

Distinguished Teaching Professorship (DTP) Committee

The Distinguished Teaching Professorship is conferred upon faculty for outstanding teaching at the graduate, undergraduate, or professional levels. Teaching mastery is to be consistently demonstrated over multiple years at the institution where the Distinguished Teaching Professorship is bestowed. The ***Distinguished Faculty Rank is a promotion to a prestigious, tenured rank above that of full professor.*** Individuals so appointed are at a professional level beyond that which can be attained at the campus level.

Prior to serving on the committee, each member should review the most recent version of the *SUNY Policies and Procedures, Distinguished Faculty Ranks* provided by SUNY System each year at <http://system.suny.edu/academic-affairs/faculty-staff-awards/distinguished-faculty-ranks/>.

DTP COMMITTEE RESPONSIBILITIES The committee is empaneled specifically to solicit nominations, to conduct an objective and unbiased evaluation of the merits of proposed candidates, to prepare the final nomination portfolio, and to forward to the campus President or the President's designee only the campus' finest exemplars of the qualities recognized through each Distinguished rank. The local selection committee must determine that a candidate meets, and preferably surpasses, the selection criteria for the Distinguished designation for which nominated (e.g., that for the DTP, the candidate meets – and preferably surpasses – the campus's requirements for excellence in teaching).

DTP COMMITTEE COMPOSITION (*modified from J. Ouellette, Senate Chair, 2017 - 2018*)

In accordance with SUNY Policies and Procedures for the DTP, the committee will include full-time faculty, a representative of the President's Office (ex-officio), the Faculty Senate Chair (or designee), the Provost (*ex-officio without vote*), and one representative from the Student Government Association (student member). The senate chair (or designee) will work with the President's Office to fill DTP committee vacancies.

The School of Arts & Sciences will have one to two faculty representatives on the committee. Both the School of Education and the School of Professional Studies will each have one representative.

Every effort will be made to include faculty who have been promoted to the DTP rank, who have been at SUNY Cortland for at least 5 years, and who are tenured. In instances in which full faculty membership can't be completed with these criteria, it is suggested that a step process be used as suggested below:

1. Full-time, tenure-track faculty who have been promoted to the DTP rank, including Emeriti faculty (if necessary).
2. Full-time, tenure-track faculty who have received the CAET (preferably tenured).
3. Full-time, tenure-track faculty who have received the SUNY Cortland, Rozanne M. Brooks Teaching Award (preferably tenured).
4. Full-time, tenure-track faculty who have received the Fine Teaching Development Award.
5. Full-time, tenure-track faculty who have received other regional or nationally recognized teaching awards (preferably tenured).

Faculty terms are three years in length and begin in January. Terms are staggered to facilitate continuity. ***New members should be advised of the requirement to observe nominees.***

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Committee lists, terms of service, and committee procedures will be monitored and maintained by the administrative assistant to the Faculty Senate.

DTP Chair

The chair reviews the SUNY Policies and Procedures for the DTP at the start of each year, confirming the maximum number of awards that may be given. When appropriate, the chair will update this document to reflect any revisions to the SUNY Award procedures.

The chair is responsible for calling meetings, reviewing procedures with committee members, assigning duties to committee members, and working in concert with the President's Office to ensure a smooth process for the committee and nominees.

The chair, in collaboration with the DTP committee, is responsible for preparing a letter of recommendation to the President for the nominee that the DTP Committee has decided to support. This letter should provide a strong rationale for how the nominee meets the criteria for the award.

The chair, in conjunction with the President's Office, is also responsible for overseeing the preparation of the SUNY nomination portfolio for the nominee. This includes preparing the nomination abstract (not to exceed 200 words) and a 4 – 5 page summary of the nominee's accomplishments.

The DTP differs from the procedures of other DF ranks in that the process takes place over two academic years in order to complete teaching observations.

Decision Summary for Each Nominee:

DECISION I—Review CVs and nominating letter in October to decide whether to ask nominees for portfolio and letters (due December 1 and March 1, respectively).

DECISION II—By February 1, review portfolios and determine whether to move the nominee forward to classroom observations.

DECISION III—At the end of spring semester (April/May), following first set of observations and review of letters of recommendation, decision as to whether continue with observations/review or decide against the nominee continuing.

DECISION IV—At the end of fall semester (December, following second set of observations and final portfolio review, decision as to whether the nominee(s) should be put forth by the college to SUNY System as one of our nominees.

PROCEDURES FOR CORTLAND DTP COMMITTEE & NOMINEES

1. The Senate Chair, in conjunction with the President's Office, will notify the campus of the DTP nominations at the end of the spring semester and again at the end of August. The notification will include candidate eligibility and nomination letter requirements as well as a reminder that nominees will need to submit their updated portfolios once their eligibility has been confirmed. Nominations will be due September 15 to the President's Office.

