

**Labor Education and Research Center  
Policy for Non-Tenure Track Faculty (NTTF)  
Review and Promotion  
January 2015**

Approved by the Office of the Provost and Academic Affairs 02/08/17

Non-Tenure Track Faculty at LERC include Career NTTF Instructors and Research faculty and Adjunct NTTF. This policy supplements the guiding provisions in Article 19 of the AAUP/AFT collective bargaining agreement on Non-Tenure Track Faculty Review and Promotion. To the extent there are any discrepancies or inconsistencies, CBA Article 19 controls for represented faculty. This policy also applies to all unrepresented faculty, unless a university-wide policy exists that contradicts the terms of this policy. The policies and procedures for review and promotion have been developed and approved by LERC Core Faculty with opportunity for review and comments by all NTTF. This policy also reflects input provided by United Academics and the Provost (or designee), and is subject to review and approval as with other policies developed under the CBA to ensure consistency with the Collective Bargaining Agreement. These procedures and criteria will be made available to all faculty upon request and are also maintained on the LERC shared server folders.

**I. Background:**

As a center located at the University of Oregon, the Labor Education and Research Center (LERC) is dedicated to the university's objectives of advancing knowledge and providing service to the larger community. LERC shares some characteristics with regular academic departments at the University of Oregon. However, because of LERC's primary mission as a public outreach program, the criteria for evaluating LERC faculty differ somewhat from those employed by more traditional academic units.

The Labor Education and Research Center was established in 1977 through funding provided by the Oregon Legislature in response to a recommendation from the State Board of Higher Education. LERC's mandate is to provide educational and research services to Oregon's labor organizations and working men and women. Like other labor education programs at major universities, LERC primarily offers off-campus, non-credit educational programs that cover multiple subjects and are presented in a variety of formats, (e.g., workshops, seminars, multi-day or week long programs, conferences, residential institutes).

In addition to educational programs, LERC NTTF conduct independent research and consult with labor organizations, policy makers, and other institutions interested in work, employment, and labor relations issues. LERC NTTF faculty are expected to teach in non-credit programs and to make creative, original contributions to the field of labor education instruction. The University of Oregon recognizes that as an adult education program, LERC faculty concentrate in the areas of teaching and applied research that are of immediate use to the program's constituents. Although research and publication activity is encouraged, the university recognizes that activities other than published research articles will be considered as evidence of research and scholarly activity for NTTF employed at LERC.

Teaching and service have a high priority at LERC for career instructors because they are integral to LERC's mission. Teaching is diverse in subject matter, level of complexity, and format. LERC's goal in teaching is to provide relevant, topical information and analysis and to help participants in its programs develop critical thinking skills. Service is also integral to LERC's mission and places considerable demands on the time and attention of faculty members. Career researchers have primary responsibility for conducting research that advances LERC's mission and

objectives. Career researchers may also be involved in instruction and are encouraged to engage in relevant service.

## **II. General Policies and Procedures:**

Reviews for Career NTTF include: (1) regular reviews associated with contract renewal; and (2) promotion reviews. In addition, LERC faculty submit an annual activities report to the Director, which is also a component of the contract renewal process. If a bargaining unit faculty member seeks promotion in a year when a contract review is due, only a single review must be completed. The decision on whether to promote and the decision on whether to renew, however, will be made independently. If review or promotion procedures change during the course of a faculty member's employment, they may elect between current criteria and those in effect during the six years prior to the initiation of a given review or promotion process.

For NTTF holding joint appointments, a memorandum will be completed at the time of hire or assignment specifying expectations for promotion review and identifying how the promotion process will be handled among the units.

For NTTF holding multiple Career appointments, a memorandum will be completed at the time of the second or subsequent hire or assignment specifying expectations for promotion review and identifying how the promotion process will be handled among the units.

