

A Message from the Chair...

I am honored to serve as the incoming chair of the Educational Problems Division for the SSSP. If you attended the SSSP annual meetings in New York City this past summer, you saw first hand how vital and important our members' scholarship is around a variety of pressing educational and social justice issues. Our lineup for next summer's meetings in San Francisco promises to be just as riveting, with proposed sessions on discipline policies and low-income youth of color, austerity measures and higher education, activism and education, school turnaround and reform politics, LGBT youth in educational settings, and more. Thanks to all of you who organized and presided over sessions at the meetings in NYC, and to all of you who brainstormed ideas for next year's meetings and have agreed to organize sessions.

Also, congratulations to our Educational Problems Division graduate student paper award winner for this year, Lauren Schudde! Lauren's winning paper, titled "A New Look at the "Experiential Core" of College Life: Unveiling Sources of Persistent Inequality in American Higher Education" was selected for this award from an especially competitive pool of outstanding graduate papers.

In the spirit of showcasing graduate student work and supporting emerging scholarship in the division, I urge you to step up to chair this year's Graduate Student Paper Prize Selection Committee! I also need volunteers to serve on the committee. Please let me know if you would be willing to help in any capacity. The deadline for student paper submissions is January 31st, 2014. Please let me know by 2/1/14 *latest* if you will be willing to help select our next graduate student winner(s). Also, please spread the word and encourage folks in your networks to submit nominations for this award.

Finally, I want to remark on the sad passing this year of one of our great scholar-activists, Dr. Jean Anyon. In addition to her landmark work *Ghetto Schooling*, Dr. Anyon's body of scholarship urged us to always understand educational inequities as they are rooted in the larger forces of political economy, social movements, and race relations. Her assertion that educational policy must be formulated to address larger racial and class injustices (both within and outside of the school system) serves as a much needed antidote to the neoliberal educational reform rhetoric that espouses the degradation of teacher unions and the de-professionalization of teachers, the privatization and corporatization of public schooling, and the dismantling of democratically-elected school boards, among many other free-market solutions to educational problems. May our work continue to do justice to her legacy, and shine a light on the ways in which social inequalities- and people's resistances to these- shape life in our educational institutions.

The success of our division is a collective effort, and I want to take a moment to recognize Lynn Green's work (Cheyney University of Pennsylvania) on our newsletter. Thank you for stepping up to help in this effort, Lynn!

Happy holidays all! Best wishes for a healthy, happy, and productive new year.

Hava Rachel Gordon, Ph.D.
Associate Professor of Sociology
University of Denver
Division Chair 2013-2015
Hava.Gordon@du.edu

RECENT PUBLICATIONS

Mayberry, Maralee mayberry@usf.edu

Mayberry, M. "Gay-Straight Alliances: Youth Empowerment and Working Toward Reducing Stigma of LGBT Youth." *Humanity and Society*, 37(1), 2013. 35-54.

Mayberry, M., Chenneville, T. and S. Currie. "Challenging the Sounds of Silence: A Qualitative Study of Gay-Straight Alliances and School Reform Efforts." *Education and Urban Society*, 45(3), 2013. 307-339.

Hava Rachel Gordon: Hava.Gordon@du.edu

Taft, Jessica K. and Hava Rachel Gordon. 2013. "Youth Activists, Youth Councils, and Constrained Democracy." *Education, Citizenship and Social Justice* 8 (1): 87-100.

Jeffrey Sacha http://pathways.gseis.ucla.edu/publications/Discipline_Report.pdf

This report shows the long-term educational impact of high school suspension and expulsion on young men in California. Controlling for important predictive variables like family income background and high school academic performance, young men who were suspended or expelled while in high school were significantly less likely to enroll in post-secondary education. The researchers conclude with recommendations for policy efforts and future research on high school discipline.

UPCOMING EVENTS

June 6–7, 2014 Lewis Katz Building
Penn State University Park
State College, PA

Penn State's College of Education will host an interdisciplinary civil rights conference and related graduate student symposium in the summer of 2014. The primary goal of the conference is to address the inability of many students of color to access high-quality pre-K through higher education — still uneven for young people from historically marginalized groups and/or in many urban and increasingly in suburban settings. While many policy proposals have focused on access to education, there has been much less attention to racial inequality and segregation in access to P–20 education, even as the percentage of students of color is rapidly increasing. This conference seeks to explore what strategies have been effective in expanding educational opportunities for these students — and how we can implement additional best practices that will ensure equity in public education for the future.

The conference will feature invited speakers, such as federal government officials working in civil rights and education, educators who are currently implementing integration or affirmative action plans, and long-time scholars in the field. We plan to hold a graduate symposium on Friday morning, a dinner Friday evening with a major speaker, and a day-and-a-half-long conference beginning on Friday afternoon and all day Saturday.

