

# CRiTS Cluster Hire Follow Up Details

## 1. Title of Proposed Cluster Hire Initiative: **Critical Restorative and Transformative Studies (CRiTS)**

### *Cluster Hire Support of the College of Education Top Tier Goals*

- Goal 1: Increase external dollars generated for research;
- Goal 2: Increase number of Ph.D. graduates;
- Goal 3: Increase external development dollars generated;
- Goal 4: Increase scholarly productivity; and,
- Goal 5: Dramatically increase the production of new teachers.

### *Culture Hire Support of the College of Liberal Arts Mission Objectives*

- Objective 1: To provide outstanding educational opportunities for undergraduate and graduate students;
- Objective 2: To support excellence in research; and,
- Objective 3: To enhance the college's relation to the community and region.

### **IGES and CSIEME: Goals 1 & 4, Objective 2 & 3**

- IGES and CSIEME faculty, in collaboration with STEM/Education and Teacher Education faculty, have written/are currently writing for approximately \$3 million in grants (2016-2017).
- \$335,000 has already been funded, supporting efforts to diversify and grow and diversify the Southern Nevada teacher pipeline, in part through pro-active family engagement—Goal 1: Increase external dollars generated for research.

### **IGES: Goal 5, Objective 1**

- Houses 30 undergraduate courses, and 2 graduate courses.
- Majority of the undergraduate courses fulfill the undergraduate diversity or international core course requirement.
- Serves ~1300 undergraduate students a semester.

### **CSIEME: Goal 2, Objective 1 & 2**

- Houses 14 graduate courses, and 1 undergraduate course.
- Undergraduate course is a required course for all students pursuing initial teacher licensure, and, also, fulfills the undergraduate diversity or international core course requirement.
- Enrollment in the CSIEME Doctoral program continues to grow at a rate almost twice that of all the other graduate programs in the Department of Teaching and Learning combined.
- Since 2014, the two faculty in the CSIEME program (the second faculty member being hired only in Fall of 2016) advise about one-third of all departmental doctoral students.
- Though established in 1997, prior to 2009, only 2 Doctoral students pursued the CSIEME emphasis; since 2009, over 40 students have pursued this degree program.
- At the Master's level, though founded in 2004, prior to 2009, only 14 students pursued the CSIEME concentration; since that time, close to 50 students have entered this program of study.
- Completion rate for students at both academic levels is close to 90%, with significant medical issues being the primary reason for non-completion (as opposed to academic or financial challenges).
- CSIEME students are ~50% students of color at the Master's level, and ~75% at the Doctoral level.

### *Multi-College/Multi-Unit Dimensions of Cluster Hire*

As outlined in Provost Chase's *Urban Education Innovation Collaborative (UEIC)* statement, cluster hires are all about relationships. The proposed CRiTS cluster hire is comprised of three levels of relationships—**primary**, **additional**, and **aspirational**.

**Primary** relationships are where the CRiTS hires will be housed—in the Department of Interdisciplinary, Gender, and Ethnic Studies (IGES) in the College of Liberal Arts, and in the Cultural Studies, International Education, and Cultural Studies (CSIEME) Program in the Department of Teaching and Learning in the College of Education.

**Additional** are relationships the primary partners have already established (and will strengthen through the proposed CRiTS cluster hire). IGES and CSIEME co-coordinate two 18-credit graduate certificate programs, one with Higher Education (Chief Diversity Officer in Higher Education (CDOHE) aligned with the National Association for Diversity Officers in Higher Education's (NADOHE) Standards for Professional Practice for CDOs (<http://www.nadohe.org/standards-of-professional-practice-for-chief-diversity-officers>), and one with History and Sociology (Social Justices Studies (SJS) aligned with the Transformative Standards for Social Justice, Peace, and Environmental Education (Andrzejewski, Baltodano, & Symcox, 2009).

