MINUTES OF THE C-FACULTY SENATORS COUNCIL MEETING OF NOVEMBER 13, 2018

The New York University Continuing Contract Faculty Senators Council (C-FSC) met at noon on Tuesday, November 13, 2019 in the Global Center for Academic & Spiritual Life at 238 Thompson Street, 5th Floor Colloquium Room.

In attendance were Senators Caprio, De Bartolo, Ferguson, Gershman, Gold-Von Simson, Howard-Spink, Illingworth, James, Killilea, Leone, Mitnick, Patterson, Renzi, Saravanos, Slater, Unnikrishnan, Wang, Watkins, White, Williams, and Youngerman; Alternate Senators Bianco, Cohen, Funk, Grillo, Hersh, Kleinert, Lim, Lin, Maynor, Nielsen (for Unnikrishnan), Ritter, Shullenberger (for Liston), Taitel, Talib (for Jahangiri), and Tourin (for Lee).

APPROVAL OF THE AGENDA

Upon a motion duly made and seconded, the meeting agenda was approved unanimously.

APPROVAL OF THE MINUTES OF THE MEETING HELD OCTOBER 18, 2018

Upon a motion duly made and seconded, the minutes of the October 18, 2018 meeting were approved unanimously.

SPECIAL PRESENTATION: PRESIDENT ANDREW HAMILTON

Vice Chairperson Slater announced the discussion points for President Hamilton include student success initiatives, rankings, and sexual misconduct trainings.

He read the following question for Hamilton: “student success is clearly an important initiative and continuing contract faculty play a vital role. However there have been initiatives under student success, such as spring admits, that were put in place with very little to no consultation with faculty. When they are new programs such as this, how can the faculty be more involved in the beginning phases?”

Hamilton responded that student success is an institutional priority. The areas the University is focused on include advising, financial aid, and mechanisms for identifying students at risk. He noted the critical role continuing contract faculty play, particularly in helping to identify students at risk academically, emotionally, etc.

In terms of spring admits, he stated this is a program recommended by enrollment management that offers students an additional semester to prepare for college. It also helps address space issues at NYU. He noted the importance of consultation and stated this program is focused as a pilot in Liberal Studies and he anticipates feedback from this pilot program will become part of the next step. He reported many Universities have spring admits. It is a program with an academic rationale and also administrative benefits, as student housing has waitlists in the fall, but space openings in the spring when students study abroad.

A Senator noted continuing contract faculty concerns regarding its effect on planned leaves of absence, summer teaching demands, and lack of university-wide compensation guidelines for summer teaching, and use of adjuncts.
Hamilton emphasized the pilot program will help identify unanticipated consequences and address specific concerns. He noted the University’s priority of affordability and stated one way to manage affordability is to accelerate the time to degree, provide more efficient use of spring resources, and greater use of summer facilities.

He stated there are variations across schools and department regarding the summer. Currently there is not a universal summer policy or common start date. He commented as the University focuses more attention on the summer for academic purposes, it can be an opportunity to reach a better standardization of the calendar and teaching policies.

In regards to rankings, he noted while rankings should not solely govern the strategic priorities of a University, there is a need to focus on areas such as graduation rates, retention rates, and admissions. He emphasized the important role of continuing contract faculty because of their connection and ability to support students, which will consequently positive impact these rankings.

Hamilton provided an update on the mandatory sexual misconduct training. He stated that over 80% of faculty have completed the training. The number of adjuncts is lower, and the School Deans are working to improve this number.

He stated both the City of New York and the state of New York now have legal requirements for all employees to go through a state approved module for sexual misconduct training. Therefore, the University will need to roll out an enhanced sexual misconduct training that will be compliant with state and city mandates.

**BEING @ NYU REPORT REVIEW AND DISCUSSION: PRESIDENT ANDREW HAMILTON AND LISA COLEMAN**

Hamilton introduced Lisa Coleman, Senior Vice President for Global Inclusion, Diversity, and Strategic Innovation. One of Coleman's first tasks was to oversee the assessment of the Being@NYU survey.

Coleman reported the survey was opened last year from November 16 to December 17. There were 21,699 participants who took the assessment, which is a participation rate of about 31.1%, with the following breakdown: 33.1% of Undergraduates, 23.8% of Graduate/Professional students, 5.5% of Non-Degree Students, 30.0% of Faculty, and 54.7% of Staff/Administrators.

