



STANDARD FOUR

FACULTY

The faculty is the foremost indicator of quality. Nationally and internationally renowned, the University faculty discovers and advances the knowledge of our world and beyond. It is through the quality and efforts of its faculty that the University's excellence in teaching, research, and service is realized and sustained.

The University has three campuses and seventeen (17) schools and colleges, which together comprise almost 200 separate academic units. The University delegates to each of these academic units, following uniform procedures promulgated by the faculty through its faculty governance process, the responsibility for the selection of new disciplinary faculty. Through this decentralized hiring process, the highest qualified faculty members are identified and recruited who will meet simultaneously the specialized needs of the unit and the broader needs of the University's programs as a whole.

Qualifications for faculty at the various ranks are defined in the *University Handbook*.¹ Because the University of Washington is a doctoral granting institution, in most fields, the terminal degree in the field is an essential requirement for appointment to the professorial ranks. Of the 4,658 University of Washington faculty members, 65% are ladder rank faculty, 18% are non-ladder rank faculty, 9% are temporary teaching faculty, and 8% are research faculty. See Table 4.1.

The University of Washington subscribes to a strong policy of non-discrimination. Consistent with its obligations under federal law to insure a diverse faculty, the University strives to identify and recruit underrepresented faculty of color and women. The University has an annual program of review to ensure it is meeting the equal opportunity requirements it has identified.²

The citizens of the State of Washington in the late 1990's passed an initiative called I-200. Under that initiative, it became impermissible for any State of Washington governmental agency to consider race, age, gender, and other diversity factors in its decision processes. I-200 provides that such criteria may be taken into account if it would be consistent with Federal law and/or if failure to take such factors into account will cost the state federal funding. Because the University is a federal contractor, it has an obligation to meet requirements of Presidential Executive Order 11246 as well as various requirements under other federal civil rights statutes. Therefore, the University continues to subscribe to a policy of enhancing the diversity of its faculty. It does so not because it is required to do so by federal law, but because of the clear belief that the University must have a diverse faculty body to provide the best education available to a diverse student body. Understanding the cultural differences among people is an essential component to any University education.³ Of the 4,658 University of Washington faculty members, 677 are faculty of color and 1,697 are women. See Table 4.2.

Faculty Rank Profile, October 2002	
Faculty Rank & Title	Total
LADDER FACULTY	
Professor	1,059
Associate Professor	473
Assistant Professor with Tenure	2
Professor Without Tenure	348
Associate Professor Without Tenure	412
Assistant Professor Without Tenure	299
Assistant Professor	403
Acting Assistant Professor	17
Ladder Faculty Total	3,013
NON-LADDER FACULTY	
Lecturer Full-Time	129
Senior Lecturer	147
Teaching Associate	171
Senior Artist in Residence	1
Artist in Residence	9
Lecturer Part-Time	399
Non-Ladder Faculty Total	856
TEMPORARY TEACHING FACULTY	
Acting Professor	2
Acting Associate Professor	6
Acting Instructor	227
Acting Assistant Professor – Temp	137
Visiting Professor	10
Visiting Associate Professor	11
Visiting Assistant Professor	13
Visiting Lecturer	18
Temporary Teaching Faculty Total	424
RESEARCH FACULTY	
Research Professor	94
Research Associate Professor	120
Research Assistant Professor	151
Research Faculty Total	365
TOTAL	4,658

Table 4.1

ACADEMIC PLANNING AND CURRICULUM DEVELOPMENT

The University's academic offerings are determined in the first instance by its faculty. The faculty participates in instructional academic planning, curriculum development, and program reviews in numerous different ways. The primary engagement of the faculty is at the departmental level, but the faculty is well engaged at the central planning levels as well.

Faculty Rank, Race, and Gender Profile, October 2002						
Faculty Rank & Title	Female	Male	Black	Asian	Hispanic	American Indian
LADDER FACULTY						
Professor	218	841	25	53	17	1
Associate Professor	192	281	10	42	16	3
Assistant Professor with Tenure	0	2	0	0	0	0
Professor Without Tenure	69	279	1	14	2	0
Associate Professor w/o Tenure	121	291	4	29	9	1
Assistant Professor w/o Tenure	116	183	4	55	6	0
Assistant Professor	183	220	16	75	13	5
Acting Assistant Professor	9	8	1	5	1	2
Ladder Faculty Total	908	2,105	61	273	64	90
Group as Percent of Total	30%	70%	--	--	--	--
NON-LADDER FACULTY						
Lecturer Full-Time	70	59	3	18	4	1
Senior Lecturer	84	63	5	4	5	1
Teaching Associate	114	57	2	14	11	1
Senior Artist in Residence	0	1	1	0	0	0
Artist in Residence	0	9	2	1	0	0
Lecturer Part-Time	214	185	7	23	7	2
Non-Ladder Faculty Total	482	374	20	60	27	5
Group as Percent of Total	56%	44%	--	--	--	--
TEMPORARY TEACHING FACULTY						
Acting Professor	2	0	0	0	0	0
Acting Associate Professor	2	4	1	2	0	0
Acting Instructor	96	131	4	36	7	0
Acting Assistant Professor – Temp	63	74	3	27	3	0
Visiting Professor	2	8	0	3	0	0
Visiting Associate Professor	3	8	0	2	0	0
Visiting Assistant Professor	5	8	0	4	3	0
Visiting Lecturer	8	10	0	1	0	0
Temporary Teaching Faculty Total	181	243	8	75	13	0
Group as Percent of Total	43%	57%	--	--	--	--
RESEARCH FACULTY						
Research Professor	26	68	1	8	1	0
Research Associate Professor	41	79	1	11	1	0
Research Assistant Professor	59	92	2	30	4	0
Research Faculty Total	126	239	4	49	6	0
Group as Percent of Total	35%	65%	--	--	--	--
TOTAL	1,697	2,961	93	457	110	17
Group as Percent of TOTAL	36%	64%	2%	10%	2%	.4%

Table 4.2

Consistent with the delegations of authority in the *University Handbook*, the faculty members of the departments, schools, and colleges are delegated responsibility for academic matters related to admission, curriculum, academic progress, scholastic standards, and instruction. Initial considerations regarding course content and program offerings are handled at the local departmental level. To the extent that new degrees (majors or minors) are to be developed, they follow a systematic institutional process beginning at the department level. The faculty recommends to college review bodies the creation of new degrees. Undergraduate degrees are reviewed through committees of the Faculty Senate Council on Academic Standards. For graduate programs, graduate degrees are reviewed by the Graduate School Council. All these institutional review bodies are made up of elected faculty. New degree programs must be approved ultimately by the Board of Regents, and under the state law, reviewed and approved by the State Higher Education Coordinating Board. The Dean of Undergraduate Education is responsible for coordinating the presentation to the Board of Regents of new undergraduate degrees, and Dean of the Graduate School is responsible for presentation of new graduate degrees. All degrees are evaluated at least every ten years.⁴

The University prides itself on its collegial governance system. The Faculty Senate of the University is the primary body that presents the faculty voice to the administration. Unlike almost any other organizations in the United States, the Faculty Senate, representing its academic employees, decides the essentials of the workplace, or institutional academic freedom: what shall be taught, who shall be taught, who shall do the teaching, and what degrees shall be offered.

