

## DTP Selection Checklist

Candidate Name \_\_\_\_\_

### Selection Criteria *(adapted from SUNY Policies & Procedures)*

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:

<http://system.suny.edu/academic-affairs/faculty-staff-awards/distinguished-faculty-ranks/>].

Criteria	Indicators	Yes	No
<b>Teaching Techniques &amp; Representative Materials</b>	The classroom observations, letters of recommendation and portfolio provide evidence that the nominee performs superbly in the classroom.		
	The observations, letters of recommendation, and/or portfolio provide evidence that the nominee maintains a flexible instructional policy that adapts readily to student needs, interests and problems.		
	The observations, letters of recommendation, and portfolio provide evidence that the nominee demonstrates mastery of teaching techniques. <i>(Consideration is to be given to the number of substantially different courses taught, the number of students per course, and the different teaching techniques employed in the various courses).</i>		
<b>Student Evaluations</b>	Student evaluations (in the form of student CTEs) administered and compiled by persons other than the nominee, are presented for several different courses over a period of several recent years and provide clear evidence of the nominee's positive impact on students. The CTE's for each course include the typed comments submitted by the students.		
<b>Scholarship &amp; Professional Growth</b>	The observations, portfolio and/or letters provide evidence that the nominee is 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. <i>Examples of evidence in this category may include publications or artistic/creative productions, grant awards, and presentations at symposia in his or her disciplines.</i>		
<b>Student Services</b>	The observations, letters of recommendation, and portfolio provide evidence that the nominee is generous with personal time, easily accessible, and must demonstrate a continual concern with the intellectual growth of individual students. <i>For this category, consideration should be given to the accessibility of the nominee to students outside of class (e.g., office hours, conferences, special meetings, student advisement, and teaching-related services to students).</i>		

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<b>Academic Standards &amp; Requirements, and Evaluation of Student Performance</b>	The observations, letters of recommendation, and portfolio provide evidence that the nominee sets high standards for students and helps them attain academic excellence. Quantity and quality of work that is more than average for the subject must be required of the students.		
	The observations, letters of recommendation, and portfolio provide evidence that the nominee works actively with individual students to help them improve their scholarly or artistic/creative performance. <i>This individual interaction is an important source of information that indicates the nature and level of instruction offered by the nominee. Committee members 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.</i>		
	The nominee's evaluations of students' work must be strongly supported by evidence. <i>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. But, 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 included in the packet and any seemingly unusual grading patterns explained.</i>		
<b>Promotion of Excellence in Teaching*</b>	The portfolio provides evidence that the nominee has been involved, for a substantial period, in developing or promoting excellence in teaching through pedagogical methods and/or principles or in substantive educational enhancement either in his/her discipline or to meet community needs on a regional, national, or international level.		
<b>Decision</b>	<b><i>The nominee meets, and preferably surpasses, all criteria for the award.</i></b>		

***\*This indicator clarifies the difference the Distinguished Teaching Professorship and the Chancellor's Award for Excellence in Teaching.***