She listed the overarching findings: 81% of respondents were “very comfortable” or “comfortable” with the overall climate at NYU, 75% of faculty, postdoc, professional research staff, administrators, and staff respondents were “very comfortable” or “comfortable” with the climate in their departments, programs, and work units, and 84% of students, postdoc, and faculty respondents were “very comfortable” or “comfortable” with the climate in their classes.

Within the last year, 17% of respondents personally experienced exclusionary conduct at NYU that interfered with their ability to work, learn, or live at NYU, 27% of respondents observed exclusionary contact at NYU, 42% of faculty respondents seriously considered leaving NYU, and 55% of staff/administrator respondents seriously considered leaving NYU.

She noted they are now in the process of studying the data more closely and examining the qualitative comments.

Coleman highlighted the partnerships with various offices. Through the partnership with the Office of Enrollment Management, they are looking at the fellowship programs and programs that help students who come from disadvantaged backgrounds.

In conjunction with the Office of the Provost, they are pursing faculty retention and recruitment inclusive excellence efforts. They are also partnering with the Work Life Office.
She reported they are working to improve the glitches in the system to change preferred name and pronoun.

She stated they are bringing together all global academic site directors, to discuss the work of diversity, inclusion, belonging, and equity in the global environment.

Coleman reported on the new positions in the Office of Equal Opportunity (OEO), including investigators and a position that will focus on faculty.

She noted new pilot programs including one for administrators on inclusive excellence and a series of panel discussions focusing on moral diversity and teaching across difference in the classroom, particularly cognitive and learning differences as well as cross cultural differences. She reported there are in process of developing a position of director of disability inclusive culture.

In addition, they have included more resources on the bias response line. Next steps include looking at improved childcare support, focusing on women in underrepresented fields in STEM, and women's mentoring programs.

She reported that across all schools, including NYU Abu Dhabi and Shanghai, there is now a Senior Diversity Officer. There will also be committees focusing on the specific issues related to students, staff committee, academic affairs, and global inclusion.

She noted they are using the Being@nyu website as the main communication tool for updates, tool kits, and information sharing.

In response to questions on climate surveys, she stated NYU used the firm of Rankin & Associates, Consulting, which has experience in these types at survey at Universities. Next follow-up steps include pulse assessments, further analysis of the data, and focus groups.

A Senator inquired on the differences in schools, for instance how diversity-related education and trainings would differ between Stern, Tisch, Social Work, etc. Coleman noted that having a Senior Diversity Officer at each school allows for specificity to address the different cultures and issues at each school and offer the best training and programs for the individual school.

In response to a question on best practices, Coleman stated in developing the website, they will bring the inclusion officers together to examine best practices across the various disciplines.

A Senator asked about the recruitment and retention of diverse faculty. She responded this will be part of the best practices, including how to best conduct searches, etc.

A Senator asked about gender neutral housing. Coleman stated they received a lot of information from the assessment regarding the transgender community and it is another area they are exploring.

A Senator asked about accessing survey results by school level information. Coleman responded they received the final report in June and anticipate having the school level data by January. Her office will send out these reports and post on the website. She noted the importance of preserving anonymity, therefore low response rates in particular schools or divisions will not be released.

She reported schools will be able to request, through a template process, specific information. These requests will be made through institutional research.

The Council thanked President Hamilton and Lisa Coleman for their visit.
CONTINUING CONTRACT FACULTY (C-FACULTY) AND THE GLOBAL NETWORK/GLOBAL CONNECTIVITY: ELIOT BORENSTEIN AND MARTIN KLIMKE

Borenstein and Klimke introduced themselves as Co-Chairs of the Faculty Committee on NYU's Global Network. Borenstein noted the Committee has been in effect for five years and began as a way to examine the role of faculty in planning and developing the academics of the global network.

In the beginning, the Committee focused on information gathering and then began working on the question of coordinated hiring at the portals. He clarified when someone is hired in a tenure-track position at a portal campus, the department or unit on the square is part of the decision making process from start to finish.

