



College of Information Science Faculty Workload Guidelines
University of Arizona
Effective Fall 2023

I. Introduction

The purpose of this document is to provide guidelines regarding the annual workload assignments for tenured and tenure-track (TT) faculty, as well as for career-track (CT) faculty. While these guidelines may be used in conjunction with the College's Annual Performance Review Criteria and may support the preparation of individual faculty members' annual reports, separate documents clarify expectations for performance reviews as well as those for promotion and tenure for all faculty. NOTE: All dollar amounts listed in this document will need to be adjusted for inflation as needed and are subject to data reporting capability on campus.

II. Definitions

- 1) A nominal load for tenured and TT faculty is 40% teaching, 40% research, and 20% service. Any load that diverges from the nominal load will be scaled accordingly.
- 2) For the purposes of this document, a “standard course” is a 3-unit lecture or laboratory course enrolled as of the official reporting date (third week of classes). Oversight of capstone project groups will be considered and tracked by the College deans and staff as part of this course load as will other kinds of teaching or assigned time.
- 3) For faculty who have been with the College for three years or more, the criteria for the various levels of research activity used in this document are based on a 3-year average. This is meant to account for fluctuations in the faculty member's research productivity and to also use the annual performance report (which is based on a 3-year time window) as a means of facilitating the implementation of the workload guidelines. New untenured faculty will be assigned a 1-1 teaching load for their first three years of employment; new tenured faculty will be assigned a 3-course/year teaching load until external funding trends for incoming tenured faculty can be assessed.
- 4) In determining the overall research productivity of faculty members, the College recognizes variations by field. Quality can be evidenced by metrics such as Impact Factor, H-Index, citation rate, and acceptance rates or other indicators of high-quality work. Successful grant proposals from federal or other programs can be considered as scholarly impact considering competitiveness of the programs and size of grants that advance the university mission. Although it would not be practical to quantify the relative quality of faculty's publications in the current document, the Deans are expected to take the quality aspect into account when determining the workload of a faculty member. Faculty research, in its diverse forms, is “based on a high level of

professional expertise; must give evidence of originality; must be documented and validated as through peer review, critique or validation by evidence of societal or disciplinary usage/benefit; and must be communicated in appropriate ways so as to demonstrate significant impact for the public and/or for the discipline itself (including future impact as appropriate)" (Carter, R.G., et al., 2021, p.3).

5) The definitions and concepts included in this document are meant to serve as a general guideline, rather than an exact formula. They reflect the common view that a healthy research program in any area of Information Science should include both scholarly publications as well as research funding, and that both should go together. It is also in line with the nominal accepted yearly productivity for a tenure-track/tenured professor.

III. Teaching workload

The College's overall goals for division of responsibility among tenure-track/tenured faculty are, generally, 40% teaching (~13% per course given the additional advising load for doctoral students in the unit), 40% research/scholarly activity, and 20% service (i.e., equates to roughly 8 hours/week of unit and disciplinary service). This division of responsibilities roughly parallels a faculty member's activities satisfying the criteria outlined here below in the 'research active' activity. Given the teaching focus of most career-track, CT, faculty, they will engage, on average, in a load of 60 - 80% teaching (~10% per course), sometimes 20% special service (e.g., advising, GA training, managing internships etc.), and 20% regular service (i.e., equates to roughly 8 hours/week of unit and disciplinary service). In general terms, and for all faculty, large course size is supported by section leaders, preceptors, or GAs and, therefore, is not a factor in course 'credit' for a faculty member. Loads may vary from year to year depending on the needs of the College and specific life events that are recognized by the University.

1. TT or tenured faculty members are considered as highly research active if they

- a. Have research expenditures as a lead PI of an average \$400,000 or more per year, (not including equipment donations or research money provided for course buyout), and
- b. Publish three high-impact journal papers or, in the case of some areas of computer science fields where conference papers are the main scholarly venue, the equivalent /same in high-impact conference papers per year (averaged over 3 years), or the equivalent in book chapters for an academic (typically university) press. Issued patents, spin-off companies, and other tech transfer activities would also be considered towards meeting this criterion (Please note faculty input related to Conflict of Interest and Conflict of Commitment when other companies and side projects are initiated outside of the academic purview.).

The average teaching load for highly research-active faculty members without any course buyout is two courses per year, to be evaluated yearly by the College's Associate Dean of Research and the Associate Dean of Faculty Affairs. Additional course buyouts are highly discouraged given the one course-per semester expected minimum in the unit.

2. TT or tenured faculty members are considered as research active if they

- a. Have research expenditures as a lead PI of an average of \$100,000 or more per year (not including equipment donations or research money provided for course buyout), and
- b. Publish two high-impact journal papers or, in the case of some areas of computer science fields where conference papers are the main scholarly venue, the equivalent/same in high-impact conference papers per year (averaged over 3 years), or the equivalent in book chapters for an academic (typically university) press book. Issued patents, spin-off companies, and other tech transfer activities would also be considered towards meeting this criterion.

The average teaching load for research-active faculty members without any course buyout is three courses per year, to be evaluated yearly by the College's Associate Dean of Research and the Associate Dean of Faculty Affairs. An additional course buyout is possible and will likely be approved depending on the needs of the College and given the one course-per semester expected minimum in the unit.

