

November 12, 2010

**TO:** Provost David McLaughlin

**FROM:** Molly Nolan  
Chair of FSC Personnel and Affirmative Action Committee (PAAC)  
A/Y 2010-2011

**RE:** PAAC Response to Guidelines for Clinical Faculty of NYU Steinhardt

**CC:** Molly Nolan  
Carol Morrow

The FSC Personnel and Affirmative Action Committee has reviewed the Steinhardt Guidelines for Clinical Faculty and we have three concerns.

First, although the guidelines lay out review procedures for clinical faculty in admirable detail, they do not say anything about initial appointment procedures. FAS has guidelines for recruiting new faculty that apply to both tenure track and clinical faculty and include procedures for advertising positions, search committees and approval of the NYU Office of Equal Employment Opportunity. Those guidelines can be found at: <http://as.nyu.edu/object/aboutas.pp.assocdean.recruitment>  
Are there comparable guidelines for new recruitment at Steinhardt? If so, they should be referenced in the guidelines. If not, the lack of such procedures needs to be remedied, as a major reason for guidelines for clinical faculty is to make all aspects of appointment and review transparent and regularized. Although situations may arise when clinical faculty need to be hired at the last minute, departments could always seek an exemption from the rules.

Second, it is not clear from the guidelines whether clinical faculty can move from one to three or five year appointments or whether the initial terms of hire remain in place.

Third, on page 6 it is stated that clinical faculty cannot grieve if they are not reviewed according to the timetable laid out. This seems to PAAC to weaken seriously efforts to assure reviews of clinical faculty according to a schedule that is clear to all sides and that is consistent for all clinical faculty.

We look forward to your response on these issues.

Molly Nolan  
Chair, PAAC

December 9, 2010

**TO:** Molly Nolan  
Chair of FSC Personnel and Affirmative Action Committee (PAAC)  
A/Y 2010-2011

**FROM:** Provost David McLaughlin

**RE:** Guidelines for Clinical Faculty of NYU Steinhardt

**CC:**  
Carol Morrow  
Mary Brabeck  
Bonnie Brier  
Robert Schacht  
Claude Blenman  
Karyn Ridder

Professor Nolan,

Working with my office and Legal Counsel, Steinhardt has finalized its Guidelines for Clinical Faculty. This final iteration, which is attached, has my approval and is effective immediately.

You will see that the Guidelines incorporate two suggestions raised by the FSC Personnel and Affirmative Action Committee: the Guidelines reference the school's recruitment policy, and clarify the terms of appointment. With regard to the third suggestion from PAAC, it was decided that the language with respect to the timetable for review is appropriate in providing for a minor delay not prejudicing the decision-making process.

I thank the PAAC for its advice - which has helped to improve these Guidelines for Clinical Faculty.

Sincerely,  
David W. McLaughlin  
Provost

**GUIDELINES FOR CLINICAL FACULTY**  
**NYU STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN**  
**DEVELOPMENT**

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## **I. Introduction**

New York University (“NYU”) policies, and particularly those in the *Faculty Handbook*, include policies applicable to full-time non-tenure track faculty including the “clinical faculty” who are the subject of these Guidelines and who are defined in Section III below. These Guidelines are being implemented by the Steinhardt School of Culture, Education, and Human Development (sometimes referred to as “Steinhardt” or “School”) to supplement NYU policies applicable to clinical faculty. If at any point these Guidelines are inconsistent with NYU policies, then the NYU policies then in effect will control. As with all NYU and School policies, these Guidelines are subject to change and it is the policies in effect at the time of an action that apply.

Steinhardt is committed to providing our students with an education that extends beyond the classroom and prepares them to advance knowledge, creativity, and innovation in the real world. The professional experience, guidance, and accomplishments of our clinical faculty are integral to realizing this mission. The primary responsibilities of clinical faculty involve superb teaching and mentoring students into their chosen fields.

Clinical faculty are an active and vital part of our academic community. They contribute to the excellence of Steinhardt in a wide variety of ways. Due to the diversity of Steinhardt’s departments, the experience and responsibilities of clinical faculty members vary greatly. As a result, these Guidelines for the appointment, reappointment, and promotion of clinical faculty are intended to be general. Clinical faculty are encouraged to work directly with their respective departments to understand their individual roles and responsibilities, identify opportunities for professional development, and contribute to the excellence of the School. Each department is encouraged to develop written guidelines for activities specific to its academic needs and culture.