SEEKING EMPLOYMENT

Jill M. Smith is a doctoral student in Sociology at Brandeis University. Jill's areas of interest include sociology of education, stratification/mobility, sociology of culture, social theory, and qualitative methods. This fall, she will defend her dissertation on the role of independent educational consultants in the college application process. Her dissertation research is on the role of independent educational consultants in the college application process. Jill is currently on the job market and hopes to find a teaching or research position for the 2014-2015 academic year.

EMPLOYMENT OPPORTUNITIES

ACADEMIC DIRECTOR, COLLEGE OF EDUCATION

Washington State University Vancouver

Salary: Competitive, commensurate with experience

Position: Permanent, full time, tenure-track, academic position with required additional administrative responsibilities

Effective date: June 15, 2014, or as negotiated

Position: Academic Director of the College of Education

The Director is the chief administrator in the College of Education on the WSU Vancouver campus, reporting directly to the WSU Vancouver Vice Chancellor for Academic Affairs and the College of Education Dean on the Pullman Campus. The Director of Education also works closely with the two Department Chairs in the College of Education located in Pullman. The unit includes established and emerging undergraduate, master, and doctoral degrees and certification programs.

Principal Responsibilities: We seek candidates who can provide leadership in the development and administration of undergraduate, master, and doctoral degrees and certification programs; provide leadership and support for accomplishing the mission of the unit; provide leadership and support for faculty scholarship, research, and publication; supervise personnel and administer budgets; work effectively with College of Education leadership teams across the WSU system; work effectively with campus and university governance and finance; work collaboratively and effectively with local school districts and institutions of higher education; extend and engage in community outreach in a rapidly growing metropolitan area; provide leadership in professional associations and state and university agencies; maintain an active research and publication agenda at a level appropriate to the position; and teach courses in areas of professional specialization.

Required Qualifications: Full or Associate Professor with earned doctorate in Education or related field. Evidence of success in administration, scholarship, and teaching that would meet the standards for a tenured appointment within the College of Education.

Desired Qualifications: Evidence of the following: collaborative and participatory leadership style; successful interagency collaboration; knowledge of current trends in educational policy and reform; knowledge of standards and performance-based educational trends; knowledge of and expertise with K-12 public school partnerships; commitment to field-based teacher and administrator education; demonstrated ability to work in a multi-campus system; expertise or scholarship in culturally responsive educational programs; ability to support faculty scholarship, research, and publication; expertise in developing and managing budgets.

Application, Screening Procedures, and Deadline: Screening of applicants begins November 19, 2013 and continues until the position is filled. To apply, go to www.wsujobs.com/applicants/Central?quickFind=59008. Include letter of application addressing the required and desired qualification criteria, current comprehensive curriculum vita, two samples of scholarly work, and the names and contact information of three references. The application system will ask you to name three additional references who will provide letters of recommendation on your behalf. For details regarding this position, please contact Dr. Gisela Ernst-Slavit, Search Committee Chair, at (360) 546-9659 or gernst@wsu.edu or Ms. Debra Barnett, Principal Assistant, at 360-546-9660 or debarnett@vancouver.wsu.edu.

Visit WSUV online at <http://www.vancouver.wsu.edu>.

WSU is an EEO/AA Employer. Protected and underrepresented group members are encouraged to apply

Post-doctoral Fellowship/Research Analyst Position at Northwestern University School of Education & Social Policy

The Distributed Leadership Study is currently conducting a search for a post-doctoral fellow or research professional to take a senior role in an ongoing study of school organization and instructional reform.

The project seeks candidates with demonstrated experience in designing and undertaking empirical investigations of school reform, the school organization and teachers' social interactions. We are especially interested in candidates with expertise in both qualitative and quantitative approaches, especially using interviews, surveys, and social network instruments. Candidates with a PhD in education or one of the social sciences (e.g., sociology, psychology, economics, and organizational studies) are strongly encouraged to apply. Qualified advanced doctoral students who will complete degree programs no later than August 2013 are also encouraged to apply. The position will provide ample opportunities for a post-doctoral fellow to pursue a scholarly program of research.

Requirements: Substantial knowledge of and familiarity with how schools or similar organizations work is essential. This position requires strong interpersonal, communication, and organizational skills, as well as demonstrated ability to manage qualitative and

quantitative research. The ideal candidate will have demonstrated ability to use analysis software, ideally NVivo, Stata or SPSS, and/or social network software such as UCINET, ORA, StOCNET, or R, or to quickly learn novel software packages.

Responsibilities: will include working with the principal investigator in the design and implementation of research studies that investigate school reform and instructional improvement. The post-doc/research analyst will be expected to take a significant role in overseeing data collection, developing and managing relevant databases, conducting qualitative as well as statistical analyses, and writing about (and otherwise disseminating) research findings. Related duties as required or assigned.