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2. At the start of the fall semester, the chair of the DTP will contact committee members or set up a meeting to schedule/confirm remaining observations for the previous year's (year 2) nominees.
3. As new nominations are received (September 15), the eligibility of each new (year 1) nominee will be confirmed (see checklist, Appendix A) by the President's Office before the names are forwarded to the DTP committee. Once eligibility has been determined, nominees will be notified of their nomination by the President's Office and asked to submit their CVs (October 1). The notification will include the list of Distinguished Professor Obligations and Responsibilities (*see SUNY Policies and Procedures for DFR*), including the obligation to serve as a future DSP committee member.
4. The DTP committee will review CVs by October 10 using the DTP Decision Checklist (Appendix B) as a guide (no observations yet). The committee chair will submit a list of nominees who appear to meet the criteria on the checklist to the President's Office. The President's Office will ask those nominees to submit their portfolios, organized to reflect the criteria for the promotion, to the President's Office no later than December 1. Portfolios may be submitted electronically or on paper. Internal and external letters (5 – 8 of each) will be required by March 1.
 - a. Each external letter should be accompanied by a one to five page detailed description of the author's stature sufficient to provide review panelists a context for the recommendation submitted.
 - b. The recommenders should:
 - i. Comment briefly about their relationship to the candidate
 - ii. Corroborate the candidate's merit for appointment
 - iii. Describe the candidate's teaching techniques
 - iv. Catalog the candidate's most important achievements
 - v. Speak to the influence and impact of the candidate's contribution to teaching in general or in the discipline
 - vi. Explain the significance of the candidate's awards and honors.
 - c. *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***
5. At the end of the semester (December), the chair of the DTP will hold a meeting of the committee (including new members) to:
 - a. Finalize decisions on previous year's (year 2) nominees based on criteria in Appendix D, final portfolio, and internal/external letters of recommendation (see Observation & Decision-Making Processes below).
 - i. If a nominee is recommended for the promotion, prepare a 4 – 5 page summary for the President's Office for the selected nominee detailing how the nominee meets/exceeds the criteria for the promotion.
 - ii. Prepare notifications to nominees who were not selected. These notifications should include helpful information so the nominees can improve their portfolios in the event they are re-nominated at a future date (see sample in Appendix H).

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- iii. Work with the President's Office to prepare the SUNY nomination portfolio in accordance with SUNY guidelines (Appendix C). The portfolio should contain substantive evidence (not testimonials) in support of each selection criteria (*SUNY Policies & Procedures*).
 - iv. Submit all written observations and any other materials used in the selection process to the President's Office.
 - b. Select a new chair. Preference should be given to those with at least a year's experience on the committee. The new chair will:
 - i. Review the criteria (Appendix D), timeline (Appendix E) and process for the promotion in rank, including expectations for confidentiality, with committee members.
 - ii. Review portfolios and nomination letters of new (year 1) nominees to determine who will move forward to classroom observations. This determination should be based on the criteria in Appendix D, with the exception on the criteria based on observations, and supporting evidence in the nominee's portfolio.
 - iii. Assign observations for the spring semester of new nominees.
6. At the end of the spring semester, the chair will hold a meeting to review the nominee's letters of recommendations and observations to date to determine if the nominees should continue in the process (see Appendix F) and to schedule fall observations, if possible.
 - a. Notifications should go out to continuing nominees as well as those who will not be continuing.
 - b. Continuing nominees should be reminded that **portfolios should be finalized by November 1.**
7. Following notification by SUNY System of promotion selections (May), the President's Office will contact the nominee to inform him/her of SUNY's decision.

OBSERVATION PROCESS

A minimum of three observations will be conducted by each committee member for each nominee over the course of two semesters. In some cases where a scheduling conflict exists, a committee member may need to conduct all three observations in the same semester.

1. Committee members will complete observations in accordance with the guidelines in Appendix G. Use of an observation instrument is strongly recommended to provide consistency in observations.
2. Committee members should make an effort to observe on different days, if at all possible.
3. The observer has the right to inform the nominee that they are coming to observe or ask for a preferred date, BUT that is NOT required. Some observers like to do a combination of one scheduled observation and one drop-in. The choice is left to the individual DTP member.
4. Committee members who are unable to complete any observations in either semester are expected to resign from the committee.

DECISION-MAKING PROCESS

Final decisions regarding nominees will be based on teaching observations and a thorough review of the nominees' professional portfolios using the checklist in Appendix D. Committee members should share their insights about teaching excellence in their disciplines with other committee members to provide context for discussion and deliberation.

