

College of Medicine – Tucson

Workload Guidelines and Templates

Purpose

Faculty activity is central to the College of Medicine – Tucson's (COMT) tripartite mission of education, research, and clinical care. Workload is defined as the percentage of professional time devoted to areas of assigned duties. The faculty workload represents the distribution of responsibilities for faculty into primary areas that demonstrate their contributions to the University of Arizona. Workload in COMT is broken down for all faculty into the major categories that are listed below. These categories are based on percentages that sum to 100%, regardless of FTE. This document will serve as a tool to capture and provide clarity surrounding the type of work COMT faculty are performing.

Process

Faculty and their department leadership agree on the percentage distribution in terms of where faculty devote their time to each area. This is typically set at the original point of hire in the offer letter to faculty and agreed upon by department leadership, COMT faculty affairs, and the Dean. Faculty workload tends to be consistent from year to year; however, at certain times it may be adjusted due to sabbatical, grants/awards, temporary alternative duty assignment, or departmental needs. The value given to each area should represent the percentage effort over the course of an entire academic or fiscal year, not by semester.

Workload should be reviewed annually by the faculty member and the department leadership during the annual performance review process in accordance with [UHAP Policy 3.2.01](#). By May, department leadership should submit workload assignments for each faculty member into UAccess via the Workload Tool. Faculty will review the assignments and discuss any discrepancies or updates with department leadership prior to the start of the next fiscal year.

Categories

Research/Scholarship/Creative Activity

Examples may include, but are not limited to publications, books, grants, exhibitions, creative activity, performances, patents, conduct of research, management of a research program, writing and submitting funding proposals, presentation of research at professional conferences, symposia, workshops, or meetings. More details can be found in the [COMT P&T Guideline Appendices](#).

Teaching

Examples may include but are not limited to teaching classes (traditional or online), clinical teaching, developing curriculum, mentoring students, overseeing graduate student projects, advising/meeting with students, or grading. More details can be found in the [COMT P&T Guideline Appendices](#).

For COMT graduate & undergraduate programs, the minimum enrollment for courses varies by faculty request. Typically, it is between one to three students. It is up to the primary instructor to decide if the class will be cancelled and to notify students.

Service/Outreach

Examples may include but are not limited to peer reviews (journals, books, grants), leadership in national organizations, local and global community service as an expert in their field, or internal university committees (department, college, or university level). More details can be found in the [COMT P&T Guideline Appendices](#).

Clinical Service

Examples may include but are not limited to patient care, development of clinical guidelines or educational tools for clinical care, program development or enhancement, evaluation of effectiveness of patient care, and collaboration in clinical innovation. More details can be found in the [COMT P&T Guideline Appendices](#).

Administrative Service

Examples may include but are not limited to administrative positions within the institution, such as department head, assistant or associate dean, division or section chief, or director. More details can be found in the [COMT P&T Guideline Appendices](#).

Templates

The templates described in the following sections are intended to serve as a starting point but should be considered malleable enough that they may be shaped to fit the context of individual faculty in the specific programs. In configuring workload, important consideration should be placed on annual performance review criteria and [promotion criteria](#) to ensure the continued success of the faculty member.

The below templates are used for tenure, career and non-tenure eligible faculty who hold an assistant, associate, full professor, lecturer or senior lecturer faculty appointment. COMT does not employ continuing status/continuing status eligible, adjunct or instructor faculty.



Tenure/Tenure-Eligible (Basic Science Departments)	
Teaching	20%
Research	40-70%
Service	10%

Tenure/Tenure-Eligible (Clinical Departments)	
Teaching	5-10%
Research	50-80%
Service	5-10%
Clinical Service	10-40%

Career Track	
Clinical Series	
Teaching	5-10%
Research	0-5%
Service	5-10%
Clinical Service	75-90%



Clinical Scholar	
Teaching	5-10%
Research	5-25%
Service	5-10%
Clinical Service	50-85%

Educator Scholar	
Teaching	5-10%
Research	5-25%
Service	<u>5-10%</u>
Clinical Service	50-85%

Educator Series	
Teaching	90-95%
Service	5-10%



Research Series	
Teaching	<u>0-10%</u>
Research	90-100%
Service	<u>0-10%</u>

Research Scholar	
Teaching	<u>5-30%</u>
Research	60-90%
Service	<u>5-10%</u>

Notes

Teaching loads may be calculated differently. See department documents for additional information.

Clinical buy-down for educational and UME roles often encompass both the teaching portion and any administrative portion of the teaching role (e.g., clerkship director, CBI instructor, etc.).

Administrative time for Department Heads, Deans and Directors will be included in workload calculations when appropriate and will be determined in the letter of offer or memo for that role.

Sources:

1. [Faculty Workload Report 11.02.2023.pdf](#)
2. [Faculty Workload Distribution | UA Faculty Affairs](#)