

**University of Washington**  
**Faculty Council on Faculty Affairs**  
November 7<sup>th</sup>, 2017  
11:00 a.m. – 12:30 p.m.  
Odegaard Undergraduate Library 320

**Meeting Synopsis:**

1. Call to order
  2. Review of the minutes from October 24<sup>th</sup>, 2017
  3. Resuming discussion of lecturing faculty
  4. Report on librarians
  5. Update on non-departmentalized P&T
  6. Good of the order
  7. Adjourn
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**1) Call to order**

Janes called the meeting to order at 11:00 a.m.

**2) Review of the minutes from October 24<sup>th</sup>, 2017**

The minutes from October 24<sup>th</sup>, 2017 were approved as written.

**3) Resuming discussion of lecturing faculty**

The council held some discussion of its ongoing legislative interests pertaining to issues associated with lecturers. Janes explained he would like to gain consensus on legislative actions FCFA will take during the 2017-2018 academic year as a continuation of the discussion from the last meeting. An easel pad was used during the meeting to illustrate diagrams.

*Voting hierarchy*

The voting hierarchy relating to departmental personnel decisions was discussed, specifically in relation to the intersection between lecturing and professorial faculty in that hierarchy. The final report of the UW Bothell Lecturers Working Group Report (2014) was exhibited, specifically its final page, which includes a list of recommendations concerning the organization of that hierarchy (Exhibit 1):

1. *Faculty members on the lecturer track do not review faculty members on the tenure track.*
2. *Professors review all faculty regardless of track*
3. *Principal lecturers review senior lecturers and lecturers.*
4. *Associate professors review senior lecturers, assistant professors, and lecturers.*
5. *Senior lecturers review lecturers.*
6. *Assistant professors review lecturers (Page 7, Exhibit 1).*

### *Developing revised voting hierarchy*

There was some discussion of how the UW Bothell recommended hierarchy supports that the lecturer and tenure track be parallel, except wherein Professors are elevated above Principal Lecturers (via voting on Principal Lecturers). It was clarified the 2014 Bothell Working Group did not like the condition in the current hierarchy that a brand new Assistant Professor might evaluate a lecturer who had been working in the unit for years. A member noted the question is whether FCFA should separate the two reviewing groups and make them parallel (lecturers and professorial track), with the caveat there aren't many UW units wherein there are enough lecturers in certain ranks to conduct voting in this way.

One member suggested an easier change that might solve the problem: Assistant Professors may not vote (in personnel decisions) until after they have been reappointed. Another member pointed out there is value in the experience Assistant Professors obtain by participating in voting early in their careers.

After extended discussion, FCFA members expressed a preference for the Bothell Working Group Model, but with some amendment. A figure was drawn with a recommended approach for a voting hierarchy, and there was some discussion.

Members felt Associate Professors voting on lecturers should remain intact in a revised hierarchy, but Assistant Professors voting on lecturers should no longer occur. The other existing issue in the proposed model was that Professors would vote on Principal Lecturers. A member suggested Principal Lecturers review each other in a revised system (and Professors no longer vote on Principal Lecturers), with a provision that in units wherein there are fewer than 3 Principal Lecturers, Professors do vote on Principal Lecturers.

Janes summarized that in relation to the six Bothell Working Group recommendations (Exhibit 1) – recommendations #3, #4, and #5 were supported by FCFA, and #6 was unsupported. He noted there still seems to be debate over the remaining points.

### *Conclusion*

It was noted in relation to moving Class A legislation on the issue, the council should hash out a complete recommendation relating to the voting hierarchy issue, and then reconsider that recommendation in addition to other legislative recommendations for other issues (after those issues have had their own recommendations developed).

Janes explained he would be attending a meeting of the Senate Executive Committee (SEC) in the next week to share information on FCFA's legislative interests during 2017-2018.

#### **4) Report on librarians**

Watts provided an update on the ongoing Associated Librarians of the University of Washington (ALUW) initiative to reclassify UW librarians as “faculty” rather than as “academic personnel;” he explained he is FCFA’s liaison to the initiative during the 2017-2018 academic year. He noted related draft code language revisions for the Faculty Code (drafted by ALUW membership) were reviewed some weeks prior, and next steps include reviewing the current bylaws in relation to the Librarian Personnel Code in order to prepare to translate or do away with the language there if the initiative is successful. A large group is being formed to carry out this work, he explained.