Increasingly, IGES and CSIEME draw students with interests in pursuing equity and diversity-related (writ large) positions within higher education, at the same time Higher Education is drawing students with these same interests. While this convergence of interest has already been formally captured through the CDOHE, student interests in both programs go further such that through the proposed CRiTS cluster hire, the establishment of joint degree programs (M.S. and Ph.D.) will be a priority. Further, through the proposed CRiTS cluster hire, IGES and CSIEME, along with higher education, sociology, and history, will build additional strategic collaborations to extend the CDOHE's offerings to support the development of CDOs for work in an array of non-profit, governmental and non-governmental, as well as business arenas. Beginning with an established relationship with the emeritus CDO for Caesars Entertainment Corporation, and an emerging relationship with the Dean of Lee Business School, CRiTS will also prioritize the development of an 18-credit graduate certificate in Chief Diversity Officers in Business Arenas (CDOBA). Market research projects a rise in CDO positions of 11% between 2012-2022 with average salary of \$178,400 ([http://educationportal.com/articles/Chief Diversity Officer Job Duties Career Outlook and Salary.html](http://educationportal.com/articles/Chief_Diversity_Officer_Job_Duties_Career_Outlook_and_Salary.html)).

IGES and CSIEME faculty are working with education faculty in all Southern Nevada NSHE institutions and Touro University and three state legislators to establish a state-level 18-credit, three-stage (introductory, intermediate, and advanced) *Culturally Responsive Educational Leader Endorsement* (AB196/BDR 34-659) differentiated by three district/school "leader" roles—Administrators, Teachers, and Other Licensed Personnel (e.g., counselors, nurses, etc.)—to continue to grow graduate level enrollments (including through Southern Nevada's Regional Professional Development Program (RPDP)) at the same time improving the knowledge, skills, and dispositions of all school leaders to improve educational outcomes for all students, especially those most underserved. Through the proposal CRiTS cluster hire, UNLV will be prepared to respond to the increased and sustained enrollment demands for differentiated coursework related to multicultural education stemming from this endorsement.

IGES and CSIEME faculty, as well as other faculty from the Department of Teaching and Learning, as well as staff from the College of Education Dean's Office, have established the Multicultural Educational Services Alliance (MESA) and its core project, *Abriendo Caminos/Opening Pathways for Students of Color* into the Teaching Profession: Giving Back to the Community through Teaching (funded (\$335,000) through the Nevada Department of Education (NDE) Great Teaching and Leading Fund (GTLF). Through MESA and *Abriendo Caminos*, UNLV has strengthened its relationships with the Clark County School District (CCSD), specifically with administrators, counselors, teachers, students, and parents at six CCSD high schools, as well as with CCSD's Equity and Diversity Education Department (<http://ccsd.net/departments/equity-diversity-education-department/>) and Family and Child Engagement Services (FACES) (<http://faces.ccsd.net>). Through the proposed CRiTS cluster hire, these relationships will be further strengthened and extended, including through the successful pursuit of additional external funding, including private donor monies.

CSIEME faculty have, through student interest, already built a relationship with the Department of Chemistry and Biochemistry, and with the School of Architecture, through their Chemistry Education Ph.D. program and M. Arch. emphasis in Education Facilities Research and Design program, respectively. CSIEME faculty have also already partnered with STEM education and STEM faculty on a National Science Foundation (NSF) Broadening Participation in Engineering (BPE) grant (\$1,038,515, funding notification pending) grant proposal, and an NSF Scholarships in STEM or S-STEM Computer and Information Sciences grant proposal (\$650,000-\$1,000,000, to be determined). Given the explosion of attention being given to the recruitment and retention of women and racial/ethnic minorities into STEM fields, through the proposed CRiTS cluster hire, IGES, CSIEME, and CRiTS faculty will be able to increase partnerships with faculty in the STEM-education and STEM fields seeking federal diversity-related STEM grants.

*Aspirational* are relationships CRiTS will enable the primary partners to build moving forward. The proposed CRiTS cluster hire has three main areas of research-practice focus: ***Geography, Residency, & Migration, Family and Community Ecologies & Educational Justice, and Decarceration, Restorative Justice, & Emancipatory Education.***

Under the ***Geography, Residency, & Migration*** focus area, CRiTS hires will focus on building *aspirational partners* to further research and practice related to diaspora, re/gathering, deglobalization, and glocalization, area and place studies, international, comparative, and North-South studies, transhemispheric and borderlands studies, as well as cultural and ethnic studies. Scholar-practitioners in this focus area will establish additional purposeful linkages with scholar-practitioners in the Migration, Demography, and Population Studies Center, environmental health, political science, sociology, history, anthropology, world languages and cultures, the International Programs Office, the Office of International Students and Scholars, cultural and linguistic services at the University Medical Center of Southern Nevada, among others.

