peer and aspirational institution study of professional development leave for non-tenured faculty

a study of the top 30 schools in the 2024 US News rankings

prepared by the Association of Teaching, Research, & Practice Faculty
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<table>
<thead>
<tr>
<th>Institution &amp; Rank (w/ link to policy)</th>
<th>Number of Quarters of Professional Development Leave Awarded to NTT faculty</th>
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21 of the top 31 ranked institutions in the nation

32% offers professional leave

68% no leave
Quotes from peer institutions as to why they offer professional development leave...

"To undertake creative/scholarly work."
(Northwestern)

"to pursue scholarly interests and maintain professional standing."
(Stanford)

"[to engage in] programs designed to increase professional competence"
(U Penn)

"to permit engagement in scholarly activities that are not otherwise practicably available and that will significantly enhance the individual's professional effectiveness."
(University of Michigan)

"to conduct research, write, or otherwise engage in scholarly or professional activity."
(Columbia)

"such activity will enhance the Lecturer's pedagogy or subject matter expertise in their respective fields, how the activity advances the University's teaching mission..."
(Chicago)

"we believe that sabbaticals open the door to crucial professional growth. While on sabbatical, Brown's faculty apply their creativity and intellectual curiosity in exciting ways, ultimately contributing crucial new insights to academic literature and driving stimulating discussion in the classroom."
(Brown)

"investing in a full-time lecturer's ability to engage in pedagogical and/or curricular innovation" 
(Boston U)

"...a paid research leave is to make it possible for professors of the practice to take time off from their regular University responsibilities, including teaching and administrative service, in order to focus on their scholarly work"
(Harvard)
Testimonials from Washington University non-tenured faculty regarding how they would use professional development leave to advance their teaching at WashU

"Do art direction for a feature film. Then develop a course to teach students how to do it."

"Join a research lab to update research skills and then update research lab course content"

"Travel to other universities to study how they teach our core subject classes to see how to incorporate their best practices at WU"

"Perform on Broadway/in a touring company"

"Travel to the site of a developing study abroad program to see how best to employ on-site local resources for the students in the program and meet course partners in person"

"Finish a third textbook"

"Work in industry to gain experience"

"Study abroad with an international strategy course leader"

"Work as a visiting professor in another school to see how they teach the material or travel around other schools to see their best teaching practices in action"

"Teach in a foreign country to see the local approach to my topic"

"Offer professional services pro bono to WU partners and refresh real-world experience."

"Apply for a Fulbright scholarship to teach communication skills to Engineers"

"Visit other schools to see how they use lab work and hands on experience within their courses and see how to adopt their best practices for implementation at WU"

"Join a start up to see the skills needed and design a course to teach them"

"Increase my private practice work for experience to write a textbook on the implementation of current theory into practice and redesign my course to integrate those practices"

"Develop a website and my practice. Arrange an exhibition of my work. Then design a course on how to make a business of your work."

"Teach in a foreign country to see the local approach to my topic"