Applicants should send a resume and cover letter to Prof. James Spillane c/o Katie Mertz (k-mertz@northwestern.edu). Please indicate where you found this posting.

Northwestern is located in an attractive lakefront community adjacent to Chicago.

Northwestern University is an Equal Opportunity, Affirmative Action employer. Hiring is contingent upon eligibility to work in the United States. Employment Eligibility verification required upon hire.

**Assistant Professor
Research Graduate School of Education (GSE), University of California, Berkeley**

Education Policy

The Graduate School of Education (GSE), University of California, Berkeley, seeks applicants at the Assistant Professor level for a tenure-track position as a social scientist specializing in economic aspects (broadly defined) of education policy, to begin in the 2014-2015 academic year, anticipated start date of July 1, 2014. We anticipate that a successful applicant would most likely be an **economist of education**, but note that the School's needs and interests could also conceivably be satisfied by a **sociologist, political scientist, or public policy scholar**. Applicants should be working on the cutting edge in economics of education or quantitative methods (including mixed methods), and should have a commitment to studying enduring issues in education, including, for example, inequality, political economy and school reform, accountability assessments, and teacher evaluation schemes. The successful candidate will have a primary affiliation with the Policy, Organization, Measurement and Evaluation area, whose faculty members draw upon a variety of academic disciplines and serve students with interests in education policy, educational equity, organizational practices, instructional organization, institutional behavior inside schools and school systems, along with evaluation and measurement, and quantitative methods. However, education policy is a matter of broader interest in the Graduate School of Education, and the successful candidate may expect to collaborate with faculty and students throughout the School and on the campus. The individual will teach and advise doctoral students specializing in educational policy research, and will also contribute as appropriate to the GSE's highly-regarded undergraduate minor and/or its small, innovative programs of professional education.

Applicants should have an earned doctoral degree or equivalent in education, economics, or a related field of the social sciences, and the potential for significant research accomplishment and distinguished teaching. The doctoral degree must be completed by date of hire. Applications must include a curriculum vitae; a detailed letter or statement of interests and qualifications; up to three samples of academic writing; and the names and contact information of three references, by December 2, 2013. All letters will be treated as confidential per University of California policy and California state law. Please arrange for letters of recommendation to be uploaded directly by recommenders. Please refer potential referees, including when letters are provided via a third party (i.e., dossier service or career center), to the UC Berkeley statement of confidentiality: <http://apo.chance.berkeley.edu/evalltr.html> To apply, please submit all materials electronically to the following URL:

<https://aprecruit.berkeley.edu/apply/JPF00225>

The University of California is an Equal Opportunity, Affirmative Action employer. We are interested in candidates who will contribute to diversity and equal opportunity in higher education through their teaching, research, and service. UC Berkeley is committed to addressing the family needs of faculty, including dual-career couples and single parents. For more information

<http://calcierge.berkeley.edu/>

Ms. Helen A. Clifton, Analyst for academic personnel

Dean's Office Graduate School of Education

University of California

Berkeley, CA 94720-1670

Telephone: (510) 643-6645 FAX: (510) 643-8904

hclifton@berkeley.edu

Assistant/Associate Professor, Doctoral Program in Leadership Studies

Ashland University's Doctoral Program seeks tenure-track Assistant/Associate Professor position in Leadership Studies starting August 2014. Successful candidate will be expected to teach doctoral leadership courses, more specifically the courses, "Human Capital & Public Policy" and "Mentorship." Experience directing theses and dissertations is a plus. Candidate will teach only in Doctoral program. Faculty members are expected to be active scholars; develop a significant body of refereed publications; advise students; engage in curriculum development; and participate in department, college, and university committees.

Qualifications include earned doctorate from an accredited institution in education, or related discipline with emphasis/concentration in leadership and/or public policy; ability to teach effectively at the graduate level; and ability to work collaboratively with colleagues in the department and in the college.

The Ashland University Doctoral Program in Leadership Studies is a multidisciplinary program whose mission is to prepare ethical and competent professionals who are able to provide effective leadership in a variety of educational and organizational settings. The doctoral program conceives of leadership within the context of organizational renewal. The goal of the program is leadership that focuses on common values among professionals within an organization, a vision of what education can be, and the pursuit of higher order institutional and personal goals.

Review of applications will begin immediately until a selection has been made. Salary competitive and commensurate with experience. Applicants should send the following material: (1) a letter of application describing teaching and research interests, (2) a curriculum vitae, (3) graduate transcripts, (4) relevant publications or samples of scholarly writing, (5) three letters of recommendation, and (6) relevant course evaluation if available.

