



College of Engineering Faculty Workload Policy Effective August 2025

1. Background and Definitions

The University of Arizona introduced a formal requirement for departments to report faculty workload in July 2022. The tool is integrated into UAccess Employee and requires that departments discuss and confirm each faculty member's workload allocation for the upcoming year. These College of Engineering Faculty Workload Guidelines were developed after a process that included all Department Heads/Chairs and faculty governance, and the College Advisory Committee input. Faculty workload guidelines at the College level ensure faculty efforts align with institutional priorities, ensure clarity in the workload expectations between tenure track and non-tenure track faculty, factor growth in online instruction, and provide data-informed workload planning across departments.

The College of Engineering (ENGR) encompasses 9 unique academic departments that are comprised of **Tenure-Track (TT)** (e.g., Tenured and Tenure-Eligible) and **Career-Track (CT)** faculty members. Career-Track faculty include Professors of Practice (PoP) and Research Professors (RP). PoPs primarily have teaching and curriculum development assignments, along with service duties, but may be assigned a minority portion of their FTE to research. Research Professors primarily have research assignments, along with modest service duties, but may be assigned a minority portion of their FTE to teaching. This document outlines the workload guidelines for TT faculty and for CT faculty in the PoP family. Most TT faculty have academic year (AY) contracts that run from mid-August to mid-May, with a work break during the summer months (sometimes funded through supplemental compensation), while CT PoPs may have AY or fiscal year (FY) contracts depending on unit need and faculty preference. ENGR courses consist of main campus courses (including iCourses), ENGR courses offered via UA Online, and ENGR courses co-taught at various micro-campuses with UA Global partners. Micro-campus courses are not computed in the AY workload at present, because they utilize a co-instructor model and do not flow through the standard main campus budget model (as of FY26). Summer courses are outside of the AY workload and are funded by supplemental compensation for AY appointments and may be in the workload for CT faculty on a fiscal year contract. This may be adjusted in the future to reflect updated UA budget models.

A 100% AY workload (i.e., 1.0 FTE) is divided such that 50% is accounted for by work done in the fall semester and 50% by work done in the spring semester. A standard **three-credit hour ENGR course** taught in a single semester equates to a **25% workload teaching credit during the semester taught**, which corresponds to a 12.5% teaching workload when averaged over the full AY. For example, three standard three-credit hour courses taught over the full AY total to 37.5% workload. ENGR rounds this to 40% teaching workload to account for out-of-course individual student mentoring. Workload credit for courses other than 3 units is prorated.

2. Workload Assignment Process

- a) Faculty workload assignments for the next AY are made during the spring annual review period of the current AY, although adjustments may be made to account for unexpected circumstances. For example, the faculty workload for the 2025-26 AY is assigned during the annual performance review in Spring 2025.
- b) The workload assignments for the next AY are the *formal responsibility* of the Department Head/Chair under UHAP. Specific course assignments are often done by the Department Head/Chair in consultation with an Associate Head/Chair or departmental committee. Course assignments consider many factors such as curricular needs; student enrollment levels; faculty sabbaticals, leaves, or retirements; faculty expertise; and student success and retention needs. The Department Head/Chair is responsible for assigning faculty who are knowledgeable and appropriately trained in a course subject (e.g., considering terminal degree and/or relevant workforce experience) and in accordance with ABET (Accreditation Board for Engineering and Technology) standard practices.
- c) Workload disagreements can be appealed using a similar process as appealing a faculty Annual Performance Review (APR). This process gives the faculty member under review thirty days to appeal the APR and the upcoming workload assignments. Appeals are sent to the Dean of the College, and the Dean's decision is final regarding all appeals.
- d) If an assigned course does not meet UHAP-defined minimum class size, the Department Head/Chair may assign the faculty member to another course as needed. This should ideally be done at least two weeks before the start of the semester, so that students can enroll in alternate courses and the faculty member has time to prepare for the alternative course assignment. At times, a course is offered with enrollment below the UHAP minimums, for example, a critical-path course required for a degree or a first-time offering.

