

APT COMMITTEE REPORT, 2025 -2026

(Compiled by Chair – Yonn Dierwechter, Chair)

Committee Members: Professor Mary Hanneman (Spring) and Professor Katie Baird (Aurum, Winter) (SIAS), Professor Bryan Goda (SET), Associate Professor Randy Meyers (SWCJ), Associate Professor Gim Seow (Fall) and Professor Greg Rose (Winter. Spring) (Milgard), Professor Robin Evans-Hughes (Nursing), Professor Laura Feuerborn (Education), Professor Yonn Dierwechter (Urban Studies), Chair

SUMMARY MATRIX: CASES REVIEWED IN CONTEXT

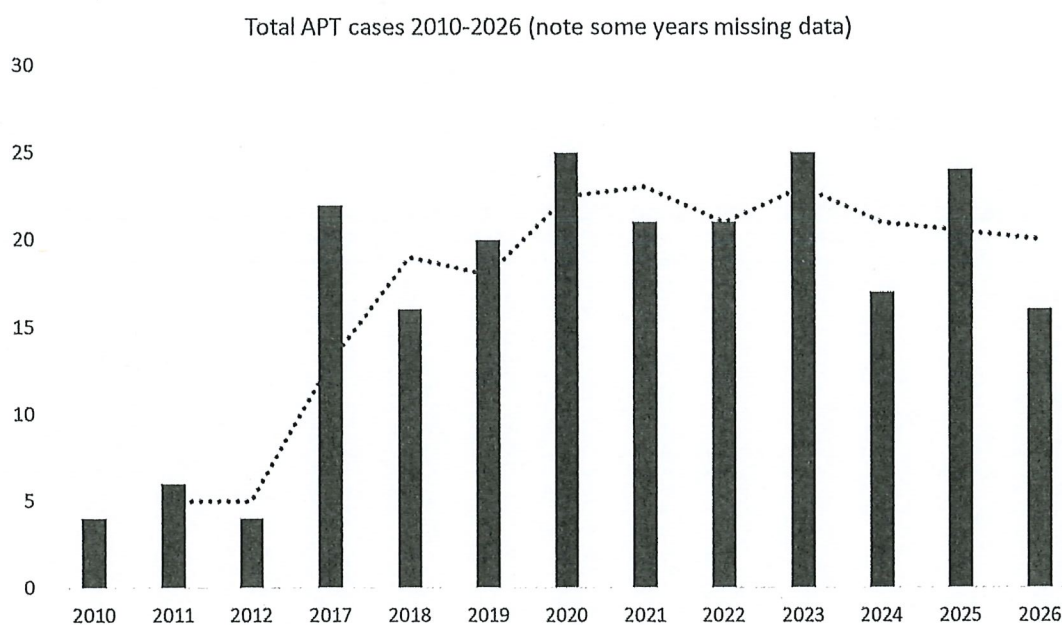
Type of Case	2024-25	2025-26	Change year prior	% of 25-26 cases
Tenure Track Mandatory Appointment Cases: Assistant to Associate, with tenure	10	4	-6	25%
Tenure Track Non-Mandatory Appointment Cases: Associate to Professor	6	3	-3	19%
Tenure Track Non-Mandatory Going up early for tenure	3	3	0	19%
Teaching Faculty Non-Mandatory Appointment Cases: Teaching Assistant to Teaching Associate	3	5	2	31%
Teaching Faculty Non-Mandatory Appointment Cases: Teaching Associate to Teaching Professor	2	1	-1	6%
TOTALS	24	16	-8	67%

Comparison with 2024-25

1. The Summary matrix above shows that APT reviewed a fewer number of total cases this year than last year; APT reviewed 16 files for the 2025-26 cycle, down from a total of 24 cases in 2024-25.
2. Both mandatory tenure-track cases and non-mandatory tenure-track promotion cases dropped, from 10 to 4 for assistants to associates and from 6 to 3 for associates to full.
3. There was one less promotion case of Teaching Associate to Teaching Professor (2 to 1).
4. The number of non-mandatory tenure track cases (“going up early”) remained the same at 3.
5. The only type of file that grew was non-mandatory Teaching Assistant to non-mandatory Teaching Associate--from 3 to 5. This represented the largest category this year for APT review - at 31%.

