

FIREL Department Faculty Workload Assignment Guidelines

I. Governing Principles and Purpose

- a. FIREL department workload guidelines should conform 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 assignment 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 the College 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 FIREL department will promote workload equity. The department chair is responsible for administering FIREL's 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. FIREL's workload guidelines should be clear about outcomes/activities that are appropriate under various workload categories and their relative significance for annual evaluation.
- e. FIREL will have processes to document and disseminate workload information to faculty members in respective units to promote transparency regarding workload allocations.
- f. To ensure accountability, FIREL will evaluate whether faculty members are fulfilling their workload obligations and to make changes to workload allocations when needed.

II. Assignment

- a. The Department Chair will assign faculty workloads annually as a part of the annual evaluation process. Chairs should discuss assignments with the faculty member before implementation, typically when performance reviews are completed.
- b. The assignment 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 FIREL and the College will take precedence.
- c. The Department Chair will assign workload assignments on a percentage basis, adding to 100% for full-time faculty members, under the assumption of a standard workweek. FIREL recognizes the ups and downs that occur within the academic year and that the distribution of time and effort might vary across the year.

However, the goal is that the annual workload average approximates the assigned percentages.

- d. If circumstances change unexpectedly during the year, the Chair will amend the workload assignment, if necessary, in consultation with the faculty member.

III. Allocations

- a. FIREL follows College policy that one class approximates 10% of annual effort as counted over two long semesters. Class size, preparation, and level might affect this number, and allocations can be adjusted accordingly. Teaching loads are commensurate with faculty classification and research assignments.
- b. Full-time faculty members in FIREL are classified under AACSB standards as participating, meaning that they play a meaningful role in the governance and activities of the College. 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 department, College and 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 as 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, serving on doctoral program committees could be considered as teaching, research, or service/administration. The faculty member and the Chair will discuss these activities to determine how time is allocated. However, chairing or participating in a dissertation committee will not be added to the percent of time assigned to teaching classes in the total workload calculation, nor will it trigger a reduction in the teaching load.

IV. Evaluation

- a. Faculty performance evaluation stems from the workload assignment. The assignment will be provided to the Department Personnel Affairs Committee (PAC) for use in the annual evaluation process.
- 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 are 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.

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

V. Process for Faculty Complaints

- a. 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.
- b. A faculty member who disagrees with the assignment, after discussion with the Chair, can 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.

VI. Typical Assignments and Minimum Work Expectations

- 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. 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. 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. 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.
- 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. Subsequent course reductions will be based on a new set of premier research outcomes.	2-1 (30%)
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.

VII. FIREL Workload Policy Guidelines

- a. Service assignments are made at the Fall semester faculty meeting. At that meeting, the entire spreadsheet of committee assignments is shared with the faculty. In that spreadsheet, data regarding incumbents, term of service, and nature of the assignment (appointed, elected) is provided. These committees are usually standing committees. If an ad hoc committee is required later in the year, the department chair will ask for volunteers. This list of departmental service assignments also includes faculty advisors to student clubs and associations supported by FIREL.
- b. FIREL definitions of teaching, research, and service align with those of the college and UNT. FIREL recognizes the special effort required to teach a doctoral seminar and the need for continuous course updating. Related to that, FIREL notes both the teaching and service aspects of doctoral dissertation supervision but will not award teaching workload for chairing/committee service of a dissertation.
- c. Any adjustment in teaching workload due to research productivity will occur during the semester prior to the semester in which the new teaching workload becomes effective.
- d. Workload assignments, especially when changes are involved, will be communicated to faculty before the close of the academic year.
- e. FIREL will share the unit's promotion and tenure standards with faculty members through a shared folder.
- f. FIREL will share the unit's annual review guidelines with faculty members through a shared folder.
- g. To promote transparent, equitable, and accountable workload allocations, FIREL will annually share individual workload assignments (e.g., through a shared folder) with all faculty. Annually, unit administrators should also share individual faculty's teaching assignments, service assignments, and research outcomes with all unit faculty members.
- h. For FIREL faculty to access the department P&T policy and workload document, one should:
 - (a) Go to the "O" drive on your computer.
 - (b) Click on 1 – FIREL
 - (c) Click on "Workload Transparency"