SEARCH

Assistant Professor (tenure-track) in Critical First (L1) / Second (L2) Language Assessment

Department of Language and Literacy Education

Open date: July 1, 2024

Submit complete applications by: September 1, 2024

This search will remain open until the position is filled.
The Department of Language and Literacy Education within UBC’s Faculty of Education, one of the world’s leading faculties of its kind, invites applications for the position of Assistant Professor (tenure-track) in Critical First (L1) / Second (L2) Language Assessment.

Position Description: Situated on the unceded, ancestral, and traditional territories of the xʷməθkʷəy̓əm (Musqueam) people in Vancouver, Canada, the Department of Language and Literacy Education (LLED) in the Faculty of Education at the University of British Columbia invites applications for a full-time tenure-track Assistant Professor position in critical first (L1)/second (L2) language assessment.

The appointment is expected to begin on July 1, 2025, or as mutually agreed upon between the University and the successful candidate.

Qualifications & Requirements: The successful candidate must possess a doctoral degree (PhD or EdD) in the field of Applied Linguistics, Language Education, or a related discipline, completed by June 30, 2025.

We are seeking a scholar with a record of teaching and research in language assessment using critical, social justice, decolonizing, and/or anti-racist lenses. Areas of research expertise and interest within this focus may include, but are not restricted to: classroom assessment, quantitative research methods for language and literacy education, equity and bias in large-scale and/or high-stakes testing, computer- and web-based/digital forms of assessment, and similar areas. Knowledge related to first/second language assessment and issues arising from globalization, internationalization, transmigration, and digitalization is essential to broaden and strengthen teaching and research in LLED. This can be achieved by capitalizing on these opportunities and expanding its capacity through expertise in critical first/second language assessment and quantitative research methods.

Responsibilities: The successful candidate is expected to engage in research and teaching that focuses on critical first/second language assessment, as well as the myriad of equity issues involved in language and literacy testing. This can encompass, but is not limited to, the complex interconnectedness of languages and literacies that contribute to decolonization.
and diversification by addressing equity issues in testing minoritized groups, such as modern language learners, and English as an Additional Language (EAL) learners in Canada and other parts of the world.

This is a tenure-track position in the Professoriate stream. The successful candidate will be reviewed for reappointment, promotion, and tenure in subsequent years in accordance with the Collective Agreement. The appointment is subject to a positive review of the successful candidate's record of achievements based on UBC's appointment and tenure criteria as specified in the Collective Agreement, following the University's established appointment processes. For more information on the review process and criteria for promotion in this stream, please visit this link. This position is subject to final budgetary approval. The expected pay range for this position is $130,000 - $150,000 per annum. Starting salary is determined both by the candidate's qualifications and experience and by their placement on the career progress increments scale within the Faculty of Education.

Department of Language & Literacy Education: The Department of Language and Literacy Education (LLED, www.lled.educ.ubc.ca) is a community of educators committed to social justice in our work with students, colleagues, partners, and community members. We recognize that language and literacy education perpetuates systems of privilege and oppression, but it can also transform these conditions. As leaders in the field, we aim to establish anti-racist, decolonial, and sustainable communities that affirm human, linguistic, and epistemological diversity and equity. We acknowledge our privilege and strive to overcome effects of power that adversely influence the lives of people who are marginalized due to Indigeneity, race, gender, class, sexuality, language, culture, religion, or ability. In our scholarship, teaching, service, and leadership, we are committed to fostering relational and respectful environments, legitimizing diverse Indigenous and non-dominant knowledges, and transforming systems to enable us to advance social justice in language and literacy education.

LLED offers Master of Education, Master of Arts, and PhD degrees in the areas of Literacy Education, Teaching English as a Second Language (TESL), and Modern Language Education. We also offer undergraduate courses for the Teacher Education Program, Literacy Education Diploma, Teacher Librarian Certificate and Diploma, TESL Certificate, and other programs.