Send the application packet to: Dr. James Van Keuren, Dean, Dwight Schar College of Education, 401 College Avenue, Ashland, OH 44805. PHONE: 419-289-5377, FAX: 419-289-5331, jvankeu1@ashland.edu

Ashland University meets fully its obligation of nondiscrimination under federal and state law and is actively committed to diversity in its workplace.

Assistant or Associate Professor of P-12 Systems Leadership: Organizational Innovation to Support Teaching & Learning (Tenure track)

THE UNIVERSITY OF WASHINGTON SEATTLE, College of Education, is pleased to announce a nine-month, full-time, tenure-track position in K-12 Educational Leadership, Policy, and Organizations with a focus on Instructional Leadership, Organizational Innovation and Performance at the level of assistant or associate professor. We seek applicants with a doctoral degree in educational leadership, policy, or organizations or a closely related field, and scholarly expertise and relevant practical experience related to innovation and performance in P-12 leadership, leadership preparation, and the continuous improvement of educational organizations, including the use of various forms of evidence in such processes. Individuals with a demonstrated interest in and capacity for "engaged scholarship" through working partnerships with educational systems would be especially suited for this position and would contribute to an already established college-wide focus on improving educational practice in partnership with the field. This colleague would teach graduate courses primarily in the areas of leadership and organizations and secondarily in policy. We seek candidates to help bring state-of-the-art pedagogy and scholarship to bear on the challenge of preparing educational leaders not simply to manage educational systems as they are now but to develop and lead the design of systems that continuously improve in ways necessary to realizing ambitious learning goals for all students, particularly those not historically served well by existing systems. Applicants should demonstrate an active research program in such areas as: educational innovation; continuous instructional improvement; instructional leadership by principals, teachers, and/or central office administrators; leading for equity in challenging contexts; the improvement of leadership practice, and the improvement of P-12 educational systems, among others. We are especially interested in candidates with strengths in applied quantitative or mixed methods research, and who continually engage with the field as part of their academic work, as well as candidates who have worked in teaching and leadership roles in the P-12 system. Preference will be given to candidates with a proven track record in grant writing.

University of Washington faculty engage in teaching, research and service. The successful candidate should be prepared to: (1)

pursue an active research program related to the areas listed above; (2) teach undergraduate and graduate courses on policy, organizations, and leadership; (3) advise graduate students pursuing the M.Ed. and Ph.D.; (4) participate as an advisor and instructor in an innovative practice-based Ed.D. program that prepares learning-focused systems-level leaders; and (5) engage in grant development focused on the intersection of policy and leadership for teaching and learning improvement.

The UW College of Education is a vibrant working environment characterized by an atmosphere of supportive and interdisciplinary collaboration, both within the College and across the entire University. The College recognizes that meaningful connections between research and practice are essential to producing rigorous and relevant knowledge about educational improvement and to strengthening the performance of educational systems, both of which are essential to closing persistent opportunity gaps. The College seeks a faculty member who will participate centrally in forging such connections.

Applications should include: (1) a detailed letter describing qualifications for the position, including academic preparation, experience, research agenda, and evidence of working in or otherwise engaging schools or other organizations serving historically disenfranchised youth; (2) curriculum vitae; (3) three letters of reference; (4) at least two examples of scholarly writing; and (5) an e-mail address for further communications. Please submit your application packet both electronically and by mail to the search chair, Dr. Meredith Honig, via Nicole Saunders at coejobs@uw.edu, 222 Miller Hall, College of Education, Seattle, WA 98195-3600.

The committee will begin reviewing applications on **December 1, 2013**. The position will remain open until filled. The proposed start date for this position is September 16, 2014. Send queries about the position to Meredith Honig, search chair, at mihonig@uw.edu.

To learn more about the University of Washington (<http://www.washington.edu>) and the College of Education (<http://education.washington.edu>), our mission and goals, research and outreach activities, faculty, and academic programs, please visit us on the web.

The University of Washington is an affirmative action, equal opportunity employer. The College of Education is dedicated to the goal of building a culturally diverse and pluralistic faculty and staff committed to teaching and working in a multicultural environment and strongly encourages applications from women, minorities, individuals with disabilities and covered veterans.

A competitive recruitment and selection process is being conducted and if a U.S. worker or permanent resident is not selected pursuant to this process, an application for Alien Employment Certification may be filed on behalf of an alien to fill the job opportunity. Interested persons should submit an application to the designated search committee chair.

Send queries about the position to Dr. Meredith Honig, search chair, at mihonig@uw.edu.

Neag School of Education, Department of Educational Leadership Assistant/Associate Professor

The Department of Educational Leadership is seeking a full-time, tenure-track faculty member at the rank of Assistant or Associate Professor. The Department of Educational Leadership is home to the nationally recognized University of Connecticut Administrator Preparation Program, the Executive Leadership Program for superintendents, and the practitioner-based Ed.D. program. The Department also houses the UConn Center for Education Policy Analysis, which is supported by advanced doctoral students in the Learning, Leadership & Education Policy Ph.D. program. The Neag School of Education is the current host of Educational Administration Quarterly, a ranked journal sponsored by the University Council for Educational Administration.

