



NYU Steinhardt

Steinhardt School of Culture, Education, and Human Development

POSITION TITLE: Assistant/Associate Professor, tenure track

EMPLOYER: New York University

LOCATION (City, State): New York, NY

WEBSITE: http://steinhardt.nyu.edu/apppsych/faq/phd_social_intervention

JOB DESCRIPTION

PSYCHOLOGY AND SOCIAL INTERVENTION PROGRAM DEPARTMENT OF APPLIED PSYCHOLOGY Assistant/Associate Professor, Tenure-Track

The Psychology and Social Intervention Program (PSI) in the Department of Applied Psychology at the Steinhardt School of Culture, Education, and Human Development seeks applicants for a tenure-track position at the Assistant/Associate Professor level, beginning September 1, 2013

Qualifications: Requirements include a doctoral degree and the demonstrated ability to develop a nationally recognized research program, including the ability to attract research support. The candidates' research should emphasize analysis and prevention of psychological, social, educational and/or health problems as well as the promotion of well-being in these domains from a systems perspective (including organization, community and policy levels). Specific areas of research and teaching expertise might include: measurement of social settings and systems and their mechanisms of operation in, for example, schools, neighborhoods, service organizations, or the juvenile justice system; intervention theory, strategies and design, for example, participatory action research; preventive interventions at the family, school, neighborhood, and policy level; advanced quantitative methods including cross-level analysis and/or mixed methods. To optimize the ability of PSI to contribute to the global initiatives of both the University and the School, candidates with interest and expertise in cross-cultural, cross-national and/or comparative policy and setting-level interventions are encouraged to apply.

Responsibilities: The successful candidate will conduct research, teach and advise students at all levels of the department's curriculum - undergraduate, masters, and doctoral. Participation in faculty meetings, committees and other service appropriate to a university faculty member is expected.

NYU's dynamic Global Network University includes NYU Abu Dhabi, NYU Shanghai, and international programs and academic centers around the world. NYU Steinhardt faculty may be afforded the opportunity for variable term work at these global study and research sites.

NYU is committed to building a culturally diverse educational environment and strongly encourages applications from historically underrepresented groups.

Applications: Candidates should apply online by submitting a cover letter discussing qualifications, a curriculum vitae, copies of publications, and five letters of recommendation to:

www.nyuopsearch.com/applicants/Central?quickFind=51377

*Review of applications will begin immediately and will continue until the search is complete. For best consideration, materials should be submitted by **November 15, 2012**.*

Further information about the position can be obtained from: Chair, Psychology and Social Intervention Search Committee, New York University, Department of Applied Psychology, 246 Greene Street, 8th Floor, New York, New York 10003.

NYU Steinhardt

Steinhardt School of Culture, Education, and Human Development

New York University is an Equal Opportunity/Affirmative Action Employer.



Core Psychology & Social Intervention (PSI) Faculty:

The following individuals constitute the core PSI faculty. The PSI faculty collaborate with faculty, both inside and outside the program, and students on a wide array of research and action projects.

J. Lawrence Aber

His basic research examines the influence of poverty and violence, at the family and community levels, on the social, emotional, behavioral, cognitive and academic development of children and youth.

LaRue Allen

Her research interests include urban preschool, adolescent and emerging adult development; impact of social, cultural and ecological factors on human development; issues in cross-cultural and cross-national research methods and design; civic engagement; financial literacy

Diane Hughes

Her current work is a longitudinal (following youth from 6th - 12th grade) mixed-methods study of adolescents experiences across family, peer, school and neighborhood contexts as these influence social/emotional development and academic outcomes among an ethnically diverse sample of urban youth.

Edward Seidman

His research interests are driven by a desire to understand how social settings (e.g., families, classrooms) work to affect youths' positive and negative developmental trajectories. How do we measure social setting regularities? This knowledge is then used to inform the creation of programs and policies, and to evaluate their effectiveness.

Pamela Morris

Her research is characterized by the study of theoretically-informed interventions, strong attention to measurement of developmental outcomes for children, and cutting-edge analytic strategies on causal inference, and strong research designs.

Elise Cappella

She is a clinical and community psychologist whose research integrates education and psychology with the goal to better understand what disrupts, and alternatively, promotes children's positive adaptation in schools and communities.

Erin Godfrey

Drawing on theories and methods from social, developmental and community psychology, her research explores how individuals interact with, understand, and are influenced by the social, economic and political systems in which they are embedded, both in the United States and internationally.