Henchy explained librarians understand that they need a comprehensive understanding of the ramifications that come with changing their status from “academic personnel” to “faculty,” and that all the ramifications must be made clear before a formal vote is taken in favor of the change. She noted work is being done to facilitate this outcome, and that although the membership of ALUW has twice voted in favor of moving forward with the change of status, this vote was based on the assumption that the existing tenure and promotion provisions of the Librarian Personnel Code would become library faculty bylaws. There is a feeling that further discussions with the ALUW membership may be necessary to ensure that they understand that other elements of the Librarian Personnel code (e.g. adjudication) will be superseded by the Faculty Code in the event of the change taking place.

#### **5) Update on non-departmentalized P&T**

Vigdor provided an update on the ongoing FCFA discussion of the incongruities between the tenure & promotion process in UW departmentalized and non-departmentalized units; he used a handout as part of his update (Exhibit 2).

Vigdor explained he has received feedback from both the Elected Faculty Councils (EFCs) in the Law School, Evans School of Public Policy & Governance, and the chair of the EFC in the College of Education, and plans to visit the School of Social Work and the Information School. He noted he has found that different non-departmentalized UW units handle conducting a second review of a tenure dossier differently (e.g. in some Schools, the Dean is charged to do this, rather than an advisory committee).

He also compiled a list of U.S. public peer institutions ranked in the top 99, ultimately evaluating 23 institutions and how they conduct this part of the tenure review process. He found that 83% of UW’s peers use some form of a campus-wide committee to conduct some form of independent secondary review (undertaken by a committee of faculty that had not participated in any prior deliberations on the case). He spoke to some outlier institutions and their processes (Exhibit 2).

Vigdor explained by December 5<sup>th</sup> he will have had conversations with several non-departmentalized units and may be in a place to have draft code language prepared as a recommended legislative solution. There was some discussion of the political viability of legislation going forward/being approved via a faculty vote.

#### **6) Good of the order**

Nothing was stated.

## 7) Adjourn

Janes adjourned the meeting at 12:30 p.m.

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*Minutes by Joey Burgess, jmbg@uw.edu, council support analyst*

**Present:**                   **Faculty:** Steve Buck, Joseph Janes (chair), Kurt Johnson, Gordon Watts, Aaron Katz, Purnima Dhavan, Jacob Vigdor, Kamran Nemati, Dan Jacoby, Tom Hazlet, Miceal Vaughan

**Ex-officio reps:** Judith Henchy

**President's designee:** Cheryl Cameron

**Guests:** George Sandison, Mike Townsend

**Absent:**                   **Faculty:** Margaret Adam, Eric Bugyis

**Ex-officio reps:** Bryan Crockett

### Exhibits

Exhibit 1 – uwb\_lecturertaskforce.pdf

Exhibit 2 – tenureprocesspeerinstitutionsmemo\_110717.doc

## RECOMMENDATIONS ON LECTURERS

Submitted to Susan Jeffords, Vice Chancellor for Academic Affairs  
From the UW Bothell Lecturers Working Group

Pamela Joseph (Senior Lecturer, Education Program, Chair General Faculty Organization), *Chair*  
 Leslie Ashbaugh (Senior Lecturer & Director, Center for University Studies & Programs)  
 Bruce Burgett (Dean, School of Interdisciplinary Arts & Sciences)  
 Peggy Frazier (Director, Faculty Affairs)  
 Walt Freytag (Senior Lecturer & Associate Director, School of Business)  
 David Goldstein (Senior Lecturer and Director, Center for Teaching & Learning)  
 Steve Holland (Professor, School of Business)  
 Dan Jacoby (Professor, School of Interdisciplinary Arts & Sciences)  
 Jeff Jensen (Senior Lecturer, School of Science, Technology, Engineering & Mathematics)  
 Bruce Kochis (Senior Lecturer, School of Interdisciplinary Arts & Sciences)  
 Alka Kurian (Lecturer Part-Time, School of Interdisciplinary Arts & Sciences)  
 Nancy Place (Associate Professor, Education Program)  
 Jerelyn Resnik (Senior Lecturer, Nursing Program)