The Faculty Code contains the primary rules governing the procedures for appointments, promotions, tenure, and all other terms and condition of faculty appointment at the University. Amendments to the Faculty Code are accomplished through faculty legislation and voting by the entire faculty of the University.

At the department level, the faculty members are primarily responsible for initial recommendations on all faculty matters, including appointments, promotions, tenure, and salary. At the college level, there are elected faculty bodies, who, by rule, advise the Deans on personnel and budget matters. At the institutional level, there are a series of standing faculty councils appointed by the Faculty Senate who advise the administration on almost all aspects of University matters, including budgets. The Faculty Committee on Planning and Budgeting meets weekly with the Provost and Vice Provost for Budget and Planning, and with the Associate Provost for Academic Planning, to examine all matters related to the University budget. The faculty serves as the primary advisers, with the Board of Deans, to the Provost on these critical gover-

nance matters. The Board of Regents, the statutory governing body of the University of Washington, is made up of nine citizens and one student. The Chair of the Faculty Senate sits with the Board of Regents as an ex-officio member. Thus, the faculty voice reaches the Board of Regents directly. There could be no greater example of faculty engagement in academic decision making than being on the Board of Regents.

FACULTY WORKLOADS AND PROFESSIONAL DEVELOPMENT

The University of Washington is on a quarter system. Each department, under the general guidance of the Deans of the campuses, schools, and colleges, decides its own faculty workload and individual faculty classroom and other work assignments. The mission of the University focuses on teaching, research, and service. All faculty members are expected to contribute in some way toward all aspects of this mission. Thus, the distribution of an individual faculty member's workload inevitably reflects the strengths each individual faculty member brings to the department as well as the member's departmental affiliation. See Table 4.3 for the average teaching load by campus, school, and college.

Recent changes in the Faculty Code were specifically oriented toward recognizing that each faculty member contributes differently to the various missions of the University. Every faculty member meets regularly with his/her departmental Chair to set out a workload plan. These meetings occur annually for assistant professors, biennially for associate professors, and triennially for full professors. Workload plans are to reflect both the needs and interests of the individual faculty member, as well as the needs and requirements for course coverage by the department. For the faculty whose greater contribution might be in the teaching area, heavier teaching assignments are arranged while, commensurably, reduced teaching loads can be authorized for faculty members whose scholarship efforts might be extraordinary. These arrangements are agreed upon, and faculty members are assessed, based on these agreed duties.

There are substantial University resources that support faculty professional growth and renewal. All new faculty members are expected to participate in the Faculty Fellows Program.⁵ The Fellows Program provides new faculty members, during their first two weeks of appointment, before classes start, an intensive instructional development program led by the University's Teaching Academy (those faculty members who are previous winners of the University of Washington Distinguish Teaching Award.)⁶ This program continues throughout the year with on-going sessions on teaching improvement. In addition, the Center for Instructional Development and

University of Washington	
Average Teaching Loads Academic Year 2001-2002	
COLLEGE/SCHOOL	Student Credit Hours/ Faculty FTE
Architecture & Urban Planning	494
Art & Sciences	699
Arts	657
Humanities	709
Natural Sciences	657
Sciences	858
Business School	840
Dentistry	203
Education	282
Engineering	412
Forest Resources	566
Information School	557
Law	573
Medicine	112
Nursing	223
Ocean And Fishery Sciences	222
Pharmacy	848
Public Affairs	441
Public Health & Community Medicine	581
Social Work	443
CAMPUSES	
Seattle	442
Bothell	842
Tacoma	760

Table 4.3

Research (CIDR) offers an array of instructional improvement and assessment training programs for faculty and teaching assistants.⁷ The Catalyst website provides tools, resources, and support to help faculty teach with new technologies.⁸

The University also offers a formal program for professional leave with pay. Under the University's Professional Leave Policy, faculty members may, as frequently as every seven years, request and receive a paid development leave.⁹ By state law, the University is limited to no more than 4% of its faculty being on sabbatical leave at one time. Therefore, the number of leave quarters available to those who desire them is fewer than those who apply in any given year. This generous sabbatical leave policy pro-

vides resources by which the faculty members may take one quarter leave at full salary, or two quarters leave at three-fourths quarter salary, or three quarters leave at two-thirds salary.

There are a number of substantial programs that provide support for new research initiatives by faculty members. The most prominent is the Royalty Research Fund (RRF). This Fund, which is supported by a distribution of revenues from the University's program in Technology Transfer, is administered by the Office of Research. Twice a year, faculty members are invited to submit internal grant proposals to start new research programs. During the 2001-2002 year, over \$2.5 million was made available internally to support faculty research through the RRF process.

FACULTY COMPENSATION

Faculty salaries are adjusted based on a merit system. Faculty members are eligible for salary adjustments when resources are made available by the State Legislature. It is in the area of faculty salaries that the University of Washington may have its most difficult problem. Entering the 2002-2003 academic year, faculty salaries at the University were, on average, 12.1 % behind its peers. The average professorial salary at the University is \$76,771, distributed by rank is as follows:

- Assistant Professor
\$58,300
- Associate Professor
\$65,600
- Professor
\$90,100

Faculty salary problems differ by department. Some departments approach their peers, but others lag more than 20% behind their peers.¹⁰

Despite significant salary problems throughout the institution, the University continues to be able to attract and retain excellent faculty. The University is able to hire its first choice of faculty in almost all cases and is able to compete and successfully retain its faculty fairly regularly. The University does lose outstanding faculty to other institutions, many of which pay greater levels of salary and provide greater local resources. However, the average annual turnover rate for faculty is less than 4% per year, including separations, retirements, and deaths. See Table 4.4.

