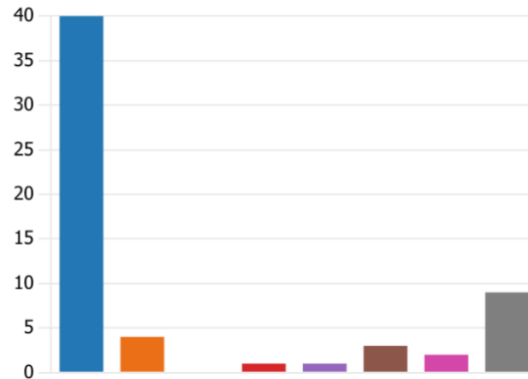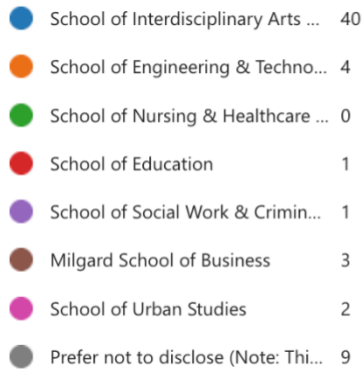# Survey Results: P&T Process Feedback from Faculty
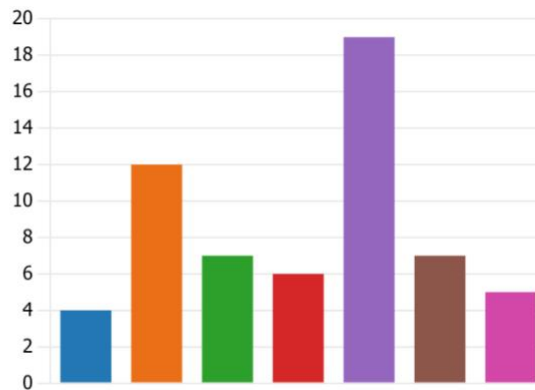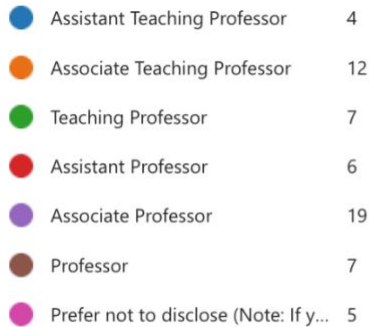
Survey Open Date: 12/11/2023-1/26/2024

60 responses collected

1. Academic Unit

School of Interdisciplinary Arts ...	40
School of Engineering & Techno...	4
School of Nursing & Healthcare ...	0
School of Education	1
School of Social Work & Crimin...	1
Milgard School of Business	3
School of Urban Studies	2
Prefer not to disclose (Note: Thi...	9

2. Your job rank (i.e., assistant, associate, or full)

Assistant Teaching Professor	4
Associate Teaching Professor	12
Teaching Professor	7
Assistant Professor	6
Associate Professor	19
Professor	7
Prefer not to disclose (Note: If y...	5

3. Gender

●	Male	22
●	Female	28
●	Non-binary	3
●	fill in yourself	0
●	Other	2
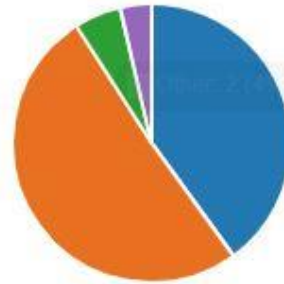
4. Positionality

●	BIPOC Faculty	10
●	Faculty member from underrepr...	5
●	Faculty of disability	2
●	Woman faculty	24
●	Other	16
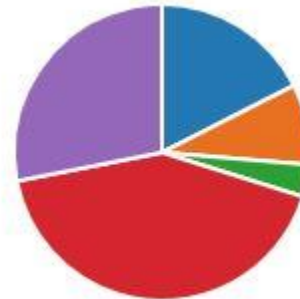
5. Do you feel your unit's criteria for promotion and tenure are clearly defined and communicated?

■ Not clearly defined   ■   ▦ Somewhat clearly defined   ■   ■ Clearly defined

I feel that P&T is ___

100%   0%   100%

I feel that P&T is ___

Not clearly defined (Red)	16.7%
Not clearly defined (Red): Between not clearly defined and somewhat clearly defined (Orange)	8.3%
Somewhat clearly defined (Grey)	35%
Between somewhat clearly defined and clearly defined (Light Blue)	20%
Clearly defined (Blue): 20%	20%

6. In response to question 5, why or why not?

50 responses

|	
1	The recent revision to the guidelines is helpful and very specific and wide reaching, which works for the diverse range of scholarship we do.
2	The criteria are a scattered treasure trove of assorted things faculty are supposed to count with no sense of the volume or quality of the work to be done. Standards are inconsistent and inequitably applied.
3	Our guidelines are changed without critical thinking nor thinking about how they will be applied differently by applicants and evaluators. Our guidelines give evaluators many tools to sink applicants and give applicants few tools to succeed.
4	They say one thing and do another. If you are part of the in group, you will be fine regardless of the criteria they claim is used for t & p. The "rules." policy guidelines, etc, change and are applied differently depending on the candidate for tenure and promotion.
5	It is somewhat clear that teaching is a major component for teaching professors, but it would be nice to know what (rough) percentages of teaching, scholarship, and service are for teaching professors regarding promotion.
6	We have laid out the criteria repeatedly over the years. Those who complain that criteria are not "clearly defined" use this as an excuse for a weak record, particularly when it comes to promotion to full professor. They would much rather that the bar for promotion be lowered. We are at the UW, not at UPS or PLU.

7	While what counts toward scholarship and teaching for P&T is well-defined in SIAS criteria, the amount of scholarly work required is not at all. In addition, the range of what counts as "national or international recognition" is not defined well. Moreover, full Professors seem to ignore what is in the criteria and make up their own standards in discussion anyway.
8	Unclear and inconsistent evaluation of number and type of publications and unclear and inconsistent evaluation of teaching.
9	assuming you mean question 5, i think criteria for promotion and tenure cannot be perfectly precise and detailed in a highly human and variable job with many different ways to fulfill the criteria. UW has a well detailed process and set of standards and guidelines, and all of our units provide reasonably detailed feedback and guidance as to their interpretation.
10	Our unit has recently revised our P&T criteria in a transparent manner that included faculty voice.
11	I think the document is pretty straightforward. I do not think the application of that document has been particularly clear.
12	Some cases, even for tenure, seem to be decided based on research while others seem to be decided based on teaching and service. The same confusion seems to carry into promotion to full professor.
13	It's wide open to allow for a range of possibilities, but there is absolutely no guidance about what constitutes "enough"
14	Hesitation to commit to specific benchmarks. The Dean is not empowered to commit to a specific mix of teaching research and scholarship (%'s) as in other institutions.
15	See bylaws
16	Like most any P&T criteria document I've seen in my career, ours is open to interpretation. I would prefer to have separate criteria for each track to assist in clarifying the expectations of each.
17	We've done a lot of work to better define the criteria within our unit. However, because of the nature of our unit, there is a great deal of flexibility in the description of the criteria which, though really important, sometimes undermines how clearly the criteria can be defined.

18	I responded somewhat clearly defined because when I went up for promotion, the required length of the narrative seemed to be somewhat unclear. Although I asked for examples from previous successful candidates, the length of these varied. One thing that became clear was the importance of framing the narrative in terms of specific faculty code regarding promotion.
19	I think it is more clearly defined now than ever. We've made great progress on this.
20	We have faculty approved and published critera
21	Our unit encompasses too many fields and disciplines for one set of specific criteria (for ex: 1 book required for tenure) to work. But the unit has done a good job trying to navigate this.
22	Generally clear expectations, but it is difficult to know specific expectations given the context of one's own discipline (e.g. number/types of publications, single vs co-authored)
23	It isn't clear how much weight our school's promotion criteria can be given because we were told that the central criteria come from the UW Faculty Code
24	I serve on the APT and mentor many faculty.
25	A lot of the things I do will not count toward tenure. We say we value some things, but I don't believe it as I see people turned down for promotion. We don't give people the time to do the things they need to do. All of my time is spent with new preps and service. The course materials I diligently prepare won't count toward promotion at all. Neither will the service.
26	The criteria are excessively long. While this makes sense in an interdisciplinary department, I would like to see better alignment with the UW Faculty code and more concise guidelines.
27	SIAS promotion criteria are clear.
28	There is communication regarding the criteria, however P&T is largely political and it is largely based on relationships and network with campus leadership and influential faculty and individuals
29	I would like more clarity on the expectations for scholarship for teaching faculty. I believe that this should include, but not require, research in the form of publication related to one's area of expertise AND related to teaching and learning.

