

Labor Education and Research Center
Tenure-Track Faculty Professional Responsibilities
Approved by the Office of the Provost and Academic Affairs
April 25, 2017

Preamble: This document describes the professional responsibilities of LERC’s Tenure Track Faculty (TTF). TTF contribute to LERC’s mission and objectives through their teaching, research, and service activities. All current LERC TTF have had the opportunity to participate in the process of developing this written policy for the assignment of professional responsibilities.

LERC’s TTF design and deliver programs, work with constituents on organizational and leadership development, conduct research, and consult with key partners such as labor unions, worker organizations, community groups, think tanks, and policy makers.

TTF at LERC are expected to contribute to institutional diversity, equity, and inclusion through their interactions within the center and across the UO campus. Given the service orientation that guides LERC’s mission, work with community partners represents an important mechanism through which TTF advance the important values of diversity, equity, and inclusion.

I. Workload Policy

Teaching, applied research, academic scholarship, and service represent vital activities for TTF. The proportion of time spent working in each of these areas (adding up to a 1.0 FTE workload) will vary from person to person and year to year depending on program responsibilities, project opportunities, center priorities, and the faculty member’s job description (e.g., the extent to which it is oriented toward instruction or research). LERC’s policy for review and promotion of TTF provides additional detail on the specific components of teaching, research, and service and evaluation criteria for each of these functions. Assignment of professional responsibilities shall reflect a realistic balance of duties consistent with the criteria for review. General descriptions and the distribution of effort for each of these functions are listed below:

- a) **Teaching and Training:** Teaching and coordinating educational programs occupies a substantial portion of time for those LERC TTF whose focus is primarily instructional. The number and variety of programs will depend on the instructor’s expertise, projected number of attendees, and the duration of each program. Duties include identifying partners, recruiting participants, developing and delivering curriculum, and working with support staff on logistics and registration.

TTF are also encouraged to teach regular credit courses whenever feasible. This activity depends on the availability of opportunities within academic departments and must be balanced with other TTF responsibilities. When a TTF teaches in the academic program, their other responsibilities will be adjusted to ensure that the faculty member has sufficient time to perform capably in the classroom.

- b) **Conference Planning:** This activity, which involves the coordination of full-day or multi-day conferences, institutes, or special projects, represents an important but more limited allocation of TTF responsibility. Duties include designing workshop themes (often with a coordinating committee), identifying partners, recruiting speakers and participants, overseeing administration and budgeting for the program, and working with support staff on logistics and registration. Responsibility for coordinating the annual LERC/OR AFL-CIO summer school (LERC's largest annual program) is distributed on a rotating basis among all core faculty (NTTF and TTF). This responsibility can also include overseeing projects conducted under the aegis of LERC's Strategic Training and Action Research Fund (STAR). Conference planning is considered part of a LERC faculty member's instructional activities.

TTF whose duties are oriented toward instruction are expected to assume a leadership role in evaluating LERC's educational offerings and developing new initiatives that keep LERC's programming relevant and responsive to constituent needs.

- c) **Research and Scholarly Activity:** All TTF are encouraged to devote some portion of their time to research and/or scholarly activity. The kinds of activities that qualify as research are explained more fully in LERC's "Review and Promotion Policy" for TTF.

TTF whose activities focus on research are expected to spend considerable time working on applied research projects of interest to LERC's constituents, pursue external funding for these projects, and assume a leadership role in advancing LERC's research profile. Research oriented TTF may also produce work that appears in scholarly journals or academic publications. TTF conducting research will have the responsibility of supervising one or more graduate teaching fellows when GTF assistance is needed on specific research projects.

- d) **Service Expectations:** TTF are expected to participate in service activities within the University and collaborate with external constituents. Within LERC, TTF are expected to assume responsibility in helping mentor less senior colleagues, which are most often NTTF given the composition of LERC's faculty.

Service expectations are grounded in the understanding that successful service demands ongoing engagement and responsibility. In their service activities, it is anticipated that TTF will often assume a leadership role, especially in their work with professional or community organizations. As an outreach program, LERC gives special weight to service activities that are conducted with external constituents who share LERC's interest in work and employment issues. The components of TTF engagement in LERC's service mission are described in more detail in LERC's policy on TTF review and promotion.

- e) **Center Internal Administrative Duties:** These administrative duties are not specific to a single program but rather are necessary for LERC's organizational effectiveness. Such duties are itemized more specifically in LERC's internal governance policy. TTF are expected to assume such duties on an "as needed" basis. Internal administrative duties count toward meeting LERC's service requirements for its faculty.

