

Binghamton University
Distinguished Teaching Professor
FACULTY PERSONNEL ACTION SUMMARY

Name: _____

Academic Subdivision: _____

In order for the candidate to be eligible for appointment to the rank of Distinguished Teaching Professor, the following criteria need to be met.

The candidate:	Correct
Does not currently hold a Distinguished Faculty Rank	[]
Is currently employed full-time	[]
Has held the rank of full professor for at least five years	[]
Has at least three years of full-time service at Binghamton University	[]
Has at least ten years of full-time service in the State University of New York	[]
Has regularly carried a full-time teaching load	[]

Distinguished Teaching Professorship – Criteria for Selection

Criteria for Selection – The primary criterion for appointment to the rank is skill in teaching, with evidence that the nominee’s work has elevated the standards of colleagues at their institution or the field in general. Consideration shall also be given to mastery of subject matter, sound scholarship, service to the University and the broader community, and to continuing growth. The following criteria are to be used in the selection of persons to be nominated for the Distinguished Teaching Professorship:

- Teaching Techniques and Representative Materials** – There must be positive evidence that the candidate performs superbly in the classroom. The nominee must maintain a flexible instructional policy that adapts readily to student needs, interests, and problems. Mastery of teaching techniques must be demonstrated and substantiated. Consideration should be given to the number of substantially different courses taught, the number of students per course, and the teaching techniques employed in the various courses.

When available, student evaluations (in the form of student questionnaires administered and compiled by persons other than the nominee) presented for several different courses over a period of several recent years may provide the local selection committee with a clear idea of the nominee's impact on students.

- **Scholarship and Professional Growth** – The candidate must be a teacher-scholar who keeps abreast of and makes significant contributions in his or her own field and uses the relevant contemporary data from that field and related disciplines in teaching. Examples of evidence in this category may include publications or artistic productions, grant awards, and presentations at symposia in his or her disciplines.
- **Student Services** – In relating to students, the candidate must be generous with personal time, easily accessible, and must demonstrate a continual concern with the intellectual growth of individual students. For this category, consideration should be given to the accessibility of the nominee to student outside of class (e.g., office hours, conferences, special meetings, the nominee's responsibility in terms of student advisement, and the nominee's teaching-related services to students).
- **Academic Standards/Requirements and Evaluations of Student Performance** – The candidate must set high standards for students and help them attain academic excellence. Quantity and quality of work that is more than average for the subject must be required of the student. The candidate must actively work with students to help them improve their scholarly or artistic performance. The local selection committee should consider the quality, quantity, and difficulty of course-related work. Evidence of academic standards and requirements may be assessed by the accomplishments of students, including placement and achievement level.

The candidate's evaluation of student's work must be strongly supported by evidence. Expert teachers enable students to achieve high levels of scholarship. Consequently, it is possible that the candidate's marking record may be somewhat above the average of colleagues. There must be evidence that the candidate does not hesitate to give low evaluations to students who do poorly. Grading practices should be evaluated by the local committee. In particular, grade distribution for all courses in recent academic years should be reviewed and any seemingly unusual grading patterns explained.

In order to clarify the difference between the Distinguished Professorship and the Chancellor's Award for Excellence in Teaching, the files for candidates must provide evidence that they are or have been involved for some substantial period of time in developing or promoting excellence in teaching through pedagogical methods and/or principles or in substantive educational enhancement either in their disciplines or to meet community needs on a regional, national, or international level.

Nomination Abstract Must Follow

Nomination Abstract – Please provide a brief one paragraph abstract of 150 to 180 words. This abstract should provide a clear, thematic picture that describes the candidate’s main accomplishments. It should highlight why the candidate has been nominated to DTP and may be taken from other parts of the nomination package. **If the candidate is an awardee, this abstract may be used for press releases or testimonials.**

An Up-To-Date and Complete Curriculum Vitae Must Follow

An up-to-date and moderately comprehensive vita that should have separate sections for educational background, academic/visiting appointments, honors and awards received, publications, external funding, invited/keynote presentations, other presentations, teaching accomplishments (including lists of graduate dissertations, theses and research directed and other mentoring), and service contributions to the University, the community, and the profession (work with learned societies, editorial boards, conferences organized, and other relevant activities). Entries for awards should indicate significance of each item. **Specific data must include the date of the last update, the candidate's department, the date of appointment to the SUNY system, highest rank attained and date of appointment to that rank.**

Internal Letters of Recommendation Must Follow
(Signatures required)

At least five, but no more than eight, letters are needed¹. Key Campus Nomination Letters – Letters from the Provost (Chief Academic Officer) and candidate's Dean/Division Head are to provide detailed information and the specific rationale – preferably in laymen's terms – for the candidate's nomination and justification for appointment.

¹At least two of these letters should be from current students attesting to the candidate's teaching ability, dedication and service to students.

External Letters of Recommendation Must Follow

(Signatures and release forms required)

External Letters of Recommendation – At least five but no more than eight, are needed to validate the stature of the candidate proposed for appointment. **Each external letter of recommendation should be accompanied either by the author's *curriculum vitae* or a detailed description of the author's stature sufficient to provide review panelists a context for the recommendation submitted.**

Distinguished Teaching Professor – In these letters, the recommenders should: comment briefly about their relationship to the candidate, corroborate the candidate's merit for appointment, describe the candidate's teaching techniques, catalog the candidate's most important achievements, speak to the influence and impact of the candidate's contribution to teaching in general or in the discipline, and explain the significance of the candidate's awards and honors. At least two of these letters should be from former students of the candidate attesting to the candidate's teaching ability, dedication and service to students.

Course Evaluation Summaries Must Follow

Numerical summaries of selected student course evaluations should follow if possible