Long-term trends

1. A cursory review of past reports APT annual reports since 2010 reveals that APT's work load shifted dramatically around 2016-17.
2. Until that time, APT typically reviewed only a small number of files.
3. Since 2016-17, APT has routinely reviewed more than 20 files per year.



Source: APT annual reports

Activities/Issues

1. As reported last year, APT again met with the EVCAA on various occasions each quarter to discuss promotion cases and/or policy issues, as and when approximate. This is productive and should continue in the future.
2. As is often the case, APT is hard to populate with consistent membership all year long, due to leaves, etc. This meant that the committee this year had several "permutations" as members rolled in and out of the discussions.
 - The APT chair tried to meet with members individually and as needed to keep them informed.
3. One of the new features of APT's work this year was the use of the so-called SCC form "SCC" form.. While members noted redundancy with TP6 and used it unevenly and in different

ways, they agreed at their inaugural October meeting that this new form could prove helpful as the committee drafted their letters.

- The SCC form provides guidance especially on how APT reviewers can efficiently capture case summaries and key accomplishments while also providing a summary of external letters and/or unusual aspects to a case as well as any explanations for non-unanimous voting, negative votes or large absent population.
4. APT specifically worked with the EVCAA to discuss an “appointment” policy issue concerning criteria and term length recommendations for teaching faculty appointments and reappointments. The EVCAA reported to APT members that this issue arose out of questions last year about whether there were UWT-wide policies on this question, and in the absence of such, EVCAA worked with Academic HR and the Deans to develop this policy. With this policy, the term contract maximum is the maximum allowed by Faculty Code. It is not automatically the contract length recommended by the Dean or EVCAA, which may be shorter than the maximum allowed. Thus the contract length for an assistant teaching professor with two years left who was promoted to associate would be no less than 2 years, and no more than the maximum, which for an associate teaching professor is seven years. Code sets maximum contract lengths, not actual or automatic contract lengths.
 - APT recommended the inclusion of more context/background for this policy.
 5. As reported last year, Sarah Davies Breen again presented (twice) in early May 2026 (via Zoom) an outline of the tenure and promotion process, expectations, and a review of the faculty code.
 - The Chair of APT, Yonn Dierwechter, was also in attendance and also answers questions from faculty.
 - APT’s role in these workshops has diminished in recent years. Also absent are deans.
 6. While the committee inherited a draft APT Handbook for faculty review from last year, the requested completion of this task (and the voting from EC) was shelved by the committee due to the parallel development of the APT restructuring discussion, which is the most important issue to report here and will certainly constitute much of the agenda for next year.
 - The APT Handbook should be revised formally and incorporated only after faculty decides on the APT restructuring issue discussed below.
 7. APT restructuring became the central issues this year. APT met with, discussed and/or elicited views from the following constituencies: EC members, the EVCAA, Academic HR, NTTFF leadership, within-unit faculty, UW Bothell (the APT Chair met with their CCPT Chair 3 times, most recently on June 11).

APT Restructuring

The Faculty Assembly 2026 Winter Retreat, the so-called “Bylaw-Palooza,” featured a table that focused on the theme of “APT restructuring.” Central to that discussion was consideration of 4 different models and attendant by-law changes. A key caveat of this discussion was final passage of a

UW Faculty Code amendment eliminating the hierarchy rule, meaning APT members could vote on colleagues of a higher rank in tenure and promotion cases. Specifically,

“Class A Legislation 182. Promotion and Tenure: Elected Faculty Council Voting Hierarchy and Equitable Deliberation. The legislation allows schools, colleges, campuses to use non-hierarchical voting at the Elected Faculty Council (EFC) level (“APT” at UWT) and permits associate professors who serve as department chairs to evaluate candidates for promotion to full professor. Schools, colleges, and campuses that want to continue using hierarchy at the EFC (i.e. APT) level will have the option to continue. The decision on voting hierarchy in the FC will be made at the local level, based on the bylaws.”

News of this change took time and delayed formal action for EC consideration, although APT members also felt the need to “go slow” with discussions across campus on possible changes to APT, reaching out especially to teaching colleagues both within their schools and with the NTTFF.

