UO Libraries
Career Non-Tenure-Track Faculty (NTTF)
Professional Responsibilities/Workload Policy

I.   Preamble

Because there are many different and complex operations and contributions required for the successful functioning of the UO Libraries, the provision of library programs, services, and resources requires close cooperation and commitment by all Non-Tenure-Track Faculty (NTTF) members in the Libraries. This document is intended to describe areas of work performed by Career NTTF, and to explain how they are defined and the ways in which they fit into a standard workload.

II.   Workload Expectations for Career NTTF

A. Proportions of Full-Time 1.0 FTE expected for professional responsibilities

Full-time Career NTTF members are typically expected to devote 75-80% of their efforts to performance of their assigned library professional responsibilities, and the remaining 20-25% of duties to professional contributions/development (10-15%), and service to the Libraries and University (10-15%), for a total of 100%. Overall, the assignment of library professional responsibilities and the actual percentages of time devoted to these activities may vary, and will be based primarily on position descriptions associated with individual NTTF members.

B. Proportions of Part-Time Below 1.0 FTE expected for library job duties and responsibilities

Part-time Career NTTF members working below 1.0 FTE will have their time divided by the same proportions stated in Section IIA as those for full-time NTTF working at 1.0 FTE.

C. Performance of Assigned Library Professional Responsibilities

Library professional responsibilities cover the following areas of work to different degrees, depending upon the library NTTF member's position description. The primary work assignment for some Library Faculty may be narrowly defined; other Library Faculty may have more diverse assignments. NTTF heads/administrators/ managers have faculty appointments in major functional areas for which they have leadership responsibilities.

- Engagement – Serve as primary liaisons to subject area(s) faculty and users; take the initiative to identify, meet, and facilitate ongoing communication about their resource needs and service expectations.

1

- Teaching and Learning – Design and implement strategic and pedagogically appropriate teaching for library users through a variety of methods and modes, working collaboratively with other faculty. This may include teaching customized, for-credit, library-related courses. Career NTTF are expected to design and teach as needed, to incorporate advances in academic content and pedagogy, and to ensure that they continue to promote student learning outcomes.

- Research and Reference Services – Provide both on-demand and in-depth research consultation and reference services for library users.

- Collections/Content Development – Develop and manage collections to support research and instruction in subject areas, by formulating policies, selecting materials, and digitizing content in relevant formats and languages.

- E-Learning, Digital Scholarship, and Digital Technologies Integration – Promote use of online subject-specific information resources and services to meet user needs and expectations, using current and emerging technologies and information tools optimized for e-learning and digital scholarship.

- Scholarly Communication – Educate and inform faculty, graduate students and campus administrators on issues of scholarly communication.

- Knowledge Management, Digital Assets Management, and Content Acquisitions – Improve discovery, access, and retrieval of information and materials by contributing specialized expertise related to knowledge/information description, organization, and management.

- Resource Sharing and Access Services – Provide leadership and management for long-range planning, functions, and staff handling, resource-sharing operations, circulation, reserves, stacks maintenance, and media services.

- Web Services, Library Technologies and Systems – Provide library and technological leadership and work related to library technology projects and systems; work with stakeholders and public end-users to develop, evaluate, implement, integrate, and support a variety of interfaces, as assigned.

- Contributions Related to the University's Goals Regarding Equity and Inclusion – NTTF members are expected to contribute to the University's goals regarding equity and inclusion. These contributions may relate to their teaching/instruction, scholarship, and service activities as appropriate, as well as involvement with academic and professional associations and/or private sector organizations.

- Supervisory and/or team leadership functions – Serve as formal supervisors of library staff, student assistants, graduate teaching fellow (GTF) members, and/or

other full- or part-time employees who work in the Libraries. This category of work also includes team leadership for collaborative projects or functions that may or may not be associated with formal supervisory role.

- NTTF Heads/Administrators - Functions - As front-line heads or administrators in their designated areas, these NTTF members often assume multiple roles. They act as leaders as they coordinate, implement, and carry out library policy and procedures in their designated areas. Depending on their roles, some may provide oversight or work for mission-critical, 24/7 services or systems for the Libraries and/or the University.

D. Professional Contributions/Development

Research, scholarship, creative activity, and participation in professional/scholarly organizations appropriate to job responsibilities are ongoing responsibilities of all NTTF members. These factors contribute to and further the knowledge base of the Libraries and the academic disciplines of the Libraries on a theoretical or practical level, and enhance the intellectual and professional development of the faculty member. Participation in work- and/or scholarship-relevant training opportunities is also expected as needed.

E. Service to the Libraries and to the University

Service to the Libraries and the University is essential for all library NTTF members. Active attendance at and participation in the working groups and committees of the Libraries and the University, as applicable, and in the Library Faculty and Officers of Administration (LFOA) group are expected. Contributions to the community through library-related work are also appropriate.

