



Civil and Environmental Engineering Policies & Procedures

Contents

Contents

SECTION I: Department Guidelines and Procedures	2
Faculty Meetings and Department Committees Procedures	2
Voting Procedures and Voting Rights Procedures	2
Faculty vote on New Faculty Searches Procedures	3
Promotion and Tenure Guidelines	3
Affiliate Faculty and Part Time Lecturer Appointments and Promotions	3
Enrollment cut-off Procedures	4
TA and Reader/Grader Assignment Process	4
PMP “4+ graduate program” selection criteria and application process	5
Space Guidelines	7
SECTION II: Department Policies	11
Faculty Mentoring Policy	11
Peer Teaching Evaluations Policy	13
Standard Teaching Load Policy	13
Teaching Buy-out Policy	13
Teaching Release “Best Practice” Policy	13
Promotion and Tenure Policy	14
Emeritus Space Policy	16
Merit Evaluation Policy	18
Endowment/Professorships Policy	21
Retention Raise Policy	23
Faculty Recruitment Conflict of Interest	23

Overview of Department Policies and Procedures

CEE procedures may be modified provided that the proposed change(s) have been submitted in writing to the departmental chair and shared at a regular faculty meeting.

CEE policies may be amended provided that the proposed change(s) have been submitted in writing to the departmental chair and discussed and voted on at a regular faculty meeting and approved with a majority.

SECTION I: Department Guidelines and Procedures

CEE procedures may be modified provided that the proposed change(s) have been submitted in writing to the departmental chair and shared at a regular faculty meeting.

Faculty Meetings and Department Committees Procedures

Committees

CEE committee memberships and committee chair appointments are selected by the department chair. Committee memberships are for a term of one year. Membership and chair appointments can be found in [MYCEE's committee roster](#).

Faculty Meetings

Faculty meetings are held twice a month, on the second Tuesday of each month and fourth Thursday of the academic year, unless otherwise scheduled by the chair. Pursuant to the Open Public Meetings Act (OPMA), faculty meetings are open to the public, however, executive meetings/sessions, that often occur at the end of the meetings, are not open to the public. Topics/discussions in the executive sessions may include matters related to merit cases, promotion and tenure cases, faculty recruitments, etc. Meeting minutes and presentation slides are saved in the [faculty administrative shared drive](#).

Voting Procedures and Voting Rights Procedures

Voting Procedures

Any action that requires a vote will be up for discussion at faculty meetings, followed by a motion to vote, followed by an electronic vote. Unless decided otherwise by the chair, all votes are done electronically. Electronic votes will be open for 7 days. Although votes take place electronically, a quorum for the motion must be met at the faculty meetings. A quorum majority of the voting faculty members present at a meeting must be 50% + 1.

Voting Members Procedures

All members of the CEE faculty (tenure-track, WOT, research, teaching-track, and retired faculty working part time) are eligible voting members of the faculty as long as they hold 50% or greater FTE or otherwise stated in a relevant MOU (MOUs will indicate voting rights within CEE). The [UW Faculty Code: section 21-32: Voting Membership in the Faculty](#) defines the voting members of the faculty and states requirements for an effective vote.

Faculty vote on New Faculty Searches Procedures

A faculty discussion and vote must take place before the department moves forward with a new faculty search in any of the professorial ranks: WOT, Research, Teaching, Tenure-Track. The draft job descriptions must be presented to the faculty.

Promotion and Tenure Guidelines

COE P&T Toolkit

The department follows the [COE Promotion and Tenure Toolkit](#) for promotion for tenure-track faculty, WOT faculty, research faculty, and teaching track faculty.

P&T Committee Membership

The CEE Promotion & Tenure Committee members are appointed by the chair and consist of at least three members of the CEE faculty of higher rank (than the candidate's current rank). Committee members and the committee chair typically serve on the P&T Committee a maximum of two years.

P&T Timeline

[CEE promotion and tenure timeline](#)

Created in summer 2020 and is updated annually

Affiliate Faculty and Part Time Lecturer Appointments and Promotions

CEE follows the AHR process for hiring affiliate faculty (unpaid and paid) and part time lecturer appointments. For details on specific hiring processes for these appointments, please visit the [CEE webpage](#).

Affiliate faculty reappointments and non-reappointments

Affiliate appointments are annual with an end date of June 30. Renewals shall be considered by the CEE faculty each fall quarter during the October or November faculty meeting.

Each faculty sponsor is responsible for confirming their affiliate faculty members' appointment renewal or non-renewal, as well as providing a brief justification. This data is provided at the faculty meeting (October or November) for their review and vote. Per UW Academic HR policy, all affiliates must be notified of their appointment renewal or non-renewal six-months in advance (December) of their appointment end date of June 30.

Affiliate Faculty Promotions

If a CEE affiliate faculty member received a promotion in their home academic institution or industry job, and the CEE faculty sponsor requests that they receive a promotion to the next higher affiliate title, a promotion dossier is required. If a CEE faculty member would like to recommend promotion, they may provide the ATC with the required promotion materials. Once the appointment materials are received, the ATC will provide them to the faculty for their review and vote.

Part Time Lecturers

Part-time lecturers are temporary appointments that are active only during the time of service. When the service ends (for example teaching for a quarter), the appointment will be terminated in Workday and they are no longer employees.

Enrollment cut-off Procedures

If course enrollments fall below 8 students by the first day of the quarter, then the class will be canceled.