In 2001-02, the University successfully staved off a number of competitive offers. Competitively or preemptively, the University adjusted the salary of 90 faculty members. The University successfully retained 16 faculty members

Annual Faculty Turnover, 1997-2002					
Fiscal Year	Total Turnover	Resignations	Retirements	Denied Tenure	Deceased
1997-98	129	69	58	2	0
1998-99	121	66	48	2	5
1999-00	150	84	59	5	2
2000-01	198	116	79	2	1
2001-02	166	106	55	3	2

Table 4.4

in direct competition with other universities; however, six faculty members were lost in such competition. On average, the competitively retained faculty received salary adjustments of \$9,421 per year, or \$185,214 total, from University-administered funds. Preemptively, the salaries were adjusted for 74 faculty members. On average, these faculty members received salary adjustments of \$10,026 per year, or \$741,918 total. Thus, from University-administered sources, in 2001-02 faculty salaries were adjusted upward a total of \$927,132 for 90 faculty members whom might otherwise have been lost. Almost one-third of all competitive and preemptive salary adjustments went to women faculty and about 14% went to minority faculty.

Another strategy being used to address the salary problem is elective conversion to the A/B compensation model. Using this model, tenured faculty members can retain their state salary base but reduce the percentage of their tenure appointment. Outside salary sources can then be used to increase their total salary rate through the non-state portion of their salary. Currently 10% of the tenured faculty have less than 100% tenure.

The Faculty Council on Retirement and Insurance Benefits, with the University Office of Benefits, performs a periodic analysis of the University's benefit programs compared to its peers. Contrary to the situation on faculty salaries, the University of Washington's benefit program is quite competitive, if not better, than most of its peers. The University, as a state agency, provides the same level of benefits to its faculty as do other agencies to all state employees. The State of Washington provides a uniform program of medical, dental, life, and long term disability insurance, as well as optional programs, including home and automobile insurance. The University offers its own retirement program (UWRP) to faculty and professional staff.¹¹ The UWRP provides matching contributions from between 5% and 10%, depending on the age of the faculty member. The University's contribution toward benefits averages approximately 22.4% of salary.¹²

Consistent with the University of Washington's practice of collegial governance, the primary responsibility for decisions on salary matters is vested with the faculty. When

funds are allocated for salary adjustments by the Legislature, or the University internally allocates funds for faculty salary adjustments, consultation on the formula for allocation among units is held between the Provost, the Deans, and the Faculty Senate. The President makes the final salary allocation decision, consistent with the rules of the Faculty Code. In 1999-2000, 4.2 % was allocated for faculty salaries, 4% in 2000-2001, 4.35% in 2001-2002, and unfortunately, 0% in 2002-2003. Even so, the University centrally funded almost a million dollars in salary adjustments in 2002-2003 to reward faculty promotions.

The Faculty Code procedures require faculty members to identify their own strengths through annual reports, and to submit those reports for evaluation by department colleagues senior in rank. Those materials must include student and collegial evaluations of teaching and annual Chair workload plan agreements. These records are reviewed at the departmental, college, and university levels, and translated into salary decisions. These policies are well known and communicated broadly.

The University is investigating making differential unit adjustments in salary allocations as a method to ensure that faculty members within every discipline do not fall too far behind their peers. Finding a fair and adequate institutional approach to ensure all faculty members are paid at levels at least reasonably close to competitors, while simultaneously rewarding those units where the market is the most difficult for retention, and which are of the highest quality, requires difficult balancing.

FACULTY PERFORMANCE EVALUATION

The University of Washington has multiple approaches to the systematic evaluation of faculty. Because the University administers a merit based salary program, all faculty members receive an annual, systematic evaluation. For junior faculty, the periodic reappointment process provides a regular process of evaluation. In addition, the University has a formal pre- and post-tenure evaluation process that is triggered by the merit review process.

All annual and contract term faculty members, and assistant professors, must be reviewed prior to reappointment. They are also required to have an annual meeting with their department Chair where their strengths and weaknesses, and areas for improvements, are identified. A written summary of that meeting must be produced by the department Chair. That document becomes a part of that faculty member's merit and promotion file.

Associate professors are reviewed annually for merit by their colleagues, and every two years in a more structured review with the department Chair. These reviews are to result in growth and workload plans, and must be documented in writing. These growth plans are available to all department faculty members and are incorporated into the merit review files.

All professors are reviewed annually for merit, and every three years in a formal planning meeting with their department Chairs. Similar to that for Associate Professors, these meetings result in an annual growth and workload plans and are documented in writing. These documents become a part of the faculty member's merit file.

The University has a post-tenure review process that is triggered by the annual merit review system. Should a faculty member, at any rank, not be deemed meritorious two years in a row, a committee of faculty members must be appointed by the department Chair to do a thorough evaluation of the faculty member's record and identify a plan for performance improvement. A timeline is established for the improvement, and the achievements need to be documented and evaluated. Should the faculty member not succeed in improving his/her performance according to the plan, that faculty member may be terminated for just cause. The number of faculty members that have been evaluated pursuant to the full post-tenure committee review process for having low merit two years in a row is low. Where it has been used, plans have been established. In most cases, however, faculty members have chosen to retire or otherwise leave the University rather than accept an improvement program.

In both the annual meeting reviews, and pre- and post-term review processes, the Faculty Code identifies that teaching, research, and service all must be documented and evaluated. Every faculty member must have no less than one course evaluated through the instructional assessment system every year.¹³ In addition, every faculty member must have a peer review of teaching at least every year for assistant professors, and at least every three years for senior faculty. Failure in any year to have student teaching evaluations make the faculty member ineligible for merit salary adjustments that year.

FACULTY RECRUITMENT AND APPOINTMENT

The University faculty has designed a clear recruitment and appointment procedure for new faculty members. The University has a strongly decentralized faculty recruitment process. Once a Dean allocates a faculty position to a department, and the faculty of the department identify the sub-field in which the position is to be filled, a departmental search committee is appointed. (Note that almost all new positions are authorized to be filled at an assistant professor level unless, by agreement between the Dean and the Provost, a higher rank is authorized.) Advertisements for faculty positions must first be reviewed by the Office of Equal Employment to ensure that they meet the University's affirmative action policies and that the language used in the advertisement meets U.S. Department of Labor requirements for obtaining work visas should the candidate selected for the job not be a U.S. citizen. Screening and initial interviews with candidates are done at the departmental level. In most colleges, Deans, Divisional Deans, or Associate Deans meet with candidates being interviewed for faculty positions. Salary terms and facility, equipment, and resource conditions are negotiated under the authority of the Dean.