1. Committee members must recuse themselves from deliberation on any nominee that is a family member (220.11 PUBLIC OFFICERS LAW, CONFLICT OF INTEREST).
2. Committee members must recuse themselves from deliberation on any nominee for whom they have provided a letter of support. In general, committee members should refrain from providing a letter of support for a nominee in the interest of fairness and objectivity.
3. Committee members must recuse themselves from deliberation on any nominee whom they have nominated. In general, committee members should refrain from nominating colleagues due to perceptions of favoritism.
4. Each committee member will individually determine if the nominees meet all the criteria and should be supported for the promotion in rank. Individuals nominated for these awards must meet all prescribed eligibility criteria and must fulfill – and preferably surpass – the selection criteria for the award (*SUNY Policies & Procedures*). *It is imperative that all deliberations of the campus committee remain strictly confidential.*
 - a. Nominees who do not meet all the criteria will not receive further consideration.
 - b. The committee will discuss the nominees who have met, and preferably surpass, all the criteria for the promotion and determine if the nominees should be recommended for the promotion in rank.
 - c. When the number of nominees who meet/surpass all the criteria exceeds the number of promotions that may be awarded, each committee member will rank order the nominees, keeping in mind that the “*primary criterion 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.*”
 - d. The top nominee, based on rank order, will be selected and a SUNY nomination portfolio (see Appendix C) will be prepared for submission to System. The portfolio should contain substantive evidence (not testimonials) in support of each selection criteria (*SUNY Policies & Procedures*). Successful candidates who have electronic portfolios may be asked to provide certain sections of the portfolio as hard copies for the SUNY review process.
 - e. When a nominee that meets all the criteria, but is not selected as the top candidate, the committee chair may offer the opportunity to defer until the following year (see sample Appendix H). If the nominee chooses to defer, s/he does not need to be re-nominated. The nominee will be entered in the next application cycle with a new pool of candidates. Deferred nominees may update their portfolios prior to the next review cycle.

Samples of correspondence may be found in Appendix H.

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APPENDIX A

DTP Eligibility Checklist

Candidate Name _____

Eligibility Criteria	Yes	No
Nominee has held the rank of full professor for at least five years, with at least three years of full-time teaching at the nominating campus and ten years of full-time teaching in the SUNY System.		
Nominee regularly carries a full-time teaching load (number of semester hours and number of students served) as defined by the campus for full-time teaching. Department chairs are eligible as long as they are carrying a campus-defined full-time teaching load (<i>see SUNY Policies & Procedures</i>).		
Nominee is scheduled for a sabbatical during the period of the selection process. <ul style="list-style-type: none"> <i>If so, the nominee is INELIGIBLE and should be given the opportunity to defer the nomination until the sabbatical is complete.</i> 		

Restrictions on Eligibility:

- Faculty holding Distinguished Faculty Rank – Distinguished Librarian, Distinguished Professor, Distinguished Service Professor, or Distinguished Teaching Professor – may not be nominated for another Distinguished Faculty Rank designation.
- Faculty may not be nominated for Excellence Awards and DFR in the same season.
- Faculty holding qualified academic appointments (as defined in Board of Trustees policies: individuals holding titles of academic rank that are preceded by the designation ...“visiting” or other similar designations) may not be nominated.
- Faculty holding a concurrent administrative appointment above the level of department chair for which they receive extra compensation are ineligible for the DSP.
- Faculty who have retired or faculty serving in part-time capacities are ineligible; and
- Posthumous nominations are not permissible.

APPENDIX B

Professional Portfolio Requirements for Nominees *(from TAC Binder)*

The portfolio must contain:

- An up-to-date vita, including degrees, honors, experience, teaching interests and all courses taught, scholarly activity, college service, etc.
- A list of all courses taught in the last five years.
- CTEs and typed student comments from a range of courses taught during the past five years. These CTEs must be from courses over a range of time and difficulty level.
- A list of grade distributions for all courses for which CTEs are submitted.
- A statement of the nominee's teaching philosophy.
- A statement of the nominee's grading philosophy.
- A statement explaining in some detail how the nominee teaches, including any specific teaching techniques used.
- Names and addresses of those submitting letters of recommendation. 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.
 - **Internal Letters of Recommendation** – Names and addresses of three to five colleagues and students. At least two of these letters should be from current students attesting to the candidate's teaching ability, dedication and service to students. The list must exclude the president, provost and the dean, as they are required to write letters as part of the process. Letters from those holding Distinguished rank are encouraged.
 - **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 should be accompanied by a one to five page detailed description of the author's stature sufficient to provide review panelists a context for the recommendation submitted.