TA and Reader/Grader Assignment Process

Teaching Assistant Appointment Process

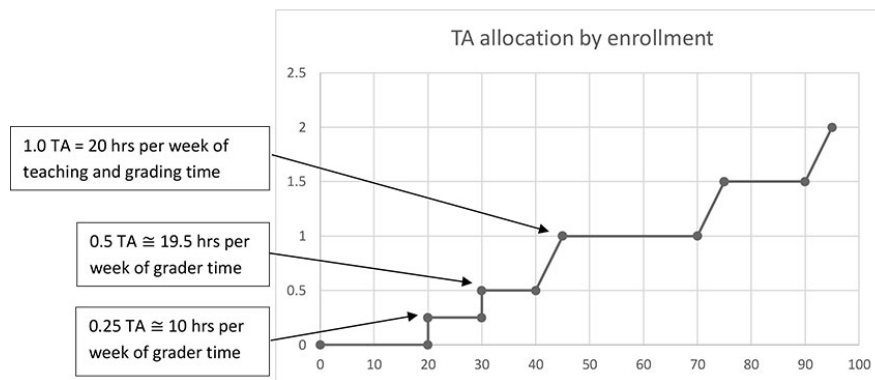
Six weeks prior to the beginning of each quarter, the Director of Academic Services will provide a Google sheet to area leads with enrollment projections and number of eligible TAs, based on the department TA assignment policy. Area heads and other faculty involved in selecting TAs assist with the following:

1. Work with faculty in your areas to identify TA assignments. Per the union contract, direct hire TAs are allowed for advisee-advisor relationships and as part of a funding guarantee. All other positions must be filled through an open competitive process.
2. Communicate TA assignments by filling out noted columns in the Google sheet.
3. Staff will then begin sending offer letters to direct hire TAs, copying the instructor.
4. For positions requiring competitive recruitment, the course instructor will work with the Director of Academic Services to create a job announcement, collect and review applications, and extend an offer.

TA and Reader/Grader Assignment Policy

A course may have any number of TAs; however, department funding of TAs is determined by:

- Enrollment
- Course credit hours
- Need for TA support for labs and quiz sections
- Departmental staff support of labs
- Student level (sophomore, junior, senior, grad.)



Based on enrollment, the figure above identifies TA costs covered by the Department. A list of exceptions below takes into account other factors, such as labs. Any TA costs not covered by the Department may be paid by non-grant funds such as RCR, personal, area PMP allocation, professorships, etc. Per the figure and text below, if course 5XX has an enrollment of 32 students; the Department will provide funds for a 19.5-hour per week grader (no student contact) or will pay 50% of the cost of the salary, tuition and benefits for a 20-hour per week TA (student contact allowed). Note that the cost of 19.5 hours per week of grader time is approximately equal to 50% of the cost of a 20-hour per week TA.

If a 20-hour per week TA is requested for the course, then the portion of the TA salary, benefits, and tuition not provided by the Department must be paid from the instructor's or the group's non-grant sources. As indicated by the figure, for class sizes in excess of 40 students, TA costs covered by the Department transition linearly with class size from one discrete level to the next. For example, if class CEE 5XX has an enrollment of 43 students and the instructor requests 1.0 TA rather than 0.5 TA or 19.5 hrs/week of grader time, the Department will provide funds for $0.5 * (1 + 3/5) * (\text{cost of 1.0 TA})$, with the remainder of the cost for the 1.0 TA provided by the instructor or the area from the non-grant funding sources listed above.

Exceptions

Funding provided by the Department for TAs and Reader/Graders is determined by course enrollment following the rules depicted in the figure above. Exceptions to these rules are listed below. Additional funding may be requested and approved by the Chair.

1. CEE 220: 1 TA + 1.75 TAs per 100 students; for example, a CEE 220 class with 200 students would have 4.5 TAs.
2. CEE 307 and 356 with 60+ students and without a 2-hour lab or quiz section: funding is provided for 1.0 TAs.
3. CEE 327, 337, 357, 377, 378 with 60+ students a true 2-hour lab or quiz section: funding is provided for 1.5 full TAs; if CEE 378 exceeds 80 students, additional TA support will be provided.
4. CEE 347, 367: funding is provided for 2.0 full TAs, given that it has 60+ students, six+ hours of labs, and labs have limited support from CEE staff (347).
5. CEE 352 and CEE 354: funding is provided for 1.0 TA, given that enrollment is ~20 student juniors and the class has a true lab.
6. CEE 317: funding is provided for 2.0 full TAs given typical enrollment of 100+ students.

Revisions

4/4/2019—CEE 357 includes a two-hour quiz section and was moved to category #3 above; CEE 367 moved to category #4 due to 6+ hours of lab without departmental support of labs.

3/14/2022 -- CEE 327 moved to category three from category 1 due to lab components of class

Revised 4/4/2019; 03/14/2022

See CEE policy on [Teaching Assistant Appointment Process](#)

PMP “4+ graduate program” selection criteria and application process

Selection criteria

GPA from the last two years of 3.2 or higher in undergraduate courses is the selection criterion for guaranteed admission to the CEE Master's program. This GPA is calculated on the first day of the first quarter of the students' senior year.

The graduate school currently requires graduate students to maintain a GPA of 3.0, calculated based on scores obtained in graduate courses, to remain in the graduate program.

The goal is to set up students for success. Based on historic data, students with undergraduate GPA of 3.2 and above appear to be capable of meeting this 3.0 GPA graduate school requirement.

Application Process

The plan is to maintain the current application format, so that students can use the current application portal available here <https://www.ce.washington.edu/future/grad/how>. However, the application process will be simplified for all students that are selected for automatic admission under the “4+ graduate program” and receive our “you are invited to apply” letter. Currently, students are required to submit a complete application that involves the following items:

A complete statement of Purpose (in which they have to address a series of specific questions)

Two letters of recommendation (students need to identify and contact their letter writers)

Submit their transcripts

Enter their GPA from the past two years of study

To simplify the application process, the letter will inform the students of the following:

Only required information needs to be entered and only required documents need to be uploaded. All non-required/optional entries and steps are to be disregarded. For example, there is no need to provide names for letter writers, upload a resume/CV or respond to the statement of purpose prompts.

Instead of providing a detailed statement of purpose as indicated online at <https://www.ce.washington.edu/future/grad/how>, students will only write “Applying through 4 + graduate program”. They will also need to indicate their area of interest (i.e., Environmental Engineering; Hydrology and Hydrodynamics; Structural Engineering and Mechanics; Transportation Engineering; Construction, Energy and Sustainable Infrastructure; Geotechnical Engineering. More details can be found at <https://www.ce.washington.edu/research/areas>)

GPA from the past two years of study has to be entered and an unofficial copy of their UW transcripts has to be uploaded.

Application Fee

The \$85 application fee will be waived for all students applying under the “4+ graduate program”. To have their application fee waived, once their application is complete (but before they pay the fee to submit), students should email ceginfo@uw.edu with their name and application number, so that the Department can pay the fee for them.

Research-Based Master’s Program

Students that want to apply for our research-based Master’s program and be considered for financial support will still need to submit their complete application (including all required and optional documents) by December 15, 2023.

