



Data-based Decision Making in School Psychology Open Rank Faculty Position (9401/9402/9403)

Department of Educational Psychology
College of Education and Human Development
University of Minnesota

ABOUT THE POSITION

Position Overview:

The Department of Educational Psychology in the College of Education and Human Development at the University of Minnesota seeks an individual to contribute to the research, teaching, and service with a primary affiliation within the School Psychology Program. The position, beginning August 29, 2022, is full-time tenure-track or tenured faculty member (open rank) in a highly regarded college of a major urban research university. We seek an individual with expertise in school-based data-based decision making or intervening within integrated service delivery models. Specific areas of emphasis are open, but we would particularly welcome a scholar with emphasis on academic development in K12 settings or whose research addresses learners from minoritized populations. This is one of the oldest and most well-established school psychology programs in the U.S., with a fresh, dynamic faculty who are continuing the program's legacy of leadership to enhance the social relevance and impact of graduate education, practice, advocacy, and scholarship in school psychology. As graduate educators, we seek to prepare school psychologists who will be local and national leaders in our field through socially just, contextually responsive, innovative practice, scholarship, and systems change.

Appointment Details:

The individual hired will be appointed into a full-time, 9-month position, open rank. This position will remain open until filled, but the search committee will begin its review of applications on October 22, 2021. The anticipated starting date for this appointment is August 29, 2022, and the salary is competitive and commensurate with experience.

The University of Minnesota encourages a healthy work life balance for employees. CEHD is committed to an excellent employee experience, offering a flexible work environment that meets the needs of students, staff, faculty, and the communities we serve. Flexible work arrangements may include flexibility in schedule and/or work location. All UMN employees are expected to follow applicable public health and safety procedures. For more information on flexible work options visit: <https://humanresources.umn.edu/work-flexibility/flexible-work-options>.

Job Responsibilities:

Specific responsibilities include, but are not limited to:

Research (40%):

- Develop and sustain a strong and coherent record of scholarship pertinent to data-based decision making and/or intervening within integrated service delivery models with an emphasis on students' academic development in school settings.
- Applicants should be committed to securing external funds in support of their scholarly inquiry.
- Research in educational settings is preferred.

Graduate Advising and Teaching (40%):

- Mentor and advise graduate students.
- Teach graduate-level courses in school psychology. Course assignment(s) will build on the individual's areas of expertise and research, and may include graduate and undergraduate course development and teaching in school psychology or other areas of the department.
- Serve on graduate committees for specialist students and graduate students in other areas of the department and college.
- This person is expected to make strong contributions to the ongoing activities of the department, school psychology program, the college, and the University.

Service (20%):

- Participate in department, college, university, and other outreach and public engagement activities, including service on internal committees or task forces, and making presentations to external constituencies.
- Participation in the activities of relevant professional organizations in quantitative methods in education is expected.

QUALIFICATIONS

Required qualifications:

- An earned doctorate in school psychology from a program accredited by the American Psychological Association. Applications from doctoral candidates will be considered provided the individual can document that they are on track to complete the doctorate no later than the start date of this position.
- Evidence of a programmatic line of research and resultant research productivity or the potential for productivity in the form of peer-reviewed publications, conference presentations, and other relevant research products (e.g., book chapters, books, research reports) in the area of data-based decision making and/or intervening in K12 school settings.
- Eligibility for state certification as a school psychologist in Minnesota or national certification as a school psychologist.
- Applied fieldwork or employment in K12 educational settings.

Preferred qualifications:

- Scholarship that addresses academic development (e.g., mathematics, literacy, writing) of individuals with varying instructional needs.

- Professional activities reflecting commitment to advancing social justice and anti-racism in school psychology and beyond.
- Evidence of success in or potential for securing external funding.
- Higher education teaching and student advising experience at the graduate level.
- Record of community/school collaborations and public engagement activities.
- Demonstrated ability or potential to work collaboratively and collegially in department, college, university, and community service and governance.
- Ability or potential to engage in interdisciplinary research.

