FACULTY ASSEMBLY

UNIVERSITY *of* WASHINGTON | TACOMA

2023-2024 Faculty Assembly Annual Report

Huatong Sun, Chair of Faculty Assembly
Anne Taufen, Vice Chair of Faculty Assembly
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1. Priorities Projects and Committee Charges

The Faculty Assembly worked on the following priority projects after the consultation with faculty, Standing Committee chairs, and Executive Council (EC) for the Academic Year 2023-2024.

- FA Bylaws Revision Concerning APT's charge
- Support for the 2023-2026 Academic Plan cycle
- Equitable faculty workload
- Faculty voice for all tracks of faculty

The first three priorities aligned with the key missions of our three standing committees respectively, as articulated in the following charges of the standing committees approved by the EC (see Appendix 1-3):

- [Academic Policy & Curriculum Committee (APCC)](#)
- [Appointment Promotion & Tenure Committee (APT)](#)
- [Faculty Affairs Committee (FAC)](#)

APCC: Supporting the 2023-2026 Academic Plan Cycle

Partnered with the EC, APCC launched and implemented the 2022 academic planning policy through a participatory process and provided guidance to school units on new program development, including the following:

- Facilitated the data collection of the UW Tacoma Questionnaire for Invigorating Academic Programs under the leadership of APCC Chair Julie Masura and FA Vice Chair Anne Taufen.
- Developed unit-level guidelines and instructions concerning PNOI for new program development.
- Reviewed and supported five PNOI's.

In addition to the academic plan project, the APCC provided orientation to new and existing APCC members with an open invitation to all faculty and curriculum coordinators, developed a solution to address the negative impact of CADR Policy Enforcement on Tacoma students, updated the course list for designations of DIV, W, R, and S, and started the process of updating the UWT writing requirement in collaboration with the Director of Writing.

For more details, please see Appendix 5.

APT Committee & APT Task Force: Improving P&T Process

Under the leadership of co-chairs, Christine Stevens and Matthew Weinstein, the APT committee members provided timely and labor-intensive service in the crunch time of the winter break. They reviewed 17 tenure, promotion, and non-mandatory promotion cases and advised the Chancellor on them. They also collaborated with the Academic HR to organize faculty forums on the tenure and promotion processes at UWT. Please see Appendix 6 for the annual report.

FA Bylaws Revision Project For APT's Charge

The Faculty Assembly put forth two rounds of calls and constituted a new group of Faculty Assembly Fellows (aka. APT task force) to resume the project of the FA bylaws revision for APT that started in the Academic Year 2021-2022. The committee includes Nicole Blair (Teaching Professor of SIAS), Michelle

Garner (Associate Professor of SSWCJ), Ariana Ochoa Camacho (Associate Professor of SIAS), Jenny Sheng (Associate Professor of SET), and Huatong Sun (Professor, FA Chair).

The committee met with different stakeholders of the P&T review process to gather their insights for the policy revision, including EVCAA, Director of Academic HR, APT Co-chairs, Unit Associate Dean, and former APT Task Force Chair and member. A recommendation report and a proposed FA bylaws amendment proposal were vetted at the EC meeting in the Spring Quarter. During the drafting process, three listening sessions were conducted to solicit faculty feedback, respectively reaching out to tenure-track faculty, non-tenure track faculty, and affinity groups of BIPOC faculty, faculty with disabilities, LGBTQ+ faculty, & international faculty across tracks. The 2024 APT Taskforce Recommendation Report is released as the milestone for this stage of work (see Appendix 14).

While the EC ran out of time to review the FA bylaws amendment proposal, the proposed item to extend candidates' rights in the promotion process was reflected in the Class A legislation #173 voted by the UW faculty at the end of the academic year. In addition, the FA assisted the Faculty Council on Tri-Campus Policy (FCTCP) by collecting faculty feedback about the Promotion & Tenure process. The survey results were posted on the FA website (see survey results).

Faculty Affairs Committee: Advancing UWT Equity-Minded Faculty Workload Initiative

The FAC continued their work on the equitable workload project this year under the leadership of Sharon Laing. It facilitated, guided, reviewed, and analyzed unit-level self-assessments of faculty workload for the next step with the support of Academic HR. After collecting the unit-level assessment findings, the FAC conducted a faculty-level assessment survey. A process-level presentation was given at the FA Spring Meeting with great feedback from the UWT faculty and UW Faculty Senate guests. A process-level report of UWT Equity-Minded Faculty Workload was released in June. In that regard, FAC also works with the Non-Tenure-Track Faculty Forum to address pay equity and workload.

Another highlight of the FAC work was developing a community support structure for international faculty to address career challenges, in collaboration with the Office of Equity & Inclusion and Academic HR. They released a recommendation report on developing a support structure for UWT international faculty and co-organized two community events with the FA: International Faculty Welcome Luncheon and International Faculty Leadership Forum.

Please see Appendix 7 for the FAC Annual Report.

2 Improving Efficacy and Transparency of Faculty Governance

We have a strong and robust representation on the Executive Council (EC) from all seven schools. Below is the EC membership this academic year: Anne Tauften, Julie Masura, Christine Stevens, Matthew Weinstein, Sharon Laing, Menaka Abraham, Kurt Hatch, Monika Sobolewska, Jim West, Zhiquan (Andy) Shu, Barb Toews, Andrea Hill, Robin Evans-Agnew, Rupinder Jindal, Gary Viers, Davon Woodard, Mary Hanneman, Julia Eaton, Jenny Xiao, Alex Miller, Margaret Griesse, Ruben Casas, and Sushil Oswal.

We could not have done this work without the support of the program coordinator, Andrew Seibert.

Below are some new initiatives undertaken this year:

FA Governance Orientation

We devoted our first meeting to familiarize new and returned EC Reps with regular EC and FA business. EC reviewed Robert's Rules of Order, discussed recent research on shared governance, and studied the tri-campus shared governance structure. We emphasize that the FA and EC is a policy-making body to advise campus administration, which represents faculty's voices and serves faculty interests.

FA Office Refocusing

As the FA office is a resource-constrained entity with limited staff support, after consultation with the Office of Academic Affairs and Academic HR, the FA reoriented our mission back to a policy-making body and returned some administrative tasks and events to them, such as the New Faculty Orientation event, which we helped during the pandemic when the campus leadership went through transition. As to the faculty P&T workshop and the EVCAA listening sessions, we switched from the organizer mode to the partner mode.

Meeting Protocols

Advised by the Faculty Senate Leadership, FA meeting protocols were updated to reflect that the EC meetings are not OPMA meetings. Starting from this year, Zoom recording access is provided to the EC Representatives per request. See Appendix 4 for the updated ground rules for FA meetings.

Anti-Retaliation Guide

Multiple survey results show that UWT faculty felt unsafe to voice opinions and were concerned about being retaliated against. The FA developed an informative guide to improve the climate of a culturally diverse urban-serving campus, to address power differentiation, and to further encourage faculty engagement in shared governance. This guide is intended to provide information and best practices for faculty who feel they may have been harmed and wish to understand their rights, options, and potential pathways forward. See Appendix 13.

We thank the faculty for the feedback the EC Representatives collected this year and the EC discussions. EVCAA, EC Rep Barb Toews, and the Chair of the Faculty Council on Tri-Campus Policy also contributed to this document. It was reviewed by the Human Resources of UWT.

Unit Faculty Council Chair Updates and Sharing

FA introduced this new component at the Winter FA Meeting to strengthen our institutional building and create synergy between school units. Unit faculty council leaders reported their priorities projects and discussed the challenges they were facing with the whole campus. It was well received at the meeting; both the campus leadership and attending faculty appreciated getting a deep understanding of different school units from the faculty perspective. The FA intends to develop this as a new FA meeting protocol that will be conducted first annually, and then quarterly.

EC Rep of the Month

To encourage participation in faculty governance, we started a series of *EC Rep of the Month* to promote the dedicated services of our EC Reps through the FA Blog, UWTline listserv, and GWP award monitor. Each EC Rep of the Month was featured with an individual interview on the FA Blog website to share their insights and experiences with faculty governance.

FA Office Handbook

Program Coordinator and the FA Chair collaborated and completed this overdue project that was initiated in AY 2020-2021 by former FA Chair Sarah Hampson. Two versions were released: A complete copy for the FA leadership with administrative technicality, and an abridged copy for the faculty at large that aims to inform about the UWT faculty governance process and invite faculty engagement.

Newsletters

FA leadership released two email newsletters and multiple web blogs to make the faculty governance process transparent to the faculty.

- Faculty Assembly Newsletter (January 2024)
- Faculty Assembly Newsletter (June 2024)
- FA blog website

3 Ad-Hoc Committees

We have the following active ad-hoc committees this year.

- o Faculty Assembly Campus Safety Committee
- o Research Advisory Committee
- o Non-Tenure Track Faculty Forum
- o Paulsen Committee

Campus Safety Committee

Following the 2023 Faculty Resolution to Address the Safety and Security of UWT, an FA Campus Safety Ad-Hoc Committee (2023-24) was formed, including five EC reps from different units: Jim West (Co-Chair, SET), Robin Evans-Agnew (Co-Chair, SNHCL), Barb Toews (SSWCJ), Julia Eaton (SIAS), and Gary Viers (MSB). The charge of this committee is to determine unit orientations to a safe campus and to make recommendations concerning EC's role in assuring campus safety. They co-hosted a Campus safety listening session in collaboration with the Faculty Senate leadership and released a research-based committee report (see Appendix 8).

Research Advisory Committee

RAC Chair Peter Selkin led this committee and completed the following tasks:

- Campus Research Support: Worked with Associate Vice Chancellor for Research to continue growing capacity for funded research and faculty support and reviewed 21 proposals for the Founders Endowment awards
- Faculty Recognition: Hosted sessions to connect faculty and recognize accomplishments
- Coordination and Training: Engaging undergrads, working with UW Seattle, aligning with student success efforts, mentoring faculty, and lining up graduate students

Please see Appendix 9 for their annual report.

Non-Tenure Track Faculty Forum

Co-chairs Andrea Hill and Moniquetra Slater conducted an APT taskforce report survey and organized a community-building event to explore and clarify research expectations for non-tenure track faculty.

4 Faculty Voice for All Tracks of Faculty

Multiple surveys, feedback, and listening sessions were conducted to incorporate faculty's voices in shared governance work, including the following:

- Academic plan survey: Thanks to FA Vice Chair Anne Taufen and APCC Chair Julie Masura.
- Faculty feedback to P&T process survey in collaboration with the Faculty Council of Tri-Campus Policy (see survey results)
- Equitable workload survey: Thanks to FAC Chair Sharon Laing and Director of Academic HR Sarah Davies Breen.
- APT taskforce deliverable surveys conducted by both EC and Non-tenure track faculty forum (NTTFF): Thanks to NTTFF co-chair Andrea Hill.
- Feedback sessions to anti-retaliation guide: Thanks to EC Reps.
- Listening sessions with EVCAA (2 sessions): Thanks to the collaboration with the Office of Academic Affairs.
- Listening sessions with the APT Task Force (3 sessions, see slides): Thanks to the APT Task Force Members.
- Campus safety listening session in collaboration with the Faculty Senate leadership: Thanks to FA Campus Safety Ad-Hoc Committee.

5 Events and New Initiatives

We held the following community-building events, and some of them are new initiatives.

- Three FA quarterly meetings (Spring meeting blog)
- Two listening sessions with EVCAA (Autumn & Winter)
- International faculty welcome lunch
- 2023 Distinguished Faculty Awards Ceremony (blog)
- Faculty code and faculty rights 101 workshop (see Speech Notes)
- International faculty leadership forum (blog)
- Three listening sessions for APT task force deliverables (see slides)

Quarterly Faculty Assembly Meetings

We held three quarterly FA meetings this year. Each meeting mixes campus updates and faculty discussion sessions to facilitate faculty governance on different governance topics. Fall Retreat focused on the APT Bylaws revision project; the Winter meeting had a group discussion on the equitable workload and merit review; the Spring meeting (Spring meeting blog) included roundtables to expose faculty to a variety of new campus resources and community-building activity of lego play (see Appendix 12 for the meeting agendas). All the events were well-attended.

Listening Sessions with EVCAA

Starting in 2023, listening sessions with EVCAA are organized through the Office of Academic Affairs, and Faculty Assembly leadership helps to schedule a date convenient to the faculty, promote the event, and encourage faculty to attend. Two listening sessions were hosted with bigger turnouts.

Distinguished Faculty Awards Ceremony

In collaboration with the Office of Academic Affairs and the Office of Community Partnerships, the FA Vice Chair led the 2023 Distinguished Faculty Awards Ceremony in early February. We had a full house of participants. See blog post.

Faculty Code & Faculty Rights 101 Workshop

An online workshop on faculty code and shared governance 101 was offered in February. The learning goal of the workshop is helping the faculty understand the dual roles of the UW Faculty Code, functioning as both an employment document and a (shared-)governance document. The Chair of the Faculty Council on Tri-Campus Policy (Dr. Surya Pathak) and the FA Chair led the event. We were grateful for the support from the Vice Provost for the Office of Academic Personnel, Dr. Nafukho, for sharing new academic leader onboarding slides. Please check out the blog post to access the slides and speech notes.

International Faculty Welcome Luncheon

Faculty Assembly, Academic HR, and the Office of Equity and Inclusion hosted a luncheon for UWT international faculty. The intent of these events is to promote inclusion and build a community for UWT international faculty especially newer faculty. FA raffled two books on effective cross-cultural communication, and faculty spent time communing and building community together.

International Faculty Leadership Forum

In partnership with the Office of Equity and Inclusion, Office of Global Affairs, and Academic HR, FA hosted this leadership forum in March as a community-building and mentoring event. Our featured speakers include Joyce Dinglasan-Panlilio (Philippines), Zhiyan (Juliet) Cao (China), Raghavi Sakpal (India), Anaid Yerena (Mexico), Amos Nascimento (Brazil), Belinda Louie (Hong Kong), and Elavie Ndura (Burundi). Those engaging, insightful, and inspiring talks sparked a lot of laughter and appreciation a the event. See Appendix 13 and the blog posts: Blog post 1 & Blog post 2.

6 Tri-Campus Engagement

There was increasing tri-campus engagement this year. Faculty Senate organized quarterly Faculty Council Chair meetings, held listening sessions on safety issues with branch campus faculty, and hosted faculty senate reception at the FA Spring Meeting. Many of our faculty served on the tri-campus faculty councils, including FA Chair on the UW Senate Executive Committee, Vice Chair and multiple Tacoma faculty on the Faculty Council on Tri-Campus Policy, Jim Gawel as the Chair of Faculty Council on Research, and Leigham R. Chaffee and Rita Than on the Faculty Council of Teaching and Learning, to name a few.

Faculty Senate passed a variety of legislations this year, which can be found on this page. A Class C legislation about the tri-campus structure urges the administration of all three campuses to "discuss the

tri-campus structure and the roles of chancellors and deans at the university with the goal of fixing the inconsistencies between Executive Orders and the Faculty Code as well as to strategically plan for the future."

Provost townhall planning

Provost Serio accepted the invitation of the FA leadership to have a town hall meeting with the Tacoma faculty about faculty career advancement and campus growth on her first visit to our campus, but the event got delayed due to scheduling issues. Please stay tuned for the event announcement.

7 Appreciations and Recognitions

All our work is accomplished through **teamwork** and **platform building**. As an elected faculty leader, the FA Chair felt honored to collaboratively strengthen the faculty governance platform together with our colleagues and relay the torch for this year's race.

Thanks so much to the amazing colleagues who stepped up to engage in important service work and institutional building for the campus and the faculty!

Standing Committee Chairs & Co-Chairs:

- Julie Masura (Academic Policy & Curriculum Committee): SIAS
- Sharon Laing (Faculty Affairs Committee): SN&HL
- Christine Stevens (Appointment Promotion & Tenure Committee): SN&HL
- Matthew Weinstein (Appointment Promotion & Tenure Committee): SOE
- Peter Selkin (Research Advisory Committee): SIAS
- Andrea Hill (Non-Tenure Track Faculty Forum): SSW&CJ
- Moniquetra Slater (Non-Tenure Track Faculty Forum): SSW&CJ

Completing 6 years of service (two terms):

- Rupinder Jindal (EC): MSB
- Sharon Laing (FAC): SN&HL

Completing 3 years of service (one term):

- Joan Bleecker (APCC): SIAS
- Ken Cruz (FAC): SSW&CJ
- Julia Eaton (EC): SIAS
- Ehsan Feroz (FAC): MSB
- Andrea Hill (EC): SSW&CJ
- Susan Johnson (APCC): SN&HL
- Christopher Knaus (FAC): SOE
- Zhiquan (Andy) Shu (EC): SET
- Shahrokh Saudagaran (APCC): MSB
- Gim Seow (Graduate School Representative): MSB
- Christine Stevens (APT): SN&HL
- Matthew Weinstein (APT): SOE

- Tanya Velasquez (APCC): SIAS

Completing 1 or 2 years with term ending:

- Alison Cardinal (RAC): SIAS
- Ruben Casas (EC): SIAS
- Sonia De La Cruz (RAC): SIAS
- Mary Hanneman (APT): SIAS
- Lisa Hoffman (APT): SUS
- Peter Selkin (RAC): SIAS
- Claudia Sellmaier (APCC): SSW&CJ
- Gim Seow (APT): MSB
- Davon Woodard (EC): SUS

EC Campus Safety Ad-Hoc Committee

- Robin Evans-Agnew (Co-Chair): SN&HL
- Jim West (Co-Chair): SET
- Gary Viers: MSB
- Barb Toews: SSW&CJ
- Julia Eaton: SIAS

APT Taskforce

- Huatong Sun, Chair
- Nicole Blair: SIAS
- Michelle Garner: SSW&CJ
- Ariana Ochoa Camacho: SIAS
- Jenny Sheng: SET

Faculty Senate

- Huatong Sun, as Faculty Assembly Chair, 2023-2024
- Andrea Hill, SSW&CJ, 2023-2025
- Tom Capaul, SET, 2023-2025
- Ruben Casas, SIAS, 2019-2025
- Davon Woodard, SUS, 2023-2025
- Mohammed Jasim, SET, 2023-2025
- Gregory Lund, SUS, 2021-2025
- Joanne Clarke Dillman, SIAS 2023-2025

EC Rep of the Month

- Gary Viers: MSB
- Julia Eaton: SIAS
- Sharon Laing: SN&HL
- Zhiquan (Andy) Shu: SET
- Rupinder Jindal : MSB
- Kurt Hatch: SOE
- Jenny Xiao: SIAS

8. Appendices

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Appendix 1 APCC Charge

Julie Masura, M.S.
Teaching Professor, School of Interdisciplinary Arts and Sciences
Chair, Academic Policy and Curriculum Committee

Re: Academic Policy and Curriculum Committee Charge for 2023-24 Academic Year

Dear Professor Masura,

Thank you for serving as Chair of the Faculty Assembly's Academic Policy and Curriculum Committee (APCC) for another year. To provide more transparency and clarity about the work of the Faculty Assembly to our faculty and UW Tacoma students, staff, and administration, the FA's Executive Council (EC) is formally charging each FA standing committee and will publicize these charges in October.

APCC Charge as Agreed on by FA and APCC Leadership

Charge 1. Review all the course and program proposals.

> **Deliverable:** Report to be included in the FA annual report
> **Timeline:** Fall 2023, Winter 2024, and Spring 2024

Charge 2. Provide orientation to new and existing APCC members and an open invitation to all faculty and curriculum coordinators.

> **Deliverable:** A recorded orientation
> **Timeline:** Fall 2023

Charge 3. Partner with EC to launch and implement 2022 academic planning policy through a participatory process and provide guidance to school units on new program development.

> **Deliverable 1:** Facilitate the data collection of UW Tacoma Questionnaire for Invigorating Academic Programs
> **Timeline:** Autumn 2024
> **Deliverable 2:** Develop unit-level guidelines and instructions concerning PNOI for new program development.
> **Timeline:** Winter 2024
> **Deliverable 3:** A report of the implementation work this year submitted to the EC for review
> **Timeline:** Spring 2024

Charge 4. Develop solution to address the negative impact of CADR Policy Enforcement on Tacoma students.

> **Deliverable:** A draft resolution submitted to the EC for review.
> **Timeline:** Winter 2024

Charge 5. Update the course list for designations, DIV, W, R, and S.

> **Deliverable:** APCC website will have the current course lists for the various designations.
> **Timeline:** Winter 2024

Charge 6. Update the UWT writing requirement in collaboration with Director of Writing.

> **Deliverable:** A report submitted to the EC for review.
> **Timeline:** Spring 2024

We would like quarterly updates regarding each of these in the form of a memorandum and a full report in Spring 2024.

We look forward to continuing our collaborative work to strengthen our campus for our faculty, staff, and students.

Huatong Sun   Anne Taufen
Professor, SIAS   Professor, SUS
Faculty Assembly Chair   Faculty Assembly Vice-Chair

Charge Letter Approved by the UWT Executive Council 10/13/2023

Appendix 2 APT Charge

Christine Stevens, Ph.D.
Associate Professor, School of Nursing and Healthcare Leadership
Co-Chair, Appointment, Promotion, and Tenure Committee

Matthew Weinstein, Ph.D.
Professor, School of Education
Co-Chair, Appointment, Promotion, and Tenure Committee

Re: Appointment, Promotion, and Tenure Committee Charge for 2023-24 Academic Year

Dear Professor Stevens and Professor Weinstein,

Thank you for serving as Co-Chairs of the Faculty Assembly's Appointment, Promotion, and Tenure (APT) Committee. To provide more transparency and clarity about the work of the Faculty Assembly to our faculty and UW Tacoma students, staff, and administration, the FA's Executive Council (EC) is formally charging each FA standing committee and will publicize these charges in October.

APT Committee Charge as Agreed on by FA and APT Leadership

Charge 1. Review all the tenure, promotion, and non-mandatory promotion cases and advise the Chancellor on them.

> **Deliverable:** A vote and assessment of each case will be provided in confidentiality to the Chancellor.
> **Timeline:** Fall 2022 and Winter 2023

Charge 2. Organize faculty forums to inform the faculty about the tenure and promotion processes and expectations.

> **Deliverable:** Three (60 minutes) faculty forums--one focusing on tenure and promotion process; another focusing on teaching track faculty promotions, and a third forum on the promotion from associate professor to full professor.
> **Timeline:** Winter 2023 and Spring 2023

We look forward to continuing our collaborative work to strengthen our campus for our faculty, staff, and students.