Students that do not meet the “4+ graduate program” criteria

Students that do not meet the “4+ graduate program” can still apply to the Professional Master’s Program, but will need to submit their complete application (including all required and optional documents) by September 1, 2024. Admission will be offered on a case-by-case basis.

Space Guidelines

1. INTRODUCTION

This document defines a set of general guidelines for efficient use of space in the Civil and Environmental Engineering Department in the following classifications: research space, teaching space, faculty offices, staff space, administrative space, and multi-use space (e.g., conference rooms, student lounges, kitchens, etc.). The guidelines are advisory to the faculty and to the department chair and are not intended to impose inflexible constraints.

2. GUIDELINES 2.0

General University policy

Presidential Executive Order 4 (with the heading “The Provost”), states these policies and procedures involving space:

- Section 1. The Provost provides leadership in allocation of space.
- Section 3.G. The Provost is responsible for space allocation.
- Section 3.G.2. The Capital and Space Planning Office develops space planning standards and unit space allocations, and plans and directs the space management and allocation system.

Presidential Executive Order 4 states that "space management and allocation" is part of the Capital and Space Planning Office, which reports directly to the Provost. The Provost is the final decision maker. An informal re-statement of these policies, commonly used in space decision-making and space request processes, is that space is not "owned" by any college, department or individual in a department. However, the common method of space management on campus is via a hierarchy of delegated control.

All University requirements regarding safety, health, disabilities accommodations, fire regulations, security, etc., apply to all space allocation guidelines and decisions, even if some guidelines below do not explicitly address these requirements.

2.1 General Departmental Space Policy

The goal of this space policy is to maximize the beneficial use of space that is available for use by CEE faculty, staff, and students. To be effective, such a policy must be clearly delineated and must include sufficient flexibility to respond to changing needs and opportunities. It also must be administered in a fair, consistent, and transparent fashion, relying primarily on the good will of the affected individuals and the recognition that achieving the optimal departmental outcome sometimes requires a difficult and imprecise balance among competing, worthy options for a limited resource. With that in mind, the following general principles can be articulated.

All allocations and all usage of space must conform to applicable health and safety standards, and other facilities regulations. No exception can ever be made to this principle. In addition,

appropriate security must be provided to protect individuals and property, confidential files, computer access, etc.

Delegation of space management to area heads and principal investigators is consistent with the University's overall hierarchical approach and provides the advantages of local control and oversight. However, this delegation is neither permanent nor binding, and department-wide needs and opportunities can override previously existing arrangements.

Frequent reassigning of space impacts continuity and stability, and should be avoided. However, at times space must be reallocated to maximize its beneficial use, taking the over-arching departmental needs into account.

Whenever possible, space assignment should accommodate adjacency. Adjacency may improve proximity to research laboratories and graduate students, enhance contact between colleagues with similar interests, and address issues associated with individual disabilities.

Any disagreements that arise over space allocations should be resolved via discussions with interested parties, with assistance from the space committee. The chair has the authority to make final decisions in all such cases.

2.2 Research Space

The following guidelines apply to space predominately used for research by CEE faculty, staff and students.

1. The department should supply adequate space for all active research projects. Funded projects may have priority over unfunded projects.
2. Whenever possible, students and faculty with compatible interests should be placed in adjacent space.
3. Each project should be assigned space of sufficient quality and size to ensure that research activities can be undertaken. In the event of substantial increase of space needs for new projects, space arrangements must be made prior to proposal submittal.
4. Laboratory space should not be used for long-term storage.
5. Adequate space should be provided for new faculty members and, to the extent possible, should be agreed upon prior to and be ready for use at the beginning of their appointments.
6. Senior faculty should ensure that new faculty members are given guidance and help in using shared space and understanding any relevant rules and agreements.
7. The use of shared laboratory space should be determined by all faculty using the space, with a single faculty member appointed as the director and/or contact point for the laboratory.

2.3 Laboratory Instructional Space

The following guidelines apply to space predominately used for laboratory instruction (e.g. More Hall Room 124, and other similar teaching laboratories).

1. Teaching and other instructional activities have priority over all other activities. Laboratory classes should have a dedicated space during the scheduled lab time.



2. Students working on class-related laboratory projects should be given regular access to laboratories, within the constraints imposed by safety regulations and the higher priority 4 assigned to regularly scheduled laboratory classes.

2.4 Faculty Offices

1. Tenure-track faculty with primary appointment in CEE (all ranks). Each tenure-track faculty is assigned one office. There is no preference or difference based on rank.
2. Research faculty (all ranks). Each research faculty is assigned one office. There is no preference or difference based on rank.
3. Tenure-track and research faculty with secondary appointment in CEE (all ranks). For tenure-track and research faculty with primary appointments in other units, office space will be assigned on a case-by-case basis.
4. Research scientists, research associates, post-docs and research engineers. These individuals are assigned shared offices. There is no preference or difference based on rank. Single-office assignment to an individual is also an option if available.
5. Visiting Faculty, Visiting Scientists, and Lecturers. These individuals are assigned shared offices. Single-office assignment to an individual is also an option if available.
6. Emeritus Faculty (all ranks). Space is not automatically assigned to Emeritus Faculty. Space allocations will be made in accordance with the departmental "Emeritus Faculty Resource Allocation Policy".
7. Adjunct and Affiliate Faculty. Space is not normally assigned unless such individuals are teaching, in which case a shared office may be assigned, if needed.
8. Faculty on leave. Offices of faculty on extended leave away from the UW may be assigned to another occupant, if the faculty on leave does not need regular access to the office. The office may also be re-assigned for other temporary use, after consultation with the faculty member on leave.

2.5 Space for TAs, RAs, and other Student Needs 5

1. Space should be provided for Teaching Assistants to meet with students in a manner that does not interfere with other departmental activities. Whenever possible, space specifically for conducting office hours should be allocated. Conference rooms or other common meeting areas may be used for this purpose, if other acceptable spaces are not available.
2. Full-time Ph.D. students and full-time funded Masters Students should be provided with desk space in:
 - a. their advisor's area(s),
 - b. with others working with their major advisor,
 - c. with students conducting related research, or
 - d. in an appropriate space based on safety and other facilities' considerations.
3. Undergraduate researchers generally will not be assigned dedicated desk or office space. Exceptions may be made in the case of projects involving a significant number of students.
4. Personal computing equipment should be integrated into students' desk areas.
5. Student societies in the department should be assigned a common space or spaces to be shared amongst their groups.



