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Overview

Professional (formerly under the nomenclature Non-Tenure-Track) Faculty perform a crucial role in delivering the educational mission of the College of Fine Arts. While the primary duty of Professional Faculty is instruction, many of these faculty contribute significantly to departmental and university service, governance, administration, research/scholarship, student advising and other professional activities. Professional Faculty often represent a direct connection to the non-academic fields in their discipline and provide a critical link between students and their professional outcomes.

In line with COFA initiatives for professional development, this document issues recommendations and guidelines for the cultivation and development of Professional Faculty members' careers at COFA. The Best Practices presented in this document are the result of years of consideration and conversation around Professional Faculty development by Professional Faculty members in dialog with the Dean's Office.

The number of Professional Faculty at the College of Fine Arts has substantially increased over the past decade, now accounting for *more than 60%* of all COFA faculty.

		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
UT	Professional Track	44.0%	41.8	42.6	44.9	46.4	45.7	47.6	48.7	49.8	50.2	49.8	49.5	50.4
	Tenure Track	14.1%	14.5	12.2	11.6	10.9	10.8	9.9	9.1	8.9	9.2	9.3	10.0	10.3
	Tenured	41.9%	43.7	45.2	43.5	42.7	43.5	42.6	42.2	41.3	40.6	40.9	40.5	39.3

		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
COFA	Professional Track	29.9%	27.7	32.8	35.2	38.4	37.9	43.9	46.3	50.8	57.7	60.1	58.4	60.5
	Tenure Track	11.7%	12.9	9.9	8.5	8.7	8.4	7.0	6.7	5.2	4.7	5.8	6.6	6.8
	Tenured	58.4%	59.4	57.3	56.4	52.8	53.7	49.1	47.1	44.0	37.6	34.1	35.0	32.7

<https://reports.utexas.edu/spotlight-data/faculty>

		Department of Art and Art History	Butler School of Music	Department of Arts and Entertainment Technologies	Department of Design	Department of Theatre and Dance
COFA in AY 2022-23	Professional Track	27.0%	40.6%	100%	55.6%	34.3%
	Tenure Track	6.7%	14.5%	0%	11.1%	14.3%
	Tenured	66.7%	56.5%	0%	33.3%	51.4%

Our Committee recognizes that building an inclusive and nurturing environment for Professional Faculty members in a sustainable way requires collaboration, cooperation, and transparent communication from faculty and administrators at

all levels and ranks. With that in mind, this document presents Best Practices for empowering and supporting Professional Faculty in the College of Fine Arts.

Empowerment

This document seeks to **empower Professional Faculty** in their career development by transparently addressing:

- What is my unique role at COFA? What are my responsibilities?
- How can I transition from my previous professional career to a career in academia (if applicable)?
- How does the promotion process at UT work for Professional Faculty?
- What supportive resources are available to me?
- How can I meet and collaborate with other COFA Professional Faculty?
- How can I get involved in organizations and committees run by and for Professional Faculty?
- How can I advocate for Professional Faculty?

In addition, this document **provides guidance for all faculty and administration** in the following:

- How can I best support my Professional Faculty colleagues?
- How can I foster an inclusive environment for my Professional Faculty colleagues?
- How do the Professional Faculty members' roles in the college differ from those of the Tenure-Track Faculty?
- How can I fairly evaluate my Professional Faculty members given those crucial differences?

In order to help coordinate and oversee the successful implementation of the timeline detailed below, the committee recommends each school/department designate a **Professional Faculty Advocate** from the Professional Faculty ranks. The faculty advocate will partner with department leadership and individual Professional Faculty members by interfacing with the COFA Professional Committee, the Director of their school or Chair of their department, and Professional Faculty members at all ranks and levels. This role should also be counted as a new service opportunity for Professional Faculty members.

Advocate Responsibilities

- Serve as liaison between School and College administrators and staff and Professional Faculty members, communicating career milestones and ensuring that appropriate measures of evaluation (such as peer evaluations beginning in the first year, Third Year Review, etc.) are conducted and tracked.
- Petition on behalf of the Professional Faculty for inclusion in the GSC and appropriate representation in School EC/BCs (when appropriate, one Professional Faculty member from each series).
- Review School- and department-level service opportunities for Professional Faculty and petition for inclusion if necessary.
- Review School- and department-level grant and funding opportunities and petition for Professional Faculty inclusion if necessary.
- Work with the Dean's Office and School administration to organize professional development workshops on (1) transitioning to a career in academia, (2) promotion, and (3) grant and research funding opportunities.