3. Workload Distributions by Faculty Track

- a) Typical workloads for **tenure-track faculty** (i.e., Assistant Professors or non-tenured Associate Professors) still in the **tenure-eligible (TE)** period are 40% teaching, 40% research, and 20% service. TE faculty are assigned up to two courses per year until the year when they apply for promotion and tenure. These faculty members are new to teaching and therefore spend additional time onboarding, learning course design and classroom learning technologies as part of their path to becoming effective teachers. Tenure-eligible faculty are also learning effective strategies to recruit, mentor, and train their first cohort of graduate students. Additional teaching workload credit is given for these endeavors, with the expectation that by the time they apply for tenure, they have mastered teaching, both in the classroom and in the research-related supervision and mentorship of graduate students, bringing the total teaching workload credit to 40%. Furthermore, TE faculty are assigned no more than four new classes to prepare during their probationary period, allowing them the opportunity to repeat teaching the same courses rather than constantly creating new ones.
- b) Typical Workloads for **tenured-faculty (T)** are nominally: 40% teaching, 40% research, and 20% service. Tenured faculty are established expert teachers who can effectively teach one 3-credit course for 12.5% teaching workload credit. The 40% teaching workload includes three 3-credit courses and some time for non-course related individual student mentoring. The 40% research workload includes writing grant proposals for external

funding, managing research funding including external funding, training graduate students, and conducting research that produces publications. The 20% service includes departmental, college, and university service committees. Service also includes activities to enhance the engineering profession such as reviewing proposals, reviewing manuscripts and papers, serving on international conference committees, chairing and organizing sessions at conferences, and related activities.

- c) Typical workloads for **Professors of Practice (CT)** are 75% teaching (six 3-credit courses per AY) and 25% combined service and out-of-class student mentoring. The teaching workload for new PoPs, depending on rank and experience, may be reduced during the first AY to allow the CT faculty member to develop new courses and become acquainted with the D2L and other classroom management systems.
- d) Additional consideration is given to **tenured-faculty (T)** faculty with very high research activity and to faculty with low-to-minimal research activity. Faculty members with very high research activity can reduce their teaching load to two standard 3-credit courses per AY. Faculty members with low-to-minimal research activity are generally assigned additional courses. If a tenured faculty member has low research activity, they are assigned one additional course to teach (for a total of four 3-credit courses in the next year) for one year. These faculty will work with the Department Head/Chair on a one-year plan to increase research activity in the form of securing external funding that supports graduate students and produces research publications. If the faculty member continues to have low research output in the following year, they may be further assigned additional courses the subsequent year. Tenured faculty are expected to conduct research as part of their faculty workload. If a faculty member cannot or is unwilling to write successful grant proposals to external sponsors, support graduate students, or produce research publications as part of their research workload, the overall workload will shift to a focus on teaching and service toward their 100% workload obligation.

4. Guidelines for Assessment

- a) Research Workload Guidelines. Research activity is measured by research awards and expenditures, grant and contract proposals submitted to external sponsors, awarded projects, publications and presentations, patents and invention disclosures, and successful supervision of graduate students, with a particular emphasis on mentoring Ph.D. students, as summarized in Table 3, all in support of scholarship and student education. It is expected that faculty members graduate at least one Ph.D. student every three years or have at least one Ph.D. student complete the comprehensive exam every three years. A **research active** faculty member (nominal 40% research workload) is expected to generate approximately \$166K of research expenditures per year; to publish 2 refereed journal or top-tier, refereed conference papers published per year over a 3-year average (i.e., 6 papers over three years); and be supervising multiple graduate students, including Ph.D. students. Supervision of postdocs and research faculty is also a component of research activity. A faculty member with **high research activity** (55% or greater workload) is expected to generate \$400K or more of research expenditures per year; show exceptional scholarship (e.g., publication of large numbers of archival peer-reviewed journal papers, books, or top-tier conference papers); and supervise multiple Ph.D. students. Faculty members who direct as Principal Investigator, a significant research center, for example an NSF Engineering Research Center (ERC) or Science and Technology Center (STC) are considered very highly research active. A tenured

faculty member with **low research activity** would have submitted at least 2 proposals to external sponsors, published 1 paper per year averaged over three years, and be supervising an M.S. thesis or Ph.D. dissertation.

- b) Teaching Workload Guidelines. A three-credit course contributes 12.5% to the AY teaching workload and should meet UHAP minimum class sizes, although rare exceptions may be required. Teaching workload credit; however, is **not dependent** on course enrollment, as TA and grader assignments should be used by the Department Head/Chair to address high enrollment rather than adjusting workload credit.

