

Faculty Workload Distribution Summary - College of Fine Arts

1. Introduction

The College of Fine Arts, part of the Arizona Arts Division, is comprised of the School of Art, School of Dance, School of Music, and School of Theater Film and Television. The schools offer various program specific degree tracks that include BA, BFA, MA, MFA and PhD. Career Track faculty appointments encompass Instructor, Lecturer and Professor of Practice alongside Tenured and Tenure eligible positions.*

In accord with university, college and school criteria, T/TE faculty are meant to advance both the research and teaching missions of the university. Faculty should be developing a national/international portfolio of research through the methods and modes of dissemination appropriate their field. CT Professors of Practice (POP) primarily serve the teaching mission of the university but may have a research percentage that supports disciplinary currency and curriculum development. As per UHAP, Lecturers “have more limited duties, generally teaching specified lower division” courses. Instructors fulfill similar curricular functions as Lecturers but on a per course basis. All of the above positions carry a service allocation except for Instructors.

* The college currently does not have clinical faculty or continuing status professional appointments.

2. Workload Assignment Process

Heads/directors and faculty determine the various components of faculty workload—an important consideration in annual performance and promotion reviews. For elaboration on the activities encompassed within various workload components, see college and departmental bylaws as well as unit-level APR and promotion criteria.

Disagreements over workload are managed at the unit level between directors and faculty. If a suitable agreement cannot be reached at the unit level, issues may be referred to the Associate Dean of Faculty Affairs and the Dean of the College and through established university guidance for dispute resolution as per UHAP.

Once completed, Department Heads and Directors must submit electronic versions of the workload agreements for which they are responsible to their Department Coordinator for Faculty Affairs for record retention and storage. The Faculty Affairs Department Coordinator will enter the workload percentages into UAccess Employee, as advised by the Office of the Provost for Faculty Affairs.

3. Workload Distribution

Faculty workload distribution is determined by factors which include, track designation, administrative and professional appointments, the needs of individual units, and instructional format. Percentages are based on a 1.0 FTE workload and may not exceed 100%. Unit directors are responsible for reviewing workloads in consultation with faculty on an annual basis as a function of the Annual Performance Review process.

Administrative or professional appointments are calculated against a full-time workload. Faculty

carrying a research, teaching and service load of 100% may not be assigned an administrative or professional appointment in addition to those full-time faculty duties.

Workload distribution information recorded in UAccess should correspond to APR activity inputs submitted through Faculty Portfolio as well as Summary of Candidates Workload Assignment submitted as part of RPT cases. Incongruous data will necessitate additional review and correction and may delay promotion cases.

Refer to the table below as a guide to calculate workload percentages. Typical workloads for CT and T/TE faculty may vary in accord with research activity, course format and unit needs. In all cases workloads are approved by unit directors and should be in accordance with all applicable Faculty Affairs and UHAP guidelines.

Split-appointment faculty should complete the Summary of Faculty's Workload Assignment for Shared Appointments form as it will document how their workload is divided between units (see the attached form below for more details).

Faculty Appointment Type	Research	Teaching	Service
Tenured/Tenure Eligible Professors	40%	40%	20%
Career Track Professors of Practice	0-20%	60-80%	20-40%
Career Track Lecturers	n/a	80-100%	0-20%
Career Track Instructors (generally less than .5 FTE)	n/a	100%	n/a
Continuing Status and Continuing Eligible	n/a	n/a	n/a
Administrative and professional appointments are recorded as a percentage and calculated against the values above. A .50 FTE administrative appointment for a T/TE faculty member might halve all percentages equally. Alternately, percentages may be adjusted asymmetrically so long as a 100% workload is maintained.			

Continuing Status faculty typically have other duties related to their position (e.g., administrative duties).

4. Guidelines

a. Teaching guidelines

Course loads are calculated using a 3 credit course as a baseline with a percentage value of 10% when calculated against the full year. The following are typical loads for the various T/TE and CT positions:

- Tenure Eligible/Tenured Faculty teach 4 classes per the academic year.
- Career Track Professors of Practice teach 6 classes per the academic year.

- Career Track Lecturers and Instructors teach 8 classes per the academic year.

Minimum enrollments vary by course type including private lessons, studios, seminars, labs and lectures. Course enrollment minimums may be further dictated by factors such as facility capacity and specialized equipment inventory. These factors are tracked by unit directors and should be evaluated on an ongoing basis. Courses with consistently low enrollment of less than 15 students at the undergraduate level and less than 5 students at the graduate level should be evaluated for viability. Note: this does not apply to specialized classes which require individual instruction or small group instruction. Courses which do not meet minimum enrollment thresholds may be canceled at the discretion of unit directors with faculty workload reassignments as appropriate per the guidance in “Deviations in Faculty Workload.”

Independent studies, theses, dissertations, practicums, and advising/mentoring do not typically count as part of faculty teaching workload, but they do count toward the overall workload (i.e., for annual reviews and promotions). In cases where such activity occupies more than 5% of workload, directors and faculty should work to either mitigate the situation or incorporate the activity into the teaching portion of the workload through a course release.