## **II. Responsibilities of Clinical Faculty**

Following are illustrations of the contributions and responsibilities of Steinhardt clinical faculty in the areas of teaching, service and administration, and professional activity:

### **A. Teaching**

Generally, the normal teaching load, for all clinical faculty, is six courses per year, although this may vary depending on other responsibilities. With the approval of the relevant department chair and the Office of Faculty and Academic Affairs, administrative duties and other professional activities that serve the School and department may substitute for a course. Clinical faculty also are expected to:

- Develop and create innovative curriculum and new course syllabi.
- Engage in program review and revision, accreditation compliance, and assessment of curricula.

- Supervise laboratory or artistic facilities, teaching assistants, and students in the field.
- Advise and mentor students whose career paths involve educational and practical knowledge necessary to a specialized field or profession.
- Mentor students on committees, honors theses, independent studies, and coursework.

#### B. Service and Administration

Service and administration also are key components in which we expect our clinical faculty to engage. To this end, clinical faculty need to be familiar and comply with NYU, School and department policies. Clinical faculty members may:

- Oversee administrative responsibilities (program direction, admissions, committees, etc.).
- Render service to local, state, national, and international professional organizations and produce professional or applied scholarship tied to specific discipline or practice.
- Provide outreach to the community at large as a representative of the School.
- Take active roles in School committees devoted to educational development and policy.

#### C. Professional Activity

Because our clinical faculty generally are practitioners or field experts, we ask that they:

- Provide expert information about practice realities and cutting edge developments in the profession.
- Contribute to policy-making, especially with regard to policies concerning the the mission of the School, program, or department in various areas of professional practice and artistic work.
- Act as a bridge to the practice community as a representative of the School through appointment to advisory councils and other professional boards and committees.

In addition, they may obtain grant funding for community projects and for projects that inform teaching or the profession.

### III. Appointment of Clinical Faculty<sup>1</sup>

#### A. Criteria

Clinical faculty are experienced practitioners, teachers, or artists in their areas of specialization. Based on the discipline, a doctoral degree is not necessarily required to be a clinical faculty member. In all cases, excellence in teaching and mentoring students is required.

#### B. Titles

The definitions below are intended as a framework for appointing faculty to these positions at Steinhardt.<sup>2</sup>

##### Clinical Assistant Professor/Music Assistant Professor:

Faculty appointed at these ranks have demonstrated a commitment to teaching and excellence and talent in their profession.

##### Clinical Associate Professor/Music Associate Professor:

Faculty appointed at these ranks possess a minimum of six years of demonstrated high-level competence in relevant teaching and teaching innovation, service and administration roles, and professional activity. In addition, they may have produced some relevant and professional scholarly, creative work, or performance. They show promise of becoming leaders in their fields and have attained state and/or national level peer recognition.

##### Clinical Professor/Music Professor:

Faculty appointed at these ranks possess a minimum of twelve years of demonstrated excellence in relevant teaching and teaching innovation, service and administrative roles, and professional activity. In addition, they may have demonstrated proficiency in applied scholarship, creative production, or performance. Clinical/Music Professors are leaders in their fields and have attained national and/or international peer recognition.

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<sup>1</sup> Initial appointments follow the same process and procedures for hiring in the Steinhardt School. The complete guidelines for all faculty searches are available at [http://steinhardt.nyu.edu/steinhardt/faculty\\_affairs/pdfs/faculty\\_search\\_guidelines.pdf](http://steinhardt.nyu.edu/steinhardt/faculty_affairs/pdfs/faculty_search_guidelines.pdf)

<sup>2</sup> The titles for Clinical Faculty in the Steinhardt Department of Music and Performing Arts Professions are Music Assistant Professor, Music Associate Professor, and Music Professor. These titles will be held by new and continuing appointments. Persons with the titles of Instructor, Teacher, and Master Teacher are not considered Clinical Faculty for purposes of these Guidelines and therefore these Guidelines do not apply to them.