### OUTLINE

- I. Statement of Principles Regarding Lecturer Faculty
- II. Proposed Campus Commitments
  - A. Hiring Process
  - B. Communication
  - C. Annual Merit Reviews
  - D. Workload
  - E. Support for Scholarly/Professional Development
  - F. Compensation
- III. Proposed Campus Commitments for Specific Lecturer Positions
  - A. Senior and Principal Lecturers
  - B. Lecturers Full-Time with One-Year Appointments (Non-Competitive Hires Teaching on Campus for Five or More Years)
  - C. Lecturers Full-Time with One-Year Appointments (Non-Competitive Hires)
  - D. Lecturers Part-Time
- IV. Proposed Changes in *Faculty Code* (Considerations for Faculty Senate)
  - A. Lecturer Position Descriptions
  - B. Academic Human Services Consistency with Code Changes
  - C. Statement of Concern on Rank, Seniority and Privileges

## I. Statement of Principles Regarding Lecturer Faculty

UW Bothell includes and respects Lecturers Full-Time and Part-Time as integral to the instructional, scholarly, and professional missions of the institution. As an institution, we are committed to:

- Affording lecturer faculty the professional and social standing in the University community commensurate with their duties and responsibilities
- Supporting a positive work environment for all lecturer faculty.
- Providing clear written policies and procedures on hiring, terms of employment, evaluation, and professional development for lecturer faculty.
- Fostering the development of best practice recommendations through collaborative efforts between the Office of Academic Affairs, the GFO, schools and programs, and lecturer faculty colleagues.

In order to put these principles into action, UW Bothell commits to the following:

Faculty lecturers should be:

- Incorporated into the life of the campus and the academic unit to the fullest extent possible, in accord with the UW *Faculty Code*.
- Hired, whenever possible, with multi-year appointments consistent and thereby encouraging and supporting continuing professional relationships with students and colleagues.
- Informed at the time of hiring of their terms of employment and given opportunity to understand the possibilities and consequences of personnel review. Each appointment should include a clear contractual statement of expectations and assignments. Each appointment should be made in a timely fashion that allows lecturer faculty adequate time for course preparation.
- Provided with mentoring and professional support and development opportunities, including inclusion in campus grant programs, access to sabbatical opportunities for full-time lecturers hired through competitive searches, and access to support for travel and participation in professional development activities.

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## II. Proposed Campus Commitments

### A. Hiring Process

The hiring process should be guided by best practices (and continue to be in accordance with the *Faculty Code*).

1. The hiring process should be as transparent and consistent as possible across units and provide adequate time for course preparation.
2. Any lecturer who has a full-time workload as an instructor on the campus should be hired as a Lecturer Full-Time and considered a faculty member with voting rights. (*See workload recommendation.*)



3. A Lecturer Full-Time who has worked at a campus for five years and who has had meritorious reviews should be eligible for a waiver of an open (competitive) search. (*See recommendation for waiver of open search*).
4. After three consecutive years, a *line* (filled by faculty who are noncompetitive hires) must be converted to either a tenure-track hire or competitive hire or be eliminated. *It is recognized that this policy may take three years to be fully implemented.*
5. There should be consistent campus funding for changing Lecturer Full-time with one year positions to multi-year contract hires.

### **B. Communication**

Lecturers must receive timely information about the rights and responsibilities of their positions as well as information about promotion processes.

1. The VCAA's office should provide a website for lecturers for information on all aspects of their positions, including eligibility for leaves, professional development opportunities, academic freedom and its limitations, and guidelines for promotion.
2. To ensure adequate communication and support, the VCAA office should send quarterly reminders to Schools/Programs about the availability of this website; Schools/Programs should then provide this information to their lecturers.

### **C. Annual Merit Reviews**

Annual merit evaluation of lecturers should take into consideration lecturers' scholarly/professional engagement, service, as well as excellence in teaching.

