

Department of Accounting
G. Brint Ryan College of Business (RCOB)
Faculty Workload Assignment Guidelines

The Department of Accounting closely follows the RCOB Faculty Workload Assignment Guidelines. To supplement this document, the Department also utilizes the Faculty Self-Assessment Report (FSAR) completed by the faculty.

I. Statement of Governing Principles

- a. The Department of Accounting workload guidelines should conform to RCOB's workload guidelines and to UNT policy 06.027, effective October 22, 2024, or subsequent approved updates or replacements. All workload assignments must meet the mission of the institution, the needs of the department and the College, and the fulfillment of the faculty member's role as a member of the UNT community. The assignments should consider the faculty's ability to progress in rank, where appropriate, and the faculty's academic or professional goals. However, the needs of the department and university must take precedence.
- b. Since academic workload is the basis for annual evaluation, reappointment, promotion, and, where appropriate, tenure, guidelines for these must be consistent.
- c. The department will promote workload equity. The Chair is responsible for administering the units' workload guidelines consistently and fairly, transparently assigning faculty workloads, and ensuring that all faculty equitably contribute to the unit's mission according to their position requirements.
- d. The department workload guidelines should be clear about outcomes/activities that are appropriate under various workload categories and their relative significance for annual evaluation.
- e. The department will have processes to document and disseminate workload information to faculty members to promote transparency regarding workload allocations.
- f. To ensure accountability, the department will have mechanisms to evaluate whether faculty members are fulfilling their workload obligations and to make changes to workload allocations when needed.

II. Assignment

- a. The Chair will assign faculty workloads annually as a part of the annual evaluation process. The Chair should discuss changes to the workload with the faculty member before implementation, typically when performance reviews are completed.
- b. The workload should consider the faculty member's ability to progress in rank, where appropriate, and the best use of their skills and abilities. However, the needs of the department and university will take precedence.
- c. The Chair should reflect workload assignments on a percentage basis, adding to 100% for full-time faculty members, under the assumption of a standard workweek. The department recognizes the peaks and valleys that occur within the academic year and that the distribution of time and effort may vary across the year. However, the goal should be that the annual workload average approximates the assigned percentages.

- d. If circumstances change unexpectedly during the year, the Chair should amend the workload assignment, if necessary, in consultation with the faculty member.
- e. The workload assignment process aims to facilitate a collegial discussion between the Chair and the faculty member. Ideally, the workload/performance conversation should be ongoing.
- f. A faculty member who disagrees with the assignment, after discussion with the Chair, may appeal to the Dean of the College within ten business days of the finalized assignment. If the complaint is not resolved at this level, the University faculty grievance process will apply.

III. Allocations

- a. The Department of Accounting follows RCOB and the UNT philosophy that one class approximates 10% of annual effort as counted over two long semesters. Class size, preparation, and level may affect this number, and allocations may be adjusted accordingly. Teaching loads are commensurate with faculty classification and research assignments.
- b. Full-time faculty members in the department are classified under AACSB standards as participating, meaning that they play a meaningful role in the governance and activities of the Department. Therefore, some service/administration should be part of the assignment. Using the percentage of time philosophy, a service/administration assignment of ten percent in both long semesters reflects an average of four hours per week across the academic year. Examples of service/administration include curriculum development; participation on the department, College and/or University committees; thesis and dissertation support; service on national and regional organizations; editorial reviews and board membership; corporate and alumni outreach; direction of a program, center or institute and other activities, which should be discussed with the Chair. Service/administration tasks need not be explicitly specified as part of the workload assignment, but planned service/administration should be discussed with the Chair to ensure that the time allocation is appropriate.
- c. All tenure-track and professional (clinical) faculty members must have a research assignment consistent with their rank and skills.
- d. Some activities may fall into multiple categories. For example, managing a lab or center or serving on doctoral program committees could be considered as teaching, research, or service/administration. The faculty member and the Chair should discuss these activities to determine how time is allocated. However, chairing or participating in a dissertation committee will not normally be added to the percent of time assigned to teaching classes in the total workload calculation, nor will it normally trigger a reduction in the teaching load.

IV. Examples of typical assignments

- a. Professional (lecturer) faculty have a standard teaching load of 4-4, or 80% teaching and 20% service/administration.
- b. Professional (clinical) faculty have a standard teaching load of 3-3, or 60% teaching, with the remainder of the time divided between research and service/administration. An

assignment of 20% research and 20% service/administration is the baseline, but the Chair may make a different allocation after discussing it with the faculty member. To retain the standard teaching assignment, professional (clinical) faculty must meet the College guidelines for classification as a Scholarly Academic as defined in the “Criteria for Establishing Qualifications of Faculty,” approved April 13, 2018, or subsequent approved updates or replacements. Failure to do so may result in increased teaching and reduced service for the following year. Failure to regain SA status after a reasonable time period, determined in consultation with the Chair, may result in non-renewal.