Huatong Sun   Anne Taufen
Professor, SIAS   Professor, SUS
Faculty Assembly Chair   Faculty Assembly Vice-Chair

Charge Letter Approved by the UWT Executive Council 10/13/2023

Appendix 3 FAC Charge

Sharon S. Laing, PhD
Associate Professor, School of Nursing and Healthcare Leadership
Chair, Faculty Affairs Committee

Re: Faculty Affairs Committee Charge for 2023-24 Academic Year

Dear Professor Laing,

Thank you for serving as Chair of the Faculty Assembly's Faculty Affairs Committee (FAC) for another year. To provide more transparency and clarity about the work of the Faculty Assembly to our faculty and UW Tacoma students, staff, and administration, the FA's Executive Council (EC) is formally charging each FA standing committee and will publicize these charges in October.

<u>FAC Charge as Agreed on by EC and FAC Leadership</u>

Charge 1. Develop community support structure for international faculty to address career challenges, in collaboration with Office of Equity & Inclusion and Academic HR.

> **Deliverable:** Organize community events and workshops to help international faculty to develop allyship network and coping strategies.
> **Timeline:** Autumn 2023

Charge 2. Facilitate, guide, review, and analyze unit-level self-assessments of faculty workload for the next step with the support of the Academic HR.

> **Deliverable 1:** A report to the EC with recommendations for the next step
> **Timeline:** Spring 2024
>
> **Deliverable 2:** Report findings at Faculty Assembly Spring Retreat
> **Timeline:** Spring 2024

Charge 3. Develop a recommendation report with strategies that support equity across all faculty ranks and identities, and where feasible in connection with the faculty workload project.

> **Deliverable 1:** Report of strategies and action items to the EC.
> **Timeline:** Winter 2024
>
> **Deliverable 2:** Lead faculty discussion at Faculty Assembly Spring Retreat
> **Timeline:** Spring 2024

We would like quarterly updates regarding each of these in the form of a memorandum and a full report in Spring 2024.

We look forward to continuing our collaborative work to strengthen our campus for our faculty, staff, and students.

Huatong Sun   Anne Taufen
Professor, SIAS   Professor, SUS
Faculty Assembly Chair   Faculty Assembly Vice-Chair

Charge Letter Approved by the UWT Executive Council 10/13/2023

Appendix 4 Ground Rules for FA meetings

FACULTY ASSEMBLY
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Ground Rules for Faculty Assembly Meetings

Suggest reading these rules at the start of the academic year for all standing committees and EC

Approved by the UWT Executive Council on September 26, 2022

Updated and approved on November 27, 2023

Behaviors Everyone Should Follow

- Raise your hand before you speak. Say your name before speaking.
- Use professional language with no profanity.
- Use technologies of inclusion (microphones, notecards, name tags, etc.).
- When using slides, briefly describe the content of the slide, including the visual aids, rather than just pointing to the slide.
- Be conscious of body language and nonverbal responses.
- Once you have spoken, stop speaking so others may have an opportunity.

Principles We Believe In

- Practice active listening.
- Speak from your own experience instead of generalizing ("I" instead of "they," "we" and "you") unless indicating what you share is a collective message from others.
- Be aware of the social and institutional positions that you bring to the discussion and make sure that these positions treat our diverse students, faculty, and staff inclusively and equitably.
- Avoid assuming the backgrounds, experiences, views, and identifications of other participants.
- We value deliberation and dissent, and we expect each member will treat others with dignity and respect even during heated debates.
- Discrimination of any kind is unacceptable and will be directly addressed by the meeting leader.

Protocols To Remember

- Email communication among members of the Executive Committee should be undertaken with caution.

- EC listserv is reserved for sending meeting or event announcements, distributing meeting materials, posting leadership reports, and sharing online resources among Executive Council Representatives.
  - Online discussion is not recommended on the EC listserv since not every EC rep can be available online at the time when a certain topic is being posted and discussed, and those who are not available thus end up being excluded from the debate and conversation. In such a circumstance, a discussion topic should be submitted as an agenda item for future EC meetings instead.
  - An ongoing "group email" among Executive Council members discussing or deliberating substantive issues is in potential violation of the Open Public Meetings Act (OPMA).
  - If a critical issue needs to be raised with the Executive Council, it should be done so by being placed on the official agenda.
- Zoom meeting
  - Executive Council meetings are recorded for the purpose of verifying the details for creating meeting minutes.
  - EC members can request access to the recordings within a month when they miss part or the whole meeting.
  - Zoom recordings are saved in Zoom Cloud service for up to 30 days after the meeting minutes are created.
  - Zoom chats are reserved for voting and clarification for a motion.
- "Faculty council members shall be deemed to have vacated their seats when they have been absent from three council meetings in an academic year. Council members are considered absent only if they fail, prior to a meeting, to inform the chair of the faculty council or the faculty council analyst of their inability to attend." Please inform Andrew and chair of your absence.
- When meetings are held in person, consider using zoom as a backup option only when you must (i.e., health reasons or a business trip), to facilitate engaged discussion and interaction. Executive Council Members are expected to attend in-person meetings at least twice a year.

Appendix 5 APCC Annual Report

Annual Report from Academic Policy and Curriculum Committee (APCC) 2023-2024

Submitted by Julie Masura, Chair on 8/25/24

Committee Members

Voting Faculty

- **Chair: 2023-24:** Julie Masura, School of Interdisciplinary Arts & Sciences, 2020-2026
- Ingrid Horakova, School of Engineering and Technology 2022-2025
- Raghavi Sakpal, School of Engineering and Technology 2022-2025
- Susan Johnson, School of Nursing & Healthcare Leadership 2021-2024
- Claudia Sellmaier, School of Social Work & Criminal Justice 2022-2024
- Gordon Brobbey, School of Education 2022-2025 **(On Leave 2022-23)** - Representative filling in during 2022-24 Academic Years: Laura Feuerborn
- Lisa Hoffman, School of Urban Studies 2022-2025 (As of January 2023)
- Joan Bleecker, School of Interdisciplinary Arts & Sciences 2021-2024
- Tanya Velasquez, School of Interdisciplinary Arts & Sciences 2020-2024
- Shahrokh Saudagaran, Milgard School of Business 2021-2024

Ex-Officio

- Andrew Harris, Executive Vice Chancellor for Academic Affairs, ex-officio, non-voting
- Andrea Coker-Anderson, Registrar, ex-officio, non-voting
- Patrick Pow, Vice Chancellor of Information Technology, ex-officio, non-voting
- Annie Downey, Library representative, ex-officio, non-voting
- Lorraine Dinnel, Associate Director, University Academic Advising, ex-officio, non-voting,
- TBD, Student representative - ex-officio, non-voting. Still vacant.
- Tammy Jez, Curriculum and Operations Manager, Academic Affairs, ex-officio, non-voting
- Darcy Janzen, Director, Office of Digital Learning, ex-officio, non-voting

Faculty Assembly Administrative Coordinator

- Andrew Seibert

Brief Summary of Work of Chair

- Led monthly reviews of curricular proposals and graduation petitions. See table below.
- Provided orientation and training for members and School curriculum administrators.
- Implementation of Academic Plan Policy
- Conducted policy and business discussions.
- Attended meetings for APCC

Proposal Reviews September 2021 to June 2022

Type of Proposal	# Reviewed 2022/23	# Reviewed 2023/24	Change
New Graduate Program/Options	1	0	-1
Changes to Graduate Programs/Options	2	0	-2
New Undergraduate Programs	0	0	0
Changes to Undergraduate Programs	15	13	-2
New Courses	76	21	-55
Course Changes	24	48	24
Retire Changes	4	0	-4
Diversity Designations	0	3	3
Graduation Petitions	3	7	4
PNOIs	0	5	5

Orientation and Training

Two days prior to the first APCC meeting, an orientation and training session was offered for both APCC member and the school's academic curriculum managing staff. Content included the context & scope of APCC. All reviewed APCC's website and available tools for guidance. Most important were the curriculum links on the right-side of the page: https://www.tacoma.uw.edu/faculty-assembly/academic-policy-and-curriculum-committee A proposal that was being reviewed at the next meeting was projected and a guided tour with free-flowing questions allowed for all to interact with the content members would either be preparing or reviewing. Useful dynamic documents below were shared.

- APCC Best Practices for Course Proposals
- APCC Best Practices for Program Proposals

The Best Practices documents above were updated as needed and book-marked links were shared with proposers as proposals were sent back for edits/updates.

Policy and Business Discussions

Academic Plan

The Academic Planning Policy was discussed at every meeting. The APCC was recognized as key players in the implementation of the academic plan. Program Notice of Intents will come in beginning in Winter 2024. Tammy Jez & Julie Masura completed process documents for new program proposals. Anne Taufen & Julie Masura presented update at Leadership Faculty retreat in October. This spurred increased action of programs to complete the program invigoration survey due at the end of the autumn quarter. The Chair met with NUMEROUS faculty to clarify intent and approach to completing this task. Five PNOI's were reviewed and supported by APCC.

Proposed Program	Status
Master of Science in Environmental Science	5/21/24 - Invitation from Graduate School to develop full proposal. No comments. Due May 2025 to UW Graduate School.

Doctor of Nursing Practice for Advanced Practice	August 2024- After PNOI was submitted, discussions occurring between UW Seattle and UWT Deans regarding next steps.
Bachelor of Arts in Interdisciplinary Visual and Performing Arts	10/17/24 – Invitation from UWCO to develop full proposal. No comments. Due January 2025 to UWCO.
Bachelor of Science with Major in Statistics and Data Science	5/7/24 – Invitation from UWCO to develop full proposal. No comments. Due August 2025 to UWCO.
Master in Science in Mechanical Engineering	May 2024 – EVCAA awaiting coversheet with School signatures before can approve and send to UWCO

Course Designation W,S,R,Div

An updated spreadsheet of courses offered with the designations W,S,R,Div was posted to the APCC website. Writing, Research, and Community Engaged Guidelines and List of Courses. The action was initiate when noted that it hadn't been updated since 2016. This spreadsheet will be updated prior to the Autumn meeting by the FA Administrator and as noted by APCC members.

Tri-campus Curriculum Review

University Committed on Curriculum Administration – Chair is member of this committee.

University Committee on Undergraduate Education – Tri-campus Chairs Jason Johnson and Ann Huppert visited committee twice to share the new tri-campus review process, seek members, and receive feedback on language drafted for areas of inquiry. Chair is member of natural science sub-committee.

CADR Policy

See Appendix for copy of background documents.

APCC Statement Drafted 6/5/24: Due to inequitable practices of tracking CADRS for students entering UWT with less than 45 credits and first year students, APCC supports no longer requiring students to make-up CADR deficiencies after admission to UWT beginning as soon as August 2025 OR later as agreed upon by the Associate Vice Chancellor of Enrollment Services and Dean of Interdisciplinary Arts and Sciences. We recommend all UWT schools add world language as a graduation requirement.

Completion of Tasks for 2023-2024 Charge Letter

See Appendix for copy of charge letter.

Charge 1. Review all the course and program proposals - completed
Deliverable: Report to be included in the FA annual report – see table above
Timeline: Fall 2023-completed, Winter 2024, and Spring 2024

Charge 2. Provide orientation to new and existing APCC members and an open invitation to all faculty and curriculum coordinators - completed

Deliverable: A recorded orientation – did not record orientation at the time. Recommend developing a handout/packet for future trainings.
Timeline: Fall 2023

Charge 3. Partner with EC to launch and implement 2022 academic planning policy through a participatory process and provide guidance to school units on new program development - completed
Deliverable 1: Facilitate the data collection of UW Tacoma Questionnaire for Invigorating Academic Programs – completed. Links to program reviews can be found on the APCC's Canvas classroom.
Timeline: Autumn 2023
Deliverable 2: Develop unit-level guidelines and instructions concerning PNOI for new program development.
Timeline: Winter 2024
Deliverable 3: A report of the implementation work this year submitted to the EC for review – see table above.
Timeline: Spring 2024

Charge 4. Develop solution to address the negative impact of CADR Policy Enforcement on Tacoma students - completed
Deliverable: A draft resolution submitted to the EC for review.
Timeline: Spring 2024

Charge 5. Update the course list for designations, DIV, W, R, and S - completed
Deliverable: APCC website will have the current course lists for the various designations.
Timeline: Winter 2024

Charge 6. Update the UWT writing requirement in collaboration with Director of Writing – in process
Deliverable: A report submitted to the EC for review.
Timeline: Spring 2024

Suggested Focus for 2023-2024
- Work to focus on next year will include supporting the writing work completed in 2018
    - Met with writing instructor leaders
    - Attended SIAS 'W' policy meeting
- Assist with implementing the second academic plan
    - Completed process documents with Tammy Jez
    - Presented updates to campus leadership with Anne Taufen
    - Met with numerous faculty members about survey & PNOI
    - Connected with MSES & BAA faculty to re-align with new academic plan
- Focus on diversity and writing designations for consistency across campus
    - Tri-campus committee working on this.
- Share statement with EC from APCC concerning CADRs review.

APPENDIX – CADR Background Documents

ACADEMIC AFFAIRS

UNIVERSITY *of* WASHINGTON | TACOMA

To:	UW Tacoma Academic Advisors
From:	Dr. Bonnie J. Becker, Associate Vice Chancellor for Student Success
Cc:	Dr. Andy Harris, Executive Vice Chancellor for Academic Affairs
	Dr. Natalie Eschenbaum, Dean of the School of IAS
	Julie Masura, Chair of the UW Tacoma Academic Policy and Curriculum Committee
	Dr. Huatong Sun, Chair of the UW Tacoma Faculty Executive Council
	Shannon Carr, Assistant Vice Chancellor for Enrollment Services
	Andrea Coker Anderson, UW Tacoma Registrar

Date:	September 19, 2023
Subject:	CADR enforcement for the 2023-24 Academic Year

This memo aims to clarify the current state of our CADR policy enforcement for the 2023-24 Academic Year, including the World Language requirement. The material is based on numerous discussions among those listed in this document and the Academic Advising Leadership Council and reflects my recommendations.

College Academic Distribution Requirements (CADRs) are minimum college admission distribution requirements set by the Washington Student Achievement Council (WSAC). Students can be admitted without meeting all CADRs (i.e., with so-called "deficiencies"). I understand from Enrollment Services staff that no other Washington State public colleges require students to meet CADR deficiencies after enrolling (see page 20). Previously, WSAC allowed institutions to enroll up to 15% of students without meeting CADR requirements, but this guideline was removed in 2021 (see page 17).

The University of Washington historically required students to complete the CADRs after enrolling but before graduation. Note that these are *admissions* requirements, not *graduation* requirements. Making up CADR deficiencies is a minor issue on the Seattle campus, as fewer students are admitted with deficiencies; the UW Seattle College of Arts and Sciences and School of Social Work have a world language *graduation* requirement, reflecting the faculty's expectations for the general education of their graduates. UW Bothell had an unofficial policy of allowing students one year to complete their CADR deficiencies, although they didn't have a

clear way of enforcing this timeline (see appendix). UW Tacoma admits more students with deficiencies, especially in World Language, than the other campuses and has a quarterly system of reminding students about these deficiencies. Many students would wait to complete their 2-course World Language until close to graduation, which caused considerable stress.

In May 2022, the UW Faculty Senate approved legislation (Class B Legislation 208: Admission Requirements for Transfer Students) proposed by the Faculty Council on Academic Standards (FCAS). This legislation eliminates the requirement for transfer students (with more than 40 credits) to meet the CADRs after admission. During the summer of 2022, at a time of leadership change at UW Tacoma, administrators became aware of this change, which was to go into effect for students admitted during and after the winter of 2023. Exiting leaders in Academic Affairs agreed to make the change retroactive, meaning all transfer students (with > 40 transfer credits) were no longer required to meet the CADR regardless of when they were admitted. However, this retroactive element was not communicated broadly, especially to the School of IAS. In Fall 2022, it was decided that the retroactive change was too broad and not considered through a process. Instead, all >40 credit transfer students admitted in Fall 2022 and beyond were exempt, but all other students still needed to meet the requirement. Unfortunately, this change was made after the original plan was communicated, leading some students to alter their schedules and switch it back after a few weeks. For example, eight students enrolled in TSPAN 101 despite being admitted in autumn 2022.

In March 2023, at an APCC meeting, it was discussed that students required to meet CADRs post-admission (first-time-in-college and transfer students < 40 credits) should reconcile their World Language deficiency within a year to match the UW Bothell policy. This one-year limit was communicated in UW Tacoma admission letters for 54 FTIC students confirmed for admission in Fall 2023. However, there are several reasons why this one-year limit is impractical, mainly because there are no tracking or enforcement mechanisms. In fact, the UW Bothell General Faculty Organization has since eliminated all post-enrollment CADR deficiency requirements, citing enforcement and equity issues (see appendix).

Currently, at UW Tacoma have multiple populations of students in terms of their CADR situation:
- Transfer students with over 40 credits admitted after Fall 2022: DO NOT need to make up CADRs deficiencies.

- Transfer students with less than 40 credits admitted at any time: DO need to make up deficiencies.
- Transfer students admitted before Fall 2022: DO need to make up deficiencies.
- First-time-in-college students admitted at any time: DO need to make up deficiencies.

If we were to enforce a one-year deadline to make up deficiencies (for students admitted in Fall 2023 and beyond), we would have another sub-population with different CADR deficiency procedures and no way to track or enforce the one-year limit.

Therefore, after consulting with Enrollment Services staff and the Academic Advisor Leadership Council, I recommend the following:
- Do not enforce a one-year deadline for CADR deficiencies beyond what has been done in the past. For example, a one-year deadline for CADR deficiencies continues to be listed on students' unofficial/advisory transcripts. Essentially, continue the *status quo* for CADR policy from last year to avoid creating additional confusion.
- The UW Tacoma APCC has the option to discuss this issue and make a recommendation to the Executive Council for a long-term policy around CADR deficiencies. The background material in this document will be made available to them.
- Faculty in the School of IAS and other units on campus can consider adding *graduation* requirements like what is done in the College of Arts and Sciences.
- In general, I recommend that once a student is admitted to UW Tacoma, they are no longer required to meet CADR admission deficiencies. Instead, expectations should be incorporated into pre-requisites and graduation requirements. In addition, I recommend that future significant curriculum changes begin in the fall quarter to reduce implementation issues and confusion whenever possible.

Addendum: UW Bothell Approved CADR Policy Clarification
(To be added when this is finalized and turned into a pdf)

CADR Policy Clarification Proposal

Summary:

Currently admission to Washington State public colleges requires the completion of College Academic Distribution Requirements (CADRs) as dictated by the Washington Student Achievement Council (WSAC). These course requirements are more extensive than general high school graduation requirements. Students who are admitted to the institution with CADR "deficiencies", meaning they are missing up to three CADR requirements, have historically been required to make up these deficiencies while a student at UW Bothell prior to their graduation. We propose that a formal policy be created that states students do not need to complete these missing CADRs for any reason while a UW Bothell student.

Background:

CADRs were implemented as a way for WSAC to set admission standards for state institutions of higher education. CADR requirements include English, math, science, world language, social science, and art, and the specific requirements within each category are significant and have expanded over the years. Historically, institutions were allowed to admit up to fifteen percent of their entering class with CADR deficiencies. WSAC does not require that students admitted with deficiencies make them up prior to their college graduation. WSAC considers these deficiencies "waived".

While high schools were operating remotely during the pandemic, the WSAC saw the difficulty some students had in meeting CADR requirements and waived the fifteen percent rule for institutions admitting first year students. After multiple admission cycles, WSAC has permanently removed the fifteen percent rule, essentially allowing institutions to admit any number of students with up to three CADR deficiencies.

UW Bothell's admissions team, registrar team, and advising teams have been tracking students who were admitted with these CADR deficiencies and utilizing academic holds to require these students to make up their missing CADRs via college coursework. However, no policy has been found that requires this. WSAC does not require students to make up missing CADRs, and the UW system does not have guidance on this issue.

Rationale:

Equity issue: Meeting CADR requirements requires that high school students have sufficient access to specific classes, including foreign language, art, and lab sciences. In addition, they need to have access to advisors or counselors who have appropriately guided them on what courses to take to meet WA state college admission requirements. As has been shown in many situations, schools with fewer resources have a more difficult time providing these opportunities to their students. In turn, we see students with CADR deficiencies often come from low-resource schools and areas and are disproportionately impacted by the make-up requirement. The experiences of first-year advisors on our campus have shown that students of color, low socioeconomic status, or disability status are those most often impacted by this requirement.

Notification and scheduling issues: Students who are CADR deficient are usually notified during the admissions process that they'll be required to make up CADR courses during their time at UW Bothell. This depends on a manual evaluation process that sometimes results in errors in notifications. In addition, if a student misses a CADR course at the end of their senior year in high school, they're not informed of this requirement until they've fully matriculated into UW Bothell and received notice of the deficiency from the registrar. This disparity often creates confusion for students and means they must adjust their first-year academic planning in order to fit in an additional course they did not expect. In some cases, this means delaying their progress in prerequisite courses and progress to their major, and additional tuition costs.

Availability issues: The most common CADR courses needed by our students are sciences with labs and world language courses. UW Bothell has limited availability of these courses, and they are often difficult for CADR deficient students to access. In many cases, Bothell students have taken these courses at the Seattle campus or at a local community college at an additional cost, because we do not offer sections that work for their schedules.

Recommendation:

To address these issues of equity, scheduling, notification, and course availability, we propose that students who are CADR deficient upon admission are NOT REQUIRED to make up their deficiencies at any time. These students still meet the general standard of admission for UW Bothell and complete the same degree requirements as other students on campus. They should not be required to take additional coursework because of the courses and planning they may not have had access to in high school. If a major believes one of these requirements is key to their major, they should incorporate it as part of their degree requirements.

Proposed Official Language:

Per the UW Bothell admissions process, students may be admitted with up to three CADR deficiencies. UW Bothell will NOT require these deficiencies to be made up for any reason once a student has matriculated into the institution.

Links:

CADR requirements:
https://wsac.wa.gov/sites/default/files/CADRs-CollegeAcademicDistributionRequirements.pdf

Admission Standards Policy:
https://wsac.wa.gov/sites/default/files/Minimum.College.Admission.Standards.Policy.pdf

APPENDIX - 2022-2023 APCC Charge Letter

Julie Masura, M.S.
Teaching Professor, School of Interdisciplinary Arts and Sciences
Chair, Academic Policy and Curriculum Committee

Re: Academic Policy and Curriculum Committee Charge for 2023-24 Academic Year

Dear Professor Masura,

Thank you for serving as Chair of the Faculty Assembly's Academic Policy and Curriculum Committee (APCC) for another year. To provide more transparency and clarity about the work of the Faculty Assembly to our faculty and UW Tacoma students, staff, and administration, the FA's Executive Council (EC) is formally charging each FA standing committee and will publicize these charges in October.

<u>APCC Charge as Agreed on by FA and APCC Leadership</u>

Charge 1. Review all the course and program proposals.

