



Graduate School of Education

Assistant and Associate Professor Faculty Positions in School Psychology

The Graduate School of Education (GSOE) at the University of California, Riverside (UCR) invites applications for two faculty positions in School Psychology, both at the Assistant or Associate level. These positions will commence as early as **July 1, 2020** or as negotiated.

Our program, school, and university

With an eye towards sustainability, planful growth, exceptional training, and a commitment to addressing educational inequities to support student and faculty success, we are seeking two faculty members who will work collaboratively to shape effective service delivery for the more than 5 million children that live in Southern California. Our program benefits from program colleagues who are committed to excellence in school psychology research and training; a strong annual applicant pool; faculty, staff, and students in the Graduate School of Education who are committed to promoting educational equity; and consistent support for the program from the university and college. UCR offers a competitive teaching load (4 courses per academic year, distributed across 3 ten-week quarters) in addition to generous benefits, competitive salaries and sabbatical accrual policies, and a faculty-centered governance structure.

Additionally, UCR ranks among the top 25 comprehensive research universities in the nation (Washington Monthly, 2017) by positively impacting the country through civic engagement, social mobility, and research. Our land-grant heritage, established intellectual resources, Southern California location, and world-class research drives us to translate breakthrough research into practical solutions on the fast track to the marketplace.

The APA-accredited and NASP-approved doctoral-only School Psychology program at UCR has an eco-behavioral orientation with a focus on academic, behavioral, and social-emotional prevention and intervention in school settings. As one of three APA-accredited School Psychology programs in California, our program is uniquely positioned to influence service delivery across the state. Our program strives to provide doctoral students with high-quality research and applied experiences in academic, behavioral, and social-emotional support, and has a proven history of success in training and placing graduate students with a 100% APPIC Phase I match rate in 2018. Faculty in the program typically teach one undergraduate and three graduate courses per year.

Faculty Positions in School Psychology

We are seeking two dynamic scholars whose research, training, and practice will contribute significantly to our nationally-recognized School Psychology PhD program.

Minimum Qualifications

Candidates should have an earned doctorate in school psychology (or a related field) from an APA-accredited school psychology program conferred on or before June 30, 2020.

Candidates should demonstrate an active or developing research program contributing to scholarship in school psychology.

Candidates should demonstrate a commitment to conducting research that centers the needs of underrepresented students of color and/or students who are linguistically diverse.

Candidates should demonstrate the potential for excellence or a record of excellence in teaching and mentoring doctoral students.

Candidates should demonstrate the potential to contribute to university, community, and national service.

Candidates considered for the Assistant Professor rank should demonstrate the potential for securing extramural funding.

Candidates considered for the Associate Professor rank must possess previous experience as a faculty member in a school psychology program. These candidates should demonstrate an established program of research, a record of success in securing extramural funding, and experience in directing and supervising dissertation research.

Preferred Qualifications

Preference will be given to applicants who have experiential knowledge of conducting research that centers the needs of underrepresented students of color and/or students who are linguistically diverse. Scholarship which is embedded within prevention-focused and strengths-based multi-tiered systems of support, or other scholarship that challenges prevailing deficit-oriented perspectives, will be especially prioritized.

Preference will be given to applicants who have experience teaching both graduate and undergraduate students.

Preference will be given to applicants who are licensed or able to become licensed as a psychologist in California.

UCR is a world-class research university with an exceptionally diverse undergraduate student body. Its mission is explicitly linked to providing routes to educational success for underrepresented and first-generation college students. A commitment to this mission is a preferred qualification.

Furthermore, as a member of the University Innovation Alliance, UCR ensures access, opportunity, and achievement for exceptional students from underrepresented communities. More Pell Grant (i.e. low-income) students are enrolled at UCR than in all Ivy League institutions combined, and nearly 60 percent of UCR's undergraduates will be the first in their families to complete a four-year degree. UCR is the first UC to receive a Hispanic Serving Institution designation. Thus, experience and evidence of contributing to diversity and inclusive excellence is a preferred qualification for this position. This qualification includes a commitment and ability to integrate social issues related to culture, racial and

other forms of equity, diversity, and social justice into instruction. Contributions that address the needs of California's diverse population are particularly desirable; such research may also be of interest to critically-oriented fields like urban schooling and ethnic studies.

Advancement through the faculty ranks at the University of California is through series of structured, merit-based evaluations, occurring every 2-3 years, each of which includes substantial peer input.

Review of applications will commence on **November 10, 2019**, and will proceed until the position is filled. For full consideration, applicants should submit their complete applications by the above date.

Inquiries about the position (not applications) can be sent to Dr. Austin Johnson, Chair of the Search Committee, at austin.johnson@ucr.edu. For inquiries regarding the application process, please contact Academic Personnel within the Graduate School of Education at gsoeap@ucr.edu.

Candidates for the Assistant Professor level and the Associate Professor level should apply through: <https://aprecruit.ucr.edu/JPF01152>

Candidates at the Assistant level should submit a cover letter describing current and proposed future areas of research, curriculum vitae, statement of teaching philosophy, a diversity statement, and 3-5 letters of reference. Candidates may also submit optional teaching evaluations.

Candidates at the Associate level should submit a cover letter describing current and proposed future areas of research, curriculum vitae, statement of teaching philosophy, a diversity statement, and names and contact information of 6 references. Candidates may also submit optional teaching evaluations.

The University of California is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, age, disability, protected veteran status, or any other characteristic protected by law.