

C-FSC Education Policy and Faculty/Student Relations

Report on the Use of Language Regarding Course Evaluations in Contract Faculty Review, Promotion, and Retention

The following is a summary of the number of direct and indirect references to the use of course evaluations in the review, promotion, and retention of continuing contract faculty across NYU. It should be noted that some schools do not yet have approved contract faculty guidelines. The references are listed by school and the pages cited are from the published versions available via the Provost's office or the school specific pages referenced.

We included instances where the documents referenced teaching excellence or a review of teaching without specifying the manner of or instruments used for such evaluation.

The samples below cover the major ways this language is used in the existing documents. While not all contract guidelines are quoted, the samples below demonstrate a pervasive use of the course evaluation tool in these processes with inconsistent clarity and specificity as to the weight of their value, the opportunity to formally respond, or what other teaching evaluation measures are also utilized.

The committee believes that this presents significant potential problems for contract faculty given the growing understanding nationally and at NYU regarding bias in these instruments. It also presents a potential risk for misuse of course evaluations against contract faculty unless greater safeguards are built around how they are weighted in the review process.

FACULTY OF ARTS & SCIENCES (3.7.19)

CLINICAL PROFESSORS (Various Levels)

<http://as.nyu.edu/administrative-resources/office/associate-dean/policies-and-procedures/clinical-assistant-professor--clinical-associate-professor--and-.html>

p.6

"...annual merit review, which typically considers the faculty member's **teaching performance**, contribution to the effectiveness of the program or department, and relevant administrative performance."

p.7

"Reappointment is based on departmental criteria of **overall performance as a teacher** and, if applicable, as an administrator."

p.8

Regarding promotion: "In addition to the consideration of teaching, administration, and service activities, recommendations regarding promotion also may be based on a **prognosis of the**

clinical faculty member's future achievements based on dependability, growth, potential, and versatility of the faculty member as he or she will contribute to the evolving mission of FAS.”

p.9

“The candidate should submit a personal statement, curriculum vitae, course syllabi, and **teaching evaluations** to the chair or director of the department...”

“The review packet to be presented to the department chair/director and/or the full faculty should normally include...

An evaluation of teaching performance of the candidate, which should include:

Course evaluations (provided by the department administration)

Course syllabi (provided by the candidate)

Reports of classroom observation (provided by department administration or committee)”

LANGUAGE LECTURERS (Various Levels)

<http://as.nyu.edu/administrative-resources/office/associate-dean/policies-and-procedures/language-lecturer-and-senior-language-lecturer-appointments.html>

P.14

“...annual merit review, which typically considers the faculty member's **teaching performance**, contribution to the effectiveness of the program or department, and relevant administrative performance.”

P.15

“Reappointment is based on departmental criteria of **overall performance as a teacher** and, if applicable, as an administrator.”

P.16

Regarding promotion: “In addition to the consideration of teaching, administration, and service activities, recommendations regarding promotion also may be based on **a prognosis of the faculty member's future achievements based on dependability, growth, potential, and versatility of the faculty member** as he or she will contribute to the evolving mission of FAS.”

“The candidate should submit a personal statement, curriculum vitae, course syllabi, and **teaching evaluations** to the chair or director of the department...”

p.17

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Reports of classroom observation (provided by department administration or committee)”

GALLATIN (Date Not Listed)

<https://s18798.pcdn.co/gallatin-facultyportal/wp-content/uploads/sites/4510/2018/06/Promotion-Policy-and-Practice-School-Guidelines-for-Clinical-Faculty.pdf>

CLINICAL FACULTY (Various Levels)

P.4

“The requirements for reappointment of Clinical Assistant Professors as described below depend on evidence of **excellence in teaching**...”

“For promotion to Clinical Associate Professor, excellence in scholarship or research in an academic field and/or continuing accomplishment in a field of the arts or a profession, in addition to **excellence in teaching**...”

P.5

“Upon being considered for reappointment, the Clinical Assistant Professor... To this material the Dean’s office will attach **teaching evaluations** and observations, and advising evaluations.”

P.6

“When a Clinical Assistant Professor wishes, but normally after 6 years, he or she may request at the time of reappointment to be considered for promotion to Clinical Associate Professor... The Dean’s office will collect and **include teaching evaluations** and observations, and advising evaluations, but also solicit letters from students and colleagues attesting to the candidate’s teaching, advising, and service.”

P.7

“All reviews after promotion to Clinical Associate Professor will be handled by the Dean’s office. A decanal committee consisting of at least the Dean, the Associate Dean for Faculty, and the Chair of the Senior Promotion and Tenure Committee will **review the candidate’s teaching**, advising and service as well as their scholarly, creative or practical work done since the last contract.”