> **Deliverable:** Report to be included in the FA annual report
> **Timeline:** Fall 2023, Winter 2024, and Spring 2024

Charge 2. Provide orientation to new and existing APCC members and an open invitation to all faculty and curriculum coordinators.

> **Deliverable:** A recorded orientation
> **Timeline:** Fall 2023

Charge 3. Partner with EC to launch and implement 2022 academic planning policy through a participatory process and provide guidance to school units on new program development.

> **Deliverable 1:** Facilitate the data collection of UW Tacoma Questionnaire for Invigorating Academic Programs
> **Timeline:** Autumn 2024
> **Deliverable 2:** Develop unit-level guidelines and instructions concerning PNOI for new program development.
> **Timeline:** Winter 2024
> **Deliverable 3:** A report of the implementation work this year submitted to the EC for review
> **Timeline:** Spring 2024

Charge 4. Develop solution to address the negative impact of CADR Policy Enforcement on Tacoma students.

> **Deliverable:** A draft resolution submitted to the EC for review.
> **Timeline:** Winter 2024

Charge 5. Update the course list for designations, DIV, W, R, and S.

> **Deliverable:** APCC website will have the current course lists for the various designations.

Timeline: Winter 2024

Charge 6. Update the UWT writing requirement in collaboration with Director of Writing.

Deliverable: A report submitted to the EC for review.
Timeline: Spring 2024

We would like quarterly updates regarding each of these in the form of a memorandum and a full report in Spring 2024.

We look forward to continuing our collaborative work to strengthen our campus for our faculty, staff, and students.

Huatong Sun   Anne Taufen
Professor, SIAS   Professor, SUS
Faculty Assembly Chair   Faculty Assembly Vice-Chair

Appendix 6 APT Annual Report

APT COMMITTEE REPORT
2023 -2024 (Compiled by Co-Chair - Christine Stevens/Matthew Weinstein)

Committee Members: Lisa Hoffman (Urban Studies), Mary Hanneman (SIAS), Bryan Goda (SET), JaeRan Kim (SWCJ), Gim Seow (Milgard)

SUMMARY MATRIX: TOTAL CASES REVIEWED

Promotion Cases	Number	Further Action
Tenure Track Mandatory Appointment Cases: Assistant to Associate, with tenure	1	completed
Tenure Track Non-Mandatory Appointment Cases: Associate to Professor	4	completed
Tenure Track Non-Mandatory Going up early for tenure	3	completed
Teaching Faculty Non-Mandatory Appointment Cases: Teaching Assistant to Teaching Associate	4	completed
Teaching Faculty Non-Mandatory Appointment Cases: Teaching Associate to Teaching Professor	5	completed
TOTAL CASES*	17 cases	

Activity Report

APT charge 2023-2024

Charge 1. Review all the tenure, promotion, and non-mandatory promotion cases and advise the Chancellor on them.

The key role of the APT committee is to review, discuss, and vote on the cases listed above. APT committee members used the School APT criteria of the applicant and Faculty code to guide the review

Charge 2. Organize faculty forums to inform the faculty about the tenure and promotion processes and expectations.

Historically, the APT committee has provided workshops for all faculty who are seeking tenure, promotion, and teaching faculty. The quality of the workshops has varied and sometimes provide opinion rather than facts and focused on the requirements. The Co-Chairs had discussions with EVCAA Dr Harris and Academic HR Director Sarah K Davies Breen about improving the workshops to provide consistent and accurate information each year.

On May 15 & 16, Sarah K Davies Breen presented the outline the tenure and promotion process, expectations and support by the faculty code. Dr Harris shared his view and expectations of the Provost. Christine Stevens (current chair) and Brian Goda (2024-2025 Chair) were in attendance.

Suggested goals for 2024-2025:
1. Develop an orientation for all new APT committee members

Appendix 7 FAC Annual Report

Faculty Affairs Committee Year-End Report: AY 2023-2024

Charge from Faculty Assembly	Faculty Affairs Committee's Response	Further Actions Required	Ongoing Work for 2024-2025
Develop community support structure for international faculty to address career challenges, in collaboration with Office of Equity & Inclusion and Academic HR.	• The Executive Council ratified the International Faculty report in February 2024 and shared it with the full UWT faculty on February 27, 2024. • The report was shared with Ms. Ursula E. Owens, International Scholars Operations Manager at UW Office of Academic Personnel in February 2024. Ms. Owens proceeded to share the report with leaders at UW to consider addressing items charged specifically to the International Scholars Office. • The Faculty Assembly held an International Faculty Leadership Forum for international faculty on March 3, 2024. Senior international faculty from SET, SIAS, SUS, and OEI spoke at this event which was attended by both international and non-international faculty.	Continue monitoring of items in report charged to: Academic Affairs, ISO, Deans of Schools and Office of Equity and Inclusion	This work is ongoing and FAC is charged with checking on departments/entities responsible for oversight of the different recommendations presented in the report
Facilitate, guide, review, and analyze unit-level self-assessments of faculty workload for the next step with the support of the Academic HR.	• The FAC developed a School-level self-assessment of faculty workload. The assessment targeted the following domains: clearly defined expectations for teaching, research and service; transparency in activities addressing teaching, research and service; availability of policies to assure equitable distribution of teaching and service; recognition and compensation for service engagement; student advising and support; expectations and policies for historically underrepresented faculty and women faculty	During fall quarter 2024, previous FAC chair, current FAC chair, Director of AHR and Director of Academic Affairs Planning & Budget will present the final reports to the FC of each of the seven Schools	This work will continue. After receiving implementable recommendations to establish equity-minded workloads for all faculty, Schools will follow a monitoring plan to assure fidelity to recommendations. The Office of Academic Affairs with support from FAC is charged with providing full monitoring oversight.

	- with burdensome teaching and service responsibilities. - The Chair of FAC and Director of Academic HR forwarded self-assessments to the Faculty Councils of each of UWT's seven Schools in September 2023. - The Chair of FAC and Director of AHR also met with each Faculty Council (FC) of the seven Schools to discuss the process of completing self-assessments. Two meetings were held via Zoom and the remaining five meetings were held in person during Faculty Council meetings. Meetings with FC spanned September 2023 to November 2023. - In September 2023 the Chair of FAC and Director of AHR met with the Council of Deans (CoDs) to explain the process and this meeting was held in person during a CoDs meeting. - Schools completed the self-assessments and reports were all received by February 2024. - In February 2024, the Chair of FAC and Director of AHR met again with Council of Deans (in person) to answer follow-up questions about the process. - FAC Chair, Academic HR and Academic Affairs collated the School-level assessment findings and made a follow-up request for Schools to furnish evidence of the policies they indicated were in place to address workload inequities. All Schools returned documentation by March 2024. - FAC Chair with support from AHR developed a faculty-level assessment. This instrument was designed to obtained individual faculty		

	perspectives on workload equity in their Schools – the instrument queried about clarity of expectations for all faculty, transparency of work activities, assessment of recognition and credit for work conducted, assessment of existing norms for balancing inequitable workloads, assessment of accountability and assessment of context. • With support from Institutional Research (IR) in the Chancellor's Office, the survey was released on March 21, 2024, remained open for 2 weeks and 102 faculty completed the full instrument by early April 2024. • IR evaluated and collaged the findings and reported out to AHR and Chair of FAC. • The Chair of FAC presented a process-level presentation at the Spring Faculty Assembly event in May 2024. In attendance were Senate Council members from UW and UWT faculty. • FAC developed a Process-Level Report for the Equity-Minded Workload Initiative that was released to the UWT faculty in June 2024. • Chair of FAC is in the process of finalizing Recommendation Reports to be presented to Schools in Fall 2024.		
Develop a recommendation report with strategies that support equity across all faculty ranks and identities, and where feasible in connection with the faculty workload project.	• A process level report was presented to at the Spring Faculty Assembly meeting on May 3, 2024, and a full process-level report was submitted to Faculty Assembly on May 30, 2024, and later shared with the full UWT faculty. • The final recommendation reports to Schools are still being constructed and will be shared with each School in Fall 2024.	Recommendation reports are being processed and will be shared with each School during fall quarter of AY 2024-2025.	This work is ongoing and will extend beyond AY 2024-2025.

	• Schools will decide if and how to share the findings to the entire campus.		

Faculty Affairs Committee Members in AY 2023-2024

Sharon Laing, FAC Chair, 2023-2024, School of Nursing and Healthcare Leadership
Christopher Knaus, 2021-2024, School of Education
Orlando Baiocchi, 2022-2025, School of Engineering and Technology
Ken Cruz, 2021 – 2024, School of Social Work & Criminal Justice
Ehsan Feroz, 2021-2024, Milgard School of Business
Maria-Tania Bandes Becerra Weingarden, 2022-2025, School of Interdisciplinary Arts & Sciences
Andrea Hill, School of Social Work & Criminal Justice (Co-Chair: 2023-2024, Non-Tenure Track Faculty Forum, Ex-Officio)
Moniquetra Slater, School of Social Work & Criminal Justice (Co-Chair: 2023-2024, Non-Tenure Track Faculty Forum, Ex-Officio)

Appendix 8 FA Campus Safety Committee Report

2023-2024 UWT Executive Council of the Faculty Assembly
Ad-hoc Safety Committee Report

Background

Following a security incident on campus in winter 2023, the Executive Council (EC) issued a resolution to address the "safety and security of instruction and faculty" and provide a comprehensive plan "reviewed by the Executive Committee of the Faculty Assembly in consultation with UW Tacoma Decriminalize group and the UWT Administration" (see Appendix 1).

In their 6-14-23 response the UWT Administration affirmed the Vice Chancellor for Finance & Administration's responsibility for faculty safety and outlined ongoing work with the Chancellor's Advisory Committee on Reimagining Campus Safety (now known as the Campus Community Safety and Advisory Committee) including a facility assessment, the completion of a 2023 Campus Safety Plan, and other activities (Appendix 2).

In December 2023, the EC approved (12-08-23) the formation of an Ad-hoc safety committee to determine unit orientations to a safe campus and make recommendations about EC's role in assuring campus safety. In this report we 1. Describe existing actions on security and safety for the faculty, 2. Summarize outcomes from the Administration's Facility Assessment, and 3. Recommend future roles for the EC in campus safety planning.

Safety Framework

The committee adopted a working *Holistic Framework for Safety* (Figure 1) inspired by UW's approach to safety and well-being as "creating learning, working, and living environments… responsive to the different needs, as well as to the different experiences — some negative — that various community members have had with safety resources and personnel, both on and off of our campuses" and also responsive to workplace stressors that might predict harmful behaviors. These four dimensions are contextualized within a concern for faculty, staff, students, and the community (e.g., businesses and residents that rent UWT spaces or whose spaces surround campus). Campus safety relies on and emerges from safety for all these groups.

The framework includes four intersecting dimensions of safety:
1. Physical security, which involves buildings and other static structures on campus;
2. Relational safety, which involve policies, practices, and dynamic relationships that ensure bystander readiness through the facilitation of equity, inclusion, and belonging on campus;
3. Environmental design, which involves orientations of wellbeing and trauma-responsiveness in how the campus looks and feels; and
4. Environmental Health and Safety, which involves ongoing actions to adhere to workplace safety standards.

Figure 1: Holistic framework for safety
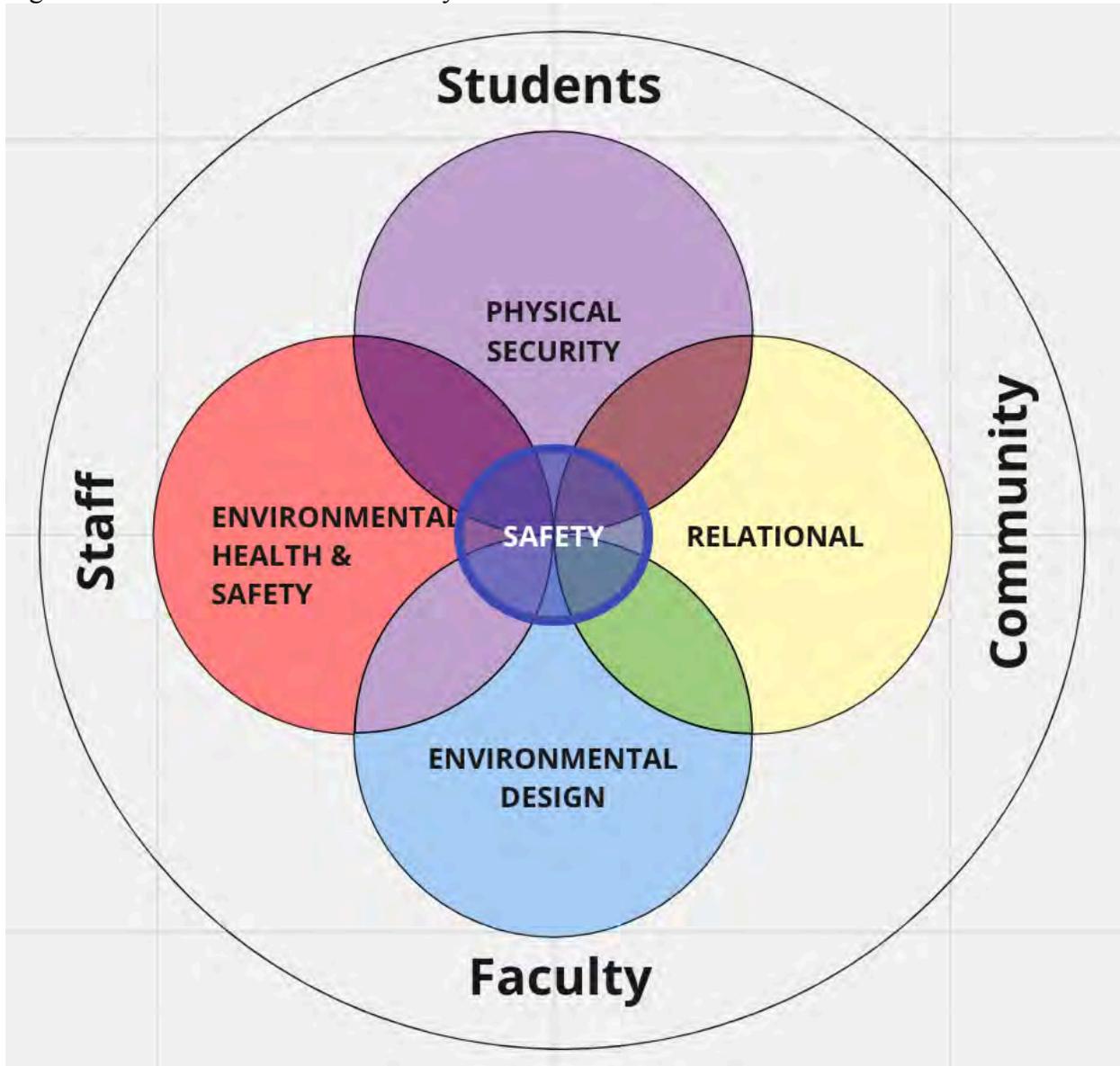
Existing Actions on Safety: Challenges and Recommendations

Overall Concerns: The existing UWT Campus Safety plan does not fully address the Holistic Framework for Safety nor does it adequately involve faculty.

Committee observations with identified challenges and recommendations are described below.

Physical Security
    Physical security refers to the security of the physical buildings and grounds and the administrative infrastructure for security. Campus Safety and Security manage the campus with unarmed security personnel and coordinate with Tacoma Police for armed responses if needed.

During the 2023-2024 year the physical building and campus infrastructure were independently assessed by a federal agency, the Cybersecurity and Infrastructure Safety Administration (CISA). Campus Safety and Security supervised this assessment and ad-hoc committee members participated as observers.

Observed Challenges

1. The CISA assessment identified over 49 "vulnerabilities" to shooter, explosive, and other violent threats.
2. There is no budget for building wardens who were identified as a necessary component of the 2023 Workplace Security plan.
3. Faculty are undertrained in bystander awareness and largely unaware of the organizational structure of campus safety and security operations.

Recommendations

1. Build situational awareness and operational coordination to support faculty before, during, and after a crisis /emergency.
2. Apply the Holistic Framework for Safety in the development of a comprehensive security plan with an organizational chart.
3. Advocate for a UW-wide interactive safety application for mobile devices.

Relational Safety

Relational safety refers to being free from psychological, emotional, physical, and cultural harm and is achieved through just, empathic, and equitable relationships and communities among students, staff, and faculty. When communities are strong and vibrant, relationships are there to prevent and respond to harm. This form of safety is emphasized by the UWT Strategic Plan goals 2 (student well-being) and 8 (an accessible, equitable, respectful and inclusive campus experience).

Departments and projects that promote this type of safety include, but are not limited to: Center for Equity and Inclusion, Student Transitions and Success, Student Life, Title IX, SafeCampus, the CARE Team, PAWS and Telus, ASUWT, Huskies Care, and WholeU, and UWY (Appendix 4). Registered student organizations are also players in creating a safe campus. Various aspects of faculty also fall within this domain, such as class policies, pedagogy, the quality of relationships with students. Further, the Campus Community Safety and Advisory Committee exists to "focus on safety, security, preparation issues on the UW Tacoma campus".This committee has been coordinating with other regional safety partners in preparedness planning and involves faculty.

Observed challenges

1. Faculty remain undertrained in SafeCampus and CARE Team reporting, and
2. Systems for involving faculty, staff, students, and the community are siloed.

Recommendations

1. Meaningfully involve equity and inclusion-oriented entities (e.g. Center for Equity and Inclusion, RSO's, and Student Success) in campus in safety and security planning, and
2. Provide threat assessment support for faculty when reporting a concern about disruptive or dangerous behavior in classroom or workplace.

Environmental Design

The design of the built and natural environment influences how people feel, act, and relate. Designed poorly, a space can increase stress and harmful behavior whereas a healthfully designed space can facilitate calm and supportive relationships. Involves an orientation to design and maintenance of Nature-involved (green, blue [water], sensory, social, active, and inclusive) spaces on our campus. Nature-involved designs restore health and wellbeing, improve resiliency in emergencies, decrease the impacts of personal stressors, and link students, faculty, and staff to their cultures and the story of the land.

UWT has a variety of nature-involved spaces on campus. The UWT Sustainability Committee promotes a culture of sustainability in which environmental, cultural, social, economic, and academic issues are inseparably interlinked. The Husky Sustainability Fund engages students in environmental design projects and the Center for Student Involvement manages the Giving Garden. UWT facilities and maintenance provide landscaping and other outdoor and indoor maintenance services.

Observed Challenges
1. No safety-involved planning in this dimension of the Holistic Framework, and
2. Campus safety are not involved in environmental design.

Recommendations
1. Engage sustainability committee and facilities in environmental design planning, and
2. Engage students and faculty in planning for campus expansion with safety in mind.

Environmental Health and Safety

Environmental health and safety refers to governmental and other workplace safety requirements and systems. UWT Environmental Health and Safety is responsible for workplace safety for students, staff, and faculty. The office has responsibilities for hazardous waste, disease outbreak prevention, risk reduction, and accident reporting to the State. The UWT Health and Safety Committee reviews and evaluates programs for workplace health and safety, including accident investigations and emergency response events.

Observed Challenges
1. Faculty remain undertrained in standard emergency preparedness,
2. Inconsistent involvement of faculty in the committee, and
3. Lack of a business continuity plan for recovery after an event.

Recommendations
1. Develop consistent tools & capabilities on all hazards for faculty, staff, and students.

Future Role of UWT EC in Campus Safety Planning

UWT Communication and Coordination with EC
- EC will host quarterly updates from relevant campus safety entities:
    - Campus Safety and Advisory Committee
    - UW Tacoma Campus Safety & Security
    - Follow up on recommendations from CISA assessment with the UWT Safety and Advisory Committee
- UWT admin will provide regular updates to EC on:
    - Ongoing safety initiatives
    - Emergency procedures
    - Role of floor wardens and SafeCampus
- EC will evaluate accessibility of information:
    - Review faculty guidelines to campus safety
    - Provide guidance for streamlining information on the safety website for faculty ease of access.
- Advocate for clear communication and information accessibility
    - Encourage the development of a Security Plan using the Holistic Framework for Safety with an organizational chart
    - Facilitate dialogue between faculty and administration on safety matters

EC Coordination at Tri-Campus
- Exploring opportunities for coordination with EC counterparts at other campuses including sharing best practices, advocacy, and resources for safety initiatives

EC Advocacy for Resources
- Adequate budget allocation towards safety initiatives and mitigation measures
- Regular engagement with administration to ensure safety remains a priority
- Applying pressure for necessary resources to be allocated effectively

Appendices:

1. EC Resolution, May 9, 2023

2. UWT Admin response to EC resolution June 14, 2023

3. EC Ad-Hoc Safety Committee Charge and Membership

4. Relational safety measures

Appendix 1: May 9, 2023 EC Resolution

Faculty Resolution to Address the Safety and Security of instruction and faculty on the University of Washington Tacoma Campus

Approved by EC on May 9th 2023

WHEREAS, The University of Washington (UW) Administrative Policy Statement (Section 13.1) states that "the University of Washington is required to safeguard the welfare of students, faculty, staff, and visitors, and to protect the University of Washington's essential functions of teaching, research, and public service during and after emergencies and disasters" and further states that, "It is University policy that each vice president, vice chancellor, vice provost, dean, director, department chair, and supervisor is responsible for the health and safety performance in his or her respective units"; and

WHEREAS, at the University of Washington Tacoma, the workplace security plan states that "Assign an employee or small group to draft workplace security plan and review/implement it as well as other health and safety and emergency plans"; and

WHEREAS, evidence is conclusive that faculty members have been targets of threats; faculty have not been kept informed when threats have been made that could affect them; and most of the threats have been targeted at female faculty teaching in high stress/high stake courses in STEM and other areas; and

WHEREAS, Faculty who experience marginalization are at statistically greater risk for being targeted; for being less likely to be informed and updated by others (colleagues and staff) about risks; and for being left out of communication and decision-making that affects collective safety and shared conditions;

BE IT RESOLVED,

Communication Plan: Administration shall provide timely communication to all faculty members when there are threats to individual faculty members and provide as much information as possible to allow the faculty members to make decisions. In case of serious threats to faculty, communication must be escalated so that there is an alert mechanism that goes to faculty only lists.

Climate: Administration will take all steps to establish improved workplace safety plans; shall include evidence-based best practices for inclusion, protection, and support of different faculty positions and characteristics; and respect for the rights of all employees.