1. Lecturers' annual merit reviews should be multifaceted (teaching, service, and scholarship/professional engagement) with the expectation that efforts in these areas will be different to those of tenure-track faculty.
2. The VCAA, in collaboration with Deans/Directors and Faculty Personnel Committees should establish guidelines for annual merit reviews that indicate lecturers' instructional, service, and scholarly/professional contributions for all new hires and for present lecturers who request to be evaluated on more than their instructional merits.
3. Lecturers' hiring agreements that delineate proportions of effort should be reflected in annual merit reviews. (*See workload recommendation.*)

### **D. Workload**

Based on a normal nine-course equivalent faculty workload, a Lecturer Full-Time assignment will usually have the following distribution:

- Seven courses taught
  - One course equivalent for institutional service
  - One course equivalent for scholarly/professional engagement.
1. *Exception to workload distribution:* An exemption to this workload policy will occur when, in consultation with the Dean/Director, a Lecturer Full-Time chooses to relinquish the

portion of workload for scholarly/professional engagement and instead teach eight rather than seven courses. In such cases, the annual merit review will attend to accomplishments in instruction and service, although scholarly/professional engagement may be taken into consideration if lecturer provides this information.

2. *Additional Workload Equivalencies:* Lecturers Full-Time who are engaged in significant scholarly/professional activities or extraordinary service to the campus, university, or their academic/professional fields may request of their Deans/Directors additional course reduction from the normal teaching load of 7 courses.

### **E. Support for Scholarly/Professional Engagement**

The VCAA as well as Dean/Directors should encourage the professional development of lecturers.

1. Schools/Programs should provide information about merit review and mentoring about professional development and information about promotion.
2. Schools/Programs should make available mentoring on curriculum development (e.g., writing syllabi) and best teaching practices.
3. Programs/Schools should encourage collaboration among lecturers and other faculty members for the development and revisions of majors, minors, and courses.
4. The VCAA should allocate funding to support the scholarly/professional engagement of lecturers with awards determined by a competitive process. Such support could range from additional course releases to travel allowances for conference presentations.

### **F. Compensation**

Lecturers' salaries should be determined according to several factors:

1. Salary for Lecturers Part-Time should be reviewed every three years to determine if compensation achieves parity with peer institutions. In addition, Lecturers Part-Time will be evaluated through annual merit review and will receive merit raises as other faculty members (if the university continues this system of salary advancement).
2. Lecturers Full-Time should have their salaries increased by the merit review process (if the university continues this system of salary advancement).
3. Lecturers Full-Time should also be eligible for merit level raises (possibly in five-year increments) and cost of living raises (if either or both of those salary advancement systems are adopted by the university).

## **III. Proposed Campus Commitment for Specific Lecturer Positions**

### **A. Senior and Principal Lecturers**

In recognition of the senior status of faculty who attain positions of Senior and Principal Lecturers, their contracts should acknowledge their accomplishments by providing stability of employment.

1. Senior Lecturers should be hired with an initial three–five year contract and for five-year contracts for each subsequent renewal.

2. Faculty who are appointed to the rank of Principal Lecturers have been through a rigorous review process including review by the Campus Council on Promotion and Tenure and thus they should receive seven-year contracts that are renewed subsequently on the basis of cumulative annual reviews rather than going through another intensive contract renewal process.

### **B. Lecturers Full-Time (Competitive Hires)**

1. With the exception of lecturers (at the time of the implementation of this policy) who have served 3 or more years, all hires for multi-year contracts must be conducted with open (competitive) searches following Faculty Code and campus standard best practices. (No change from current UWB practices.)
2. Searches may have somewhat different requirements than tenure-track or Senior Lecturer searches in that candidates may have interviews and demonstrate competence in teaching via electronic communication rather than a campus visit.
3. Lecturers hired in competitive searches should initially receive a two-year contract and three-year contracts for each subsequent renewal.

### **C. Lecturers Full-Time with One-Year Appointments (Non-Competitive Hires Teaching on Campus for Five Years or More)**

Schools/Programs may request a waiver of an open (competitive) search for a Lecturer Full-Time who is eligible to apply for a for a multi-year contract if meeting the criteria that they have taught for *at least five years* at the campus and have received meritorious reviews.