UHAP Minimum Class Sizes (main campus students only):

- 5XX and greater: 5 students
- 4XX/5XX combined: 5 graduate students or 12 total students
- 400-499: 12 students
- Under 400: 15 students

TA and grader support is not included in the teaching workload calculation. TAs are often assigned to 2XX and 3XX courses with high enrollments and/or a laboratory component. TAs help run problem solving sessions, assist with some grading, and engage in direct instructional or tutorial activities with students. TAs are assigned by the Department Head/Chair and are highly dependent on fiscal constraints within individual academic units.

- c) Faculty members in ENGR may **buy out** of teaching courses by contributing 12.5% of their academic year salary (per course buyout) through direct charging to an active research contract or grant. Teaching buyout is limited to *highly research active* faculty and is at the discretion of the Department Head/Chair.
- d) Service Workload Guidelines. In ENGR, service has both internal (UA) and professional components. Internal service consists of department-level, college-level, or university-level committees and other assigned duties. This includes participation in departmental examination committees, service on elected shared governance groups or committees, and other formal or ad hoc activities that rise above incidental efforts. Professional service includes serving as a reviewer for research proposals or papers, serving on technical program committees for conferences or professional organizations, organizing and chairing sessions at technical conferences, serving on national or international standards committees, etc. Professional service is essential in the engineering community in establishing one's stature in terms of technical knowledge and for building collaborations and is particularly important for promotion to Full Professor.
- e) Extension Workload Guidelines: To date, no ENGR faculty members have extension duties included in their workload.
- f) At the discretion of the Dean of Engineering and in consultation with the Department Head/Chair, faculty members in administrative positions may have a reduced teaching and/or research workload replaced by direct administrative duties.

ENGR Full Academic Year (AY) Faculty Workload Guidelines

Table 1. Workload Guidelines and Definitions for Teaching Workload

Category	Details
Full Academic Year (AY)	8 workload units (12.5% per unit); namely, 4 units in Fall (25% each), 4 units in Spring (25% each). A 3-unit course equals 12.5% for the AY (25% in the semester the course is taught)
Three, 3-Unit Courses per Year	37.5% of AY class teaching workload, which is rounded to 40% for out-of-class mentoring.
UHAP Minimum Class Sizes	- 5XX and greater: 5 students - 4XX/5XX: 5 graduate students or 12 total students - 400-499: 12 students - Under 400: 15 students
Assistant, Associate, Full PoP Teaching Faculty	Teach Six 3-unit courses per year equal to 75% teaching workload and 25% service/advising for 100%
Assistant and Associate Professors not yet tenured	Based on Dean's Memo (4/5/21). Two 3-unit courses per AY until year when they apply for tenure.

Table 2. - Tenured Professors – Teaching Load based on Research Activity

Category	Teaching-Focused (Low Research Activity)	Teaching-Focused (Some Research Activity)	Research Active	Highly Research Active
Teaching Load (Courses/year)	5 or 6	4	3	2
Service	Service duties	Service duties	Service duties	Service duties

Table 3. - Tenured Professors – College of Engineering Research Metrics by Research Activity Classification¹

Criteria	Teaching Focused: Low to Minimal Research	Teaching Focused: Some Research Activity	Research Active	Highly Research Active
Research Expenditures	At least \$30K from external sponsors	At least \$50K from external sponsors	At least \$166K from external sponsors	At least \$400K from external sponsors
Publications	1 journal paper, or 2 conference papers	At least 1 journal or top-tier conference papers per year (avg. over 3 years)	At least 2 journal or top-tier conference papers per year (avg. over 3 years)	At least 3 journal or top-tier conference papers per year (avg. over 3 years)
Student Research Supervision	Supervision of one or more theses/ dissertations & commensurate degree completion	Supervision of two or more theses/ dissertations & commensurate degree completion	Supervision of multiple theses/ dissertations & commensurate degree completion	Supervision of multiple theses/ dissertations & commensurate degree completion
Proposals	Submission of at least 1 externally funded proposal as PI or co-PI	Submission of at least 2 externally funded proposals as PI or co-PI	External proposals to sustain research activity	External proposals to sustain research activities

¹ Footnotes for Table 3

- The metrics in Table 3 apply to all units in the College of Engineering, although some discretion or minor adjustment may be made at the Department level.
- Option for course buyout for highly research active faculty, 12.5% (1/8 AY salary) to buyout of a course, at the discretion of the Department Head/Chair and limited to those with significant sponsored research funding.
- All Tenured faculty are expected to teach at least one course per academic year.
- Research activity averaged over three-year window to account for variations in funding and/or graduate student turnover.
- Options for service credits at the discretion of department for new course development and other unique situations. Options for patents to replace publications.