Student Issues or Threats: Administration shall involve faculty in the decision making related to student issues or threats related to instruction and faculty members and provide support rather

than isolating the faculty from the decisions. There shall be a plan that explicitly identifies/addresses the mental health needs of community members. The faculty member in question shall be offered the opportunity to be part of the committee that decides on the future of the student with concerning behaviors at UWT;

Instructional Support: The campus shall develop a teaching support and mentoring structure and network for the faculty who experience student conduct issues in classrooms, which might eventually hurt their future merit review, and promotion and tenure cases. Faculty shall receive timely support and training to handle these issues before they escalate;

Campus Safety and Emergency Plan: Administration shall involve a recognized outside security and safety firm and faculty members to provide a comprehensive safety plan that handles various issues of instructional and personal safety. These issues include but are not limited to making required changes to ensure an instructor can lock a classroom door from inside, reinforcing glass panes on classroom doors, and reinforcing large glass windows. These also include specific strategies to ensure the safety of students, faculty, and staff with disabilities and those working or taking classes at night. There shall be a non-mobile/cell phone-based notification system installed in each classroom/academic space, such as a digital scrolling display unit or campus-wide public announcement system. There shall be training that involves all stakeholders on the campus including students, staff, and faculty, and selection of training materials that are appropriate and sensitive to all groups involved. Faculty and staff shall also be informed of where campus security is located with clearly marked signage in all areas, how many campus security personnel are always available, and the phone numbers to call in case of an active shooter event or break-in within any building when classes are underway. There shall be designated food/water spots around campus in case of long-term emergency;

Campus Security Team and Security Personnel: Administration shall involve a recognized security and safety firm and faculty members to provide a comprehensive plan that will recommend the proper personal security equipment, protocols and safety guidelines, monitoring equipment and security resources to cover the 50 acre UW campus facility. The plan shall be reviewed by the Executive Committee of the Faculty Assembly in consultation with UW Tacoma Decriminalize group and the UWT Administration. After the plan's approval, authorization to proceed with the appropriate recommended security protocols, equipment and processes shall begin.

The Chancellor, Executive Vice Chancellor of Academic Affairs, and Vice Chancellor for Finance and Administration overseeing campus safety and security shall be charged with providing oversight and guidance to implement campus plans, providing timely communication, and involving faculty in safety plans and discussions.

Appendix 2: UWT Admin response to EC Resolution

Date: June 14, 2023
To: UW Tacoma Faculty Assembly Executive Committee
From: Sheila Edwards Lange, Ph.D., Chancellor; Andrew Harris, Ph.D., Executive Vice Chancellor for Academic Affairs Mentha Hynes-Wilson, Vice Chancellor for Student Affairs, & Sylvia James, Vice Chancellor for Finance & Administration
RE: Response to Faculty Resolution to Address the Safety and Security of instruction and Faculty on the University of Washington Tacoma Campus

Thank you for presenting the Faculty Assembly Executive Council's resolution addressing safety and security on the UW Tacoma campus. We are all concerned about the safety of our entire campus community and want to enact and improve policies, procedures and processes that will lead to a safer environment. Below, we have outlined some of those processes and procedures that are currently in place, as well as some actions that we will be taking to enhance the overall safety of campus.

Notification and Communication

Our guiding principle at the University is to provide timely notification to individual faculty members, e.g. the Instructor of Record, the School Dean or designee, and the campus communities, using the UW Alert and Campus Notification systems when there is an imminent threat to an individual and/or the campus community.

We commit to providing timely notification as outlined here, as well as guidance to relevant campus personnel about any appropriate further action and communication. We also commit to publishing a website with the Student Affairs Emergency Protocols, and CARE, Conduct, and, Psychological and Wellness Services (PAWS) data.

We understand that there will be times that we must balance the content of notifications with federal laws related to confidentiality of student records. The Family Educational Rights and Privacy Act (FERPA) has some strict guidelines that will shape how and what we communicate to the campus, individual faculty members and other students.

FERPA Restrictions

Under the Family Educational Rights and Privacy Act (FERPA), all University personnel have a legal responsibility to **protect the confidentiality of student education records.** Student health records maintained by a school—regardless of whether health care is provided on- campus or off-site—are considered part of the education record and therefore are subject to FERPA.

According to FERPA's health or safety emergency exception, if the university determines that there is a significant threat to the health or safety of a student or other individuals *and* that someone needs personally identifiable information from education records to protect the student's or

other individuals' health or safety, the school may disclose that information to the people who need to know it without first gaining the student's consent.

Many faculty ask whether it is permissible to review information about their students' educational history, as they want to ensure they provide the necessary support and content in their classes to help students be successful. It has been determined that this is not a "legitimate educational interest" under FERPA, as it is not necessary to know this kind of information to effectively deliver course content.

We commit to providing additional FERPA training to clarify when there is a legitimate educational interest as defined by FERPA, meaning the information requested is necessary to fulfill the individual's professional responsibility, and how to report a FERPA violation or accidental release of student data.

Climate and Student Threats

There are a number of things that we do to address the climate of safety and the handling of threats on campus, including:

CARE Team

The Consultation, Assessment, Response, Education (CARE) TEAM is convened and coordinated by the Vice Chancellor for Student Affairs to allow for a coordinated and holistic response to student behaviors that are of concern to the campus community. This response team was established in the belief that managing a student crisis or resolving complex student issues is best accomplished through a coordinated team effort. Recommendations from NABITA and the JED Foundation inform established protocols, and CARE team representatives consult with others as appropriate, and follow up with the reporter to notify them of actions taken.

SafeCampus

SafeCampus, the University's violence-prevention and response program, was created to help prevent incidents of violence and utilizes WAVR-21, a structured tool developed by forensic psychologists to help assess threats based on extensive case and forensic experience and a thorough review of the research literature. Gillian Wickwire, Certified Threat Manager credentialed by the Association of Threat Assessment Professionals, and representatives of SafeCampus, provide individualized support to the reporter and discuss actions tailored to each unique situation.

Instructional Support

The Executive Vice Chancellor for Academic Affairs has designated the Director of Faculty Affairs and Academic Human Resources as lead to support faculty as they experience student conduct issues.

Campus Safety and Security

The University of Washington is revising all emergency planning and protocols from a tri-campus perspective, including an assessment of facilities issues regarding safety and security. In the meantime, we have drafted a campus safety plan that includes a comprehensive listing of policies, procedures, resources and services related to emergency management and campus safety. This plan will be posted on multiple campus websites in early July. Additionally, UW Tacoma is taking the following steps to improve safety procedures on our campus:

We are meeting with Tacoma Fire and Pierce County Emergency Management, our partners in emergency management, to develop collaborative training opportunities, and institute ongoing training plans.

We are refreshing (i.e. bringing back after COVID) building coordinators and emergency coordinators (floor wardens), with appropriate training.

We are meeting with a vendor to discuss and get a quote around integrated intercom/clocks/life safety & critical communication systems.

We will continue to evaluate all best practices and methods to address emergency preparedness, working with our partners in Environmental Health and Safety, UW Emergency Management, and the newly created UW Division of Campus Community Safety.

We will continue the best practice of regular and timely drills to ensure emergency preparedness, understanding that communications related to these drills needs to be much more robust.

We will hold de-escalation trainings in order to raise the level of competency on campus in helping disruptive members of our community.

We are revising the charge of the Chancellor's Advisory Committee on Reimagining Campus Safety to be more inclusive of advising on campus safety issues beyond those raised by the UW Tacoma Decriminalize Group.

We appreciate your input on these matters, and welcome the opportunity to meet with the Executive Council to talk further, if desired.

Appendix 3: Charge - 2023-2024 EC Ad-hoc Safety Committee

Charge: Determine unit orientations to a safe campus, and to make recommendations concerning EC's role in assuring campus safety.

Roles
1. Review administrative policies and practices about campus safety and security, emergency and building preparedness to secure the campus and support the needs of our students, faculty, staff, and community stakeholders.
2. Provide input across the spectrum of campus safety and security issues.
3. Participate with the Campus Safety & Security Team in their current Physical Security Assessment of our buildings.
4. Recommend a role for EC in an integrated campus safety planning effort.
5. Advise UWT administration in planning tasks for a safe and inclusive campus.

Membership:

Jim West (Co-Chair, SET)
Robin Evans-Agnew (Co-Chair, SNHCL)
Barb Toews (SSWCJ)
Julie Eaton (SIAS)
Gary Viers (Milgard)

Appendix 4: Relational safety measures

1) SafeCampus, managed through the Seattle campus to assess threats and provide bystander training relating to workplace harassment;

2) CARE Team provides consultation and education to the campus and has a reporting and response system for "student behaviors of concern (https://www.tacoma.uw.edu/advocacy);

3) Academic Success investigates and applies strategies for retention, including faculty training, programs for special populations (veterans, foster youth, formerly incarcerated, first generation) and makes recommendations for enhancing student experiences on campus and improving learning environments,

4) UWT Center for Equity and Inclusion applies a 6-Pillar framework for inclusive excellence, identifies relational concerns (such as hate speech), provides training on mindfulness, and addresses food and income precarity including directly through The Pantry;

5) There are other various wellness systems on campus such as the UWY, emotional counseling through PAWS and Telus, social health through student clubs, ASUWT, Huskies Care, physical and mental health through Whole U yoga, and new student and family programs.

Appendix 9 RAC Annual Report

Research Advisory Committee
Annual Report 2023-24

Committee Members:

> Peter Selkin, *Chair*
> Sarah Alaei
> Alison Cardinal
> Sonia De La Cruz
> Heather Dillon
> Cheryl Greengrove, *ex officio*
> Kelly Dyer, *ex officio*
> Lisa Isozaki, *ex officio, until November 2023*

This report summarizes the work done by the Research Advisory Committee (RAC) over the 2023-24 academic year. 2023-24 was the fifth year since the creation of the RAC.

Unlike previous years, the RAC chose a focus for its efforts this year. Because of synergies with other initiatives on campus, the committee decided to prioritize undergraduate research. This did not mean that we would avoid other issues, but rather that, for the sake of efficiency, we would be more likely to participate in new initiatives if they focused on undergraduate research. Next year, committee members may choose to prioritize a different issue.

Founders Endowment

The RAC updated the Founders Endowment awards to support faculty priorities, including release time and collaboration, with the expectation that this would encourage more applications and more significant projects. In a 2019 survey, faculty had noted that time was one of the most substantial barriers to research productivity at UW Tacoma. So, in consultation with EVCAA Andy Harris, we increased the maximum grant from $5000 (2023-24) to $10,000 (2024-25), approximately the cost of a course release, to allow awardees to spend more time on research projects. We also moved the award deadline to the first week of the Spring quarter to align the application process with faculty teaching schedules. We revised the application so that "interdisciplinary" was a positive characteristic of awards rather than a category of awards, and we changed the name of the awards to "Founders Endowment Funds for Research, Scholarship, and Creative Works" to make clear our intention to support work in the arts and humanities in addition to the fields in which scholarly work is usually described as "research".

These changes were successful in achieving the effects the RAC wanted: the number of applications nearly doubled, from 11 (2022-23) to 21 (2023-24) high-quality, potentially transformative proposals across four categories (8 Social Science, 4 Social Justice, 4 STEM, 5 Humanities). The increased dollar amount of each grant meant that initially we expected to fund only four awards (as opposed to 10 in 2023-24). However, thanks to additional funding from Academic Affairs, we were able to support seven projects. Three of the awards went to interdisciplinary teams, and most proposed projects were interdisciplinary in some way. In light of our focus on undergraduate research for the year, one project specifically focused on supporting innovative undergraduate capstone projects in Engineering and Urban Studies.

The following projects were awarded Founders Endowment grants this year:

- Emma Rose (SIAS) & Maria-Tania Bandes Becerra Weingarden (SIAS): *Performance as Praxis: Teaching storytelling for career connections*, Humanities
- Cassie Miura (SIAS): *Hajichi Hand Tattoos as Embodied Rhetoric of Resistance*, Humanities
- Jingyi Li (SNHL): *Promoting health equity through cultural adaptation of Alzheimer's Café in Chinese American Communities*, Social Justice
- Alison Cardinal (SIAS): *Language Justice in Communication Design*, Social Justice
- Bara Safarova (SUS) & Nara Almeida (SET): *Community engaged civil engineering and urban design learning experience at UWT*, Social Science
- Amanda Sesko (SIAS): *Capturing Experienced Invisibility Among Individuals with Multiple Stigmatized Identities*, Social Science
- Martine De Cock (SET), Weichao Yuwen (SNHCL) & Ling-Hong Hung (SET): *Privacy-Preserving Generative AI for Equitable Cancer Research*, STEM

We hope that next year's RAC builds on this year's model of the Founders Endowment Awards. We received mostly positive feedback from both applicants and interested faculty. However, in a February open forum with the EVCAA, some faculty voiced concerns that the lack of smaller ($2000-$5000) funding sources put early career faculty at a disadvantage. We understand that the change in funding levels for the Founders Endowment grants puts certain types of projects – those in very early or late stages (pilot projects, journal page fees), or those primarily funding conference travel, as well as projects that need to be funded on an ad hoc basis or with very short turnaround times – at a disadvantage. Not only do these funds benefit faculty who are either in the process of searching for external funds or who are working to get a project to the publication stage, but these are also important funding resources for undergraduate conference presentations – an essential component of undergraduate research. Current campus funding resources for undergraduate presentations rely on an SAFC process which does not prioritize research, or specialized funds within units (e.g. the Mary Cline Award in SAM). Although we believe that the benefits of this year's changes to the Founders Endowment grants outweigh the drawbacks, the RAC does believe that the campus needs to work to develop stable, equitable, and flexible funding sources for faculty and especially for students in the $2000-5000 range.

Research & Scholarship Celebration

The RAC, in conjunction with the Office of Research and EVCAA Harris, also planned and facilitated the second annual Research & Scholarship Celebration on May 10, 2024. The focus of the celebration this year was somewhat different than the celebration last year: this year's event focused on promoting collaborations while still showcasing research the impact and products of ongoing research. In the future, we expect to divide the celebration into two parts, a fall event intended to showcase the outcomes and impacts of faculty research – including presentations from Founders Endowment grantees and faculty returning from sabbatical, and appreciation of faculty who were promoted in the past cycle – and a spring event focused on facilitating collaborations that could then be active over the summer. The two events would, ideally, be coordinated with other events on campus, such as undergraduate and community-engaged research symposia. The Research and Scholarship Celebration was generously supported by funding from the UWT Office of Research and the Chancellor.

This year's Research & Scholarship Celebration included nine recorded lightning talks intended to allow recipients of Founders Endowment funding from the 2022-2023 academic year to present their research

in ways that made sense for the project. These included part of a music video, scenes from field research, and more traditional academic talks. Faculty also participated in facilitated table discussions (topics included finding funding in the humanities, community engagement, undergraduate research, and social justice).

The RAC collected community-sourced notes from the event by asking faculty to post notes on bulletin boards under three broad topics: "Expertise I could share", "Collaborations I would like to have", and "What do you need to take the next steps?" In all, we collected 58 notes (a redacted version without names is attached); 18 faculty and staff members listed their names on the notes, but many more attended the event. These notes informed a discussion at the final RAC meeting about priorities for the 2024-2025 academic year.

Shared Vision of Undergraduate Research

The RAC's third substantial achievement this year was to develop a shared vision of undergraduate research at UW Tacoma, in collaboration with members of the High Impact Practices student success strategy team and input from the Office of Undergraduate Research at UW Seattle and the Office of Connected Learning at UW Bothell. The committee is generally in favor of the idea that undergraduate research, viewed from the student perspective, has the potential to be transformative for students and a signature of our campus. Currently, support for UGR is distributed across campus, leaving gaps in terms of communicating research opportunities, advocacy, scaffolding the "hidden curriculum", financial and personnel support, and unified coordination and scheduling for both students and faculty. Options for credit and financial support for undergraduates vary across units, majors and among faculty researchers. Facets of our vision include the following:

- The nature of UW Tacoma's student body, our urban-serving mission, our mainly non-residential campus, our curriculum, and our academic strengths mean that types of programs that work at UW Seattle will not necessarily fit UW Tacoma. The RAC believes that UW Tacoma needs to develop structures on campus to support undergraduate research in a way that fits our student body rather than solely relying on those centralized at UW.
- Supporting undergraduate research on campus means supporting students to do the research (financially as well as intellectually) and supporting faculty to mentor those students and supervise that work (financially as well as through planning, professional development, and collaborations).
- Although we enthusiastically back both, course-based research (CUREs) are a more equitable way to involve students in the process of research than independent student projects.
- Significant gaps exist in the interface between undergraduate research and curriculum (e.g. in supporting and scaffolding R courses). We encourage more communication between the RAC and APCC in this regard.
- The role of the RAC is to encourage efforts on campus to support both faculty and students, mainly by facilitating applications to sponsored programs. Where possible, we should encourage cross-campus faculty teams to pursue capacity-building grants (e.g. the S-STEM grant that funds ACCESS in STEM) that promote undergraduate research.
- Regardless of whether we choose to centralize support for undergraduate research or to continue with a distributed model, some coordination – of symposia and curriculum in particular – will improve the experience for students and faculty as well as for community partners looking

to learn about undergraduate research on campus. Staff administrative support is necessary to coordinate undergraduate research efforts across campus.

Representatives of the RAC met with several stakeholders to discuss aspects of this vision, including VP for Research Mari Ostendorf (10/2023), EVCAA Andy Harris (11/2023), Office of Undergraduate Research Director Sophie Pierszalowski (2/2024), and the Student Success HIPS working group (2/2024). RAC members are also participating in the Undergraduate Research Community of Practice with the UW Office of Undergraduate Research, and are working to start a faculty professional development opportunity focused on course-based undergraduate research on the UW Tacoma campus. At least one representative of the RAC will be participating in the American Association of Colleges and Universities' 2024 Institute on High-Impact Practices and Student Success.

Additional Duties

In addition to these main items, the RAC also accomplished several minor tasks. The RAC has as part of its charge that it facilitates "application and review process of UW Tacoma's Distinguished Research Award". This year, there was an RAC representative on the Distinguished Research Award committee (this was not the case in 2022-2023). RAC members also provided guidance to UW Foundation Relations on applications to a limited submission call for proposals from the Mellon Foundation. Finally, RAC members met with candidates for the Director of Research position and provided feedback to the search committee.

The RAC is currently an ad hoc committee of UW Tacoma's Faculty Assembly. As the campus grows, and as our research needs become more complex, we believe that the RAC should become a more permanent part of Faculty Assembly, and should have a more streamlined mandate and clearer reporting policy. In the past, RAC chairs have suggested that the committee should become a standing committee of the Faculty Assembly. In discussions with Faculty Assembly Chair Huatong Sun and Vice-Chair Anne Taufen, I (RAC Chair Peter Selkin) discussed an alternative designation: that of "advisory council", a shared governance committee named in the bylaws but without the general policy oversight responsibility of a standing committee (e.g. being able to trigger a full Faculty Assembly meeting to discuss a piece of policy) and with looser membership and meeting requirements. We expect to add this designation in an upcoming revision of the Faculty Assembly bylaws.

RAC membership will be changing next year. Two of us are at the end of our terms this year (Sonia De La Cruz and myself) but have volunteered to remain on RAC until replacements can be found. Dr. De La Cruz has also volunteered to serve an additional year if necessary, and if the Executive Council agrees. Furthermore, Alison Cardinal will be on sabbatical in 2024-2025 in what would have been the second year of her term. Faculty Assembly will therefore need to find replacements for two or three RAC members as soon as possible. For continuity purposes, we strongly recommend that, going forward, the Executive Council call for, nominate, and charge replacement RAC members before the end of the academic year when the outgoing members' terms expire.

Finally, I would like to acknowledge Heather Dillon for volunteering to chair the RAC for the 2024-2025 academic year. I would also like to thank all of the RAC members for their service this year, as well as Cheryl Greengrove, Lisa Isozaki, and Kelly Dyer. Our activities were only possible because of everyone's efforts.

Appendix A: Notes from Bulletin Boards at Faculty Research & Scholarship Celebration (Names redacted)

What do you need to take the next steps…

- Equalizing support to be equal to UW Seattle levels
- Funds for research-related travel
- Humanities book proposal workshop
- Time
- More interdisciplinary capstone projects
- Research faculty spotlights to help identify mentors
- Stipends for undergraduate researchers
- Office of Research 5 min visits to faculty meetings
- Post award support
- Graders
- More support for co-instruction of research courses
- Undergrad research highlights OR newsletter
- Money
- Course buyouts
- Office of Research happy hours
- Research staff support in SIAS and SET
- Student stipends for summer
- Peer facilitators
- Professional development sessions for PIs (esp junior faculty)
- Tag courses for faculty who want to link up with each other
- Core instrumentation technician
- Shared facilities for research with other local institutions
- More collaboration gatherings (happy hours)
- Identify in kind support services offered at UWT
- Funding for student RA's to engage in: marketing, engagement, report writing, etc.
- Institutional support for creating a community media center
- More conference funds for students
- More scholarship PDF funding

Expertise I could share…

- Grant process resources
- Boats
- IRB
- Course-based undergraduate research
- Institutional data
- Historical UWT wisdom
- Finding Humanities funding
- Grant timeline coaching
- Urban & labor politics
- Dept of Ed grant writing
- How to do community engaged scholarship
- Course based research projects
- Community college connections
- Drafting a book proposal
- Media industries

- Media & cultural policy
- Undergraduate team research doing document analysis
- Collaborative governance and use of science in policy making
- Design/studio community engaged teaching)
- Open Access publishing
- Institutional repository sharing
- How to build and develop sustainable partnerships in the community
- How to develop equitable community engaged courses
- Interdisciplinary & hands-on teaching pedagogy
- Civic Engineering & architecture background, focused on sustainable materials & construction

Collaborations I would like to have…
- Thought pieces in *The Chronicle of Higher Education* or *Inside Higher Education*
- Searchable research database of what people are currently doing
- Publish more student success!
- Community of practice for UWT undergraduate research mentors
- Research mini presentations

Appendix 10 FA Retreat Agenda

W FACULTY ASSEMBLY

UNIVERSITY *of* WASHINGTON | TACOMA

FALL RETREAT

SEPTEMBER 29, 1-3 PM
MLG 110

- 12:50 Pre-Meeting Snacks & Social
- 1:00 Land Acknowledgement & Welcome
- 1:10 Campus Updates
  - Sheila Edwards Lange, Chancellor
  - Andrew Harris, EVCAA
- 1:40 Faculty Assembly Bylaws Revision
  - APT Project Refresher
  - Q &A with EVCAA & Academic HR
  - Faculty Discussion
- 2:40 Faculty Assembly Priorities for 2023-2024

Appendix 11 FA Winter Meeting Agenda

FACULTY ASSEMBLY

UNIVERSITY *of* WASHINGTON | TACOMA

WINTER QUARTER MEETING

JANUARY 19, 2024, 1-3 PM
WILLIAM PHILLIP HALL

12:50 Pre-Meeting Snacks & Social

1:00 Land Acknowledgement & Welcome

1:10 Executive Council Updates
  • Huatong Sun (FA Chair)

1:20 Academic Plan
  • Julie Masura (APCC Chair) & Anne Taufen (FA Vice Chair)

1:30 Unit Updates:Faculty Council Chairs

2:00 Campus Updates
  • Sheila Edwards Lange (Chancellor)
  • Andrew Harris (EVCAA)

2:30 Roundtable Discussion on Equitable Workload & Merit Review
  • Sharon Laing (FAC Chair) & Huatong Sun

Appendix 12 FA Spring Meeting Agenda

FACULTY ASSEMBLY

UNIVERSITY *of* WASHINGTON | TACOMA

SPRING MEETING

May 3 | 1-3 pm | WPH

- Light refreshment starting at 12:45
- Participating in faculty governance
- Learning about faculty support & resources
- Meeting faculty senate leaders
- Community-building with colleagues
- Taking away a mini lego plant with you

Drinks, appetizers, networking & fun!