2. Workload Assignments

All LERC faculty and the program's director, with the exception of faculty who are on leave, participate in the department's annual planning meeting. This meeting is held in late spring of each year to plan programs and distribute workload for the upcoming year. Faculty review program needs, research opportunities, priorities identified by LERC's constituents, and budgetary considerations. Faculty members also discuss the status of individual projects, prospects for new work in the coming year, and potential sources of external funding they are interested in pursuing. Through a collaborative process that begins in this meeting and carries over into ongoing faculty meetings, LERC faculty set priorities and determine assignments for major programs. These assignments include assuming responsibility for:

1. **Major multi-day programs:** these include coordination of and teaching at the annual non-credit AFL-CIO Summer School, collective bargaining institutes, Summer Institute for Union Women, Public Employment Relations Conference, arbitration trainings, etc.
2. **Open Enrollment Programs:** Curriculum development, coordination and delivery of programs such as leadership schools (trainings for unions and members) and topical workshops (healthcare, economic policy, etc.).
3. **Funded research projects:** existing and potential applied research projects.
4. **Special projects:** e.g., LERC's STAR fund project, collaborations with other campus or outside institutions, and other opportunities.
5. **Credit teaching opportunities** (this especially applies to TTF although NTTF are also encouraged to avail themselves of such opportunities when available).
6. **Campus and off-campus service opportunities.**
7. **Major LERC administrative needs.**

It is generally assumed that TTF will assume responsibility for coordinating or helping coordinate one major program each year (e.g., a multi-day or open enrollment program). These responsibilities include coordinating the LERC/OR AFL-CIO Summer School, which is rotated annually among both TTF and NTTF.

Throughout the year, LERC receives numerous requests for additional programs and trainings. Assignments for these duties are made on a rolling basis depending on faculty interest, availability, and overall workload. The Director oversees workload distribution, helps resolve any issues that may arise concerning workload and professional responsibilities, and works with faculty to adjust or

reassign work when needed to prevent overload. A 1.0 FTE workload will be identified through decisions made at the annual planning meeting and assignments made on a rolling basis. The Director will have responsibility for ensuring that workload is distributed in a manner that accounts for other work-related responsibilities and individual professional needs.

The Provost or designee may modify scheduled assignments, provided that the department head discusses changes with the faculty member before they are made and that changes are not made for arbitrary or capricious reasons.

A 1.0 FTE workload for a TTF whose responsibilities revolve around teaching will typically consist of the following allocation of duties: 70% teaching, 20% research or special projects, and 10% service.

A 1.0 FTE workload for a TTF whose responsibilities revolve around research will typically consist of the following allocation of duties: 70% research or special projects, 20% teaching, and 10% service.

These allocations are flexible, however, subject to planning meeting decisions as previously described, the availability of new opportunities, and priorities developed by LERC faculty at the annual planning meeting or through other deliberations. Generally, when large projects are assigned or approved at faculty meetings, these assignments will help shape the expectations of individual faculty members for that year.

TTF are welcome to discuss specific workload concerns in faculty meetings and in person with LERC's director.

Overload: It is not LERC's practice to assign overload duties. It is understood that workflow varies and there are times when higher levels or lower levels of effort are required to meet obligations. Exceptions, such as coverage of the Director's duties while they are on sabbatical, are made on occasion with written approval by the Director, and prior to the overload.

In the unlikely event that an overload issue might arise, LERC policy will be governed by Article 17, Sections 8 and 9, of the Collective Bargaining Agreement.

Stipends: The allotment of stipends will be consistent with university policy.

Course Releases

As a program largely oriented toward non-credit adult education and short classes and workshops, LERC does not grant course release as commonly practiced by more traditional academic departments.

When opportunities arise for faculty to pursue new projects that will consume a significant portion of their time, LERC does provide for workload adjustment of existing duties. This adjustment is undertaken in consultation with colleagues and LERC's director. LERC approves new projects according to criteria agreed on in January 2016.

Unsatisfactory Research Productivity

UO aspires to be a preeminent and innovative public research university. In order to fulfill this aspiration, all our tenured faculty members must be actively engaged in research and scholarship throughout their careers. This policy is intended to address concerns about research productivity after tenure, and the resultant workload equity issues, by providing support for faculty and guidance for addressing unsatisfactory research productivity.

If concerns about research productivity arise or persist during any three- or six-year post-tenure review, and the Provost or their designee concludes that the faculty member's research productivity is unsatisfactory, the department or unit head will consult with the faculty member and recommend to the Provost a development plan for demonstrable improvement. The development plan can include mentoring or other support and suggest directions for research. It should include time lines and measurable goals for improved research productivity. The faculty member is responsible for regularly consulting with their department or unit head, who will provide guidance for the faculty member's efforts to attain development plan goals. Upon approval by the Provost or designee, the development plan will be implemented as soon as possible with the goal of reaching satisfactory performance by the next scheduled post-tenure review.

Should the Provost or designee conclude that the faculty member's research productivity remains unsatisfactory at the post-tenure review following the implementation of the development plan, the faculty member's standard workload may be adjusted to increase teaching and/or service. This gives the faculty member an opportunity to continue making a full-time contribution to the department's mission. The faculty member's workload reallocation should be recognized in the merit raise process with appropriate adjustments to the percentage of the merit raise determined by teaching and/or service. The department head will remain open to discussions with the faculty member about ways to support the faculty member in achieving their research goals, which may include future changes to teaching and service loads.