

**UNIVERSITY OF NORTH TEXAS  
DEPARTMENT OF ACCOUNTING  
Academic Workload Policy<sup>1</sup>  
(Adopted March 10, 2008)  
(Revised December 5, 2008)**

Faculty members in the Department of Accounting have a variety of duties and responsibilities associated with the mission of the institution and the department, including the essential functions of teaching, service, and research and creative activities. Work in these areas constitutes the faculty member's professional obligation to the University. Annual merit evaluations are based on the quality of the faculty member's contributions in these areas of responsibility.

**Principles of Workload Assignment**

Appropriate workloads for individual faculty are determined according to procedures that maximize the department's overall quality and effectiveness. The collective faculty work assignments should yield a balanced portfolio of activities for the department.

Because chairs hold the authority and responsibility for managing departments' resources, including developing course schedules, they are responsible for making faculty teaching assignments. Course schedules must be developed not only to be responsive primarily to student needs, but also to the requirements of accrediting agencies and other external bodies, such as the Coordinating Board, as needs arise. Course schedules and associated faculty resources must serve the greatest institutional needs.<sup>2</sup> Additionally, faculty effort should be directed towards the areas of greatest need and of greatest overall good, and thus, the distribution of effort may change from year to year, or even semester to semester.

For each individual faculty member, the annual merit evaluation will be based on the assigned workload and will take into account the quality of professional contributions in proportion to the percentage of time assigned to particular areas of work.

Workload categories and weights are established through discussion among the individual faculty member, PAC Chair, and Department Chair. During the performance evaluation interview, workload weights shall be established for the upcoming evaluation period. However, the determination of a particular workload for each faculty member ultimately rests with the department chair and dean, who review the faculty member's strengths and career aspirations and the needs of the department. Each department chair must certify that the duties of each full-time faculty member include the minimum instructional responsibilities prescribed in this policy.

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<sup>1</sup> This document is based on the new University workload policy, which replaces Policy Manual 15.1.9, 15.1.20, and 15.1.22

<sup>2</sup> University policy requires that departments strive for an overall balance of faculty work across the unit that closely approximates 40 percent effort in research / creative activities, 40 percent effort in teaching, and 20 percent effort in professional service. This guideline should be interpreted as a goal to be achieved through the regular personnel exercise process.

## Workload Policies

One of the goals of the Department of Accounting is to allow individual faculty the opportunity to enhance their professional development to the greatest possible extent. Concurrent with this is the goal to create a program of instruction which meets the needs of the students. The faculty of the Department of Accounting believes these two goals to be compatible. The mechanism through which the two goals are jointly accomplished is the workload allocation between teaching<sup>3</sup>, research/creative, and service. University policy requires a faculty member's workload effort in each area to vary from 0 to 100%, summing to 100% overall. Examples of activities recognized as contributing to teaching, research/creative, and service are listed in the Appendix. To facilitate the establishment of specific workload assignments, the department employs three descriptive categories of workload, within which the multitude of potential loads are organized

1. Balanced Teaching and Research: Teaching accounts for 40 to 60 percent, scholarly/creative activity accounts for 30 to 40 percent, and service accounts for 10 to 20<sup>4</sup> percent of total workload. This category should normally entail the equivalent of four to five lecture courses or seminars per year.

Threshold Requirements: To establish a workload as described above, a faculty member should have demonstrated some degree of success in the research area. Evidence of success might be a journal article published in a refereed journal during the past three year evaluation period.

Continuation Requirements: Continuation with a workload as described above is dependent upon continued productivity in the research area. Evidence of such success might be a combination of paper presentations at major national academic conferences and articles published in Class A and peer-reviewed journals. Possible combinations might include one published Class A journal article, two published peer-reviewed journal articles, or one published peer-reviewed journal article with other research activities, such as the examples listed in the Appendix, beyond the one published article. All of these should be demonstrated during the previous three-year evaluation period.

2. Teaching Emphasis: Teaching accounts for 70 to 90 percent of the total workload, with service accounting for 10 to 20 percent and scholarly/creative activities accounting for 0 to 10 percent. This category should entail the equivalent of seven to eight lecture courses or seminars per year.

Threshold Requirements: To establish a workload as described above, the faculty member should demonstrate an aptitude for teaching and a willingness to exert time and effort in the continuous improvement of that function.

Continuation Requirements: Continuation with a workload as described above requires that the faculty member make diligent efforts to upgrade instructional effectiveness, contribute to

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<sup>3</sup> Per the university policy manual - Assuming a "normal" class size and delivery method, responsibility for a single class in a given semester would represent approximately 10 percent of faculty effort. Larger or smaller classes, innovative teaching methods, use of distributed learning techniques, oversight of dissertations, coordination of multi-section courses, etc. may require more or less than 10 percent, and must be considered in the local context.

