

## Workload Guidelines and Templates

### Background

The R. Ken Coit College of Pharmacy (COP) mission is to improve the health and wellbeing of individuals in diverse and global communities by:

1. Educating the next generation of leaders, professionals, and innovators in pharmacy and pharmaceutical sciences.
2. Generating new knowledge and innovative solutions to optimize health and patient outcomes.

Better Science. Better Health. The COP's vision is to be a worldwide leader in improving the health of all people through innovative, inclusive, and equitable pharmacy-related education, research, practice, and service.

Faculty are critical to this mission, and their work efforts are primarily directed towards the broad work categories of education, research, clinical care, and service. 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 is broken down for all faculty into the major categories. This document will serve as a tool to capture and provide clarity on the type of work that COP faculty perform.

### Workload Process

For each academic year, all faculty members must have a delineated percentage distribution of effort for teaching, scholarship, and service. An initial effort distribution is generally listed in faculty offer letters and revised, as necessary, during annual performance reviews based on discussions between the department head and the faculty member, with input from the Dean. Any potential disagreements in distribution of effort allocations between faculty members and their department head will be referred to the dean.

Faculty workload assignments are expected to meet the mission of the COP and Department in accordance with the individual's assigned percent effort in each of the three areas. Clinical service is typically provided at a separate site and evaluated by that site's manager/supervisor. The clinical practice evaluation is provided to the department head and considered during the annual faculty evaluation. Clinical service contracts may vary substantially, and the department head decides how to incorporate the clinical service evaluation into the overall faculty evaluation. This process is reviewed annually to ensure it is current with departmental, COP, and University policies and procedures.



THE UNIVERSITY OF ARIZONA

**R. Ken Coit**  
**College of Pharmacy**

Phoenix Campus  
650 E. Van Buren St.  
Phoenix, AZ  
85004-2222  
Tel: (602) 827-2426  
Fax: (602) 827-2490

Tucson Campus  
1295 N. Martin Ave.  
P.O. Box 210202  
Tucson, AZ 85721-0202  
Tel: (520) 626-1657  
Fax: (520) 626-0546

Annually, faculty are expected to use the Faculty Portfolio to enter their activities, track progress and goals, and analyze their performance. Workload is reviewed annually by the faculty member and the department head during the annual performance review process in accordance with UHAP Policy 3.2.01.

## **Workload Categories**

### Research/Scholarship/Creative Activity

The scholarly contributions of COP faculty will depend upon their training and responsibilities and will vary from department to department. In general, faculty members of the COP are expected to become experts in a scientific research discipline, in an applied clinical research discipline, or in an educational scholarship. The following examples might constitute some of the types of faculty scholarly activity: 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.

### Teaching

All faculty with a percent effort for teaching are expected to have teaching responsibilities and to actively participate in those efforts. Teaching may occur at several levels, including undergraduate, professional, graduate, and postgraduate education (i.e., residents and postdoctoral fellows). The offering department considers degree program (undergraduate, graduate, and professional) program enrollment totals, course type, and faculty requests when setting minimal enrollment limits.

The following examples might constitute some of the types of teaching activities: teaching classes (traditional or online), clinical teaching or precepting; developing or revising curriculum; mentoring undergraduate, graduate, or professional students, or postgraduate trainees; overseeing graduate or professional student scholarly/research projects; advising/meeting with students/trainees; or grading.

### Service

Service to the University includes, but is not limited to, participating in Department, COP, and/or University committee work and/or governance; contributing to administrative support work (such as serving as a COP representative on a major University committee or task force); and developing, implementing, or managing academic programs or projects.

Service to the profession or scientific field includes, but is not limited to, offices held and committee assignments performed for professional associations, societies, or organizations; development and organization of professional conferences; editorships and review of manuscripts for professional associations, organizations, or societies; and review of grant applications.

### Clinical Service

Examples may include but are not limited to delivering patient care, program development or enhancement, evaluation of the effectiveness of patient care, and collaboration in clinical innovation.

### Templates

The templates below serve as an example but may be altered to fit individual faculty members with unique and special teaching, research, or service roles. The COP currently retains faculty along two lines: Tenure/Tenure Eligible or Career Track in appointments at the assistant, associate, full professor, lecturer, or senior lecturer faculty appointment. The COP does not employ continuing status/continuing status eligible or adjunct faculty, though adjunct faculty in designated campus colleagues (DCC) status are used to supplement teaching efforts.

|                                        | Teaching/<br>Advising | Research/<br>Scholarship | Service/<br>Outreach | Clinical<br>Practice |
|----------------------------------------|-----------------------|--------------------------|----------------------|----------------------|
| Tenured/Tenure-eligible                | 25%                   | 70%                      | 5%                   | 0%                   |
| Career Track                           | 70%                   | 10%                      | 20%                  | 0%                   |
| Career Track<br>With Clinical Practice | 35%                   | 10%                      | 5%                   | 50%                  |

For calculation purposes and tracking teaching effort, please see the teaching load calculator form attached.