Authorization to make a job offer emanates from the Dean's offices. Formal appointment to the faculty at the University requires Board of Regents action, so all recommendations for appointments are forwarded from the Deans to the Office of the Provost, for review and approval before presentation to the Board of Regents.

The University has special opportunities for the recruitment of underrepresented minorities and women when chances present themselves. The University makes funds available centrally and in partnership with the campuses, schools, and colleges for opportunity hires. Departments work diligently to increase diversity representation on the faculty and take advantage of these creative funding opportunities whenever such possibilities present themselves. In this regards the University has developed a "Toolkit" that guides search committees on how to be develop an increased pool of women or minorities in searches.¹⁴ Another recruitment tool used by the University to obtain the best faculty is support for spousal/partner hires. The University hires approximately 150-200 faculty members each year. The University assisted or arranged spousal/partner hires for 11 faculty families in 2001-02 and 17 faculty families in 2000-01.

ACADEMIC FREEDOM

The University treats the freedom to pursue scholarship, research, and artistic creation as part of the larger institutional fabric of academic freedom and responsibility. The

University of Washington Statement of Principles on Academic Freedom and Responsibility provides:

Membership in the academic community imposes on students, faculty members, administrators, and Regents an obligation to respect the dignity of others, to acknowledge their right to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus. The expression of dissent and the attempt to produce change, therefore, may not be carried out in ways which injure individuals or damage institutional facilities or disrupt the classes of one's instructors or colleagues. Speakers on campus must not only be protected from violence, but given an opportunity to be heard. Those who seek to call attention to grievances must not do so in ways that clearly and significantly impede the functions of the University.

Students and faculty are entitled to an atmosphere conducive to learning and to evenhanded treatment in all aspects of the instructor-student relationship. Faculty members may not refuse to enroll or teach students on the grounds of students' beliefs or the possible uses to which students may put the knowledge to be gained in a course. The students should not be forced by the authority inherent in the instructional relationship to make particular personal choices as to political action or their own roles in society. Evaluation of students and the award of credit must be based on academic performance professionally judged and not on matters irrelevant to that performance. (Examples of such matters include but are not limited to personality, personal beliefs, race, sex, religion, political activity, sexual orientation, or sexual, romantic, familial or other personal relationships.)

It is the instructors' mastery of their subject and their own scholarship which entitle them to their classrooms and to freedom in the presentation of their subjects. It is the responsibility of the instructors to present the subject matter of their courses as approved by the faculty in their collective responsibility for the curriculum. Because academic freedom has traditionally included the instructor's full freedom as a citizen, most faculty members face no insoluble conflicts between the claims of politics, social action, and conscience, on the one hand, and the claims and expectations of their students, colleagues, and institutions, on the other. If such conflicts become acute, and the instructor's attention to his or her obligations as a citizen and a moral agent precludes the fulfillment of substantial academic obligations, he or she cannot escape the responsibility of that choice, but should either request a leave of absence or resign his or her academic position.¹⁵

The University has established a system of tenure to support the academic freedoms that the faculty possesses. The Board of Regents has issued the following statement on tenure:

The University of Washington Regents accept in principle the concept that tenure for members of the faculty is essential for effective teaching and sustained productivity in scholarship. They furthermore accept in principle the concept that the privilege of a faculty member to hold his or her position without discriminatory reduction in salary, and not to be removed there from, should not be abrogated except for cause and through orderly administrative processes, maintaining and retaining, however, the responsibilities and obligations of the Board of Regents as defined in the laws of the state of Washington.¹⁶

The Faculty has defined tenure as follows:

Tenure is the right of a faculty member to hold his or her position without discriminatory reduction of salary, and not to suffer loss of such position, or discriminatory reduction of salary, except for the reasons and in the manner provided in the *Faculty Code*.¹⁷

The University has established an adjudication process by which tenured faculty members may be assured that their expression of academic freedom does not form the basis for termination.¹⁸

PART-TIME AND AFFILIATE FACULTY EMPLOYMENT

Unlike many colleges and universities, the University of Washington does not rely very strongly on the use of part-time faculty, though it does enlist its graduate students as teaching assistants to help in fulfilling its instructional responsibilities. Even so, the University does hire some part-time lecturers and utilizes local community experts as part of its instructional cohort.

Part-time lecturers are hired to supplement full-time faculty teaching, and many are often members of the local professional community who bring a special expertise to the classroom. This supplements the broad-base knowledge available directly by full-time faculty. They also add an important experiential component to the classroom. The University uses community professionals as affiliate and clinical faculty who serve as local mentors to students as they undergo internships and residencies in the community, in governmental organizations, in business enterprises, and in hospitals and health care facilities.

In the 2001-2002 academic year, the University had approximately 4,888 part-time, affiliate, and clinical faculty (community individuals) most of whom are not paid

by the University but who are related to University programs and who oversee students' opportunities in externship. The University employed only 376 part-time lecturers. In Autumn 2001, the University appointed 1,313 teaching assistants and 1,861 research assistants. See Table 4.5

All faculty members, whether part-time, affiliate, or clinical, are reviewed, appointed, and hired following the same institutional review procedures as its regular faculty, with the exception that non-paid positions of clinical and affiliate faculty and short-term positions, such as part-time lecturers, do not require national searches. All individuals who receive a faculty appointment at the University, whether to teach on one of the campuses or to supervise students in the community, must be evaluated by the department, voted on by the faculty of the department, reviewed by the Dean, and approved by the Provost Office. The institutional criteria for qualifications of affiliate and clinical faculty at the various assistant, associ-

ate, and full professor ranks follow precisely those for regular faculty members. All members when appointed, regardless of rank and percentage of appointment, receive an appointment letter with information directing them to relevant University's personnel procedures.

Faculty members of 50% or more time, for at least six months, are eligible for regular state offered benefit programs. All new faculty members are provided opportunities to meet with the Benefits Office staff and to make informed decisions about benefit options. Work assignments for all faculty members are locally determined. All faculty members are required to be evaluated at least annually by their department Chairs to receive feedback about their performance. The University has formal procedures for reappointment notification for all faculty members, insuring that the faculty members are timely informed of their renewal or non-renewal of appointment.

The Faculty Council on Faculty Affairs annually reviews data related to part-time faculty appointments. In the last several years, the Faculty Code has been revised to provide more engagement of part-time and non-tenure track faculty into the governing processes of the University. Conversations are currently ongoing in the Faculty Senate about extending voting rights to certain classes of longstanding part-time instructional staff.

