

**Labor Education and Research Center
Policy for Tenure Track Faculty (TTF)
Review and Promotion
October 2015**

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 many characteristics with other academic departments at the University of Oregon. However, due to LERC's public outreach mission, the criteria for evaluating LERC faculty differ somewhat from those employed by more traditional academic units. This statement presents LERC's general criteria and methods of evaluating performance during regular contract reviews and promotions of tenure track faculty (TTF).

1. The Labor Education and Research Center: An Overview

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).

LERC TTF also conduct independent research and consult with labor organizations, policy makers, and other institutions interested in work, employment, and labor relations issues. LERC TTF are expected to teach in non-credit programs and to make creative, original contributions to the field of labor education instruction. LERC faculty may also teach in traditional credit courses for UO students. 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. A wide range of research and publication activities are considered meritorious for the purpose of promotion reviews, including both peer-reviewed publications and applied policy and industry analyses.

Teaching and service have a high priority at LERC, 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 to develop critical thinking skills. Service is also integral to LERC's mission and places considerable demands on the time and attention of faculty members.

TTF are evaluated on their performance in the areas of teaching, research, and service as described below. TTF are also evaluated regarding their interactions with constituents, collaborators, and colleagues to the extent that these interactions relate to performance in each of these areas.

Listed below are descriptions of how LERC defines its teaching, research, and service functions.

2. Teaching

For TTF at LERC, teaching responsibilities primarily lie in the non-credit arena. Teaching may also occur in for-credit courses offered at the University, and LERC TTF are encouraged to teach for-credit classes as part of their activities.

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

“Program development” refers to the process by which TTF contact constituents and potential clients, survey their needs, and craft appropriate and relevant educational offerings. LERC TTF are expected to develop new programs and courses and contribute to keeping LERC’s curriculum updated and responsive to constituent needs. In addition, TTF must use effective and relevant adult education methods for instruction 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 organizations and constituents 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 TTF are also involved in helping organizations evaluate their curricula and improve the quality of their educational programming.

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

Knowledge of labor issues and effective working relationships with labor organizations in Oregon and nationwide are critical to this job. LERC TTF must be current both in their knowledge of important trends and in their ability to develop and deliver programs based on an accurate understanding of the needs of workers, unions, and related organizations, with a special focus on Oregonians.

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.
- Feedback from LERC’s constituents and clients
- Evidence of teaching productivity and workload

- Creativity and innovation in program development, as indicated by creation of new classes - 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. Productivity and workload will also receive consideration in evaluating teaching.

3. Research and Scholarly Activity

LERC TTF are expected to engage in scholarly and 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, applied or consultative research, and dissemination of research findings to labor organizations, academic forums, policy makers, community leaders, mass media and the public at large.

The following activities and products are used to evaluate research and scholarly activity of TTF at LERC:

- Published articles in peer reviewed or refereed publications
- Research projects and reports, including contracted work with organizations and externally funded grants or contracts
- Reports prepared for public officials, agencies, community or labor organizations, think-tanks, or policy forums
- Published books and manuals
- Book chapters
- Presentations at conferences, seminars, and professional meetings
- Materials developed as a result of consulting and technical assistance
- Policy analysis and legislative testimony
- 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
- Ability to obtain funding for research or other projects from external sources
- Book reviews and manuscript and article reviews for academic presses and journals
- The extent to which faculty research has been cited, reproduced or referred to by others in the broader labor, policy and academic communities and in mass media coverage of labor issues.

Because applied research constitutes an especially relevant activity at LERC, TTF creativity, innovation, and productivity in this area will be assigned particular weight. Consistent evidence of successful work on contracts and externally funded projects will also attest to TTF productivity and ability to meet the needs of constituent organizations and clients.

4. 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 TTF 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, including serving faculty governance through the UO faculty union.

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, including legislative testimony and briefings.
- 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.
- Service on boards of academic, research or policy organizations engaged in labor-related issues.
- 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 TTF's service performance.

5. Procedures for Regular Reviews

These procedures are already contained in LERC's merit review policy.

6. Procedures for TTF Promotion

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.