30	Our indicators are pretty clearly laid out along with examples of ways to show success and potential for each.
31	I had the information required to compile my materials and make my case to my colleagues, campus and university.
32	It's based upon personalities rather than skills, experiences and knowledge in industry and business systems, processes and tools used.
33	I think it is as clearly defined as possible. I think there remains some mystique as there are not specific criteria; however, the dean has offered as much support as possible to support faculty.
34	Every time I attempt to be recognized for promotion, nothing happens. I am not informed of requirements. My applications have been ignored.
35	It depends on who you ask, and who's favor you have.
36	There are several documents with details about the process. Also my school holds regular informative meetings throughout the process as each step occurs.
37	Our guidelines specify how we are to measure teaching, scholarship, and service, and we take a broad approach that is inclusive of a variety of forms of scholarship
38	The P&T guidelines are rather vague, which makes the process opaque and tough. As a result, it feels like you have to over-do-it, or go above and beyond (if you wish to get promoted).
39	It has gone through several iterations and changes so I'm not sure I'm aware of the current criteria, but I think I could find it.
40	The unit has expanded its list of what counts to such an extent that anything and everything is interpreted as scholarship, particularly for non tenure track faculty. The scholarship category is so amorphous that cases going up for the same rank are grossly unequal. How the "anything counts" expectations are communicated are also problemmatic, with the clique culture empowering some to go up (and be successfully promoted) with superficial accomplishments while some others take double the time to go up for promotion, despite hefty accomplishments.
41	We have discussed expectations and set up meetings to communicate them among faculty. We have written standards that match how decisions are actually made. There will always be a lack of perfect clarity because as a campus, we value nontraditional pathways that allow the demonstration of excellence in a variety of ways.

42	It is not clear what defines "mature scholarship"; how solo vs multi-authored is evaluated; or how different types of scholarship are weighed. There is no real indication anywhere along the process as to how much service is actually valued (or how much people should be doing from year to year) in relation to other activities. I think that the Teaching Professor criteria is extremely vague in such a way that unless someone has had really poor teaching evaluations, they can get promoted.
43	Criteria seem to be clear, their application sometimes isn't.
44	our criteria are designed to be clear on basic expectations, and flexible to allow faculty to 'make a case' for the scholarly and community (university and external) value of the academic work that we do. This means that the criteria over not over-determined - by design - however practical enlisting and familiarity and how they are applied/communicated/interpreted, is therefore essential, and could be stronger
45	Finding promotion and tenure requirements policy specific to the department or school is challenging.
46	The criteria are relatively clear for Assistant Professors seeking promotion and tenure to Associate, but they are more vague for most other ranks. For example, what constitutes sufficient international recognition for promotion to Full Professor? How much and what kinds of scholarship are actually expected for Assistant Teaching Profs to advance to Associate Teaching Prof?
47	I can say I felt that it was well defined when I went up for promotion in '19-'20. Since then I know the process has been revised and am unclear what the new criteria are. I think one that keeps changing are the requirements/expectations when it comes to teaching faculty scholarship
48	SIAS has detailed guidelines that documents a variety of ways in which faculty can perform scholarship, teaching, and service. The breadth of these ways is a positive as it recognizes that there are multiple manners in which faculty can perform these; however, that breadth can also be a bit of a "thorn" as the various weights/value of these approaches is not clear.
49	Different standards, workloads, service expectations between units.
50	the criteria have been changing, but then not able to change, so changed back until we can get it changed...etc

7. Do you believe the current Promotion and Tenure Process is fair and unbiased?

I feel that the process is ___

100%   0%   100%
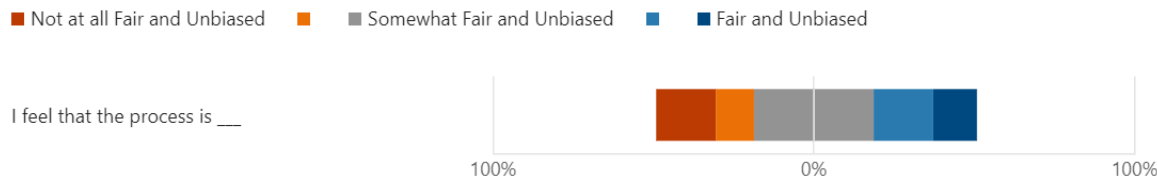
I feel that the process is ___

Not at all fair and unbiased (Red)	18.6%
Between not at all fair and unbiased and somewhat fair and unbiased (Orange)	11.9%
Somewhat fair and unbiased (Grey)	37.3%
Between somewhat fair and unbiased and fair and unbiased (Light Blue)	18.6%
Fair and unbiased (Blue)	13.6%

8. In response to question 7, why or why not?

46 Responses

17 respondents (37%) answered faculty for this question.

1		Given the fact that several faculty from our unit were denied promotion to full a few years back, that process did not seem fair or unbiased. From our APT committee and from the provost.

2	Candidates with very thin cases move forward successfully. Review is not strong enough.
3	In the School of Engineering and Technology our votes are always based on personality, not on the file before us. The full professors are so egregious they will fabricate allegations about tenure candidates. This happened last year and their vote had to be overruled by the Dean and higher committees (it eventually was). It has happened twice again this year with two candidates not being recommended for promotion with the only complaints voiced being a typo on one file and the length of the other. There was no discussion of the candidates performance at their job. Just a fabricated complaint followed by a negative vote.
4	Racism is alive and well in SIAS and in fact is much worse under our current leadership in SIAS.
5	As stated above, Professors do not base their decisions on printed criteria, but rather on their own unwritten scales. Also, Professors can vote how they like without ever disclosing why they voted that way.
6	Because some faculty seem to vote on how much they personally like the candidate going through the process instead of the actual number of outputs and scores and related evaluations.
7	while I have not participated in an extensive number of cases, the cases I have seen seem to be about as fair and unbiased as could be expected.
8	I believe our unit's P&T process is relatively fair - being "unbiased" is a loaded term, but to the extent that our unit's process can be unbiased I think it is relatively so. I think the number of bureaucratic steps, especially the way in which steps are carried out at APT and then UW Seattle, are not unbiased or fair.
9	There is a deep issue on the Tacoma campus, especially around promotion to Full Professor. There is a deep lack of understanding of what it is we do here and how "impact" is

	defined on a campus like ours. That said, the other transitions are working better.
10	We're still workshopping the new standards and we have just barely established a clearer mandate for APT. The connection between the criteria/process as written and how it's interpreted is still in some flux, in my opinion.
11	There is disciplinary bias - voting faculty often apply the norms from their own discipline to the dossiers of faculty from other disciplines, so certain types of work end up being valued more highly than others.
12	There is an attempt to make it unbiased, but the fundamental problem is a misalignment between what we actually need and what we reward. We need leadership and student support but we primarily reward research publications. This disconnect is especially a problem for non-mandatory promotion since our associate professors who are giving so much tend to not go up for promotion, while those who focus on their research instead of leadership/teaching are rewarded. This problem is getting a bit better as the teaching professor ranks come into play and these folks lean into leadership roles. But there's still an issue with many of our strongest leaders, e.g. Someone from SIAS coming from associate professor ranks and staying at that rank for decades. And it's not just self-selection, with for example another one from SIAS not being promoted to Full Professor despite his extensive record of community-engaged and student-centered scholarship.
13	The ongoing questions regarding APT's role; a lack of transparency (or adherence) to what should be discussed during T&P meetings--and how.
14	Especially around teaching evaluations, I'm concerned that faculty who receive poor scores on these biased assessments need to justify themselves, while faculty who score well are not expected to, for example, explain lapses in pedagogical innovation of efforts to improve the inclusiveness of their classrooms.