3. TT or tenured faculty members are considered teaching focused if they

do not meet the criteria in Sections III.1 or III.2, and UNLESS they meet four or more of the following conditions. That is, if faculty meet at least four of the following criteria, they are also on the three course per year basic course load and are considered research active, to be evaluated yearly by the College's Associate Dean of Research and the Associate Dean of Faculty Affairs. Without a funded course buyout or meeting four or more of the following criteria, teaching-focused faculty will teach four courses per academic year.

Additional criteria for research active evaluation:

- a. publication of at least one high-impact journal paper per year or in the case of some areas of computer science fields where conference papers are the main scholarly venue, the equivalent/same in a high-impact conference paper per year.
- b. publication of at least one book chapter per year.
- c. publication of at least two peer-reviewed conference papers per year (excluding extended abstracts).
- d. submission of a full proposal as a PI/Co-PI to a funding agency or a research division of a private sector company.
- e. \$50,000 or more per year worth of expenditures on research activities (e.g., supporting RAs), excluding money spent on course buyout.
- f. submission of a full book proposal to an academic (typically university) press (once under review/in process, counts here for four years in a row).
- g. supervision of four or more doctoral students
- h. supervision of six or more capstone team projects per year.
- i. credit for preparing and filing Intellectual Property (IP): because the preparation of Intellectual Property (IP) typically extends over several years, credit may be given for the preparation of IPs.

4. CT faculty members who are teaching focused, either professors of practice or lecturers, will work within the following parameters:

- a. Teaching one course equates to 10% of a CT faculty member's workload, so typically six to eight courses per year are taught by CT faculty.
- b. In many cases an admin assignment is included in the work assignment for CT professors (e.g., student advising, managing internships or capstones, coordinating GA/TA, managing section leaders or preceptors, providing assessment support, managing a special program).
- c. While CT faculty are teaching focused, generally, they are encouraged to engage in grant proposals and related work which provides them the ability to buy out of their courses, in coordination with the Dean's office.
- d. CT lecturers are often encouraged to focus on teaching, specifically, and will be reviewed with that workload goal in focus. Teaching one course equates to 10% of a CT lecturer's workload.
- e. In extremely rare cases, a 'research load' can be added to a CT faculty member's work plan, though a 20% research load will be assessed via peer review and promotion processes in alignment with roughly half of a tenure track/tenured professor's 40% research load.

IV. Course buyouts, loads, etc.

In the case of course buyouts meant to reduce the teaching load by one class, a highly research active, or a research active TT or tenured faculty member is to provide a 13% of AY salary recovery (plus ERE) given that one class is just about 13% of the overall workload. In the case of course buyouts meant to reduce the teaching load by one class, a CT or teaching-focused TT/tenured faculty member is to provide a 10% of AY salary recovery (plus ERE). For all, the availability of buyouts may be limited based on availability of replacement instructors.

Global programming /teaching for degree programs delivered via the global campus requires faculty to 'teach' courses in a way that differs from their training. Often, an online partner will manage course material and deliver some of the content but require our faculty to offer live tutorials and webinars (sometimes on Saturdays or beyond-business times). There can be significant time required for preparation of a course for the first time for the global course format and involvement in the global program may involve extra email communication, etc. So, even though total hours of global course management per year are much less than a traditional course, oversight of a global course (they may offer the course multiple times and may require summer appearances), equates to a 3-unit course credit worth of teaching in each academic year.

A faculty member may reduce his/her teaching load to zero courses in a given semester via salary recovery, accumulated credits, load shifting, etc. The choice of which semester this happens will, of course, be subject to scheduling considerations. Such a reduction, however, does not imply relief from normal advising and service responsibilities. A zero-course load more than once every six semesters is highly discouraged given the one course-per semester expected minimum for all faculty in the College.

Reduction for substantial service: While service (intramural and extramural) is considered part of the regular duties of a faculty member, a "substantial amount" of service may warrant a reduction in the faculty member's regular teaching load. For example, taking on advising roles or activities such as managing an accreditation visit, serving as a liaison for a global program, a micro-campus, etc. may result in a load reduction and may bring the faculty member below the expected teaching load as needed, in coordination with the Dean and given the administrative needs of the College.

V. Annual performance evaluation

As mentioned in the Annual Performance Review Guidelines, a faculty member's performance ratings should be consistent with that faculty member's workload assignments. It is intended that a faculty member can receive a good rating in a category where the production is low, provided that the assigned workload in that category is correspondingly low. In practice, the elected Peer Review Committee will be forced (as in the past) to make value decisions based on the vastly differing work products resulting from the activities of each faculty member. However, these decisions should be based on the philosophy that different faculty with differing interests should be rated based on their assigned workload, rather than on an absolute scale. These Workload Guidelines are meant to help faculty understand assignments in coordination with the College's Deans, and also to aid reviewers to assess the use of faculty time each year and over time.

VI. Reference

Carter, R. G., Mundorff, K., Risien, J., Bouwma-Gearhart, J., Bratsch-Prince, D., Brown, S. A., Campbell, A. L., Hartman, J. C., Hasemann, C. A., Hollenbeck, P. J., Lupiani, B., McCarty, O. J. T., McClure, I. D., Mealey, K., Mimura, C., Romero, A. J., Sztajn, P., & van Egeren, L. (2021). Innovation, entrepreneurship, promotion, and tenure. *Science*, 373(6561), 1312-1314. <https://doi.org/10.1126/science.abj2098>.