



UNIVERSITY of WASHINGTON

COLLEGE OF EDUCATION

FACULTY POSITION OPENINGS

The University of Washington's College of Education is pleased to announce four positions that will contribute to our College's commitment to advancing educational equity. We invite outstanding scholars to join our accomplished faculty to make a difference in solving the most pressing problems in education.

Learn more about these positions at education.uw.edu/faculty-openings.

ASSISTANT PROFESSOR

CRITICAL PERSPECTIVES IN ENGLISH EDUCATION: CURRICULUM, PEDAGOGY, AND TEACHER PREPARATION FOR DIVERSE YOUTH

We seek to fill a nine-month, full-time position for a tenure-track Assistant Professor in the area of English Education. Our Curriculum and Instruction Program, a national leader in research on teaching, teacher learning, and curriculum, is a vibrant working environment characterized by an atmosphere of supportive and interdisciplinary collaboration. We invite a broad range of educational scholars with diverse perspectives to join us. We seek a colleague with research and teaching interests at the intersections of secondary English/Language Arts instruction and teacher preparation, critical theoretical perspectives, and youth cultural practices. Further, we seek a colleague whose research is motivated by goals of social transformation as well as classroom transformation and, as such, aims for relevance, impact, and equity in the English classroom and beyond.

ASSISTANT PROFESSOR

INSTRUCTIONAL EXCELLENCE-EARLY INTERVENTION & SPECIAL EDUCATION

We seek to fill a nine-month, full-time position for a tenure-track Assistant Professor in the area of Instructional Excellence in Early Intervention and Special Education. Our new colleague will demonstrate expertise in culturally responsive approaches to supporting early childhood development, early intervention, family-centered practices, evidence-based instructional practices, and inclusive early childhood special education. Strong preference will be given to candidates who also demonstrate expertise in one or more of the following areas: blended early education/early childhood special education teacher preparation, dual language development in young children with disabilities, equitable identification and representation of culturally and linguistically diverse children and families in early intervention/early childhood special education, and/or culturally responsive family engagement or intervention models.

SENIOR FACULTY POSITION IN MULTICULTURAL EDUCATION

We seek to hire a nine-month, full-time tenured senior faculty member in Multicultural Education. We are seeking an innovative colleague to join a faculty committed to addressing issues of educational equity through cutting edge research. The faculty member should have a robust research agenda that is driven by educational equity within formal or informal educational contexts but particularly focused on youth. We are especially interested in a scholar who focuses on African American youth, but we strongly encourage other scholars who focus on youth of color, linguistic minorities, immigrants, or other underserved/underperforming youth to apply. The faculty member would teach courses in her/his area of expertise to both graduate and undergraduate students and would mentor MEd and doctoral students. The faculty member would join a group of colleagues from across the College similarly focused on investigating and erasing the educational debt, colleagues that would look forward to ways of collaborating on new and existing projects.

The faculty member will be expected to serve as director of the Center for Multicultural Education, and will be asked to develop her/his vision and guiding principles for the Center as it moves into the future. She/he will be building on decades of high-quality work and outreach and will be expected to expand the Center's footprint in local, regional, national, and international circles. As such, evidence of successful grant development, leadership experience, and compelling research and service toward that end are pivotal. Also, the faculty member will be responsible for managing the overall daily operations of the Center, which includes working with College of Education leadership to devise innovating programing, advance research toward educational equity, and manage operations (including staff and budgeting).

ASSISTANT/ASSOCIATE PROFESSOR

EDUCATIONAL POLICY, ORGANIZATIONS & LEADERSHIP ACROSS P-12 SETTINGS

We seek to fill a nine-month, full-time position for a tenure-track Assistant or Associate Professor in the area of P-12 Policy, Organizations and Leadership (POL) with a focus on educational equity, policy and learning across P-12 settings. Strong candidates would have active research agendas in policy and leadership to improve equity and excellence of learning opportunities and outcomes, addressing such topics as: Supporting professional learning and leadership practice of school and systems leaders; workforce diversity and cultural responsiveness; continuous school/systems improvement and data use to address disparities by race, class, language, ability, LGBTIQ identity, and other historically marginalized identities; systemic instructional improvement to increase opportunities to learn for non-dominant students. A successful candidate would bring a critical lens to their scholarship and a demonstrated commitment to examining and contributing to equitable educational opportunities and systemic transformation. All candidates must have an earned doctorate in a relevant field or discipline such as: educational policy, leadership and organizations; the learning sciences with a focus on leader and systems learning; or sociology, political science or economics.