Essential Duties and Responsibilities:

- Produce rigorous scholarship in educational leadership and/or education policy;
- Apply understandings of issues of diversity, equity, and multiculturalism to preparing educational leaders and to scholarship;
- Pursue and secure external funding to advance the study of issues related to educational equity, educational leadership, and/or education policy and practice;
- Teach courses in administrator preparation, Ed.D., and Ph.D. programs;

- Advise 6th-year and doctoral students;
- Serve on university committees;
- Provide service to professional organizations.

Minimum Qualifications:

1. An earned doctorate in educational leadership, education policy, or a related field by time of appointment.
2. Demonstrated ability to develop strong professional relationships with K-12 educational administrators and faculty, and to interact effectively in culturally and ethnically diverse communities.
3. Demonstrated success, or exhibit strong potential for success, in conducting high quality scholarship, collaborating with university faculty members on research projects, securing external funding, and delivering high quality instruction.
4. Evidence of potential to contribute to various service activities within the university and across the profession.

Preferred Qualifications:

1. A research focus on educational leadership and reform, particularly in the context of underserved and distressed communities.
2. Expansive knowledge of public educational systems and the contexts in which they operate.
3. A theoretically and empirically grounded understanding of the education of students of color and students living in poverty.
4. Successful experiences working as an educational leader or change agent in urban or under-resourced education settings.
5. A demonstrated commitment to educational equity and social justice with respect to teaching, service, and scholarship.
6. Expertise in the education of linguistically diverse students and English language learners.

This is a full-time, nine-month, tenure track appointment with a start date of August 23, 2014. Salary is competitive based on qualifications and commensurate with experience. For further information about the Department of Educational Leadership please see www.edlr.uconn.edu.

Applications are accepted via www.jobs.uconn.edu. Please submit a letter of application describing how you meet minimum and preferred qualifications, a current curriculum vita, two samples of scholarly writing, and three letters of reference. Please include your last name and search number in the document title for each document submitted. Applicants should contact Dr. Casey D. Cobb, Search Committee Chair, with further questions at casey.cobb@uconn.edu. Review of applications will begin immediately.

At the University of Connecticut, our commitment to excellence is complemented by our commitment to building a culturally diverse community. The University of Connecticut is an EEO/AA employer and encourages applications from historically underrepresented groups.

Department of Educational Leadership, Curriculum and Instruction

Texas A&M University-Corpus Christi is a learning centered institution committed to making excellence inclusive. Located on its own island, we are surrounded by the water of Corpus Christi and Oso bays. The beautiful natural setting is enhanced by our modern, attractive, and state-of-the-art classroom buildings and support facilities, and our colorful landscaping, and plazas that lend a distinctive tropical feel to the campus. Our Hispanic Serving Institution status provides a foundation to attain significant impacts for improving the educational attainment of our regional students, and our strategic location on the Gulf of Mexico and on the cultural border with Latin America places the Island University in perfect position to help realize its national and international prominence goals. TAMUCC is committed to becoming an emerging research institution with unparalleled commitment to student success, closing gaps in achievement, and creating robust campus experiences.

The Department of Educational Leadership, Curriculum and Instruction invites applications for assistant, associate and full professor tenure-track positions in our educational administration/leadership program. Our graduates use scholarly inquiry and practice to guide decisions on all levels of educational activity, in K-12 and higher education settings. We are seeking research scholars with experience in Pre-K/20 school administration to help prepare outstanding educational leaders at all levels. The ideal candidate is one who is prepared to help build scholarly capacity in our students that allows them to investigate and deal with social issues of equity and democracy in their professional settings.

The Department of Educational Leadership, Curriculum and Instruction has the following positions open.

Assistant Professor, Educational Administration, to fill a tenure-track position in our educational administration/leadership program.

Required qualifications:

- An earned doctorate in the field of educational administration or closely related field.
- A record of professional experience in Pre-K/20 school administration.
- Potential for conducting scholarship, collaborating with faculty and students on issues related to educational administration and leadership, serving on doctoral dissertation committees, satisfying service expectations of the University, interacting with administrators, teachers and students in educational settings and writing and supervising grants.

Associate Professor, Educational Administration, to fill a position in our educational administration/leadership program.