6. Student activities that require additional space (e.g., concrete canoe, steel bridge) will be assigned additional space on a case-by-case basis.

2.6 Staff, Support, and Administrative Space

1. Staff are assigned individual or shared offices, depending on the needs of their job and space availability.
2. In a shared office or common area, efforts will be made to provide the desired level of individual privacy (e.g., by placement of partitions) within the constraints imposed by cost and other uses of the space.
3. Technical staff and research staff should be located proximate to the facilities and faculty they support.
4. Common space that is suitable for tutoring, office hours, meetings, or other intermittent activities should be placed under a reservation system accessible to appropriate groups.
5. Regularly scheduled seminars and events should use university general assignment classrooms when appropriate to reduce demands on conference rooms.

2.7 Space for Storage and Specialized Needs

1. Items in long-term or medium-term storage should be stored in available off-campus facilities unless frequent and/or immediate access is required. Storage items requiring frequent access should be stored in on-campus CEE facilities that are not useful for higher priority needs (e.g., in unheated and/or unlit laboratory space).
2. Large computing clusters or specialized computing equipment should be located in space dedicated for such items.
3. To the degree possible, space outside of More Hall (and other department buildings) should not be used for long-term storage of research materials and specimens.

3.0 PROCESS TO IMPLEMENT GUIDELINES

- The Space Inventory Management System (SIMS) will be used to disseminate general space information (SIMS is available to all faculty members at <https://opb.washington.edu/geosims>). More detailed space information will be available in an excel file that will be regularly updated.
- An annual space walk-through should be conducted by the space committee and should be open to the faculty and staff. Questions about space usage that arise during the walkthrough should be addressed to the relevant faculty. Results of the survey will be used to make recommendations to the chair regarding space reallocations and other possible changes (e.g., upgrades via minor modifications), after consultation with current and potential users.
- A periodic review of these policies should be conducted every 3 to 5 years by the space committee or more frequently if the space committee or other departmental personnel identify issues that should be addressed.
- Allocation of new space can be done at any time by submitting a formal written request to the chair. The space committee will review the request and make a recommendation to the chair. The chair will have the final decision. Request of significant new space should be done before grants are submitted for review.

APPENDICES

UW Health and Safety resources (links to existing sites) for laboratories • General web site:
<http://www.ehs.washington.edu>

These guidelines were originally developed in May 2012, and modified and updated by the Departmental Affairs Committee in April 2015.

SECTION II: Department Policies

CEE policies may be amended provided that the proposed change(s) have been submitted in writing to the departmental chair and discussed and voted on at a regular faculty meeting and approved with a majority.

All departmental policies are saved in the [Faculty Administrative drive](#)

Faculty Mentoring Policy

1. A mentor committee shall be appointed for each assistant and associate professor. If a faculty member wishes to decline the opportunity to have such a committee, s/he shall so indicate in writing to the department chair. The faculty member will have the option to request that a committee be appointed in the future, if desired.
2. The composition of the mentor committee should typically consist of three or four individuals. The following suggestions are made for the committee composition.
 - a. Two members from outside the mentee's area of specialization
 - b. One member from within the mentee's area of specialization
 - c. For assistant professors, if possible, one mentor committee member should have served on the College of Engineering Council on Promotion and Tenure. (See recommendation #6.)
 - d. If applicable, the committee should include a member with some first-hand experience with any special challenges that the mentee is likely to encounter. For example, a mentee who is a female faculty member with small children would have a mentor committee member who is or had been in the same circumstance.
 - e. The mentor committee for a Research Assistant and Research Associate Professor should include a committee member who is a Research faculty member.
3. All mentor committee meetings should be initiated by the Chair of the mentor committee. The committee should meet at least annually. A full review of the mentee's updated CV should be conducted at one meeting each year. The need for and agenda of the other meeting(s) should be determined jointly by the committee and mentee. The committee should meet shortly after the first re-appointment (Assistant and Research Assistant Professors) of the mentee and provide feedback on the discussion that occurred when the re-appointment was considered.
4. The committee's role is to be collegial and supportive. Such support should include acknowledgment of the mentee's successes; encouragement and assistance, when appropriate, in any professional endeavors the mentee undertakes; help in resolving any issues or overcoming impediments to the mentee's success; a frank assessment of the mentee's record and progress toward the next career stage; and expressions of any concerns that the committee has about the mentee's activities and/or progress. Any such concerns should be discussed with the mentee, and the mentee's perspective should be sought and considered. Ultimately, decisions about positive actions that can be taken to deal with the issue(s) should be agreed

upon. It should be stressed that, particularly in cases where it appears that the mentee is having difficulty meeting expectations for progress, it is the responsibility of the committee to address this with the mentee during the meeting. Not doing so is a disservice to the mentee in the long term.

5. A report summarizing each mentor committee meeting should be prepared by the committee and provided to the mentee for comment. This report should include the key discussion items, conclusions, and any specific goals that were established for achievements or changes in the upcoming period(s). If the committee and the mentee disagree on the contents of the document, an effort should be made to resolve those conflicts, after which the summary should be signed by all parties. If no agreement is reached, each party will prepare a document describing their perception of the meeting content and results. A copy of the summary document(s) will be sent to the Department Chair.
6. Approximately one year before an assistant professor anticipates being considered for promotion and tenure, the candidate should prepare a first draft of the key parts of his/her promotion dossier (the CV, self-advocacy statement, and teaching evaluations, at the least, and perhaps a tentative list of possible writers of recommendation letters). The mentor committee should provide critical feedback on this document, with the former member of the College P&T Council being particularly active in the discussion. If no former member of the College P&T Council is on the mentor committee, the candidate and mentor committee chair are encouraged to invite such a person to participate in the dossier review. The candidate is also encouraged to seek input from the current CEE representative on the College P&T Council.
7. Although the mentors are committed to offer impartial assessments to help the mentee, the mentee must decide what is best for his or her career. That is, all parties in the mentor-mentee relationship must understand that the committee acts in an advisory role. While the committee members are committed to offering their best advice, they cannot confidently predict all of the issues that might be raised when the mentee is considered for promotion. In addition, the committee members may not agree among themselves on the best advice to offer. Thus, with the best of intentions, a mentor might offer advice that is not applicable to the mentee. Recognizing that all the mentors have been successful in their careers, the mentee should view the various recommendations as evidence that success can be achieved via different routes; the path that the mentee takes will be unique, but we hope that the advice s/he receives will help him/her make choices that promote that success.
8. The mentor committee is responsible for conducting the peer evaluation of teaching of a tenure line mentee. Such an evaluation is to be carried out as per the University Handbook and CEE departmental policies.
9. The Department Chair will meet annually with all the mentor committee chairs to discuss approaches to mentoring that seem to be particularly useful or problematic.
10. The Department Chair will specifically discuss the mentor committee report with the mentee during the annual meeting with the mentee.
11. In the case that the mentee has a conflict with any of the committee members, the mentee shall have the privilege of requesting the replacement of that member without consequence.
12. Use of Mentor Committee Reports in P&T Evaluation. The mentor-mentee relationship requires a certain level of confidentiality to be effective. Therefore, although the mentor committee is expected to prepare a summary report after each committee meeting, and the Chair is expected