- Research activity measured by a combination of research expenditures from external sources, as PI or Co-PI, number of publications, and supervision of graduate students as primary advisor. Publications include peer-reviewed journals and conferences as measured by high impact factor and department norms.
- It is expected that faculty members graduate at least one Ph.D. student every three years or have at least one Ph.D. student pass the comprehensive exam every three years.
- Research expenditures are total external expenditures (direct + indirect costs).



Summary of Faculty's Workload Assignment for

Academic Year **2025-26**

"The expectation is that the workload for most tenure-eligible, tenured, continuing-eligible, and continuing status faculty members will be as follows: 40 percent devoted to teaching, 40 percent to research/creative activity, and 20 percent to service. In some cases, faculty members will have responsibilities that differ from the 40-40-20 norm, for example, when they are on sabbatical or leave, have significant administrative assignments, or make other arrangements with the department or program Head/Chair. Similarly, career-track faculty will also have workload agreements that vary from the 40-40-20 norm. Any negotiated variation from the 40/40/20 allocation, particularly for tenure-eligible or continuing-eligible faculty, should be noted and explained in the annual review of each faculty member."

Please fill out accordingly:

Fall 2025

Teaching: _____ %

Courses: _____

Research/creative activity: _____ %

Service: _____ %

Other: _____ %

Spring 2026

Teaching: _____ %

Courses: _____

Research/creative activity: _____ %

Service: _____ %

Other: _____ %

PLEASE NOTE: Split-appointment faculty should also receive a copy of their "[Checklist for Shared Appointments](#)" documenting how their workload is divided between their units.

Comments:

Signatures:

PRIMARY UNIT: _____ Date: _____

Signature, Department Head/Chair

SECONDARY UNIT (in cases of split appointment): _____ Date: _____

Signature, Department Head/Chair

I agree with the foregoing summary of my workload assignment:

Faculty Member Printed Name: _____ Date: _____

Faculty Member: _____ Date: _____

Signature, Faculty Member



Summary of Faculty's Workload Assignment for

Fiscal Year FY26

"The expectation is that the workload for most tenure-eligible, tenured, continuing-eligible, and continuing status faculty members will be as follows: 40 percent devoted to teaching, 40 percent to research/creative activity, and 20 percent to service. In some cases, faculty members will have responsibilities that differ from the 40-40-20 norm, for example, when they are on sabbatical or leave, have significant administrative assignments, or make other arrangements with the department or program Head/Chair. Similarly, career-track faculty will also have workload agreements that vary from the 40-40-20 norm. Any negotiated variation from the 40/40/20 allocation, particularly for tenure-eligible or continuing-eligible faculty, should be noted and explained in the annual review of each faculty member."

Please fill out accordingly:

Fall 2025

Teaching: _____ %

Courses: _____

Research/creative activity: _____ %

Service: _____ %

Other: _____ %

Spring 2026

Teaching: _____ %

Courses: _____

Research/creative activity: _____ %

Service: _____ %

Other: _____ %

Summer – July/Aug

Teaching: _____ %

Courses: _____

Research/creative activity: _____ %

Service: _____ %

Other: _____ %

Summer May/June

Teaching: _____ %

Courses: _____

Research/creative activity: _____ %

Service: _____ %

Other: _____ %

PLEASE NOTE: Split-appointment faculty should also receive a copy of their "[Checklist for Shared Appointments](#)" documenting how their workload is divided between their units.

Comments:

Signatures:

PRIMARY UNIT: _____ Date: _____



Signature, Department Head/Chair

SECONDARY UNIT (in cases of split appointment): _____ Date:

Signature, Department Head/Chair

I agree with the foregoing summary of my workload assignment:

Faculty Member Printed Name: _____ Date:

Faculty Member: _____ Date:

Signature, Faculty Member

