Clinical Assistant Professor #11244

Sustainability Science for Teachers is geared toward preparing elementary teachers with the knowledge, skills, and attitudes necessary to be able to educate their future students regarding sustainability literacy. The course communicates sustainability topics in a meaningful way by integrating technology and digital storytelling with in-class, hands-on activities. The goal of the course is twofold: 1) to engage preservice teachers as citizens and impart a sense of urgency to take action, and 2) to develop sustainability literacy among preservice teachers enabling them to employ these concepts in their future classrooms. The course aims to develop sustainability literacy among preservice teachers by providing the content knowledge needed to confront seemingly insurmountable societal issues. It also enables future educators to take the concepts they learn as a result of the course and implement them in their future classrooms. We are seeking an engaged Clinical Assistant Professor to join our efforts.

This benefits eligible, academic year position is for January 3, 2016 to May 15th, 2016. This is a fixed-term appointment with no tenure implications.

The position requires a unique blend of pedagogical and content knowledge related to the topic of sustainability science. A clear understanding of how to translate complex sustainability science topics to preservice teachers and how make this large topic both manageable and engaging are vital components for this position. Beyond making sustainability science topics meaningful to our students as citizens, they must be clearly translated to make sense for their future classrooms. This individual should have specific sustainability science content knowledge as well as pedagogical content knowledge required to effectively teach multiple sections of SCN 400 Sustainability Science for Teachers. It is also expected that the successful candidate will participate meaningful with the Sustainability Science Education Project team.

Scope of work to be performed:

This position will fulfill two major requirements. First, the individual will teach a full teaching load (5 sections for the spring semester) of the course, Sustainability Science for Teachers (SCN 400). Secondly, under the guidance of project leadership, he/she will provide guidance, leadership, and mentorship to Faculty Associates and Academic Associates who teach the course. This position will develop new curriculum and test concepts/new ideas in concert with project leadership.

Weekly Requirements of this position include:

- Reviewing all online material,
- Effectively utilizing technology to enhance and implement the course,
· Equitable, accurate, and timely grading,
· Attendance and instruction during face-to-face portions of the hybrid class,
· Preparing for class in advance and using/reviewing prepared in-class materials,
· Responding and communicating with students and instructors/colleagues effectively,
· Exhibiting and demonstrating professional behavior, dress, and attitude at all times to best represent the course, project, and college,
· Communicating and seeking approval for the use of course materials outside of the course requirements,
· Communicating and seeking approval for the use of course content as research or demonstration,
· Participating in all mandatory college and project meetings and flexibility when scheduling changes arise.

**Required Qualifications:**

- Earned Doctoral degree in an accredited university in Sustainability; Environmental Social Science; Science, Technology and Society (STS); or Education with an emphasis in science or the social studies of science or a closely related field.
- Demonstrated knowledge of current practices and research in sustainability science education,
- Two or more years teaching in an undergraduate college level setting,
- Three or more years of effective teaching in elementary and/or middle schools,
- Demonstrated collegiality with other instructors to build, foster, and support a professional learning community of teacher educators.

**Desired Qualifications:**

- Strong background knowledge in sustainability and STS (science, technology and society) topics.
- Demonstrated understanding of K-8 teacher preparation related to science, sustainability, pedagogy, and professionalism.
- Experience fostering and supporting constructivist and connectivist styles of teaching.
- Project experience that fostered change agents, and aided students in moving/thinking beyond the status quo.
- Familiarity with state and national teaching standards including InTASC, Common Core, NGSS, and AZ Science Standards.
- Experience providing professional development to preservice teachers.
- Experience teaching in face-to-face, hybrid, and online environments.
- Strong teaching evaluations from previous courses taught.
- Excellent communication skills.
• Demonstrated ability to prioritize and multitask with respects to the larger project, course, students, and colleagues.

**Application Deadline and Procedures:**

Applicants are asked to email the following as one attachment: (1) a letter of application addressing the required and desired qualifications listed, (2) a complete curriculum vitae, and (3) the names and contact information of three references to Tamara.Griffith@asu.edu. Please put the job title in the subject line of the email.

The first application deadline is July 29, 2015. Applications will be reviewed weekly thereafter until the position is filled. Only electronic applications are accepted for this position.

Questions regarding this position may be directed to Annie Warren at Annie.Warren@asu.edu

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**Background Check Statement:** ASU conducts pre-employment screening for all positions which includes a criminal background check, verification of work history, academic credentials, licenses, and certifications.

**Standard Statement:** Arizona State University is a new model for American higher education, an unprecedented combination of academic excellence, entrepreneurial energy, and broad access. This New American University is a single, unified institution comprising four differentiated campuses positively impacting the economic, social, cultural, and environmental health of the communities it serves. Its research is inspired by real world application blurring the boundaries that traditionally separate academic disciplines. ASU serves more than 70,000 students in metropolitan Phoenix, Arizona, the nation's fifth largest city. ASU champions intellectual and cultural diversity, and welcomes students from all fifty states and more than one hundred nations across the globe.