

**College of Agriculture, Life and Environmental Science (CALES)
Faculty Workload Guidelines**

for Research/Scholarship, Teaching, Extension, and Service

Reviewed by Faculty Council, Dean's Research Advisory Council: May 2025 and Feb 2026

Reviewed by Dean's Executive Council: November 2025

Reviewed by CALES Unit Heads: March 2026

Background: The CALES Faculty Workload Guidelines acknowledge the great diversity of disciplines in our College, which we regard as a unique strength. This diversity requires a model of Research, Teaching, Extension, and Service that is interpreted with flexibility across people, rank, fields, and units. Because of this, expectations indicated below should be interpreted within the context of the faculty's workload splits and the respective Unit's guidelines.

The College-level workload guidelines are to be used as a starting point to ensure that Unit criteria are developed using a constructive and transparent process to relay expectations and evaluate faculty performance. It is imperative that Unit-level guidelines be approved by the Unit's faculty vote and must be re-visited periodically for revision and updating.

Throughout this document, it is important to note that Workload Guidelines are distinct from Annual Performance Reviews (APRs). Though annual rankings on APRs are based on Workload Guidelines, both are distinct from the tenure/promotion process and the merit selection process. For example, a rating of "meets or exceeds expectations" in an APR indicates that the faculty member achieved their stated Workload, but it does not necessarily indicate successful progress toward promotion and tenure. Criteria and decisions regarding promotion and tenure are detailed in [UHAP 3.3](#) and on the [Faculty Affairs Website](#).

Workload Assignment Process: Upon faculty hire, workload is assigned and agreed upon by the new faculty and their respective Unit Head. Thereafter, by June of each year, Unit Heads must submit workload assignments for each faculty member to "Manager Self Service" (MSS) via the Workload Tool in UAccess.

It is important that equity is considered in each faculty appointment in CALES. Achieving equity in faculty workload requires consideration of several factors. Each of these should be addressed as explicitly as possible in Unit Workload Guidelines:

1. **Faculty Career Stage:** Early-career professors often face higher research expectations as they build their programs, while more senior faculty may have increased service and administrative expectations.
2. **Disciplinary Differences:** Workload norms vary significantly between fields, with different emphasis on Research, Teaching, Extension, and Service based on disciplinary standards.
3. **Individual Circumstances:** Personal factors such as parental responsibilities, caregiving duties, or health considerations may impact workload capacity and may

be accommodated through conversations/actions between a faculty member and a Unit Head.

4. **Course Instructional Intensity:** Courses with specialized components such as labs, field trips, study abroad, or other high-preparation activities require additional faculty time that can be credited in workload calculations.

Areas of Effort: In CALES, faculty effort is generally distributed across four primary areas: Research/Scholarship, Teaching, Extension, and Service. Faculty effort may also include Administration and/or Clinical Service/Supervision. Each section below provides faculty activities that are representative of each of the areas. It is important to recognize that the activity descriptions below are not absolute. Faculty positions can also include extensive mentoring, committee service, or other duties; this should be recognized and agreed upon in the calculation of workload.

Research/Scholarship

In alignment with the UA's [Inclusive View of Scholarship](#), CALES broadly defines research as *original contributions in peer-reviewed publications as well as integrative and applied forms of scholarship that involve cross-cutting collaborations with business and community partners, including translational research, commercialization activities, and patents.*

Faculty Research appointments will involve consistent, annual activity in each of these four areas:

- Generating extramural resources
- Producing original research outputs
- Engaging in multiple activities that encompass the research enterprise
- Training/mentoring postdoctoral scholars, graduate students, and/or undergraduate students in research (field, laboratory) settings

Research Workload Guidelines: Faculty Research appointments will involve consistent, annual activity in generating extramural resources, producing original research outputs, engaging in research enterprise-related activities, and training/mentoring of students. Specific measures of research productivity and success will be determined within each Unit and should be aligned with disciplinary expectations. The Unit's faculty should develop these measures with full consideration of the U of A's [Inclusive View of Scholarship](#), which recognizes peer-reviewed publications as an excellent venue for transmission of original research-based contributions, but also (as stated above) recognizes integrative and applied forms of scholarship.

Unit guidelines for Research Expectations must utilize a 3-year rolling timeframe for assessment of productivity. This effectively recognizes the time required for advancement of Research/Scholarship ideas into productive projects and resulting distribution of impactful findings.

Faculty holding the title of Research Professor on the Career Track are traditionally assigned a 0.90 FTE Research workload. These positions are responsible for generating their research salary from either grant funds or other sources. The remaining 0.10 FTE of these positions will be assigned to Service expectations and funded by their respective Unit, discussed below.

Instruction

Both formal and informal instruction are defined as teaching by CALES. Teaching includes classroom or online course instruction including asynchronous or synchronous contact with students, preparation of course materials, advising/meeting with students, grading, classroom supervision and mentoring of undergraduate and graduate students (e.g., as teaching assistants, graders, and preceptors), supervision/instruction in clinical practica, new course development, curriculum development and assessment, and mentorship of Honors Projects and Internships. Teaching contributions are accountable through peer observation, student course surveys, and/or documentation of student engagement, as well as considerations of class size and complexity of content (e.g., inclusion of a lab).

Instructional Workload Guidelines: In general, CALES instruction load is calculated in accordance with the following formula: 0.05 FTE = 1 unit of formal instruction (i.e., 3-credit course = 0.15 FTE). A standard full teaching load (0.90 FTE) is 6 classes per academic year. A class is one or more sections co-convened for instruction. Workload for co-teaching a course is based on the percent faculty effort towards total course instruction.