The evaluation process for candidates who wish to be eligible for a multi-year contract involves the following steps:

1. Submit to their Dean/Director materials as required by the School/Program such as a letter of intent, curriculum vitae, annual merit review reports, peer evaluations, and letters of recommendation from campus faculty who can attest to the lecturer's merit.
2. If the requested materials from the candidate are complete, Deans/Directors may request from the VCAA a wavier from an open (competitive) search for the candidate.
3. If the waiver is granted, a Dean/Director appoints a committee of three higher-ranked faculty members (two or more in a candidate's area) to examine the lecturer's record.
4. The committee's recommendation is forwarded to the full faculty for a vote on hiring.

### **D. Lecturers Full-Time with One-Year Appointments (Non-Competitive Hires)**

1. In advertisements and discussions with prospective Lecturers Full-Time seeing one-year appointments, it should be made clear that employment will not be "indefinite". Potential hires will be told that there normally will be a maximum of three years (two renewals). These time periods for employment will be followed unless there are extraordinary institutional needs.
2. It is expected that full implementation of this hiring policy will need to be phased in over three years so that non-competitively hired lecturers who already have been employed with

meritorious reviews for one or more years may either apply for new positions as they become available by being candidates in competitive searches or by seeking renewal for several more one-year contracts (if Deans/Directors can keep these positions available) until these Lecturers Full-Time have completed five years of employment with meritorious reviews and hence would become eligible for a waiver of an open (competitive) search.

3. Lecturers Full-Time hired for one-year contracts *after* the hiring process policy is in place in which there are three-year maximums for contract renewal will *not* be entitled to be hired for a multi-year contract through a waiver of an open (competitive) search.

#### **E. Lecturers Part-Time**

1. The campus must develop a mechanism to keep track of cross-program/school workload in order to calculate if a position is part or full time.
2. Every effort should be made to maintain a 50% or greater appointment for consecutive quarters for Lecturers Part-Time interested in being eligible for benefits.
3. Hiring of Lecturers Part-Time for their particular expertise (for example field supervisors in schools or industry specialists) – who wish to make a particular contribution by teaching one or a few courses and who have *acknowledged* that they have no interest in full time or continuing employment – may teach for an indefinite period of time if their instruction has been meritorious.

There are numerous instances in which there is mutual benefit to hiring Lecturers Part-Time. Such employment should normally be pursued within the context of an *affiliate* relationship where the instructor is hired for specific expertise while working in a associated professional employment. This relationship may also be also developed to support family life or disability. Affiliate appointments should involve substantive evaluation within three years of initial appointments, at which time contracts may be extended for a multi-year periods.

4. Full-time faculty should mentor Lecturers Part-Time. Hiring practices of Schools/Programs must take into consideration the ability to provide adequate support for these instructors' curriculum development and pedagogy.
5. Policies and practices need to be developed that facilitates the conversion of positions of Lecturers Part-Time to Lecturers-Full Time.
6. Lecturer Recommendations policy will be complete only after policies for the conversion of Lecturers Part-Time to Lecturers Full-Time have been developed. Moreover, recommendations regarding all Lecturers Part-Time need to be revisited and extended beyond the scope of this document.

## **IV. Proposed Changes in *Faculty Code* (Considerations for Faculty Senate)**

### **A. Lecturer Position Descriptions**

The *Faculty Code* should reflect lecturers' academic and professional expertise and not only their instructional roles. These changes in the code are recommended:

1. Lecturer and artist in residence are *instructional* titles **as well as academic/ professional** titles that may be conferred on persons who have special instructional roles. Appointments may be renewed pursuant to [Section 24–53](#).
2. Senior lecturer and senior artist in residence are instructional **as well as academic/ professional** titles that may be conferred on persons who have special instructional roles and who have extensive training, competence, and experience in their **academic or professional** disciplines. Appointments may be renewed pursuant to Section 24–53.
3. Principal lecturer is an *instructional* **and academic/professional** title that may be conferred on persons whose excellence in instruction **as well as in their academic or professional fields** is recognized through appropriate awards, distinctions, or major contributions to their field. Appointments may be renewed pursuant to [Section 24–53](#). The title of Principal Lecturer may not be used for a new appointee; this title is achieved by promotion. <http://admin.artsci.washington.edu/lecturer-and-artist-titles>.