The Committee was tasked with analyzing the various aspect of this plan and developing a recommendation. They recommended having connectivity be based primarily on identifying faculty members on the square who have relevant expertise rather than identifying departments. An affiliation with a department would happen presumably after the person is hired. The Committee is now looking to analyze the role of c-faculty at the portals, particularly to what extent the global network is available as a resource for c-faculty and how faculty are able to circulate in the global network.

Klimke reported NYU Abu Dhabi is currently in the process of revising the c-faculty guidelines. The Committee hopes to develop another report by the end of the academic year with a focus on c-faculty.

A Senator recommended finding ways to encourage affiliations between c-faculty on the square and AD and Shanghai. She also noted that while many of the same opportunities are available to c-faculty as t-faculty, the language in the documents is written in a tenure focused way and can be unclear as to who it applies. The Co-chairs agreed on the importance of changing the language to be inclusive of c-faculty.

In their report and next recommendation to the University leadership the Committee wishes to make clear how c-faculty can affiliate either with AD or Shanghai.

Senators discussed the variations between schools and compensation when teaching at global campuses. It was noted these policies are school rather than global based. The need for best practices was discussed.

Senators supported the notion of c-faculty being encouraged to circulate in the portals, noting professional development opportunities, benefits to retention, and an institutional opportunity in curricular cooperation, research, and creative activities.

The again co-chairs noted the Committee is examining the equity between t-faculty and c-faculty in global network opportunities.

REPORT FROM THE CHAIRPERSON: MARY KILLILEA

See attached Document A.

There was no discussion or questions on the Chair’s Report. The Chair’s Report was accepted into the minutes.

PRESENTATION, DISCUSSION, AND VOTE

See attached Document C.

C-FSC Compensation Survey
Vice Chairperson Slate reported on the salary survey. The Finance Committee asked for a report on continuing contract salary across the University, but has not yet received this information. Therefore the Committee recommends the C-FSC develop its own survey related to salary. He noted recently the Committee learned that the Finance Office will be gathering a report related to salary, including demographic data, however the Committee is unsure what information will be shared with the Council.

Senator debated the merits of doing the survey, questioning what data the administration would provide and how they would analyze, the challenges of a low response rate, and the benefits of the Council obtaining data and making it clear this is an important issue to the Council.

A Senator recommended in Questions 4 and 5, to specify the number of years in whole years or in years and months.

A Senator suggesting adding a question related to increased workload. Slater noted the intent of the Committee was to focus on salary and compression issues only.

A Senator recommended providing information on how respondents can access their salary information.

The survey questions, with minor amendments, were approved by vote of the Council. The Committee will make the edits and send the survey to all c-faculty.

**COMMITTEE REPORTS**

*See attached Document B.*

**Discussion/Questions on the following submitted reports:**

**Educational Policies & Faculty/Student Relations**

A Senator stated on May 11, 2017, the Committee issued a report and recommendations on the use of student evaluations, which was approved by the C-FSC with some minor revisions. In the process of making the minor revisions, the document was never sent to the Provost. By general consensus, the Council agreed this document should be sent to the Provost.

**No Discussion on the following submitted reports:**

Faculty Benefits & Housing
Financial Affairs
Undergraduate Program Committee
Undergraduate Academic Affairs Committee

**Reports at Meeting:**

There were no additional reports at the meeting. The reports were accepted into the minutes.

**ADJOURNMENT**

The meeting adjourned at 2:00 PM.
1. Welcome

Thank you, for all of the work they are doing for the C-FSC, Senate and larger University. I very grateful to have such wonderful dedicated colleagues.

2. Steering Committee Meeting with the Provost
   The steering committee met with Provost Fleming on Thursday October 25, 2018 and discussed four topics:

   1. We asked how the Provost's office will be supporting the deans in addressing compression at the school level and were informed that Tony Jiga will be leading an analysis of school level salaries of full-time continuing contract faculty.

   2. We discussed the need for better communication from the deans to faculty regarding AMI both in terms of the amount of the AMI pool (2.0% vs. 2.5%) and the process for determining and individuals AMI.

   3. We discussed the need for an HR point person at the University level that would be available to support faculty who have questions about AMI, reappointment and promotion in addition to the school level HR resources.