|	
15	This also depends on how we consider bias and fairness. Seattle and even our own campus-wide committee review the files and potentially (probably?) assess based on their own criteria. Even if they are tasked w/considering the unit's criteria, bias due to expectations from their own unit may be problematic. The dependence on student evaluation numbers is also problematic due to the known issues of bias against female and/or BIPOC faculty.
16	My experience was that it was a fair and unbiased process. I was given all of the information I needed, and when I had a question, it was answered clearly by those guiding the process for candidates.
17	I think we have worked hard on this, and having been on various promotion committees, they have all been done with an eye to the criteria and great care and thoughtfulness.
18	I don't believe this is a characteristic of our unit per se, but as P&T is a qualitative assessment then there are abundant opportunities for bias (explicit or implicit)
19	There are clearly faculty who bring their biases and grudges into voting, as well as faculty who abstain as a form of protest rather than following the code-specific guidelines of a reason for abstention.
20	There are times that it seems that faculty who are not well liked are not well supported by some voting faculty. I hope that this is not the case, but the personal likes/dislikes are fairly clear.
21	We don't give people the time to do the things they need to do. All of my time is spent with new preps and service. The course materials I diligently prepare won't count toward promotion at all. Neither will the service.
22	There are inconsistencies in the process. Examples that come to mind are 1) contract length for teaching faculty and 2) mechanisms for folks "in the room" to share comments, sometimes completely without guardrails

23	There seems to be a problem with how full Professor is defined in the context of UWT. The expectations don't seem to align with our campus mission and high teaching load.
24	For some individuals the bar is high, for others with relationship and network with campus leadership and influential faculty the bar is low and moving based on what the individual has on record
25	I think that teaching faculty are held to a higher standard for excellence in teaching than tenure line faculty. I also think that they are more likely to be denied promotion at the rank of assistant than tenure line faculty simply because their promotion is non-mandatory. That is, I think that tenure line faculty are more likely than teaching faculty to be promoted at the rank of assistant even if both do not meet the necessary qualifications. Faculty of color are also penalized at all ranks for advancing work related to DEI.
26	I have personally seen a situation where a minoritized candidate was discussed much more critically than a White candidate, even though the minoritized candidate's weakness was less critical than the White candidate's.
27	It has multiple opportunities for feedback to/from the applicant
28	Personally, one of the former EVCAA's told me during my first promotion experience meeting that I would never receive a promotion. Since then, I have not applied again.
29	I really don't know, but I would imagine it would be difficult to remove all bias from this process.
30	The entire process is subject to the whim of many different people who can disrupt it for any reason. There is no transparency and the process is not fair in any way.
31	It depends on your 'personal' info. Everything should be anonymous.
32	Even with all the written guidelines, there are still inconsistencies. Also, some individuals have relied on their popularity when not submitting a quality portfolio. APT

	needs more consistent practices that reflect the promotion criteria. And yet, weirdly when APT follows the letter of the law, they still end up making bad judgments on "technicalities."
33	deliberations provide give and take among faculty members, so internally to our School I think it is fair. Issues arise when the campus level committee, or the UW Seattle level review, is not transparent and fair
34	My unit has significant gender discrimination from male senior faculty. They hold women to a different standard. The Dean watches and does nothing.
35	It's difficult to know what the senior faculty are thinking before they vote on your work.
36	Based on faculty that I know discussing their experiences which were different than mine.
37	Response 6 addresses this question. To expand a bit further, in SIAS, there is a culture of bullying. Meetings are fraught with tension. Healthy dissent and critiques and even questions for clarification during P&T discussions are quickly shut down by supporters of the candidate. Those raising questions face retaliation outside of the P&T meetings. The result is silence from the huge body of voting faculty present, with repeated requests from the Dean's office and review committee for comments to fill the notes for each review category. When comments are provided, they are overwhelmingly positive, since dissenters are silenced. In addition, note-taking is not transparent, staff note-takers are not identified in the meeting, and are not oriented to the expectations of the task. Requests for correction/edits are met with an emotional response (eg. with the Dean defending the staff person's workload and character) rather than standard procedure of correction. Confidentiality of proceedings is not upheld across the board.
38	I do not think any process can ever be completely unbiased.
39	SIAS has become so large that many of us don't know what others are doing (or not doing) and therefore, we rely on yearly activity reports and merit votes (that have become a

	rubber stamp rather than an informed vote) as an indicator that someone is on track--when in fact they may not be. The discrepancy between Teaching Professor and TT ranks in terms of criteria and timelines to advance create an extremely unfair system in that TP faculty can move up both ranks of promotion within the time a TT faculty can get to tenure. Since salaries are increasingly being equalized among the ranks, this also means that TP faculty have access to raises much sooner than TT faculty AND they have one less required area of time consuming work (research). Yes, TP faculty have "scholarship" requirements, but these can be pedagogically engaged in ways that would not likely count as "enough" for a TT faculty in terms of rigor and engaged research. Thus, TP faculty now have opportunities to earn more than many TT faculty in shorter periods of time--having long term consequences for economic (in)equity.
40	Same as Q.6.
41	My experience has been that even in the face of flaws in process design and procedural execution (personalities, timing, etc) - the APT process has been exceedingly protective, positive, and corrective. However I am absolutely aware that this is often not the case, nor is it universal or random who the process works to defend and treat fairly, versus not.
42	As long as the APT charge remains unclear, there remain risks of cases getting sunk at that level due to misguided abstentions or overstepping/overruling the more field-relevant estimations of the school-level vote and external reviewers.
43	lack of knowledge on the topic
44	Any process is going to have an opportunity for bias to be present. Generally speaking, the UW Faculty Code provides protection from much bias. That said, I think APT processes can allow bias to be present in it's current operation - specifically in request that the APT rep from the candidate's unit recuse themselves from the APT review. This now removes a rep who likely has the most relevant expertise from discussion/vote and, as such, opens the door for bias

	to be present as those less familiar with the field need to assess the quality of the candidate's case.
45	There's a lot of gatekeeping preventing associates from getting promoted to full. It is discouraging and has made me question if I should bother trying for promotion.
46	The personalities on the committee and in the room make a huge difference. They do not necessarily follow the criteria.

9. Do you feel that the Promotion and Tenure Process adequately recognizes all forms of scholarship?
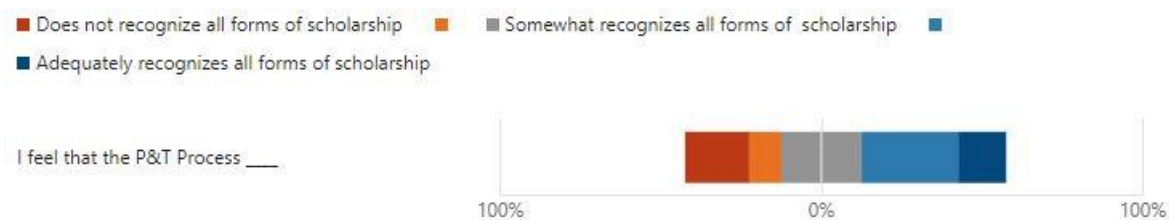
I feel that the P&T process ___

Does not recognize all forms of scholarship (Red)	20%
Between does not recognize all forms of scholarship and somewhat recognizes all forms of scholarship (Orange)	10%
Somewhat recognizes all forms of scholarship (Grey)	25%
Between somewhat recognizes all forms of scholarship and adequately recognizes all forms of scholarship (Light Blue)	30%
Adequately recognizes all forms of scholarship (Blue)	15%