III.   Teaching and Service Assignment Process for NTTF Members

A. Library Professional Responsibilities

Except as otherwise determined by the Provost, Dean, or other designee, the Dean or her/his designee shall be responsible for the assignment of all NTTF members' professional responsibilities through the establishment of specific position descriptions for individual NTTF members. A NTTF member shall be afforded the opportunity to meet with her or his direct supervisor at least annually and/or before responsibilities are assigned, to discuss her or his preferences regarding assignments for library responsibilities, service, and other duties, and anticipated resource needs. Faculty members may request to adjust schedules or assignments. The Provost or designee may modify assignments, provided that the Dean or designee discusses changes with the faculty member before they are made and that changes are not made for arbitrary or capricious reasons.

 Assignment of professional responsibilities shall reflect a realistic balance of duties consistent with the criteria for review.

The allotment of stipends will be consistent with university policy.

B. Teaching and Service Outside the Libraries

A Career NTTF faculty member may be offered release from percentages of their Section II-C, -D, and/or -E responsibilities to teach a course(s) in another department or program, or to perform administrative service outside the home department. Approval of such assignments is at the discretion of the Provost, Dean, or other designee, acting in consultation with the administrations of both the home and the host departments or programs.

C. Release for External Grants and Fellowships

A Career NTTF who has received, or is supported by, an external grant or fellowship may be released from percentages of their Sections II-C, -D, and/or -E responsibilities, so long as (a) sufficient buyout funds are available from the grant or fellowship and or other approved sources to fund the replacement of the release percentage of work; and (b) such release from Section II-C, -D, and/or -E responsibilities would not, in the judgment of the Dean or designee unduly compromise the Libraries' ability to meet the teaching, service, and other components of its mission. The applicable buyout rates and guidelines of replacement are those set form on the date that the release is first approved.

D. Overload Assignments

An overload assignment must be approved by the Dean or her/his designee, after consultation with the NTTF member and her/his direct supervisor. An overload assignment will be considered if: (1) the assignment is in addition to the faculty member's regular assignment and FTE status; (2) the assignment is a one-time or limited assignment made by the Provost or designee, that is in addition to or different from the usual assignments for the member's classification and rank.

Except as otherwise indicated in the June 10, 2014, Memorandum of Understanding regarding overload assignments, or in successor agreements, overload appointments will be assigned an FTE percentage commensurate with normal workload duties and compensated accordingly. Faculty may request that overload compensation take the form of Section II-C, -D, and/or -E percentage release. No bargaining unit faculty member may be disciplined or terminated for refusing an overload assignment. Appointments for which compensation is paid, in whole or in part, with federal funds may be ineligible for overload compensation.

Revised and approved by unanimous vote of the Library Faculty and Officers of Administration (LFOA) at the January 13th, 2015 special meeting of the LFOA. Associated documentation is noted in the minutes of the LFOA for this meeting.

Minor revisions to make language consistent with other policy documents approved by unanimous vote of the Library Faculty and Officers of Administration (LFOA) at the May 7, 2015 meeting of the LFOA. Associated documentation is noted in the minutes of the LFOA for this meeting.

Approved by Academic Affairs on March 17, 2016.

Appendix:

Selected Performance Areas Further Defined*

The library profession faces significant change and this is reflected in the changing and expanding roles of library NTTF members. The framework described below is intended to help articulate both ongoing and new roles and responsibilities. The Framework includes most work performed by library NTTF members, but not every individual will do everything in the framework.

Engagement
Actively engage with faculty, students, and staff in assigned areas, developing strong working relationships. Promote current services and collections. Be knowledgeable about and able speak to a range of library issues, including scholarly communication, the development of new online tools, and the integration of information literacy skills into the curriculum. Assess user needs to develop and maintain relevant, high-quality services and collections. Analyze trends in departmental teaching and research programs, stay abreast of scholarship in the disciplines themselves, and use this knowledge to respond to departmental needs. Seek opportunities to collaborate and establish partnerships with departments, including the creation of digital content and services.

Teaching and Learning
Actively engage with faculty and graduate teaching assistants as partners in programmatically integrating information literacy concepts and skills into the curriculum. Using sound instructional design practice, develop learning materials and instructional sessions in a variety of formats that teach students to: recognize information needs, create successful search strategies, and evaluate and effectively use information resources in all formats, including archival and other primary materials as well as secondary sources; understand the research and scholarly communication patterns of their chosen disciplines; and understand the economic, social, and legal issues around the use of and access to information. Deliver effective instructional sessions as appropriate. Determine when it is more appropriate to have students use online tools; or to give learning materials to faculty and teaching assistants for their incorporation into class sessions. Conduct needs assessment as appropriate and selectively measure instructional outcomes in order to ensure effectiveness of instructional initiatives. Maintain an up-to-date knowledge of relevant University and department curriculum initiatives, in order to keep information literacy program consistent with University curriculum.