to discuss the committee's report at the mentee's annual review meeting, the mentor committee reports are to be treated as confidential in other respects. In particular, the reports should not be provided to the departmental P&T committee unless the mentee authorizes such disclosure in writing. Such an authorization, if made, must apply to all the reports since the previous promotion. That is, a mentee may authorize the departmental P&T committee to review the mentor committee reports either in totality (from the last promotion) or not at all, and to use that information in their departmental P&T report; the mentee may not authorize partial disclosure or use.

Policy adopted on April 10, 2012 and amended on October 8, 2013

Peer Teaching Evaluations Policy

The Department of Civil and Environmental Engineering conducts periodic, peer evaluations of the classroom teaching of all faculty. Assistant and associate professors may choose an evaluator in consultation with their mentorship committee; for full professors, it is conducted by a committee of two other full professors, one selected by the Department Chair and one by the faculty members being evaluated. Per the Faculty Code, the minimum frequency of these assessments are annual for assistant professors and once every three years for associate and full professors. The assessment includes

1. a review of recent student course evaluations in all
2. courses taught by the faculty member,
3. a review of the content of at least one course, and
4. observation of at least one session of that course, by the peer evaluator(s), and
5. a discussion with the instructor.

The [CEE Peer Teaching Evals](#) template can be found here.

Form approved at May 21, 2009 faculty meeting and modified by the Faculty and Departmental Affairs Committee in May 2020

Standard Teaching Load Policy

The standard teaching load in CEE is three courses per year (one course per quarter). With the Department approval, faculty can buy out one course per year at the cost of 1.2 months of regular academic year salary plus benefits.

Teaching Buy-out Policy

See COE teaching buy-out policy: [COE Instructional Release \(Course Buyout\) Policy & Guidelines](#)

Teaching Release "Best Practice" Policy

All faculty are eligible for 90 days paid sick leave each academic year, which can be used for the faculty member's sickness or to care for a family member with a serious health condition as defined by the Family Care Act. FMLA guarantees 12 weeks of unpaid leave and job protection during a 12-month period. CEE faculty will receive teaching release during their time on paid sick leave. Note that modified duties (e.g., student advising, paper writing, etc.) are allowed but not expected during sick leave.

A CEE faculty birth parent¹ is eligible for full teaching release during the quarter in which their paid sick leave initiates. They are eligible also for a one-class teaching release during the quarter in which they

return from paid sick leave². It is expected that research (TT only) and service activities will resume during this time.

1. A CEE faculty non-birth¹ parent is eligible for a one-class teaching release within three academic quarters after the birth or adoption of a child.
2. A birth parent is a birth mother who actively gives birth to a child; a non-birth parent is the partner of a birth mother or an adoptive parent.

If the paid leave initiates and terminates within one quarter, the faculty is eligible for a one-class teaching release in the following quarter.

Created in April 2021

Promotion and Tenure Policy

This document describes the process that will be followed when evaluating Civil and Environmental Engineering (CEE) faculty for promotion and/or tenure. The guidelines for the actual evaluation are summarized in a companion document that describes all merit evaluation procedures in CEE. The process described here is meant to conform to and supplement process guidelines provided by the College of Engineering and the UW Faculty Code. If conflicts are perceived among these documents, the Faculty Code, and then the College of Engineering guidelines, will take precedence over the CEE guidelines. Time to Promotion Per the Faculty Code, there is no minimum amount of time that a candidate must be in a given rank before requesting consideration for promotion. Correspondingly, a faculty member may request such consideration at any time, and the cognizant faculty will undertake the evaluation in a timely manner. Note, however, that the College of Engineering Council on Promotion and Tenure does offer the guidance that: "...a five-year period (the typical length for a candidate whose consideration for promotion to Associate Professor is mandatory) is normative for a faculty member to develop a strong record in support of his/her promotion. Faculty being considered for promotion and tenure after a shorter time in rank are expected to present an unassailably strong case, with abundant promise of a high level of sustained productivity...This applies to both assistant professor to associate professor and associate professor to professor promotions." The maximum time in rank for an Assistant Professor is dictated by the timeline for tenure, as spelled out in the Faculty Code. Process As soon as feasible after it is established that a candidate is to be evaluated, the Department Chair notifies the Chair of the departmental P&T committee, conveying that information as well as the deadline for preparation of the dossier and sending it to the College. Together, they agree on a timeline for the steps that must occur to meet the deadline. These steps include: Completion of the components of the dossier that are the responsibility of the candidate (CV, self-advocacy statement, papers to send to reviewers).

- Identification of experts in the candidate's area(s) of specialization who might write letters evaluating the candidate, and solicitation of such letters by the Department Chair.
- Review of the letters and dossier by the departmental P&T committee, and preparation of a report summarizing that information and the committee's recommendation for action.
- Transmittal of the CEE P&T committee report to the candidate by the P&T committee chair.
- Review of the committee's report by the candidate, including a written response within one week indicating acceptance of the document, objections to factual content, and/or objections to portions of the evaluation.

- Presentation of the committee's report at a CEE Department meeting of faculty at more senior rank than the candidate, and a vote on the recommendation.
- Preparation by the Department Chair of a document summarizing the salient points of the departmental discussion for submission to the CoE P&T committee as part of the dossier.
- Review of the Chair's summary report by the candidate, including a written response within one week indicating acceptance of the document, objections to factual content, and/or objections to portions of the evaluation.

