The University of Washington, Tacoma was founded in 1990 when the state of Washington invested in five new two-year, upper-division and master’s level campuses. In 1992, the Education program was launched offering the Master of Education degree. A post-baccalaureate teacher certification program was added in 1994, and the certification program was offered as a Master’s degree in 2006. A principal’s certification program was added in 2001. The mission of the Education Program is to prepare educators to meet the needs of all learners in our diverse communities with student learning as our primary goal.

The granting of promotion and tenure in the Education Program at UWT is based on a candidate’s record in teaching, scholarship and service. The Education Program’s promotion and tenure criteria are built upon the general criteria contained in the University of Washington Senate Handbook and the UWT Faculty Handbook. In arriving at recommendation for promotion or tenure, faculty, program director and reviewers are directed to study the whole record of candidates, with emphasis on scholarship, teaching, and service done since the last promotion.

Scholarship

All faculty members are expected to demonstrate their scholarly ability and attainments. The scholarship of faculty members may be judged by the nature of their advanced degrees and by their contribution to the field in the form of publication and presentation. While numbers provide some measure of such accomplishment, also important is the quality of the faculty member’s published or other creative work.

Important elements in evaluating the scholarly ability and attainments of faculty members include the depth of their intellectual interests; the development of grants, awards, and fellowships; the professional and/or public impact of their work. Scholarly achievement includes involvement in and contributions to interdisciplinary research, participation and leadership in professional associations and in the editing of professional journals, the judgment of professional colleagues, and membership and leadership in professional associations.

The Education Program supports a broad range of scholarship that includes the discovery, synthesis, and application of knowledge in the field of education. Discovery is commitment to the generation of new knowledge, synthesis involves making connections within and across disciplines, and application is examining how theoretical principles and research findings are related to practice. This broad range of scholarship involves a wide range of research methods and outcomes. Appointment to the rank of associate professor requires a record of substantial success in scholarship. Appointment to the rank of professor requires mature and outstanding scholarship that demonstrates depth as well as independent contribution to inquiry that receives national or international recognition.
In order to present a valid scholarship profile, candidates for tenure and/or promotion to associate or full professor should submit evidence reflecting the following elements:

- **Cohesive research plan:** A cohesive research plan should include clear research goals, well-defined and rigorous research methods, significance of outcomes, and ways of disseminating the work.

- **Conceptualization, execution, and dissemination of scholarly work:** A candidate should demonstrate her/his ability to conceptualize, execute and disseminate knowledge.

- **Individual accountability in collaborative work:** A candidate should provide evidence as to the relative weight and significance of her/his individual contribution in multiple authored works.

- **Recognition in the larger academic community:** Publications and presentations subject to peer review provides evidence on the academic community’s appraisal and recognition of the candidate’s contribution to the field.

**Teaching**

The scope of faculty teaching is broader than conventional classroom instruction; it comprises a variety of teaching formats and media, including undergraduate and graduate instruction for matriculated students, and special training or educational outreach. The educational function of a university requires faculty who can teach effectively. Instruction must be judged according to its essential purposes and the conditions which they impose. Some elements in assessing effective teaching include the ability to organize and conduct a course of study appropriate to the level of instruction and the nature of the subject matter; the consistency with which the teacher brings to the students the latest research findings and professional debates within the discipline; the ability to stimulate intellectual inquiry so that students develop the skills to examine and evaluate ideas and arguments; the extent to which the teacher encourages discussion and debate which enables the students to articulate the ideas they are exploring; the availability of the teacher to the student beyond the classroom environment; and the regularity with which the teacher examines or reexamines the organization and readings for a course of study and explores new approaches to effective educational methods. Other activities related to teaching may include the instructor’s participation in academic advising and mentoring, whether this takes the form of assisting students to select courses or discussing the students’ long-range goals. The assessment of teaching effectiveness shall include both student and faculty evaluation.

In order to demonstrate teaching effectiveness, candidates for tenure and/or promotion to associate or full professor should submit evidence which may include the following elements:

- **Curriculum and course development:** The Education Program recognizes the ongoing demands placed upon faculty members to design and to revise curricula and courses due to the Program’s dynamic environment that is constantly changing in response to the Washington State’s policy and the community’s needs.

- **Delivery of instruction:** The candidate should demonstrate continuous efforts to remain abreast of new research and emerging knowledge, to select appropriate instructional strategies, to maintain a classroom environment conducive to learning, and to design valid assessment methods.

- **Advisement, mentoring and collaboration:** The Education faculty recognizes the value of
collaborating with individual students, advising and mentoring them in order to enhance their academic achievement and professional development.

Service

The University of Washington encourages faculty participation in public service. Such professional and scholarly service to schools, business, and industry, and local, state, national, and international organizations is an integral part of the University’s mission. Of similar importance to the University is the faculty participation in University committee work and other administrative tasks and clinical duties. Both types of service make an important contribution and should be included in the individual faculty profile.

Candidates for the rank of associate professor should demonstrate participation in and commitment service activities that benefit the program, university, community and/or profession. Candidates for the rank of professor should demonstrate participation and leadership in service activities that benefit the program, university, community and/or profession.

Candidates for tenure and/or promotion to associate or full professor should submit evidence appropriate to the level of appointment that may include the following elements:

- Service to the Education Program: It is expected that all members of the faculty participate in the growth and development of the Education Program, contributing to policy formulation and curriculum design.

- Service to the University: All faculty members are expected to advance the mission and goals of the University through service on committees.

- Service to the community: Community service involves building relationships, creating programs, sharing professional expertise, developing resources, and enhancing the visibility and reputation of the Education Program and UWT.

- Service to the profession: Faculty members should aid the efforts of a community of scholars. Participation in profession organizations is expected of candidates for the rank of associate professor. Leadership in this type of service is expected of candidates for the rank of professor.