Research and Reference Services
Actively seek opportunities to provide customized research and reference services, which include: providing consultations that involve subject or other specialized areas of expertise (e.g., in-depth knowledge of copyright or scholarly communication issues or specific collections); answering research and reference questions in a variety of modes (chat, email, phone, desk/in-person) and individual / group consultations; and applying

knowledge of how research is conducted in certain disciplines. Provide high quality reference and research support by: offering assistance and one-to-one instruction in finding and evaluating information; assisting users in accessing library resources and services; and documenting and analyzing data on reference transactions, both at service points and for customized reference transactions.

Collections/Content Development
Build and manage library collections and content in assigned subject areas, through: systematically selecting material in appropriate formats (print, manuscripts, digital, data sets, fixed and streaming multimedia), to serve the current and future research, teaching, and learning needs of UO clientele; build on collections of distinction that may also serve regional, national and international users; manage collection funds efficiently, effectively, and in a timely manner; strategically assess and make decisions regarding the acquisition, retention and preservation of collections; work proactively with technical and access services staff on appropriate arrangement, description, cataloging and provision of access to traditional collections and electronic resources; discover and recruit institutional scholarly output, research data and other content for inclusion in the University Libraries' digital initiatives; and develop and maintain relationships with dealers and donors (of both in-kind and monetary gifts).

E-Learning, Digital Scholarship, and Digital Technologies Integration
Identify areas where new online learning and digital tools can place the Libraries into the flow of teaching, learning and research. Collaborate in the design, implementation, and maintenance of online tools and services that meet the needs of discipline/interdisciplinary research communities. Actively participate in the coordination and integration of online tools in support of teaching, learning and research.

Scholarly Communication
Educate and inform faculty, graduate students, and campus administrators about scholarly communication issues. Examples include: helping faculty and graduate students to understand their rights as authors; contributing content to copyright and/or scholarly communication web sites; advocating for sustainable models of scholarly communication; working closely with faculty and students to understand their changing workflows and patterns of scholarly communication; assisting in the development and creation of tools and services to facilitate scholarly communication; assisting in content recruitment; identifying digital resources that require long-term preservation and merit sustained access; and helping to shape the infrastructure in which digital preservation and access can successfully evolve.

Knowledge Management, Digital Assets Management, and Content Acquisitions – Ensure seamless and accurate access to scholarly information in many formats and across numerous platforms, by enhancing discovery interfaces, tools, and descriptive/administrative metadata, and by acquiring and organizing resources that meet the University's curricular and research needs. Examples include: contributing to the development and implementation of data management tools and services to meet evolving e-research needs; working with Acquisitions specialists on managing funds;

supporting the creation of digital collections by curating materials and contributing specialized expertise to their processing and description; negotiating with vendors concerning prices and licensing for materials produced externally; acquiring, managing, preserving, and presenting digital information in all formats applying indexing and metadata; and maintaining the Library's inventory/cataloging, archival, and University-wide repository databases.

Resource Sharing and Access Services – Provide leadership and participate on library project teams and on local, regional, and consortia-based initiatives that are formed to ensure extensive access to the world of information along with very fast turnaround times for users. This includes but is not limited to: maintaining awareness of access services / interlibrary loan-specific best practices, software/hardware platforms used nationally; recommending changes/upgrades as better services and products come on the market; directing the implementation of new platforms (working with Library Systems staff and interlibrary loan staff), and providing staff training on software and UO procedures.

Web Services, Library Technologies and Systems – Develop web-based research support tools and digital resource services, and provide leadership in the system-wide implementation, maintenance, and integration of library systems, records, and data, with an emphasis on interoperability, data coordination, and sharing among various library systems. This includes but is not limited to: assessing and guiding the libraries' web presence, including the structure, branding, and design of the libraries' website; guiding the seamless integration of systems data for discovery, searching, and access functions; collaborating on the interface customization of web tools and embedded systems; conducting analyses of best practices, reviews of usage data, and usability testing to facilitate decisions about the libraries' web presence and systems interfaces; and reviewing, testing, and recommending systems changes for library functions and services.

NTTF Department Heads/Administrators - Functions
Coordinate overall operational activities of assigned areas, facilitating relationships with other groups in the Libraries, evaluating needs and processes, and addressing the implementation of policies and procedures as appropriate. Prepare narrative and statistical reports for assigned functions, and prepare additional documentation on activities and progress as required.

*Some components of this model were adapted from the University of Missouri Libraries in its "Library NTTF member Position Description Framework," and Duke University Libraries in its document "Engaging with Library Users: Sharpening Our Vision as Subject Library NTTF members."