The University continues to monitor its faculty appointments to ensure that it does not over utilize part-time and temporary faculty to the detriment of its excellent instructional program. In light of recent budget reductions, attention to this concern has been considerably heightened. The number of lecturers has not varied greatly over the last five years. As displayed Table 4.6, the number of non-tenure track faculty has been consistent over the last five years.

Continued scrutiny and attention must be diligently paid to the replacement of regular professorial faculty by non-tenure eligible teaching faculty, whether full-or part-time. The use of teaching faculty is appropriate and legitimate in some cases, and indeed may provide better instruction for students. But, because the University's mission is three dimensional, research, teaching, and service, it is important to ensure that the employment of regular professorial faculty remains primary.

SCHOLARSHIP, RESEARCH, AND ARTISTIC CREATION

At a major research university, like the University of Washington, faculty members are expected to be engaged in teaching, research, and service. Indeed, the mission of the University incorporates clear expectations for its faculty members to be actively engaged in the creation and dissemination of new knowledge. During the 2001-2002

Teaching Assistants and Research Assistants By Campus, College, and School – Autumn 2001		
	TA's	RA's
Architecture & Urban Planning	8	14
Arts & Sciences		
Arts	90	6
Humanities	260	24
Natural Sciences	310	411
Social Sciences	241	94
Business School	58	11
Dentistry	2	2
Education	46	47
Engineering	180	462
Forest Resources	23	75
Interdisciplinary Graduate Programs	21	82
Interschool or Intercollege Programs	9	93
Information School	3	17
Law	3	1
Medicine	0	135
Nursing	10	26
Ocean and Fishery Sciences	14	139
Pharmacy	2	31
Public Affairs	2	37
Public Health & Community Medicine	19	132
Social Work	12	22
Bothell	0	0
Tacoma	0	0

Table 4.5

Appointment of Non-Tenure Track Faculty						
Year	PT Lecturers	FT Lecturers	Senior Lecturers	Total Lecturers	Total Faculty	% of Lecturers to Faculty
1997-98	345	149	75	569	4,321	13.2
1998-99	367	136	83	586	4,275	13.7
1999-00	327	137	96	560	4,250	13.2
2000-01	375	137	109	621	4,405	14.1
2001-02	376	130	133	639	4,518	14.1
2002-03	399	129	147	675	4,658	14.5

Table 4.6

academic year, the University received over \$808 million in funded research. The University ranks first in public universities in the total amount of federal research dollars awarded. All of these research funds evolve from grant and contract proposals generated by its faculty members. This clearly demonstrates the capabilities of the University's faculty and their engagement in research and scholarship.

The *University Handbook* clearly delineates the expectations for faculty members to engage in scholarship, research, and artistic creation. Section 24-32 of the *University Handbook* defines and outlines the expectations for the scholarly and professional qualifications of its faculty members:

The University faculty is committed to the full range of academic responsibilities: scholarship and research, teaching, and service. Individual faculty will, in the ordinary course of their development, determine the weight of these various commitments, and adjust them from time to time during their careers, in response to their individual, professional development and the changing needs of their profession, of their programs, departments, schools and colleges, and the University. Such versatility and flexibility are hallmarks of respected institutions of higher education because they are conducive to establishing and maintaining the excellence of a university and to fulfilling the educational and social role of the institution.

A. 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.

B. The creative function of a university requires faculty devoted to inquiry and research, whose attain-

ment may be in the realm of scholarly investigation, in constructive contributions in professional fields, or in the creative arts, such as musical composition, creative writing, or original design in engineering or architecture. While numbers (publications, grant dollars, students) provide some measure of such accomplishment, more important is the quality of the faculty member's published or other creative work.

Important elements in evaluating the scholarly ability and attainments of faculty members include the range and variety of their intellectual interests; the receipt of grants, awards, and fellowships; the professional and/or public impact of their work; and their success in directing productive work by advanced students and in training graduate and professional students in scholarly methods. Other important elements of scholarly achievement include involvement in and contributions to interdisciplinary research and teaching; participation and leadership in professional associations and in the editing of professional journals; the judgment of professional colleagues; and membership on boards and committees.

C. The scope of faculty teaching is broader than conventional classroom instruction; it comprises a variety of teaching formats and media, including undergraduate and graduate instruction for matriculated students, and special training or educational outreach. The educational function of a university requires faculty who can teach effectively. Instruction must be judged according to its essential purposes and the conditions which they impose. Some elements in assessing effective teaching include the ability to organize and conduct a course of study appropriate to the level of instruction and the nature of the subject matter; the consistency with which the teacher brings to the students the latest research findings and professional debates within the discipline; the ability to stimulate intellectual inquiry so that students develop the skills to examine and evaluate ideas and arguments; the extent to which the teacher encourages discussion and debate which enables the students to

articulate the ideas they are exploring; the availability of the teacher to the student beyond the classroom environment; and the regularity with which the teacher examines or reexamines the organization and readings for a course of study and explores new approaches to effective educational methods. A major activity related to teaching is the instructor's participation in academic advising and counseling, whether this takes the form of assisting students to select courses or discussing the students' long-range goals. The assessment of teaching effectiveness shall include student and faculty evaluation. Where possible, measures of student achievements in terms of their academic and professional careers, life skills, and citizenship should be considered.

D. Contributions to a profession through published discussion of methods or through public demonstration of an achieved skill should be recognized as furthering the University's educational function.

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

F. Competence in professional service to the University and the public should be considered in judging a faculty member's qualifications, but except in unusual circumstances skill in instruction and research should be deemed of greater importance.¹⁹

Also as set out in the *University Handbook*, appointment at the various faculty ranks is dependent upon success in research and scholarship. For example, the appointment to the rank of an Associate Professor (the first promotional rank accompanying tenure) requires a record of substantial success in research. Appointment to the University's highest faculty rank, that of Professor, requires outstanding, mature scholarship as evidenced by accomplishments and demonstrated by national and international recognition.²⁰ The standards for promotion in rank are directly dependent upon a faculty's involvement and success in research and scholarship.