Required qualifications:

- An earned doctorate in the field of educational administration or closely related field.
- A record of professional experience in Pre-K/20 school administration.
- At least five years of full-time university faculty experience including at least four years in the rank of assistant professor.
- Has a broad knowledge of the discipline and an in-depth knowledge in one or more parts of the field, is a teacher of proven quality. Have the ability, experience and expertise to teach graduate courses. Have the ability to be involved in experimental, innovation teaching. Knows degree requirements for graduates, and professional certification and licensures for educational administrators. Serves as a mentor for students desiring advanced degrees and career entry.
- Continues an agenda of inquiry that has resulted in published scholarly works or peer-review product/creative activity at the regional, national or international level.
- Has assumed positions of leadership by serving on college and university committees or special projects. Has participated and lead in professional and community service.

Texas A&M University-©-Corpus Christi

www.tamucc.edu

Professor, Educational Administration, to fill a position in our educational administration/leadership program.

Required qualifications:

- An earned doctorate in the field of educational administration or closely related field.
- A record of professional experience in Pre-K/20 school administration.
- At least ten years of full-time university faculty experience including at least five years in the rank of associate professor.
- Has demonstrated maturity and skill in teaching, a proven record of teaching excellence, and continued demonstration of interest in improving pedagogical skills. Has assumed leadership in curricular development and issues related to teaching improvements in the discipline. Is thoroughly familiar with university and college degree requirements and other matters related to academic advisement, career development and opportunities, and placement. Is a teacher and advisor to colleagues in this area.

- Has an agenda of inquiry that has resulted in published scholarly works or peer-reviewed product/creative activity at the national or international level and has demonstrated record of mentoring colleagues in such activities.
 - Has assumed a position of leadership and service to the university on committees, councils, and special projects. Has assumed a leadership role in professional and community service.
- Apply online at <https://islanderjobs.tamucc.edu>. A completed application file will include:
1. A letter of interest addressing qualifications listed above including a statement of teaching and research philosophy, scholarly and professional interests, and a description of your research experience,
 2. A current curriculum vitae,
 3. A list of five professional references including names, titles, phone numbers, and email addresses,
 4. Copies of transcripts of graduate coursework,
 5. A sample of your work from a professional refereed publication
- May involve night, weekend, and electronic course delivery.
- Texas A&M Corpus Christi is an Equal Opportunity/Affirmative Action Employer committed to diversity.

Assistant / Associate Professor in Educational Leadership and policy

Job Information/Department:

The Department of Educational Leadership and Policy Studies invites applications for a tenure-track position at the rank of assistant or associate professor, beginning in the Fall of 2014. The Department is a unit of the College of Education, which offers undergraduate and graduate degree programs in 27 fields of study. Florida State University is a comprehensive research university located in Tallahassee, the state's capital city. We have two primary program areas in the department, Educational Leadership and Policy (program areas are educational leadership/administration, policy and program evaluation, and international/multicultural) and Higher Education. The program in Educational Leadership and Policy has established a national and international reputation for cutting edge research in the areas of educational leadership, policy, and international development education as well as the preparation of innovative new leaders for all levels of K-20 education.

The Florida State University is an equal employment opportunity employer and educational provider committed to a policy of non-discrimination for any member of the University's community on the basis of race, creed, color, sex, religion, national origin, age, disability, veterans' or marital status, sexual orientation, gender identity, gender expression, or any other protected group status. This policy applies to faculty, staff, students, visitors, applicants, and contractors in a manner consistent with applicable federal and state laws, regulations, ordinances, orders and rules, and University's policies, procedures, and processes.

Florida's leadership in educational reform and high-quality data presents unique research opportunities for those interested in a dynamic educational policy context. The successful candidate will be joining a team of researchers who share a vision of becoming one of the top-tier educational leadership and policy programs in the country. The ideal candidate will possess a focused research agenda and be expected to sustain a program of scholarly activity and a commitment to pursue external research funding.

Successful candidates will be individuals with a) demonstrable commitment to instructional leadership, equity and diversity, b) a clear understanding of the current reform context with a scholarly agenda that addresses Common Core, teacher and leadership evaluation, and relevant educational leadership issues and c) has experience teaching in an online delivery format. Preferred candidates will have demonstrated experience in one or more K-12 educational settings and has potential for effective teaching and research at the graduate level. For further information about the Department, visit <http://www.coe.fsu.edu/ELPS>

Responsibilities: The candidate hired for the position will develop and undertake a significant research agenda and

teach and advise students in our master's programs and doctoral programs in the Educational Leadership and Policy program that include the specializations of educational leadership/administration.

Qualifications: Candidates should have an earned doctorate in a relevant academic discipline. Preference will be given to candidates with a specialty in educational leadership/administration in domestic and/or international settings and those with quantitative methodological training. Experience providing leadership in K-12 schools and a commitment to professional development and service to the profession is desirable.

Other: This is a nine-month, tenure earning position at the assistant or associate professor rank, with possible summer employment. The anticipated start date for this position is August 9, 2014. Salary is negotiable.