### C. Terms of Appointments

Clinical faculty may be appointed for a period of one year, three years, or five years. Specific terms are:

- Initial one-year appointments: This is in effect a “probationary” year. Where the clinical faculty member performs well and there is a continuing academic and curricula need, subsequent appointments may be for one year, three years, or five years.
- Ongoing one-year appointments: Clinical faculty may be reappointed on an annual basis, with no limit to the number of consecutive reappointments.
- Three-year appointments: Clinical faculty are reviewed in the penultimate year, as described in Section IV below. There is no limit to the number of consecutive reappointments. Subsequent appointments may be for one year, three year, or five year terms.
- Five-year appointments: Clinical faculty are reviewed in the penultimate year, as described in Section IV below. There is no limit to the number of consecutive reappointments. Subsequent appointments may be for one year, three year, or five year terms.

## **IV. Reappointment of Clinical Faculty**

Faculty reviews are an essential component of professional development for all faculty members, and the following guidelines and reappointment criteria are modeled to enable faculty to gain valuable feedback, enhance their skills and experience, and find new ways to contribute to the success of the School. Because the responsibilities and activities of clinical faculty vary greatly, the criteria for review will differ by department and clinical faculty members should seek the guidance of their respective departments in identifying opportunities for professional development. In addition, all reappointments are subject to the academic and curricula needs of the relevant department.

### A. Process and Timetable

As part of the faculty development and reappointment process, reviews will be conducted during initial and subsequent appointments. Each clinical faculty member who is subject to review will receive a Faculty Professional Activities Form and is required to submit the completed form (including a summary of professional and artistic activities, current CV and, if applicable, professional portfolio) by the date indicated. The relevant department peer review committee will prepare a written review that considers evidence of accomplishment, discusses where the clinical faculty member should focus his/her efforts to help lead to a professional record of excellence, and makes a recommendation regarding reappointment. A copy of the review is forwarded to the department chair for his/her recommendation. The department chair will meet with the clinical faculty member to discuss the committee’s evaluation, as well as his/her

own assessment, and provide the faculty member with a written summary that includes suggestions for professional development and a recommendation regarding reappointment. The department chair sends copies of the committee's review and his/her summary to the Office of Faculty and Academic Affairs for review by the Dean and Associate Dean for Faculty and Academic Affairs. Final decisions regarding reappointment are made by the Dean.<sup>3</sup>

The timetable for review of a clinical faculty member with an appointment of more than one year that terminates on August 31 begins in the penultimate year of the appointments and is as follows (this timetable represents guidelines and faculty may not grieve a failure to meet a School deadline set forth here):

Distribution of Faculty Professional Activities Form	Early February
Clinical faculty member submits form to Department Chair	Early March
Department Peer Review Committee review submitted to Department Chair	Early April
Department Chair submits Committee review and his/her summary to the Dean with reappointment recommendation	Late April
Last Day for Chair to provide written notification to faculty member of reappointment decision	August 31

The timetable for review in the case of a clinical faculty member with an appointment of one year that terminates on August 31 is as follows (this timetable represents guidelines and faculty may not grieve a failure to meet a School deadline set forth here):

Distribution of Faculty Professional Activities Form	Mid-December
Clinical faculty member submits form to Department Chair	Mid-January
Department Peer Review Committee review submitted to Department Chair	Late February
Department Chair submits Committee review and his/her summary to the Dean with reappointment recommendation	Late March
Last day for Chair to provide written notification to faculty member of reappointment decision	May 1

A faculty member whose period of appointment is due to terminate on a date other than August 31 will be notified of his/her non-reappointment six months prior to termination of the appointment in the case of a multi-year contract (e.g., July 1 for an appointment terminating December 31) and four months prior to termination of the appointment in the case of a one-year contract (e.g., September 1 for an appointment terminating December 31), with review dates being adjusted accordingly. (These timetables represent guidelines and faculty may not grieve a failure to meet a School deadline set forth here.)

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<sup>3</sup> It is important to note that if a Clinical Faculty member is being considered for reappointment and promotion, the processes can be collapsed. Specific dates are available in the Steinhardt Faculty Personnel Calendar at [http://steinhardt.nyu.edu/faculty\\_affairs/personnel\\_reviews](http://steinhardt.nyu.edu/faculty_affairs/personnel_reviews).

Unsuccessful review in the case of one-year appointments: Appointment terminates at the end of the one-year period.