Selecting and Managing Letter Writers The departmental P&T Chair begins the process of identifying potential letter-writers as soon as practical, seeking input from individuals within and, if desired, outside the Department. She or he also requests from the candidate the names of potential letter-writers and individuals who should not be solicited for letters; a sample letter making such a request of the candidate is appended to this report. The CEE Chair and the chair of the CEE P&T committee then agree on the letter-writers, and the CEE Chair solicits the letters. The CEE Chair then shepherds the process forward as needed, e.g., by sending reminders to the letter-writers as needed, and ascertaining whether additional letter-writers need to be solicited. All communications between the Department and the writers about the request should be in writing (email is ok) and should focus strictly on whether the writers will be able to write the letters (not on their content). A record should be kept of all such communications. All reports prepared by the departmental P&T committee and the Chair should be written in a way that protects the anonymity (including the gender) of all letter-writers and speakers. Process at Department Meeting at the Departmental meeting where the case is discussed, the P&T Chair or their designee presents all the relevant documentation and then responds to questions from the floor. Any member of the faculty eligible to vote is welcome to provide input and perspective on the case, but no other formal presentations are made. Input from non-faculty should be provided only upon request and should be primarily for clarification purposes or in response to questions.

APPENDIX A: SAMPLE LETTER TO CANDIDATE REQUESTING INPUT ON LETTER-WRITERS

Dear [Candidate],

*As part of the promotion process, you are invited to suggest names of reviewers who you think would be able to evaluate your record. The reviewers should be leaders in your field(s) of research; they may or may not be people whom you know personally, but they should all be people who are highly regarded scholars and/or practitioners. Most should be faculty members at the full professor rank, although one or two can be non-academics. It would be helpful if, along with the list, you wrote a sentence about each person's stature and area of expertise, to help us decide which ones to include. You may also provide a list of people whom you would not like us to ask for an evaluation, and we will respect these requests. You need not provide any justification for placing people on this list. The departmental P&T committee will independently seek advice to identify individuals who seem to be well qualified to write the recommendation letters. We will then combine our list with yours and make a recommendation to [CEE Chair] regarding the final list of people from whom letters will be requested. We cannot say at this time how many, if any, of your recommendations will be on the final list. We hope to send out the requests for the evaluation letters by **, so a response from you*

*by ** would be greatly appreciated. Please feel free to contact me or [CEE Chair] should you have any questions about this matter or other aspects of the promotion process. Best regards.*

Name CEE Chair

Policy adopted on May 21, 2009

Emeritus Space Policy

These guidelines were originally developed by the CEE Committee on Emeritus Faculty Resource Allocation in 2008-2009, and formally adopted by the department at a CEE Faculty Meeting on 21 May 2009 [Committee members: Profs. Goodchild, Lowes, Lundquist, Stanton (Chair).]

Committee Formation and Charge the Committee was formed in the Spring of 2008 by then Chair Tim Larson, and was charged with formulating a policy for allocation of resources, and particularly office space, among emeritus faculty. This document summarizes the findings of the committee and the resulting recommended policies.

These guidelines were reviewed and subsequently updated by the Departmental Affairs Committee in April 2015.

1. Background

Emeritus faculty are valuable members of the department and the department should seek to provide them with the resources they need to continue their educational, research and service activities in their retirement. Office space is likely the most contentious of these resources, but laboratory space should also be considered. Given the expected increase in demand and reduction in supply of office space for emeritus faculty, it is appropriate that office space be allocated in a rational manner to meet the needs of emeritus faculty members. Office space is required primarily for private meetings and for phone calls with students and associates. Secondarily it is desirable as a quiet work area, and thirdly it provides a convenient and secure area in which to store books and research materials. In allocating office and other resources to emeritus faculty, the department must seek to meet these prioritized needs. The following recommendations are intended to ensure that the department does its utmost to see that emeritus faculty members have access to the resources they need to continue contributing to the department and profession.

2. Recommendations for Transition to Emeritus Status

Meet emeritus faculty needs for basic resources and make the transition to emeritus status as easy as possible. The Department should take active steps to ensure that a UW email address and listing in the UW directory are maintained, the emeritus professor's contact information is listed on department websites, email remains on department distribution lists, and access is provided to departmental resources such as copiers, conference rooms and the web-based resource scheduler.

3. Recommendations for Evaluation of Available Office Space

The total space allocated to offices for regular faculty, graduate student, emeritus faculty, outside instructors, visiting scholars and scientists and others should be re-evaluated annually. The evaluation should be conducted by a committee set up by the Chair, and should be complete by the start of the Spring Quarter of each year. The total amount of space, and the



balance among the various parties, may change from year to year. For example, the need for outside instructors is likely to depend on sabbatical leaves, and so to be different each year.

4. Criteria for Allocating Office Space

Competing needs for office space among emeritus faculty should be weighed according to need. While every year and every case will have special conditions associated with it, the following list provides a starting set of criteria for office space allocation.

Highest priority:

- Teaching a class.
- Serving as a PI, co-PI, or core personnel on a funded research project.
- Chairing a Graduate Student Committee.

Second priority

- Engagement on a research project.
- Serving as a Graduate Student Committee member.

Third Priority

- Departmental Service.
- Professional service.

It should be noted that some of these activities are likely to need different types or sizes of office space. For example, teaching a class requires holding office hours, which are likely to be attended by several students, with a need for more space than would be needed for some other activities. Furthermore, emeritus faculty requests for neighboring offices should be honored to the extent possible, in the interests of collegiality and the exchange of scholarly ideas.

5. Process for Allocating Office Space

- At the start of the Spring Quarter, emeritus faculty seeking space for the next academic year should submit a written request to the Chair for such space. If special conditions are associated with the request, they should be included with it.
- During the Spring Quarter, a committee should prepare recommendations to the Chair for allocation of the available space among the requesting faculty, based on the criteria in paragraph 4, above.
- By the end of the Spring Quarter, the Chair should inform emeritus faculty of the space to be made available to each individual who has made a request.
- Emeritus faculty who are vacating space should have one quarter (typically the summer quarter) to move their materials.

The one quarter lead time to vacate space is particularly applicable to a faculty member who has just become emeritus, and may be vacating an office in which he or she has accumulated materials over an entire career. While every effort should be made not to require that emeritus faculty move on an annual basis, they should appreciate that the competing needs and the space available may make this unavoidable.