Variation in teaching load may be considered for teaching activity that requires extensive time for developing curricula, production, student mentoring/advising, program oversight, and atypical course formats. In some cases, such work may count toward total teaching percentage in place of course assignments (see [Faculty Affairs’ page on Workload Distribution](#)) effectively reducing the number of credits which count as a full-time teaching load.

In programs where courses do not follow a standard 3-4 credit format, teaching loads may be calculated differently. See departmental or program documents for additional information and guidance.

b. Research guidelines

Faculty research encompasses any activity related to information gathering, skill acquisition, fieldwork, production, presentation, exhibition and dissemination. The range of research products may include, but are not limited to, articles, books, exhibitions, podcasts, performances, broadcasts, community-based practices, public scholarship and other applied forms. Faculty are responsible for ongoing research engagement as per college criteria which are to be comprehensively documented in Annual Performance Reports. In the event of a deficiency in research, faculty may be assigned to other activities.

c. Service guidelines

Departmental, college and university service are activities that relate to program coordination, facilities management, standing and ad hoc committees, faculty governance. Additionally, outside activities which function as service to the field and/or outreach activity may be incorporated into overall faculty service workload percentage.

While service is an essential activity required of all faculty, Assistant Professors in T/TE lines should not be disproportionately burdened with service.

Deviations from Typical Workloads

The percentages described above represent typical workloads, and these assignments can be adjusted based on departmental and faculty needs. Any deviations from a faculty member's typical workload should be explained in the comments section of the workload summary. Examples of how the distribution might fall outside of the norm include:

- Example 1. A career track professor of practice that normally maintains a 4/4 teaching load receives a course release for fall semester to accommodate increased service work. The breakdown would be 60% teaching and 40% service. Upon completion it would return 80% teaching and 20% service.
- Example 2. A tenure track assistant professor has a curriculum development leave in spring semester. The breakdown for spring would be 0% teaching, 80% research, and 20% service.
- Example 3. A tenured faculty member is on sabbatical leave for either one semester or a full academic year. The breakdown would be 0% teaching, 100% research, and 0% service during the leave period.
- Example 4. A course is canceled due to low enrollment, and an alternate teaching assignment is not possible. The percentage related to the canceled course must be redistributed. For example, a faculty member with a 2:2 assignment may teach a 1:3 course load that academic year, and their research and/or service percentages must be altered accordingly.

Administrative Service and Other Professional Activities

Per the [workload guidelines provided by Faculty Affairs](#), Administrative Service commonly refers to positions such as Heads, Directors and Deans. Additionally, Assistant Directors may also be carry an Administrative appointment. Such appointments are not calculated as part of faculty teaching, research and service load.

- Example 5. A T/TE faculty has a .50 FTE appointment as an Assistant Director. The annual breakdown would be 50% administrative with the remaining distribution of teaching, research and service adjusted accordingly. One possible scenario could be a 1/1 course load for 20% teaching, 20% research and 10% service.

Coordination of programs within areas should be included under Service and evaluated based on the responsibilities and the departmental criteria for promotion. This work should be accounted for under comments so that the distribution of percentages between course load and coordination work is clear. This will help align faculty workloads with the criteria for annual performance reviews and promotion, so that these workload components are recognized and counted appropriately.

Other Professional Activities is typically only used by continuing status personnel who have job descriptions and duties that are updated annually. Because there are no criteria for annual performance or promotion reviews that correspond to this category, it is important for heads and faculty to have a record of the expectations of any portions of the workload that are assigned as "Other."

School: _____
 Faculty name: _____
 Faculty title: _____

Summary of Faculty's Workload Assignment
 Academic Year 2025-2026

The following information should be completed by the school director in consultation with the faculty member.

Fall 2025		Spring 2026	
Teaching	%	Teaching	%
Research/creative activity, applied scholarship	%	Research/creative activity, applied scholarship	%
Service	%	Service	%
Other	%	Other	%

Comments:

Signatures:

PRIMARY UNIT: _____

Date: _____

Signature, Director or Head

I agree with the foregoing summary of my workload assignment:

Signed: _____

Date: _____

Signature, Faculty Member

Primary department _____
 Secondary department _____
 Faculty name: _____
 Faculty title: _____

Summary of Faculty's Workload Assignment for Shared Appointments
 Academic Year 2025-2026

The following information should be completed by the department head in conversation with the faculty member.

Fall 2025		Spring 2026	
Teaching	% total % in primary department % in secondary department	Teaching	% total % in primary department % in secondary department
Research/creative activity, applied scholarship	%	Research/creative activity, applied scholarship	%
Service	% total % in primary department % in secondary department	Service	% total % in primary department % in secondary department
Other	%	Other	%

Comments:

Signatures:
 PRIMARY UNIT: _____
 Date: _____

Signature, Department Head

SECONDARY UNIT: _____

Date: _____

Signature, Department Head

I agree with the foregoing summary of my workload assignment:

Signed: _____

Date: _____

Signature, Faculty Member