Unsuccessful review in the case of three-year appointments:

- Clinical faculty who have completed three or more years of employment as clinical faculty at Steinhardt prior to September 1, 2010, will remain to complete the third and final year of their appointment and for a fourth year as a “terminal” year.
- Clinical faculty hired after September 1, 2010, will remain to complete the third and final year of their appointment, but there is no additional “terminal” year.

Unsuccessful review in the case of five-year appointments:

- Clinical faculty who have completed three or more years of employment as clinical faculty at Steinhardt prior to September 1, 2010, will remain to complete the fifth and final year of their appointment and for a sixth year as a “terminal” year.
- Clinical faculty hired after September 1, 2010, will remain to complete the fifth and final year of their appointment, but there is no additional “terminal” year.

At any point during the period of appointment, a clinical faculty member may elect to resign. Notice of resignation must be submitted in writing to the relevant department chair. The notice should be provided at least four months in advance in the case of an Associate or full Professor, and at least three months in advance in the case of an Assistant Professor.

#### B. Materials

As part of the review, the relevant departmental peer review committee, or a subcommittee thereof, should consider evidence of accomplishment in the areas of teaching, service and administration, and professional activity, and discuss where the clinical faculty member can focus efforts to provide feedback that will lead to a record of excellence in all three areas of performance.

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.
- Current CV.
- Summary of professional and artistic activities during the appointment period (and end of prior appointment period, if applicable).

- If applicable, professional portfolio (showing publications or creative productions) during the appointment period (and end of prior appointment period, if applicable).

The department peer review committee also reviews prior Faculty Professional Activities Reports, previous committee reviews, and department chair summaries, with special attention to the implementation of recommendations for professional development.

The committee's written review should indicate specifically the strengths of the faculty member under consideration in relation to School and department criteria. Where there are weaknesses, the peer review committee suggests courses of action to improve performance, which are conveyed to the faculty member in writing by the department chair and Office of Faculty Affairs. The department chair, dean or faculty member may request a meeting to discuss the outcome of the review. The written review of the department peer review committee and summary of the department chair and recommendation form (Appendix C) are added to the docket.

#### C. Illustrations of Contributions

Because clinical faculty responsibilities vary across the School, more specific evidence of excellence and achievement will differ by department. Departments are encouraged to develop their own written examples of activities relevant to the review process. See Appendices A and B for suggestions of activities and criteria to be included in the review.

### V. **Promotion of Clinical Faculty**

The ranks and titles, review process, and criteria for promotion in the clinical faculty are summarized below. The promotion process described here is supplemented by the Steinhardt Promotion and Tenure Guidelines. Both these Guidelines for clinical faculty and the Steinhardt Promotion and Tenure Guidelines must be followed in submitting applications for promotion. The Promotion and Tenure Guidelines are viewable here:

[http://steinhardt.nyu.edu/faculty\\_affairs/ptguidelines](http://steinhardt.nyu.edu/faculty_affairs/ptguidelines)

#### A. Titles

Within the guidelines given below, clinical faculty who are hired at the rank of Assistant may apply for promotion to Associate, and clinical faculty at the rank of Associate may apply for promotion to full Professor.

#### B. Process and Timetable

Even though the criteria for appointment and promotion are different than those for tenured/tenure-track faculty, and clinical faculty are not eligible for tenure, the

promotion review process for clinical faculty is similar to that for tenured/tenure track faculty.

While more specific examples of achievement and potential will vary by department, guidelines for criteria that may be considered in reviewing an application for promotion include the following:

1. Criteria for Promotion to Associate Professor

A clinical faculty member should ordinarily have spent at least six years at the rank of Assistant Professor in the clinical faculty to be eligible for promotion to Associate Professor in the clinical faculty. While a long-term contract may be awarded on the basis of excellence in classroom teaching, promotion to the rank of Associate Professor in the clinical faculty also recognizes appropriate dissemination and impact in teaching, service and administration, artistic work, and professional activity.

2. Criteria for Promotion to Professor

A clinical faculty member should ordinarily have spent at least six years at the rank of Assistant Professor to be eligible for promotion to Associate Professor and another six years at the Associate rank before applying for promotion to the rank of full Professor. Promotion requires excellence in teaching, service and administration, artistic work, professional activity, and external reputation in applicable areas. Expectations for quantity of such excellence, however, must be moderated by the teaching load and administrative duties of the faculty member, as well as variations by department.

