UCR is embarking on a major new hiring initiative that will add 300 tenure-track positions in 33 cross-disciplinary areas selected through a peer-reviewed competition. Over the next three years, we will hire multiple faculty members in each area and invest in research infrastructure to support their work. This initiative will build critical mass in vital and emerging fields of scholarship, foster truly cross-disciplinary work, and further diversify the faculty at one of America’s most diverse research universities. We encourage applications from scholars committed to excellence and seeking to help redefine the research university for the next generation. For more information about UCR’s hiring initiative please go to http://clusterhiring.ucr.edu.

In collaboration with the College of Natural and Agricultural Sciences and the Bourns College of Engineering, the Graduate School of Education is leading a search for five outstanding scholars who study teaching and learning in Science, Technology, Engineering, and Mathematics (STEM) fields. We invite applications and nominations for tenure-track or tenured (open rank) positions in this area. The position will commence as early as June 30, 2016, or as negotiated.

We seek to hire a multi-disciplinary cluster of faculty whose research focuses on understanding how students learn and ways to enhance their learning of STEM in formal K-12 or college classrooms, informal settings, and distance and/or online learning. Research that focuses on improving learning across diverse groups (e.g., English language learners, students from low income families or other groups traditionally underrepresented in STEM) is particularly welcome. While GSOE will be administering the search, successful candidates may reside in any school or college that allows them to collaborate with appropriate researchers to understand and improve teaching and learning in elementary, secondary, and higher education. In addition to teaching and advising Ph.D. and M.A. students, responsibilities include contributing to our Teacher Education Program and undergraduate education minor programs through teaching math and science methods courses.

Examples of programs of research that could fit in this cluster could include:

- Research on how students, at the elementary through undergraduate level, learn mathematics, biology, chemistry, physics, engineering, or computer science, with a focus on developing effective teaching strategies and tools (e.g., cognitive tutors; electronic textbooks) that can accelerate this learning.
- Research on the relationship between instructional practices (e.g., design of tasks, nature of discourse during discussion); teacher professional development; and learning among diverse groups of students in STEM fields.
- Research on opportunities that broaden student interest and participation in STEM fields, particularly among underrepresented groups.
- Development of technologies that promote learning and development of evaluation instruments to measure that learning.

Qualifications include expertise and demonstrated capacity for conducting research and teaching in K-20 STEM education, an emerging or established record of influential research and scholarly publications,
success or potential for success in obtaining extramural research grants, and commitment to and
demonstrated excellence in undergraduate teaching, graduate teaching and student mentoring. A
doctorate in mathematics education, science education, engineering education, learning sciences,
cognitive psychology, or a related social science is required by time of appointment, June 30, 2016.
Preference will be given to candidates who have experiences collaborating on a research team and an
active research agenda that focuses on research questions consistent with UCR STEM faculty. Academic
rank will be contingent upon the individual's level of accomplishments in scholarly activity, as well as
experience securing and directing grants, teaching, mentoring graduate students, and service. Salary and
research support will be commensurate with an appointment within the University of California system.
Review of the applications will begin February 15, 2016 and continue until the position is filled.

Applicants at the Associate or Full level should submit materials to
https://aprecruit.ucr.edu/apply/JPF00523 and must include a cover letter of interest, updated CV, a sample
of research work, teaching evidence, diversity statement and names and contact information of 5
references.

Applicants at the Assistant level should submit materials to   https://aprecruit.ucr.edu/apply/JPF00522
and must include a cover letter of interest, updated CV, a sample of research work, teaching evidence,
diversity statement and 3 letters of reference.

UCR is a world-class research university with an exceptionally diverse undergraduate student body. Its
mission is explicitly linked to providing routes to educational success for underrepresented and first-
generation college students. A commitment to this mission is a preferred qualification. Advancement
through the faculty ranks at the University of California is through a series of structured, merit based
evaluations, occurring every 2-3 years, each of which includes substantial peer input.

The University of California is an Equal Opportunity/Affirmative Action Employer with a strong
institutional commitment to the achievement of excellence and diversity among its faculty and staff. All
qualified applicants will receive consideration for employment without regard to race, color, religion, sex,
sexual orientation, gender identity, national origin, age, disability, protected veteran status, or any other
characteristic protected by law.