6. Laboratory Space

Requests for access to laboratory space should be directed to the Chair. If the Chair grants access, the detailed arrangements for use of the laboratory should be discussed and agreed with the Director of the Laboratory in question. Faculty members making the transition from regular employment to emeritus status should expect to vacate laboratory space within one quarter of being granted emeritus status unless they maintain an active research program.

7. Notes

The Department should review existing office space and consider ways to remodel existing office space to provide better utilization for emeritus faculty. It is possible that some space could be designated for common use by several emeritus faculty. This might serve as space in which to meet with students from classes, and thereby obviate the need for several large offices in the event that several emeritus faculty teach in one quarter. The possibility of having to move offices every year is somewhat inefficient, but can be alleviated by having departmental personnel help with the move. It also discourages storage of extensive materials in the office. While such ascetic behavior may lead to less onerous moving it may discourage emeritus faculty from coming to the building, which is the opposite of what is intended.

These guidelines were originally developed by the CEE Committee on Emeritus Faculty Resource Allocation in 2008-2009, and formally adopted by the department at a CEE Faculty Meeting on 21 May 2009

Merit Evaluation Policy

Introduction

This document outlines a process for conducting merit assessments in CEE. The process is in conformance with the Faculty Code Sections 24-55 and 24-57 (see Appendix).

CEE Merit Review Process

In conformance with the Faculty Code, the merit review process in CEE is as follows:

1. Faculty members shall evaluate all other faculty in their respective divisions or groups. In CEE these groups are: (1) Transportation and Construction, (2) Structures and Geotechnical, and (3) Environmental and Water Resources.
 - a. The process for conducting this review will be documented on forms submitted to the faculty for their completion and, upon completion, submitted to the Assistant to the Chair for tabulation. The evaluation forms will include three categories: teaching, research, and service.
 - b. The primary resources for conducting this assessment of group faculty will include individual yearly activity reports and up-to-date CVs. These documents will be available via secure online access.
2. A committee of three full professors elected by the faculty at large will decide on the initial merit assessments for all faculty. This committee will manage the evaluation process based on criteria consistent with the faculty code, and if available, criteria established by a vote of the faculty. The committee will serve a staggered 3-year term, with one professor replaced each year by a newly elected member. All full professors will be nominated to serve, but no full

professor can serve more than two consecutive terms. Ordinarily professors from all three groups will be represented, but no more than two faculty from any one of the three groups can be on the committee at the same time.

3. The recommendations from this review process for the assistant and associate professors will be presented, discussed, and voted upon by the faculty with greater rank within CEE in accordance with Faculty Code Section 24-55.
4. The recommendations from this review process for full professors will be determined by the Department Chair using recommendations provided by the elected committee.
5. The Department Chair will do an independent merit assessment of the three committee members.
6. Consistent with Faculty Code Section 24-57 appeals with respect to merit determinations will be dealt with by the Department Chair and/or the Dean.

For convenience, the major elements of Sections 24-55 and 24-57 relating to merit are:

Section 24-55

- Merit and salary of each faculty member below the rank of professor shall be considered by the voting members of the department...who are his or her superiors in academic rank, and they shall recommend any salary increase which they deem merited.
- If the recommendation is a department one, the chair shall transmit it to the dean with any supporting data the dean may require. If the chair does not concur in the recommendations he or she may also submit a separate recommendation.

Section 24-57

- Open communication among faculty, and between faculty and administration, must be maintained in order to insure informed decision making, to protect the rights of the individual and to aid the faculty in the development of their professional and scholarly careers.
- Yearly Activity Report: Each department shall adopt a suggested format by which each faculty member will have the opportunity to provide information on professional activities carried out during the prior year. These reports shall be prepared in writing by each faculty member and submitted to the chair (or dean) in a timely fashion each year, and shall be used as reference and as a source of information for consideration of promotion, merit salary, or tenure. These forms shall be used as evidence for recommendations of promotion, merit salary, or tenure. Such information may be updated by a faculty member at any time during the academic year.
- Regular Conference with Faculty: Each year the chair, or where appropriate the dean or his/her designee, shall confer individually with all lecturers and assistant professors. The chair (or dean or his/her designee) shall confer individually with the Associate Professors at least every two years and with the Professors at least every three years. The purpose of the regular conference is to help individual faculty members plan and document their career goals. While the documentation of those goals will be part of the faculty member's record for subsequent determinations of merit, the regular conference should be distinct from the merit review pursuant to Section 24-55.



- At each such conference, the chair, dean, or his/her designee, and the faculty members shall discuss 1) the department's present needs and goals with respect to the department's mission statement and the faculty member's present teaching, scholarly and service responsibilities and accomplishments; 2) shared goals for the faculty member's teaching, scholarship and service in the forthcoming year (or years, as appropriate) in keeping with the department's needs and goals for the same period; and 3) a shared strategy for achieving those goals.
- The chair, dean, or his/her designee and the faculty member shall discuss and identify any specific duties and responsibilities expected of, and resources available to, the faculty member during the coming year(s), considering the academic functions described in Section 24-32. The chair, dean or his/her designee should make specific suggestions, as necessary, to improve or aid the faculty member's work.
- Footnote #1: Documentation for Recommendations for Promotions, Tenure, and Merit Increases. In submitting to the President's Office, a recommendation for promotion in rank or the granting of tenure or merit salary increase, the dean of the school or college is requested to present a detailed documentation of the recommendation. The primary data would originate from the department. Faculty and chairs are directed to give careful attention to all phases of the candidate's service to the school or college and the University. Characteristic types of contributions to the University are described in the following terms:
 - Teaching. An essential qualification for the granting of tenure or for promotion is the ability to teach effectively. Some elements in assessing effective teaching are: the ability to organize and conduct a course appropriate to the level of instruction and the nature of the subject matter; the consistency with which the teacher brings to the classroom 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 within the course to enable students to articulate the ideas they are exploring; the availability of the teacher to the students beyond the classroom environment; the regularity with which the teacher examines or re-examines the organization and readings for a course and explores new approaches to effective educational methods. A major activity related to teaching is the instructor's ability to participate in academic advising and counseling, whether this takes the form of assisting students select courses or discussing the students' long-range goals. The faculty member's concern for the progress and well-being of the students is an inseparable adjunct to the classroom.
 - Research. All members of the faculties must demonstrate scholarly ability and attainments. Their qualifications are to be evaluated on the quality of their published and other creative work, the range and variety of their intellectual interests, their success in training graduate and professional students in scholarly methods, and their participation and leadership in professional associations and in the editing of professional journals. Attainment may be in the realm of scholarly investigation in the realm of constructive contributions in professional fields, or in the realm of the creative arts.
 - Service. The scope of the University's activities makes it necessary for members of the staff to engage in many activities outside of the fields of teaching and research. These



may include participation in University committee work and other administrative tasks, clinical duties, and special training programs. The University recognizes the value of its staff in rendering these internal services as well as extramural professional services to schools, to industry, and to local, state and national organizations.