- Specifically, APT spent considerable time discussing the strengths and weaknesses of the following options for APT’s future:

OPTION	STRUCTURE	TEACHING FACULTY ROLE	KEY FEATURE
OPTION A: Two Committees	Separate APT-T and APT-TT	Lead Own Committee	Complete Track Separation
OPTION B: Subcommittees	One APT: Two Subcommittees	Chair Subcommittee	Unified Policy Coordination
OPTION C: Expanded APT	One APT: More Teaching Faculty Members	Vote When Eligible	Minimal Structural Change
OPTION D: No Change	Current Structure	Limited	No Implementation Needed

In February, after the Winter Retreat, APT members offered initial reactions both in person and via emails, summarized collectively here:

- We might have one APT committee (Option B) with Full teaching faculty but each would vote on only their category. They would meet periodically to discuss ideas. And go over proposals and specific cases
- The chair of APT would also attend all the teaching deliberations but not vote.
- Who is the most qualified to evaluate a teaching professor’s file?
- Teaching faculty by code cannot vote on tenure track files.

- The chair would monitor the teaching faculty committee to guide them through the process. Both chairs can meet with the EVCAA. Subcommittee model? Yes, with overlap
- The advantages of this would it would divide the workload, make the teaching faculty feel like they are part of the process, and hopefully curb some resentment.
- 2 separate committees is too dangerous. Option A
- Option C: expanded membership as inclusion of teaching track is essential.
- APT should retain some existing structure to watch the development and growth of the teaching non-tenure track.
- Can we agree first to remove A and D from our discussion? Neither seems agreeable.
- So either with Option B or C. We should focus on these two, pros and cons, concerns and possibilities for each
- C is least cumbersome with a tight timeline. (see December-January deadlines)
- Wondering why 2 Teaching track faculty are added (instead of 3, for instance) to Option C>
- Each of us should discuss this issue with Teaching track faculty in our units, and perhaps Yonn discusses with Teaching track Caucus.
- Teaching faculty in SOE prefer option C, but this is with continued unit representation in APT.
- Option C, but with some concerns
- We have a live model of this on the Bothell Campus; reached out to them last fall, and could so again to learn how they did this—and why. e.g. did they consider other models? Maybe we can look at their by-law changes?
- UWB added two at-large teaching professors; with a voting hierarchy for tenure cases based on tenured APT members.
- Seems to me there was more enthusiasm for Option B at the Bylawpalooza. Not sure this represents the majority of the teaching faculty?
- Option B provides greater representational weight? to NTT faculty
- Option C seems to be the preference of APT members at this time, but we also have no NTT representatives here.
- Note, ongoing concerns with scholarship of teaching criteria relates to APT restructuring issues.
- Wonder if all “unit” representation (each unit - 1 rep) is really necessary; recognize this is a minority view?
- Option C would suggest unit representatives only for tenured reps; NTT faculty would be served by 2 or 3 at-large reps, unless we added 7 new NTT faculty.
- One problem with a larger APT whatever the model is simply practical: scheduling nightmare of meetings, especially on voting.

- Would need to lay out an entire year of meetings in September, but that is hard as the committee often rotates membership and schedules are dynamic over the year.
- Option C might allow for a clearer chain of command. Having two different co-chairs of subcommittees could make the administrative side a bit more complicated, especially with things like constructing materials and reporting/working with administrators.
- Option B could be a burden to tenure track faculty in smaller schools with a small number of Teaching Professors.
- Perhaps a blend of B and C, with a non-tenure track representative from each school in a single APT committee. This would allow for more representation from NTT folks and avoid the complexities that might arise with two subcommittees. However, as with Option B, this would still come with the issue of a heavy service burden, especially for small schools.
- It would be good to hear more about reasons for the NTT preference for Option B, and get a sense for the support/issues that Option C has.
- Recommends Option C.
- Option C allows us to incorporate institutional memory as all members to date have been tenure track.
- Another advantage is that it allows consistency in expectations for promotion, specifically regarding norms and expectations for teaching and service and the demonstration of leadership over time, particularly at the Full Professor level.