RESEARCH POLICIES AND PROCEDURES

Major policies regarding the conduct of research, including ethical considerations, are made available both regularly and in multiple formats. Major tools for communicating these policies and expectations include:

- Grant and Contract Management Training.²¹ All Principal Investigators with active, externally funded grants and contracts are required to participate in the Faculty Grants Management (FGM) training within two months of receiving written notification of the award. Once every three years, PI's need to attend either another General Workshop or one of the Specialty Workshops created for returning PI's. The General Workshop is offered eight to twelve times per year and covers the investigator's role and responsibility for administering sponsored agreements, explains policies and procedures, and overviews the central support services for researchers. Specialty Workshops cover fiscal management and costing policies, industry sponsored research and intellectual property management, electronic research administration, managing multi-project awards, and subcontracts. The Training and Development Office also provides a sequence of courses that are offered annual for administrative staff needing to learn research administration policies.
- Human Subjects Research Training.²² Several printed and online training and reference materials cover policies for human subjects research in general and for clinical trails in particular. The Human Subjects Division offers tutorial sessions in the ethical conduct of research with human subjects as well as certification through a web-based training program. Tutorial sessions are offered once to twice a month throughout the year. Web-based training is available on demand. The Office of Research annually does outreach to new faculty and to departmental administrators regarding policies governing human subjects research.
- Conflict of Financial Interest Policies.²³ Printed and online grant information memoranda describe policies and procedures for identifying and managing financial conflicts of interest that may arise in research. The Office of Research does outreach to explain these policies several times a year and runs a notice of the policy annually in its newsletter to faculty and staff. In addition several schools and colleges within the University have separate websites and printed materials conveying the policies with regard to financial interests, outside employment, and compliance with the state ethics law.

FACULTY PARTICIPATION IN RESEARCH POLICY DEVELOPMENT

The Faculty Senate appoints faculty councils to serve as deliberative and advisory bodies for all matters of University policy. They are the primary forums for faculty-administrative interaction in determining that policy. The Faculty Council on Research²⁴ is responsible for all matters of policy relating to research grants and contract research.²⁵ It submits legislation to the Senate and may prepare legislative proposals on its own initiative. It may also appoint ad hoc committees for the effective pursuit of its duties.

The Research Advisory Board (RAB) is appointed by the President and chaired by the Vice Provost for Research. Membership on the RAB is rotated to provide representation from the schools, colleges, and major centers engaged in research. The dual purposes of the Board are to assure a continuous exchange of information among persons with significant responsibility for the University's research program and to advise the President on matters of policy and procedure relating to the conduct of research at the University. Except for specific requests from time to time, the RAB exercises its own initiative in the choice of topics/issues to be reviewed. Recommendations to the President are accompanied by draft policy statements, as appropriate. The RAB also has the responsibility for reviewing the University's policy with respect to the use of human subjects.

The Intellectual Property Management Advisory Committee (IPMAC) is appointed by the President and is chaired by a member of the faculty. The Committee provides guidance to the Vice Provost for Intellectual Property and Technology Transfer regarding the management of intellectual property and related policy matters. In its advisory role, IPMAC publishes reports and makes recommendations on a variety of issues in the technology transfer process including the distribution of royalties and equity coming to the University through the technology transfer process. The Committee also considers issues surrounding copyrights and software development and is charged with balancing technology transfer goals with the University's commitment to excellence in teaching, research, and public service.

The Conflict of Financial Interest Advisory Committee (COFIAC) is appointed by the Vice Provost for Research (VPR), who is responsible for administering the University's conflict of interest policies. Examples of the Committee's functions include informing itself of pertinent federal and state policies; reviewing and commenting on proposed institutional conflict of interest policies and procedures; and alerting the Vice Provost of the need for new policies or revision of the existing policies. COFIAC also reviews specific conflict of interest cases and pro-

vides advice consistent with federal, state and University policies –mostly in connection with research agreements between the UW and industrial sponsors; consulting agreements between faculty members and for-profit corporations; license agreements on UW-developed technologies; and stock holdings by the University and/or faculty members in start-up companies.

INSTITUTIONAL RESOURCES

The Office of Research²⁶ plays a direct role in stimulating new research initiatives, and provides support for establishing interdisciplinary centers and major new research programs. The Office of Research also provides direct financial and administrative support for a number of interdisciplinary research centers and multi-institutional research collaborations. The University provides direct informational and administrative support for research and creative activity through the Office of Research and its service units, Grant and Contract Services²⁷ and the Human Subjects Division.²⁸ Staffing for both these units has increased significantly during the last decade in response to increases in research activity and regulatory complexity.

The University provides several services to assist faculty in obtaining financial support for their research and creative activities. These include the Office of Corporate and Foundation Relations²⁹ and two different offices providing assistance identifying grant opportunities (the Research Funding Service,³⁰ and the Grant & Funding Information Service).³¹ In addition, the University supports personalized searches for funding opportunities through the Community of Science program as well as access to several other search tools to identify sources of financial support.

Internal funding for research projects is available from a variety of sources.³² The Royalty Research Fund³³ makes awards of up to \$40,000 for faculty research projects in all parts of the University. Total awards are over \$2.0M annually. The Undergraduate Research Program (URP)³⁴ facilitates research experiences for undergraduates with UW faculty members across the disciplines. URP staff assist students in identifying faculty mentors and projects, defining research goals, presenting and publishing research findings, obtaining academic credit, and seeking funding for their research. Many units within the University provide support for graduate student travel and assistance with small research projects for graduate students. More generally, the University hosts a number of specialty grant programs that support projects in specific areas. These include the Alcohol and Drug Abuse Institute,³⁵ the Institute for Ethnic Studies in the United States,³⁶ Washington Sea Grant,³⁷ the Center for

Ecogenetics and Environmental Health,³⁸ and the Center for Studies in Demography and Ecology.³⁹

Additional research related services are available through Environmental Health and Safety and the Animal Care and Use Committee. The Office of Intellectual Property and Technology Transfer⁴⁰ provides specific assistance with intellectual property management issues and commercialization opportunities associated with research. A comprehensive web-based Grant and Contract Guide⁴¹ has been developed in the last two years to assist researchers of all types locate information and assistance with regard to all phases of the research process.

RESEARCH GRANTS AND CONTRACTS

Researchers must obtain the approval of both their department Chair and the Dean before they can be submitted to an external sponsor. This includes requests for foundation funding as well as government funding. Gifts are reviewed for their fit with the institution's mission and goals prior to acceptance in all cases.