P.8

“The review for promotion to the position of Clinical Professor, to be undertaken by the Senior Promotion and Tenure Committee, will **focus on teaching**, advising and service, and on the faculty member’s scholarly or creative work, or practice. The **faculty member’s teaching, advising and service must be demonstrated to have been**

performed with excellence in the period since the faculty member was appointed Clinical Associate Professor...”

SCHOOL OF MEDICINE (3.07.2018)

FACULTY APPOINTMENTS NOT ON THE TENURE TRACK

<https://med.nyu.edu/for-faculty/sites/default/files/nyu-school-of-medicine-policy-on-faculty-appointments-not-on-tenure-tracks.pdf>

<https://med.nyu.edu/for-faculty/sites/default/files/policy-on-performance-expectations-for-research-faculty.pdf>

<https://med.nyu.edu/for-faculty/sites/default/files/expectations-regarding-teaching.pdf>

It is not always clear which guidelines specifically apply to contract faculty, but there do not appear to be clear guidelines about how student evaluations are used in the review or promotion of contract faculty.

STERN SCHOOL OF BUSINESS (4.2016)

CLINICAL (“CONTINUING”) FACULTY

<http://web-docs.stern.nyu.edu/faculty/Clinical%20Policy%202016%20April%20FINAL.pdf>

p.3 Terms of Appointment

Contracts of four or five years are reserved for clinical faculty at the Full Professor rank with a demonstrated record of continuous exceptional **teaching performance** and an unusual level of service or academic contribution to the school.

p. 3 Evidence of teaching performance may include course materials (e.g. syllabi, lecture notes, assignments), course development and innovation, instructor development, peer classroom observations, self-presentation, samples of student writing evidence of continuing influence upon students, examples of learning beyond the classroom, **student evaluations**, etc.

P. 4 [Annual Merit Reviews]

Clinical faculty members are expected to adhere to the highest levels of performance and commitment to the university and the school and the highest standards of excellence in their fields. Specifically, they should demonstrate teaching excellence, as reflected by a combination of academically rigorous course content, teaching in courses of high strategic value to the school, pedagogical innovation, **student ratings**, student success consistent with high quality teaching, and enrollments. Evidence of teaching

performance may include course materials (e.g. syllabi, lecture notes, assignments), course development and innovation, instructor development, peer classroom observations, self-presentation, samples of student writing evidence of continuing influence upon students, examples of learning beyond the classroom, **student evaluations**, etc.

p. 4 [submissions for Reappointment packages]

There is a link to Annual Merit Review guidelines but is a stern only link
<https://sso.stern.nyu.edu/pf/adapter2adapter.ping?ldpAdapter=LDAPAdapter&SpSessionAuthnAdapterId=referenceID&TargetResource=https%3A%2F%2Fwww.stern.nyu.edu%2Fuser%2Fchallenge%3Fdestination%3Dnode%2F23491>

Student evaluations since the last review (both an aggregated summary across courses and complete Course Faculty Evaluations (CFE) reports for all course sections taught)

Sample syllabi (or access to online teaching sites)

List of advisees (graduate and undergraduate)

Where appropriate, reports of peer observations, including formal assessments of teaching effectiveness

P.6 [submissions for promotion]

Student evaluations since the last review (both an aggregated summary across courses and complete Course Faculty Evaluation (CFE) reports for all course sections taught)

Sample syllabi (or access to online teaching sites)

List of advisees (graduate and undergraduate)

Where appropriate, reports of peer observations, including formal assessments of teaching effectiveness

STEINHARDT (No Date)

CLINICAL FACULTY

https://steinhardt.nyu.edu/scmsAdmin/media/users/cb5/Clinical_Guidelines/Clinical_Faculty_Appointment_Guidelines_Final_12-7-10.pdf

The primary responsibilities of clinical faculty involve **superb teaching** and mentoring students into their chosen fields. P. 1

Criteria for Appointment at all levels:

In all cases, **excellence in teaching** and mentoring students is required. P. 4

Reappointment

The department peer review committee thoroughly reviews, and includes in the docket, the annual Faculty Professional Activities Report and other materials, which should include: • **Student evaluations of teaching** during the appointment period (and end of prior appointment period, if applicable). • Peer observations of teaching that are conducted annually by a senior member of the department during the appointment period.

Promotion

Teaching:

o Versatility – that is, **excellence in teaching at more than one level** (undergraduate, masters, advanced graduate) and in more than one form (e.g., lecturing to large groups, conducting discussion groups and seminars, directing field experiences in the particular discipline, guiding independent study or research).

o Excellence in course or program development.

o Exemplary and unique student achievement (which may include but is not limited to local, national, and international conference presentations, teaching awards, training grants) .

Widespread reputation for **excellence in teaching** (e.g., testimony from former students, colleagues, and client groups, data, and various awards or other recognition relevant to teaching and mentoring). o Widespread reputation for excellence in student mentoring and career advisement. o Concerted effort to engage colleagues, locally and nationally, in conversations about teaching and learning the particular discipline (e.g., organizing or leading teaching workshops, teaching-related conference presentations). o Advising, mentoring, and nurturing students and early career faculty.