- Ensure that all Professional Faculty members who are pursuing promotion are assigned a faculty mentor of the same series.
- Advocate for Professional Faculty visibility by promoting Professional Faculty accomplishments to the Communications Coordinator.
- In dialog with the Professional Faculty Committee, schedule and organize Professional Faculty meet-ups and events to inspire a sense of community among COFA Professional Faculty.
- Develop measures (interviews, surveys, forums, etc.) to assess Professional Faculty career satisfaction and make recommendations to the School and/or College and Professional Faculty Committee to address any concerns voiced therein.

Best Practices for Inclusive Departmental Culture & Procedures for Professional Faculty

Hiring and Orientation

At the time of appointment, Professional Faculty should be provided this report. They should also be made aware of the differing expectations for Professional Faculty and Tenure-Track Faculty.

Mentoring

All Professional Faculty should be assigned to their School's **Professional Faculty Advocate**. As described in the Overview, the Advocate is from the new faculty member's school and rank, and their role is to ensure all Professional Faculty members are included in departmental culture and supported in their career development. The faculty members' professional development activities should be designed to meet the needs of the college's Professional Faculty, in addition to any other faculty categories.

Appointment Letters

Appointment letters should adopt this committee's **Offer Letter Template**. Teaching commitments as well as expectations of "additional contributions to the academic enterprise" should be reasonably and clearly articulated. The more defined these expectations are, the more streamlined the evaluation and promotion process will be.

Faculty on one-year appointments should receive notification from the Chair/Director of the intent to hire for the subsequent year or notice of non-renewal *prior* to publication of course schedule for the subsequent fall semester.

Non-renewal of expiring multi-year contracts should be communicated to the Professional Faculty by the beginning of the final appointment year, to allow reasonable opportunity for job search. This may require early evaluation of teaching by the department/school.

Evaluation

The Chair/Director should communicate in a timely fashion written feedback *every year* on each Professional Faculty member's performance, as a result of faculty annual review. Professional Faculty should also be included in the Budget Council or Executive Committee process of the third year review to help evaluate their potential promotion dossier.

Governance

Departments/Schools should extend membership of Professional faculty to the Department Executive Committee or Budget Council, in ways that give them a voice in the process but complies with voting rules required by the HOP.

If membership on the Department Executive Committee is based on quotas of number of faculty at given ranks and titles, then the inclusion of faculty in the Practice Series and Instruction Series ought to be counted independently for meeting those departmental quotas. In other words, for the purposes of meeting title/rank-based quotas, the department or school should require a specific number of practice series faculty and a specific number of instruction series faculty. It should not count them together. This is recommended because the careers and work of practice series faculty are likely to differ from the careers and work of instruction series faculty.

On a regular basis Departments/Schools should review their governance documents to better include Professional Faculty in departmental operations.

Voting Rights

Professional Faculty should be extended departmental voting rights upon appointment, which can only be done by revising department/school governance documents to stipulate extension of those voting rights.

Travel Grants

Professional Faculty should have the opportunity to compete for departmental travel support.

Ongoing Review of Professional Faculty Best Practices

The Professional Faculty Task Force should be an ongoing committee that annually reviews the College of Fine Arts Professional Guidelines and Best Practices and makes revision recommendations. The committee will also liaise with School Advocates (at least once in the fall, ideally before FARs) and help organize college-wide events, symposia, and networking opportunities for Professional Faculty.

The committee membership should include representation from each academic unit in COFA.

Professional Faculty Journey

	Professional Faculty	Professional Faculty Advocate & Administrators
The Hiring Process		<p>At the time of appointment, Professional Faculty should be provided this Best Practices document. They should also be made aware of the differing expectations for Professional and Tenure-Track Faculty.</p> <p>The Committee recommends standardizing this Offer Template and outlining in as much detail as possible the specific responsibilities of the faculty member (particularly in regard to additional areas of contribution to the academic enterprise).</p>

1st year

Orientation & the Mechanics of the Job

Getting oriented to a new job in academia can be challenging. Fortunately, COFA offers several workshops and resources to introduce new faculty to university systems and resources:

- Attend **College of Fine Arts New Faculty Orientation**.
- Attend a **Center for Teaching and Learning New Faculty Symposium**.