The suggested illustrations of achievement described in Appendix B may serve as guidelines in considering a clinical faculty member for promotion to full Professor. Some additional illustrations of excellence that may be considered include:

Teaching:

- 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).
- Excellence in course or program development.
- 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).
- Widespread reputation for excellence in student mentoring and career advisement.
- 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).
- Advising, mentoring, and nurturing students and early career faculty.

Service and Administration:

- Major leadership role and contributions to the administration (e.g., program direction, curriculum development, accreditation, program development, recruitment and advisement of students, support of faculty).
- Evidence of professional practice, exemplary practitioner skills; working with or supervising other professionals, in settings specific to the faculty member's discipline.
- Field related activities specific to the applicable discipline, (e.g., working with schools, professional field agencies, arts organizations, cultural institutions, corporations, interns).
- Service to the department, school and university (e.g., committee memberships, administrative responsibilities).

Professional Activity:

- Professional appointments, memberships, and activities in professional societies (e.g., government, business, not-for-profit institution, agency, or corporation, by dates, title, and responsibilities).
- Presentations or participation in panels at professional conferences.
- Consulting and service (including community service) positions outside NYU.
- Awards, honors, and other significant professional achievements.
- Funded demonstration, training, and research grants, public/private sector.
- Demonstration, training, or research grants under development.

The timeline for promotion review dates is identical to the annual personnel deadlines calendar, which is provided to all department chairs and faculty members. The calendar is accessible at the link below and the relevant information is provided under the section entitled "Personnel Reviews":

[http://steinhardt.nyu.edu/faculty\\_affairs/personnel\\_action\\_calendar](http://steinhardt.nyu.edu/faculty_affairs/personnel_action_calendar)

C. Review Materials

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

7. Teaching evaluations.
8. Recommendation from Department Peer Review Committee.
9. Recommendation from department chairperson.
10. Letters from external referees.

## **VI. Grievance Procedure**

Should a clinical faculty member believe that he/she has received unfair treatment in connection with a denial of reappointment or a denial of promotion, within 30 days of receiving notification of denial of reappointment or of denial of promotion, he/she has the right to file a written grievance with the Dean. It is expected that the clinical faculty member will first confer with the applicable department chair or the Dean on an informal basis to seek resolution or an explanation of the decision. If not settled informally, or not resolved on a timely basis to allow for an appeal within 30 days of receiving notification of denial of reappointment or of denial of promotion, the clinical faculty member may appeal in writing to the Dean to convene a School Grievance Committee. The Dean should convene the Grievance Committee with 15 working days of the request. The Grievance Committee does not judge the professional merits of the case, but considers the appeal based on whether: (a) the procedures to reach the decision were proper or improper or the case received adequate or inadequate consideration; and (b) if the clinical faculty member has alleged that the decision or process violated his/her academic freedom, whether the faculty member has met his/her burden of proving such a violation. The Grievance Committee, after reviewing the case, will advise the Dean of its recommendation. After reviewing the recommendation, the Dean will notify the clinical faculty member of his/her final decision. Should the decision not be satisfactory to the clinical faculty member, within 15 days of receiving written notification of the Dean's decision, the clinical faculty member may appeal to the Provost, who will convene a committee to review the case and advise the Provost, whose determination will be final and binding.

## **Appendix A: Suggested Activities to be Included in the Review Process**

### Teaching

Satisfactory.

- Evidence of satisfactory teaching includes an assessment on the dimensions of the (a) substantive and (b) pedagogical aspects of teaching.
- Efforts toward continuous teaching improvement and development of instructional innovations also may be included.

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<sup>4</sup> 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.

### Service and Administration

Satisfactory.

- A record of acceptance, in a spirit of willing cooperation, of a normal number of committee assignments within relevant department, School, and University settings.
- Some participation in professional organizations or service to other outside groups, and a record of involvement in the outreach efforts of Steinhardt to its various constituencies.

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<sup>4</sup> Field related activities specific to the applicable discipline may include: working with schools, professional field agencies, arts organizations, cultural institutions, corporations, interns, others.

Excellent.