   4. We are also working on making lecterns more available in classrooms.

3. Steering Committee Meeting with the President
   The steering committee met with President Hamilton on Friday October 26, 2018. I was not able to attend, so Larry Slater (vice-chair) ran the meeting. During this meeting there was a lengthy discussion about the University's rankings as presented by President Hamilton at the first Senate Meeting. We specifically asked about ways that can faculty can support the University's goals. The discussion focused on 2 areas:

   1. Academic Excellence and Reputation - here there are a lot of little things we can do (i.e. making sure NYU is visible on articles
and presentations, keeping CVs current, and highlighting international collaborations, etc)

2. Student Success - specifically the focus is on first to second year retention

One other topic discussed at the meeting was the sexual harassment training. Please do whatever you can to encourage faculty at your school to complete the training.

4. **Engagement with the Board of Trustees**
Several meetings have been scheduled between members of the Board of Trustees and various Senate Committees.

- Today Bill Berkley, Chair of the Board of Trustees, is hosting a lunch of University Leaders. There will be another lunch in the spring.
- The Senate Executive Committee will meet with the Board Executive Committee on December 4, 2018 and June 12, 2019
- The C-FSC Steering Committee will meet with Members of the Board of Trustees on December 11, 2018. Please let me know if there are topics you think we should be discussing.
C-FSC Educational Policies and Faculty/Student Relations Committee

Date: November 05, 2018

Members: Scott Illingworth (Chair), Spiros Frangos, John Gershman, Fidelindo Lim, Noelle Molé Liston

The committee met on October 26th. John Gershman, Scott Illingworth, Fidelindo Lim, and Noelle Molé Liston were present.

REPORT

The committee continues to gather data on how the spring admit pilot program is impacting contract faculty in relevant departments and what existing local policies about Add Comp, Paid/Unpaid leave, and course reductions might alter both explicit and implicit expectations about workload and schedule if the program were to expand.

In addition to current areas of engagement, the committee discussed some items of interest to assess if they might fall under the purview of the committee. These included the differing nature of advising as a part of contract faculty workload from school to school and how language related to ‘service’ in contracts impact contract renewals. We also discussed how faculty might help provide students social and political context for the portals/sites if they have been there and/or taught there. We discussed other potential ways faculty might engage with students to increase/improve retention including a fund that would support excursions out of the classroom for academically related cultural or artistic events.

Members Gershman and Illingworth met with MJ Knoll Finn, members of her team, and members of the T-FSC committee to discuss ongoing areas of interest for MJ’s office. She presented data related to the University’s efforts to improve undergraduate retention including by demographic and major ‘stumble courses’. The team discussed the value of the NYUConnect system for collaborating with colleagues and generating data that can help identify students who might be struggling before more obvious signs occur.

They also shared an upcoming initiative to ensure proper reporting of student engagement as required by federal law. Starting this spring, faculty will need to confirm that the students on the roster of each class are, in fact, enrolled and attending. This is related to federal student aid funding. The specifics of the faculty’s role is still in process and every effort is being made to ensure the administrative burden is as small as possible.

We also raised the issue of unintended consequences from the spring admit pilot program, including the potential loss of unpaid leave in departments where these new students create additional need for spring faculty.

Respectfully submitted,

Scott Illingworth
Committee on Faculty Benefits and Housing

On October 23, 2018, the C-FSC, T-FSC, and AMC Benefits Committees met jointly with Trish Halley, the University’s Assistant Vice President for Global Benefits, and with Jan Rezler from the University’s retirement plan consulting firm, Cammack Retirement. Present for the C-FSC were Michael Ferguson, Joe Foudy, Vincent Renzi, and Scott Taitel.

The committees received an introduction to the work of the University Retirement Plan Committee and a brief overview of the consultants’ quarterly briefings to that group.

We expect that the three benefits committees will continue to meet quarterly and to receive overviews of these briefings.

A number of questions were raised about the retirement plan, including the possibility of offering a Roth option for the supplemental component of the plan, and about the C-FSC’s March 2018 call for inclusion of the Vanguard Total International Bond Index Fund as a direct investment option.

Respectfully submitted,

Vincent Renzi,
chair
Undergraduate Program Committee

C-FSC Representative: Larry Slater

The committee met on September 27, 2018 and October 29, 2018.