### B. Academic Human Services Consistency with Code Changes

Academic Human Services will need to change language about lecturers' position titles and ranks subsequent to changes in the *Faculty Code*.

### C. Statement of Concern on Rank, Seniority and Privileges

Lecturers are a crucial part of the teaching faculty and make many contributions to university life including to shared governance. As such, the university should be sensitive to this faculty's need for security and status.

Currently the title of lecturer stands outside the UW professorial rank system and creates a number of challenges. As valued and frequently long-serving members of the faculty, UWB maintains lecturers should be accorded privileges (such as office allocations) on a basis of seniority and title similarly to the professorial ranks; in particular, Senior and Principal Lecturers will be accorded the status of senior faculty.

On the other hand, an asymmetry exists within the UW Code when it comes to personnel matters such as P & T, merit review, or contract renewal. Currently tenure track faculty have responsibility to review lecturers, but lecturers do not review tenure track faculty. We find that having the lower professorial ranks review senior lecturers disrespectful of the latter's' expertise and experience. Accordingly, UWB commits itself to recommending policies that recognize the differences in authority vested in various faculty titles, but which also accord proper respect for the lecturer status. Such policies may include proposed changes to the faculty Code.

With respect to personnel decisions, we suggest a system in which:

1. Faculty members on the lecturer track do not review faculty members on the tenure track.
2. Professors review all faculty regardless of track
3. Principal lecturers review senior lecturers and lecturers.
4. Associate professors review senior lecturers, assistant professors, and lecturers.
5. Senior lecturers review lecturers.
6. Assistant professors review lecturers.

## Memorandum

November 5, 2017

To: Faculty Council on Faculty Affairs

From: Jake Vigdor, Daniel J. Evans Professor of Public Policy and Governance

Re: The promotion review process at 23 peer institutions

This memo briefly summarizes the tenure/promotion review process at leading public universities in the United States. Among institutions ranked in the top 100 global universities, 22 of 23 peer institutions require all campus units to route tenure dossiers through some form of independent secondary review: one undertaken by a committee of faculty that had not participated in any prior deliberations on the case. Most commonly, this review is undertaken by a campus-wide committee.

### Background

As described in a previous memo, there is some interest in reviewing the tenure and promotion process here at UW for non-departmentalized units, which are currently required to conduct a secondary but not independent review. Within these units, the secondary review is often seen as redundant and preliminary conversations with representatives of these units suggest there would be little opposition to dropping the requirement. As noted in a prior meeting, the secondary review committee can be charged with reporting to the candidate on deliberations preceding a faculty vote, but in at least one non-departmentalized unit this responsibility is already assigned to the dean instead.

Is the absence of a secondary review, or more specifically an independent secondary review, common among our peer institutions, which often face the same bureaucratically complex mix of departmentalized and non-departmentalized unit? How do our peer institutions deal with this problem?

### The sample

The Shanghai Academic Ranking of World Universities, which rates the UW 13<sup>th</sup> worldwide (a ranking which we've chosen to promote extensively), counts a total of 24 American public universities in the top 99 (beyond this rank universities are binned into groups of 50). I examined the tenure procedures employed at these 23 peer institutions. These include flagship institutions in 15 states, and seven campuses in the University of California system.

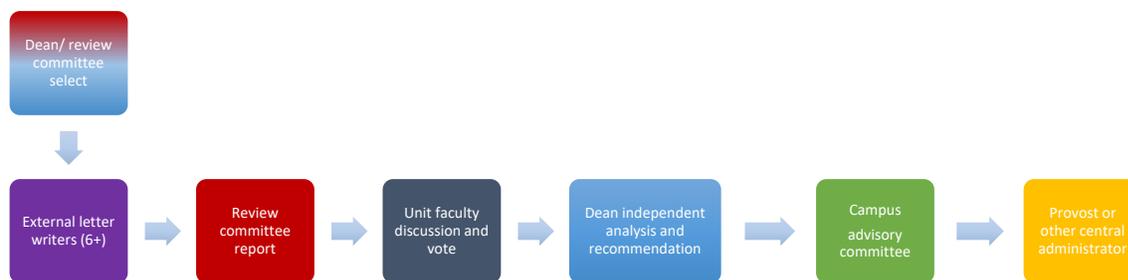
### Most common approach: campus-wide committee