- Evidence of more than a routine amount, range, or depth of involvement in service, and an assessment of the outstanding quality or effectiveness of that involvement.
- Evidence of a developing reputation for excellence in service to the profession beyond the local level.
- A distinction may be drawn between routine service, or citizenship, and service that is tied directly to one's field of knowledge and that relates this knowledge to professional activity for the betterment of the School, the field of education, or profession in general. Examples might include:
  - Curricular planning and development.
  - Developing and running fieldwork programs for students, developing partnerships with schools, agencies, museums, performing arts theaters, etc.
  - Influencing public policy, serving clients through psychology or health care in an exceptional way.
  - Working with public schools, theaters, hospitals, etc., to bring about substantial and significant change--in all of these instances practice and theory may inform each other.
  - Scholarly service that both applies and contributes to human knowledge.

Some clinical faculty have positions that require substantial administrative duties and responsibilities and this work should be considered during a review. It should be recognized that those who carry substantial administrative duties while carrying significant teaching and supervision roles will not be able to spend as much time on service and professional activity; expectations should be adjusted accordingly.

### Professional Activities

The review process also should consider a clinical faculty member's accomplishments in professional activities that are closely tied to educational practice. A faculty member's professional activity will vary greatly based on discipline; the suggested points below are intended as a framework from which departments can build their own models for assessment and evidence of achievement.

- Professional appointments, memberships, and activities in professional societies (e.g., government, business, not-for-profit institution, agency, or corporation, with dates, title, and responsibilities).
- Presentations or participation in panels at professional conferences.
- Consulting and service (including community service) positions outside the University.
- Awards, honors, and other significant professional achievements.
- Funded demonstration, training, and research grants, public/private sector.
- Demonstration, training, or research grants under development.

### Applied Scholarship and Creative Productions

Clinical faculty are evaluated on the three statutory areas of teaching, service and administration, and professional activities. In instances where clinical faculty have

demonstrated expertise in applied scholarship or creative productions, the following are criteria that, if applicable, may be used to evaluate them. It is important to note that applied scholarship and creative productions are not mandatory for either reappointment or promotion. The evaluation of accomplishment in applied scholarship should consider a clinical faculty member's contributions across a broad range of types of practice-oriented scholarship. Some illustrations might include:

- Publications, projects, presentations, exhibitions, performances, or grants (e.g., to support or enhance integration and interaction between scholarship and educational practice in Steinhardt programs and projects).
- Published materials of various kinds, including articles in academic journals or journals for educational practitioners or professionals, books, chapters in books, recorded materials, manuals that focus on educational practice, reviews of performances, exhibitions or creative works, instructional materials.
- Presentations/projects/exhibitions/performances, including those made at state, regional, national, or international conferences or renowned institutional venues of professional organizations or to policy bodies.
- Evidence of obtaining external funds, including grants to support teaching, service, research related to educational or full-time clinical practice, or international and national competitive awards and fellowships related to creative research.
- Evaluation in this area should consider the quality of a clinical faculty member's applied scholarship. Steinhardt, guided by the relevant departmental committee, will judge quality by considering the reputation of the publications, archives, libraries, organizations, or institutions, exhibitions, private and public galleries and collections in which scholarly and creative work appears and the conferences in which presentations are made, and assessments of the impact of the faculty member's scholarship. Steinhardt will also consider the influence that these scholarly and creative works have on popular culture and how they may help to enhance or reinvent the field.
- In addition, as part of the promotion process, evaluations of scholarship (accomplishments) will be sought from external reviewers (either tenure-track faculty or clinical faculty, or full time clinical practitioners from professional and academic fields – i.e., experts in the discipline).

#### Additional Criteria/Future Contributions

In addition to consideration of teaching and service activities, recommendations also may be based on a prognosis of the clinical faculty member's future achievements. This can be determined by dependability, growth, originality, potential and versatility of the clinical faculty member's work in relation to the mission of Steinhardt and his/her department.