At the September meeting, the committee received an update on two proposals from Tandon that were approved at the end of the spring semester: minor in Transportation and minor in Urban Informatics. Both were made available starting this term. The committee also received an update on several program change requests currently in progress with NYSED. All of these program changes were originally reviewed by the UPC in previous years. Finally, the committee reviewed the UPC and New York State proposal forms, seeking to provide congruence between the two in order to make the process more seamless when submitting new program proposals (the UPC form to match more closely to what must be submitted to the state).

At the October meeting, the committee reviewed two new memos of intent: major in Data Science (CAS/Center for Data Science) and a major in Bioengineering (NYU Abu Dhabi). The committee provided feedback and a request for further information on both memos. The committee then reviewed revisions to existing programs, including a rebranding of the minor in Poverty Studies at Silver to Inequality Studies, and the creation of a non-honors option for the CAS program in International Relations. The committee was apprised of the progress of program updates with NYSED. The committee then provided additional feedback to the proposed changes to the UPC proposal form.
UAAC Committee Report

The Undergraduate Academic Affairs Committee met on Wed., Oct. 31st.

The committee spoke at length, and with some additional information from Sarah Beth Bailey, (Assistant Dean for New Students, CAS) about academic integrity. A sub-committee is beginning to work on such ideas as centralizing reporting of academic integrity concerns for individual students, and building a more robust educational effort around integrity (perhaps as a form of intervention for students who have a first “offense”).

The committee has also been exploring ways to create a more unified undergraduate educational experience. One idea that appears to be moving forward is to coordinate so-called summer/common reads for incoming first-year students. The current working plan would keep individual school-level committees in place (as is the current custom in most schools) to select the common reads -- but those selections would be, in effect, nominations to a centralized “NYU Reads” committee. That committee would then make one selection for all of NYU. The hope is that, by coordinating this effort for all incoming first-year students, additional programming/curricular planning can happen such that the book becomes a more prominent feature of the first-year experience. (The perception, now, is that many students do not think about the book after the August orientation week is over). Gallatin was held up as a particular model for engagement with a common read, as they offer faculty symposia later in the semester.

The committee also heard a presentation on Vertically Integrated Projects from Jack Bringardner (Tandon, Civil and Urban Engineering). VIP is a co-curricular system to create, essentially, undergraduate research teams; NYU has taken up this system, which is used nationally at a number of (largely) Engineering schools. Students commit to being part of a team for at least 3 semesters, during which they may get academic credit (1 credit, say) for this effort. Faculty lead the team, but it is also a mechanism to create peer mentorship (between older and newer student members of the team). Professor Bringardner, it was noted, is himself a contract faculty member; this model could provide an opportunity for CF who do not have, say, funding for graduate students, to nonetheless be involved in directing student research teams. The model is entirely opt-in, and currently seen as a kind of service.

--Respectfully submitted by Ethan Youngerman
Dear Full-Time Continuing Contract Faculty:

The Full-Time Continuing Contract Faculty Senators Council (C-FSC) has been working since its inception to address issues of salary, compression, equity, professional development, and merit increase for our faculty across the university. In its efforts to build a more comprehensive understanding of these issues, the Finance and Policy Planning Committee of the C-FSC is seeking your anonymous participation in a general compensation survey for full-time, non-tenure track faculty at NYU. The C-FSC feels this next step is vital in collecting information needed to better represent our faculty constituents.

We appreciate your thoughtful responses to our short, 11-question survey that should take less than 5 minutes to complete if you have the requisite information available. This information includes annual base salary, additional average annual compensation (e.g., administrative appointments, summer teaching, etc.), annual professional development fund (or research fund) allocation, and latest annual merit increase.

Data obtained from this survey will be aggregated to provide a complete breakdown of salary bands across the university, as well as a school by school breakdown. The C-FSC will share this data with our continuing contract faculty across the university (planned release early spring), as well as appropriate University Senate and administrative colleagues involved in discussions related to faculty compensation.

*For your confidentiality, please note that the C-FSC will not release any aggregate data based on faculty title/rank or demographics for schools/colleges/centers/institutes that do not have a minimum of at least five (5) respondents for every category. In such instances, only overall school data will be used in reports.*

Thank you for your participation in this important survey. We appreciate your thoughtful response.