10. In response to question 9, please tell us more about your experience.

47 Responses

28 respondents (**60**%) answered **scholarship** for this question.

scholarship count · scholarship work · journal scholarship · peer reviewed · public scholarship · types of scholarship **scholarship** · valued · track scholarship · scholarship requirements · faculty · school or scholarship · kind of scholarship · scholarship does not · research · forms of scholarship · scholarship and all areas · Scholarship in our unit · traditional scholarship · teaching as scholarship

1	I feel like the SIAS guidelines do, but am skeptical that the same guidelines are respected at the APT level and the UWS level.
2	Adequate is a complicated term. We recognize too many forms of scholarship, there isn't sufficient quality control.
3	Scholarship in our unit is narrowly defined by the full professors that vote regardless of any guidelines. They only accept scholarship that is similar to their own. They strongly emphasize the number of publications, the number of citations and the amount of grant money as the only measures of scholarship in both hiring and promotion. The guidelines do not appear in our discussions. They are not highlighted by those running the meeting, nor are they referenced when voting.
4	See previous responses.
5	Recognizing all forms of scholarship does not mean that they should have equal weight. When faculty applied to join the UW, the onus was on them to understand the scholarship requirements here. Again, community based research is often an excuse to lower the bar on publishing in peer reviewed journals.
6	Do not recognize video documentaries or technical reports, only peer-reviewed articles. All 3 are listed as equal scholarly accomplishments in SIAS criteria.

7	Definitely not. Peer review pubs are valued most, followed by books. Art, expression, public scholarship does not count as full pubs.
8	Different forms of scholarship are recognized and discussed, although there is some truth that their value is not perfectly equal.
9	I believe we have a solid list of the types of scholarship that are recognized for P&T in our unit, however the extent that faculty themselves value that work will be a moving target until more faculty engage in less 'traditional' forms of scholarship, and until academia as a whole moves in that direction to reward it across different institutions.
10	For a young and "nimble" campus, we do not have innovative or progressive ways of thinking about what scholarship is. The tenure process is at odds with what we value and what is imperative for our fields, campus, and community.
11	I wrote a significant portion of the criteria, and I learned that there are better ways to assess equity and inclusion, particularly by providing evaluating faculty with a rubric. We were not able to incorporate that and it would be highly valuable.
12	Those in decision-making positions often look for scholarship that duplicates the kind of scholarship they are familiar with. There is little room for people to safely pursue innovative forms of scholarship because it will not be rewarded, and will likely be punished.
13	We say in our documents that we recognize many forms of scholarship, but there's a disconnect between our norms for what constitutes a strong enough record of scholarship, and it's not the community engagement or DEI-related or public scholarship work that really counts when the chips are down. It's nice for above and beyond but not sufficient without conventional research pubs.
14	The revised SIAS bylaws definitely make room for acknowledging and recognizing community-engaged research and public scholarship.

15	My opinion of this is based on hearsay, so I won't elaborate.
16	Our unit recognizes public and other perhaps non-traditional types of scholarship. I don't think that's the case once files go beyond our unit.
17	My experience has been that various types of scholarship are recognized, but I cannot speak for others.
18	Because we recognize both research & resources for teaching as scholarship and all areas of academic research as scholarship.
19	SIAS does a good job in our stated criteria, but there seems to be resistance at different levels of evaluation
20	Community based scholarship and creative works have sometimes suffered and been viewed as "less than" in the promotion process.
21	It aims to recognize all forms, and mostly does so. Sometimes certain forms may not be valued as highly, for example, non-English publications or other country publications.
22	It did not before but it does now -- thanks to the Provost's email to us in 2022.
23	Some of my "publicly engaged" work will probably also not count.
24	Yes, it clearly covers a breadth of scholarly contributions.
25	I think it does for teaching faculty, but am unsure how it's viewed for TT faculty.
26	The term all forms of scholarship is widely manipulated to give higher weightage to low quality output. low quality publication is often masked under the narrative of wider form of scholarships
27	There is still a lack of clarity on how research in the form of publications should "count" for teaching faculty. I believe that publication should count toward scholarship and not only those publications that relate to scholarship on teaching and learning. Publications related to the individual's area of

	expertise should clearly count toward scholarship although other forms of research such as presentation at a professional conference should also be included.
28	I feel that UWT and the UW more generally does not sufficiently (or explicitly) value community-engaged research that may result in things like reports or other government or policy documents. These things are really important to actually effectuate change and help communities so they should be valued and appreciated - scholarship is not only peer-reviewed articles. The SSWCJ is very good about doing this but it should be more clearly codified and it should be seen as a value campus-wide and across the UW.
29	While the process recognizes scholarship broadly, the discussion still seems to provide a very clear value for traditional peer-reviewed journal scholarship.
30	It was up to me to describe how my work fit the criteria - having the space in my narrative was helpful
31	Its designed to promote academic and educational experiences rather than applied, operational, engineering and true use of skills and knowledge used in a company, business or industry.
32	It is really difficult to respond to these as someone who has not gone through this process yet. I do think my department makes an effort to recognize a wide range of scholarship, but I cannot say from experience that it is recognized in the P&T process. I also don't know how this relates to the other levels (including UWS) that vote on these packages.
33	There are differences between Tenure and Non tenure track scholarship. There is also a bias toward tenure track scholarship. Teaching Professors already teach more due to being 'Non-Tenure' but are not compensated equally.
34	again, yes for the school level, less so at the UW Seattle level
35	It's disheartening that some faculty have shown a disregard for research that is innovative, creative, and political. Sadly, such research is often labeled as too "different" from standard research.

36	I have heard of faculty not getting Tenure because their scholarship was not recognized.
37	This is the most problemmatic area. SIAS stretches the definitions of scholarship for favored candidates. We have had a tenure track faculty be appointed full professor when there were no new publications since Associate rank and when external reviewers were the same as the ones used to review the file for promotion to Associate Professor. Review committee members also remained mostly the same. The candidate did not receive a positive vote within SIAS but the vote was overturned above the campus level. Teaching track faculty vary widely in their demonstration of scholarship, some with none, yet all are promoted.
38	I think there is some uncertainty about whether public communication of ideas in itself is sufficient for promotion by itself. In my view it absolutely counts, but is not enough on its own to demonstrate one's scholarly capabilities.
39	I think that there is an attempt to do this but that the broadness of criteria needs to be articulated more clearly.
40	Interpretations of what "counts" tend to reflect norms, practices, and ideologies of voting faculty based on their own disciplinary perspectives and experiences. For example, some faculty value articles and books whereas others value conference proceedings and grants (even unsuccessful ones). Some value number of citations and journal impact factors and don't always understand that scholars in newer fields may not have journals with the same sort of "impact" since those numbers are calculated in relation to longevity of journal. There are also voting faculty who tend to do more traditional scholarship and privilege that sort of work over non-traditional and less established interdisciplinary and/or open access venues that may have more impact and attend to community engagement goals.
41	Feedback is formally given on all stage of the process of tenure/promotion - except for the very last one, which is particularly odd when tenure/promotion is denied at that last stage despite the approval (sometimes unanimous) at all prior stages.

