

Department of Marketing Workload Equity and Guidelines Report

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1. Introduction

- This document addresses Section F of UNT's 06.027 Academic Workload policy.
- This report is in line with the G. Brint Ryan College of Business Faculty Workload Assignment Guidelines, specifically as they apply to the Department of Marketing.
- Ensuring workload equity is essential for a fair and transparent academic environment.
- This document establishes workload guidelines to promote fair, equitable, and transparent faculty workloads. This will ensure that all faculty members equitably contribute to the department's mission and strategic positioning.
- To that end, this document provides a framework for balancing teaching, research, service, and administrative responsibilities to meet the workload needs of the department and college and promote and facilitate the success of our department's faculty. This framework is designed to accommodate the varying contractual obligations of faculty members, considering differences in appointment types, career stages, workload expectations, and institutional roles.

2. Governing Principles

The workload guidelines are based on the following principles:

- Full-time faculty members in the Ryan College of Business are classified under AACSB standards as participating, meaning that they play a meaningful role in the governance and activities of the College.
- Teaching loads are commensurate with faculty classification, research assignments, and research productivity. All tenured, tenure-track, and clinical faculty members must have a research assignment consistent with their rank.
- Faculty performance evaluation stems from the workload assignment. Based on a faculty member's rank, the faculty member puts forward the amount of effort designated for (a) teaching, (b) research, and (c) service out of a total of one hundred percent (100%).

The following are typical examples put forward by faculty members in the department:

40% = teaching, 40% = research, and 20% = service for a tenure-track and tenured faculty; or
 20% = teaching, 60% research, and 20% = service for tenured and Endowed Chair; or
 40% = teaching, 20% = research, and 40% service for a clinical faculty member; and
 80% = teaching and 20% service for a lecturer.

The faculty designated assignment allocation are submitted to the Department of Marketing Personnel Affairs Committee (PAC) for evaluation. Evaluation scores consider both the quality of outcomes and the percentage of time assigned to generate the work submitted for review.

3. Unit-Specific Definitions

- **Faculty Classification** – Faculty members in the Department of Marketing are classified based on their roles, including Endowed Chair, Tenure-Track, Tenured, Professional/Clinical, and Lecturer positions, each with distinct workload expectations.
- **Teaching Activities** – Teaching comprises various courses assigned to a faculty member each academic year and other teaching-related activities.
- **Research Activities** – Research comprises publications in FT50/UTD/Premier journals, and journals in the ABDC journal list. While pedagogical articles not published in the above listed outlets are not discouraged, they do not count in PAC's evaluation of research productivity. At the same time, publications in conference proceedings or other outlets, such as books, book chapters are engaged in by faculty members, they do not count in PAC's assessment of research productivity. External or internal funded research activity is included in PAC's evaluation. The scholarly requirement of faculty is based on their rank and appointment type. Research productivity also determines the teaching load.
- **Service Activities** – Service comprises active participation in administrative assignments, committee assignments, and coordination of activities at the university, college, and departmental levels. It also includes active participation and support in all aspects of the department's degree programs, Ph.D. program, and interaction with industry partners. Interactions with local firms – for profit or not-for-profit [e.g., pro-bono consultancy for small businesses, sitting on boards etc.] as well as contributions to the academy such as journal article and conference proceedings review, and conference organization leadership or involvement as track chair or session chair or program chair are evaluated favorably by PAC.

4. Standard/Minimum Work Expectations

Workload expectations are set for all faculty members based on rank and career stage. These expectations outline standard or typical workloads while allowing flexibility through coordination with the Department Chair. Faculty workload assignments should be proportional to an assigned standard full-time equivalency (FTE) benchmark.

5. Annual Workload Establishment Process

The goal of the workload assignment process is to facilitate a collegial discussion between the Department Chair and faculty member at least once per academic year. However, ideally, this should be ongoing. Faculty workload assignments are agreed upon annually after the annual faculty evaluation, but no later than the beginning of the Fall semester using the following structured process:

1. Faculty submits workload preferences to the Department Chair.
2. The Department Chair reviews workload submissions and drafts initial assignments.
3. Faculty discusses their assignments with the Department Chair and agrees a workload assignment for the year.
4. A faculty member who disagrees with the assignment is given the opportunity to discuss with the Department Chair for a suitable assignment [e.g., days and time slots of teaching etc.].
5. Any workload modifications requested are reviewed and formally discussed with the Department Chair.

6. Promotion and Tenure Standards and Workload Consistency

Workload procedures should guide a faculty member's annual performance evaluation according to a faculty member's rank and career stage. Workload procedures should ensure faculty members engage in their workload assignments appropriately and within acceptable performance parameters. The workload policy does not replace the formal assessment of a faculty member's expected performance concerning midyear review, contract renewal, tenure, promotion, or post-tenure review. The Department of Marketing's promotion and tenure standards follow the Ryan College of Business' promotion and tenure policy.

7. Annual Review Guidelines and Workload Consistency

Workload guidelines must be aligned with the faculty's annual review processes. Departmental evaluation criteria should clearly define performance expectations based on a faculty member's assigned workload distribution. In teaching, workload percentages correspond to the number of courses taught, with each course generally representing 10% of the workload, subject to adjustments by the Department Chair. Research expectations are outlined based on rank and career stage, while service contributions are also evaluated based on rank and career stage.

Annual reviews ensure that faculty meet the College guidelines for classification as a Scholarly Academic or Scholarly Practitioner as defined in the "Criteria for Establishing Qualifications of Faculty" document. Faculty who loses Scholarly Academic or Scholarly Practitioner status must develop a workload plan in coordination with the Chair of the Department to regain academic qualification.

8. Workload Assignments and Faculty Compliance

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 leadership, student organization advising, recruiting, and other service-related activities in the department.

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.

The normal teaching load for an Associate Dean, Department Chair, or Center Director is 1-1 (20%), with the remaining time allocated between research and service/administration depending on responsibilities.

More specifically, a teaching load of 2-1 (or 1-1) may be offered to an exceptionally productive faculty member. Highly productive faculty members may be offered 2-2 teaching load. Productive faculty members may be assigned 3-2 teaching load and minimally productive faculty members may be assigned a 3-3 teaching load.

To promote transparent, equitable, and accountable workload allocations, the Department Chair meets with each faculty member at the end of Fall semester to discuss workload – teaching allocation, research activities and service activities with the view of enhancing the faculty member's career success and progression in the rankings. At the meeting, suggestions for improvement in research and service are discussed. In addition, a copy of the RCOB Faculty Workload Assignment Guidelines from which the Department of Marketing's Workload Equity and Guidelines emanate are given to the faculty members. 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 may be used to document and share this information.

The College recognizes that workloads fluctuate throughout the academic year and that time and effort distribution may vary. However, the annual workload should, on average, align with the assigned percentage allocations. Faculty are expected to adhere to their assigned workload and communicate any deviations to the Department Chair.

The Department of Marketing's SharePoint link below lists all important documents and forms for the benefit of all members of the department.

[Department of Marketing - Home](#)

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