

E. If the Committee votes to recommend withdrawal of tenure, the Committee will transmit such recommendation to the Board of Trustees.

F. The following actions will be considered cause for withdrawal of tenure:

- (1) Conviction of a felony;
- (2) Substantial disregard of academic or professional responsibilities.

4.9 Ranks of Part-Time Faculty

A. Every part-time faculty member shall have either the rank of Lecturer on Law or the rank of Adjunct Professor of Law. Neither rank shall carry any tenure rights.

B. A part-time faculty member shall serve as Lecturer on Law until he/she has taught at the school part-time for at least ten years. Every part-time faculty member who has taught at the school part-time for ten years or more shall be eligible for advancement to the rank of Adjunct Professor of Law by vote of the Faculty Promotion Committee.

C. For the purpose of computing ten years of part-time teaching:

- (1) The years need not be consecutive.
- (2) A semester of part-time teaching shall count as one-half year of part-time teaching.
- (3) A year of full-time teaching as a full-time faculty member shall count as two years of part-time teaching.

D. Paragraph B above may be waived by the Faculty Promotion Committee upon vote of three-fourths of the members of such Committee eligible to vote, whether or not present.

(Adopted by the faculty on November 5, 1976.)



4.10 Status of Clinical Faculty

A. Appointment of Clinical Faculty. The Faculty Appointments Committee shall recommend to the faculty the appointment of suitable applicants to the position of Clinical Professor. The Appointments Committee shall consult the full-time clinical faculty and staff before making such a recommendation.

B. Form of Security of Position. This was established by the faculty at its meeting of September 5, 1990. Clinical Professors will be given consecutive one-year contracts for the first five years of service (as are tenure-track faculty members), to be followed by three-year renewable contracts. During the term of any such contract, the contract may be terminated for good cause, including the termination or material modification of the clinical program in which the Clinical Professor works.

C. Review of Performance of Clinical Faculty.

(1) Annual review during period of one-year contracts. The review will be conducted by the Clinical Committee, which will make recommendations to the Retention, Promotion and Tenure Committee, which will then make a recommendation, through the Dean, to the Trustees.

(2) Review during period of three-year contracts. This review will be conducted by the Clinical Director, who will make recommendations to the Dean, who, in the absence of an adverse recommendation, will renew the contract, unless there is good cause for non-renewal, including the termination or material modification of the clinical program in which the Clinical Instructor works.

D. Criteria for Evaluating Clinical Faculty.

Teaching ability is the primary factor to be considered in evaluating Clinical Instructors for hiring and retention. Candidates for renewal of a three-year contract should demonstrate excellence in achieving the goals of clinical teaching: to instill in students the habits of careful research, rigorous analysis, thorough preparation, and honest self-criticism that will enable them throughout their careers not only to be excellent lawyers, but also to continue to be excellent students of the law and the lawyering process. To reach those goals, the clinical teacher should be able to help students develop models and techniques for systematic, self-conscious review of experience that will let them understand how institutional, strategic and interpersonal forces affect a lawyer's judgement. The clinical teacher will be required to perform in a number of capacities in carrying out his or her teaching responsibilities -- in critique of student performance, as role model, as colleague, and as classroom teacher.

(1) Teaching. Clinical teachers should excel in both one-to-one supervision and classroom teaching.

i. One-to-One Supervision:

- a) Consistent ability to recognize ethical and moral problems faced by students in a clinical setting and to use these problems as an opportunity to help students explore ideas about professional role and responsibility;
 - b) stimulation and inspiration of students;
 - c) ability to help students understand, and perform at acceptable levels of competency, certain basic lawyering tasks such as interviewing, counseling, negotiating and advocacy;
 - d) skill in teaching students how to learn from their own and others' performances;
 - e) ability to teach students planning and preparation skills that enhance their ability to deal with the uncertainties of legal practice;
 - f) accessibility to students and demonstrated interest and involvement in their welfare;
 - g) ability to integrate the various components of the clinic's overall pedagogical plan into individual supervisory meetings;
 - h) ability to help other supervisors deal with supervision problems;
- ii. Seminars and Classes:
- a) Integration of the overall pedagogical plan of the clinic into seminar, classroom, simulation, skills training and substantive classroom sessions;
 - b) development of materials (including readings and exercises) for seminars and classes in collaboration with other supervisors;
 - c) assistance to and stimulation of other clinicians in planning for seminars and classes;
 - d) encouragement of students to use their concerns about the practical demands of specific cases as a springboard for

considering broader issues about the structure and function of the legal system and about the role of the lawyer in the legal system and in society.

(2) Contributions to Legal Education and/or the Legal Profession

Clinical teachers are expected to make contributions to legal education and to the legal profession which go beyond their teaching activities. Such contributions may take the form of presenting papers, organizing conferences, providing training, publishing articles, leadership within the A.A.L.S. clinical section or the organized bar, producing teaching materials (including exercises or videotapes), briefs, memoranda, studies, statutes or reports, as those formats may be appropriate to advance clinical teaching methodology, legal education or the state of the law in the area in which the clinician is working. Such efforts may be the product of collaboration with other clinicians and with students in the clinical program.

(3) Service to the Institution and the Community

Clinical faculty are presumed to devote substantially all of their time to their teaching responsibilities, including supervision, teaching in seminars and larger classes, and assuming substantial administrative responsibilities for the clinical program. As in the case of members of the tenure track faculty, clinicians have the responsibility of attending and participating in faculty meetings, committee meetings and otherwise providing service to the law school. Where appropriate by reason of need, opportunity and expertise, service to the larger civic, social and cultural community shall also be provided by clinical teachers.

- E. Perquisites of Clinical Faculty. The Clinical Professors may attend and participate fully in faculty meetings. They may be appointed to faculty committees and they shall participate fully in the committees to which they are appointed. They are entitled to the same research and travel allowance as other faculty members. They are eligible for sabbatical leave on an equal basis with other faculty members. Clinical Professors will be entitled to the same vacation leave as law school administrators, as set forth in the New England School of Law Employee Handbook.
- F. Transition. These guidelines will be applied to the persons now serving as clinical supervisors as if they were in force when they were hired.

(Adopted by the faculty on March 5, 1992. Amended April 14, 1999.)