19 of the 23 identified peer institutions route dossiers from all campus units to some form of campus-wide committee after a dean has reviewed the case and provided an individual recommendation. These committees are generally charged with producing an independent

assessment of the case for the benefit of the provost, president, or other central administrator responsible for carrying a recommendation to regents, trustees, or other official governing body of the institution. These bodies include the Committees on Academic Personnel at each UC campus, the President’s Review Committee at the University of Texas-Austin, the Academic Personnel Board at the University of Florida, the Campus Promotion Committee at Purdue, and provost advisory committees at many institutions.

At 83% of peer institutions, then, the tenure process in a non-departmentalized unit is some form of a “six-layer” process as indicated in Figure 1. In addition to the seven UC campuses (Berkeley, UCLA, San Diego, Santa Barbara, Irvine, Davis, and Santa Cruz), this model is employed at UNC-Chapel Hill, Illinois-Urbana/Champaign, Colorado-Boulder, UT-Austin, Maryland-College Park, Purdue, Rutgers, Ohio State, Georgia Tech, Penn State, Florida, and Arizona.

In some cases, institutions employ additional levels of review, such as by college-level committees in departmentalized units, implying that the campus-wide committee performs a tertiary review.



*Figure 1: Tenure process for non-departmentalized units at Universities with campus-wide committees*

### **Minnesota Model**

At the University of Minnesota, departmentalized units perform secondary reviews much the way they do here at UW. Non-departmentalized units submit dossiers to the “All-University Promotion and Tenure Committee,” which is also charged with reviewing dossiers from branch campuses of the University. Here too, the model for non-departmentalized units is a variant on the six-layer process of Figure 1.

### **Wisconsin Model**

At the University of Wisconsin-Madison, as noted in a previous memo, there are a total of four campuswide committees that receive dossiers either directly from departments or from non-departmentalized units. These committees are advisory to deans, not central administrators.

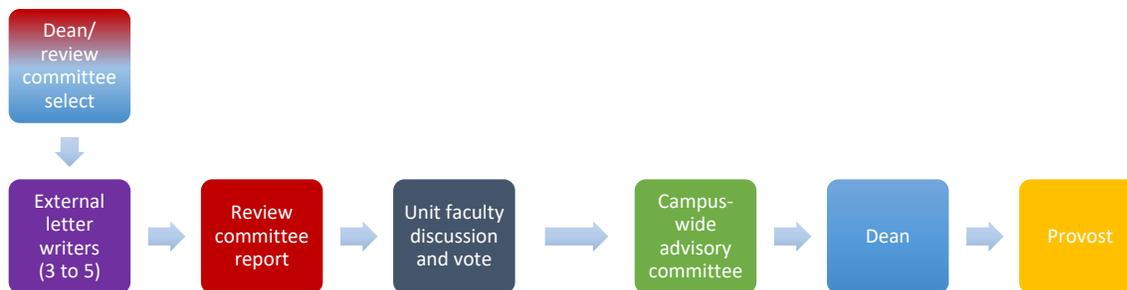


Figure 2: The Wisconsin model: campus-wide committees advise deans

### Pittsburgh Model

The University of Pittsburgh does not prescribe a specific process for non-departmentalized units, but imposes a campus-wide secondary review requirement. Faculty participating in any stage of the primary review are prohibited from participating in the secondary review.

### The Outlier: University of Michigan

The University of Michigan applies fairly vague regulations to the promotion and tenure process (although notably regulations prohibit the use of non-arm's length evaluator letters, a practice that is permitted at UW). Memoranda available online suggest that the process is recognized as an outlier on that campus and has posed difficulty in the re-accreditation process.

### Conclusion

An independent secondary review is a feature in the tenure and promotion procedures not only for the 10 departmentalized units at the University of Washington, but at 22 of 23 public peer institutions (96%).