Adjunct Faculty will be reviewed annually as part of their contract renewal process. The scope of the review will be based on performance as outlined in the adjunct faculty's contract, position description, and hire documents. An adjunct faculty member who has been employed with LERC full time for two or more years will have the opportunity to request a meeting with the Director to determine whether their position should be reclassified to a career appointment. Part time adjunct faculty may request review for reclassification after accumulating the equivalent of 2 years of full time employment. In addition, the Collective Bargaining Agreement provides for the right of adjunct faculty to petition for such a reclassification. The decision on whether the position should be adjunct or career after two years is guided by the current and anticipated duration of the position and completion of successful reviews.

## **III. Contract Renewal Reviews for Career Instructor NTTF**

### **A. Purpose**

Contract renewal reviews are conducted at least once every contract period prior to consideration for renewal or once every three academic or fiscal years of employment, whichever is sooner. If a career NTTF member has multiple contracts in a year, only one review per fiscal academic year is required. Contract renewal reviews are conducted for the purpose of 1) evaluating the NTTF's performance, professional development, contributions to LERC's mission and programmatic objectives in proportion to the FTE in the NTTF's job description, 2) discussing opportunities for professional growth, and 3) identifying areas of strength and areas that need improvement. Reviews will be based on performance since the prior review and will be based solely on criteria that are approved in this policy and made available to faculty. The review process will include opportunities for faculty to meet with and discuss their performance with their supervisor at least once during the contract period.

Reviews of LERC's career instructors are generally conducted in early spring along with merit reviews as applicable. Reviews of NTTF research faculty are conducted prior to contract renewal, and in time to give adequate notice to

research NTTF. NTTF in research appointments will be reviewed by established procedures to assess the quality of work performed and the outcomes of their contributions to the research program.

As with other LERC faculty and Staff, NTTF are expected and encouraged to contribute to institutional diversity, equity, and inclusion through their work in the community and their interactions within the department. Their contributions in this area will be part of the contract renewal process and may consist of research, teaching, service activities, or involvement with academic or professional associations, non-profit, governmental, or private sector organizations. To the extent applicable, the evaluation of scholarship, research, and creative activity will include an assessment of work quality, impact on the field nationally and internationally, and overall contribution to the discipline or program. In evaluating the performance of required professional development activities, the review will consider the availability of professional development funds, opportunities for professional development, and the Career NTTF faculty member's efforts to secure funding.

## **B. Career Instructors Criteria for Evaluation**

Contract renewal reviews will be based on personal statements provided by the NTTF in their annual activities reports, observations by and interactions with supervisor(s), course evaluations for all courses with five or more students, and at least one peer review of teaching per contract period. NTTF will be given at least 1 week notice before a peer review is conducted. Instructors are evaluated regularly for progress and achievements in teaching, applied research or scholarly activity, and service. This evaluation includes not only work product but also the quality of the NTTF's interactions with students, partners and collaborators, constituents, fellow faculty, and staff members that may affect performance.

NTTF submit an annual activities report each year to LERC's director, typically in March or April. They are also encouraged to submit a personal statement along with their activities report. NTTF receive an annual written performance evaluation from LERC's director, along with the opportunity to discuss the evaluation with the director if they choose.

Career instructors will also receive at least one peer review in each contract renewal year and in the year prior to coming up for promotion. Instructors will be given at least two weeks' notice before the class or program where their teaching will be reviewed. The review will consist of classroom observation and a subsequent written review. Classroom performance will be judged on the following criteria: goals and learning objectives for the class or program, structure and format, ability to engage students and generate critical thinking, and overall effectiveness of teaching methods.

As part of contract renewal, career instructors are evaluated on their contributions and performance in the areas of teaching, research, and service which include the following:

### **1. Teaching**

For NTTF at LERC, teaching responsibilities primarily lie in the non-credit arena although teaching may also occur in for-credit courses offered at the University.

Teaching responsibilities include two major components: program and curriculum development.

“Program development” refers to the process by which NTTF contact constituents and potential clients, survey their needs, and craft appropriate and relevant educational offerings. LERC NTTF are expected to develop new programs and courses and contribute to keeping LERC’s curriculum updated and responsive to constituent needs. In addition, NTTF must be effective adult educators in a variety of delivery formats, including classes, conferences, workshops and residential institutes.

