



Professional Track (Non-Tenure Track) Faculty Workload Policy

PURPOSE

The College of Liberal Arts (“College”) is required to establish and maintain a faculty workload policy consistent with [HOP 2-2170](#) and Regents’ Rules [31006](#) and [31001](#).

SCOPE

This policy applies to Professional Track (non-tenure track) Faculty (“PTF”) who hold primary or joint appointments within the College. This policy is primarily focused on benefits-eligible employees in instructional roles who are expected to continue, but may be applied more generally where appropriate.

PRINCIPLES

The quality and value of a university education are in large part defined by the faculty. The curricula the faculty design, the programs they offer, the learning environment they create, the instructional methods they employ, and their professional engagement with students and colleagues inside and outside of the classroom, including advising and mentoring, are important components of the educational experience.

The College endeavors to hire, promote, and retain Professional Track Faculty who provide effective and innovative instruction, and who strengthen the programs and services of the University and beyond. PTF should be included in regular faculty-related affairs within departments and regarded as full and equal participants in the faculty’s mission to the University.

IMPLEMENTATION

This revised policy goes into effect January 1, 2024 and supersedes the Spring 2011 and Fall 2012 policies.

EXPECTATIONS AND WORKLOAD STANDARDS¹

General

- The primary responsibility of Professional Track Faculty is to enhance instruction. Their teaching is essential to the success of the University’s educational mission, providing continuity and stability in required curriculum, and offering expertise to our students that complements the strength of the tenured and tenure-track faculty. Primary duties for all faculty are specified in [Regents’ Rule 31004](#) (sec. 4).
- Departments and academic units (“departments”) are expected to provide ongoing communication and support to PTF to foster instructional excellence and professional development. PTF should be included on all applicable faculty communications, invited to faculty

¹ Workload standards for Research PTF should be consistent with established [University guidelines](#); College-specific expectations may be detailed more explicitly in a future version of this policy, but there is an expectation that Research Faculty contribute to the academic mission of their department, even if they do not teach organized courses.

events, and be eligible for other faculty opportunities when possible, such as travel grants and teaching awards.

- Departments are responsible for communicating with PTF regarding their eligibility for promotion and providing resources to support those interested in pursuing promotion.
- PTF interested in pursuing promotion must have a strong and sustained teaching record along with an established record of contributions to the academic enterprise, including research, mentoring and/or service. PTF who are promoted are expected to continue the trajectory that served as a basis for that promotion, as well as to provide mentorship and leadership and thereby develop the next generation of faculty (*see [Promotion and Tenure Review Guidelines for Professional-Track Faculty](#) for details*).
- PTF may engage in service, research, and other academic activities; however, they fulfill their minimum workload expectations through classroom instruction.
- For PTF who are jointly appointed in more than one department, those departments are all responsible for coordinating appropriate workloads across units to determine reasonable teaching assignments and other departmental duties.

Teaching:

- Professional Track Faculty are expected to teach and advise students at the undergraduate level and deliver effective classroom instruction, and to help meet curricular requirements.
- PTF generally carry a 3-3 teaching load based on a 100% full-time academic year appointment (equivalent to a minimum average of 9 instructional hours per semester and a maximum average of 12 instructional hours per semester over an academic year). This distribution assumes no less than one course in any given semester.
- PTF are eligible for departmental course reductions based on additional academic duties. Eligibility is determined by departmental policies on Faculty Workload and [College policies](#) on departmental teaching loads. Any course reduction assumes a teaching load of no less than one course in any given semester.
- Departments are required to provide PTF with adequate teaching support, including assigning Teaching Assistants (TA's) based on enrollment needs, providing equal opportunity to express preference in course selection and instructional days, and should regulate the distribution of higher-workload courses when determining teaching assignments and other departmental duties.
- PTF who are asked to teach an overload beyond their standard teaching load should receive appropriate compensation, typically defined as 1/6 of a faculty member's 9-month academic rate per course. Exceptions require Dean's approval.
- Departments should conduct peer teaching observations for PTF on a regular basis. The College recommends at least one per year for Assistant Professors of Instruction, one every two years for Associate Professors of Instruction, and one every six years for Professors of Instruction (or equivalent ranks). Best practice is to have longitudinal observation of teaching so that changes and responses to prior observations can be observed and noted.

Service, Research, and Additional Contributions to the Academic Enterprise:

- Departments should provide PTF with access to service and research opportunities to facilitate professional development, allow for fuller participation in university life, and provide means for PTF to advance their careers over the long term.
- Activities may include serving on department-, college-, and university-level committees, undergraduate thesis supervision, and participation in commencement ceremonies; publishing peer-reviewed articles, book manuscripts, chapters, essays, translations, reviews, and edited pieces and collections; preparing and presenting conference papers; student mentorship, advising, and recruitment; promoting growth or innovation in curriculum and/or program development; community or public outreach; and other services to the profession.

- PTF may be appointed to service-intensive positions including academic program directors, assistant or associate deans, or other college- or university-level administrative positions. PTF in these positions may have a lower teaching load dependent upon the breadth of their responsibilities, as determined by the Dean. The College recommends that unless unavoidable, service-intensive positions be restricted to PTF who hold the equivalent rank of Associate Professor of Instruction or Professor of Instruction.

WORKLOAD REVIEW PROCEDURES

Faculty Reviews:

- PTF are required to participate in faculty annual reviews conducted by their department or academic unit unless they qualify for an exception under [University guidelines](#) (sec. 3.b.). These reviews are not only mandatory under university policy but also inform the faculty merit process.
- Per [University guidelines](#) (sec. 3.d.), annual reviews shall focus on individual merit relative to assigned responsibilities, and the basis of the review is the record of teaching, scholarship, and service consistent with workload expectations outlined above.
- Departments are responsible for establishing a faculty merit process that includes PTF as well as tenured and tenure-track faculty, and for communicating merit review procedures and eligibility requirements to their faculty. Annual reviews should be used as the basis for the merit review process.
- PTF and departments should use the annual review process as an opportunity to discuss current teaching load and course assignments, possible adjustments if needed, interest in or progress toward promotion, participation in service or research activities, and other opportunities for professional engagement.
- Departments are encouraged to offer written suggestions and/or mentorship guidance that supports the faculty member's success in their position. Feedback may include:
 - a candid assessment of progress toward promotion, if desired;
 - helpful feedback on the faculty member's strengths;
 - suggested areas of improvement;
 - department support mechanisms and mentorship opportunities; and/or
 - access to resources for professional development (e.g., faculty meetings, support for conferences or workshops, departmental/college travel grant access, etc.)
- The Faculty Ombuds Office is available for all UT Austin faculty, including PTF, to assist with any work-related difficulty, including interpersonal conflict or misunderstandings, as well as academic or administrative concerns.