FACULTY SENATE RECEPTION
STARTS AT 3 PM

Appendix 13 Anti-Retaliation Information Guide

2024 Anti-Retaliation Information Guide
for University of Washington Tacoma Campus

Multiple survey results[1] show that UW Tacoma faculty felt unsafe to voice opinions and were concerned about being retaliated against. To address this concern, the Faculty Assembly developed this informative guide to improve the climate of a culturally diverse urban-serving campus, to address power differentiation, and to further encourage faculty engagement in shared governance.

This guide is intended to provide information and best practices for faculty who feel they may have been harmed and wish to understand their rights, options, and potential pathways forward.

UW Faculty Code and Governance (FCG) about Retaliation
1. University of Washington Executive Order 31, released in 1970s, serves the goal of "promoting an environment that is free of discrimination, harassment, and retaliation." Particularly it "prohibits retaliation against any individual who reports concerns regarding discrimination or harassment, or who cooperates with or participates in any investigation of allegations of discrimination, harassment, or retaliation under this policy, or any individual who is perceived to have engaged in any of these actions."

    It defines retaliation as the following: "**Retaliation** means to take adverse action against individuals because they have (or are perceived to have) reported concerns under this policy or cooperated with or participated in any investigation related to this policy."

2. University of Washington Administrative Policy (Section 46.3) states the following:
    *   "In the course of their education, employment, or use of University services, individuals may have complaints about the behavior of University of Washington employees or appointees (hereafter included in the term 'employees'), including complaints alleging that the behavior of University employees may have violated the University's nondiscrimination and non-retaliation policies (Executive Order No. 31). This policy statement describes the processes individuals may use to lodge such complaints, referred to here as 'complaints against employees.'"

- "It is against University policy to penalize or retaliate against any party for that party's participation in these complaint processes. The University provides employees reasonable release time from their regular work schedules to participate in these processes, following notification of appropriate administrative personnel."

Instances of Retaliation Reported by Faculty

Naming the instances of retaliation would make them more visible and get people alerted. Below is an incomplete list of retaliation reported by faculty:
- hostility or shunning
- microaggression
- unfair or excessive criticism
- repetitive scheduling of classes at undesirable times
- making the person's assigned work more difficult
- contract renewed with a shorter term in comparison with peers
- inconsistent merit review process to give a performance review lower than it should be
- unfair or excessive criticism of a case for tenure or promotion
- delay of the salary pay and/or other reimbursements

Where to Go: Working with Civil Rights Investigation Office (CRIO)

Retaliation is a serious allegation, and therefore any complaints should go directly to the Civil Rights Investigation Office (CRIO): https://www.washington.edu/cr-investigations/
- CRIO is a collective office that came from UCIRO and Title IX Office, reformed in 2023. It's a UW's current anti-retaliation response system. As stated in APS 46.3, the Civil Rights Investigation Office investigates complaints that a University employee has violated the University's *non-discrimination* or *non-retaliation* policies.
- After one contacts the CRIO, an investigator will conduct an intake meeting about 45-60 minutes to inform the faculty member about the role and process of the office and determine whether the complaint falls into their purview.
- The scope of a CRIO investigation will be limited to a neutral and objective examination of facts that are relevant to one's discrimination and/or retaliation complaint, and that occurred within 365 days prior to the request for an investigation (Source: CRIO Information Guide).

UW Faculty Code Interpretation

Warning: The interpretation below is not legal advice. Please seek a legal consultant for your case.
- A faculty union will help negotiate rights regarding how investigations are to occur, but there is not such a union in our university.
- A faculty member is advised to work with a legal counsel for the circumstances related to FCG 25-71 or 28-51.
- Once faculty moves into the adjudication stage, there is a faculty right to counsel, as FCG 28-52(G) expressly confers this right.

- Working with a legal counsel doesn't mean one must take them to the 25-71 meetings or adjudication hearings, which could be a costly expense and introduce other consequences. For the latter, the university will send their legal counsel to meetings when your counsel is present.

Campus Resources
- Complaint resolution from Human Resources: https://hr.uw.edu/policies/complaint-resolution/
- Dispute resolution from Faculty Senate Office: https://www.washington.edu/faculty/secfac/faculty-dispute-resolution-and-faculty-discipline/
- Implementation Guidelines for Upholding Standard of Conduct Requirements in the Faculty Code (FC 25-71): see Exhibit I from pages 17 to 19 of the PDF file

Strategies for faculty who are concerned about retaliation:
- Documenting their experiences
- Seeking advice from senior colleagues inside and beyond UW they trust
- Contacting the following UW offices and entities to seek more information and guidance
  - Faculty Liaisons Program: https://www.washington.edu/ombud/office-of-the-ombud/faculty-liaisons/
    - From its website: "The Faculty Liaisons are a new resource created in partnership by the President's Office and the faculty leadership to support faculty attempting to navigate workplace conflict or who find themselves engaged in formal university processes (e.g., Faculty Code, Section 25-71, and Section 27-31). The Faculty Liaisons provide direct, colleague-to-colleague support, and timely information to faculty with the goal of supporting personal agency. The Liaisons are not intended to serve as representative or advocates for faculty members but to support and promote resolution."
  - Office of the Ombud: https://www.washington.edu/ombud/

Other Resources
1. Research Frameworks
A. Five Key Elements to Creating an Effective Anti-Retaliation Programs
1. Management leadership, commitment, and accountability
2. System for listening to and resolving employees' safety and compliance concerns
3. System for receiving and responding to reports of retaliation
4. Anti-retaliation training for employees and managers
5. Program oversight

Five Key Elements to an Effective Anti-Retaliation Program

(Source: OSHA (Occupational Safety & Health Administration): Recommended Practice for Anti-Retaliation Programs)

B. Restorative justice framework
- Howard Zehr (2015). *The Little Book of Restorative Justice: Revised and Updated*. New York: Good Books.
- 2023 AAUP forum on faculty discipline and dispute reforms to the UW Faculty Code: YouTube Video

2. Definitions of Retaliation from Federal Agencies:

The following definitions might be relevant to your individual case.
- Title IX (see IV.A.3): https://www.justice.gov/crt/title-ix#3.%C2%A0%20Retaliation
- EEOC (U.S. Equal Employment Opportunity Commission): https://www.eeoc.gov/retaliation
- Department of Labor: Occupational Safety and Health Administration: Whistleblower Protection https://www.whistleblowers.gov/know_your_rights

Acknowledgements
- Thanks for the faculty feedback the Executive Council (EC) Reps collected during the Academic Year 2023-2024 and the EC discussions on Dec. 8, 2023 and June 3, 2024.
- EVCAA Dr. Andy Harris, EC Rep Dr. Barb Toews, and Chair of Faculty Council on Tri-Campus Policy Dr. Surya Pathak also contributed to this document.
- Reviewed by the Human Resources of UWT.

Appendix 14 2024 APT Taskforce Report

FACULTY ASSEMBLY
UNIVERSITY *of* WASHINGTON | TACOMA

2024 APT Task Force Recommendation Report

May 2024

Task Force

Chair: Dr. Huatong Sun, Professor, School of Interdisciplinary Arts & Sciences, Faculty Assembly Chair

Dr. Nicole Blair, Teaching Professor, School of Interdisciplinary Arts & Sciences

Dr. Michelle Garner, Associate Professor, School of Social Work & Criminal Justice

Dr. Ariana Ochoa Camacho, Associate Professor, School of Interdisciplinary Arts & Sciences

Dr. Jenny Sheng, Associate Professor, School of Engineering and Technology

Intro

The current Faculty Assembly Bylaws concerning the Faculty Committee on Appointment, Promotion, and Tenure (APT) do not address the challenges raised by our growing Tacoma campus. Following the resolutions passed by the UW Tacoma Faculty Assembly's Executive Council (EC) in May 2021, EC formed an APT Task Force in January 2022, which delivered a recommendation report in March. However, the three amendments of the bylaws revisions which were endorsed by the faculty in September 2022 were revoked due to a conflict with the UW Faculty Code[1]. Therefore, EC formed this task force to deliver updated recommendations that will be faculty code compliable, draft the bylaws revision with the EC, and shepherd the project through the faculty vote stage.

The initial draft of recommendation report was submitted to the EC for revision feedback as a collaborative writing process on April 4. That draft reviewed the work the APT Task Force did between January till then and presented our recommendations to the EC.

After the drafts of the recommendation report and bylaws amendment proposal were circulated on April 8, Task force members attended two EC meetings to discuss the report and gather suggestions. To seek broader input, the Faculty Assembly conducted three UWT faculty listening sessions, inviting EC Reps, APT task force members along with EVCAA, Director of Academic HR, and Faculty Senate Leaders for conversation.

What we deliver here is a revised recommendation report that considered most of the advisory suggestions we have heard for the past month. Considerations, some beyond the timeline and scope of this taskforce, were raised that should be discussed by EC as part of a continuing dialogue about APT.

Evidence-Based Policy Research Work

In Academic Year 2023-2024, the Faculty Assembly put forth two rounds of calls, reviewed by the EC, and constituted a group of Faculty Assembly Fellows (aka. APT task force) after vetting from the EC. The committee includes the following members: Nicole Blair (Teaching Professor of SIAS), Michelle Garner (Associate Professor of SSWCJ), Ariana Ochoa Camacho (Associate Professor of SIAS), Jenny Sheng (Associate Professor of SET), and Huatong Sun (Professor, FA Chair). The FA Chair joined the team at the final stage to fill a vacant seat as recommended by the EC Reps and subsequently chaired the committee.

The committee met with different stakeholders of the P&T review process to gather their insights for the policy revision, including EVCAA, Director of Academic HR, APT Co-chairs, Unit Associate Dean, and former APT Task force Chair and member.

The committee had 12 meetings since January, as listed in the table below.

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[1] Amendment 1 & 2 had code conflict issue (see Appendix 1). For Amendment 1, according to the UW Faculty Code, APT reviews need to be substantive and cannot be procedural only. For Amendment 2, the Office of Academic Personnel of that time was concerned that granting Tacoma faculty for an opportunity to APT review would introduce inconsistent processes between three campuses.

	Meetings	Minutes	
1	1/22/24	60	Kick off
2	2/5/24	120	Stakeholder interview: Associate Dean & 2022 APT Taskforce member
3	2/12/24	120	Discussion
4	3/4/24	120	Stakeholder: 2022 APT Taskforce Chair
5	3/11/24	120	Stakeholders: EVCAA & academic HR
6	3/15/24	120	Stakeholder: APT co-chairs
7	3/27/24	60	Drafting
8	3/29/24	90	Drafting
9	4/3/24	45	Drafting
10	4/17/24	60	Check-in
11	4/24/24	60	Next step
12	5/8/24	90	Revision
	subtotal	1065	

We also studied historical documents including the 2022 Task Force Report and the Faculty Code, and reviewed faculty input and concerns collected through the focus group discussions conducted at the FA Autumn 2023 Meeting (see Appendix 5) and the P&T Process Survey administered between December 2023 and January 2024 (see Appendix 6).

As communication is essential for a legislative success concerning shared governance, we conducted three listening sessions targeted to different groups. Please see Appendix 2 for the notes of the listening sessions.

Date	Groups	Faculty Participants
4/18	Tenure-track faculty	29
4/24	Non-tenure track faculty	29
5/1	BIPOC faculty, faculty with disabilities, LGBTQ+ faculty, & international faculty across tracks	13

Problems observed

A key question to improving the P&T process is, **how do we implement and enforce a predictably just and equitable process and address implicit systemic bias**?

National Center of Education Statistics (2022) provides detailed data to illustrate a decreasing representation at each rank for women and underrepresented groups, from the first milestone (assistant rank) to the final milestone (full rank). Similarly, limited available data show concerning patterns among faculty with disabilities (COACHE, 2024) or LGBT+ identities (AFT, 2013; AAMC, 2022). What systemic issues in Promotion and Tenure processes perpetuate inequities and result in a small representation of the faculty from diverse backgrounds?

Clear application of guidelines and use rubrics to aid in hiring and personnel processes have both been beneficial to reducing bias (University of Massachusetts Lowell, 2024). Following this evidence in the literature, it is important to highlight and hew to explicit promotion guidelines of the University, School or Unit during the P&T process to avoid implicit bias that may harm our overall campus and University goals for equitable processes for all our faculty.

A recent *UW Tacoma Climate Survey Faculty Implementation Plan Team Final Narrative Report* (2021) reviewed the following problems concerning systemic biases in our campus:
- Exclusionary, intimating, offensive, and/or hostile conduct
- Under-reporting of exclusionary behavior due to fear
- Lack of formalized mentoring programs in schools
- Lack of institutional trust (presents reporting of hostile, intimidating and exclusionary behaviors)
- Racist policies, practices, behaviors
- Biases in hiring practices (including unjust hiring practices)
- Non-tenure track faculty are fearful of speaking up due to fears of retaliation or retribution
- Low presentation of BIPOC faculty on FA Executive Council
- Lack of support for BIPOC faculty
- Unjust promotion and tenure practices
- Negative workplace climate

A few years later, we collected the following repeated concerns through the data collected from the focus group discussions conducted at the FA Autumn 2023 Meeting (see Appendix 5) and the P&T Process Survey administered between December 2023 and January 2024 (see Appendix 6).

a. Unit criteria are unclear or outdated, lacking clear expectations for narrative writing.
Class A Legislation 148 requires transparency in the P&T process and mandates school units to publish their P&T criteria, which is posted at the APT webpage of the FA website. However, not all the unit criteria are clear, and some of the criteria are outdated, still using dated job titles like "lecturer." Faculty also expect units to provide recommended length and recommended outlines & priorities, related to the track concerning narrative writing.

b. Unclear promotion criteria for the tracks of faculty other than tenure-track, including teaching faculty and clinical faculty.
The scholarship expectation is not clearly communicated to teaching faculty. Not all school units are following the letter of June 1, 2022 that describes teaching track expectations regarding scholarship. As a

matter of fact, carving a clear route for teaching faculty can improve the articulation of criteria for other tracks of faculty.

c. Poor mentoring for junior faculty, faculty of color, and faculty with disabilities
As APT co-chairs observed from their review processes, there is a varied quality of faculty mentoring across units as seen from the promotion dossiers submitted. Generally teaching faculty tend not to receive good mentoring for preparing files. Faculty of color and faculty with disabilities also reported having difficulty navigating the P&T process as they tend to suffer more of the implicit biases compared to other groups of faculty.

d. Critical feedback is often not given at the earliest stages of candidate reviews, including committee reviews and department discussion.
Faculty feel uncomfortable giving critical feedback at the department discussion for third-year review, re-appointment review, tenure review, etc., particularly when the unit is larger. People are concerned about retaliation after openly providing critical feedback. As a result, there is a mismatch between positive unit discussion notes and negative votes, which causes confusion or problems in later stages of reviews.

e. Imparity for the promotion from associate level to full level between tenure-track and teaching track.
The rigor of the promotion process from associate level to full level are incomparable and inconsistent between tracks. Schools have variable and inconsistent training requirements for appointment to tenure track vs teaching tracks. While a Doctorate or Terminal Degree is required for Tenure Track, Teaching Track faculty do not have same requirement, and different schools have different guidelines on requirements for teaching faculty, which causes imparity between tracks and in the promotion process.

Concurrent Faculty Senate Legislative Proposal concerning 24-54

There is a concurrent faculty senate legislative process concerning 24-54 as we're working on the Bylaws revision in Tacoma. The Senate executive committee started to discuss the proposal in February, and the FA chair has been following the discussion closely and shared the update with the Task force in a timely manner. The Class A proposal aims to expanding candidates' rights in the promotion process and grant candidates the right to respond to reviews at all levels under certain circumstances, including responding to APT's negative review if that happens, an issue Tacoma campus tried to address in the 2022 Faculty Vote of the UWT Bylaws revision. As of May 30, 2024, this class A legislation will enter the faculty vote stage.

Issues Reviewed in 2022 Taskforce Report:

The 2022 APT Task Force Report made the following recommendations based on extensive research and literature review (see Appendix 4):

- First, regarding our campus APT structure, school-level APT-type committees will create two levels of APT review which require revision of the Faculty Code on the tri-campus level. The 2022 task force determined this kind of change premature.
- Second, APT's purview is to assess candidates' files in a review that is both procedural and substantive, but limited in scope.

- The 2022 Task Force also recommended that the APT and the EVCAA should regularly conduct a comparative review of each unit's promotion criteria to ensure consistency of school criteria with any campus-level published criteria and the UW Faculty Code.
- On Membership and Voting, the 2022 Taskforce recommended all tracks at rank of Associate or above should be eligible to serve on APT; however, the Executive Council did not approve this change. [This committee has considered the issues and made some adjustments to address these important concerns voiced by EC in 2022 (see next section).] In addition, EC approved removing the restrictions and allowed associate professors to serve on the APT to vote for candidates going up for promotion to Full Professor at the meeting of June 7, 2021. That protocol has been followed since then.
- Regarding candidate response, the 2022 Task Force recommended provisions for candidate response when the APT recommendation is negative or conflicts with the faculty vote.

Our 2024 APT Task Force Recommendations

During Academic Year 2023-2024, this taskforce reviewed the aforementioned issues identified by the 2022 Task Force and discussed new issues emerging since then with the new leadership of the Office of Academic Affairs and Academic HR in Tacoma campus, and that in the Office of Academic Personnel and the Provost Office. Our committee endorsed many of their recommendations (structure, purview, and candidate response) and revisited the question of membership and voting.

The committee agrees on the following values as we are making recommendations for the bylaws revisions concerning APT's role and charge.

a. Value Statements
- We value all the voices of our colleagues.
- We recognize the difference of training and expertise of our diverse body of colleagues between tracks and respect years of hard work, commitment, and craft our colleagues have been engaging in to achieve a variety of expertise and accomplishments.
- APT committee is one of the most important and impactful service commitments a school unit should be accounted for. It demonstrates the mentoring commitments and accountability senior faculty shall hold for junior faculty in their units from the time junior faculty are appointed.
- Senior colleagues shoulder responsibilities to protect untenured tenure-track faculty and teaching-track faculty from possible repercussions.

b. Defining Scholarship
As we noted earlier, our research discovery process showed that the campus does not have a consensus about scholarship. Not all the promotion candidates for the professorial Teaching Track were aware of the letter of June 1, 2022 that stipulates scholarship expectation for Teaching Track faculty. We believe that carving a clear route for teaching faculty can improve the articulation of criteria for other tracks of faculty.

To normalize the promotion guidelines across units and across tracks, it's important to define scholarship that aligns well with campus missions. "The work of a scholar means stepping back from one's investigation, looking for connections, building bridges between theory and practice, and communicating one's knowledge effectively." As a starting point, we recommend including elements from Boyer and

Glassick's Models of scholarship (See Appendix 3) to shape our campus discussion of scholarship that includes the scholarship of discovery, integration, teaching, engagement and application.

c. Recommendations for Bylaws Revisions

1. Membership of APT

Tenured associate and full professors are eligible to serve on the APT committee, and full professors are preferred.

For the increasing number of teaching track faculty review cases, we recommend including teaching faculty higher in rank who *have promotion experience*, full teaching professor preferred, serving on the APT committee to review teaching track faculty files only.

Three seats of teaching-track full-time faculty from at least two units, should be elected across campus, by the teaching faculty, each as a committee member-at-large, to provide input and review teaching faculty's files.

Justifications: This representation offers a clear mechanism for teaching faculty to have a voice in the APT process to provide input on teaching faculty files as selected by their peers. Teaching faculty best understand the challenges and constraints of the Teaching Track positions and unique challenges managing the requirements for promotion. A strong APT process will have a broad and diverse representation of teaching faculty to best inform APT's work.

2. Teaching faculty should not vote on tenure-track faculty files due to the following rationales:
- Faculty Code 24-54 A establishes that the eligibility to deliberate and vote on a recommendation of promotion and/or tenure is limited to voting members of the faculty who are superior in academic rank/title to the candidate, subject to limitations described in Section 21-32, subsections C and D. A detailed voting matrix is provided on the Office of Academic Personal website.
- Schools have differences and disparities in the requirements for being appointed to the teaching track. Some teaching-track faculty, including full teaching professors, are not required to have terminal degrees (e.g., MFA or PhD).
- APT members reviewing files and serving on APT to review the process of APT should have the direct experience of the tenure process, preferably on our campus to inform their work. The tenure process is a significant and complex professional experience with a unique set of dynamics and constraints to navigate with between-the-line communication reflected in files through multiple layers of reviews.
- The structure of our current tenure system positions all teaching faculty and assistant faculty as vulnerable. This is the reason that historically assistant tenure-track professors do not serve on the APT or tenure committees. Teaching-track faculty are structurally in a vulnerable circumstance as their teaching contracts are reviewed and renewed every few years. They experience similar and persistent structural constraints throughout their careers that expose them to potential repercussions (2021 UWT Climate Survey).

3. All units are required to send a representative to serve on the APT, even in a year when they have no cases to be reviewed.

Among all the faculty governance committees, in addition to serving on the Executive Council of the FA, serving on APT committee is the most important and impactful service commitment. In recent years we observed some units had difficulty sending their representative to serve on the APT in a timely manner

and missed the first round of work to establish the APT committee. The task force recommends that every unit be required to send a representative to serve on the APT even in a year when they have no cases to be reviewed.

We further considered suggestions for individual school-level APT committees (which requires changes to the UW faculty code on the faculty senate level). After discussion and research on the matter we concluded that our campus is not large enough with enough senior faculty to sustain multiple APT-type committees. Furthering this approach could cause further variability and inconsistency in the application of University guidelines between schools and generate other issues in APT for our campus.

APT demonstrates the mentoring commitments and accountability senior faculty shall hold for junior faculty in their units, which is part of the huge investment that starts from the hiring of a junior faculty member through annual reviews, third-year review, and other forms of review and mentoring practices.