<sup>4</sup> Unless a faculty member has a recognized administrative position (e.g., chair, associate dean, etc.), the assignment to service should not, except in very unusual circumstances, exceed 20 percent.

the literature in instructional development, make improvements in course and program content, and other teaching activities, such as the examples listed in the Appendix. Consistently high departmental evaluations on the Teaching factor of the departmental evaluation document would serve as evidence of this ability.

3. Research Emphasis: Scholarly/creative activities account for 50 to 60 percent, teaching accounts for 30 to 40 percent, and service accounts for 10 to 20 percent of the total workload. This category should normally entail the equivalent of two to three lecture courses or seminars a year.

Threshold Requirements: This category should be reserved for faculty who are truly outstanding in the quality and quantity of their research output. Consequently, to establish a workload of this nature, the faculty member should have at least one Class A academic basic research journal article accepted for publication in the last three-year evaluation period.

Continuation Requirements: Continuation of a workload as described above requires a consistent record of successful academic research and publication. Evidence of that success might be two Class A research journal articles during the three-year evaluation period or one Class A academic article and significant work under review, along with significant research activities, such as the examples listed in the Appendix. Peer-reviewed articles do not substitute for Class A articles in this category.

The requirements stated above are intended to serve as guidelines only. On occasion, the Department Chair might find it necessary to deviate from these policies as circumstances dictate. Probationary faculty should have workload assignments that permit an emphasis on those activities most important for success in the tenure and promotion process, typically with reduced emphasis on service responsibilities.

## APPENDIX

The university workload policy states “Each college/school and department shall have approved guidelines for determining which activities fulfill its mission in the areas of teaching, research/creative activities, and service.” The Department of Accounting considers the following activities as contributing to our mission. The relative weight of each activity in contributing to a faculty member’s workload is based on the relative time required to complete it, as well as the relative value that the Department, College, and University place on it. This list is not to be considered exhaustive and faculty are encouraged to pursue other activities that contribute to the department’s mission. Faculty are responsible for documenting their efforts and accomplishments for each of these activities.

**Teaching:** Per university policy, each course taught should be assigned a relative work load weight of 10%. The following activities related to teaching effectiveness or teaching-related service to the department should be considered as well.

- Design of new course for the department
- Number of new course preparations
- Interdisciplinary teaching or participation
- Teaching-oriented continuing education – attended or presented
- Dissertation committee chair – teaching load credit (TLC) represents one credit hour (1/3 of a course), is provided only to the committee chair, and should last no more than three semesters
- Large section size
- Teaching workshop presentations or attendance
- Teaching conference discussant or moderator roles or panel discussions
- Advising - significant advising responsibilities and service in regard to major programmatic needs (such as accreditation) or other professional assignments may provide TLC
- Publication of textbooks
- Team-teaching of a class should provide TLC proportional to the effort expended
- Course coordination - coordinating multiple sections of a course should be considered as teaching responsibility

**Research:** Scholarly activity and research are defined by University policy as those activities which expand, enhance, or refine knowledge in an academic area, the results of which are shared in some printed or oral form with other members of the academic community. In satisfying the research workload, the following should be considered. Additionally, the level of journal, workshop, or conference should be considered. While basic, applied, and pedagogical research publications/submissions/working papers should be given credit, basic research will be given the greatest weight due to UNT’s mission as an emerging research institution. It is expected that these activities are conducted in accounting and related disciplines.

- Journal submissions
- Journal publication acceptances
- Journal revise and re-submissions
- Books, chapters, and monographs
- Papers reviewed and other editorial roles

- Progress on working papers
- Conference presentations, discussant or moderator roles, or panel discussions
- Research workshop presentations
- Research-oriented continuing education efforts
- Research grants applied for

**Service:** Internal service includes any activities in service to the university and its units for which credit was not provided in instructional activities. External activities include public service activities that are uncompensated and related to the faculty member's professional training and competence (e.g., lectures on one's specialty or on the profession in general to service clubs, civic groups, etc.) and to the community outside the university, public and private. This includes uncompensated professionally related public service activities (e.g., serving as consultants, etc.). In satisfying the service workload, the following should be considered. A critical component of the service workload is the amount of actual time a faculty member spends on each activity. These activities should not be those for which teaching release time is granted.

*University-related activities:*

- Attending college and departmental faculty meetings, graduation, and advisory board meetings
- Committee and sub-committee assignments
- Faculty senate
- Interaction with student organizations (ex: PLP, BAP, NABA, etc.) – nature of interaction should be considered in weight
- Dissertation committee member

*Academic activities, outside of the university:*

- Officer in academic organization
- Committee and sub-committee assignments
- Attendance at conventions and conferences
- Serving to organize conferences

*Professional, non-academic, activities:*

- Officer in professional organization
- Committee and sub-committee assignments
- Attendance at conventions and conferences
- Serving to organize conferences
- Speaking at professional conferences or professional workshops
- Attendance at regularly-scheduled organizational meetings
- Other interactions with professionals – nature of the activity must be specified
- Continuing professional education conducted and attended

*Fund-raising for a university unit*