“Curriculum development” includes the creation of courses, materials, and programs. LERC develops curriculum for labor organizations to use in their internal training programs, conducts “train the trainer” programs to help clients enhance their internal educational capacity, and helps mentor new instructors. LERC NTTF are also involved in helping other organizations evaluate their curricula and improve the quality of their educational programming. Increasingly Career instructors may identify opportunities to develop curriculum for on-campus teaching to undergraduate students.

Each program is different and must be tailored to fit the needs of a particular audience. The teaching workload is high and requires many hours of preparation and travel, with LERC NTTF conducting workshops, courses, and residential institutes on a twelve-month basis.

Knowledge of labor issues and effective working relationships with Oregon labor organizations are critical to this job, and faculty members must be current both in their knowledge of labor movement trends and in their ability to develop and deliver programs based on an accurate understanding of the needs of Oregon workers and unions.

LERC uses the following methods to document teaching performance and effectiveness:

- Evaluations by students regarding effectiveness, clarity of objectives, and course development.
- Evaluations by colleagues regarding scope and depth of course materials and the instructor’s ability to engage and challenge students and teach critical thinking skills. These evaluations include peer evaluations based on observation and co-teaching.
- Demonstration of successful relationships with client groups.
- Evidence of teaching productivity and workload.
- Creativity and innovation in program development, as indicated by new classes developed and updating of existing offerings.
- Efforts to improve teaching effectiveness.
- Development of curricula that reflect current scholarship in the discipline.

Given the importance of the teaching function at LERC, particular weight will be given to student and peer evaluations as evidence of teaching excellence. Evidence of productivity and consistent workload maintenance will also receive special consideration in evaluating teaching capability.

## **2. Research and Scholarly Activity**

LERC NTTF are expected to engage in applied research, scholarly presentations, and original program development and delivery. The university recognizes that activities in addition to traditional published research demonstrate a

critical contribution to the field of labor education. Professional contributions can be measured by participation in conferences, innovations in program design, production of new materials that require substantial research and development time, and applied or consultative research.

The following activities and products are used to evaluate research and scholarly activity of NTTF:

- Pedagogical materials. Development of original curricula or course materials for use in LERC classes.
- Curriculum development. Development of original curricula and materials for use by other organizations.
- Reports prepared for public officials, agencies, community, or labor organizations.
- Research projects, including contracted work with organizations and externally funded grants or contracts.
- Ability to obtain funding for research or other projects from external sources.
- Published manuals.
- Book chapters.
- Book reviews and manuscript and article reviews for academic presses and journals.
- Presentations at conferences, seminars, and professional meetings.
- Consulting and technical assistance.
- Policy analysis.
- Published Articles.

Because applied research and program development and delivery are such important functions for NTTF at LERC, creativity, innovation, and productivity in these arenas will be assigned particular weight. Consistent evidence of successful work on contracts and externally funded projects will also be accorded priority as evidence of NTTF productivity and ability to meet the needs of constituent organizations and clients.

### **3. Service**

Service is integral to the mission of LERC. Community and public service is often closely related to scholarship, teaching and professional growth. Service encompasses activities that contribute to the academic and administrative functioning of the university as well as service to the labor movement and broader community. Faculty are expected to make their knowledge and skills available to the larger community, and LERC NTTF are expected to assume leadership roles within the center, the university, and the broader community.

The following is a list of activities and indicators that are used to document the level of performance in service:

#### **A. Service within the university**

- Effective participation on committees and task forces.

- Administrative service to LERC and the university.

#### **B. Service to the larger community**

- Involvement and consultation with labor and community groups, including advising on policy and internal educational matters or offering expertise on specific work or employment issues.
- Invited presentations at non-academic meetings.
- Participation on local, state, federal or international committees.
- Policy analysis that benefits public agencies, elected officials, or the general public.
- Consultation and service to media outlets in areas of expertise.
- Service to the state and local communities in areas of professional expertise.
- Professional consultation to academic institutions, research entities, foundations, nonprofit agencies, and governmental agencies.