Through the ***Family and Community Ecologies & Educational Justice*** focus area, CRiTS hires will focus on building *aspirational partners* to undertake additional innovative inquiry and action related to family funds of knowledge, community cultural wealth, de-minoritization and organic community empowerment and growth, masculinity, femininity, gender and sexuality studies, multigenerational and intergenerational studies, as well as critical multicultural education, and cultural and ethnic studies. Scholar-practitioners in this focus area will build further intentional connections with scholar-practitioners in the American Indian Research and Education Center, the Nidetch Women's Center, the Center for Academic Enrichment and Outreach, the Interdisciplinary Center for Aging Research and Education, the Zeiter Literacy Development Center, marriage and family therapy/family studies, community and public health, the Center for Health Disparities Research, allied health, nursing, dentistry, special education, as well as others.

Within the ***Decarceration, Restorative Justice, & Emancipatory Education*** focus area, CRiTS hires will focus on building *aspirational partners* to extend knowledge and praxis related to critical consciousness, social movements and social

change, identity, agency, rights, race, ethnicity, class, equity, grassroots action, as well as ethnic studies and sociopolitically-located multicultural education. Scholar-practitioners in this focus area will pursue added compelling alliances with scholar-practitioners in social work, mental health, educational psychology, psychology, law, criminal justice, the Center for Crime and Justice Policy, the Saltman Center for Conflict Resolution, Hope for Prisoners, Inc., along with others.

Two additionally unique features of this proposed CRiTS cluster hire that further support Provost Chase's *Urban Education Innovation Collaborative (UEIC)* and President Jessup's Top Tier-focused Strategic Plan are a plan for the renewal of the College of Education's Center for Multicultural Education (CME) and, through the CME, a plan for the revitalization of the Department of Teaching and Learning's Ed.D. Program. More details on these features can be found in the full CRiTS cluster hire proposal, available upon request.

### ***Cluster Hire Support of President Jessup's Top Tier Goals***

In discussing UNLV's Strategic Plan with the Nevada System of Higher Education (NSHE) Board of Regents, UNLV President Jessup articulated that "UNLV's diverse faculty, students, staff, and alumni promote community well-being and individual achievement through education, research, scholarship, creative activities and clinical services" that "stimulate economic development and diversification, foster a climate of innovation, promote health, and enrich the cultural vitality of the communities that we serve" (Jessup, 2016, para. 8). The proposed CRiTS cluster hire will add to the university's demographic and disciplinary diversity, especially the racial and ethnic diversity of its faculty, by prioritizing hires in disciplinary areas in which particularly faculty of color are well-represented. Further the research and practice activities that the hired CRiTS faculty will engage will further promote, stimulate, and foster all the enterprises noted, including UNLV's newly forming Office of Community Engagement, which now serves as "a one-stop entry point for individuals and organizations seeking to partner with UNLV" (para. 6).

In his discussion of the university's strategic plan, President Jessup also articulated that "By 2025, UNLV will be recognized as a Top Tier public university in research, education and community impact" by becoming "a first-choice school for students and parents" (paras. 2, 4). In this regard, the proposed CRiTS cluster hire will: 1) broaden disciplinary study and diversify faculty mentorship options for IGES undergraduate students, and CSIEME Master's and doctoral students, as well as the additional 1000 undergraduate student campus-wide served by IGES faculty every semester; 2) increase undergraduate and graduate, especially doctoral level, student enrollments, especially of students from historically underrepresented groups, by expanding course offerings and research opportunities that affirm these students' experiences and interests, and serve their communities of origin; 3) strengthen local campus-school-community collaborations and, thus, relationship building, through research-practice partnerships with members of racially, ethnically, linguistically, and socioeconomically diverse communities, further increasing student enrollments through family engagement; and, 4) expand infrastructure to enable additional grant-making opportunities that will increase scholarly productivity, external dollars generated for research, and scholarships for doctoral student research and teaching assistantships and post-doctoral fellowships.

UNLV's recent achievement of, and pride in, its MSI, HSI, and AANAPISI designations has improved its profile with college-going students of color. On this point, President Jessup has stressed the need for UNLV "to maintain a welcoming atmosphere for underrepresented faculty, students and staff, as well as [to identify and address] barriers this specific group experiences" (para. 6). The proposed CRiTS cluster hire, will expand and formalize the IGES and CSIEME faculty cohort, already well known by students for its unusually supportive advisement culture, aggressive commitment to ensuring student progression and completion, and high rates of student retention and graduation. In so doing it will also expand and formalize opportunities for IGES and CSIEME students to garner the kinds of teaching, research, and service opportunities that will prepare them to become future faculty in a manner consistent with the joint Council of Graduate Schools' and Association of American Colleges and Universities' (AAC&U) Preparing Future Faculty (PFF) program (PFF, n.d.).

