

**Labor Education and Research Center Policy on  
Non-Tenure Track Faculty (NTTF)  
Assignment of Professional Responsibilities  
version November 2016**

**Approved by the Office of the Provost and Academic Affairs: November 15, 2016**

**Preamble:** This document describes the contributions and professional responsibilities of LERC's Non-Tenure Track (NTTF) faculty. NTTF contribute significantly to LERC's mission and objectives through their instruction, outreach, research, and participation in LERC governance. NTTF include both instructional and research faculty. All current NTTF have had the opportunity to participate in the process of developing this written policy for the assignment of professional responsibilities.

LERC's instructional NTTFs design and deliver programs, work with constituents on organizational and leadership development, and consult with key partners such as with labor unions, worker organizations, community groups, and policy makers. Career instructors are considered core faculty with equal standing to Tenure Track Faculty members on matters of departmental governance, planning, and program development. In addition to career instructors, LERC also occasionally uses Pro Temp instructors. Pro Temp faculty make important contributions to LERC with their unique expertise and/or abilities to teach programs that benefit LERC's constituents.

Research NTTFs advance LERC's mission in the areas of worker health and safety, sectoral research, and labor policy analysis. Their work provides vital information and technical assistance to LERC's partners who are committed to promoting improved working conditions and opportunities for Oregon's workers.

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 and the greater UO campus.

**I. WORKLOAD/RESPONSIBILITIES**

**A. Core NTTF Faculty responsibilities include:**

- i. Teaching (developing, coordinating, recruiting and teaching in open-enrollment and contract classes)
- ii. Research (recruiting clients, coordinating projects, conducting research, supervising other research staff, and consultation and communication of findings)
- iii. Service and Administration: cultivation of relationships and strengthening of LERC's institutional profile in the state, regional, and national labor movement, workers organizations, relevant academia, and relevant policy circles; internal, university, or external committee work; supervision/management of others; conducting outreach and maintaining relationships with unions and community organizations; and coordination of special project work (e.g. STAR Fund).

While responsibilities vary and often do not lend themselves to quantification, we strive to maintain an equitable distribution of work. Different faculty will be more or less heavily focused on one or more of the three areas above; it is not expected that all three areas will be evenly divided among all faculty members. Transparency (sharing information about the work we're doing) contributes to an understanding of each other's workload and allows for adjustment if someone is overloaded. LERC also allows for opportunities, when possible, for faculty to develop new teaching or research skills, in order to enhance individual skills or LERC offerings.

- B. Participating NTTF Faculty have project-based workload that is most often established by the terms of contingent funding and do not have broad responsibilities for guiding organizational mission or service and administrative duties.

I. **Core Career Instructors**

Teaching, research/scholarly endeavors, and service represent vital activities for core career instructors. The proportion of time spent working in each of these areas will vary person to person and year to year depending on program or project opportunities and departmental priorities. LERC's policy for review and promotion of NTTFs provides additional detail on the components and evaluation criteria for teaching, research, and service. Below are general descriptions and the typical distribution of effort for each of these functions:

Major Duties of Career Instructors (entry level):

- a) Teaching and Training (40-80%): Teaching and coordinating non-credit programs is a primary component of the career instructor position. The number and variety of programs will depend on the instructor's expertise, the program attendance (size), complexity, and duration of each program. Duties include identifying partners, recruiting participants, developing and delivering curriculum, and working with support staff on logistics and registration.
- b) Conference Planning (10-30%): Coordinate full-day or multi-day conferences and institutes that include concurrent sessions, plenaries, and social activities for participants. Duties include designing the workshop themes (often with a coordinating committee), identifying partners, recruiting speakers and participants, administration and budgeting for the program, and working with support staff on logistics and registration. Responsibility for coordinating the annual LERC AFL-CIO summer school (LERC's largest annual program) is distributed on a rotating basis among all core faculty (NTTF and TTF).
- c) Research and Scholarly Activity (10-50%). Faculty work on applied research projects and scholarly publications to varying degrees depending on interest and opportunities. This duty also includes supervising a graduate teaching fellow on applicable projects.
- d) Service Expectations (5-10%) Faculty are expected to participate in on-campus and community service including committees, working groups, professional collaborations that relate to LERC's mission, University governance, or collaborations related to the fields of labor education or employment relations.