The mission of the University is to carry out research in an open and unrestricted manner, with complete freedom to publish or otherwise disseminate the results of its search for knowledge. Grant and contract language is always reviewed to determine if there are explicit or implied restrictions on the freedom to publish research results. When these restrictions are found, we either negotiate to have them removed or turn down the award. Exceptions to this policy are made only under unusual circumstances relating to special scholarly expertise of a faculty member or his or her research activities or to the national security. In these cases a review of the proposed grant or contract is conducted by the Faculty Council on Research to ensure that the academic benefits to the University, and the communities it serves, will justify the exception. This review is conducted openly with public access. Even in cases where an exception is approved by the Faculty Council on Research, policies and practices forbid coursework involving classified activity. Graduate theses or dissertations are accepted only if they can be freely published and disseminated. Every reasonable effort is made by the University to keep projects that involve classified information physically separated from the rest of the University.

UNIVERSITY OF WASHINGTON, BOTHELL

UWB has high expectations for faculty service associated with institution building. For example, faculty members are expected to serve routinely on program planning committees, faculty and administrative search committees,

curriculum committee, and promotion and tenure committees. In addition, faculty must devote time and energy to defining, developing, and implementing the concept of interdisciplinarity. UWB has the expectation that this concept will be manifested across academic programs as well as disciplines.

UWB faculty members are normally responsible for 5-6 courses each year. Class size ranges from 12 to 50 students. Because the faculty is committed to the student/faculty relationship and the achievement of the institutional goals of critical thinking and effective communication, the practice of teaching is very important. Elements of active learning and other forms of engaged learning are routinely integrated into the UWB classroom. Problem-based learning, case studies, and collaborative learning are modes of learning used whenever appropriate. Moreover, the majority of courses at UWB may be described as writing intensive. Hence, the process of teaching occupies a significant portion of faculty time and energy.

UWB faculty members are expected to engage in scholarship similar to their colleagues in any research university.

In addition to having access to many of the opportunities available to faculty on the UW Seattle campus, UWB is developing its capacity to address faculty development. The development of the Worthington Scholar Award encourages faculty to explore new directions in teaching, research, or scholarship, and thereby to improve the intellectual environment at UWB. The addition of an educational technologist has facilitated faculty growth in the effective use of instructional technology. The development of the Teaching and Learning Center promises opportunities for interdepartmental interactions and exploration of interdisciplinarity in teaching that has excited many faculty.

UW Bothell community and colocation to a permanent campus facility has led to an interesting shift in the nature of community and discourse. On the one hand, the new setting is encouraging a more vibrant community. The new Commons area is the site for many interesting events. The wetlands provide an intellectual focus for community that is very exciting. The facilities allow us to plan community activities that are only possible with permanent, modern facilities. Because of the design of the new buildings and the dispersion of faculty and program offices, fewer opportunities exist to mix with colleagues and students. This means that faculty must be more deliberate in meeting with colleagues in order to regenerate the community bond that was evident in the previous site. Brown bag lunches with invited speakers who address issues of campus concern and cross-programmatic and team-taught approaches to interdisciplinary courses, and other activities such as the Distinguished Lecture

Series course and a campus art initiative are among the community initiatives.

The faculty and administration have been working diligently to develop closer ties with the campus neighbor. The faculty recognizes the need to align curriculum and create smooth pathways for Cascadia Community College (CCC) students to transfer to UWB. There is also recognition of the need to facilitate the ways UWB students can pursue lower-division work at CCC or other community colleges. Since UWB is dependent upon the community colleges for the lower-division preparation of its students, the faculty has a major stake in this relationship. Some promising initiatives already underway include:

- Articulation agreement between UWB Education Program and CCC to facilitate students majoring in education.
- UWB faculty serve on CCC's promotion and tenure review committee; this promotes understanding and collaboration between the two institutions.
- UWB faculty and staff members serve on CCC's Teaching and Learning Academy Steering Committee, to develop collaborative initiatives in professional development.
- Faculty exchanges and cooperative appointments: examples, CCC professor taught summer course for education program; UWB's CSS program sharing a part-time lecturer with CCC.

UNIVERSITY OF WASHINGTON, TACOMA

The Vice Chancellor for Academic Affairs, the chief academic officer for UWT, heads the Office of Academic Affairs. The Vice Chancellor is responsible for academic development and coordination of academic programs, development of the infrastructure to support quality teaching and research, appointment and evaluation of academic personnel, and overseeing accreditation reviews. The Vice/Chancellor also serves as a liaison with faculty and staff governance organizations, with the University Library, and the Ombudsman.

The Vice Chancellor for Academic Affairs exercises, in collaboration with the Human Subjects Division, Office of Grant and Contract Services, campus-level authority for review of applications for use of human subjects in research involving selected levels of risk. In addition, grant and contract proposals to support the scholarship of the faculty, in service to the community, are reviewed and approved through this Office prior to submission to Grant and Contract Services. Announcements of requests for

proposals and related funding opportunities are publicized and disseminated by this Office. Support for planning and carrying out research, from conceptualization to development of methodology and analysis of data, is available from the Office of Scholarship Support. UWT has \$638,559 in currently funded grant activities. See Table 4.7.

Funded Grant Activities	
Funding Source	Amount
National Science Foundation	\$97,114
Gerontological Society of America	\$100,000
Office of Superintendent of Public Instruction	\$166,355
National Oceanic and Atmospheric Administration	\$51,527
Herbert Jones Foundation	\$5,100
Research Royalty Fund	\$21,326
Puget Sound Educational Service District	\$7,164
TOTAL	\$638,559

Table 4.7

UWT employs 108 faculty members. In the past three academic years, six UWT faculty members have benefited from the University's professional leave policy. See Table 4.8.

Faculty Rank Profile, October 2002	
Faculty Rank & Title	Total
LADDER FACULTY	
Professor	14
Associate Professor	19
Assistant Professor	36
Acting Assistant Professor	2
NON-LADDER FACULTY	
Lecturer Full-Time	7
Senior Lecturer	8
Teaching Associate	1
Lecturer Part-Time	21
TOTAL	108

Table 4.8

As of Autumn 2001, the full-time faculty count was 84. Of these, two were African American women, seven were Asian Americans (four women, three men), and three were Hispanic (one woman, two men). For Autumn 2002, UWT hired 14 new faculty members; two are African

Americans (one man and one woman), two are Asian men, two are Hispanic Americans (one man and one woman), and one is a woman of Caucasian and Cherokee Indian ethnicity. UWT also appointed two individuals, an academic administrator and a senior staff member, to serve as Co-Directors of Diversity and Minority Affairs.