Many Professional Faculty members are new to academia. So, it is crucial the Chairs & Directors guide Professional Faculty to the numerous resources that COFA offers for them.

- The **Professional Faculty Advocate** should help orient, support, and include the faculty in departmental culture.
- Encourage faculty to attend a Development Workshop.

Professional Faculty	Professional Faculty Advocate & Administrators
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Teaching

As a member of the Professional Faculty, your foremost responsibility is teaching.

- Learn pedagogical best practices by attending a **Workshop by the Executive Director of Instructional Continuity and Innovation**. How do I construct an effective and inclusive syllabus? How can I effectively organize lectures? What sorts of activities can I develop for student-led learning? How can I cross-list my course? How do I effectively use CIS to improve my teaching?
- Get feedback on your teaching through **Peer Observation and Evaluation**.

Because Professional Faculty are evaluated primarily on teaching, it is especially important that they are given opportunities to receive constructive feedback, beginning in their first year.

- Encourage Professional Faculty to attend Center for Teaching and Learning (CTL) workshops.
- Coordinate **Peer Evaluation** of teaching.

Resources: <https://ctl.utexas.edu/>

Secondary Area

For Professional Faculty of Practice, it is important to maintain a strong professional portfolio outside of academia. Make sure to document all of your professional engagements as they occur.

- Attend a **“Transitioning to a Career in Academia” Workshop** and learn how to effectively present your professional activities on an academic C.V.

Service opportunities can occur at the level of the School, College, or University. Other activities, such as leadership roles in professional organizations, are also considered a component of a Professional Faculty member’s commitment to service and currency in the field. At UT some service opportunities are elected and others are by appointment.

- Discuss service opportunities with your Faculty Advocate.

If you are interested in student advising, especially at the doctoral level, you will need to be part of the Graduate Studies Committee.

- Talk with your Chair or Director to determine whether you are eligible to join the GSC.

Most Professional Faculty members’ secondary area is in service. However, because many committees prioritize Tenure-Track Faculty, it can be difficult for Professional Faculty members to get elected onto service committees.

- Provide Professional Faculty members proportional appointments to School and College service committees.
- Discuss what service opportunities are available for Professional Faculty.

Professional Faculty interested in advising graduate students must be on the GSC.

- Ask the GSC Chair to petition for Professional Faculty membership on a case-by-case basis.
- Petition the graduate school to remove the requirement of a multi-year contract for appointment of a Professional Faculty member to the GSC in Fine Arts, and instead require appointment at any rank within the Professor of Instruction or Professor of Practice title series for Fine Arts.