- e) Departmental Internal Administrative Duties (5%). These administrative duties are not specific to a single program, but rather are necessary for the general running of the department, and are itemized in LERC's internal governance policy.

### **Senior Career Instructors**

The above description of duties and workload distribution also applies to LERC's senior career instructors. The Senior Instructor should have extensive experience with all of the above duties, and have the ability to do all of them with a minimum of direction. Senior Instructors are experienced in managing LERC's larger residential and high-attendance programs. In addition, Senior Career Instructors take a leadership role in fulfilling LERC's mission, including the following responsibilities:

- Helping to develop LERC's overall educational agenda.
- Planning for LERC's continuity and budget security.
- Participating in identifying and leading LERC's research agenda.
- Maintaining a broad and deep understanding of, and connections with, the Oregon labor movement and worker organizations. As such, it is also expected that their outreach to constituents and the community will be meaningful and sustained.
- Providing leadership in mentoring newer career instructors, supervising LERC's GTF, and managing additional pro temps or students working on their projects.

### **Workload Assignments**

All LERC core career instructors who are not on leave participate in the department's day-long planning meeting with the director and tenure-track faculty. This meeting is held annually in late spring of each year to plan programs and distribute workload for the upcoming year. The purpose of this meeting is to discuss program needs, faculty interests, research opportunities, anticipated priorities for LERC's constituents (internal and external) and budgetary considerations. Through a collaborative process, LERC faculty set priorities and determine assignments for major programs. These assignments include responsibility for:

1. Major multi-day programs: Coordination of and teaching at non-credit 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: Known and expected applied research projects.
4. Special projects: e.g., LERC's STAR fund project, collaborations with other campus or outside institutions, and other opportunities.
5. Campus teaching.
6. Campus and off-campus service opportunities.

In addition, 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 a combination of 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.

**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 he/she is on sabbatical, are made on occasion with written approval by the Director, and prior to the overload.

## II. Pro Temp Instructors

LERC occasionally hires part time and limited duration pro temp instructors from our instructors pool to teach labor education courses or other programming. The pro temp instructor's scope of work is defined by LERC, however, they exercise independent judgment and apply their own expertise in the delivery of the defined program. Pro Temp instructors are not core LERC faculty and are not responsible for instructional programming, departmental administrative duties, or unit-wide organizational planning and budget considerations.

## III. Research NTTFs

Currently, Research Faculty at LERC hold funding contingent positions and are primarily paid to work on externally-funded projects and are not LERC core faculty. As such they are not responsible for instructional programming, departmental administrative duties, or unit-wide budget considerations. Faculty in this category may include Career Research Assistants, Research Associates, Assistant Research Professors, Associate Research Professors, Research Professors or other career researchers as defined by academic affairs. As outlined in the Collective Bargaining Agreement, research faculty responsibilities and expectations are described in their position descriptions, which will be kept current.

Research NTTFs that have principal investigator duties are responsible for working with LERC's accountant and program manager on administration of their grants, including proposal development, budget management, reporting requirements, and compliance with all terms and conditions of the grants/contracts. Because research NTTF may be less than full time employees, their FTE and workload are determined by available funding and the scope of specific projects.

Pro Temp research NTTF at LERC are hired to work with close supervision by LERC faculty or a career researcher. They exercise independent judgment in their analysis and delivery of their work product, however, the scope and priorities of their activities are set by supervising faculty. They are generally hired

through LERC's pool process. Pro Temp NTTF are not LERC Core Faculty and are generally hired for limited-duration projects.