic program
- Responsible for field school communication
- Responsible for the session budget
- Responsible for the overall program schedule
- Responsible for ensuring a safe and smooth-running learning environment (including managing building maintenance, consumables, and organization of non-academic activities)
- Ultimately responsible for ensuring student and faculty wellbeing, academic engagement, and professional development
- Supporting the Academic Director to develop and facilitate an academic program, including scheduling mentor meetings, cultural excursions, learning opportunities, and educational discussion

- Supporting the Academic Director to engage in professional development opportunities throughout the program
- Attending team meetings focussed on focussed on academic student academic and wellbeing needs and support faculty to address and support identified needs
- Overall responsibility for scheduling, planning, and supporting the team to contribute to daily 'housekeeping chores' (shopping, cooking, cleaning, prepping Barruf) and, like everyone else, contributing to these tasks.

#### **Skills attained:**

- Management of an academic program in an international setting
- Supervision of a faculty team to facilitate and academic program in an international setting
- Pastoral care for faculty and students in an international academic setting
- Reflective practice in in higher education
- Managing a diverse team environment
- Decision-making and problem solving in an academic environment
- Working in an international setting
- Supporting student and faculty professional development and wellbeing needs

#### **Evaluation:**

Two way interview with Academic Director and an Expeditions Board member following completion of the program.

## 4. Academic Director

*Directed at:*

Experienced staff members.

Each session will have one Academic Director who together with the Program Director will have ultimate responsibility towards the session.

### **Professional development objectives:**

Upon completion of the program, Academic Directors will be able to:

- Develop and facilitate an academic program suitable for a diverse group of undergraduate and post-graduate students in an international setting
- Effectively engage students and participate in high quality learning experiences
- Effectively supervise and support faculty to contribute to the running of an overseas academic program
- Recognize and manage student academic and wellbeing support needs within an experiential learning environment
- Recognize and manage faculty professional development and wellbeing support needs
- Create opportunities for, and encourage participation in, opportunities for capacity building for faculty
- Facilitation of creating a safe and supportive learning environment for a group of international undergraduate and post-graduate students
- Engage in critical reflection of their own practice in supporting a diverse group of students and faculty in an international academic setting

### **Responsibilities:**

During the program, student and intern mentors will be asked to:

- Supervise and mentor undergraduate and post-graduate students through weekly mentor meetings and other learning opportunities and educational discussions (1 or 2)
- Develop and facilitate an academic program, including scheduling mentor meetings, cultural excursions, learning opportunities, and educational discussions
- Lead team meetings focussed on focussed on academic student academic and wellbeing needs
- Provide initial writing-up support for the participants, leading to a field-work poster output.
- Support faculty to engage in professional development opportunities
- Assist the Program Director in activities that contribute to the smooth running of an international academic program

- Like everyone else on the team, responsibility for and proactive contribution to daily 'housekeeping chores' (shopping, cooking, cleaning, prepping Barruf)

### **Skills attained:**

- Developing and implementing an academic program in an international setting
- Academic supervision and mentoring skills
- Supervision and mentoring of academic faculty
- Reflective practice in higher education
- Communicating with and contributing to a diverse team environment
- Decision-making and problem solving in an academic environment
- Working in an international setting
- Supporting student and faculty professional development and wellbeing needs

### **Evaluation:**

Two way interview with the Program Director and an Expeditions Board member upon completion of the program

## **6. Base Camp Manager**

(from mid-August '25 until June '26)

### *Directed at:*

All alumni with a personal goal that matches the mission of Expeditions. For example: doing fieldwork, volunteering for an organization, preparing a PhD trajectory or doing an internship at Expeditions for the summer school preparations. And of course you can count on the support of our whole team. You will have one apartment with two bedrooms available for yourself, and are allowed to include a partner in this endeavor. Rent, electricity, water and internet bills are covered by Expeditions.

### *What is expected?*

While fulfilling your own goals you can stay in our resident apartment (40) in Xlendi throughout the year and are responsible care of the premises. We expect you to welcome our base camp guests and be available for issues they might have. With about 10 to 15 stays throughout the year, this should not give you too much work. We ask you to organize the calendar with our cleaning professional and coordinate repairs (or do them yourself if you can). You will also be maintaining the surroundings of the base camp (some minor gardening and cleanup when necessary). And finally we count on you to help promoting our program on social media by making regular relevant posts on (y)our existence in Malta/Gozo.