Additional Resources & Actions	UT Learn provides a number of workshops for faculty and staff.	Professional Faculty should have the opportunity to compete for departmental travel support.
Planning for Year 2	Attend a “Grants and Research Funding Opportunities” Workshop for Professional Faculty.	Faculty on one-year appointments should receive notification from the chair/director of the intent to hire for the subsequent year, <i>prior to course scheduling in the spring semester</i> . This may require early evaluation of teaching by the department/school. Non-renewal of expiring multi-year year contracts (fixed or rolling) should be communicated to the Professional Faculty by the beginning of the final appointment year, to allow reasonable opportunity for job search.
2nd year	Evaluation	<p>This year, you will need to complete a Faculty Activity Report (FAR). These reports provide space for faculty to document their previous year’s activities and articulate their goals moving forward. The FARs are also evaluated by the Executive Committees.</p> <ul style="list-style-type: none"> ● Attend a “Transitioning to a Career in Academia” Workshop to learn about how FARs are evaluated. <p><i>Resources:</i> FAR Guidelines</p>
Preparing for Career Advancement	<ul style="list-style-type: none"> ● Attend a COFA Professional Faculty Promotion Workshop to gain an understanding of expectations, timeline, and requirements for Professional Faculty members. 	<ul style="list-style-type: none"> ● Organize a workshop for new faculty members on how to most effectively organize and present information in the FARs. ● During the FAR evaluation process, direct EC members to the specific roles and responsibilities outlined in the Professional Faculty member’s Offer Letter. ● Encourage ECs to provide written feedback to Professional Faculty members in response to FAR evaluations.
3rd year	Preparing for the Third-Year Review	<p>The Third-Year Review is a formalized process that evaluates a faculty members’ professional developments and offers suggestions for improvement.</p> <p>In the Third Year Review, you should begin to compile a portfolio of documents that will ultimately go into your promotion dossier. These include:</p> <ul style="list-style-type: none"> ● C.V. ● Teaching Philosophy ● Teaching Portfolio <p>The Center for Teaching and Learning offers substantial literature and examples to help you write a teaching statement. You should also ask an experienced faculty member to edit your statements.</p> <p>One of the advantages of the Professional Track is</p>
Professional Faculty should be provided a third-year review.	<ul style="list-style-type: none"> ● Encourage EC to provide written feedback on Professional Faculty materials for promotion (the same as the college requires for Tenure-Track Assistant Professors undergoing third-year review). This review should discuss and evaluate the faculty members’ areas of emphasis and additional contributions to the academic enterprise and provide information on the promotion process. ● Coordinate a meeting between faculty/chair to discuss the advantages of promotion and the procedure for a successful promotion case. 	

that you are not required to seek promotion at a particular date. Faculty members who are interested in pursuing promotion should create a plan with their department chair/school director and faculty mentor for when to seek promotion. Promotion sought prior to their sixth year is considered accelerated and must be fully explained by the chair/director in their promotion assessment letter.

This is an appropriate time for the Professional Faculty member to determine in conversation with their chair/director whether or not they would like to count previous university service toward their promotion case.

4th year

Address Third Year Review feedback and guidance. Decide what to Keep, Emphasize, Eliminate, or Add (“KEEA”).

5th year

If you intend on seeking promotion, meet with the Chair or Director to formalize your intentions; then, write to the EC to petition them for promotion consideration the following year.

- If the EC agrees to hear your promotion case, begin organizing your **Promotion Dossier**. The contents of a promotion dossier are described in the [University’s General Guidelines for Promotion of All Faculty Ranks](#) and covered in promotion workshops that are held intermittently.

In conversation with the Professional Faculty Member, determine a reasonable promotion timeline (if promotion is desired at this time).

- Coordinate with the Chair/Director for a letter of recommendation for promotion.
- Ensure that faculty members who are pursuing promotion are assigned an appropriate mentor (ideally from the same series).

6th year

Submit promotion materials or keep calm and carry on.

7th year

If you have been promoted, consider acting as a Professional Faculty Advocate or Mentor for incoming colleagues!

Historical and Policy Reference

- I. Title Series
- II. Evaluation of Professional Faculty Ranks
- III. Promotion of Professional Faculty Ranks
- IV. Lecturers, Graduate Instruction, Graduate Advising, and Graduate Studies Committees
- V. Inclusion of Professional Faculty on Executive and Budget Committees & Voting Rights
- VI. Inclusion of Professional Faculty in Departmental Correspondence
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- VIII. A Brief History of the Professional Faculty Task Force & Its Recommendations

I. Title Series

In 2018, new title series were adopted by University of Texas: Assistant/Associate/Full Professor of Instruction and Assistant/Associate/Full Professor of Practice. Professional Faculty in the College of Fine Arts were given the option to shift to these titles. The “Lecturer” titles continue to be used for the appointment of short-term or adjunct faculty members. The legacy titles “Senior Lecturer” and “Distinguished Senior Lecturer” persist as a promotion ladder alongside the new Practice and Instruction title series.

In general, the workload expectation of a faculty member in the Instruction series should be the same as the workload expectation of a faculty member in the Practice series and Senior Lecturer or Distinguished Senior Lecturer ranks.

