Robert A. Naslund Chair of Curriculum Theory in Teacher Education

We seek an outstanding scholar at the tenured rank of full professor with a robust record of scholarly achievement who has, for example, furthered the understanding of curriculum in teacher education, has introduced effective classroom instruction methods for diverse teachers in urban contexts, has examined critical issues in the field of teacher education, and has pushed the boundaries of teacher education scholarship. Our CAEP accredited teacher education programs include a unique online learning experience, which will be a focus of the candidate’s contribution to research, teaching, and service. The candidate should have evidence of grant funding, familiarity with face-to-face and online graduate education programs, and leadership skills essential to cultivating collaboration among faculty, staff, and students as well as with P-12 partners locally, nationally, and globally. Rossier students, in particular, encourage faculty to challenge and inspire them in the domains of learning, leadership, diversity, and accountability. In doing so, faculty seek to improve the scope and impact of our students’ preparation to serve as teachers and leaders in urban P-12 schools. We seek a colleague who will continue this legacy and lead vigorous dialogues on a range of issues at the forefront of teacher education research and practice.

The Robert A. Naslund Chair in Curriculum in Teacher Education, created in 1985, is funded through a generous gift from Robert A. and Mildred Naslund. A former professor of education, Robert A. Naslund established the endowed chair with a particular interest in strengthening curriculum in teacher education. The endowment provides guaranteed funds for an appointed faculty member to conduct research and hire graduate students. The successful candidate will engage in innovative scholarship that advances the teacher education profession, will disseminate findings in scholarly journals, and will seek and receive additional external funding to support her/his research agenda. We seek a known expert in teacher education whose research is focused on innovations and advancements in the curriculum of teachers’ preparation, induction, and/or development in 21st century urban public P-12 schools.

Qualifications:

- Distinguished publication record in teacher education and curriculum theory.
- Demonstrated leadership in teacher education in national or international organizations (e.g. AERA, AACTE, etc.).
- Principal investigator for large-scale grant-funded research studies in teacher education or a related field (e.g., STEM, ELL, Special Education, Urban Education, etc.).
- Demonstrated commitment to creative and transformative collaboration with diverse faculty, students, staff, and the university community.
- Demonstrated success in teaching Pre-Service Teacher Candidates and Doctoral students.
- Earned doctorate from an accredited university in the area of curriculum theory and/or teacher education.

Responsibilities:

- **Scholarship:** Conduct research and produce scholarship that advance the teacher education profession by disseminating findings in high impact journals. Seek and receive external funding to support scholarly research agenda.
- **Teaching:** Teach graduate level courses in the masters and doctoral programs, which include on campus and online synchronous courses. Lead and advise doctoral students in the successful completion of dissertations in the areas of teacher education and curriculum theory.
- **Service:** Participate in program development, service, and leadership in collaboration with clinical teaching faculty serving teacher education programs. Engage in community service opportunities that involve urban P-12 school partnerships. Participate in other program, school, and university committees.
Applicants should provide a letter of interest, curriculum vitae, a publication or representative writing sample, and contact information for three references.

Applications may be submitted online through the following link: http://bit.ly/1OQcnbK. Applications may also be submitted via email to: Dr. Robert Rueda, Associate Dean for Research and Faculty Affairs, c/o Michael Chung, Rossier School of Education, University of Southern California, Los Angeles, CA, 90089-0031, michaelc@rossier.usc.edu.

Applications may also be submitted online. Please visit the Rossier School website for more information: https://rossier.usc.edu/faculty-and-research/open-faculty-positions/

Review of applications will continue until the positions are filled.

USC is an equal-opportunity educator and employer, proudly pluralistic and firmly committed to providing equal opportunity for outstanding persons of every race, gender, creed and background. The University particularly encourages members of underrepresented groups, veterans and individuals with disabilities to apply.