To maintain equity, Unit Heads should use course releases and workload credit to adjust the workload for special situations. For example, a workload credit may be applied to a faculty member who agrees to teach above their FTE in one year, in exchange for a reduction in teaching FTE in the next year. Unit guidelines can also include, for example, assignment of higher FTE to large enrollment classes; teaching release related to new course preparation; and acknowledgement of FTE related to work-intensive instruction. The designation of “work-intensive” applies to (for example) lab courses and field courses that have significantly more contact time per unit. Another area that may be considered in equity maintenance is a faculty member’s high informal teaching responsibilities, e.g., managing a significant number of independent studies, internships, and practicums could be considerations for classroom teaching FTE reduction, as would time-intensive duties related to program management.

As the Workload Assignments are distributed in June, each faculty member with instructional FTE will be made aware of their teaching assignments for the following academic year (and, if applicable, summer and/or winter semesters). Any subsequent changes to this formal workload must be discussed with the faculty member and documented in writing.

Faculty being asked to teach above their assigned FTE will be compensated using

one of the following procedures. The faculty member can be compensated monetarily; the rate for compensation will be established annually by faculty vote within that unit. Faculty can agree to teach above their FTE in a semester with the agreement of a course reduction in a later semester. Finally, faculty may choose to volunteer to teach above their assigned FTE (for no additional compensation). All cases must be formalized with a written agreement signed by the faculty member.

Extension

Faculty with an Extension appointment (Specialists and Agents) have the key role of working beyond the U of A to reach into stakeholder communities to improve the livelihoods of Arizonans. They act as a bridge between research and those who will benefit from research results, with the goal of improving productivity, sustainability, and health. Key functions of Extension include knowledge transfer, technical assistance, problem solving, and general support of all stakeholders. Extension workload assignments should reflect the mission and goals of CALES. Further, assignments may change as careers progress. While Workload for Agents is assigned by each faculty member's County Extension Director, the Director of Arizona Cooperative Extension must approve final workload assignments for Extension faculty.

Extension Workload Guidelines: Extension faculty are expected to be engaged in their program development, implementation, and assessment. The guidelines below require that Extension program activity/productivity is based on the most recent position description (either the position description submitted upon hiring or an amended position description agreed upon by the Unit Head/County Extension Director, the Arizona Director of Extension, and the Specialist/Agent); requirements are indexed to a 0.90 FTE Extension appointment and prorated based on the Extension FTE. Recognizing that the design, implementation, delivery, and assessment of impact of Extension programs is time-consuming, performance evaluations of Extension programs are based over a three-year period. Workload of Specialists and Agents is expected to include the following:

- Maintenance of programmatic focus areas with identifiable needs and well-defined goals;
- Production of outreach materials, including publications (peer-reviewed or other), manuals, videos (e.g., YouTube), invited talks, or other scholarly/creative works;
- Securing of funding to support programs;
- Regular evaluations that determine the impact of the Extension programs; and
- Engagement with faculty, other Extension personnel, community members, and others U of A at the local, state, and national levels to ensure that program needs are met.

Service

Service is defined as participation in professional activities (other than Teaching,

Research, or Extension) including faculty activities with the U of A and with professional organizations in the faculty member's discipline, and public or community activities in areas related to the discipline focus of the faculty's U of A appointment. This includes a wide range of activities that typically serve the needs of Unit, CALES, U of A, and the broader community, including committee service at the Unit, College, or U of A level. Activities in this category may also include service to funding agencies, professional societies and scientific journals as grant reviewers, manuscript reviewers, editors, conference planners, and office holders in professional societies. Service also includes serving on formal advisory boards or working as an expert advisor at the local, regional, national, or international levels.

Service Load Guidelines: All faculty in CALES are assigned a 0.10 FTE service appointment. Service appointments at a higher or lower level are possible with the agreement (in writing) of the faculty member, the Unit Head, and the CALES Dean.

Additional Components to FTE: Some faculty in CALES will have FTE assigned to Clinical or Administrative Service.

Examples of **Clinical Service** include application of educational tools for clinical care, program enhancement, and/or collaboration in clinical innovation. For any CALES Unit with clinical activities, specific guidance and expectations must be developed. In accordance with guidance for Research and Teaching faculty, faculty with clinical expectations must review their appointment criteria with the Unit Head on a yearly basis.

Administrative Service in CALES can include administration at the Unit, CALES, or U of A level. For some CALES Units, this also includes administration of clinical programs, which involves development of clinical guidelines, program development or enhancement, and/or evaluation of effectiveness of programs. FTE applied towards an administrative appointment must be agreed upon between the appointee and the Unit Head and, in cases of CALES- or U of A-level administration, approval by the CALES Dean. If an administrative appointment includes a stipend (e.g., Unit-level Asst. Director of Graduate Programs, this position must be opened to, and voted upon, by all faculty within the Unit to ensure equitable access to this position.

Sharing of Workload Assignments

Some Units within CALES choose to share faculty workload assignments among the faculty of the Unit. Decisions to share faculty workload or maintain them privately (sharing only with the individual faculty) are Unit-specific and must be decided following faculty discussion and voting. Such decisions must be revisited periodically to ensure that faculty are aware of the Unit guidelines.

Management of Discrepancies in Workload Assignment

Upon notification that an annual workload has been assigned, faculty should review the assignments and discuss any discrepancies or misunderstandings with their Unit Head. Faculty may also notify the CALES Associate Dean for Faculty Advancement. The Associate Dean can then perform a comprehensive review of the assignment to ensure that all U of A, CALES, and Unit guidelines were followed during the assignment process. As the faculty

March 29, 2026

members' direct supervisor, the Unit Head does have the final word in the workload assignment if discussion does not resolve a disagreement.