**ADDITIONAL INFORMATION**

For more information about the Division of Educational Leadership and Policy Studies and the Fordham Graduate School of Education, please visit our website: https://www.fordham.edu/info/21013/educational_leadership.

Fordham is an independent, Jesuit University of the City of New York. Diversifying its faculty and curriculum is at the heart of the mission and vision of Fordham University. We are committed to an application process accessible to individuals with disabilities and encourage applicants to request any needed accommodation(s). We value and are committed to a host of diverse populations and cultures, including, but not limited to, those based on ability, age, ethnicity, gender, gender identity, national origin, race, religion, sexual orientation, veteran status, or any other characteristic protected by law.

Fordham University is committed to excellence through diversity and welcomes candidates of all backgrounds. Fordham is an Equal Opportunity Employer - Veterans/Disabled and other protected categories.

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**TO APPLY**

To receive fullest consideration, applications should be completed by **October 15, 2019**, but applications will be reviewed until both positions are filled.

Applicants should provide the following materials to elapgse@fordham.edu

1. A letter of introduction and description of professional goals, research plans and accomplishments as they relate to the position description and qualifications
2. An academic vita and sample of recent publications
3. Exemplar teaching evaluations and graduate courses within your areas of expertise
4. Three names, with contact information, of individuals to contact for recommendations, only those applicants that are invited to a campus visit will have references contacted.
POSITION DESCRIPTION

The Division of Educational Leadership, Administration, and Policy invites candidates for two tenure-track assistant professor positions in PreK-12 Educational Leadership, to begin August 2020. The position requires active scholarship and productive teaching and mentoring in the Division’s newly redesigned EdD program, master’s and certificate programs.

Interested individuals must have (1) passion and demonstrated commitment to developing leaders who strive to improve the educational opportunities and outcomes of ethnically, culturally, economically, and linguistically diverse communities; (2) an active research agenda; (3) the ability to teach one or more K-12 leadership areas (instructional leadership, organizational change, transforming schools, districts and communities); (4) should have concentrated experience in one or more research methods (qualitative, quantitative or mixed methods), and (5) outstanding communication skills.

A proven record of the following are also desirable:
- collaborative partnerships within K-12 communities;
- active engagement in improvement science and research related to continuous school improvement and social justice;
- seeking or securing external funding.

ESSENTIAL DUTIES
- High impact research, scholarship and presentations at the local, state, national and international levels
- Teaching up to five 3-credit courses during the academic year, across our Manhattan and Westchester campuses or on-line
- Doctoral dissertation mentoring and supervision
- Collaborating with faculty within and across programs and divisions for program development, teaching and scholarship
- Continuous improvement assessment
- Assistance in program coordination and student advisement
- Partnership development and support with local school leaders and policy makers
- Grant submissions and administration
- Dynamic engagement with high-need schools and systems

REQUIRED QUALIFICATIONS
- Doctorate in Educational Leadership, Education Policy, Public Administration, or relevant emphasis in education
- Demonstrated commitment to social justice
- A proven record of, or potential for, publication and scholarly work in the relevant field such as educational leadership and administration
- Experience teaching in higher education
- Successful performance in, or potential for, teaching and conducting research in one or more of the following areas:
  - Urban education
  - Instructional leadership
  - Organizational change
  - Leadership theory
  - Transforming schools, districts and communities
  - Educational policy
  - Applied economics and finance
  - Organizational learning
- Experience in research methods in one or more of the following areas:
  - Qualitative (e.g., ethnographic, grounded theory or case methodology)
  - Quantitative (e.g., social network analysis, large-scale data analysis, facility in analyzing school district and state data sets, and intermediate- to high-level statistical expertise)
  - Mixed methods (including action research)
- Program evaluation
- Experience working with diverse student bodies and in diverse communities
- Experience developing effective partnerships with community stakeholders and colleagues across multiple disciplines
- Experience teaching in an on-line modality

PREFERRED QUALIFICATIONS
- Experience or research in urban education
- Understanding of educational reform, research-based initiatives, and policy analysis
- Experience with Improvement Science or related approaches to continuous improvement
- Ability to successfully advise graduate students and supervise dissertations of practice
- Ability to collaborate on curriculum development and program development
- Evidence of strong interpersonal and organizational skills
- Prior administrative experience or disciplinary expertise in Pre-K-14 educational setting
- Involvement in state, national and international associations and organizations focused on education