

## **Assistant/Associate Professor in Education – 2880**

**Responsibilities.** The successful candidate will teach graduate and undergraduate courses in literacy. The candidate will be expected to integrate evidence-based practices aligned with the current science of reading to create teaching and learning opportunities that:

- Support development of content and pedagogical knowledge in phonological awareness, phonics, fluency, vocabulary and comprehension including the modeling of effective teaching strategies that aid in differentiated instruction.
- Facilitate the capacity to work with students who are culturally and linguistically diverse, by demonstrating a commitment to understanding and addressing issues of equity and diversity related to reading and literacy education.

- Foster the development of the professional dispositions of teaching.

Additional responsibilities include service on School of Education and University committees, maintaining scholarly productivity, advising and mentoring students seeking licensure, supervising field experience and student teaching interns, working with the community on literacy initiatives, and providing service to the university and profession.

**Qualifications.** Candidates must have an earned doctorate (or earned doctorate by the employment start date) in Elementary Education, Reading/Literacy, Special Education, Early Childhood, or a closely related field from an accredited university. Expertise in early literacy, reading assessment, diagnosis and remediation of reading difficulties, and/or reading interventions is preferred. At least three years teaching experience in public schools with preference for candidates who have taught Elementary, Reading and/or Special Education. Faculty must be eligible for and maintain North Carolina Teaching Licensure in Elementary Education K-6 or Reading K-12, and training in LETRS (or other formal training in phonological awareness and phonics). The successful candidate will hold a minimum of 18 graduate-level hours in literacy coursework and demonstrate expertise in the current science of reading. Candidates will be expected to collaborate with local schools, teachers, students and community members to support literacy across southeastern North Carolina.

**Applicants at the Associate Professor level must have**

- The required qualifications above as well as previous promotion to associate professor or higher at an accredited institution of higher education.
- A proven record of research and scholarship supporting literacy and reading research, external research funding.
- Experience in and/or interest in leading others in developing course curricula in teacher preparation.

**Applicants at the Assistant Professor** level will be expected to show promise of excellence in research, scholarship, grant funding, and teaching.

**Licenses and Certifications Required:** Faculty must be eligible for and maintain North Carolina Teaching Licensure in Elementary Education K-6 or Reading K-12, and training in LETRS (or other formal training in phonological awareness and phonics).

For more information or to apply: <https://apptrkr.com/4765774>

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