42	The P&T process recognizes forms of scholarship that the unit's criteria are designed to value, and which the candidate and the committee have chosen to emphasize and articulate. It also recognizes scholarship that external reviewers have been willing and able to appreciate and value - in which criteria, committee, candidate, and choice of reviewers all play a crucial role - and the process requires that less common forms of public scholarship (community-engaged scholarship, theoretically grounded service, institution building, pedagogy, and student engagement) need to be explicitly centered and validated, locally - at the unit and campus level - in order to 'count' and be respected, understood, valued, and not undermined and disregarded - at higher levels in the process. This is a tall order, and needs to be recognized as such. Further, not all units are down for it - which is their right, and prerogative. It should be a surprise to no one that a solo-authored publication in a high impact factor disciplinary journal with double blind peer review is more readily recognized than a series of blog posts that subtly shifted public understanding of a complex policy topic based on the accumulated knowledge, practical understanding, and situated judgment of years of primary research (for instance). If we want the latter to be recognized, at least some of the time, we need to be in a unit and field that finds it valuable, and be willing to fight for it, to demonstrate to others that this can be more important and impactful for scholars at a public research university.
43	The schools have different emphases and goals for their forms of scholarship, and the current policy involves generalized criteria and requirements. The generalized criteria and requirements cannot be applied to every school or scholarship. Thus, the current status is challenging to find customized for the specific school or scholarship.
44	again I feel there is confusion around what counts for scholarship re contract faculty. Does traditional scholarship count or are we expected to produce more pedagogically orientated publications? Admittedly, I have been tuned out of these conversations
45	This is hard to say. I believe that for teaching professors, we are learning that various forms of scholarship are valued - especially for promotion to associate-rank. However, this is

	less clear for TT faculty - especially those pursuing promotion to full-rank where it seems only traditional forms of scholarship are valued.
46	I think UWT plays lip service to valuing interdisciplinary, creative, and community-based scholarship.
47	communicating to non-academics about your research is arguably harder, but I don't think this is being counted.

11. Do you feel that the Promotion and Tenure Process adequately recognizes all forms of service?

■ Does not recognize all forms of service ■   ■ Somewhat recognizes all forms of service ■
■ Adequately recognizes all forms of service

I feel that the P&T Process ___

100%   0%   100%

I feel that the P&T process ___

Does not recognize all forms of service (Red)	23.7%
Between does not recognize all forms of service and somewhat recognizes all forms of service (Orange)	13.6%
Somewhat recognizes all forms of service (Grey)	20.3%
Between somewhat recognizes all forms of service and adequately recognizes all forms of service (Light Blue)	18.6%
Adequately recognizes all forms of service (Blue)	23.7%

12. In response to question 11, please tell us more about your experience.

43 responses

32 respondents (**74**%) answered **service** for this question.

range of service   invisible service   focus on service   challenging service   lot of service
service at UWT   service loads   **service**   loaded up with service   forms of service
unofficial service   service work   service in other countries
disciplinary service   service that faculty   service is not   no service
service and leadership   type of service   value of service

1	I feel like a focus on service is superficial at all levels of review.
2	Recognition is another complex term. Yes, recognized in our standards. Does that means counts equally, less clear.
3	Service is effectively ignored in our promotion discussions. It is treated as a checkbox. As long as a sufficient amount of service is done, there is not further quantifying the value of service.
4	See previous responses regarding in group/out group.
5	I do not recall ever having a discussion in a P&T meeting where any type of service was discarded. While we recognize all types of service, once again they vary in terms of time commitment. Moreover, service is not a pathway to tenure and promotion at the UW. It is secondary to teaching and research.
6	The issue is that service does not count for anything it seems. Doing ANY service is good enough, rather than recognizing those who give of their research time to help build the institution or make it run.
7	Overvaluation of admin roles such as chair or director, devaluation of those who are on committees that support students or that focus on community partners.
8	I think there are still some forms of service that remain 'unseen', because the burden to support/make visible these

	service loads shouldn't all fall on the candidate's shoulders - if its valued (e.g., mentoring, research with undergraduates, JEDI work), there should be ways that the unit offers for the candidates to officially 'count' that ongoing work as it occurs.
9	I don't think it recognizes ANY form of service. On a campus that desperately needs faculty to engage on so many levels, we create barriers and disincentives for faculty who WANT to engage to be able to. We punish people for doing the right thing! This is dramatic in Tacoma.
10	We effectively listed most forms of service, but we intentionally did not quantify service. The problem, then, is that even when candidates articulate the invisible service that most problematically falls on faculty of color, there is nothing to prevent the suggestion that they must also do equal amounts of every other area (campus, tri-campus, etc.). Although that is not in the code, I continue to see this as an informal pressure in promotion discussions.
11	Need to differentiate between paid/unpaid service; and it should not substitute for research which is the key criterion for such decisions.
12	Almost no service is recognized at all. As long as you've done something, the discussion just moves on to other areas. Doing a lot of service, or more challenging service is no better than serving on a couple of committees where nothing happens.
13	I don't think anyone was ever denied tenure or promotion for lack of service (although perhaps they should be).
14	NA
15	Service that influences other faculty members is identified and praised in promotion discussions; while service oriented to students, community, or staff are not identified or praised as often.
16	Service seems to be adequately recognized. However, it would be helpful for the Provost's Office to understand how much more service we typically take on at UWT and consider that in the evaluation of our full files.

17	I think that the forms of service I have engaged in were recognized. I can't speak for others. My service record ranges from writing letters of observation for peers, serving on various committees from department all the way to the tri-campus level.
18	Not sure -- I would say that faculty do "all forms of service," but whether or not it is recognized as such, I'm not sure.
19	Service is often used as a fulcrum to push when other issues and biases are not being addressed. The guidelines for Teaching faculty have struck me as a bit of a moving target in recent years, with escalating service being asked for promotion but not always the recognition for that work (leadership roles, in particular, have at times been demanded at one point and devalued at another). It feels like there is a new class distinction developing in which all demanding service is being put on Teaching faculty.
20	Mostly yes, but again service in other countries / regions may not be valued as highly. For example, DEI-supportive efforts in other countries.
21	I think it's a game: you get tenure and you're loaded up with service, though some people get away with doing less, or much less. Some is loaded on pretenure. And now if you can't carve out the time to do scholarship it means you're not good enough, not that you're in a toxic unsupportive environment that doesn't support it.
22	Frequently service that requires a significant amount of time, such as mentoring student research, is undervalued. Informal mentoring is even less valued or represented in guidelines.
23	I think it does for teaching faculty, but am unsure how it's viewed for TT faculty.
24	Service by individuals with relationship with campus leadership is the only service recognized. The most recognizable service is the one where one is a "yes' person to the campus leadership.
25	Highly visible roles are valued more than others that take equal or greater time. Teaching faculty are expected to

	undertake more service than tenure line faculty as a requirement for promotion.
26	External service is often not counted or valued sufficiently like work on community boards, public scholarship, serving key roles in professional academic associations, as journal editors, etc. We have way too much internal service at UWT (in comparison to peer institutions) even though that is not all the service work that matters.
27	It was up to me to describe how my service and leadership fit the criteria - having the space in my narrative was helpful
28	I have more applied industry and business experience than most in my school. And I have taught part time during all those years of experience as well to thousands of professionals over this period all over the world. The academic rubric does not consider applied experience as a factor. It is very biased.
29	There is a wide range of service that faculty in my department engage in. I assume it will be recognized when they go up for P&T, but I cannot say from experience. I also have some concern that the heavier teaching load/service load many of us experience won't be recognized by Seattle.
30	Teaching Professors have to do more legitimate service for half the credit; Some tenure track faculty who know how to play the game, just sit on a cmtes., often fail to show up, and do nothing just so they add the cmte. to their CVs because it "looks good."
31	yes for the school level, less so at the UW Seattle level
32	It's difficult to know what the senior faculty think about such things, but it seems that service work often isn't considered very much in the discussions of these matters anyway.
33	In my experience and discussion with others, I have no reason to believe they do not recognize all forms of service. This doesn't mean that they do, and I think this one is difficult with the wide variety of service.
34	NA