Additional feedback was collected from APT units:

- The teaching track Professors and I met to discuss the options. We discussed several issues. Overall, we discussed all options and excluded option D:
- First, there was a concern that if it were Option B, we would want the subcommittees to be non-hierarchical. In other words, a subcommittee could not be over-ruled by the committee as a whole (or by the tenure track part of the committee).
- Second, an option may be to have a phased in approach to separate committees. The reasoning is as follows: The drawback of the two separate committee option is the loss of continuity, given that currently there are no Teaching Track Professors serving on ATP. Therefore, all Teaching Track Professors would be new to the committee without any clear understanding of process and related operations. The upside of having a separate committee for each track would be that the affected individuals would be most attuned to the positions being reviewed as they would be on the same track.
- So, to mitigate the challenge of loss of continuity, and to enjoy the benefit of representatives on ATP reflecting the candidates being reviewed, it may be possible to design a phased-in approach whereby the first year of teaching track membership functions alongside of the existing committee. The goal would be to mentor the teaching track members on processes and criteria as well as any other relevant operational approaches that are currently employed.

- After the initial year (or possibly more) the committee (including both tracks) can revisit whether or not it is appropriate and beneficial to create separate committees based upon rank or retain the larger collective group.
- Third, we would like to see at least an equal number of teaching track faculty as the number of tenure track faculty on the committee that votes for teaching track faculty members promotions.
- Fourth, it would be desirable if each school could send a tenure track and teaching track faculty member to the committee.
- Finally, there is one question that I want to make sure I am recalling correctly: Do teaching track faculty that vote on the promotion of Associate teaching track faculty to Full have to be Full Professors?
- Non-tenure track:
 - o "I prefer option B - Subcommittees as I think that supports having separate identities based on our different requirements but also provides an opportunity to have a collective voice between APT-T & APT-TT."
- Tenure Track:
 - o "I am very much in support of whatever the committee views as being most effective (particularly as someone who hasn't gone through that APT process or served on the committee). Based on what I know so far, I would say my option preference would be B -> A -> C -> D"
 - o "I would defer to the preferences of teaching faculty. While I understand the intent behind empowering teaching faculty under options A, B and C, it seems like it would be increasing the workload of teaching faculty. And I am not comfortable voting for more work for teaching faculty. I think this is a matter that should be democratically decided by teaching faculty."
- Feels Option B is absolutely the strong preference for NTT faculty because it seems the least paternalistic-- worried that some feel tenured faculty need to oversee teaching faculty career development.
- As teaching faculty myself, I have a longer institutional memory that many of my tenured colleagues, some who have served on APT--this argument seems odd to me. Teaching faculty aren't new to UWT.
- UWB isn't doing well with their addition of extra teaching faculty as their solution--they've really been struggling, and this is going to have to be revisited.
- It seems to me that the subcommittee issue would reduce work for all: Less difficulty scheduling, smaller, more productive committees, less work for all, and then you become a full committee again for important policy issues....The Tenured APT committee isn't overseeing the NTT's work.
- Talked with both teaching track faculty and presented the decision document to All Faculty over our March and April meetings.

- Teaching track faculty (n=2): I met with each faculty person individually. As background both faculties are in their first year of hire in this track, but both have been teaching in our school as adjuncts for >3 years. Both were a little overwhelmed by the choices and thinking through this in their new role. It is not clear to me that anyone other than the Dean has had a longer conversation with these new faculty on their responsibilities to the faculty as a whole.
- One preferred option B for the quality of consideration of the challenges faced by Teaching faculty in demonstrating scholarship, and true consideration of their contributions to teaching.
- One preferred option C. They were concerned that the workload for option B would be overwhelming for committee members, and they thought there would be better assurance of quality and continuation with input from Tenure Track faculty in option C.

Finally, APT also met with NTTFF leadership, first as a guest of the NTTFF and then as a host. In addition, the chair of APT met again with the NTTFF after both these meetings.

- *Appendix 1* attached provides summaries of this work.

Appendix I

APT Committee Restructuring

Summary of Feedback — Survey Responses & NTTFF Input
12 survey respondents across 4 academic units (SIAS, SET, Milgard, and SOE)

Key Takeaway

Faculty feedback converges on the need for meaningful reform that improves equity for teaching-track faculty without creating undue workload or long-term division. Options B and C best meet these goals, with Option C favored for feasibility and Option B for structural parity. Maintaining status quo is broadly viewed as unacceptable.

