Department case summary for the tenured ranks

* 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 Joint Board of Permanent Officers and the Yale Corporation for voting purposes.

# Case type

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| (For an internal reappointment as Assistant Professor, use the nontenured form.) |  | Internal Initial Promotion to Tenure (AOPT or PROF) |  |  |
|  |  |  |  |  |  |  |
| Internal Promotion within the Tenured Ranks (AOPT to PROF) |  |  |  | External Initial Appointment to Tenure (AOPT or PROF) |  |  |

# Candidate’s name

[Type name here.]

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

[**Examples** of required formatting—pick the one that fits this case, enter the applicable department(s) and date(s), and delete all other information in this box, including these instructions.]

Professor of Economics, with tenure, effective July 1, 2018

Associate Professor of Classics and History, with tenure, effective July 1, 2018

# School(s)

*All ladder faculty in the FAS are appointed both to Yale College and the Graduate School.*

Yale College, Graduate School of Arts and Sciences

[Add other school affiliation(s) if appropriate.]

# Intellectual rationale for appointment

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

[Begin typing. This box will automatically expand.]

# Evaluation of candidate’s scholarly contributions

*A 250–500-word statement written by the department—not the candidate—assessing the significance and impact of the candidate’s program of research and scholarship. This is the single statement on research written by the department that will be provided to the divisional committee and the JBPO to support the appointment. This should be the department’s assessment of the case and not a recapitulation of reference 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

*A 250–500-word prose assessment of the quality of the candidate’s teaching, broadly construed, 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 may include other measures such as enrollment patterns, review of course materials, or direct observation. The assessment may encompass other educational activities, such as student advising and mentoring, postdoctoral training, or curricular leadership and innovation. Departments may also discuss the potential and demonstrated importance of the candidate’s teaching within the department or program as well as its significance to the broader Yale College and Graduate School 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, and the profession. 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, editorial work, and professional governance. Informal service may include, among other things, encouraging the engagement of students and colleagues in the life of the department, supporting the academic and professional development of students and colleagues in substantive but informal ways, and helping find solutions to difficult questions involving department and university governance.*

[Begin typing. This box will automatically expand.]

*Form design updated 9/6/2019*

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