Candidates for promotion must demonstrate a satisfactory level performance in all areas and excellence in at least one area. For LERC faculty who are hired into a position that is defined as primarily focused on one area – for instance, research or instruction– this position definition shall be taken into account in weighing the candidate's relative strengths in different areas of faculty activity. There should be evidence of significant leadership in academic or administrative service to the university, the community, or the broader discipline. In the case of candidates seeking promotion to the rank of full professor, it is expected that in the candidate's area of excellence, he/she has established a national reputation based on their productivity and the impact of their work.

For promotion, LERC's director will work with the candidate to create a dossier. The candidate's file will include a summary of all available student evaluations, a candidate's statement, an updated CV, and samples of written work. The file will include 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.

The promotion committee will include at least one current or retired tenured LERC faculty member, and two external members whose scholarly interests enable them to assess the quality of the candidate's work. In the event that there are no tenured LERC faculty available,

the committee will include an additional external tenured faculty member capable of assessing the candidate's work. The committee will seek at least five external reviewers, taking into account recommendations from the candidate. Both the external members of the committee and external reviewers will be briefed on the particular promotion criteria by which LERC candidates should be judged and will be asked to evaluate candidates on that basis. The committee will review the dossier and submit a recommendation to LERC's director. All tenured members of the LERC faculty will vote on each case. The director will then write an accompanying report and submit a recommendation to the provost.

7. Post-Tenure Review

A. Third-Year Post-Tenure Review

The third-year PTR should be commenced by LERC's director no later than during the Winter term, in order to allow it to be concluded before the end of the candidate's third-year post-tenure. LERC's director will contact the faculty member and request a CV and personal statement, including a discussion of contributions to institutional equity and inclusion. LERC's director will add to the evaluative file copies of the faculty member's teaching evaluations received during the period under review, including quantitative summary sheets and signed written evaluations, as well as any peer evaluations of teaching conducted during the review period. The file will be reviewed first by a committee, which will provide a written report to LERC's director that may be used as received or placed in additional written context by the department head. For associate professors, the report will specifically present an honest appraisal of progress toward a successful review for promotion to full professor. If the faculty member has undergone an earlier sixth-year PTR that resulted in creation of a development plan due to unsatisfactory performance (see discussion of sixth-year PTR, below), the faculty member's success in addressing concerns will be discussed. The report will be signed and dated by LERC's director and shared with the faculty member, who will also sign and date the report to signify its receipt. The faculty member may provide a written response if they desire within 10 days of receipt of the PTR report; an extension may be granted by mutual agreement between the faculty member and LERC's director. The report and, if provided, response from the faculty member, will be placed in the faculty member's personnel file as maintained at the unit level.

B. Sixth-Year Post-Tenure Review

TTF at LERC will receive a major post tenure review in the sixth year following a promotion. This review will be conducted according to procedures articulated in Section 32 of the Collective Bargaining Agreement between the University and United Academics.

Specifically, the sixth-year review will be initiated by LERC's director, who will contact the faculty member during fall term of the year in which the review will occur.

The following documents will be requested as part of the review: a current curriculum vitae, a 3-6 page personal statement from the faculty member, and a 1-2 page review of sabbatical activities, if applicable.

LERC's director will establish a committee to review these materials according to the procedures outlined in Section 34 of the Collective Bargaining Agreement and forward an evaluation to the Vice-Provost for Academic Affairs.

The promotion committee will include one tenured LERC faculty member and two external members whose scholarly interests enable them to assess the quality of the candidate's work. In the event that there are no tenured LERC faculty available, the committee will include an additional external member capable of assessing the candidate's work

A development plan is required for faculty who are not achieving a satisfactory level of performance. The plan will be developed with appropriate consultation and discussion among the faculty member and LERC's director. Ideally, there will be consensus regarding the development plan, but if consensus is not possible, a plan receiving the LERC director's approval will be forwarded to the Provost or designee for review and approval.

If a sixth-year PTR results in creation of a professional development plan, future PTR for the faculty member will include consideration of the extent to which the terms of the development plan have been met. However, progress toward meeting the goals of such a development plan need not and should not be evaluated solely within the context of the PTR process.