### ***Cluster Hire Support of Provost Chase's Urban Education Innovation Collaborative (UEIC)***

The proposed CRiTS cluster hire recognizes the complex relationship between diversity and disparity put forth in UNLV Provost Chase's *Urban Education Innovation Collaborative (UEIC)* (n.d.) in characterizing Southern Nevada's population "by increasing diversity of race and ethnicity, language, wealth, and urbanicity, along with increased educational and economic disparities" (p. 1, para. 2). Further, the proposed CRiTS cluster hire acknowledges that this complexity makes the community that hosts UNLV "an exceptional laboratory in which to systematically study, innovative, creative, and comprehensive approaches to urban issues" (p. 2, para. 3). Through the proposed CRiTS cluster hire, teaching and learning, as well as inquiry and intervention, dedicated to engagement with urban issues and the resolution of educational and economic disparities will be undertaken in manners that invite and interest those in our community who are most negatively impacted by these issues and disparities to become our partners—co-learners, co-teachers, co-investigators, and co-problem solvers—and, thus, also agents in their own advancement as well as ours. Too often, especially urban universities become known as "data plantations" for their "research on" rather than "research with" disposition. Through the proposed CRiTS cluster hire, UNLV will avoid that pitfall, in truly walking its talk of being Daring, Different, Diverse in "creating impactful interventions that lead to measurable results and...solutions" (Chase, n.d., p. 1, para. 6).

Market trend data suggests that among the “top ten” trends for employers in the last five years are: 1) a focus on corporate responsibility, and social and ethical performance; 2) an emphasis on the economic, environmental (sustainable), and social benefits on employer mission, membership, and product/service delivery; and, 3) attention to Human Rights, especially in international/global dealings ([Forbes, 2012](#)). Accordingly, the proposed CRiTS cluster hire is aligned with Provost Chase’s *Urban Education Innovation Collaborative (UEIC)* relative to workforce trends regarding “hiring a more educated workforce” with “the skills needed...to move beyond academic or technical mastery with increasing emphasis on non-cognitive or soft skills such as persuasion, emotional intelligence, and the ability to teach others” (p. 1, para. 3). Advanced cultural competency and responsiveness are already central learning outcomes for students who have pursued coursework and degrees programs in the IGES and CSIEME areas, these learning outcomes will be amplified through the CRiTS cluster.

Through the proposed CRiTS cluster hire, UNLV will not only keep pace with aspirational peers in terms of what it offers students and prepares students for moving forward, it will also set a new standard for what is possible for Top Tier research universities to accomplish in terms of achieving unparalleled academic excellence while maintaining and growing unprecedented human diversity through lived commitments to educational and economic justice and community health and well-being. This vision for the CRiTS cluster is closely aligned with Provost Chase’s *Urban Education Innovation Collaborative (UEIC)* focus on “continual improvement of educational, social, emotional, and physical well-being of children and young adults throughout Southern Nevada in support of educational attainment and social and economic well-being for our citizens” (p. 1, para. 1).

## **2. List of Proposed Cluster Hire Positions with Descriptions: CRiTS Cluster Hire, Four FY 19 Hires Focused on Infrastructure Establishment**

### **Position #1**

Position Title: *Research-Practice Program Coordinator*, Professional Staff, (housed in the **Cultural Studies, International Education, and Cultural Studies** program in the **Department of Teaching and Learning** in the **College of Education**)

Estimated Salary: \$65,000-\$70,000

Qualification: Bachelor’s required, Master’s coursework or Master’s preferred; advanced bilingual Spanish-English fluency in oral and written communication; extensive community-based experience in Southern Nevada communities cultivating relationships, outreach, engagement, and strategic partnerships between scholars, the university/college of education, schools, neighborhood-based organizations, and families, youth, and children from high needs communities in order to shape research-practice initiatives to respond to identified community-identified needs and opportunities; extensive experience managing complex, fast-paced administrative functions through organization and prioritization of tasks to ensure smooth work flow and performance excellence; a high degree of personal initiative, flexibility, judgment; ability to work effectively across diverse cultural contexts, stakeholder groups, and constituencies.