- c. Tenure-track faculty in the probationary period have a standard teaching load of 2-2, or 40% teaching, so long as they are making satisfactory progress toward tenure. The remaining time may be allocated between research and service/administration as appropriate to rank. If the faculty member receives a terminal contract for failure to make progress or successfully achieve tenure, the teaching load may increase to 3-3 or 60% teaching. In this case, the Chair assigns the remaining time allocation, with a typical assignment of 20% service/administration and 20% research. For Assistant Professors in the first three years of the tenure clock, a 5% service/administration and 55% research assignment may be assigned. Service/administration should increase to 10% for the remainder of the probationary period.
- d. After discussing with a faculty member, the Chair may assign a different workload allocation from the standard allocation based on the circumstances and Department/College/UNT requirements.
- e. Tenured faculty and professional (clinical) faculty workload for either research or service should not be less than 10%. Professional (lecturer) faculty workload for service should not be less than 10%.
- f. Professional (lecturer) faculty must meet the College guidelines for classification as Instructional Practitioner (IP), Scholarly Practitioner (SP), Practice Academic (PA) or Scholarly Academic (SA). Failure to do so may result in increased teaching or reduced service for the following year. Failure to regain one of the acceptable statuses after a reasonable time period, determined in consultation with the Chair, may result in non-renewal.
- g. Tenured faculty will have a teaching load based on research output in the three previous years. A typical service assignment for tenured faculty is 20%. The following table provides teaching assignment guidelines:

Category	Definition	Teaching Load
Exceptionally Productive	Exceptional publication record, including regularly publishing in journals on the College’s premier list, as specified in the “Dean’s Guidelines for Promotion and Tenure,” dated April 1, 2023, page 4, or subsequent approved updates or replacements, or comparable funded research. A stream of premier research outcomes may be rewarded once with a one-course reduction in the following year.	2-1 (30%)

	Subsequent course reductions will be based on a new set of premier research outcomes.	
Highly Productive	Regular stream of high quality or quality publications, as specified in the “Dean’s Guidelines for Promotion and Tenure,” dated April 1, 2023, page 4, or subsequent approved updates or replacements (at least two in most recent three years) or comparable funded research	2-2 (40%)
Productive	Regularly publishes and exceeds Scholarly Academic status	3-2 (60%)
Minimally Productive	Regularly publishes and maintains Scholarly Academic or Practitioner Academic status	3-3 (60%)

Tenured or tenure-track faculty who lose Scholarly Academic status must develop a plan in coordination with their Chair to increase research productivity and regain academic qualification.

- h. Course reductions with no change in the percentage allocation may be assigned for activities such as coordination of a multi-section course, internship supervision, teaching of very large sections, new course development, or other teaching-related activities. Course reductions with a decrease in the teaching percentage and an increase in service may be assigned for activities such as advising, lab supervision, committee participation, student organization advising, recruiting, and other service-related activities.
- i. Increases in the standard teaching loads described here should not normally occur except in exigent circumstances, and where possible should be compensated as overload or with a reduction in a subsequent semester.
- j. The normal teaching load for the Department Chair is 1-1 (20%), with the remaining time allocated between research and service/administration depending on responsibilities.
- k. Special situations, such as initial appointments or funded research buyouts, may result in a reduction from the standard teaching load. Funded research buyouts should be discussed and approved at the time a funding proposal is submitted or amended.
- l. The department’s FSAR contains a more detailed list of service activities and examples.

V. Minimum Work Expectation and Evaluation

- a. Faculty performance evaluation stems from the workload assignment. The assignment should be provided to the department Personnel Affairs Committee (PAC) for use in the annual evaluation process. The Department will utilize the Faculty Self-Assessment Report (FSAR) as a basis to evaluate teaching, research, and service activities. The minimum expectations for teaching, research, and service is Level 7 on the FSAR.
- b. We recognize that assignments are made *a priori*, based on a forty-hour week. In practice, actual time spent may not add to the percentages assigned, even if planned tasks and responsibilities were fulfilled. The Chair, in consultation with the faculty member, should consider outcomes when making future workload assignments but should not force an arbitrary percentage time reallocation for work already completed.

As of March 24, 2025

- c. Evaluation scores must consider both the quality of outcomes and the percentage of time assigned to generate the work.

- VI. **Department workload guidelines availability**
 - a. To promote transparent, equitable, and accountable workload allocations, the Chair will annually share workload allocations including individual teaching and service assignments and research outcomes through a web link or shared folder with all faculty. Excel dashboards can be used to document and share this information.