The UWT tenure track-faculty is expected to meet high standards in teaching, scholarship, and service. Untenured faculty members, those hired at the Assistant Professor level, face multiple challenges during the years leading up to the tenure decision – teaching multiple courses per quarter, honing their skills in the classroom, developing new courses and whole academic programs, helping “build the campus,” and developing their own scholarship. To assist these faculty members, UWT is implementing a program of scholarship support.

This program will provide untenured faculty members with release time to pursue their scholarship – normally one quarter with no teaching and no service responsibilities but in special cases two quarters with reduced teaching and service. The program will be supported by soft money and assumes the availability of these funds. It is not an entitlement. Eligible faculty members will be required to submit project proposals, which will be reviewed at multiple levels.

UWT is engaged in ongoing discussions about how to encourage and support faculty research, not just for junior faculty but for all faculty. Given the high level of service expected of all faculty, it may be appropriate to establish a program that would fund (on a competitive basis) teaching load reductions for faculty engaged in significant research projects.

- ¹ Qualifications for Appointment at Specific Ranks and Titles, University Handbook, Volume Two, Part 2, Chapter 24, Section 24-34, www.washington.edu/faculty/facsenate/handbook/02-02-24.html
- ² Affirmative Action and Non-Discrimination, http://www.washington.edu/admin/eoo/hb_Vol-IV_Non-discr.html
- ³ Interim I-200 Employment Policies, <http://www.washington.edu/diversity/policies/employ.html>
- ⁴ Graduate School, Office of Academic Programs, http://www.grad.washington.edu/Acad/new_acad_area.htm
- ⁵ Faculty Fellows Program, www.washington.edu/oue/academy/fellows
- ⁶ Teaching Academy, <http://www.washington.edu/oue/academy/>
- ⁷ Center for Instructional Development and Research, <http://depts.washington.edu/cidrweb>
- ⁸ Catalyst, <http://catalyst.washington.edu/home.html>
- ⁹ Professional Leave Policy, University Handbook, Volume Four, Part V, Chapter 4, <http://www.washington.edu/faculty/facsenate/handbook/04-05-04.html>
- ¹⁰ See section entitled “Faculty Salary Comparisons by Department”. <http://www.washington.edu/admin/facbook/OisAcrobat/peers.html>
- ¹¹ University of Washington Retirement Plan, <http://www.washington.edu/admin/hr/benefits/uwrp.html>
- ¹² UW Benefits Overview, <http://www.washington.edu/admin/hr/benefits/welcome.html>
- ¹³ Office of Educational Assessment, Instruction Assessment System, <http://www.washington.edu/oea/ias1.htm>
- ¹⁴ Faculty Recruitment Toolkit, http://www.washington.edu/admin/eoo/forms/ftk_01.html
- ¹⁵ A Statement of Principle: Academic Freedom and Responsibility, University Handbook, Volume Two, Part II, Chapter 24, Section 24-33, <http://www.washington.edu/faculty/facsenate/handbook/02-02-24.html#nahcor24-33>
- ¹⁶ Statement of Policy by the Board of Regents, University Handbook, Volume Two, Part II, Chapter 25, Section 25-11, <http://www.washington.edu/faculty/facsenate/handbook/02-02-25.html>
- ¹⁷ Definition of Tenure, University Handbook, Volume Two, Part II, Chapter 25, Section 25-31, <http://www.washington.edu/faculty/facsenate/handbook/02-02-25.html>
- ¹⁸ Adjudication Proceedings for the Resolution of Differences, University Handbook, Volume Two, Part II, Chapter 28, <http://www.washington.edu/faculty/facsenate/handbook/02-02-28.html>
- ¹⁹ Scholarly and Professional Qualifications of Faculty Members, University Handbook, Volume Two, Part II, Chapter 24, Section 24-32 <http://www.washington.edu/faculty/facsenate/handbook/02-02-24.html#anchor24-32>
- ²⁰ Qualifications for Appointment at Specific Ranks and Titles, University Handbook, Volume Two, Part II, Chapter 24, Section 24-34, <http://www.washington.edu/faculty/facsenate/handbook/02-02-24.html#anchor24-34>
- ²¹ Grant and Contract Management Training, <http://www.washington.edu/admin/hr/traindev/fgm.html>
- ²² Human Subjects Research Training, <http://depts.washington.edu/hsd/>
- ²³ Conflict of Financial Interest Policies, <http://www.washington.edu/research/gcs/gim/gim10.html>
- ²⁴ Faculty Council on Research, University Handbook, Volume Four, Part II, Chapter 1, <http://www.washington.edu/faculty/facsenate/handbook/04-02-01.html>
- ²⁵ Research Grants and Contract Research, University Handbook, Volume Four, Part II, Chapter 4, <http://www.washington.edu/faculty/facsenate/handbook/04-02-04.html>
- ²⁶ Office of Research, <http://www.washington.edu/research/about.html>
- ²⁷ Grant and Contract Services, <http://depts.washington.edu/gcs>
- ²⁸ Human Subjects Division Homepage, <http://www.hscer.washington.edu/clinicaltrialshandbook/4human.html>
- ²⁹ Office of Corporate and Foundation Relations, <http://devar.washington.edu/AboutDev/CorpFndRel.asp?bhcp=1>
- ³⁰ Research Funding Service, <http://healthlinks.washington.edu/rfs; or> <http://healthlinks.washington.edu/rfs/talks/finding.html>
- ³¹ Grant & Funding Information, <http://faculty.washington.edu/chudler/ehcgrant.html>
- ³² Internal Support of Graduate Study and Research, University Handbook, Volume Four, Part II, Chapter 5, <http://www.washington.edu/faculty/facsenate/handbook/04-02-05.html>

- ³³ Royalty Research Fund,
<http://depts.washington.edu/or/RRFGeneral.html>
- ³⁴ Undergraduate Research Program, <http://www.washington.edu/research/urp>
- ³⁵ Alcohol and Drug Abuse Institute, <http://depts.washington.edu/adai/>
- ³⁶ Institute for Ethnic Studies in the United States,
<http://depts.washington.edu/iesus>
- ³⁷ Washington Sea Grant, <http://wsg.washington.edu/>
- ³⁸ Center for Ecogenetics and Environmental Health,
<http://depts.washington.edu/ceeh>
- ³⁹ Center for Studies in Demography and Ecology,
<http://csde.washington.edu>
- ⁴⁰ Office of Intellectual Property and Technology Transfer,
<http://depts.washington.edu/ott/>
- ⁴¹ Grant and Contract Guide,
<http://www.washington.edu/research/guide/>