Assistant, Associate or Full Professor of Instruction: The Instruction Series will be used in the College of Fine Arts as a career ladder for Professional Faculty members who are primarily focused on teaching in a print scholar format, such as history or theory seminars or lectures. Appointments to the Instruction series will typically be full time (100% time). In general, Instruction Series Faculty members are expected to teach more organized courses than their research-active Tenure-Track Faculty colleagues, because the Instructions Series Faculty members are not expected to maintain a nationally or internationally recognized research or professional career. A full teaching load for a faculty member in the Instruction Series will be four organized courses per semester, or its equivalent; at the discretion of the department chair, adjustments based on advising and service responsibilities, or accommodation for research, may result in three organized courses per semester.

Assistant, Associate or Full Professor of Practice: The Practice Series will be used in the College of Fine Arts as a career ladder for Professional Faculty members who are primarily focused on teaching in a studio or laboratory setting. Appointments to the Practice series will typically be full time (100% time). In general, Practice Series Faculty members are expected to teach more organized courses than their research-active Tenure-Track Faculty colleagues, because the Practice Series Faculty members are not expected to maintain a nationally or internationally recognized research or professional career. A full teaching load for a faculty member in the Practice Series will be four organized courses per semester, or its equivalent; at the discretion of the department chair, adjustments based on advising and service responsibilities, or accommodation for research, may result in three organized courses per semester.

Senior Lecturers: The Senior Lecturer and Distinguished Senior Lecturer ranks are used in rare circumstances as a promotion ladder. A full teaching load for a Senior Lecturer or Distinguished Senior Lecturer will be four organized courses per semester, or its equivalent; at the discretion of the department chair adjustments based on advising and service responsibilities, or accommodation for research, may result in three organized courses per semester.

Lecturers and Adjuncts: A Lecturer is a faculty member appointed on a part-time and/or short-term basis solely for the purpose of teaching courses with no expectation of continued employment beyond a semester or year. The Lecturer usually has no research or service obligations in the department except for those associated with successfully teaching their courses (e.g. administering teaching evaluations, submitting grades, etc.) A full teaching load for a Lecturer appointed at full time (100% time) would normally be four courses per semester.

Contract Terms:

Actual contract term length will be determined on a case-by-case basis by recommendation of the department chair, with approval of the dean. Multi-year contracts are intended to recognize extended and exemplary service to the instructional mission and are normally extended after six or more semesters at UT Austin. Multi-year contracts must be for employees who are at least half-time, and can take the form of consecutive appointments renewed at the end of each period of appointment or a multi-year appointment renewed each year with a “rolling horizon.” Per Provost’s Office guidelines, COFA schools and departments will use the following minimum contract terms for Professional Faculty, starting September 1, 2018.

Rank Level	Contract Type	Lecturer Series	Instruction Series	Practice Series
*Entry	Short Term (1 year)	Lecturer	Assistant Professor of Instruction	Assistant Professor of Practice
Mid	2 year fixed or rolling	Senior Lecturer	Associate Professor of Instruction	Associate Professor of Practice
Highest	3 year fixed or rolling	Distinguished Senior Lecturer	Professor of Instruction	Professor of Practice

Faculty Rank at Time of Hire

Rank determination at the time of hiring is a consequence of professional and/or teaching experience, awards and honors, and recommendation of the chair and dean. As a benchmark, a Professional Faculty member hired at the rank of Associate Professor of Instruction or Practice is likely to have 10 to 20 years of significant professional experience at a high level. However, it’s also common for faculty with long professional careers to be hired at assistant rank. In the College of Fine Arts, it is rare to hire at initial rank of Professor of Practice or Professor of Instruction and has only occurred in instances of exceptional qualifications and long, stellar record of accomplishment.

II. Evaluation of Professional Faculty Ranks

Professional Faculty’s performance should be reviewed annually by peers on the Executive Committee or Budget Council. To ensure that faculty peers of same rank and title participate in that evaluation, Professional Faculty ought to be included as voting members of the Executive Committee or Budget Council (see Section V. “Inclusion of Professional Faculty on Executive and Budget Committees & Voting Rights”).

As per HOP 2-2151 and the provost’s office guidelines for annual review of faculty, Professional Faculty members appointed at 50% time or greater must:

- annually submit Faculty Activity Reports
- be reviewed by the Executive Committee or Budget Council
- receive a written report of the results from their chair or director.

This requirement is the same as for Tenure-Track and Tenured Faculty.