**Appendix B: Guideline for Reviews**

#	COMPETENCY	DEMONSTRATED THROUGH...	MEASUREMENT SCALE
		(also see the criteria suggested in the guidelines document)	(using some <i>qualitative language</i> from bullet points -- in italics here)
	TEACHING		
1	Teacher	<ul style="list-style-type: none"> <li>▪Syllabi</li> <li>▪Student Feedback Forms (and teacher response sheet)</li> <li>▪Teaching Portfolios</li> </ul>	<i>High level of proficiency</i>
2	Student academic advisor	<ul style="list-style-type: none"> <li>▪Written advisement protocols</li> <li>▪Student comments</li> </ul>	<i>Expertise</i>
3	Student career mentor	<ul style="list-style-type: none"> <li>▪Written career-building protocols</li> <li>▪Employer/agency comments</li> </ul>	<i>Expertise</i>
4	Curricular developer	<ul style="list-style-type: none"> <li>▪Program of study rationales</li> <li>▪Written description of the process of curricular decision-making</li> <li>▪Proposals for new courses</li> <li>▪Proposals for new programs</li> </ul>	<i>Innovative; new course syllabi</i>
	SERVICE AND ADMINISTRATION		
5	Supervisory experience of lab facilities and teaching assistants	<ul style="list-style-type: none"> <li>▪Documentation of fieldwork supervision of any type: interns, student teachers, TAs, etc.</li> <li>▪Documentation of supervision of other faculty, whether full-time or adjunct</li> </ul>	<i>Solid experience</i>
6	School committees on educational development and policy	<ul style="list-style-type: none"> <li>▪List of committee memberships</li> <li>▪Documentation of initiatives/contributions as a committee chair</li> </ul>	<i>Active role</i>
7	Bridge to the practice community as representative of the School	<ul style="list-style-type: none"> <li>▪Documentation of ongoing contact with internship sponsors, professional arts organizations, schools, etc.</li> <li>▪Demonstration of how this contact is brought back for use in the School -- informing policy, teaching, etc.</li> </ul>	<i>Advisory councils and other professional boards</i>
	PROFESSIONAL		

	ACTIVITY		
8	Expert source of information about practice realities and cutting-edge developments in the profession	<ul style="list-style-type: none"> <li>▪Media interviews</li> <li>▪Panelist for professional seminars/events</li> </ul>	
9	Rendering service to educational agencies	<ul style="list-style-type: none"> <li>▪Written description of work</li> <li>▪Agency comments</li> </ul>	
10	Contributor to policy-making	<ul style="list-style-type: none"> <li>▪List containing description of policy, level of policy (program, department, school, university), and faculty member's contribution</li> </ul>	<i>Especially policies concerning the mission of the School in various aspects of professional practice</i>
11	Outreach to the community-at-large	<ul style="list-style-type: none"> <li>▪Description of the work</li> </ul>	<i>As a representative of the School</i>
	<b>APPLIED SCHOLARSHIP AND CREATIVE PRODUCTIONS</b>		
12	Producing professional scholarship tied to educational practice	<ul style="list-style-type: none"> <li>▪Conference papers</li> <li>▪Publications (print and online, including the faculty member's own website)</li> <li>▪recorded materials</li> <li>▪reviews of performances, exhibitions or creative works instructional materials</li> <li>▪Presentations/projects/exhibitions/performances, including those made at state, regional, national, or international conferences or renowned institutional venue of professional organizations or to policy bodies.</li> </ul>	
13	Researcher	<ul style="list-style-type: none"> <li>▪Leading research projects</li> <li>▪Participation in research projects</li> <li>▪Conference papers and publications</li> </ul>	<i>Inform, enhance, and contribute</i>
14	Grant-seeker	<ul style="list-style-type: none"> <li>▪Grant proposals</li> <li>▪Documentation of efforts to seek funding (including work with the NYU alumni and development staff)</li> </ul>	<i>Inform, enhance, and contribute</i>

**Appendix C**

**SAMPLE REAPPOINTMENT SUMMARY FORM  
RECOMMENDATION FOR CLINICAL FACULTY REAPPOINTMENT  
(without promotion)**

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Name: \_\_\_\_\_

Department: \_\_\_\_\_

Recommended Number of years for Reappointment Contract: \_\_\_\_\_

Recommended Course Load: \_\_\_\_\_

List of supporting materials included:

- Professional Activity Form(s) (required)
- CV (required) and professional portfolio (if available)
- Clinical faculty member's Personal Statement/Summary of Contributions (required)
- Letters from faculty, staff, and students (optional)
- Teaching evaluations
- Department Peer Review Committee written review with recommendation
- Chair's Summary Form with recommendation

Other responsibilities:

Department Peer Review Committee's review of basic arguments substantiating recommendation for reappointment, including a statement of future potential.

Department Chair's summary of basic arguments substantiating recommendation for reappointment, including a statement of future potential.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Chairperson