Department case summary for Professor in the Practice

* The department must provide all of the information requested on this document. This is NOT to be written by the candidate.
* This information will be read carefully by the divisional/area Tenure and Appointments Committee. It is also provided to the Yale Corporation for voting purposes.

# Case type

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
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|  |  |  |  |  |  |
| Internal Appointment to Professor in the Practice |  |  |  | External Appointment to Professor in the Practice |  |  |

# Candidate’s name

[Type name here.]

# Rank, department, term of appointment, effective date(s)

[**Example** of required formatting - enter the applicable department(s) and date, and delete all other information in this box, including these instructions.]

Professor in the Practice of Economics, July 1, 2021 – June 30, 2026

# School(s)

*Professors in the Practice are appointed to Yale College.*

Yale College

[Add other school affiliation(s) if appropriate (e.g., Graduate School of Arts and Sciences or one of the professional schools.]

# Rationale for appointment

*This section is not about the candidate’s own work specifically but rather about area(s) of professional practice that encompass their work. It should contain a statement of approximately 100 words describing (a) the importance of this work area to the field broadly and/or to interdisciplinarity and (b) how an appointment/promotion in this area might advance undergraduate and, as applicable, graduate curricula.*

[Begin typing. This box will automatically expand.]

# Evaluation of candidate’s professional contributions

*A 250–500-word statement written by the department—not the candidate—assessing the significance and impact of the candidate’s professional practice. This is the single statement on practice written by the department that will be provided to the divisional committee to support the appointment. This should be the department’s assessment of the case and not a recapitulation of reference or submitted material. It should be understandable by colleagues not in the candidate’s department or discipline.*

[Begin typing. This box will automatically expand.]

# Evaluation of candidate’s teaching or training they have provided

*A 250–500-word prose assessment of the quality of the candidate’s teaching, broadly construed, or other forms of training they have provided specifying the bases of the assessment. For internal candidates, this should include consideration and interpretation of student course evaluations (the OCE TAC report, provided by the chair’s assistant or equivalent staff member). For both internal and external candidates, the assessment of teaching or training provided may include other measures such as enrollment patterns, review of course materials, assessment of student achievement within or outside educational institutions, or direct observation. The assessment may encompass other educational activities, such as the advising or mentoring of students or colleagues within or outside educational institutions. Departments may also discuss the potential and demonstrated importance of the candidate’s teaching, mentoring, or training provided within the department or program as well as its significance to the broader Yale College curricula.*

[Begin typing. This box will automatically expand.]

# Evaluation of candidate’s citizenship[[1]](#footnote-1)

*A 150–250-word assessment of the quality and value of the candidate’s service contributions to the department, university programs or governance, to the profession or in other venues outside educational institutions. Important service occurs in many forms and can be informal as well as formal. Familiar examples of formal service include committee membership or leadership, outreach, and professional governance as well as organizational participation, board service, or leadership outside education. Informal service may include, among other things, encouraging the engagement of students and colleagues within or outside educational institutions, supporting the professional development of students and colleagues in substantive but informal ways, and helping find solutions to difficult questions of governance within the sphere of their professional practice*

[Begin typing. This box will automatically expand.]

*Form design updated 8/19/2020*

1. As used in the Faculty Handbook, “citizenship” is synonymous with “service.” [↑](#footnote-ref-1)