## Faculty Effort for Teaching

The department heads in discussion with each faculty member have discretion to optimize teaching, research, and service responsibilities based on needs of the college and optimal contributions for each faculty member to promote the financial stability of college through the Doctor of Pharmacy, BSPS, and Graduate Degree programs, to advance research initiatives and teaching, and to improve ranking and retention. Teaching needs to meet the Doctor of Pharmacy accreditation standards while promoting active learning activities and quality teaching for the reputation of the college and recruitment of Doctor of Pharmacy students as the primary revenue for the college. Quality teaching in the BSPS courses is an important recruitment aspect for the Doctor of Pharmacy Program and revenue source for the college. Expert-level teaching is critical for graduate, professional, and undergraduate student and faculty retainment and research advancement.

### TEACHING EXPECTATIONS

- Example breakdowns of faculty workload are shown below:

| Full-Time Clinical Faculty or Teaching-Focused Faculty                                   | 50% Clinical Faculty or Teaching-Focused Faculty                                         | Full-time Research and Teaching Faculty                                            |
|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| 60% Didactic Teaching<br>6 credit hours/semester<br>(90x fifty-minute sessions/semester) | 30% Didactic Teaching<br>3 credit hours/semester<br>(45x fifty-minute sessions/semester) | 15% Didactic Teaching<br>3 credit hours/year<br>(45x fifty-minute sessions)        |
|                                                                                          | 20% Additional Teaching and/or Other Responsibilities (e.g., scholarship, service)       | 15% Grant Development                                                              |
| 40% Additional Teaching and/or Other Responsibilities (e.g., scholarship, service)       | 50% outside funding (e.g., clinical practice, funded research)                           | 20% Additional Teaching and/or Other Responsibilities (e.g., scholarship, service) |
|                                                                                          |                                                                                          | 50% funded research                                                                |

#### Credit for didactic teaching:

- Faculty credit for teaching must sum to the total credits for the course. There cannot be additional credit for additional tasks (e.g., a 3-credit course cannot have additional credit for coordination, etc.)
- In courses with only one faculty member, the faculty member gets 100% of the course credit.
- In courses with multiple instructors, the credit is split between instructors based on the number of 50-minute sessions taught as well as course coordination.
- If a faculty member has more responsibilities in the “additional teaching and/or other responsibilities” category than 40%, then they may receive a reduction in the “didactic teaching” category commensurate with annual percent teaching effort. Similarly, if a faculty member does not meet 60% didactic teaching, the expectation is that they make up the difference through the “additional teaching and/or other responsibilities” category.

#### Course coordination:

- The proportion of credit for teaching versus coordination in each course is agreed between the department head and course coordinator to allow for flexibility.

- Examples of typical course coordinator responsibilities include but are not limited to organizing/hosting guest speakers, building/maintaining D2L course sites, organizing assessments/exams and entering grades, and remediation of failing students.

#### Deviations:

- There are courses where deviations to these policies may be necessary, for instance, in courses where multiple instructors are required for a single teaching session.
- In these cases, additional credit may be agreed annually with the department head and Dean.
- An example of such a course in the current curriculum is: PCol 821 (Case Studies in Pharmacology) and PhPr 811 (Advanced Patient Care).

#### Sharing credit:

- The proportion of credit for teaching a 50-minute class session can be shared (evenly or otherwise) between multiple instructors in the same class session if necessary.
  - Example 1: one instructor in Tucson and one instructor in Phoenix for the same class session.
  - Example 2: multiple instructors present for a workshop or OSCE session.
- The proportion of credit for course coordination can be shared (evenly or otherwise) between multiple coordinators (i.e., co-coordinators) if necessary.

#### Guest Speakers:

- There are often cases where external guest speakers are invited to teach a class.
- A faculty member (e.g., course coordinator) is expected to “host” the external guest speaker. This includes issuing an invitation to the guest speaker, providing instructions, introducing them to the class, sitting in class, responding to follow-up questions, etc.
- The host faculty member receives the share of the course credit associated with the guest speaker’s teaching session (e.g., one fifty-minute session).

#### IPPE/APPE Precepting:

- Credit for serving as an IPPE or APPE preceptor is provided annually by the experiential education team based on the estimated number of student contact months.

#### Additional Teaching Responsibilities:

- Examples of additional teaching-related activities include but are not limited to:
  - Independent/small group advising (e.g., independent study, research/QI projects, dissertation/thesis, residents, fellows)
  - Mentoring of assigned PharmD students.
  - Developing a new course, major revision of an existing course.
  - Precepting activities for credit bearing courses and community events.
  - Additional credit for small courses with multiple instructors.

Further details related to credit allocation and responsibilities for all teaching-related work above, including the effort split between didactic teaching and other teaching responsibilities, are agreed annually with the department heads and Dean. This includes teaching effort and credit allocation for course coordination, course credit sharing, credit for courses with labs and workshops, precepting, and any additional teaching responsibilities not covered above. Quality of teaching is also assessed annually by the department heads.