

# Tenure Track Assistant/Associate Professor, Social Studies Education

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**Job no:** 499409

**College / VP Area:** College of Educ & Human Dev

**Work type:** Faculty

**Location:** Newark

**Categories:** School of Education, Full Time

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Tenure-Track Assistant/Associate Professor

Social Studies Education with a Focus on Race, Equity, and Culture

School of Education

University of Delaware

The School of Education at the University of Delaware invites applications for a Tenure Track Assistant/Associate Professor position in Social Studies Education with a Focus on Race, Equity, and Culture to begin on September 1, 2023. The ideal candidate's scholarship focuses on the intersections of race, culture, and schooling, broadly defined. We are particularly interested in applicants who take an interdisciplinary approach to research in educational equity and diversity. The ideal candidate should also be an outstanding teacher educator who demonstrates a commitment to teaching social studies methods in ways that foster meaningful learning, racial literacy and equity, engaged civic participation, and democratic decision-making.

We are deeply committed to a community of excellence, equity, and diversity and welcome applications from women, underrepresented minorities, persons with disabilities, sexual minority groups, and other candidates who will contribute to the diversification and enrichment of ideas and perspectives.

## Required Qualifications:

A doctoral degree in education, teacher education, social studies or history education, or a related field by start date is required. In addition, the ideal candidate will exhibit the following qualities:

- Has or has the potential for a coherent and robust research program on social studies education or related areas, such as, but not limited to, civics, sociology, history, anthropology, racial literacy, culturally responsive teacher education, or urban education
- Evidence of a commitment to excellent teaching
- Research, teaching, outreach, or program experience with or in PK-12 settings
- Demonstrated ability to foster and support diversity, equity, and inclusion in all aspects of their work

### **Preferred Qualifications:**

- Outstanding record of teaching within PK-12 and/or postsecondary settings, especially in relevant areas (e.g., social studies methods courses, social studies, ethnic studies, sociocultural approaches)
- A strong record of or potential for external funding, commensurate with experience.
- Evidence of or ability to contribute to course and program development towards the goal of centering anti-racist pedagogies, culturally responsive and sustaining approaches, and inclusive and equitable practices.
- Experience mentoring pre-service or in-service teachers;
- Experience with program accreditation processes (such as CAEP)
- Demonstrated excellence in advising and mentorship of graduate students, commensurate with experience

### **Responsibilities:**

Responsibilities include sustaining a significant research program, supervising doctoral research, teaching in the School of Education's programs, and service as assigned.

Specifically, successful candidates will:

- Conduct scholarly research in social studies education and/or related fields (for example, but not limited to, civics, sociology, history, anthropology, racial literacy, culturally responsive teacher education, or urban education)
- Teach undergraduate social studies methods courses and doctoral courses related to the candidate's expertise, especially as related to the Sociocultural and Community-Based Approaches to Education (SCA) specialization area in the Ph.D. program
- Collaborate and lead in social studies education by contributing to the design of social studies courses and coordinating the middle school social studies program
- Advise and mentor doctoral students, including chair and/or serve on doctoral (Ph.D and Ed.D) committees
- Contribute to and support diversity, equity, and inclusion in all aspects of their work

### **About the College of Education and Human Development**

University of Delaware's College of Education and Human Development (CEHD), defined by its commitment to serve children, youth and families across educational, community and family settings, comprises two academic units, the School of Education (SOE) and the Department of Human Development and Family Sciences (HDFS), as well as several centers for education, research and service. In all areas of teaching, research and service, diversity, equity and inclusion serve as core values and guiding principles in CEHD's mission to prepare students to educate, serve and lead in diverse schools and communities.

With undergraduate and graduate programs in teacher preparation, educational leadership, education, human services, human relations administration and more, CEHD offers academic programs that integrate classwork with enriching field experiences and research apprenticeships to prepare students to address the most pressing educational and human development challenges of our time. Committed to the development of nearly 1,000 undergraduate and graduate students, more than 100 full-time and jointly appointed faculty members guide students to become educators, researchers, advocates and leaders in their fields, locally in Delaware and around the globe. CEHD remains especially committed to serving first-generation college students and those from underrepresented backgrounds.