The University and the Faculty of Education: UBC is a global centre for research and teaching, consistently ranked among the top 20 public universities in the world. The UBC Faculty of Education is one of the leading Faculties of its kind in the world, tied 1st in Canadian rankings and ranked 10th globally. Our work advances educational research and understanding of teaching and learning in a way that affirms diversity, equity, and innovation, and takes part in international collaboration in an interdependent globe. We provide a comprehensive set of programmatic offerings at the baccalaureate, magisterial, and doctoral levels. For more information on the Faculty of Education, please visit this website.
Commitment to Equity & Diversity: The Department of Language and Literacy Education, the Faculty of Education, and UBC are dedicated to the goal of building a diverse and inclusive academic community. Preference will be given to applicants who demonstrate a commitment to and expertise in decolonizing, reconciliation, anti-racist, and social justice approaches to research, teaching, and service, and have a strong commitment to fostering inclusivity and teaching effectively in a welcoming environment. For more information about the Faculty of Education’s commitments and work related to equity, diversity, inclusion, and decolonization, please visit this link.

Members of the Department of Language and Literacy Education are committed to social justice in their work with students, colleagues, partners, and community members. They are privileged to learn, teach, and conduct research on the ancestral, traditional, and unceded territory of the hən’q’əmin’əm’-speaking xʷməθkʷəy’əm (Musqueam) people. They recognize that language and literacy education perpetuate systems of privilege and oppression, but they can also transform these conditions. As leaders in the field, their goal is to establish antiracist, decolonial, and sustainable communities that affirm human, linguistic, and epistemological diversity and equity. Members acknowledge their privilege and endeavor to overcome the effects of power that adversely influence the lives of those who are marginalized due to Indigeneity, race, gender, age, class, sexuality, language, culture, religion, or ability. In their scholarship, teaching, service, and leadership, members are committed to fostering relational and respectful environments, legitimizing diverse Indigenous and non-dominant knowledges, and transforming systems to advance social justice in language and literacy education.

Application Materials: Interested candidates are invited to submit an application package that includes:

(i) a cover letter (please indicate if you are a Canadian citizen or permanent resident);
(ii) curriculum vitae;
(iii) a statement of research philosophy;
(iv) evidence of teaching effectiveness and excellence (including course outlines and student evaluations, if available);
(v) two to three sample publications that are most relevant to this position (if applicable);
(vi) an EDID statement that describes and documents your contributions to equity, diversity, inclusion, and decolonization (EDID) through your teaching, research, and service, and community engagement, addressing the following three areas: (1) understanding of and knowledge about EDID, (2) track record in advancing EDID, and (3) future plans for EDID; and
(vii) names and contact details of three references. Letters of reference will only be requested from candidates who are advancing to the next stage in the search process.
Complete applications must be provided in the format of one bookmarked PDF file and sent to lled-posting.educ@ubc.ca. Following the submission of the application, the applicant will receive an Equity Survey link via email. Completion of the Equity Survey is required as part of the application process. Accommodations are available on request for all applicants with disabilities at all stages of the search process. To confidentially request accommodations, please contact educ.hr@ubc.ca.

While the search remains open until the position is filled, interested applicants are encouraged to submit their complete application package by September 1, 2024. Questions regarding this search and the application deadline should be directed to Dr. Lee Gunderson, Search Committee Chair at lee.gunderson@ubc.ca.

Equity and diversity are essential to academic excellence. An open and diverse community fosters the inclusion of voices that have been underrepresented or discouraged. We encourage applications from members of groups that have been marginalized on any grounds enumerated under the British Columbia Human Rights Code, including sex, sexual orientation, gender identity or expression, racialization, disability, political belief, religion, marital or family status, age, and/or status as a First Nation, Metis, Inuit, or Indigenous person. All qualified candidates are encouraged to apply; however, Canadians and permanent residents of Canada will be given priority. All applicants will be required to complete a confidential equity survey.