The absence of any unit's voice from the APT committee's work will introduce detrimental repercussions to our campus, deteriorating the overall quality of the faculty and our work, which eventually affects everyone on our campus. As a campus it is critical that we contribute to the process to maintain a healthy APT process and faculty body to collectively follow through on our commitments to faculty, students and staff.

d. Recommended Practices to Support Bylaws Change: Immediate Action

In collaboration with the Office of Academic Affairs and Academic HR as part of the shared governance practice, we're also making the following recommendations to support and implement bylaws change.

1.We urge EVCAA and AHR to reissue a new guidance document concerning all levels of reviews in Tacoma campus at its earliest convenience, as being planned by the EVCAA and Director of AHR.
Both the 2019 APT guide and the UW Tacoma Faculty Handbook need to be updated to explicitly guide the scope of APT review after the new bylaws revision is approved by the faculty. Such guidance should address the following issues in addition to other general steps:

- o How equity, diversity, community-engagement, and other elements of Campus Mission are reflected in the promotion criteria (see next item) and how they are used as guidelines in the review process
- o Advising candidates to address the promotion criteria published by the school in their dossiers
- o Train Associate Deans or others who are delegated to conduct annual reviews on conducting productive annual conferences and writing meaningful annual conference letters to guide and support faculty's career advancement
- o Review committee chairs should be guided to read the annual review letters and conference notes with a critical eye towards the annual conference notes attentive to the realities of changing leadership on multiple levels for faculty and learn to identify implicit bias
- o Require annual anti-bias training for faculty discussions which should be conducted prior to the promotion review cycle starts for all voting faculty. Voting faculty need to guide their department discussion by following the most recent promotion criteria explicitly and carefully guard against bias in the process.
- o Facilitate fair and equitable assessments of candidate files by asking voting faculty to address specific criteria for their evaluation of each candidate in the voting process. Relying on explicit criteria in personnel evaluation process is a tool known to reduce

vagueness and/or reduce implicit bias (Dovidio, J. F. 2001). We suggest that all voting faculty should provide a brief rationale/reason based on school criteria with their vote (we recommend having under 250 characters); this written record will provide additional information in the P&T process to address the range of votes and evaluate faculty feedback.

2. *EC should guide units into regularly updating their promotion criteria to remain in line with code changes.*

We recommend units update their criteria periodically and have a more substantive review of promotion guidelines and update them every 5-8 years.

   o The outdated promotion criteria (e.g., with dated job titles like "lecturer") need to be replaced by the end of this year
   o Units should consider how equity, diversity, community-engagement, and other elements of Campus Mission are reflected in the promotion criteria

3. *We also reiterate the recommendation made by the 2022 Task Force group that "APT create (or alter existing) working documents/forms that are in alignment with the scope of APT's review. These documents/forms should be secured for use by successive committees to prevent future misinterpretation of APT's scope of review."*

4. *Providing a clearer and more inclusive definition for the scope of work for teaching track faculty across units*

The committee had a lot of discussion about providing a clearer and more inclusive definition for the scope of work for teaching track faculty across units and the importance of articulating benchmarks for associate teaching professor to be promoted to full teaching professor, as requested by the EVCAA. As pointed out at the EC meeting, lacking a clear standardized criteria for assessing teaching faculty creates problems for the campus, potentially creating disparities and imbalances between faculty tracks.

We made the following recommendation for the benchmark language for teaching track faculty:

   • The promotion should be based on the evidence of *substantial growth* in teaching, scholarship, and service from the time of hiring and demonstration of continued development, to contextualize what is defined in Faculty Code as below:
      o 24-34.A3: promotion to the highest rank for all faculty—tenure-track and teaching-track—requires "outstanding, mature scholarship as evidenced by accomplishments in teaching, and/or accomplishments in research as evaluated in terms of national or international recognition."
      o 24-34 B3: "Appointment with the title of teaching professor requires a record of excellence in instruction, which may be demonstrated by exemplary success in curricular design and implementation, student mentoring, and service and leadership to the department, school/college, University, and field."
   • The promotion should be anchored on the quality of teaching, including thoughtful and/or experimental teaching practice which is responsive to feedback.
   • The record of excellence can also be demonstrated through transformative work on student recruitment and retention, student mentorship, undergraduate student research, community outreach including visiting local high schools and community colleges, etc. to address the enrollment challenges the Tacoma campus is facing.

- The review process should have similar rigor as the full promotion cases for tenure-track faculty to achieve parity.

5. *School units need to develop equitable criteria to address the disparity of teaching evaluation that caused unjust tenure and promotion cases.*

The taskforce suggests that guidance should begin by reinforcing that any articulation of teaching quality should be aligned with the faculty code statements about how it might be measured. The Faculty Senate is currently working on recommendations about assessment of instructional efficacy, particularly the appropriate role of student feedback. Student evaluations have been studied extensively in the higher education literature and shown to measure bias while inversely correlating with teaching effectiveness and learning outcomings. In addition to aligning with this when available, we recommend that Schools stay current with evidence-based learning and disciplinary best practices as below.

a. Faculty Assembly have led multiple efforts to address the disparity of teaching evaluations on the campus level:
- Teaching evaluation campus fellows released a policy report in June 2016, approved by the EC. It presents a detailed literature review of the best practices concerning teaching evaluation, reports the findings of two campus surveys, and articulates five desirable elements of teaching self-assessment.
- A campus-wide policy for teaching evaluation was proposed by the Faculty Affairs Committee in 2018 and approved by the EC. In that policy, Faculty Assembly has urged academic units to update their teaching assessment guidelines to "define teaching excellence, directly addressing the diverse needs of our students as well as fair and just evaluation of all faculty, including women and faculty of color" since 2018, and the document particularly notes that "UWT academic units should rely on *all three of the following methods* of teaching evaluation: *peer evaluation, self-evaluation, and student evaluation of teaching.*"
b. Unit level: SIAS approved a teaching evaluation policy, led by Dr. Sushil Oswal and Dr. Chris Demaske in 2022. The policy recommends a holistic teaching evaluation based on four pillars including pedagogy-centered student evaluation, peer review, self-assessment, and a teaching portfolio. SOE has also created a teaching evaluation process designed to reduce the impact of implicit bias in the evaluation process with a wholistic peer review process.
c. Tri-campus level: Faculty Council of Teaching and Learning and Future of Teaching and Learning Taskforce are currently working on revising UW teaching evaluation policy.

Additionally, we'd like to recommend APT committee following the principles below from the UW Interpretive Guidelines (IAS Systems, 2016) when using teaching scores to assess faculty teaching:

- It "does not support normative comparisons between colleges and universities due to the high variance in institutional cultures" (p. 15).
- To achieve "adequate inter-class reliability" when using IASystem[TM] scores for summative decisions for P&T: "Judgements should be based on the combined rating of at least 5 courses," and "decisions should require a minimum ±.3 difference when comparing average ratings for a particular instructor against a criterion" (p. 18).

e. Recommendations for Campus-Wide Follow-up Work

This APT task force was formed at a moment when legislative change concerning 24-54 was in the process. Considering so many moving pieces for the legislative process, we recommend the following as the next stage of work campus-wide.

Normalizing promotion guidelines across units

The Tacoma campus is continually considered as a college unit by the central administration of the tri-campus UW system. In comparison with the Seattle campus when the elected advisory committee/council review occurs inside the college unit itself, our elected advisory committee (APT) functions outside of the school unit of faculty's tenure home. The reality is that not all the APT committee members fully appreciate the files of candidates who are outside of their units, and we don't have much shared institutional building experience to create a coherent collective. To help APT work, it is important to normalize promotion guidelines across units to facilitate mutual understanding. More institutional building work needs to be launched by the shared governance body at Tacoma.

Equitable promotion and support for faculty across tracks

The campus needs to have a conversation, better facilitated by the Faculty Assembly, to explore how to support fair and equitable promotion processes across tracks. For example, what is meant by *corresponding rank* (see Faculty Code 24-34B) across teaching faculty and tenure-track faculty? How do the assistant, associate and full ranks in different tracks require similar levels of accomplishment but with different emphasis? How does each unit equitably support the career advancement of faculty across tracks? How can professional development funds be distributed equitably if faculty have different career orientations and demands regarding research or publication which require different kinds of resources?

Conclusion: Appreciation and Invitation

The FA Chair wants to thank the four elected task force members for their enthusiastic commitment and unwavering devotion in exploring creative and equitable solutions to address the challenging issue our campus has faced for the past few years in a hectic winter quarter. We had a lot of candid and inspiring conversations through this process, and we learned from each other.

As a committee, we're grateful for the milestone the 2022 Task Force built for us. We thank the various stakeholders who came to our meetings and shared their thoughts and observations. We thank the faculty who squeezed time from their busy mid-term schedule to attend the three listening sessions, filled out the anonymous feedback surveys, and voiced their opinions.

Last but not least, the FA and the EC want to thank our colleagues for taking the time to participate in the surveys, give feedback, and report your frustration and concerns over the past year. We appreciate your patience as the FA has been working on this project over the years. We hope our recommendations serve to **advance the clarity and equity of APT** at UWT.

As the campus continues growing and the faculty developing, this APT-revision project can never be a finished project. The FA appreciate your continually working with us towards this unfinished project, and we'd like to sincerely extend you an invitation to work with us for the next round of work.

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Appendix

1. 2022 Faculty Assembly Bylaws Revision Vote Form
2. Notes for Listening Sessions
3. Boyer Scholarship poster:
   https://medicine.hofstra.edu/pdf/faculty/facdev/facdev_prodev_paradigmofscholarship.pdf
4. 2022 taskforce report
5. 2023 FA Fall Retreat Discussion Notes
6. 2024 P&T process survey results feedback

Appendix 1:

Faculty Assembly Bylaws change pertaining to

Please vote on the proposed Bylaws amendments below. The amendments are a result of recommendations of the APT Taskforce from 2021-22, approved by Executive council during the academic year 2021-22.

You may vote to approve (yes), disapprove (no), or abstain from voting on these changes. Changes to the bylaws are shown in **purple and bold**.

The current FA bylaws can be found on our website at https://www.tacoma.uw.edu/sites/default/files/2021-10/bylaws-changes-final-feb-16-2021.pdf

Changes will be made to Page 8, section titled,
C. Faculty Committee on Appointment, Promotion and Tenure

* Required

* This form will record your name, please fill your name.

1. Amendment 1, **Charge**:

   Charge - The Faculty Committee on Appointment, Promotion and Tenure shall advise the Chief Academic Officer on cases involving promotion and tenure of the faculty in accordance with Sections 24- 54.C and 25-41.B of the University of Washington Faculty Code. The Committee coordinates discussion of appointment, promotion, and tenure procedures and expectations across academic units and with administration. **The committee shall provide a procedural review of each promotion and tenure case, ensuring that due process was followed in accordance with the Faculty Code and the unit's established guidelines. The committee shall examine how the unit selected the review committee and external reviewers and whether the process adhered to the timeline, seeking clarification from the academic unit if necessary, while also considering any response from the candidate seeking promotion. In addition, the committee will examine whether the review committee, voting faculty, and Dean consistently applied and sufficiently and explicitly justified their decision based on the published criteria for promotion within the candidate's academic unit, any campus-wide published criteria, and the UW Faculty Code.**

   For the amendment above shown in **bold**, please vote to approve (yes), disapprove (no), or abstain from voting on these changes. *

   ○ Approve (yes)

   ○ Disapprove (no)

   ○ Abstain

2. Amendment 2, **Review**:

   When the review is concluded, the committee will provide a letter to any candidate who received a negative evaluation. Candidates are allowed five business days to review and reply to the committee's evaluation by sending a letter to the EVCAA and APT Committee.

   For the amendment above shown in **bold**, please vote to approve (yes), disapprove (no), or abstain from voting on these changes. *

   ○ Approve (yes)

   ○ Disapprove (no)

   ○ Abstain

3. Amendment 3, **Membership and Voting**:

"... Each academic unit will elect a representative. Academic unit heads are not eligible to serve. Members will serve for a term of three years and can be elected for a maximum of two consecutive terms, at which point a member cannot be re-elected for one full year. **All members are eligible to vote, regardless of unit affiliation, unless there is a conflict of interest as described in the Faculty Code Section 24-50**"

For the amendment above shown in **bold**, please vote to approve (yes), disapprove (no), or abstain from voting on these changes. *

◯   Approve (yes)

◯   Disapprove (no)

◯   Abstain

Faculty Listening Session

APT Bylaws Revision Project, AY 2023-2024

FACULTY ASSEMBLY
UNIVERSITY *of* WASHINGTON | TACOMA

1

FEEDBACK SOLICITED

If you cannot join us for a listening session, please fill out the anonymous survey form: https://forms.office.com/r/e85sWXuqxx

Form will be **closed on May 3, 5 pm**.

2

Three Listening Sessions

Date	Groups	Faculty Participants
4/18	Tenure-track faculty	29
4/24	Non-tenure track faculty	29
5/1	BIPOC faculty, faculty with disabilities, LGBTQ+ faculty, and international faculty across tracks	13

Guests attended:

- Executive Council Representatives of FA
- APT task force members
- EVCAA Andy Harris
- Director of Academic Human Resources: Sarah Davies Breen
- Vice Chancellor for Equity & Inclusion Dr. Elavie Ndura
- Secretary of Faculty: Mike Townsend
- Senate Committee on Planning and Budgeting chair & Past Faculty Senate Chair: Gautham Reddy

3

Agenda

Land Acknowledgement
Goals of Meeting
Process
Ground Rules
Brief Presentation
Q&A
Feedback Session

APT Task Force:

Nicole Blair (Teaching Professor of SIAS), Michelle Garner (Associate Professor of SSWCJ), Ariana Ochoa Camacho (Associate Professor of SIAS), Jenny Sheng (Associate Professor of SET), & Huatong Sun (Professor, FA Chair)

4

Land Acknowledgement

- Before we begin our event, let's take a moment to recognize that our university sits on the ancestral homelands of the Puyallup Tribe of Indians, whose ancestors have lived on and cared for this land for thousands of years. Please join me in expressing our deepest gratitude to the Puyallup and other Coast Salish people for their long-enduring and continued care for this region's land and waterways.

5

Goals of Listening Session

It's all about Communication!

- Explaining process & procedures
- Answering questions
- Collecting feedback
- Exploring together for the next step

6

How do we implement and enforce a predictably just and equitable process and address implicit systemic bias?

UWT Faculty Assembly Bylaws: APT's Charge

"**Faculty Committee on Appointment, Promotion and Tenure**

1. Charge - The Faculty Committee on Appointment, Promotion and Tenure shall advise the Chief Academic Officer on cases involving promotion and tenure of the faculty in accordance with Sections 24-54.C and 25-41.B of the University of Washington Faculty Code. The Committee coordinates discussion of appointment, promotion, and tenure procedures and expectations across academic units and with administration. It shall also be the responsibility of the Faculty Committee on Appointment, Promotion and Tenure to review and, if necessary, propose changes to policies and procedures related to campus-level implementation of University appointment, promotion, and tenure policy in accordance with Section 13-23.A.5 and 13-31.A.4 and A.5 of the University of Washington Policy Directory. Proposed changes shall be referred to the Executive Council, which shall determine whether to refer the proposed changes to the Faculty Assembly for approval or may adopt them as provided in Article V, Section 1, Part C of these bylaws. " (p. 8)

(https://www.tacoma.uw.edu/sites/default/files/2022-10/Faculty%20Bylaws%20Feb%202021.pdf)

APT's Role in the Process

- APT committee is a confidential committee in which they work on cases forwarded for either appointment, promotion, or tenure.

- The committee recommends an action in which the Executive Vice Chancellor for Academic Affairs will also recommend an action for the UW Provost. Ultimately it is the decision of the Provost.

- Provost Office annually reviews a few hundreds of P&T files (700+ this year). APT decision could be a more important voice in a multiple-level review process.

- Tacoma campus is considered as a college unit in the UW system, but we don't function in the same way as a college of a Seattle campus does, lacking interactions and synergy between units.

9

https://www.tacoma.uw.edu/sites/default/files/2022-03/uw-tacoma-flowchart%20promotion-review-2.16.2021.pdf
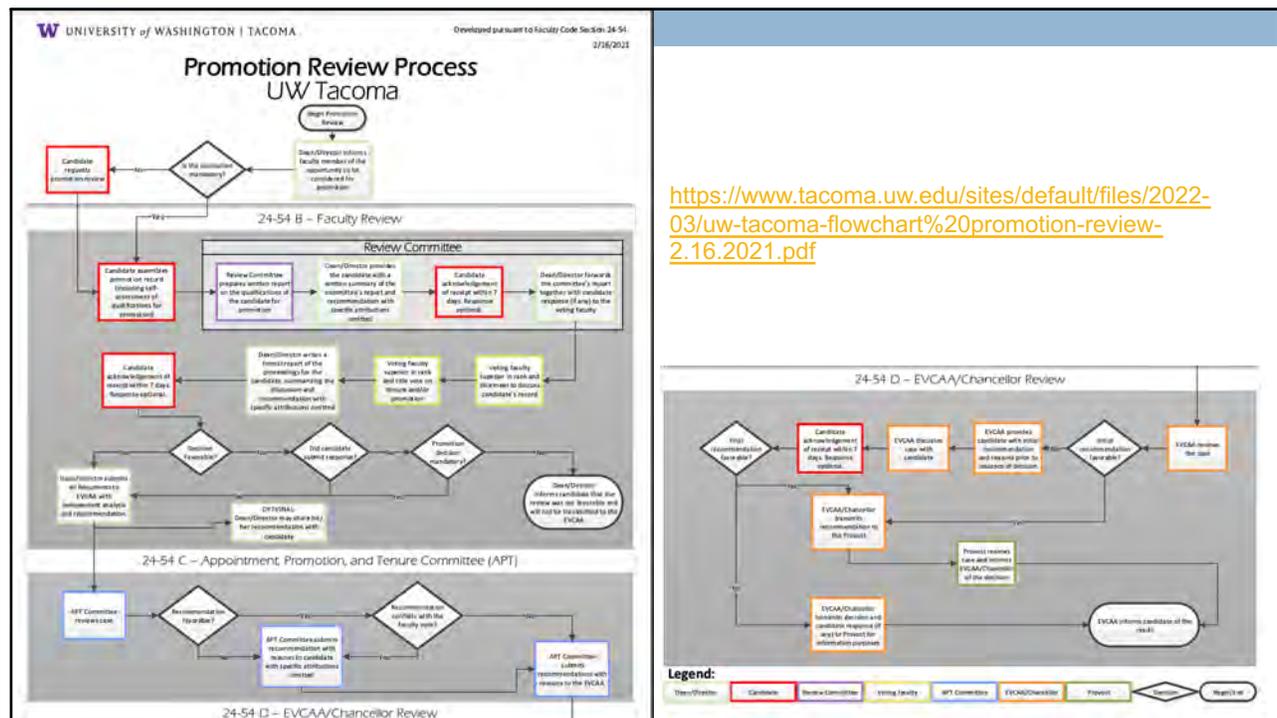
10

Project History

Timeline

- May 2019: Updated guidelines for the P&T process proposed by the APT were voted & approved by EC
- 2020: Initiatives proposed by Lecturer Affairs Committee to revise policies and processes surrounding the promotion of faculty on the teaching professor track
- May 2021: APT committee gave a presentation titled "APT's future" at the Faculty Assembly Spring Meeting
- June 2021: FA leadership hosted a campus town hall meeting with Provost Richards and Vice Provost Cameron on issues related to tenure and promotion.

Timeline (cont.)

- October 26, 2021: FA invited the Secretary of Faculty, Mike Townsend, to speak about APT and P&T process from the UW faculty code perspective.

- 2021-2022: EC appointed the APT Task Force in Autumn, which delivered a recommendation report to the EC in March. Based on the report, ad-hoc EC committee drafted bylaws revisions.

- September 2022: Three UWT Bylaws amendments were voted and approved by faculty. However, the first amendment conflicts with the UW Faculty Code, and the vote result was revoked.

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Code Conflict in 2022

1. Amendment 1, **Charge:**

Charge - The Faculty Committee on Appointment, Promotion and Tenure shall advise the Chief Academic Officer on cases involving promotion and tenure of the faculty in accordance with Sections 24- 54.C and 25-41.B of the University of Washington Faculty Code. The Committee coordinates discussion of appointment, promotion, and tenure procedures and expectations across academic units and with administration. **The committee shall provide a procedural review of each promotion and tenure case, ensuring that due process was followed in accordance with the Faculty Code and the unit's established guidelines. The committee shall examine how the unit selected the review committee and external reviewers and whether the process adhered to the timeline, seeking clarification from the academic unit if necessary, while also considering any response from the candidate seeking promotion. In addition, the committee will examine whether the review committee, voting faculty, and Dean consistently applied and sufficiently and explicitly justified their decision based on the published criteria for promotion within the candidate's academic unit, any campus-wide published criteria, and the UW Faculty Code.**

For the amendment above shown in **bold**, please vote to approve (yes), disapprove (no), or abstain from voting on these changes. *

○ Approve (yes)

○ Disapprove (no)

○ Abstain

Procedural Review?

No. APT Review needs to be **substantive**.

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APT bylaws revision project in AY 23-24

2023-2024 EC Meetings

1. 9/25 & 10/12: discussion on shared governance & Robert's order
2. 10/31: APT task force call review
3. 11/27: APT task force selection & vote
4. 12/8: APT task force selection
5. 1/5: APT task force selection-round 2
6. 1/29: APT committee co-chair report & rescheduling spring quarter meetings for discussion
7. 3/8: APT task force update
8. 4/8: APT task force report discussion
9. **4/19: Report discussion**

Faculty Assembly

- Autumn meeting: feedback session (1 hour)
- First call out: 11/1
- Call for teaching faculty (deadline extended): 11/20
- Second call out: 12/14
- Winter Meeting: update
- Listening sessions: 4/18, 4/24, 5/1

Legislative Process

ARTICLE III THE FACULTY ASSEMBLY

Section 2: The Faculty Assembly is the governing body of the University of Washington Tacoma Faculty (23-41). The purpose of the Faculty Assembly shall be to serve as a forum for faculty deliberation, decision-making, and for the formulation and conveyance of advice to the Chancellor and Vice Chancellors of the University of Washington Tacoma on a wide range of matters related to the mission of the University of Washington Tacoma. This body shall be concerned with all domains of faculty authority and duties of the University of Washington Tacoma faculty and the professional and personnel issues affecting faculty. Except as specifically provided in Article V, Section 1, all legislative powers of the Faculty Assembly are vested in the Executive Council as constituted under the provisions of Article V. The Faculty Assembly, however, reserves the power to approve or reject certain actions of the Executive Council in accord with the provisions of Article V, Section 1.