In partnership with local, regional and national organizations, CEHD identifies critical, real-world problems in educational, community and family settings, especially within historically disadvantaged communities, and provides evidence-based solutions through ground-breaking and timely research that advances theory while informing practice. CEHD faculty contribute research to many areas within education and human development, including early childhood, education and social policy, education leadership and administration, equity and diversity, disability and inclusion, family policy and services, the learning sciences, literacy and language, social determinants of health, social emotional development, STEM education, and teacher preparation and professional development.

Numerous foundations and federal agencies support CEHD research, including the Institute of Education Sciences, the National Science Foundation and the National Institutes of Health, among others. Since 2019, faculty have garnered \$26 million on average in external funding, and the college ranks among the top nationally in obtaining federal support for education and human development research. CEHD faculty are recognized for their contributions to national conversations about critical educational as well as human development and family issues, lead organizations working to address those issues, and provide a range of support to the agencies at the front lines of improving educational and social opportunities and outcomes.

Through 10 centers for research, education and public service, CEHD faculty, staff and students develop and maintain partnerships with schools, districts, social agencies and other community organizations to deliver services crucial to the education and human development of children, youth and families. CEHD centers support schools and districts in accessing and using research, deliver professional development for educators and leaders, support community members with special education needs and disabilities and provide instruction for children on a thriving children's campus.

### **About the School of Education**

The School of Education (SOE), housed within the College of Education and Human Development, has over 60 full-time faculty members who serve nearly 600 undergraduate and 360 graduate students. The SOE offers an undergraduate major in elementary teacher education and minors in educational studies, educational technology and race, culture and equity in education. The department also offers several robust graduate programs at both the master's and doctoral level including a Ph.D. in education, a Ph.D. in educational statistics and research methods, an Ed.D. in educational leadership, an Ed.S. in school psychology and interdisciplinary, joint programs with other University of Delaware colleges, including a Ph.D. in education and social policy, an M.S. in evaluation science and an M.S. in environmental education. Supported by the National Science Foundation, the Institute of Education Sciences and other foundations and federal agencies, SOE faculty contribute rigorous and methodologically diverse research that addresses critical issues in education. Their research programs contribute to many areas, including educational policy, educational leadership and administration, language and literacy, mathematics education, the science of learning, sociocultural and community-based approaches, special education and disability studies and teacher preparation, among others. SOE faculty are recognized for their contributions to national and international conversations about critical educational issues, lead organizations working to address those issues and provide a range of supports to the agencies at the front lines of improving educational opportunities and outcomes.

The School of Education is responsive to the needs of working career families, welcomes applicants who may have nontraditional career paths or who may have taken time off for family reasons (e.g., children, caring for elderly family or family members with disabilities), and is committed to supporting the work-life balance of its faculty.

**HOW TO APPLY:** Applications received by November 1, 2022 will receive first consideration, and applications received subsequently may be reviewed on a rolling basis. Applicants should submit (1) a recent curriculum vita, (2) a letter of application (maximum of 4 pages) that addresses both scholarship and teaching and summarizes the candidate's interests and qualifications, (3) a diversity, equity, and inclusion statement (maximum of 2 pages) that addresses past or current efforts, as well as articulates future plans to advance diversity, equity, and inclusion in scholarship, teaching, and/or service, (4) the names and contact information for three references. Candidates advancing in the search will be asked to submit three letters of reference at a later date and will be notified before references are contacted.

Inquiries about the position may be directed to Dr. Carol Wong, Chair of the Search Committee, [cawong@udel.edu](mailto:cawong@udel.edu).

### **Notice of Non-Discrimination, Equal Opportunity and Affirmative Action**

The University of Delaware does not discriminate against any person on the basis of race,

color, national origin, sex, gender identity or expression, sexual orientation, genetic information, marital status, disability, religion, age, veteran status or any other characteristic protected by applicable law in its employment, educational programs and activities, admissions policies, and scholarship and loan programs as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. The University of Delaware also prohibits unlawful harassment including sexual harassment and sexual violence.

**Applications close:** Open until filled