Regards,

The Finance and Policy Planning Committee
Tommy Lee, Chair, Tandon School of Engineering
Joseph Carter, School of Medicine
Leila Jahangiri, College of Dentistry
Maria Patterson, Stern School of Business
Jamie Skye Bianco, Steinhardt School
Larry Slater, Rory Meyers College of Nursing
Susan Stehlik, Ex Officio, Stern School of Business
Section 1. Employment

1. Select your primary school/college/center/institute affiliation.
   - Center for Urban Science and Progress
   - College of Dentistry
   - College of Global Public Health
   - Courant Institute of Mathematical Sciences
   - Division of Libraries
   - Faculty of Arts and Science (except for Global Liberal Studies)
   - Gallatin School of Individualized Study
   - Global Liberal Studies
   - Institute for the Study of the Ancient World
   - NYU Abu Dhabi
   - NYU Shanghai
   - Rory Meyers College of Nursing
   - School of Law
   - School of Medicine
   - School of Professional Studies
   - Silver School of Social Work
   - Steinhardt School
   - Stern School of Business
   - Tandon School of Engineering
   - Tisch School of the Arts
   - Wagner Graduate School of Public Service

2. Select your academic title/rank.

   [Please review list of titles by school/college/center/institute at the end of the survey.]

3. Select your standard academic-year contract length.
   - Nine (9) months (whether paid over 9 or 12 months)
   - Ten (10) months (whether paid over 10 or 12 months)
   - Twelve (12) months
   - Other. Please describe: ___________________________

4. Specify the number of years (to one decimal place) you have been working at NYU in a full time capacity.

   ___________________________
5. Specify the number of years (to one decimal place) you have held your current academic title/rank.
Section 2. Compensation

For compensation values (Questions 6-9), please put in U.S. dollars and round to the nearest whole dollar (e.g., 65250 or 102799). Also, do not include, dollar signs or commas. For percent (Question 9), please provide to two decimal places (e.g., 2.25 or 1.50) but do not include the percent sign.

6. What is your annual base contract salary? Please do not include overload, additional administrative appointments, or other additional compensation, which can be provided in Question 5 below.

________________________

7. What is your average annual additional compensation, including administrative appointments and/or additional teaching (e.g., January or summer terms)? Please only include the amount above the annual base contract salary listed in Question 4. If none, please put 0 (zero).

________________________

8. What is your annual allocation for professional development funds and/or research funds (individual development account [IDA])?

________________________

9. What was your most recent percent annual merit increase (AMI)?

________________________
Section 3. Demographics

   - Male
   - Female
   - Transspectrum
   - Prefer not to answer

11. Please describe how you identify yourself in terms of your race/ethnicity. If you prefer not to answer, please type “Prefer not to answer.”
2. Select your academic title/rank.

[Please review list of titles by school/college/center/institute below.]

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Display This Question:
If Select your primary school/college/center/institute affiliation. = (1) Center for Urban Science and Progress

2.1 Select your academic title/rank. (Center for Urban Science and Progress)

- Professor - NTE
- Associate Professor - NTE
- Other. Please describe: ____________________________

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Display This Question:
If Select your primary school/college/center/institute affiliation. = (2) College of Dentistry

2.2 Select your academic title/rank. (College of Dentistry)

- Research Professor
- Research Associate Professor
- Research Assistant Professor
- Research Instructor
- Clinical Professor
- Clinical Associate Professor
- Clinical Assistant Professor
- Clinical Instructor
- Other. Please describe: ____________________________

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Display This Question:
If Select your primary school/college/center/institute affiliation. = (3) College of Global Public Health

2.3 Select your academic title/rank. (College of Global Public Health)

- Clinical Professor
- Clinical Associate Professor
- Clinical Assistant Professor
- Other. Please describe: ____________________________
2.4 Select your academic title/rank. *(Courant Institute of Mathematical Sciences)*

- Clinical Professor
- Clinical Associate Professor
- Clinical Assistant Professor
- Industry Associate Professor
- Senior Lecturer
- Lecturer
- Other. Please describe: _________________________

2.5 Select your academic title/rank. *(Division of Libraries)*

- Assistant Librarian of Practice
- Other. Please describe: _________________________