(https://www.tacoma.uw.edu/sites/default/files/2022-10/Faculty%20Bylaws%20Feb%202021.pdf)

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Class A legislative process

- "ARTICLE V EXECUTIVE COUNCIL AND STANDING COMMITTEES Legislation: Two types of legislation shall be distinguished: Class A shall consist of amendments to these bylaws. Class B shall consist of all other legislation and resolutions.
  Class A: By a simple majority, the Executive Council may propose amendments to these bylaws. The Executive Council will forward these proposed amendments to the faculty as specified in Article VIII of these bylaws." (p. 6).
- ARTICLE VIII VOTING and ARTICLE XI AMENDMENTS (p. 10-11).

(https://www.tacoma.uw.edu/sites/default/files/2022-10/Faculty%20Bylaws%20Feb%202021.pdf)

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Shared governance project

Process

Where we are now

Feedback:
- Faculty Listening sessions
- EVCAA feedback

Review & Vote:
Executive Council (EC) of the Faculty Assembly

Review:
- UW Faculty Code advisor
- Office of Academic Personnel / Provost Office
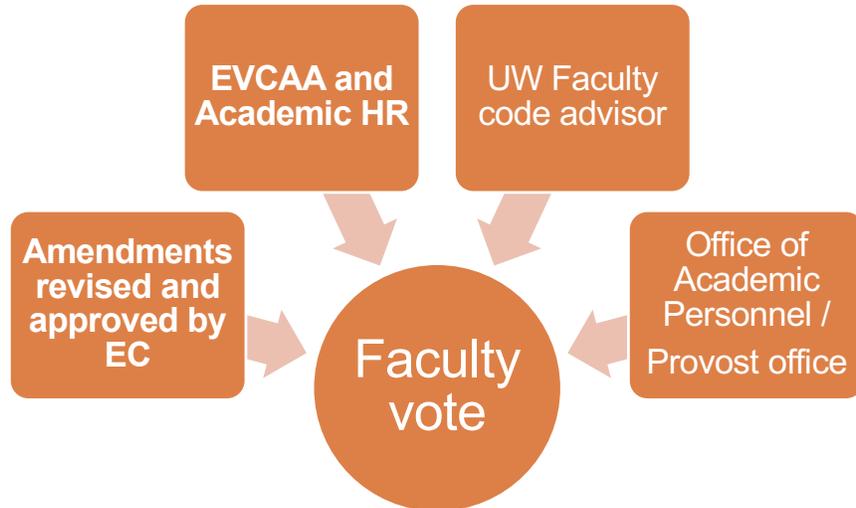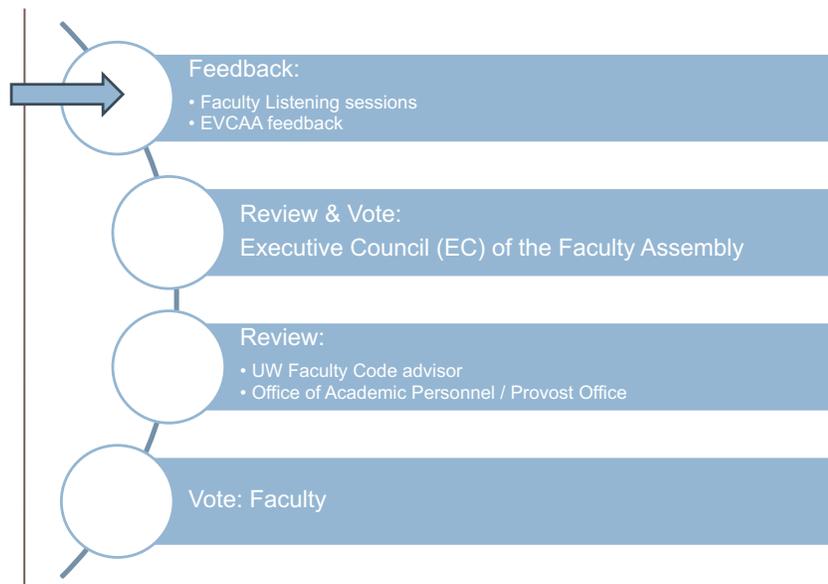
Vote: Faculty

Ultimately, the bylaws amendments need to be motioned and voted at the EC, and then voted by the faculty.

ROBERT'S RULES OF ORDER

- Everyone will make up to two comments.
- Please state your point.
- Make new points.

Note: Robert's Rules of Order Newly Revised is the parliamentary authority of Faculty Assembly.

Ground Rules for FA Meetings (link)

Behaviors Everyone Should Follow

- Raise your hand before you speak. Say your name before speaking.
- Use professional language with no profanity.
- Use technologies of inclusion (microphones, notecards, name tags, etc.).
- When using slides, briefly describe the content of the slide, including the visual aids, rather than just pointing to the slide.
- Be conscious of body language and nonverbal responses.
- Once you have spoken, stop speaking so others may have an opportunity.

Principles We Believe In

- Practice active listening.
- Speak from your own experience instead of generalizing ("I" instead of "they," "we" and "you") unless indicating what you share is a collective message from others.
- Be aware of the social and institutional positions that you bring to the discussion and make sure that these positions treat our diverse students, faculty, and staff inclusively and equitably.
- Avoid assuming the backgrounds, experiences, views, and identifications of other participants.
- We value deliberation and dissent, and we expect each member will treat others with dignity and respect even during heated debates.
- Discrimination of any kind is unacceptable and will be directly addressed by the meeting leader.

23

Approaching Differences
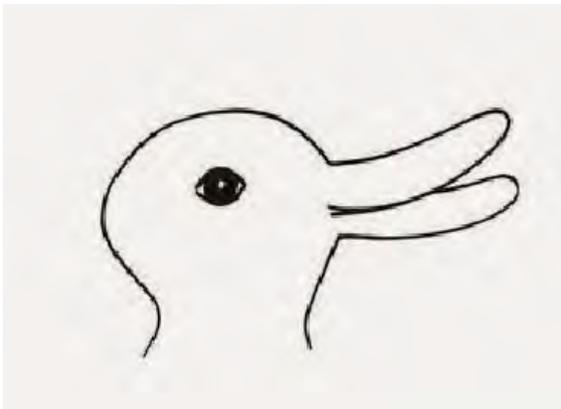
- What do you see here at first sight?

- Duck or Rabbit?

- No matter what you see, we're looking at the same thing.

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Togetherness-in-difference

Design as healing (Sun, 2023)

Same challenge | Different interpretations

Interpretation 1

Rider-Waite Deck

A chaotic time with lots of tension, disagreement, and conflicts.

Five of Wands Tarot Card

Interpretation 2

Osho Zen Tarot

The same challenge is framed as a trapeze stunt where people are extending their arms to make courageous connections.

Five of Wands Tarot Card: Totality

Togetherness-in-difference

It's up to everyone to act and make connection.

The combative mode on the left can be shifted to a collaborative mode on the right to accomplish a challenging trapeze stunt.
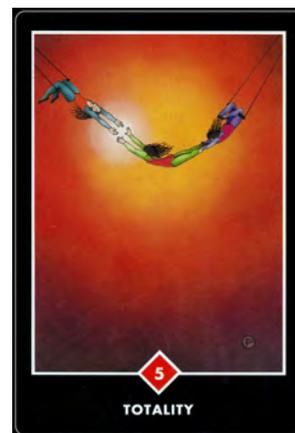
The Chair (2021)

APT task force is made of five women faculty members, elected by EC, after two calls.

Glass Cliff: Women faculty and BIPOC faculty often occupy service positions in universities at **precarious time**, at risk of "falling off" and failing.

"You're inheriting broken systems, and so the work to make change or to find balance is extremely difficult." (Sandra Oh)

Brief Presentation

• *Key Question*:

How do we implement and enforce a predictably just and equitable process and address implicit systemic bias?

• Research methods
  · Interviewed different stakeholders of the P&T review process, including EVCAA, Director of Academic HR, APT Co-chairs, Unit Associate Dean, and former APT Task force Chair and member.
  · Literature review: historical documents & survey results

• Problems observed

Value statements

• We value all the voices of our colleagues.
• We recognize the difference of training and expertise of our diverse body of colleagues between tracks and respect years of hard work, commitment, and craft our colleagues have been engaging in to achieve a variety of expertise and accomplishments.

• APT committee is one of the most important and impactful service commitments a school unit should be accounted for.

• Senior colleagues shoulder responsibilities

Deliverables are in DRAFT version!

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Next Step

Recommendation Report:

- Task force will deliver a revised version to the EC after the listening sessions.

Proposed Bylaws Amendments:

- EC will revise, review, and vote.
- Task force will do an editorial review for code compliance.

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Q & A

- *What recommendations were given to address systemic biases in the P&T process?*

- The recommendation report
  - Emphasizes the importance of applying clear guidelines and using rubrics to aid hiring and P&T processes (page 2).
  - Provides four recommendations for immediate action (page 6, d).
    - For example, d1 offers a list of recommendations, including establishing clear unit criteria to address biases and guiding the review process from the candidate's narratives, annual reviews, review committee chair letters, bias training for faculty discussion, to facilitating fair & equitable assessment and vote in department discussion and vote (page 6, d1)
- Bylaws amendment proposal considers nontraditional career journeys for women faculty, faculty with disabilities, and more (page 1, lines 31-34).

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Q & A

- *Why wouldn't teaching-track faculty be able to vote on all cases, and just on their teaching track counterparts?*

- Faculty Code 24-54 A establishes that the eligibility to deliberate and vote on a recommendation of promotion and/or tenure is limited to voting members of the faculty who are superior in academic rank/title to the candidate, subject to limitations described in Section 21-32, subsections C and D.
- Check out the voting matrix: https://ap.washington.edu/ahr/actions/promotions-tenure/promotion-and-tenure-voting-matrix

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Q & A

- *Why wasn't demographic data collected/included for teaching track faculty?*
- For the table on page 2, the National Center for Education Statistics didn't provide that data around 2018.
- The first group of full teaching professors at UWT was promoted in 2020.

- *Why aren't the procedures of electing teaching faculty as the APT committee members outlined?*
- The task force didn't outline the procedures because we wanted to make sure that the principle of including NTT faculty on the APT committee will be approved by the EC first.

35

Advisory votes

- Advisory votes will have the same account as other votes in APT review in the proposal.
- APT's review is regarded as "advisory," according to the Faculty Code 24-54C, while other steps of reviews are not characterized as "advisory."
- Takes on *advisory* from EVCAA and Code Advisor (our Faculty Legislative Representative Jake from Seattle):
  - EVCAA: "I thought all reviews, including mine, were advisory to the provost, whether listed that way explicitly in code or not."
  - Code advisor: "By state law, regental policy, and presidential order only the provost can grant promotions. Thus *everything* except the provost decision is advisory, with the exception that deans in Seattle/EVCAA in Bothell/Tacoma have the authority to deny promotions in non-mandatory cases. While we don't see the word "advisory" anywhere in 24-54 B, every single thing that happens at that stage is advisory. There is no decision-making authority anywhere below the level of dean in Seattle/EVCAA in Bothell/Tacoma."

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FEEDBACK SESSION

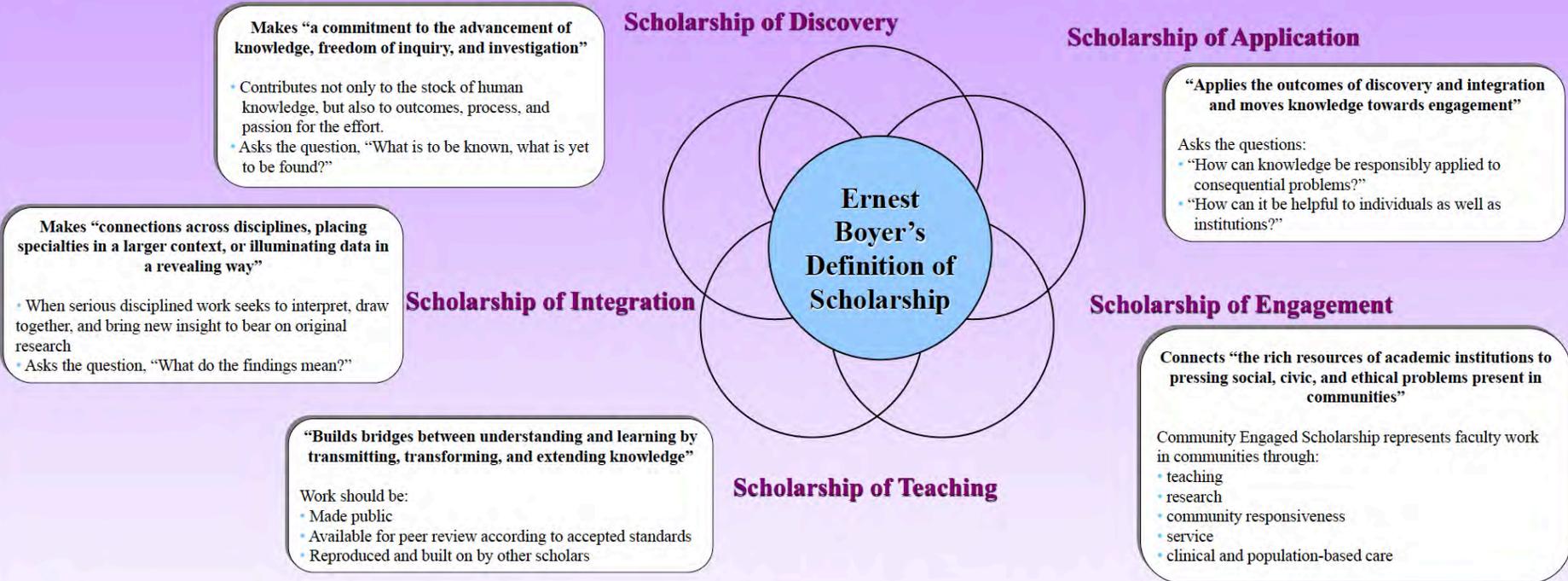If you cannot join us for a listening session, please fill out the anonymous survey form: https://forms.office.com/r/e85sWXuqxx

Form will be **closed on May 3, 5 pm**.

37

Reconsidering the Paradigm of Scholarship
A Broader View: Boyer and Glassick's Models

North Shore LIJ

HOFSTRA NORTH SHORE-LIJ
SCHOOL of MEDICINE
AT HOFSTRA UNIVERSITY

Q: Is it possible to define the work of faculty in ways that reflect more realistically the full range of academic and civic mandates?

A: The work of a scholar means stepping back from one's investigation, looking for connections, building bridges between theory and practice, and communicating one's knowledge effectively.

DEFINING SCHOLARSHIP

Scholarship of Discovery

Makes "a commitment to the advancement of knowledge, freedom of inquiry, and investigation"

- Contributes not only to the stock of human knowledge, but also to outcomes, process, and passion for the effort.
- Asks the question, "What is to be known, what is yet to be found?"

Scholarship of Application

"Applies the outcomes of discovery and integration and moves knowledge towards engagement"

Asks the questions:
- "How can knowledge be responsibly applied to consequential problems?"
- "How can it be helpful to individuals as well as institutions?"

Scholarship of Integration

Makes "connections across disciplines, placing specialties in a larger context, or illuminating data in a revealing way"

- When serious disciplined work seeks to interpret, draw together, and bring new insight to bear on original research
- Asks the question, "What do the findings mean?"

Ernest Boyer's Definition of Scholarship

Scholarship of Engagement

Connects "the rich resources of academic institutions to pressing social, civic, and ethical problems present in communities"

Community Engaged Scholarship represents faculty work in communities through:
- teaching
- research
- community responsiveness
- service
- clinical and population-based care

Scholarship of Teaching

"Builds bridges between understanding and learning by transmitting, transforming, and extending knowledge"

Work should be:
- Made public
- Available for peer review according to accepted standards
- Reproduced and built on by other scholars

Glassick's Criteria – Assessing the Quality of Scholarship

Criterion	Questions
Clear Goals	• Does the scholar state the basic purpose of his or her work clearly? • Does the scholar define objectives that are realistic and achievable? • Does the scholar identify important questions in the field?
Adequate Preparation	• Does the scholar show an understanding of existing scholarship in the field? • Does the scholar bring the necessary skills to his or her work? • Does the scholar bring together the resources necessary to move the project forward?
Appropriate Methods	• Does the scholar use methods appropriate to the goals? • Does the scholar apply effectively the methods selected? • Does the scholar modify procedures in response to changing circumstances?
Significant Results	• Does the scholar achieve the goals? • Does the scholar's work add consequently to the field? • Does the scholar's work open additional areas for further exploration?
Effective Presentation	• Does the scholar use a suitable style and effective organization to present his or her work? • Does the scholar use appropriate forums for communicating the work to its intended audiences? • Does the scholar present his or her message with clarity and integrity?
Reflective Critique	• Does the scholar critically evaluate his or her own work? • Does the scholar bring an appropriate breadth of evidence to his or her critique? • Does the scholar use evaluation to improve the quality of future work?

References
- Boyer, EL. Scholarship Reconsidered: Priorities of the Professoriate. Princeton, NJ: Carnegie Foundation for the Advancement of teaching, 1990.
- Boyer, EL. The scholarship of Engagement. Journal of Public Service & Outreach.1996:1(1)11-20.
- Glassick, CE. Boyer's Expanded Definitions of Scholarship, the Standards for Assessing Scholarship, and the Elusiveness of the Teaching of Scholarship. Academic Medicine. 2000;75(9):877-880.

Appendix 4

Task Force on APT
Recommendations for Consideration
March 18, 2022

Please accept the following recommendations from the Task Force on APT appointed by the Executive Council of the UW Tacoma Faculty Assembly. The members of the Task Force include the following:
- Diana Falco (Assistant Teaching Professor, SSWCJ)
- Jim Gawel (Associate Professor, SIAS), Chair
- Bryan Goda (Professor, SET)
- Stephen Ross (Associate Professor, SIAS)
- Barb Toews (Associate Professor, SSWCJ)

In addressing the questions in our charge, the Task Force considered the UW Faculty Code, met with the UW Secretary of the Faculty and the current members of APT, and met weekly to discuss and draft these recommendations. Where there was not a consensus of opinion on a recommendation, the majority and the minority opinions are discussed.

1. **SCHOOL AUTHORITY TO HAVE OWN APT COMMITTEE (STRUCTURE):** Can a UW Tacoma school establish its own promotion and tenure committee? If it can and does, should a campus-wide APT continue to advise the Chancellor on the cases from that school?

We recommend that UW Tacoma NOT create school-level APT-type committees at this time. In our conversation with the Secretary of the Faculty (SecFac), he stated that the Provost would not support such a move at this time. He relayed that there was a directive from the Provost for consideration of changes to the Faculty Code to address the "school" issue at the tri-campus level, which has been temporarily sidelined by COVID issues taking precedence. He did suggest that it would be appropriate for Faculty Assembly to request that this issue again be taken up and moved forward by the tri-campus committee.

The task force also recommends that there NOT be two levels of APT-like review at UW Tacoma as this would add an extra level of review for faculty on our campus not required of any other faculty member at UW, and thus is an undue burden on faculty. Moreover, SecFac also commented that such an extra level of review might not be allowed by the Faculty Code.

2. **CLARIFY APT REVIEW PURVIEW (PROCEDURAL/SUBSTANTIVE/BOTH) (PROCESS):** Should the APT continue to do "procedural and substantive review" as decided by EC in May 2021 for 2021-22 review cycle? If so, what does substantive review entail?

We recommend that APT carry out a review that is both procedural and substantive, but limited in scope. Per our conversation with the Secretary of the Faculty, this is consistent with

the intent of the Faculty Code and the expectations of the Provost, who views consistency as the goal of the substantive review. **The Task Force recommends limiting APT review to addressing these questions:**

1. **Was due process followed in creation of the review committee, selection of external reviewers, timeline, and candidate responses?**
2. **Did the review committee, voting faculty, and Dean sufficiently and explicitly justify their decisions based on the published criteria for promotion of the candidate's school, and within the bounds of any campus-wide published criteria and the UW Faculty Code?**
3. **Were the school's promotion criteria consistently applied by the review committee, voting faculty, and Dean?**

The promotion review committee and School faculty, considering the input of experts in the field as external reviewers, have already sufficiently evaluated the quality of a candidate's scholarship, whether for Teaching or Tenure-Track faculty. Moreover, it is more likely than not that members of APT have no direct familiarity with the nuances of what connotes quality or excellence in scholarship in a particular candidate's academic field. Although APT members may have field-specific expertise to adequately evaluate the quality/excellence in scholarship for some candidates on a case-by-case basis, individual APT members are not likely to have this expertise for all candidates. Therefore, as the level of scrutiny of ALL candidate files should be equal, APT should not take it upon themselves to delve into determining scholarly quality for ANY candidate, regardless of field, rank, or track.

Rather, APT's review should evaluate whether the promotion committee and school faculty have sufficiently established that the candidate meets the broad criteria of excellence in the Faculty Code, any campus-level criteria written in the UW Tacoma handbook, and the specific criteria of the candidate's School. The candidate's School faculty have interpreted the broad mandates of the University and Campus within the context of their collective fields within the School, and APT should not attempt to project their own interpretations. Nor should APT attempt to apply any qualitative or quantitative measure of excellence (e.g., number or type of publications, teaching evaluation scores or other course evaluation metrics, journal impact factors, years in rank) that is not explicitly stated in the candidate's School criteria.

However, this substantive review by APT requires that the Schools have established a robust set of promotion criteria for their faculty within the bounds of University and Campus criteria, that the candidate specifically make their case relative to those criteria, and that the promotion committee and School faculty frame their decisions clearly on those criteria. If the School's review committee, voting faculty, and Dean do not provide adequate justification based on their promotion criteria, then APT will be forced to recommend against promotion, rather than take on this evaluation themselves. A comparative review of the various Schools' promotion criteria by APT and the EVCAA, separate from candidate review, should be carried out regularly

<u>in order to ensure consistency of school criteria with any campus-level published criteria and the UW Faculty Code.</u>

We further recommend that Faculty Assembly consider revisions to the UW Tacoma Handbook to explicitly guide the scope of APT review. We also recommend that APT create (or alter existing) working documents/forms that are in alignment with the scope of APT's review. These documents/forms should be secured for use by successive committees to prevent future misinterpretation of APT's scope of review.

3. **VOTING RESTRICTIONS BY RANK (STRUCTURE):** Should members of the APT be allowed to vote on promotion cases above their rank?
4. **RANK ELIGIBILITY & COMMITTEE REPRESENTATION (STRUCTURE):** What rank of faculty should be eligible to serve on APT? Should Teaching Track faculty serve on APT? Should there be an attempt to establish some kind of balance of ranks and tracks on APT?

As charges (3) and (4) are overlapping and related, our recommendations will address both together. The Task Force members are not of the same opinion on some of these matters, and thus we will summarize consensus recommendations of all 5 members, and any majority or minority opinions if consensus was not reached.