35	No. I do not think that the invisible labor that female identifying, BIPOC, and queer faculty do daily to serve our students is recognized. There is a weight we carry daily navigating a primarily white institution that serves a large number underrepresented students. In addition to the weight we carry ourselves, students often come to us for support in a way that they do not go to faculty that do not share our positionality. I am happy to serves our students in this way, but would like that effort recognized as it involves emotional labor for which a metric does not exist.
36	The problem isn't about whether the process recognizes all types of service but rather that many people have little idea about how to quantify or evaluate service of others. People often use different naming conventions on CVs and committees have varying levels of workload and time commitments, which are not described anywhere. Two CVs with the same number of line items under service may look the same in terms of quantity, but that doesn't necessarily reflect the quality or time spent on service.
37	Same as Q.6 and Q.8.
38	the very nature of the most important even crucial and essential forms of service, is that to document and claim and broadcast them, would almost certainly undermine their effectiveness. Some forms of service need to remain silent. Senior faculty need to learn to model this to junior faculty. Junior faculty need to understand the work we do as a privilege, and that showing up and working for one another, and for our students - sometimes silently, often unrecognized - is part of what we sign up for. When everyone understands this, and does it, that essential work becomes manageable, and it matters less - if at all - that it doesn't "count." If it's public, and part of the job, and known - then by all means, document it and count it and of course we need better awareness of the work of service: governance, committees, advising, mentoring, curriculum design and revision, program design, student recruitment, etc. disciplinary service, journal review, grant review, accreditation review, leadership in professional orgs - not everything is equally valued and I typically tell junior scholars, and try to remind myself, to try to do at least something at each level (local, university, discipline)

39	There are so many forms of unofficial service (unofficial mentoring of students and colleagues, unofficial organizing of colleagues toward improved best practices, forms of professional development that are less beneficial to the faculty member themselves than to their students and colleagues, etc.) that are difficult to quantify and support with evidence. They are thus less likely to be taken seriously.
40	it did when I went through
41	Despite that UWT does not recognize all service faculty provide (i.e., there is much invisible service being performed by colleagues), that which is recognized seems to be adequately considered for those at most ranks/titles (and perhaps too much). One area in which it is not valued is at the Associate Professor rank/title as it does not seem to be recognized in any capacity in promotion to Professor.
42	It seems that doing service, especially institution-building service and administrative work, tends not to be valued when it comes to promotion to full, and instead becomes a road block to promotion to full.
43	nope. In fact, no service does not mean no tenure. Service seems optional.

13. Have you observed or experienced any disparities in the Promotion and Tenure Process related to gender, race, or other demographic factors?

● Yes	26
● No	32

14. If your answer is yes, please explain.

28 responses

16 respondents (**57%**) answered **faculty** for this question.

Associate Professors
male faculty candidates
international faculty   Bias
presenting faculty white faculty
faculty members

portfolios of faculty
teaching faculty
faculty
women faculty
faculty and faculty

BIPOC faculty   LGBTQ faculty
promotion faculty perceive
faculty of color female faculty
senior faculty

| 1	Bias against women, people of color, and international faculty.
2	In the last decade or so of promotion and tenure in SET we have had a very hard time of mentoring all candidates but particularly those that were not male. Our attrition rate for assistant professors is very bad, and this is due to bullying in the department, a lack of professional mentoring, and an everyone for themselves mentality.
3	N/A
4	Black women faculty tend to be reviewed more harshly and critically (and seemingly need to publish more, bring in more funds, and/or have better teaching scores) than others. And sometimes its other people of color who are weighing more harshly on Black women.
5	Yes, in that women and faculty of color are asked to do more, but I am finding that this issue is being discussed while other pressing are not. I also think that there are some (good) incentives for folks to engage in work that can help elevate the very critical labor that is needed around DEI.
6	We are still behind in promoting Associate Professors and teaching faculty. There are several cases in which already exploited women of color were not encouraged to seek promotion until several years after they had earned it. It is important that annual reviews openly encourage candidates

	to seek promotion and that this be articulated publicly where appropriate.
7	LGBTQ faculty and faculty of color being judges differently from straight, white faculty
8	Because the non-mandatory processes are voluntary, and there's not a strong encouragement from leadership to go up for promotion, the outcomes are biased based on gender. Men are more likely to go up for and receive promotion (at least in our division, in my experience), creating disparities that persist over time. And more of our senior faculty are men, so mirror bias reinforces this issue (those with records more like their own are viewed more favorably).
9	NA
10	My perception is related to teaching evaluations, which are known to be biased and yet have been central in failed promotion cases.
11	N/A
12	I have observed a gender bias in the expected service from female teaching faculty, emphasizing "invisible" service that is not valued in promotion guidelines. For example service to the functioning of a major. And I have heard female teaching faculty being encouraged to delay promotion and to engage in a more hefty service load without respite from expected major-level contribution.
13	International faculty have to routinely live up to higher bar while being marginalized by the campus, while white men and women see to always get the most favors by campus leadership.
14	Some BIPOC and gender non-conforming teaching faculty in my school have been denied or nearly denied promotion. When white male colleagues had similar and greater weaknesses in their applications, they were promoted. Conversations about promotion for teaching faculty can reinforce sexism like when a female candidate is praised for her "willing smile" or "flexibility to take on undesirable classes and menial tasks without complaint." In one case, issues were

	raised about FMLA and a documented disability and no one intervened to moderate this discussion or to ensure compliance with the law.
15	I have personally seen a situation where a minoritized candidate was discussed much more critically than a White candidate, even though the minoritized candidate's weakness was less critical than the White candidate's.
16	I was informed by one of my committee members during my first attempt at promotion that I was "too white" to be considered.
17	(I have not been through this process as a candidate nor as someone who votes on other candidates. Very few people have gone up in our department since I've been here, so I haven't seen the aftermath, either)
18	Seems as though there is discrimination toward white males.
19	Women are expected to do more; faculty of color are evaluated with more scrutiny than their white counterparts.
20	Women are held to a high standard, required to publish more than men for the same promotion. Senior faculty openly attack female faculty in P&T process. The Dean does NOTHING.
21	Sometimes in the past, it has felt like faculty from minoritized groups must contribute more effort and time on campus (and if they don't, they might suffer some consequence).
22	Not experienced but have observed others discussing this.
23	SIAS is full of painfully obvious examples. The enormous portfolios of faculty of color compared to slim portfolios of white faculty members for the same rank (in a most recent round, for full teaching professor), are glaring examples of the environment of support and privilege that surrounds the latter. As noted in response 10, we had a white male faculty member be promoted to Full Professor with no new credentials since Associate rank and with the same external reviewers. Such a case would have derailed a BIPOC faculty. To state another example, we had a white male faculty

	promoted to Associate Professor based on a video that was produced by a student, based on content the professor provided. In the same year was a BIPOC faculty going up for Associate Professor with several peer reviewed publications and a book contract. The disparity was, and continues to be demoralizing.
24	The use of teaching evaluations from students in the promotion process can be helpful in seeing progress and trends, but conversely they can be extremely problematic, especially when voting faculty rely on one number (the avg combined median) to make decisions and are not well-versed in critically making sense of teaching evals when cases are more complex. Research has long shown that they are inherently biased along a variety of dimensions along stereotypical expectations. Women faculty are rated higher when they fit gendered expectations of being "caring, nurturing, and helpful" whereas male presenting faculty are expected to be "the wise sage on the stage" and are consistently rated higher as "knowledgeable". Faculty who do not fit these gendered norms, tend to get lower evals from students--which I have seen over the years at UWT in reviewing materials and observing teaching. Similarly, faculty of color, those with non-native English accents, and those with visible disabilities tend to be rated more harshly by students, which can often be seen by the personalized comments at the end of evals (which don't necessarily have anything to do with instruction). Lastly, research shows that students rate certain types of classes harder; required general ed/service courses and skills courses lower than electives and upper division classes in their major. In addition, topics that deal with difficult sociopolitical content, such as diversity courses or those that deal with topics like (anti)racism also tend to garner lower evals. Since faculty of color more often teach these courses, their intersectional positionality as POC and specialist in these areas can exacerbate the student evaluation problem. If you add other dimensions of positionality on top-- such as disability, non-normative gender identity or sexual orientation, the disparity increases. For faculty who teach these classes, their teaching evals may reflect these demographic norms, yet their file may be read next to a faculty teaching primarily upper-division courses, which can comparatively look like they are a lesser teacher.