How to apply: If qualified and interested in this position, apply to Florida State University at jobs.fsu.edu. In addition to the online application, candidates should submit an application package that includes a letter of application documenting interest and qualifications, current vita, and the contact information for three references to our application coordinator: Theresa Harrell, Administrative Specialist, Educational Leadership & Policy Studies, 1114 West Call Street, 1209 Stone Building, Tallahassee, FL 32306-4452. Candidates being considered for interviews will be asked to provide writing sample(s) in the form of published articles or manuscripts under preparation for publication, a copy of transcripts, and three letters of reference. **Review of applications will begin November 15th, 2013.**

For more information about the College of Education visit www.coe.fsu.edu

Contact Information:

Professor Carolyn Herrington
Search Committee Chair, ELPS
College of Education
Florida State University
1114 West Call Street
Tallahassee, FL 32306-4452
850.645.8711

Washington University in St. Louis, Missouri invites applicants for an **Assistant Professor (tenure-track)** or **Associate Professor (tenured) faculty** position in the **Education Department** to teach undergraduate and graduate courses, to advise students, to conduct research and perform other scholarly activities, including publishing in scholarly journals, as well as university service and other duties as assigned by the University. The successful candidate will have well-defined theoretical and empirical interests in social policy and education broadly defined. Strong quantitative methodology background is required. PhD or equivalent is required; candidates are encouraged to apply with doctoral degrees from any relevant social science discipline or field (e.g., sociology, economics, political science, education, applied statistics, psychology, and law). For applicants at the rank of Assistant Professor, the minimum required experience is a doctoral degree, and for the rank of Associate Professor, the minimum required experience also includes five years of relevant prior service in a tenure-track position or similar experience in research or policy and have an extensive publication record commensurate with a tenured rank. Applicants should include curriculum vitae, statement of ongoing and future research goals, teaching goals, and three letters of reference. Applications emailed to marilyn@wustl.edu in a single file are preferred. Mailed applications may also be sent to:

Social Policy Faculty Search c/o Marilyn Broughton
Washington University in St. Louis
Campus Box 1183
St. Louis, Missouri 63130-4899

Review of applicants will begin immediately. Files received prior to January 2, 2014 will receive full consideration. Washington University is an equal-opportunity, affirmative-action employer. Women and individuals from under-represented groups are especially encouraged to apply.

UNIVERSITY OF LOUISVILLE

HENRY HEUSER ENDOWED CHAIR IN URBAN EDUCATION PARTNERSHIPS NYSTRAND CENTER OF EXCELLENCE IN EDUCATION

The College of Education and Human Development (CEHD) seeks an Endowed Chair in Urban Education Partnerships to promote and expand the College's long-standing commitment to working with the University, K-12 schools, and community partners as demonstrated in its recent collaborations within the University's Signature Partnership Initiative (SPI).

Duties and Responsibilities

The Endowed Chair in Urban Education Partnerships is expected to be innovative in expanding current partnership endeavors, identifying new and interdisciplinary ways of addressing educational challenges, and in promoting the professional development of urban educators. An established agenda of research and scholarship is expected, especially through facilitation of collaborative efforts that address key sociocultural issues such as poverty and multilingualism in the local metropolitan context. Faculty members in the CEHD are also expected to teach, conduct research and perform service activities within their field of study.

Minimum Qualifications

- Ph.D. in the area of Education, Sociology of Education, or other advanced degree in a related field
- Significant scholarly productivity, including publications on issues in urban education and partnerships
- Successful history of grant funded research and other initiatives

- Evidence of excellence in teaching and the ability to mentor junior faculty, work with doctoral students, and collaborate with mid-career and senior faculty engaged in University and community partnership work

- Strong record of interdisciplinary leadership

- Commitment to equity and social justice

- Ability to work well with colleagues

- Successful school and/or community partnership experiences

Preferred Qualifications

- Successful teaching experience in higher education

- National professional reputation

- Administrative experience, including successful management, oversight of staff, and funding of a center of research

Appointment: Endowed Chair position is a 12-month appointment

Beginning date: July 1, 2014

Apply: Applicants must apply online at <http://www.louisville.edu/jobs> and select posting #29569. Deadline to apply: Dec. 2, 2013.

The University of Louisville is an Affirmative Action, Equal Opportunity, Americans with Disabilities Employer, committed to diversity, and in that spirit seeks applications from a broad variety of candidates.