The Secretary of the Faculty clearly stated in our meeting that in the absence of specific requirements for voting hierarchy in the Faculty Code, no voting hierarchy is intended to apply. Therefore, there is nothing in the Faculty Code that limits who can vote on whom in APT deliberations. Section 24-54 of the Faculty Code, Procedures for Promotions, states that "Eligibility to deliberate and vote on a recommendation of promotion is limited to voting members of the faculty who are superior in academic rank and title to the person under consideration, subject to the limitations described in Section 21-32, Subsections C and D." The minority opinion states that this applies to departments, and argues that APT should not be different.

Members of APT are elected by their faculty to represent them on APT, and thus it was the SecFac's view that the voting rights of that faculty member should not be infringed, thus lessening their ability to be an effective representative. It is also true that an abstaining member is counted as a negative vote. **Thus, it is our consensus recommendation that once elected to APT, no faculty member should be asked to recuse themselves from voting.** In a related matter, the Faculty Code does not require that APT members with a more direct conflict of interest (e.g., promotion for a family member) give up their voting rights, but we recommend the continued practice of those with such a direct conflict of interest recusing themselves from conversation of a case.

It is in the makeup of APT members that there are two opinions on the Task Force. SecFac stated that some UW schools restrict who can serve on "APT," while others do not. It was the SecFac's opinion that there was good reason to allow all faculty ranks and tracks to serve on APT to provide for multiple viewpoints on the gamut of promotion files submitted and help break down the white male dominated power dynamic in the senior TT ranks at UW.

The Task Force is aware that some UWT faculty members believe that Teaching track faculty should not evaluate TT faculty promotion files due to perceived lack of required scholarship in the Teaching track job description. However, SecFac points out that in the Faculty Code <u>scholarship is required of all faculty types</u>, and rather it is the evidence required for this scholarship that differs. *Section 24-32 Scholarly and Professional Qualifications of Faculty Members*, section A, states:

> *Scholarship, the essence of effective teaching and research, is the obligation of all members of the faculty. The scholarship of faculty members may be judged by the character of their advanced degrees and by their contribution to knowledge in the form of publication and instruction; it is reflected not only in their reputation among other scholars and professionals but in the performance of their students.*

Also, as SecFac pointed out, there is no requirement that the UW President or Provost or the UWT Chancellor be faculty members at all. These administrators rely on adherence to published criteria to make their decisions on promotions. For example, in the School of STEM at UW Bothell, Alaron Lewis, Associate Teaching Professor, serves as Chair of the Division of Biological Sciences, which is equivalent to a departmental Chair in the UW system. Thus, a Teaching track faculty member serves currently in a role with distinctive promotion decision-making responsibilities.

Furthermore, as stated above in (2), it is more likely than not that APT members will not be in the same discipline as a candidate for promotion, and thus APT should refrain from evaluating the scholarly impact of ANY faculty member's file to be equitable, whether TT or Teaching track or other. Rather, APT's review should be limited to the following:

1. Was due process followed in creation of the review committee, selection of external reviewers, timeline, and candidate responses?
2. Did the review committee, voting faculty, and Dean sufficiently and explicitly justify their decisions based on the published criteria for promotion of the candidate's school, and within the bounds of any campus-wide published criteria and the UW Faculty Code?
3. Were the school's promotion criteria consistently applied by the review committee, voting faculty, and Dean?

Therefore, **within the constraints of our recommendations for the scope of APT review in (2) above, the majority of Task Force members (4/5) recommend that all tracks at rank of Associate or above should be eligible to serve on APT.** The majority believe that all faculty

members, regardless of rank/track, can successfully carry out such a review as that suggested in Point 2 of this report. Moreover, the Task Force majority believes that it is the right of each unit's voting faculty to elect the faculty member that best represents their faculty, without influencing who represents another school.

The minority opinion states that it is necessary, but not ideal, to allow tenure track Associate Professors to serve on APT due to the small numbers of TT Professors in some schools, but that this should not be expanded to Associate Teaching Professors and Teaching Professors. In the minority opinion, teaching professors do not have the experience of going through the tenure process, nor have they been involved in the promotion process at the tenured level. In the minority opinion APT is making career level decisions that could be negatively influenced by an unqualified member of the APT. There are also concerns about whether other schools are allowing lower rank professors to vote on tenure/promotion of those in upper ranks, or across tracks, and the discrepancy between voting hierarchies in how merit is occurring at the school level with no such hierarchy at the APT level.

Members of the task force engaged in cursory research about the makeup of APT committees at other universities. This research shows that there is not a universal convention or consensus on who, based on rank and track, should or should not serve on APT committees. The findings reveal that there is support for both the majority and minority opinions.

While all Task Force members believe that Assistant Professors and Assistant Teaching Professors should be protected from excessive committee workload, a 3/5 majority believes it is the school's right to choose their APT representative and thus believe that APT eligibility should include all ranks. The minority opinion (2/5) rejected allowing the Assistant Professor rank to serve on APT. The majority foresee that a new school with primarily junior faculty members could be created (this has happened elsewhere at UW), and thus believe that the option to call on junior faculty to serve on APT may be required in some cases. It was noted in discussion that units may want to consider the amount of experience at UWT and experience with the promotion criteria and process within a school in considering their APT representation, arguing against APT eligibility for junior faculty.

Those holding the minority opinion believe that Assistant-rank faculty lack experience in reviewing colleagues' records in relation to school-level promotion criteria, the UWT Handbook, and the Faculty Code that comes with serving on School-level promotion review committees and/or faculty discussions and voting on junior-faculty promotion cases. Given this lack of experience, the minority opinion believes that this creates significant challenges for these colleagues to adequately complete the type of review recommended in Point 2 of this report. It was suggested that if Assistant-rank faculty are made eligible to serve on APT, then we should limit the number of Assistant-rank faculty that can serve on the committee to ensure that we have this experience represented. This would require coordination across UW Tacoma units in

selecting representatives, but without this coordination it's feasible that APT could have a majority of Assistant-rank faculty. However, it was also noted in discussion that new "senior" faculty are often hired with no more experience at UWT than some junior faculty who may have been here for 4-5 years, although they likely come with promotion experience at their previous institutions. For comparison, Table 1 shows the current eligibility requirements for the various "Schools/Colleges" of the University of Washington. In the minority opinion the UW organization most like the UW Tacoma APT Committee is UW Bothell, whose membership is limited to tenured faculty.

Full Professor only	Associate/Full or tenured	Assistant or higher/voting faculty
College of Arts & Sciences Foster School of Business College of Education College of Engineering School of Medicine School of Pharmacy	College of Built Environments College of Environment School of Law* School of Nursing* UW Bothell	School of Dentistry* Information School* Evans School of Public Policy & Governance* School of Public Health School of Social Work*

TABLE 1: *Restrictions on eligibility for membership on "APT Committee" in the Schools/Colleges at University of Washington. *denotes that the school has "balance" requirements stipulating the number of TT Professors that must be on the committee or that those of lower rank must recuse themselves from voting on cases of those higher in rank. [See Appendix A for additional information on this table.]*

As to whether there should be "some kind of balance of ranks and tracks on APT," the consensus opinion (within the bounds of disagreement over APT eligibility described above) was that this is not practical nor recommended for the APT committee as currently structured. It is the school's right to elect their representative, and striking some balance on APT as currently structured would require dictating what rank/track would be supplied by a particular school, thus infringing on that right.

If eligibility to serve on APT is opened to Assistant Professors (TT and/or Teaching) and/or teaching faculty without legislating a "balance" in membership, it is conceivable that APT could consist solely of junior faculty or teaching faculty. While maybe not likely it is still possible, and the task force does not think this would provide the multiple perspectives desired on APT, just as all TT senior faculty currently limits those perspectives. However, with the existing design for choosing one representative from each school without consideration of the overall mix from all schools, the task force does not see a way to remedy this. We suggest that Executive Council consider other options for APT representation that allows for a guaranteed "balance" of perspectives.

The Task Force did consider whether two separate APT committees were warranted to better serve the needs of tenure track and teaching track faculty. The minority opinion (1/5) supported this idea, stating that this would give the teaching faculty a voice and representation. In the majority opinion (4/5) this idea was rejected for several reasons: it would add unnecessarily to workload, it would create further schism between appointment types rather than working toward creating unity in our faculty, and it would seem to justify a separate APT for every appointment type (i.e., research faculty, clinical faculty). It should be noted that the Task Force did find multiple examples of institutions where separate APT-like committees exist for tenure-track vs. teaching faculty (e.g., University of Denver, Georgia Tech University, Colorado School of Mines), or where Teaching faculty serve on APT but only vote on Teaching Faculty cases (e.g., IUPUI).

5. **PROVIDE CANDIDATE OPPORTUNITY TO RESPOND TO APT REVIEW (PROCESS):** When the APT recommendation is negative or it conflicts with the faculty vote, "APT Committee submits recommendation with reasons to candidate." In these cases, should the faculty member be allowed to respond?

We recommend that the promotion process be altered on the UW Tacoma campus to allow 1 week for candidate review of and response to APT's letter to the candidate in the event that a letter is warranted by the Faculty Code requirements. We also recommend that a copy of the candidate letter be provided to the candidate's Dean. However, as recommended by SecFac, this should be preceded by a request for consideration of this change by the UW Advisory Committee on Faculty Code and Regulations. SecFac believes that this change is not prohibited by the Faculty Code and is consistent with supporting an open and fair promotion process, and the Task Force concurs. We noted that although it is possible that the candidate could respond to the APT letter in a subsequent promotion-related meeting with the EVCAA allowed in the Faculty Code, that meeting is not guaranteed, nor is the scope of that meeting, and allowance for response to the letter should be made before the EVCAA considers all materials, not afterward, to minimize decision-making bias. We do recognize potential time constraints involved in implementing this step in the promotion process, but we feel it is warranted and thus recommend that the EVCAA should allow time for this step within the time allotted for their review of candidate files.

APPENDIX A

UW College of Arts & Sciences College Council - Only **full Professors** are eligible to serve on the Council.

- College Council | College of Arts and Sciences - Administrative Gateway (washington.edu)

UW College of Built Environments College Council - Only voting members of the faculty who hold the rank of **Associate Professor or Professor** shall be eligible for election to the College Council.

- CODE OF ORGANIZATION AND PROCEDURE (uw.edu)

UW Foster School of Business - The faculty representatives will be **full professors**

- WORKSHEET FOR BYLAWS (amazonaws.com)

UW Allen School of Computer Science & Engineering - ???

UW School of Dentistry - Committee members must be **assistant professor or above, and there shall be no more than one assistant professor and not more than two associate professors on the committee**. Any member below the rank of full professor shall not participate in the annual promotion session if s/he is being considered for promotion at that time.

- Bylaws-SOD-Final.pdf (amazonaws.com)

UW College of Education College Advisory Council - The CAC shall be composed of 5 faculty members who are **Full Professors** in the College of Education and may include faculty in research positions.

- Procedures for Promotion and-or Tenure Updated January 2021.docx (live.com)

UW College of Engineering Council on Promotion & Tenure - Membership: Each departmental representative shall hold the rank of **full professor**.

- Faculty Bylaws | UW College of Engineering (washington.edu)

UW College of Environment College Council - Members of the College Council shall have attained the **rank of Associate or Full Professor (including WOT Associate and Full Professors)** who do not hold the following administrative positions within their Departments or Schools: Associate/Assistant Deans, School Directors, Department Chairs, Associate/Assistant School Directors, and Associate/Assistant Department Chairs. **Research faculty may sit on the College Council but because these faculty are not eligible to vote on Promotion/Tenue (PT) matters**, their represented faculty groups shall elect an alternate member that is able to vote on PT matters.

- College By-Laws | College of the Environment (uw.edu)

UW Jackson School of International Studies - ???

UW School of Law Promotion & Tenure Council - Each year, the Faculty shall elect a Council of at least five tenured Faculty members, at least three of whom are full Professors.

- [bylaws_sol.pdf (amazonaws.com)](bylaws_sol.pdf)

UW The Information School - The chair and members of the Personnel Committee shall be elected by the faculty for a term not to exceed three years. The **chair should be a full professor**, and cannot be the Dean or an Associate Dean. The Chair of the Personnel Committee chairs the Extended Personnel Committee meeting.

- [iSchool Bylaws (amazonaws.com)](iSchool Bylaws)

UW School of Medicine - The voting members of the Council on Appointments and Promotions shall consist of sixteen elected members of the faculty, including **fifteen full regular professors, and one research professor**.

- [CODE OF ORGANIZATION AND PROCEDURES (amazonaws.com)](CODE OF ORGANIZATION AND PROCEDURES)

UW School of Nursing - The chair of the School of Nursing APT Committee shall be elected from among the full professors. The School of Nursing APT Committee shall be composed of one (1) chair, six (6) regular members, and three (3) alternate members with two regular members and one alternate elected from each department. A **minimum of one associate professor and one full professor shall be elected from each department**

- [Microsoft Word - SoN_Bylaws_05-20-13.doc (amazonaws.com)](Microsoft Word - SoN_Bylaws_05-20-13.doc)

UW School of Pharmacy - All members shall be at the **rank of Professor**

- [Microsoft Word - SOP Bylaws 10-13-2009 Final.doc (amazonaws.com)](Microsoft Word - SOP Bylaws 10-13-2009 Final.doc)

UW Evans School of Public Policy & Governance - The Faculty Council shall appoint at least 4 Evans School voting members of the Faculty to serve on the Faculty Affairs Committee, **including two Professors, one Associate Professor, and one Assistant Professor**. From one of the members with the rank of Professor the Council shall appoint the Chair of the committee. Additional members may be appointed by the Faculty Council as it deems appropriate. Members **must recuse themselves** in matters that relate specifically to their own case (or where a conflict of interest is present) for reappointment, promotion or tenure, and from matters relating to specific **cases of faculty superior in rank** to them including cases of promotion to superior rank

- [A9b By-laws_Final 5-9-07 FM_amend-proposal 03_15_08 (amazonaws.com)](A9b By-laws_Final 5-9-07 FM_amend-proposal 03_15_08)

UW School of Public Health Faculty Council - **Professors of a department with voting privileges**, excluding professors in the research track.

- [bylaws_sph.pdf (amazonaws.com)](bylaws_sph.pdf)

UW School of Social Work Retention, Promotion & Tenure Subcommittee - composed of **three (3) full professors and two (2) others from any other faculty rank and category eligible to vote** according to the UW Faculty Code.

- [Social-Work_ByLaws_10.15.pdf (amazonaws.com)](Social-Work_ByLaws_10.15.pdf)

UW Bothell Campus Council on Promotion & Tenure - The membership of the CCPT shall consist of seven **tenured voting faculty members.**

- [CCPT-Reference-Manual-2019-(003).pdf (uwb.edu)](CCPT-Reference-Manual-2019-(003).pdf)

More support for tenure-track asst. prof.
- equitable distribution of funds across campus
- communication.

Appendix 5.   2023 FA Fall Retreat Discussion Notes

- celebrate research on campus
      ↳ provide space to do so
- forum on teaching faculty scholarship
      ↳ how to present in materials
- question about quality of life vs. career
      ↳ realistic look @ workload & expectations
- discussion of online vs. in-person balance on
      campus for teaching
- disconnect btw. urban-serving/community-engaged
      mission & faculty code P&T mantras
- clarity for teaching faculty btw scholarship/teaching

- Forum on teaching track scholarship vs. research
- Clarity of expectations

Resources

TIME and

MONEY

Advocacy

translation –
clarifying tri-campus
decision making for
candidates.

tenure—track assistance
money
communication

Advocacy

definitions; language for
teaching faculty

→ how to frame, conduct
work in ways that
emphasize public serving,
urban·serving

Structure

Tacoma - Seatle

making sense of
expectations

mechanical mis-haps

Cloud management

Resarces

(understanding)
tri-campus
decision making

translation
between campuses

Resources

Time & Money

financial resources
Salary. Start-up
course releases

communication.
similar understandings

Faculty restaurant

Appendix 6

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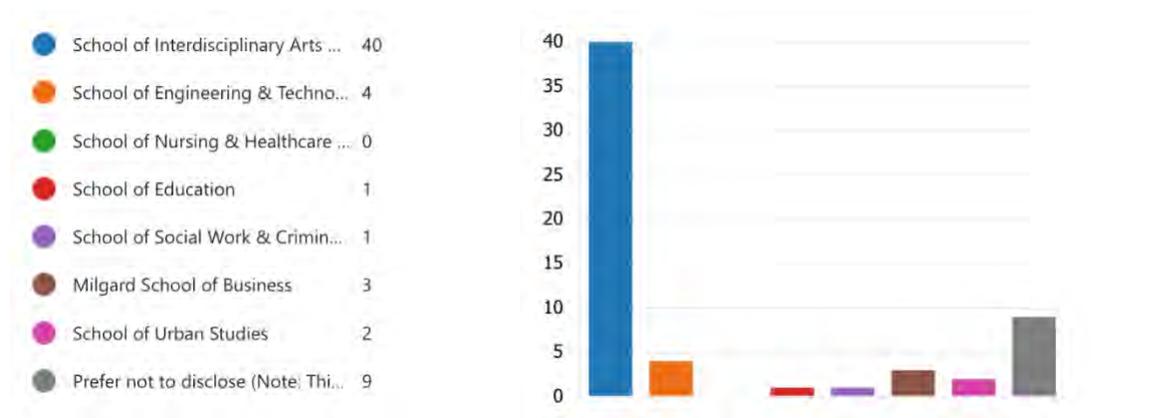
2. Your job rank (i.e., assistant, associate, or full)

● 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
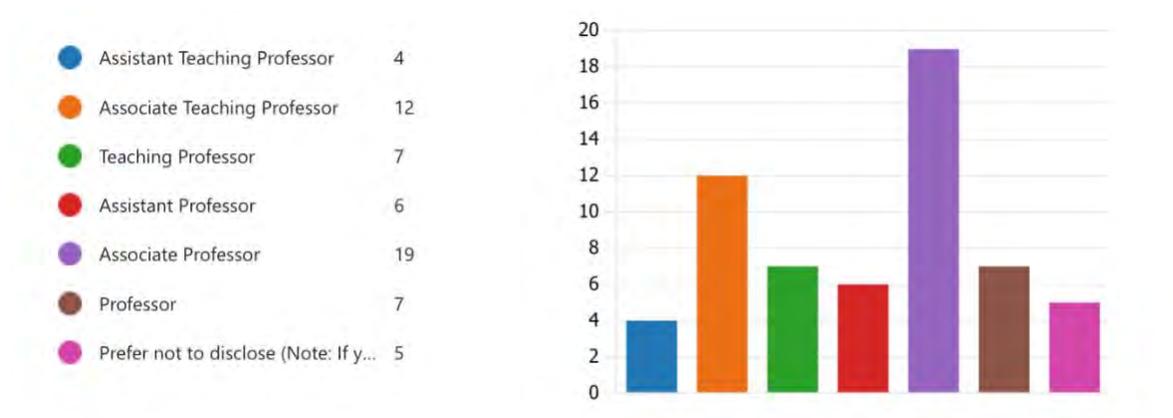
5. Do you feel your unit's criteria for promotion and tenure are clearly defined and communicated?

■ 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

21 respondents (**42%**) answered **criteria** for this question.

promotion to full professor
faculty code teaching
SIAS criteria
clearly defined promotion and tenure
criteria document scholarship **criteria** faculty promotion criteria
specific criteria expectations guidelines **promotion**
criteria for each track criteria are clear
P&T criteria
criteria for promotion
criteria within our unit

| 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?
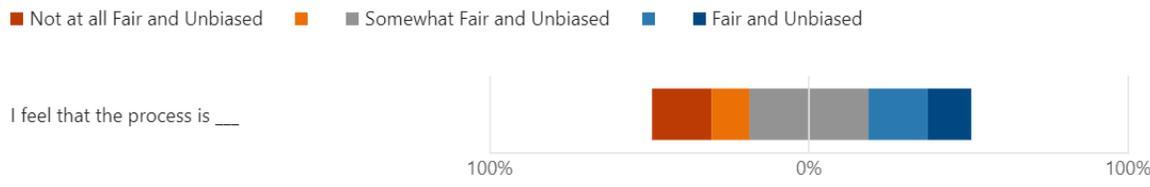
I feel that the process is ___

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?
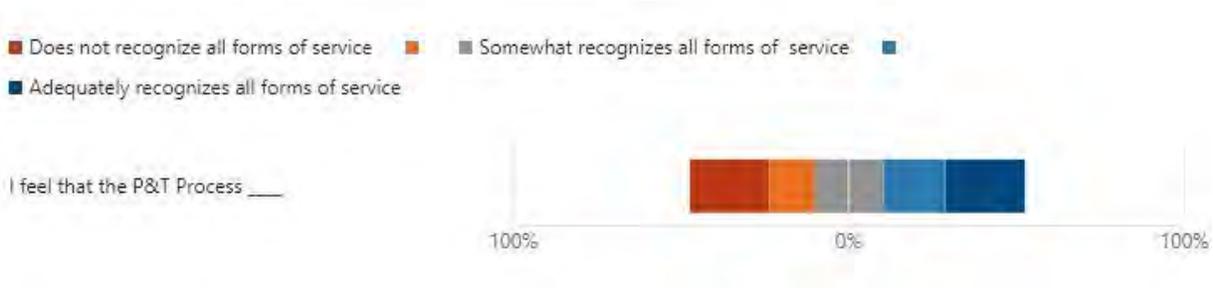
I feel that the P&T process ___

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

range of service   invisible service   focus on service   challenging service   lot of service

service at UWT   service loads   **service**   loaded up with service

unofficial service   service work   forms of service   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.

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

| 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?
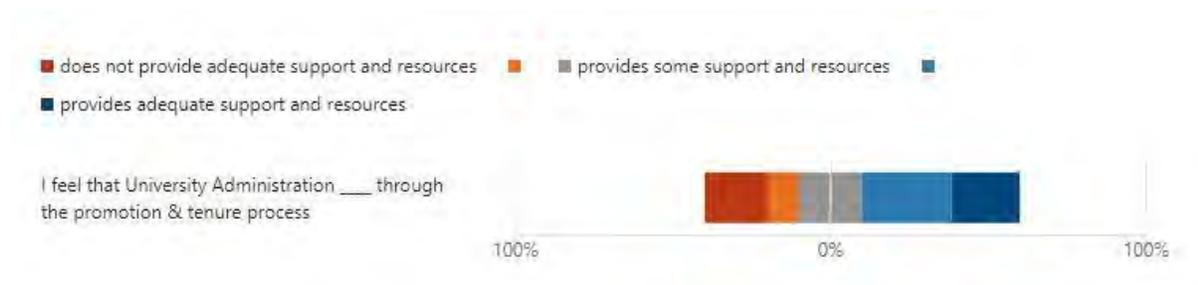
I feel that University Administration ___ through the promotion and tenure process.

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.

27 responses

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

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