- **Footnote #2: Faculty Salary Policy.** The University's Salary Policy is founded upon the principle that individual salary decisions must be based on merit as assessed by a performance review conducted by faculty and administrative colleagues. Salary adjustments for performance and retention, as well as salary awards stemming from differential unit performance and marketplace gaps, are based upon a consultative process of faculty and administrative evaluation. Merit/performance evaluations are unit-based and reward the faculty for their contributions to local units as well as to the University's goals.

Policy adopted in May 2009

Endowment/Professorships Policy

Purpose

The purpose of endowed chairs/professorships is to recruit and retain faculty with outstanding scholarly records who will provide scholarship and leadership that enriches their department, the College, and the University.

Qualifications

Endowed chair/professorship candidates are expected to have an established record of outstanding intellectual achievement in research and education, as measured by scholarly activity, an international professional reputation, and a demonstrated ability for leadership.

Expectations

The endowed chair/professorship holder is expected to continue outstanding scholarly activity. This may include scholarship in discovery, integration, application, or teaching. Evaluation criteria include impact and contribution to the holder's department, the profession, and society at large.

The endowed chair/professorship holder is expected to provide leadership and impact, on an ongoing basis and in the broadest sense possible, throughout his or her term as an endowed chair/professorship holder. Examples of this leadership include, but are not limited to, developing and executing a high impact research agenda, developing multi-investigator programs and multi-disciplinary laboratories, developing innovative educational programs and curricula, fostering collaborations across the College, University, academic field, and industry, the recruitment and supervision of high-quality graduate and undergraduate students, the recruitment and mentoring of new faculty members, and outreach to the broader community. Through these tasks, the holder will build and/or enhance the reputation of the department, the College, and the University.

The endowed position holder is also expected to operate within his or her department(s) as a regular faculty member. This involves full interaction with other faculty members, a teaching load involving both undergraduate and graduate courses, and responsibilities for student supervision and committee assignments. The endowed chair/professorship holder's activities, teaching load, other assignments, and

any modifications in compensation arrangements will be reviewed annually with the Dean and/or relevant department chair(s), subject to departmental and College policy and existing agreements.

Best Practices for Donor Stewardship

Another important responsibility of an endowed chair/professorship is communication with and stewardship of the donor. Meaningful stewardship requires a special partnership with College of Engineering advancement staff and includes three essential components: using the endowment title consistently; informing donors about news regarding appointees and their programs, and writing an annual impact report.

As the holder of Professorship or Chair, you are asked to do the following:

- Copy appropriate College of Engineering advancement staff on any correspondence with donors, to ensure a good record of communication and to avoid duplication.
- Use your endowment title consistently (in letterhead, business cards, publications, and directories) including the endowment name. See example below: Richard E. Ladner Professor, Department of Computer Science and Engineering Boeing Professor in Computer Science and Engineering
- Keep advancement staff posted on news and recognition opportunities. If you receive significant awards or large grants, are mentioned in the media, or if a press release is written about you, please have your department send a copy of the story or release, or a link to the media source, to advancement so that we can inform donors of the news.
- Notify advancement staff of any opportunities for donors to visit your lab, clinic, or teaching facility.
- Prepare an annual impact report. This one to two-page document provides donors a brief summary of activities in your program. Endowed position holders will receive a request for this report in February, with instructions for submission.

Budget Information

The Fiscal Business Office housed in the Dean's office will provide budget numbers and guidelines to holders of endowed chairs/professorships.

Appointment Terms

Endowed chairs and professorships are typically appointed for a specific term, subject to an evaluation at intervals of not more than five years. This evaluation is based on the accomplishments of the endowment chair/professorship holder relative to the guidelines listed in this document and any particular guidelines relevant to that specific endowed position. Renewal of the appointment will be based on the guidelines outlined in the specific endowment agreement, on the recommendations of the review committee, and the decision of the Dean and/or relevant department chair. A recommendation for renewal must be well established, based on specific accomplishments relative to the guidelines, with final approval made by the Dean where applicable.

Policy adopted April 2005 and revised April 2016

Retention Raise Policy

The UW Faculty Code allows the Provost to distribute funds to provide a raise to retain a current UW faculty member, based on the recommendation of their Dean. The UW Faculty Code requires that prior to recommending a retention raise, the Dean must consult with the department chair and the department faculty must be provided the opportunity to cast an advisory vote on the retention raise.

In the event that a retention raise is considered for a CEE faculty member, the CEE faculty will be informed. The CEE faculty waive their right to provide an advisory vote on the retention raise and delegate authority to the Department Chair to provide a recommendation to the Dean regarding the retention raise. The CEE Department Chair's recommendation will be based on the recommendation provided by a majority of a group of at least five faculty spanning multiple research areas within the department. The decision to recommend a retention raise will require high standards, including an outstanding academic record and significant contributions to the Department and other University programs relative to the rank of the faculty member.

Policy adopted October 2021

Faculty Recruitment Conflict of Interest

The search committee proposes that, should any candidate present a conflict of interest (COI) through a previously established affiliation, relationship, and/or collaboration with a committee member, the committee member with the COI will recuse they/them from all discussion of the relevant candidate at each stage of the search. For the purposes of this committee, conflicts of interest include serving on the applicant's Ph.D. advising committee, maintaining a close collaboration with the applicant within the past 24 months, or any relevant non-professional relationships (e.g., family or business). Additionally, the committee has unanimously agreed that it would be inappropriate for any member of the committee to provide a letter of recommendation for a candidate. Upon the request for letters of recommendation, candidates requesting letters from members of the search committee will be asked for additional references.

Policy adopted in April 2012