### **Position #2**

Position Title: Assistant Professor, *‘School’ Abolition and the Radical Reimagining of Urban Educational Excellence* (housed in the **Cultural Studies, International Education, and Cultural Studies** program in the **Department of Teaching and Learning** in the **College of Education**)

Estimated Salary: \$68,000-\$75,000

Qualification:

#### **Overarching:**

- Strong desire to work collaboratively through the CRiTS cluster hire structure to not only keep pace with aspirational institutional peers in terms of what is offered to students and what students are prepared for moving forward, but to also set a new standard for what is possible for Top Tier research universities to accomplish in terms of achieving unparalleled academic excellence while maintaining and growing unprecedented human diversity through lived commitments to educational and economic justice and community health and well-being;
- Educational preparation, experiential background, and research-practice trajectory related to **Decarceration, Restorative Justice, & Emancipatory Education**, oriented toward extending knowledge and praxis related to critical consciousness, social movements and social change, identity, agency, rights, race, ethnicity, class, equity, grassroots action, as well as ethnic studies and sociopolitically-located multicultural education;

- Willingness to avidly pursue added compelling alliances with scholar-practitioners in social work, mental health, educational psychology, psychology, law, criminal justice, the Center for Crime and Justice Policy, the Saltman Center for Conflict Resolution, Hope for Prisoners, Inc., along with others;
- Ability to serve departmental programs, and through those programs, the College of Education's *Tier 1 Goals* to: increase external dollars generated for research; increase number of doctoral student graduates; increase external development dollars generated; increase scholarly productivity; and, dramatically increase the production of new teachers; the Provost's *Urban Education Innovation Collaborative* (UEIC) to: engage urban issues and the resolution of educational and economic disparities in manners that invite and interest those in our community who are most negatively impacted by these issues and disparities to become our partners—co-learners, co-teachers, co-investigators, and co-problem solvers—and, thus, also agents in their own advancement as well as ours; and the President's *Top Tier-focused Strategic Plan* to: broaden disciplinary study and diversify faculty mentorship options for undergraduate and graduate students; increase undergraduate and graduate, student enrollments, especially of students from historically underrepresented groups, by expanding course offerings and research opportunities that affirm these students' experiences and interests, and serve their communities of origin; strengthen local campus-school-community collaborations and, thus, relationship building, through research-practice partnerships with members of racially, ethnically, linguistically, and socioeconomically diverse communities, further increasing student enrollments through family engagement; and, expand infrastructure to enable additional grant-making opportunities that will increase scholarly productivity, external dollars generated for research, and scholarships for doctoral student research and teaching assistantships and post-doctoral fellowships; and,
- Ability to: teach undergraduate and graduate (Master's and Doctoral level) courses; facilitate graduate and undergraduate student engagement in research and other creative projects; advise graduate students, including as chair/member of thesis/dissertation committees; build and maintain a research and scholarship profile that includes external funding solicitation; actively and in a highly collegial fashion, engage in service/extracurricular life on and off campus, including as a member/leader in relevant activities, initiative, organizations; avidly collaborate in the administrative coordination of cluster activities.

***Specific:***

- A doctoral degree (Ed.D. or Ph.D. or equivalent) from a regionally accredited college or university;
- Academic preparation and higher education teaching experience at the undergraduate and graduate levels in the disciplines of cultural studies, international or comparative education, and multicultural education;
- 3-5 years of urban public school teaching, counseling, or related experience working with/in urban schools/communities in non-profit community-based organizations or groups, and/or in social justice-oriented/grassroots advocacy roles with underserved/underrepresented populations;
- Excellent oral and written communications skills in English, and related high-level administrative skills, including careful attention to detail; and,
- An emerging record of research, publication, and related scholarly achievement, including external funding activity, and demonstrated prowess with qualitative and emergent research methodologies.

***Desirable, Not Required:***

- Working oral and written fluency in Spanish;
- Meaningful and otherwise successful engagement with parents, guardians, families, and extended families of PK-12 school students in communities of color;
- Direct experience living and/or organizing in working class/working poor communities;
- An emerging record of leadership on-campus at department, college, and university-wide levels, as well as off-campus at local, state, regional, national, and international levels in relevant activities, initiatives, and organizations; and,
- A highly collaborative collegial disposition characterized by a willingness to be fully present with students, as well as faculty.