As per the provost’s office guidelines for annual review of faculty, the Executive Committee or Budget Council’s evaluation of Professional Faculty is a holistic assessment of performance, but should also be tailored to the individual

expectation of each faculty member's contract. In other words, evaluations should be based on the faculty member's primary area of contribution and their additional contributions to the academic enterprise, as identified in their annual appointment letter.

Because the role of each Professional Faculty member in the College is unique, it is crucial that each member's contract clearly detail the responsibilities of the faculty member. This committee recommends adopting their **Offer Template** for Professional Faculty offer letters. Expectations of unusual contribution beyond the stated teaching load and normal departmental service activity should be included in the annual offer letter. The responsibilities listed in the contract should guide the evaluation process at the end of each year. Regardless, the chair or director is the final authority on what areas of contribution are expected from a faculty member.

The department chair or school director should begin the discussion of any Professional Faculty member's annual performance by identifying their primary area and their expected additional area(s) of contribution. The department chair or school director is also responsible for ensuring that the annual assessment of that Professional Faculty member is not based on areas of contribution for which that faculty member is not expected to contribute.

Only faculty members of equal or higher rank may vote on the annual review of a faculty member on the Executive Committee or Budget Council. For example, the performance of a Professor of Practice/Instruction may only be voted on by Tenured Full Professors or Professors of Practice/Instruction. The performance of an Associate Professor of Practice/Instruction may only be voted on by Tenured Associate and Full Professors and by Associate or Full Professors of Practice/Instruction. In addition and regardless of rank, Professional Faculty serving on the Executive Committee/Budget Council may not vote on the annual evaluation of Tenured Faculty members. Voting eligibility on the Executive Committee/Budget Council is described succinctly by the provost's office in a table found here: <https://utexas.app.box.com/v/voting-table-22>.

III. Promotion of Professional Faculty Ranks

Promotions of Professional Faculty follow the same guidelines and process as for promotion of Tenure-Track/Tenured Faculty members, described in the [University's General Guidelines for Promotion of All Faculty Ranks](#) and on the College of Fine Arts [webpage on Promotion and Tenure](#). There are only a few deviations from tenure-track/tenured promotion cases highlighted on the COFA webpage. A promotion case of a Professional Faculty member receives the same ladder of review and commentary as a tenure-track promotion. The president makes the final decision.

Why Seek Promotion?

Promotion of Professional Faculty (e.g. Assistant Professor to Associate Professor to Professor) comes with an increase in salary, guarantee of minimum multi-year contract term length (see Section I. "Title Series"), ability to vote on promotions of other Professional Faculty if serving on the EC/BC, and the honorific of being at higher rank.

Because the salary increase for Professional Faculty is determined by the university on a year-to-year basis, Professional Faculty members who are up for promotion are encouraged to inquire about the amount from their Director or Chair. In AY 2021–22, the minimum salary increase amounts were the larger of \$2,500 or 5% for promotion to Associate rank and the larger of \$3,500 or 7% for promotion to Full Professor rank.

How Areas of Contribution Are Reviewed

The goal of the promotion process is to provide a thorough and objective review of the substance and merits of each faculty member's case. The review must be sufficient in its depth and character to support action in the best interest of the university.

Professional Faculty must demonstrate excellence in performance and trajectory pursuant to the faculty member's contribution in a primary area of specialization, relevant to their title series, and additional contributions to the academic enterprise, whereas Tenure-Track/Tenured promotion candidates must demonstrate significant accomplishment in five areas of contribution (teaching, research, service, advising, and honors and awards).

The primary area of specialization for a Professional Faculty member in the College of Fine Arts is teaching. In addition, a record of and evidence supporting a future trajectory of excellence in active, additional contributions to the academic enterprise more generally must also be clearly demonstrated. The additional contributions to the academic enterprise should be determined by the promotion candidate in conversation with senior faculty, their chair, and/or promotion mentor and should be the area that most supports a successful promotion. The additional contribution can be a distinct area, such as service, research, or advising, or it can be an area at the intersection of multiple of these areas, for example community-engaged practice, curriculum development, student-centered service, academic leadership, or leadership in the profession. The most common combination is for the faculty member to be evaluated primarily on teaching and secondarily on service. Like annual reviews, a promotion case is a holistic review of the performance of the faculty member, but the assessment is expected to be weighted heavily toward the performance and trajectory of the primary area of specialization and the candidate's chosen area of additional contributions.

