

**Department of Supply Chain Management  
G. Brint Ryan College of Business  
Faculty Workload Assignment Guidelines**

The Department of Supply Chain Management (Department) closely follows the G. Brint Ryan College of Business (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 Supply Chain Management workload guidelines will 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 Department Chair (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. 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 member's ability to progress in rank, where appropriate, and the best use of their skills and abilities.
- 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 the fact that the distribution of time and effort may vary across the year, but the goal should be that the annual workload average approximates the assigned percentages.

- d. In the event that circumstances change unexpectedly during the year, the Chair should amend the workload assignment, if necessary, in consultation with the faculty member.

### **III. Examples of Typical Assignments**

- a. Lecturers have a standard teaching load of 4-4, or 80% teaching, 20% service/administration.
- b. 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, 20% service/administration is the baseline, but the Chair may make a different allocation after discussing with the faculty member. Clinical faculty must meet the College guidelines for classification as a Scholarly Academic or Scholarly Practitioner as defined in the "Criteria for Establishing Qualifications of Faculty," approved April 13, 2018, or subsequent approved updates or replacements, in order to retain the standard teaching assignment. Failure to do so may result in an increase in teaching and a reduction in service for the following year. Failure to regain SA or PA 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 remaining time allocation is assigned by the Chair, with a typical assignment of 20% service/administration and 20% research.
- d. Tenure-system and clinical faculty workload for either research or service should not be less than 10%. Lecturer faculty workload for service should not be less than 10%.
- e. Tenured-system 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.	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-system faculty who lose Scholarly Academic status must develop a plan in coordination with the Chair to increase research productivity and regain academic qualification. The allocation between research and service will be assigned by the Chair, in consultation with the faculty member, but in no case should either research or service be less than 10%.

- f. 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.
- g. 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.
- h. 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.
- i. 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.

**IV. Minimum Work Expectations 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 evaluation.
- 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.
- c. Evaluation scores must consider both the quality of outcomes and the percentage of time assigned to generate the work.

**V. Department Workload Policy Guidelines**

- a. The Department follows the G. Brint Ryan College of Business and 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, at least 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-system and professional faculty members (excluding lecturers) 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.
- e. Service assignments are confirmed 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 Chair will make appropriate assignments in consultation with faculty. This list of departmental service assignments also includes faculty advisors to student clubs and associations supported. See Department by-laws for further explanation on service requirements to the Department.

- f. The Department's definitions of teaching, research, and service align with those of the RCOB and UNT. The Department recognizes the special effort required to teach a doctoral seminar and the need for continuous course updating. Related to that, the Department notes both the teaching and service aspects of doctoral dissertation supervision but will not award teaching workload for chairing/committee service of a dissertation.
- g. 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.
- h. Workload assignments, especially when changes are involved, will be communicated to faculty before the close of the academic year.
- i. The Department will share the unit's promotion and tenure standards with faculty members through a shared folder.
- j. The Department will share the unit's annual review guidelines with faculty members through a shared folder.
- k. To promote transparent, equitable, and accountable workload allocations, the Department 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.
- l. For Department faculty to access the department P&T policy and workload documents, one should:
  - i. Go to the RCOB "O" drive
  - ii. Click on 1 – SCMT

#### **VI. Process for Faculty Complaints**

- a. The goal of the workload assignment process is 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, may appeal to the Dean of the College within fourteen calendar days of the finalized assignment. If the complaint is not resolved at this level, the University faculty grievance process would apply.