Texas A&M University is home to over 64,000 students and is one of the top universities in the country in enrollment of new National Merit Scholars. Texas A&M University conducts research valued at more than $892 million annually, placing it among the top 20 universities nationally and consistently ranking in the top tier of research institutions by the National Science Foundation. With a system-wide endowment valued at more than $11.1 billion, the university ranks second among U.S. public universities. Texas A&M University is a member of the prestigious Association of American Universities and is home to one of the largest chapters of Phi Beta Kappa.

True to the Morrill Land-Grant Act and mission signed by Abraham Lincoln in 1862 “to educate people...” the Department of Teaching, Learning, and Culture has evolved to become the epicenter of excellence in advancing pedagogy and educational research across multiple educational contexts in undergraduate and graduate education. We are a world-class faculty with focused research interests spanning teaching and learning, culture and curriculum studies, urban education, reading and literacy, English as a second language, science, math, engineering and technology education (STEM), and K-12 educator preparation. The department is the number one producer of math, science, English and language arts teachers in higher education institutions in Texas. We continue to lead in teacher preparation by cooperating with the College of Liberal Arts, Science and Engineering to produce the next generation of highly productive teachers.

We seek a vibrant and innovative colleague to join our dynamic faculty and become a thought leader in the scholarship of teaching multicultural education applied in one of the scholarly areas of teaching and research within the department. The Department of Teaching, Learning, and Culture has adopted and is dedicated to three primary commitments that drive all of our work:

- advancing a department climate that is characterized by collaboration, collegiality, trust, respect, safety, celebration, and the valuing of individual differences;
- having a central mission to create experiences that advance teaching, research and service through the application of knowledge in the preparation and development of quality educators; placing high value on, diversity, equity, inclusion, critical thinking, creativity, democratic governance, and leadership; and
- transforming individuals, schools, and society with a global view through our engaged scholarship, reflective teaching, and collaborative service.

We invite applications for a Clinical Assistant Professor to teach undergraduate and graduate courses in Multicultural Education/Teacher Education/Culture and Curriculum. Candidates with expertise in multicultural education applied and practiced in the following areas are especially encouraged to apply: teaching and learning, culture and curriculum studies, urban education, reading and literacy, English as a second language, science, math, engineering and technology education (STEM), and K-12 educator preparation.

Qualifications Required:

- An earned doctorate in education with a depth of study and research in multicultural education or a closely related field is required. ABDs are eligible to apply but must include a letter from the thesis director indicating completion of degree by August 15, 2019;
- Experience in teaching multicultural education courses and/or foundational courses;
- Evidence of the application of high impact learning practices in teaching;
• Application and integration of new technologies and evidence-based teaching interventions in multicultural education responsive to diverse, highly impacted and underrepresented student populations;
• Teaching experience, preferably in highly diverse K-12 settings;
• Evidence of commitment to diversity and engagement in professional leadership activities.

Preferred Qualifications:
• Experience in multicultural education instruction in teacher education, curriculum and instruction or within a specific content area of teacher education e.g. science, technology, engineering or technology education, literacy, urban education, ESL, social studies, English language arts, etc., as an interdisciplinary approach;
• Evidence of prior academic scholarship (e.g., publications and research presentations) are desirable;
• Experience with multiple teaching formats (e.g., face-to-face, hybrid, on-line) and writing intensive courses;
• Evidence of effective or promise for post-secondary teaching experience, and;
• Engagement in service activities within an academic department.

Responsibilities: Clinical faculty positions have been an essential part of the department’s mission and its differentiated staffing plan for over twelve years. Clinical faculty will typically assume an 80% teaching, 10% research, 10% service work load. Typically teaching responsibilities include 12-semester hour (4 courses per semester). Part of this responsibility may include field observations, liaison and coordination efforts or other leadership roles as defined by the department. Advising and serving on graduate student committees are also part of the clinical faculty’s responsibilities. Additional service to the profession and scholarly involvement are valued, but service and scholarship expectations are adjusted within the context of teaching responsibilities of clinical faculty members.

Appointment: This is a nine-month appointment. The anticipated start date is August 15, 2019. Salary is competitive and commensurate with qualifications. Initial appointments are for three years, contingent upon satisfactory annual evaluations.

Application: The Department of Teaching, Learning, & Culture is committed to full inclusion of all individuals in our hiring, staffing, research, teaching, and service. We welcome applications and collaboration with all individuals, regardless of gender or gender identity, race or ethnic heritage, sexual orientation or identity, nationality, ability, religion, political philosophy, veteran status, or other unique personal characteristics. The application should include a CV, a cover letter, list of courses taught including format (e.g., face to face, online, hybrid), teaching philosophy/teaching statement and the contact information of three references. Please combine the application materials into one PDF file, name the file with last and first name, and send to the attention of Dr. Valerie Hill-Jackson, Search Committee Chairperson, at the following address:

External Applicants: If you are not a Texas A&M System employee please visit our External Career Site: https://tamus wd1.myworkdayjobs.com/TAMU External

Internal Applicants: If you are a Texas A&M System employee, please visit our Internal Career Site: https://jobs.tamu.edu/internal-applicants/

Review Date: Review of the applications will begin on November 1, 2018 and will continue until the position is filled. Priority will be given to those whose applications are received by November 1, 2018.

Texas A&M University is a Land Grant/ Sea Grant / Space Grant, Research I institution that aspires to preeminence in teaching, research and service. Nationally, Texas A&M is ranked as a top research university and as a member of Association of American Universities (AAU). Three departmental graduate programs are nationally known in Curriculum and Instruction. Elementary Education, Secondary Education, Interdisciplinary pre-service programs are noted for their innovation, interdepartmental collaboration, and
the development of extensive partnerships with public schools. For more information check the department
home page http://tlac.tamu.edu

Texas A&M University is an Affirmative Action / Equal Opportunity Employer committed to creating and
maintaining a climate that affirms diversity of both persons and views, including differences in race, ethnicity,
national origin, gender, age, socioeconomic background, sexual orientation, and disability. (More
information can be obtained from the University and College website http://www.tamu.edu.)