



## **Assistant Professor Position: African/Black Diaspora Studies in Education**

The Department of Integrated Studies in Education (DISE) invites applications from qualified candidates for a tenure-track appointment in the area of African/Black Diaspora Studies in education at the rank of Assistant Professor beginning August 1, 2021. The candidate must demonstrate a strong record of research and teaching in Critical Studies in Education or Social Movement learning. Possible areas of focus include but are not limited to Black studies in Diaspora and transnational migration, African indigenous knowledges, Black Social Movements, and/or Black Activism. Preference will be given to applicants who take an anti-colonial/decolonial and intersectional approach. The successful candidate will support the ongoing effort to strengthen facets of equity, diversity and inclusion in our undergraduate and graduate teacher education programs as well as graduate programs. DISE faculty are expected to engage in teaching, scholarly research, and service to the department, university and wider scholarly community.

Flexibility, excellence, responsiveness, and compassion are vital qualities we strive to embody. Diversity, equity and inclusion increasingly guide our values and serve as our foundation. We seek and cultivate diverse populations and perspectives. We do so because it is paramount to our dedication to having an equitable and socially just campus environment for our students to thrive. Inclusion, collaboration and cultural proficiency are critical to academic excellence and innovation. Therefore, we are in search of a team member who is able to effectively interact with a varied population of internal and external partners at a high level of integrity. We are looking for someone who shares our values and who will support the mission of the university through their work.

The position requires an individual with an earned or near completion Ph.D. in Education or related field; a strong track record of high-quality research that demonstrates potential for independent research; experience in formal and non-formal educational settings would be an asset. Ideal candidates possess evidence of excellence in teaching, a commitment to engaged pedagogy, particularly with marginalised communities, and the ability to work effectively in a collaborative environment. The candidate would contribute to the potential development of a graduate concentration in Sociocultural approaches to learning and human development as well as an undergraduate concentration in Social Justice, Equity, and Community in Education.

This opportunity is part of an initiative to address the under-representation of Black faculty as laid out in [McGill's Action Plan to Address Anti-Black Racism 2020-2025](#) through a commitment to increase its complement of Black tenure-track and tenured professors and to support research innovation and excellence in the domains of African and Black Studies.

Applicants for this position should submit the following documents: letter of application; curriculum vitae; statement of teaching philosophy (1-2 pages); research statement (1-2 pages); a sample publication; and names of three referees.

Applications should be submitted via Workday:

[https://mcgill.wd3.myworkdayjobs.com/McGill\\_Careers/job/Education-Building/Assistant-Professor\\_JR0000008224](https://mcgill.wd3.myworkdayjobs.com/McGill_Careers/job/Education-Building/Assistant-Professor_JR0000008224)

Review of applications will commence in March 2021 and will continue until the position is filled. Inquiries concerning this position can be made to Dr. Mindy Carter ([mindy.carter@mcgill.ca](mailto:mindy.carter@mcgill.ca)).



## Commitment to Equity and Diversity

McGill University is committed to equity and diversity within its community and values academic rigour and excellence. We welcome and encourage applications from racialized persons/visible minorities, women, Indigenous persons, persons with disabilities, ethnic minorities, and persons of minority sexual orientations and gender identities, as well as from all qualified candidates with the skills and knowledge to engage productively with diverse communities.

At McGill, research that reflects diverse intellectual traditions, methodologies, and modes of dissemination and translation is valued and encouraged. Candidates are invited to demonstrate their research impact both within and across academic disciplines and in other sectors, such as government, communities, or industry.

McGill further recognizes and fairly considers the impact of leaves (e.g., family care or health-related) that may contribute to career interruptions or slowdowns. Candidates are encouraged to signal any leave that affected productivity, or that may have had an effect on their career path. This information will be considered to ensure the equitable assessment of the candidate's record.

McGill implements an employment equity program and encourages members of designated equity groups to self-identify. It further seeks to ensure the equitable treatment and full inclusion of persons with disabilities by striving for the implementation of universal design principles transversally, across all facets of the University community, and through [accommodation policies and procedures](#). Persons with disabilities who anticipate needing accommodations for any part of the application process may contact, in confidence, the Chair of the search committee.

All qualified applicants are encouraged to apply; however, in accordance with Canadian immigration requirements, Canadians and permanent residents will be given priority.

**Université McGill University | Éducation | DISE**  
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