Survey Preference Breakdown

Option	Votes
Option C — Expanded membership	7 votes (58%)
Option B — Unified with subcommittees	5 votes (42%)
Option A — Two separate committees	0 votes (0%)
Option D — Status quo	0 votes (0%)

Option C: Expanded APT Membership with Two Teaching Professors Added

7 votes. Preferred by respondents prioritizing minimal service burden while gaining a teaching-track voice. Meaningful but limited improvement

Option C Expanded Membership with Two Teaching Professors	
Strengths	Weaknesses
<ul style="list-style-type: none"> Minimal structural change — easiest to implement without disrupting current workflows 	<ul style="list-style-type: none"> Two teaching professors vs. seven tenured — structural minority risks marginalization (tokenism)
<ul style="list-style-type: none"> Does not require filling many new service slots — critical for units with burned-out teaching faculty Avoids the difficulty of recruiting members from every unit 	<ul style="list-style-type: none"> No discipline-specific input from all units
<ul style="list-style-type: none"> Teaching-track voice is present without full committee duplication 	<ul style="list-style-type: none"> Tenured-faculty majority retains effective control over teaching-track cases
<ul style="list-style-type: none"> Allows flexible participation (e.g., teaching professors reviewing only teaching-track cases) 	<ul style="list-style-type: none"> Power imbalance may persist if representation is not increased beyond two members

Option B: One APT Committee with Two Subcommittees

5 votes. Preferred by respondents who prioritize maintaining shared norms while still creating space for track-specific review. Best balance of equity, feasibility, and coherence

Option B One APT Committee with Two Subcommittees	
Strengths	Weaknesses
<ul style="list-style-type: none"> Keeps both tracks unified under one committee, preserving shared norms and consistent policy interpretation 	<ul style="list-style-type: none"> Requires sufficient eligible faculty to staff subcommittees sustainably — significant burden given existing overload
<ul style="list-style-type: none"> Subcommittees allow focused, track-specific review — reducing workload by limiting members to relevant cases 	<ul style="list-style-type: none"> Risk of animosity if one subcommittee is seen as better resourced or more prestigious
<ul style="list-style-type: none"> Maintains opportunity for cross-track overlap and collaboration 	<ul style="list-style-type: none"> Reinforces structural separation between tracks — potential for standards to diverge over time
<ul style="list-style-type: none"> More equitable than Option C — teaching faculty have genuine structural presence, not token representation 	<ul style="list-style-type: none"> Does not resolve school-size representation disparity

Option A: Two Separate Committees

0 votes. Logically coherent but rejected as impractical.

Option A Two Separate Committees	
Strengths	Weaknesses
<ul style="list-style-type: none"> Clear separation lets each track develop discipline-specific expertise 	<ul style="list-style-type: none"> Hardest to staff — teaching faculty already overburdened with service
<ul style="list-style-type: none"> Maximizes teaching-track voices within their own committee 	<ul style="list-style-type: none"> High risk of diverging standards and practices between tracks over time
<ul style="list-style-type: none"> Analogous representation structure for both tracks 	<ul style="list-style-type: none"> Formalizes and reinforces the separation between tracks — seen as overstating the divide
	<ul style="list-style-type: none"> No cross-track oversight or policy consistency mechanism

Option D: No Change (Status Quo)

0 votes. Administratively simple but broadly viewed as unacceptable

Option D No Change — Status Quo	
Strengths	Weaknesses
<ul style="list-style-type: none">No additional service burden on already-stretched faculty	<ul style="list-style-type: none">Reinforces inequities – described as 'offensive' to teaching faculty, leaving them without meaningful voice
<ul style="list-style-type: none">No implementation risk or transition costs	<ul style="list-style-type: none">Unfair, outdated, and especially harmful to teaching-track faculty and large schools

Cross-Cutting Themes & Hybrid Proposals

Questioning the Track Division

While opinions differ on structure, most wish to avoid reinforcing a two-tier faculty system. Several respondents argued that both tracks are qualified to evaluate each other and that any structural separation reinforces an artificial hierarchy. One respondent called for a single unified committee with equal representation, with tracks mentioned only to ensure diversity, not to create separate governance structures.

Service Overload

The most consistent concern across all options and both sources. Teaching-track faculty are already overburdened. Any option requiring many new service positions is seen as impractical, particularly in some units where few new teaching-track faculty have been hired in recent years and burnout is severe.

Proportional Representation

Multiple respondents flagged that no option addresses school-size disparity. One respondent proposed that APT representation should mirror the Executive Council model — proportional by school — and that at least 30% of members should be teaching faculty.