25	Remark: not observing disparity is not the same as observing no disparity.
26	we are conditioned to be deeply biased about this. women who are viewed as being maternal, teaching-focused, interdisciplinary are frequently overlooked for the theoretical and considered, intentional priorities and perspectives informing their work. Black, Asian, BIPOC scholars are placed on every imaginable DEI committee - in addition to the regular load of institutional service, UW teaching, and competitive, time-sensitive research - with no acknowledgment of the accumulated impact on overall productivity and P&T legible 'outputs.' We cannot erase aspects of our identities or (safely) refuse to make requested contributions that foreground and further inscribe them - and our students and our university benefit from the fact that we do not - yet collectively we somehow persist in making deeply damning and often durable, judgmental assessments of our colleagues, when we fail to protect, advise, educate, and run interference - ahead of time - in the face of these well known dynamics.
27	I personally have not observed, but I'm aware that many of our faculty perceive that there has been.
28	Some colleagues during promotion meetings have needed to be reminded that course evaluations are regularly and disproportionately biased against female, LGBTQ+, and BIPOC faculty.

15. In your opinion, does the university administration provide adequate support and resources for faculty going through the Promotion and Tenure Process?
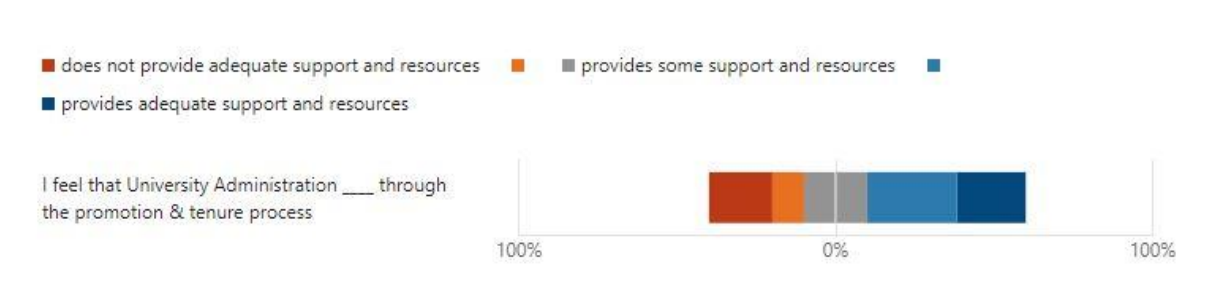
I feel that University Administration ___ through the promotion and tenure process.

Does not provide adequate support and resources (Red)	20%
Between does not provide adequate support and provides some support and resources (Orange)	10%
Provides some support and resources (Grey)	20%
Between provides some support and resources and provides adequate support and resources (Light Blue)	28.3%
Provides adequate support and resources (Blue)	21.7%

16. Have you experienced any administrative policies or practices that you feel have hindered your progress in the Promotion and Tenure Process?

● Yes	26
● No	33

17. If your answer is yes, please explain.

9 respondents (33%) answered faculty for this question.

International faculty · faculty individuals · different faculty · teaching load · research faculty · time · Lack **faculty** · promotion · faculty SIAS · level · experience · track faculty · voting faculty · service · policy · tenure · rank faculty · process · rest of the faculty

1	Forcing teaching professors to apply for promotion as though they are applying for tenure is a gross burden on teaching professors. (I believe this is a burden for research faculty too, though I have not experienced it personally.) Most teaching professors don't have experience applying for grants, etc. so they don't have the same skills or desire as research faculty to repeatedly apply for their same position. The number of documents needed to get promoted is MORE than is needed to get hired. This is ridiculous and serves nothing.
2	Changing rules and/or feigning ignorance about the rules, policy, guidelines.
3	Our policies are not as much of the problem; inconsistent practices of weighing different faculty differently is the issue.
4	We switched to Interfolio days before our P&T deadline. It was unduly and unnecessarily stressful. These types of administrative changes seem foisted upon units and candidates. Its a no-brainer not to change policies close to any P&T deadlines, so just don't do it. I also feel that there should be more leniency on start-up package rules - let candidates use their start-up for 3 - 4 years (or the whole time). Especially at teaching-focused institutions, research time will be stretched and funds will be more limited.
5	The way we ignore scholarship as a requirement for tenure track and tenured faculty to get promoted. So we try to provide equal resources to teaching faculty who have a very

	different role than we do. For example, requiring a high level of scholarship while having almost exactly the same teaching load and exactly the same professional development funding is really blind to the realities of what it takes to do tenure-worthy scholarship on a campus like ours. Likewise the service load of Associate Professors seems to be invisible to the rest of the faculty. I do not fault the "administration" on this--I think as a culture, we are failing our tenure track faculty.
6	Timelines for announcing intention to seek promotion are unreasonable
7	I'd say the barriers are more at the system level. Lack of encouragement, lack of taking seriously the known issues and trying to address them at the system level. Resulting in resentment and resignation.
8	NA
9	Committee re-interpreting promotion criteria, i.e. instructed to focus on whole career, did not support because they felt like should have focused on activity since last promotion.
10	N/a
11	Policy/lack of policy around service. Also, ineffective administrative practices have helped foster toxic situations that could have been avoided. Though some of these are better than they were, the stress experienced as a result of these has had long lasting effects on productivity and health.
12	Campus leadership is biased against International faculty and there is constant abusive use of power against them.
13	The former provost issued confusing guidance for promotion days before my materials were due. I received different advice from APT, mentors, and the AD within my school.
14	It is way too much work for everyone involved, both candidates and their committees.
15	There have been a lot of improvements recently, but there has been an historical lack of clear timelines and standard operating procedure.

16	All of them. Cloaked in secrecy. It's one of the most arcane systems I have ever seen for value and development of human resources.
17	My applications for promotion have been shuffled away and not processed and reviewed.
18	No-one would answer questions, the process seems to be a mystery.
19	Information was shared "just in time" but not soon enough for adequate planning. If we were serious about supporting faculty, real mentoring and guidance all along the way would start to happen from day one, including feedback from the chairs/deans.
20	lack of support for research necessary to meet the tenure standards. More opportunities for reduced teaching load, and summer stipends for research grant writing, would help
21	The vagueness of the P&T process can make these things feel rather unclear and confusing.
22	When I was junior faculty SIAS (or IAS at the time) had literally no mentoring, no information sessions, or defined guidance. It was a harrowing experience, but my own networks outside the institution and collegial relationships at UWT helped.
23	Lack of coaching for Teaching Professors about when to go up and how to develop materials; lack of coaching for Associates about when to go up for full; lack of accountability and tracking practices related to service that make it difficult for people to succeed in moving through the ranks of promotion in a timely fashion, without burning out, and/or experiencing serious health ramifications. Constantly shifting guidelines at APT level and small number of voting faculty at upper levels (Full & APT) make "going up" somewhat political rather than an unbiased review of one's file.
24	Same as Q.10.
25	there is a dearth of critical, straight up, constructive feedback that can safely be delivered in a timely (for faculty seeking promotion) and non-exposing (for faculty providing

	mentoring) way. General guidance, checklists, process overview, timelines, explanation have improved dramatically since I started at UW in 2008. What is still missing, in my view, is a culture that make it safe, from a procedural policy and practice standpoint, to structure and offer targeted, constructive, on-point feedback for a self-directed process of continuous improvement on the part of highly motivated and clearly already deeply disciplined and focused faculty individuals.
26	expectation for associate-rank faculty to engage in service/administration is high. my experience has been that associate-rank faculty carry the burden of service/administrative responsibilities within the school.
27	We don't have the financial support to do the type of international work expected of us to be promoted to full. I can't even attend one conference using our allocated PDF and have to pay out of pocket just to participate in one conference per year. I also cannot afford not to work over the summer, so that gives me less time to work on my scholarship during the summer. Our teaching loads and large enrollments, especially compared to UWS and UWB, also hinder my ability to focus on scholarship. I feel that UW is working against me in getting promotion.

18.

Please feel free to provide any additional comments here.