Review Materials 3. Current CV. 4. Personal statement, summarizing contributions. 5. Professional portfolio, if applicable. 6. Letters from faculty, staff, and students.

Teaching evaluations. 8. Recommendation from Department Peer Review Committee.
9. Recommendation from department chairperson. 10. Letters from external referees. P.
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Appendix A: Suggested Activities to be Included in the Review Process (**notice NO inclusion of evals here) P. 12

Excellent. • Documentation of excellent performance in teaching includes outstanding performance in classroom teaching, advising, and mentoring. Evidence of more widespread impact of scholarship about teaching is helpful, but given that the primary role of many clinical faculty is classroom teaching, outstanding classroom teaching, and fieldwork can be sufficient for a rating of excellent. • Evidence of movement toward national visibility and clinical expertise also can contribute toward an excellent rating in teaching and may include documentation of an active role in communicating instructional efforts and innovations nationally and internationally. • This documentation may include scholarly presentations and/or publications about teaching or clinical practice. Other forms of evidence may include documentation of widespread impact of instructional materials and activities created by the clinical faculty member (e.g., textbooks, videos, Web pages, publications, catalogs, CDs, conference presentations). • Teaching awards (University, School, and external) may also provide evidence of teaching excellence.

Appendix B: Guideline for Reviews P. 15

Competency as TEACHER Demonstrated Through

•Syllabi •**Student Feedback Forms** (and teacher response sheet) •Teaching Portfolios

Appendix C: P. 17

RECOMMENDATION FOR CLINICAL REAPPOINTMENT

List of supporting materials used in review:

Course faculty evaluations, peer observations, syllabi or URL (required)

A. Teaching Summary (please provide an overview of the faculty member's teaching effectiveness such as **course faculty evaluations**, letters from students, teaching awards, e

TISCH

ARTS PROFESSORS (All Levels) 11.8.2013

<https://tisch.nyu.edu/content/dam/tisch/faculty-services/Arts%20Professor%20Policy%20Document.pdf>

“4.1... Guiding criteria for the Department Chair’s probationary year review may include, without limitation: **evidence of commitment to teaching excellence**, teaching syllabi, classroom observations, reports from area heads, professional activities and the quality of service contributions to the Department and to the School.”

“4.2 The Department Chair shall conduct an annual review... the criteria used to evaluate **success in the areas of teaching**...”

“5.3 The candidate should prepare a docket that contains the following...

v. **Teaching evaluations for the years since appointment.** (It is the responsibility of candidates to request and include their teaching evaluations in their dockets.)”

“6.6 The candidate prepares and submits a docket to the Departmental Arts Professor Promotions and Review Committee, containing the following...

vi. **Teaching evaluations for the years since appointment** (It is the responsibility of the individual faculty member to request and include their teaching evaluations in their docket.)”

“7.1 To merit promotion to Associate Arts Professor, **candidates must have a record of** substantial artistic, academic, curatorial, or other professional activity and **effective teaching.**”

“7.2 Candidates for promotion to Associate Arts Professor must demonstrate a commitment to teaching as a vital and central activity and **an exceptional record of teaching** since their initial appointments as Assistant Arts Professors. A **dedication to instruction and to fostering student growth and development** is essential for all Tisch faculty members and especially for Associate Arts Professors.”

“8.3 Candidates for promotion to Arts Professor must be able to demonstrate that **they have maintained teaching and fostering student growth and development as a vibrant and fundamental activity.**”

“9.3 The Arts Professor eligible for reappointment prepares a self-report that documents maintenance of the three areas:

a. An active professional profile of high standards

b. Excellence in teaching

c. Distinguished service

Along with the self-report the Arts Professors should include a current Curriculum Vitae and any creative materials since the last review that they feel are relevant.”

TEACHERS (All Levels)

https://tisch.nyu.edu/content/dam/tisch/faculty-services/TSOA%20Teacher%20Policy_Current%20Approved%2008172105.pdf

“2.2 ... all TSOA Teachers are expected to engage in (a) **teaching of the highest caliber...**”

“4.3 ... The criteria used to evaluate the TSOA Teacher’s performance... The materials which form the basis of the annual review include: (i) Teaching: teaching self-evaluations, **student written evaluations** and curricular materials such as class syllabi and course materials...”

“4.5 In the first semester of the third year of continuous one-year appointments, the TSOA Teacher undergoes a formal review... The TSOA Teacher’s Docket includes the following: Materials Submitted by the TSOA Teacher... **Student Evaluations of Teaching**... Classroom observation report...”

“5.4 The Committee’s assessment is guided by the performance standards established in the Department Policies, and consists of a thorough review of the TSOA Teacher’s Docket, which includes the following... **Student Evaluations of Teaching**... Classroom observation report...”