Regardless of the areas of contribution, Faculty in the Practice Series must also demonstrate currency and continuing engagement with their professional practice or field. This could be done by maintaining an active research or professional profile at a sufficient level, by actively engaging with the national professional organizations and attending conferences in their field, by participating in significant professional development, training opportunities, residencies, or fellowships, or by demonstrating through other means currency in the field. One external reference letter will be included in the promotion dossier to provide arms-length, third-party assessment of the level of this engagement. Faculty in the Instruction series do not need to meet this expectation for promotion.

The standards, workload demands, and expectations are higher for promotion to the ranks of Professor of Instruction and Professor of Practice. A promotion candidate to this highest rank should demonstrate excellence over many years in the areas of review for their promotion case and leadership in at least one area of contribution consistent with the terms of employment.

Promotion Dossier Contents

The contents of a promotion dossier are described in the [University's General Guidelines for Promotion of All Faculty Ranks](#) and covered in promotion workshops that are held intermittently. There is also a faculty affairs staff person in each department who assists promotion candidates.

All promotion candidates must have **at least three peer teaching observation reports** completed over at least two academic years.

When Should I Seek Promotion?

The Executive Committee or Budget Council and department chair or school director are responsible for judging whether, and when, a Professional Faculty member might be considered as a candidate for promotion using the norms of the field in terms of relevant standards of excellence in the primary area of specialization, additional contributions to the academic enterprise, and the field's definition of the normative (minimum of six years) time in rank. In general, a Professional Faculty member is ready for a promotion review when there is sufficient evidence of consistent strong performance over time in the primary area and additional contributions.

All promotion candidates must complete a minimum of two full effective years in rank before the start of the academic year in which their promotion case is considered. Any promotion that occurs prior to the sixth year in rank at UT Austin is considered accelerated. Accelerated promotion should be very rare and reserved for truly exceptional faculty candidates with an extraordinary history of performance, leadership, and potential for a continuing trajectory founded in undeniable excellence in the primary area of specialization and in additional contributions to the academic enterprise.

Cumulative service in rank may be either full- or part-time. Cases for Professional Faculty who are laterally re-classified from one professional-track title series to another (e.g., Lecturer Series to Professor of Instruction Series) will not be considered accelerated if their elected combined service in rank across time in the title series at the equivalent rank is at least six effective years. Candidates who are appointed as a Professional Faculty member (or equivalent rank) at one or more other institutions immediately prior to their appointment as a Professional Faculty member, may elect to combine effective years in rank at UT Austin with no more than three full years of service at the other institution(s) to satisfy the requirements for on-time promotion. Candidates with a Personal Circumstances Flag while in rank shall be evaluated as if the work were done in the period of service that excludes that year (or years).

Invoking the Right for Promotion Review for Professional Faculty

To request promotion review, in the spring a faculty member writes to their chair/director or EC/BC requesting that they be reviewed for promotion the following fall semester. The EC/BC reviews the request and either agrees to review the promotion case or declines to review it.

However, a Professional Faculty member can invoke their right to be considered for promotion during the tenth or later effective academic year of benefits-eligible service in rank at UT Austin, bypassing the EC/BC's review of the request to be considered. To invoke this right of consideration, the faculty member must advise the department chair in writing of their intention to invoke by February 1st of the academic year preceding the review year.

IV. Lecturers, Graduate Instruction, Graduate Advising, and Graduate Studies Committees

Assistant, Associate, and Full Professors of Practice/Instruction as well as Senior Lecturers and Distinguished Senior Lecturers may teach at the graduate level (upon approval of the Graduate School) and serve on graduate thesis committees, advise graduate students, and serve on Graduate Studies Committees.

To serve on a GSC, the GSC Chair must petition the Graduate School on a case-by-case basis and consider whether voting rights are to be granted or not granted. Criteria for a successful petition should include: graduate degree in the corollary field, departmental commitment to a multi-year appointment, length of service to the department.

V. Inclusion of Professional Faculty on Executive and Budget Committees & Voting Rights

In principle, Professional Faculty members should be welcome and invited to serve as voting members on any committee in the college, school, and department. Faculty in professional ranks may serve as division heads, program heads, center directors, and in other administrative roles in COFA departments, schools, and the college.