27 responses

1	Teaching professors have the same expectations of duties as research faculty but face greater prejudice and make less money. This is an injustice the continues to be perpetuated by UW.
2	I haven't gone through promotion yet, so I answered the questions based on what I know about the process or heard from others.
3	At most institutions, particularly younger ones such as UWT, there is an effort to incrementally raise the bar for P&T as it relates to research. One can see evidence of this in "branch" campuses at state universities across the country. However, over the past decade, UWT has been going in the opposite direction. We have had weak EVCAAs (not including current EVCAA in this, since he is fairly new) who have not had the courage to maintain (let alone raise) standards. As a result of this UWT's standards keep declining instead of rising. No wonder that faculty who came here because this is a UW campus are demoralized by the "anything goes" environment. There is a growing sentiment that we are slipping towards being more like a community college than the proud institution that is the UW.
4	I believe that the sticking point is Professors applying their own unwritten criteria to P&T decisions, which opens the process to bias that is hard to track. Comments should be tied specifically to both the SIAS criteria and the faculty code. Often the comments are based on the loose language of the code and ignore clarifying SIAS criteria.
5	Having concrete rubrics might help - as is, there is no clear indication of how many of what types of pubs/scholarship

	outputs and thus, it is easy for biased reviewers to rely more heavily on one criteria or one type of output (pubs/teaching evals). We also overvalue self-promoted awards (like the teaching and research awards, which are all self-promotion, not based on actual research or teaching done).
6	One challenge of the P+T process is that faculty present their CVs in very different forms and formats, sometimes (intentionally I believe), obfuscating or masking their relative role in various projects, publications, books, service, and teaching roles. This creates doubt and confusion, and ultimately, hinders equitable assessment of faculty efforts. Some faculty also do not well promote their efforts, like burying important publications 10 pages into their CV instead of on page 2-3. Like several other schools in the UW system, I would recommend that UWT/SIAS promote and use templates for CVs, both as a method for better normalizing and standardizing faculty reporting, but also as a way to help some faculty better communicate and highlight their achievements. While it takes some time for everyone to convert to a standardized format, its easier to maintain. This may also somewhat reduce workload during the merit process.
7	The P&T process can be one of the most stressful processes in a person's life to date - for the individual and their family. Let's make it more supportive, less of a summative test of one's career. Do we really want 'trial by fire', or do we want to support faculty to deliver their best at every step along the way? Offering more support, mentoring, and encouragement will lead to less stress and higher retention - red flags will come up well before tenure, we should deal with them earlier if that's our concern.
8	I am disheartened by this process, and I will probably retire as an Associate Professor despite having what most others would call a very high-impact career. Our system is broken and harms our campus, students, and future. I wish we had the freedom, imagination, and bravery to adopt a more progressive and flexible model for what tenure means that considers what we want to incentivize and what the mission of the UWT campus is. I think it is a dire situation that requires attention.
9	Thank you for doing this!

10	I think administration is well-intentioned just not empowered to make the needed changes, FWIW.
11	More needs to be done to document what should be discussed--and how--during T&P meetings at the School level.
12	N/a
13	The process as P&T moves up the line has been problematic, particularly because UWT's mission and workload are dramatically different than Seattle's but still function under the same code criteria and evaluation.
14	The campus leadership constantly interferes with the T&P process and influences the APT as well as the P&T process. Leadership is favorable to certain individuals with influence and have different and much lower standard of evaluation for such individuals Many individual cases have been manipulated and careers lost due to the bullying and threats of the campus leadership. A one time EVCAA once threatened a candidate to withdraw the individuals file from the P&T process, this is not a one off incident
15	N/A. There needs to be more standardization in terms of how student evaluations are used to document teaching effectiveness.
16	As mentioned, it is really hard to answer these questions without having had any personal experience on either side of this process. Our dean does a great job trying to clarify the process and provide support for us. My responses reflect some heavy assumptions, so I'm not sure if they are helpful for the purpose of this survey. I'm assuming this survey was anonymous, but I recognize that is not stated anywhere. This may also impact responses you receive (especially from junior faculty).
17	These processes need a complete overhaul. This process is the worst aspect of being a faculty member at the University of Washington.
18	This was not my experience, but other faculty who needed interventions early, did not receive honest, transparent feedback about their performance with accountability which

	put them at jeopardy later (unrealistic about the quality of their portfolio). Faculty can whine about the inherent inequality of teaching evaluations completed by students but patterns do tell a story and the feedback still matters. Faculty who routinely get low scores and students who take the time to write legitimate critiques about their learning experiences should be taken into consideration. When faculty fail to do any grading all quarter and don't respond to student emails, etc. they should not be promoted. Conversely, I was told by my leadership that my consistent scores were too high and that they seem "suspect." (sarcasm) As a BIPOC faculty, it couldn't possible be that I'm actually a good teacher and students recognize this. The solicitation of promotion committee members is biased and unfair; very unprofessional processes. Very similar to search committees. Friends hire friends. Friends promote friends. Please get academic HR more involved at every step.
19	NA
20	I wish there was more guidance and support for going through the promotion process, but also, it is not so much our campus that concerns me. It is also the idea of being measure by the expectations set by the Seattle campus that has so much more support than ours.
21	I suspect I have said more than enough already.
22	Detailed feedback should be explicitly provided to all faculty during their process of T&P *at all levels*, including the very last one and especially if tenure is denied despite approvals at all other levels.
23	thanks for providing a chance to share reflections on this process! Making it easier to use annual reviews in an effective and efficient and safe way to further faculty career development is one way that the P&T process could be dramatically improved. right now highly skilled deans and directors become adept at going 'above and beyond' to move their faculty along, and forward - what if units developed a table or checklist specifically aligned with their own P&T criteria, that a supervising faculty (dean, chair, director) could use to quickly review and assess that faculty's progress that year, and serve as the basis for the annual review meeting.

	this depersonalizes the perceived awkwardness of providing 'negative' feedback, and perhaps makes it less damaging - a faculty member could be just the right amount of worried about not publishing enough, or not being perceived as engaged in campus service, or not teaching to the expected standard - and the unit and the leader are protected from having an unsuccessful case, after years of glowing reviews. this is not meant as a critique in any way of current leaders or practices - it is an acknowledgment that it is a terribly difficult job, and having a metric in hand that lowers the time and effort required to prep the annual review for 10-20 different people (for instance) and a way to invite conversation about things that might have been missed, or a way to help faculty practice how to foreground and emphasize the things that matter, will matter, and need to be presented and pursued and prioritized and put forward as such - then when they go up for review, they are in the habit of knowing, what is going to get a star, what is going to be perceived as their weak point, and no one needs to be embarrassed or feel awkward about saying it, because we're all aware of how the record has evolved and the signals that have been provided and if necessary, a faculty may choose to leave and understand early on that there is a serious lack of fit and then their line gets opened up for someone else, so win-win-win. The current system requires our academic leaders to be selfless polymaths and while I have been fortunate to encounter a couple of these folks - understandably not everyone is chomping to sign up for this role. rubrics are often given a bad rap, they can save a ton of time and liberate deans, directors, chairs to get through the required stuff that can be solely determined at the local, unit level - and leave more time if faculty wish, to have the more interesting, joyful, life giving conversations about career, research, contributions, mission that are why we're all here in the first place.
24	I have yet to experience the promotion and tenure process. However, as a pre-tenured faculty who is expected to apply for the process in the future, I believe I can benefit from receiving clearer policies and requirements beforehand.
25	This is perhaps a small thing but the fact that it's late January and we still don't have official deadlines for this year's promotion cycle is frustrating.

26	Re last question - as contract faculty I feel a marked ambivalence re admin (anything above division chairs) toward promotion in my case. On some level, this is the fact that I have no compulsory promotion; institutionally I did not need to get to associate in contrast to tenure track faculty. At the same time, this necessity for gaining tenure means that more resources will in fact go to support tenure track faculty. It is a reality of the system.
27	I don't think my morale could be lower.