#### **C. Service to discipline**

- Review of manuscripts for publication or journals.
- Service on editorial boards.
- Active participation in professional associations or committees.

Service to the larger community, especially involvement and consultation with labor and community groups, is considered a fundamental part of LERC's mission and will be granted priority in the evaluation of NTTF's service performance.

### **IV. Contract Renewal Reviews of Career Research Faculty NTF**

In the case of career researchers, their evaluations will be based on both quantitative and qualitative factors, including research productivity and impact on their field of expertise. Because career researchers at LERC often conduct their work through the vehicle of externally funded projects, their ability to secure such funding will receive particular recognition.

Contract renewal reviews are conducted at least once every contract period prior to consideration for renewal or once every three academic or fiscal years of employment, whichever is sooner. If a career NTTF member has multiple contracts in a year, only one review per fiscal academic year is required. Contract renewal reviews are conducted for the purpose of 1) evaluating the NTTF's performance, professional development, contributions to LERC's mission and programmatic objectives in proportion to the FTE in the NTTF's job description, 2) discussing opportunities for professional growth, and 3) identifying areas of strength and areas that need improvement. Reviews will be based on performance since the last review and will be based solely on criteria that are approved in this policy and made available to faculty. The review process will include opportunities for faculty to meet with and discuss their performance with their supervisor at least once during the contract period.

Career Researcher NTTFs will submit an annual activities report and are also encouraged to provide a personal statement. In lieu of peer review, their work will be evaluated on the basis of the quality of research, their publication record, and their ability to attract external funding. Criteria for the review include the following:

#### **A. Research and Scholarly Activity**

LERC research NTTF are expected to engage in applied research, scholarly presentations, and original program development and delivery. The university recognizes that activities in addition to traditional published research demonstrate a critical contribution to the field of labor education. Professional contributions can be measured by participation in conferences, innovations in program design, production of new materials that require substantial research and development time, and applied or consultative research.

The following activities and products are used to evaluate research and scholarly activity of NTTF:

- Curriculum development. Development of original curricula and materials for use by other organizations.
- Reports prepared for public officials, agencies, community, or labor organizations.
- Research projects, including contracted work with organizations and externally funded grants or contracts.
- Ability to obtain funding for research or other projects from external sources.
- Published manuals.
- Book chapters.
- Book reviews and manuscript and article reviews for academic presses and journals.
- Presentations at conferences, seminars, and professional meetings.
- Consulting and technical assistance.
- Published Articles.

Because applied research is an important function for research NTTF at LERC, creativity, innovation, and productivity in this area will be assigned particular weight. Consistent evidence of successful work on contracts and externally funded projects will be accorded priority as evidence of NTTF productivity and ability to meet the needs of constituent organizations and clients.

## **B. Service**

Service is integral to the mission of LERC. Community and public service is often closely related to scholarship, teaching and professional growth. Service encompasses activities that contribute to the academic and administrative functioning of the university as well as service to the labor movement and broader community. Faculty are expected to make their knowledge and skills available to the larger community, and LERC NTTF are expected to assume leadership roles within the center, the university, and the broader community.

The following is a list of activities and indicators that are used to document the level of performance in service:

### **1. Service to the larger community**

- Involvement and consultation with labor and community groups, including offering expertise on specific work or employment issues.
- Invited presentations at non-academic meetings.

- Participation on local, state, federal or international committees.
- Consultation and service to media outlets in areas of expertise.
- Service to the state and local communities in areas of professional expertise.
- Professional consultation to academic institutions, research entities, foundations, nonprofit agencies, and governmental agencies.

## 2. Service to discipline

- Review of manuscripts for publication or journals.
- Service on editorial boards.
- Active participation in professional associations or committees.