Department or school governance documents that exclude Professional Faculty from service on any particular committee, or limit membership to only Tenure-Track/Tenured Faculty, should be revised to allow and welcome Professional Faculty membership.

Budget Councils, Executive Committees, & Extended Budget Councils Membership

Professional Faculty ranks are entitled to vote to elect members to budget councils or executive committees. Because of the unique roles and responsibilities of the Professional Faculty, Executive Committees should include Professional Faculty members in *both* the Instruction Series and the Practice Series. With the exception of tenured full professors, all Executive Committee members are restricted from voting on certain promotion cases on the basis of their faculty rank and title. The basic principle is that Executive Committee members may not vote on promotions to or continued appointment in a higher rank than their own. Refer to [HOP 2-1310](#) and the provost office's [voting table](#) for more detail.

Voting Rights

Except in some unusual circumstances described in [HOP \(2-1010\)](#), Professional Faculty are eligible to vote as a member of the general faculty of the university if they are and have been appointed 50% time or greater for four or more consecutive semesters. Per [HOP 2-1020](#), any faculty member eligible to vote as a member of the general faculty is eligible to vote on any and all business of their college, school, and department, including but not limited to all degree program changes, curricular matters, and changes to the governance document.

VI. Inclusion of Professional Faculty in Departmental Correspondence

Professional Faculty should be invited to faculty meetings and included in all regular departmental correspondence when appropriate. This principle extends also to online departmental faculty rosters, web biographies, and other instances where faculty achievements are announced or internal and external information is shared.

VII. Awards and Honors for Professional Faculty

Professional Faculty ranks in the College of Fine Arts will be eligible and should be routinely nominated for the following awards, honors, research grants, and leaves:

University & System-Wide Awards

[Regents' Outstanding Teaching Award](#)

[Texas Exes Elizabeth Shatto Massey Award](#)

Dad's Association Centennial Teaching Fellowship

VPR-Administered Grants and Awards

- Robert W. Hamilton Faculty Book Author Award
- Career Research Excellence
- Best Research Paper
- Creative Research

Joe and Bettie Branson Ward Endowed Excellence Award

Provost's Teaching Fellows

President's Associates Teaching Excellence Awards

President's Associates Graduate Teaching Excellence Awards

COFA Awards

Departmental Teaching Excellence Awards

College of Fine Arts Distinguished Teaching Award

COFA Curriculum Development Award

For other faculty awards, leaves, or research programs, Professional Faculty of all ranks should be presumed eligible unless there is some explicit directive to the contrary.

VIII. A Brief History of the Professional Faculty Task Force & Its Recommendations

This policy on Professional Faculty in the College of Fine Arts aligns with the recommendations of the President's *Ad Hoc* Committee on Non-Tenure-Track Teaching Faculty (2002), the Recommendations of The Implementation Committee on the Status of Non-Tenure-Track Faculty (2005), the University of Texas System Rules and Regulations of the Board of Regents on "Faculty Appointments and Titles" (Rule 31001), and The University of Texas at Austin Handbook of Operating Procedures (HOP) 2-2010.

This document originated from the COFA Task Force on Non-Tenure-Track Faculty, chaired by Dean Douglas Dempster in 2014 and subsequently chaired by Senior Associate Dean Holly Williams. It was revised in 2018–19 and in 2021–22. The latest revision included the following faculty: Holly Williams (committee Chair, Senior Associate Dean), Lara Dossett (Assistant Professor of Instruction, Theatre and Dance), Erin Cunningham (Assistant Professor of Practice, Art and Art History), Alison Maggart (Assistant Professor of Instruction, Butler School of Music), Michael Baker (Associate Professor of Practice, Arts and Entertainment Technologies), Jon Freach (Associate Professor of Practice, Department of Design), Dorothy Overbey (Assistant Professor of Practice, Department of Theatre and Dance), and Tim Creswick (Executive Assistant for Faculty Advancement).

With the endorsement of the department chairs and directors, Dean Ramón Rivera-Servera modified this recommendation of the task force into a College of Fine Arts Professional-Track Faculty Policy during Academic Year 2022-23.