Research Associate Position (#1308829)
Department of Leadership, Policy and Organizations
Peabody College Vanderbilt University

The Department of Leadership, Policy, and Organizations in Vanderbilt University's Peabody College is seeking a postdoctoral researcher to work on an externally funded research center, the National Center on Scaling Up Effective Schools. Prior research experience and expertise in school settings, specifically with teachers, principals, and/or central office personnel is highly desired. Successful applicants should have experience working on mixed methods research projects; experience designing, collecting, and analyzing data from interviews, focus groups, and surveys; experience with software programs for qualitative and statistical analyses; and be willing to travel. Interested applicants may apply at this link:

https://vanderbilt.taleo.net/careersection/jobdetail.ftl?job=238527&lang=en&sns_id=mailto

Vanderbilt University is an affirmative action/equal opportunity employer. Minorities, women, and individuals with disabilities are encouraged to apply.

About the Center

The National Center on Scaling Up Effective Schools (NCSU) is a national research and development center at Vanderbilt University's Peabody College. NCSU's work focuses on creating effective high schools. The purpose of NCSU is to develop, implement, and test new processes to scale up effective practices in high schools that districts will be able to use within the context of their own goals and unique circumstances. Through the work of NCSU, we seek to identify the bundle of practices that effective schools use to orchestrate the essential components of effective schools into successful outcomes for all students. NCSU has a nationally-recognized team that is composed of scholars, educational program developers, and two large urban districts.

For more information about the National Center on Scaling Up Effective Schools, visit the website at www.scalingupcenter.org.

Position: Quantitative Policy Research and Educator Quality
Organization: University of Washington College of Education
Title: Assistant or Associate Professor

Search #: AA3309

<http://ap.washington.edu/ahr/academic-jobs/position/aa3668/>

The College of Education at the UNIVERSITY OF WASHINGTON/SEATTLE seeks to fill a nine-month full-time position for an Assistant or Associate Professor whose primary expertise is in quantitative policy research on educator/teacher/administrator quality, including issues related to educator preparation (both in conventional and alternative programs), evaluation, retention, and professional development.

Recognizing the expanding state and federal policy pressures related to program accountability and efficacy, we are particularly interested in attracting a new colleague whose research interests would enhance our ability to engage questions of program design from an evidentiary base; response to the call for teacher or administrator evaluation; and the pay-off of investments in educator professional development. For example, rigorously and productively studying relationships between program features and outcomes such as student achievement, teacher retention, and workforce capacity is a huge need in contemporary reform debates, as is the ability to anchor the evaluation of practicing educators to the improvement of both student learning and educator capacity. This is an opportunity for a scholar with such a background to join a broader faculty committed to the development of cutting edge programs in teacher and leadership preparation and continuing support, in the context of local realities and national debates.

Our new colleague will hold a doctoral degree in education or a closely related field, and possess a documented record of commitment and productivity related to both research and teaching. The new faculty member will provide guidance and mentorship to graduate students pursuing professional certification, master's degrees, and doctoral degrees. Preference will be given to scholars who have the following qualities:

- expertise in quantitative methods
- an established or developing research agenda concerned with educator quality and related policy and programmatic efforts to improve instructional and leadership practice
- a strong track record or potential for attracting extra-mural funding
- experience working in professional settings with prospective or practicing teachers, educational leaders, and administrators, with a demonstrated capacity for collaboration

The UW College of Education is a vibrant working environment characterized by an atmosphere of supportive and interdisciplinary collaboration, both within the College and across the entire University. The members of the College also maintain a set of active partnerships with educational institutions in the region and state—schools, school districts, community-based organizations, informal educational institutions, and professional organizations. We are seeking a colleague to join us in conducting research, preparing and promoting the education of students and teachers, strengthening relationships between schools and the communities they serve, and informing public policy to help create a more just and caring society. University of Washington faculty engage in teaching, research and service.

Applications should include: (1) a detailed letter describing qualifications for the position, including academic preparation, experience, research agenda, and evidence of engaging schools or other organizations serving historically disenfranchised youth, (2) curriculum vitae, (3) three letters of reference, (4) at least two examples of scholarly writing, and (5) an email address for further communications. Please submit your application packet both electronically and by mail to the search chair, Dr. Michael Knapp, via Nicole Saunders at coejobs@uw.edu<<mailto:coejobs@uw.edu>>, 222 Miller Hall, College of Education, Seattle, WA 98195-3600.

The committee will begin reviewing applications February 1, 2013. The position will remain open until filled. Appointment to commence September 16, 2014.

Send queries about the position to Dr. Michael Knapp, search chair, at mknapp@uw.edu<<mailto:mknapp@uw.edu>>.

To learn more about the University of Washington (<http://www.washington.edu><<http://www.washington.edu>/>) and the College of Education (<http://education.washington.edu><<http://education.washington.edu>/>), our mission and goals, research and outreach activities, faculty, and academic programs, please visit us on the web.

The University of Washington is an affirmative action, equal opportunity employer. The College of Education is dedicated to the goal of building a culturally diverse and pluralistic faculty and staff committed to teaching and working in a multicultural environment and strongly encourages applications from women, minorities, individuals with disabilities and covered veterans.