2.6 Select your academic title/rank. *(Faculty of Arts and Science)*

- Professor with Chair - NTE
- Professor - NTE
- Clinical Professor
- Clinical Associate Professor
- Clinical Assistant Professor
- Master Teacher
- Senior Language Lecturer
- Language Lecturer
- Other. Please describe: _________________________
2.7 Select your academic title/rank. *(Gallatin School of Individualized Study)*

- Clinical Associate Professor
- Clinical Assistant Professor
- Other. Please describe: __________________________

2.8 Select your academic title/rank. *(Global Liberal Studies)*

- Clinical Professor
- Clinical Associate Professor
- Clinical Assistant Professor
- Master Teacher
- Other. Please describe: __________________________

2.9 Select your academic title/rank. *(Institute for the Study of the Ancient World)*

- Clinical Assistant Professor
- Other. Please describe: __________________________
2.10 Select your academic title/rank. *(NYU Abu Dhabi)*

- Arts Professor
- Associate Arts Professor
- Assistant Arts Professor
- Professor - NTE
- Associate Professor - NTE
- Assistant Professor - NTE
- Professor of Practice
- Associate Professor of Practice
- Assistant Professor of Practice
- Senior Lecturer
- Lecturer
- Other. Please describe: ____________________________

2.11 Select your academic title/rank. *(NYU Shanghai)*

- Arts Professor
- Associate Arts Professor
- Assistant Arts Professor
- Clinical Professor
- Clinical Associate Professor
- Clinical Assistant Professor
- Professor - NTE
- Associate Professor - NTE
- Assistant Professor - NTE
- Professor of Practice
- Associate Professor of Practice
- Assistant Professor of Practice
- Research Professor - NTE
- Senior Lecturer
- Lecturer
- Senior Language Lecturer
- Language Lecturer
- Recitation Instructor
- Other. Please describe: ____________________________
2.12 Select your academic title/rank. *(Rory Meyers College of Nursing)*

- Clinical Professor
- Clinical Associate Professor
- Clinical Assistant Professor
- Clinical Instructor
- Other. Please describe: ____________________________

2.13 Select your academic title/rank. *(School of Law)*

- Clinical Professor
- Clinical Associate Professor
- Other. Please describe: ____________________________

2.14 Select your academic title/rank. *(School of Medicine)*

- Professor (Research)
- Associate Professor (Research)
- Assistant Professor (Research)
- Professor (Clinical)
- Associate Professor (Clinical)
- Assistant Professor (Clinical)
- Associate Curator
- Assistant Curator
- Other. Please describe: ____________________________
2.15 Select your academic title/rank. (School of Professional Studies)

- Clinical Professor
- Clinical Associate Professor
- Clinical Assistant Professor
- Language Lecturer
- Other. Please describe: ____________________________

2.16 Select your academic title/rank. (Silver School of Social Work)

- Clinical Professor
- Clinical Associate Professor
- Clinical Assistant Professor
- Other. Please describe: ____________________________

2.17 Select your academic title/rank. (Steinhardt School)

- Professor - NTE
- Clinical Professor
- Clinical Associate Professor
- Clinical Assistant Professor
- Music Professor
- Music Associate Professor
- Music Assistant Professor
- Other. Please describe: ____________________________
2.18 Select your academic title/rank. *(Stern School of Business)*

- Professor with Chair - NTE
- Professor - NTE
- Clinical Professor
- Clinical Associate Professor
- Clinical Assistant Professor
- Other. Please describe: __________________________

2.19 Select your academic title/rank. *(Tandon School of Engineering)*

- Professor - NTE
- Industry Professor
- Industry Associate Professor
- Industry Assistant Professor
- Research Associate Professor
- Senior Lecturer
- Lecturer
- Other. Please describe: __________________________

2.20 Select your academic title/rank. *(Tisch School of the Arts)*

- Arts Professor
- Associate Arts Professor
- Assistant Arts Professor
- Teacher
- Other. Please describe: __________________________
Display This Question:
If Select your primary school/college/center/institute affiliation. = (21) Wagner Graduate School of Public Service

2.21 Select your academic title/rank. *(Wagner Graduate School of Public Service)*

- Clinical Professor
- Clinical Associate Professor
- Clinical Assistant Professor
- Other. Please describe: ____________________________