**Position #3**

Position Title: *Assistant Professor, Critical Race Theory, Asian American Studies, and Gender Studies* (housed in the **Department of Interdisciplinary, Gender, and Ethnic Studies in the College of Liberal Arts**)

Estimated Salary: \$68,000-\$75,000

Qualification:

***Overarching:***

- Strong desire to work collaboratively through the CRiTS cluster hire structure to not only keep pace with aspirational institutional peers in terms of what is offered to students and what students are prepared for moving forward, but to also set a new standard for what is possible for Top Tier research universities to accomplish in terms of achieving unparalleled academic excellence while maintaining and growing unprecedented human diversity through lived commitments to educational and economic justice and community health and well-being;
- Educational preparation, experiential background, and research-practice trajectory related to **Family and Community Ecologies & Educational Justice** oriented toward engagement in innovative inquiry and action related to family funds of knowledge, community cultural wealth, de-minoritization and organic community empowerment and growth, masculinity, femininity, gender and sexuality studies, multigenerational and intergenerational studies, as well as critical multicultural education, and cultural and ethnic studies;
- Willingness to avidly build further intentional connections with scholar-practitioners in the American Indian Research and Education Center, the Nidetch Women's Center, the Center for Academic Enrichment and Outreach, the Interdisciplinary Center for Aging Research and Education, the Zeiter Literacy Development Center, marriage and family therapy/family studies, community and public health, the Center for Health Disparities Research, allied health, nursing, dentistry, special education, as well as others;
- Ability to serve departmental programs, and through those programs, the College of Liberal Arts' *Mission* to: to provide outstanding educational opportunities for undergraduate and graduate students, to support excellence in research, and to enhance the college's relation to the community and region; the Provost's *Urban Education Innovation Collaborative* (UEIC) to: engage urban issues and the resolution of educational and economic disparities in manners that invite and interest those in our community who are most negatively impacted by these issues and disparities to become our partners—co-learners, co-teachers, co-investigators, and co-problem solvers—and, thus, also agents in their own advancement as well as ours; and the President's *Top Tier-focused Strategic Plan* to: broaden disciplinary study and diversify faculty mentorship options for undergraduate and graduate students; increase undergraduate and graduate, student enrollments, especially of students from historically underrepresented groups, by expanding course offerings and research opportunities that affirm these students' experiences and interests, and serve their communities of origin; strengthen local campus-school-community collaborations and, thus, relationship building, through research-practice partnerships with members of racially, ethnically, linguistically, and socioeconomically diverse communities, further increasing student enrollments through family engagement; and, expand infrastructure to enable additional grant-making opportunities that will increase scholarly productivity, external dollars generated for research, and scholarships for student research and teaching assistantships and post-doctoral fellowships; and,
- Ability to: teach undergraduate and graduate (Master's level) courses; facilitate graduate and undergraduate student engagement in research and other creative projects; advise graduate students, including as chair/member of thesis committees; build and maintain a research and scholarship profile that includes external funding solicitation; actively and in a highly collegial fashion, engage in service/extracurricular life on and off campus, including as a member/leader in relevant activities, initiative, organizations; avidly collaborate in the administrative coordination of cluster activities.

***Specific:***

- A doctoral degree (Ed.D. or Ph.D. or equivalent) from a regionally accredited college or university;
- Academic preparation and higher education teaching experience at the undergraduate and graduate levels in the disciplines of cultural studies, international or comparative education, and multicultural education;
- 3-5 years of urban public school teaching, counseling, or related experience working with/in urban schools/communities in non-profit community-based organizations or groups, and/or in social justice-oriented/grassroots advocacy roles with underserved/underrepresented populations;
- Excellent oral and written communications skills in English, and related high-level administrative skills, including careful attention to detail; and,
- An emerging record of research, publication, and related scholarly achievement, including external funding activity, and demonstrated prowess with qualitative and emergent research methodologies.

***Desirable, Not Required:***

- Working oral and written fluency in Spanish;
- Meaningful and otherwise successful engagement with parents, guardians, families, and extended families of PK-12 school students in communities of color;
- Direct experience living and/or organizing in working class/working poor communities;
- An emerging record of leadership on-campus at department, college, and university-wide levels, as well as off-campus at local, state, regional, national, and international levels in relevant activities, initiatives, and organizations; and,
- A highly collaborative collegial disposition characterized by a willingness to be fully present with students, as well as faculty.