## V. NTTF Promotion: Eligibility and Procedures

The Collective Bargaining Agreement outlines the procedures for promotion review, including accelerated review and credit for prior service (the latter being agreed on as a term of hire). Also as provided in the collective bargaining agreement, promotion is elective and does not involve an “up or out” decision. If review criteria changes during course of employment, a NTTF member may elect between current criteria and those in effect for the prior six years.

Career NTTF will be eligible for promotion after accumulating six years of employment as a faculty member at or above 0.3 FTE annualized per year, accrued at no greater than three terms per academic year for faculty on nine month contracts, and at four terms per year for faculty on 12-month contracts. Career NTTF who will have completed five years of employment as a faculty member at or above 0.3 annualized FTE per year may initiate the promotion process in the Spring term of the fifth year if they have an expected appointment of 0.3 annualized FTE or greater for the sixth year. Career NTTF who have completed more than five years of employment as a faculty member at or above 0.3 annualized FTE per year may initiate the promotion process in the Spring of any year.

Career NTTF candidates for promotion should initiate the process by notifying LERC’s director of their intention to seek promotion in the year prior to submission of their dossier. The Candidate and committee will prepare and conduct the promotion evaluation in compliance with the Faculty Collective Bargaining Agreement provisions on promotion for NTTF and the procedures and items identified therein for initiating and conducting a promotion review.

The promotion review committee will include both tenured and non-tenured LERC faculty where possible, with the latter at a rank equal to or above that of the candidate for promotion. External committee members are not required. The committee will review the dossier and submit a recommendation to LERC’s director. All tenured members of the LERC faculty and non-tenured faculty at a rank equal to or above that of the candidate for promotion will vote on each case. The director will then write an accompanying report and submit a recommendation to the provost.

For LERC Career Instructors, the guidance provided above for contract renewal criteria is also applicable for promotion evaluations. The evaluation file will include the items required in the Collective Bargaining Agreement (Article 19, Sec. 11) and should also include

- Summary chart of all available teaching evaluations from programs taught by the instructor under review during the relevant review period. Compilation will show average scores and sample of narrative responses on evaluations.

- Evidence of significant contributions and institutional value in the areas of teaching and applied research or scholarly activity, as well as a high level of commitment to and competency in service. LERC will rely heavily on both student and peer evaluation in judging teaching excellence. Research and scholarly activity will be evaluated according to creativity and competency in the arena of curriculum development and demonstration of consistent participation in contracted and externally funded projects. Commitment and competency in service will be judged by both the quality and quantity of consultation with LERC's constituents and clients.
- Personal statement and curriculum vitae
- Evaluations from three external reviewers. External reviewers must be knowledgeable and objective and asked to base their evaluation and judgment on criteria in use by academic department or program.

For LERC Career Researchers, The time spent in research since the doctorate (or its equivalent) should be approximately the same as that expected for promotion from assistant to associate professor. Promotion criteria will be dictated by the unique characteristics of the position and the specific responsibilities identified in the position description.

The evaluation file will include the items required in the Collective Bargaining Agreement (Article 19, Sec. 19) and

- A list of all publications and grants, copies of all published work, participation in conferences and workshops, service activities, and invited talks and other presentations.
- Evaluations from three external reviewers who can objectively evaluate the candidate's work and contributions to the scholarly field.
- Personal statement and curriculum vitae
- It is also expected that candidates for higher level promotions e.g., research associate or research professor level will have successfully applied for grants as principal investigators and conducted independent research. Evidence of significant research at the postdoctoral level and research publications equivalent to the rank of an associate professor is required.

An unsuccessful candidate for promotion may continue employment at their current rank as long as eligible to do so under the CBA and university policy. NTTF who are denied promotion may reapply for promotion after having been employed by the university for an additional three years at an average of 0.3 FTE or greater, accrued at no greater than three terms per academic year. Unsuccessful candidates may also appeal as provided by Article 21 of the CBA (Tenure and Promotion Denial Appeal) or other university appeals processes which apply to faculty not covered by the CBA.

A candidate may withdraw an application for promotion in writing to the Provost and the dean at any time before the Provost's decision.