HOW TO APPLY

Applications must be submitted online: <https://humanresources.umn.edu/content/find-job>. To be considered for this position, please click the Apply button, search for Job Opening ID 343522, and follow the instructions. You will have the opportunity to complete an online application for the position.

After clicking submit, return your application through the "My Job Applications" page and upload your documents into the "My Cover Letters and Attachments" section. This position requires that you upload the following documents to be fully considered for the position:

1. Cover letter addressing:
 - (a) description of programmatic research and plans for future work,
 - (b) vision for contributions and engagement throughout the department, college, and/or university; and
 - (c) any other information pertinent to the minimum and preferred qualifications not addressed in the personal statement (see below).
2. Curriculum vitae
3. Personal statement describing:
 - (a) orientation to school psychology and vision for the future of the field;
 - (b) how consideration(s) of diversity, equity, social justice, and/or antiracism inform your professional activities; and
 - (c) general approach to preparing future school psychologists and researchers in school psychology. Applicants may submit typical research, teaching, and service statements if the above items are addressed within those statements.
4. Representative research products (up to 3)
5. Academic transcript(s) for graduate degree(s); and
6. At least three reference's names, addresses, email addresses, and phone numbers.

To request an accommodation during the application process, please e-mail employ@umn.edu or call (612) 624-UOHR (8647).

BACKGROUND CHECK INFORMATION

Any offer of employment is contingent upon the successful completion of a background check. Our presumption is that prospective employees are eligible to work here. Criminal convictions do not automatically disqualify finalists from employment.

ABOUT CEHD

Department Overview:

The Department of Educational Psychology provides training in the cognitive, emotional, and social learning processes that underlie education and human development across the lifespan, including: the psychological foundations of education, quantitative methods in education, the practice and science of counseling psychology, school psychology, and special education. Faculty and students provide leadership and consultation to the state, nation, and international community. The department's scholarship and teaching enhance professional practice in schools and universities, community mental health agencies, business and industrial organizations, early childhood programs, and government agencies. For additional information about the department visit:

www.cehd.umn.edu/edpsych.

College Overview:

The College of Education and Human Development (CEHD) is a world leader in discovering, creating, sharing, and applying principles and practices of multiculturalism and multidisciplinary scholarship to advance teaching and learning and to enhance the psychological, physical, and social development of children, youth, and adults across the lifespan in families, organizations, and communities. CEHD is the third largest college at the University of Minnesota, houses seven departments with ten undergraduate majors, over 30 graduate degree programs, and 25 centers and institutes. We are committed to diversity in our students, faculty and staff; 38.4% of our new first year students are students of color and more than 265 of our international students represent over 51 different countries. For further information: <http://www.cehd.umn.edu/about/default.html>.

At CEHD, diversity is necessary to doing our best work and fostering our humanity. That's why the CEHD community is collectively dedicated to cultivating an inclusive and equitable environment. We strive to weave these core values into the work of each department and all of programs. We are deeply engaged with our surrounding community, and our students, staff, and faculty are encouraged and empowered to enhance equity, inspire change, learn and grow personally, and prepare professionally to encounter and engage in systemic transformation. For more information, visit <https://www.cehd.umn.edu/diversity/>.

CEHD and the University of Minnesota provides equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

DIVERSITY

The University recognizes and values the importance of diversity and inclusion in enriching the employment experience of its employees and in supporting the academic mission. The University is committed to attracting and retaining employees with varying identities and backgrounds.

The University of Minnesota provides equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. To learn more about diversity at the U: <http://diversity.umn.edu>.

The University of Minnesota, Twin Cities (UMTC)

The University of Minnesota, Twin Cities (UMTC), is among the largest public research universities in the country, offering undergraduate, graduate, and professional students a multitude of opportunities for study and research. Located at the heart of one of the nation's most vibrant, diverse metropolitan communities, students on the campuses in Minneapolis and St. Paul benefit from extensive partnerships with world-renowned health centers, international corporations, government agencies, and arts, nonprofit, and public service organizations.