## Position #4

Position Title: *Assistant Professor, Urban Education, Critical Race Scholarship, with an emphasis in Latinas/Latinos* (housed in the **Department of Interdisciplinary, Gender, and Ethnic Studies** in the **College of Liberal Arts**)

Estimated Salary: \$68,000-\$75,000

Qualification:

**Overarching:**

- Strong desire to work collaboratively through the CRITS cluster hire structure to not only keep pace with aspirational institutional peers in terms of what is offered to students and what students are prepared for moving forward, but to also set a new standard for what is possible for Top Tier research universities to accomplish in terms of achieving unparalleled academic excellence while maintaining and growing unprecedented human diversity through lived commitments to educational and economic justice and community health and well-being;
- Educational preparation, experiential background, and research-practice trajectory related to **Decarceration, Restorative Justice, & Emancipatory Education**, oriented toward extending knowledge and praxis related to critical consciousness, social movements and social change, identity, agency, rights, race, ethnicity, class, equity, grassroots action, as well as ethnic studies and sociopolitically-located multicultural education;
- Willingness to avidly pursue added compelling alliances with scholar-practitioners in social work, mental health, educational psychology, psychology, law, criminal justice, the Center for Crime and Justice Policy, the Saltman Center for Conflict Resolution, Hope for Prisoners, Inc., along with others;
- Ability to serve departmental programs, and through those programs, the College of Liberal Arts' *Mission* to: provide outstanding educational opportunities for undergraduate and graduate students, to support excellence in research, and to enhance the college's relation to the community and region; the Provost's *Urban Education Innovation Collaborative* (UEIC) to: engage urban issues and the resolution of educational and economic disparities in manners that invite and interest those in our community who are most negatively impacted by these issues and disparities to become our partners—co-learners, co-teachers, co-investigators, and co-problem solvers—and, thus, also agents in their own advancement as well as ours; and the President's *Top Tier-focused Strategic Plan* to: broaden disciplinary study and diversify faculty mentorship options for undergraduate and graduate students; increase undergraduate and graduate, student enrollments, especially of students from historically underrepresented groups, by expanding course offerings and research opportunities that affirm these students' experiences and interests, and serve their communities of origin; strengthen local campus-school-community collaborations and, thus, relationship building, through research-practice partnerships with members of racially, ethnically, linguistically, and socioeconomically diverse communities, further increasing student enrollments through family engagement; and, expand infrastructure to enable additional grant-making opportunities that will increase scholarly productivity, external dollars generated for research, and scholarships for student research and teaching assistantships and post-doctoral fellowships; and,
- Ability to: teach undergraduate and graduate (Master's level) courses; facilitate graduate and undergraduate student engagement in research and other creative projects; advise graduate students, including as chair/member of thesis committees; build and maintain a research and scholarship profile that includes external funding solicitation; actively and in a highly collegial fashion, engage in service/extracurricular life on and off campus, including as a member/leader in relevant activities, initiative, organizations; avidly collaborate in the administrative coordination of cluster activities.

**Specific:**

- A doctoral degree (Ed.D. or Ph.D. or equivalent) from a regionally accredited college or university;
- Academic preparation and higher education teaching experience at the undergraduate and graduate levels in the disciplines of cultural studies, international or comparative education, and multicultural education;
- 3-5 years of urban public school teaching, counseling, or related experience working with/in urban schools/communities in non-profit community-based organizations or groups, and/or in social justice-oriented/grassroots advocacy roles with underserved/underrepresented populations;
- Excellent oral and written communications skills in English, and related high-level administrative skills, including careful attention to detail; and,
- An emerging record of research, publication, and related scholarly achievement, including external funding activity, and demonstrated prowess with qualitative and emergent research methodologies.

**Desirable, Not Required:**

- Working oral and written fluency in Spanish;
- Meaningful and otherwise successful engagement with parents, guardians, families, and extended families of PK-12 school students in communities of color;
- Direct experience living and/or organizing in working class/working poor communities;
- An emerging record of leadership on-campus at department, college, and university-wide levels, as well as off-campus at local, state, regional, national, and international levels in relevant activities, initiatives, and organizations; and,
- A highly collaborative collegial disposition characterized by a willingness to be fully present with students, as well as faculty.