Hybrid Proposal

Rather than fixed teaching-track seats, it was suggested that teaching-track membership could be recruited on a case-by-case basis: bringing in a representative from the relevant unit specifically when a promotion from that unit is under review. This would provide discipline-specific input without requiring standing service commitments.

Sources: APT Committee Restructuring Survey (12 respondents) and NTTFF written feedback on APT Restructuring Options.

Notes from the APT meeting (April 28, 2026)

Option C

- At Bothel, two full teaching professors are elected at-large. At Tacoma, this model could be expanded to include Associate Teaching professors.
- The number of elected teaching professors could increase from two to three.
- Teaching professors would not vote on tenure-track cases due to faculty code but could still participate by providing comments during discussions.
- Teaching professors would vote only on teaching-track cases.
- A larger committee may be difficult to convene in person, particularly for the December voting meeting.

Option B

- This option promotes a more equitable distribution of service between tenure-track and teaching-track faculty.
 - Each track would review and vote on its own cases.
 - The committee chair would ensure consistency in policy interpretation across tracks.
- While current APT membership includes one representative per unit, this structure is not mandated by the faculty code and could be adjusted.
- Small schools could share representation through joint appointments.

Overall Consideration

- A phased approach—beginning with Option C and transitioning toward Option B—may be effective.
- Holding joint meetings between APT and NTTFF could support coordination and shared understanding during this transition.

NTTFF Feedback on APT Restructuring Options

Please provide feedback under each option.

Option A: Two Separate Committees
<p>Pros:</p> <ul style="list-style-type: none"> ● Ample voices of teaching track faculty who can provide relevant input on specific discipline-related cases.
<p>Cons:</p> <ul style="list-style-type: none"> ● I fear that filling these service positions would be difficult, as teaching-track faculty are overburdened with service while teaching full classes. It is already extremely challenging to fill the open teaching track specific service positions...
<p>Additional Comments:</p> <ul style="list-style-type: none"> ●
Option B: Unified APT with Subcommittees
<p>Pros:</p> <ul style="list-style-type: none"> ● Same comments as above
<p>Cons:</p> <ul style="list-style-type: none"> ● Same comments as above
<p>Additional Comments:</p> <ul style="list-style-type: none"> ●
Option C: Expanded APT Membership
<p>Pros:</p> <ul style="list-style-type: none"> ● This model would allow for the input of teaching track voices and expertise while not having to deal with the challenging task of trying to find a member from every unit.
<p>Cons:</p> <ul style="list-style-type: none"> ● Without a teaching track member from every unit, discipline-specific input would be limited
<p>Additional Comments:</p> <ul style="list-style-type: none"> ● I wonder if membership could fluctuate depending on who is going up for promotion? In other words, if we know that someone from Milgard, SET, or CAC needs their file reviewed, could we recruit someone from that unit so that they can provide discipline-specific feedback/input?
Option D: No Change (Status Quo)
<p>Pros:</p> <ul style="list-style-type: none"> ●
<p>Cons:</p>

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Additional Comments:

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APT Restructuring Options – One-Page Comparison

Option	Key Strengths	Key Weaknesses	Overall Takeaway
A Two Separate APT Committees	<ul style="list-style-type: none"> • Maximizes teaching-track voices • strong discipline-specific expertise 	<ul style="list-style-type: none"> • Heavy service burden • Difficult staffing • Risk of divergent standards • Reinforces track division 	Principled but widely viewed as impractical
B One Unified APT Committee with Two Subcommittees	<ul style="list-style-type: none"> • Most-preferred option • Balanced representation • Consistent standards • Manageable workload 	<ul style="list-style-type: none"> • Requires sufficient teaching-track participation • Must avoid separate-but-unequal dynamics 	Best balance of equity, feasibility, and coherence
C Expanded APT Membership (Add two Teaching Professors)	<ul style="list-style-type: none"> • Feasible • Minimal disruption • Improved representation • Lower service burden 	<ul style="list-style-type: none"> • Risk of tokenism • Limited influence • Power imbalance remains 	Meaningful but limited improvement
D No Change (Status Quo)	<ul style="list-style-type: none"> • Administratively simple 	<ul style="list-style-type: none"> • Overwhelming opposition • Reinforces inequities • Ignores known problems 	Broadly viewed as unacceptable

Survey Preference Distribution	Option A: 0	Option B: 5	Option C: 8	Option D: 0
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