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- All material is to be included in a loose leaf notebook with each section clearly identified. The DTP Committee may solicit additional information as its review continues.

Additional guidelines for the award may be found at:

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

PORTFOLIOS MAY BE UPDATED BY THE NOMINEE THROUGHOUT THE PROCESS

APPENDIX C

SUNY NOMINATION PORTFOLIO (*excerpted from SUNY Policies and Procedures for the DTP*)

Once a decision is made to submit a nomination, a nomination portfolio will be compiled. It will consist of the President's letter of endorsement, a nomination abstract, the candidate's curriculum vita, key campus nominating letters, external letters of recommendation, and, for DTP nominations, course evaluations and grading scales in recent courses. The contents of these supporting documents are described below:

President's Endorsement/Transmittal Letter – This letter, signed by the President, should highlight the candidate's most outstanding accomplishments and describe the campus support for the nomination. [This letter may be the document used in or as the basis for the Board of Trustees resolution, should the nomination be recommended.] The letter should be addressed to the State University Provost, SUNY System Administration, State University Plaza, 353 Broadway, Room S525, Albany, New York 12246-2915. A separate letter is to accompany each nomination.

Nomination Abstract – Please provide a brief one paragraph abstract of no more than 200 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 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, testimonials and/or award ceremonies.

Curriculum Vita – An up-to-date and moderately comprehensive vita that should have separate sections for educational background, academic/visiting appointments, honors and awards received, national academy memberships, 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 – In addition to the letter from the President, at least five, but no more than eight, letters are needed, including one from the Provost (Chief Academic Officer) and one from the candidate's Dean/Division Head that provide detailed information and the specific rationale – preferably in laymen's terms – for the candidate's nomination. Letters from those holding Distinguished rank are encouraged.

Distinguished Teaching Professor – At 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 – At least five but no more than eight, are needed to validate the stature of the candidate proposed for appointment. Each external letter should be accompanied by a one to five page detailed description of the author's stature sufficient to provide review panelists a context for the recommendation submitted.

The recommenders should:

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- 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 Evaluations and Grade Distributions (Distinguished Teaching Professor only)** – Numerical summaries of selected student course evaluations and grade distributions should be included. Consideration will be given to grading patterns for all courses in at least two recent years. An explanation must be added if this information is not included.

SUBMISSION

Check the SUNY Policies and Procedures for the DTP for deadlines and submission details.

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Appendix D

DTP Decision 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
Teaching Techniques & Representative Materials	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>).		
Student Evaluations	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.		
Scholarship & Professional Growth	The observations, portfolio, and/or 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>		
Student Services	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</i>		

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	<i>students).</i>		
Criteria	Indicators	Yes	No
Academic Standards & Requirements, and Evaluation of Student Performance	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>		
Promotion of Excellence in Teaching*	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.		
Decision	<i>The nominee meets, and preferably surpasses, all criteria for the award.</i>		

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

APPENDIX E

General Timeline for DTP

CALL FOR NOMINATIONS FOR THE RANK OF DISTINGUISHED TEACHING PROFESSOR GO OUT IN THE SPRING and SUMMER/EARLY FALL.

September 15 - The President's Office (ex-officio member), receives nominating letters and checks eligibility. Requests CVs from eligible nominees.

October 1 – CVs due from eligible nominees. DTP committee to review by October 10.

December 1 – Eligible nominees submit portfolios to the President's Office.

December—Review nominating letters and portfolios received for nominees. Decide as a committee whether sufficient evidence exists to warrant teaching observations. Confirm teaching schedules (including block-out dates), request syllabi, and assign observations for the spring semester.

February, March, April - Begin observations for the spring semester in accordance with the guidelines in Appendix F. Observe nominees at least two times.

March 1 – internal and external letters of recommendation are due to the President's Office.

May—meet with DTP committee members to review observations and letters of recommendation to decide whether the nominees should continue in the process and be observed in the fall semester. Bring the completed observation instruments to the meeting to provide evidence for discussion. If possible, schedule observations for the fall semester. Request syllabi for nominee's fall classes. Remind nominees that portfolios must be finalized by November 1.

August—Request/receive syllabi and confirm teaching schedules (including block-out dates) from nominees to start planning observations.

September, October, November—observe nominees at least 2 times each, probably not exceeding 5 total observations.

November 1 – final opportunity for nominees to update portfolios

December—meet early in the month to review observations and updated portfolios of nominees. Each committee member should bring their completed observation instruments to the meeting to provide evidence for discussion. Following discussion, the committee must make a decision regarding the nominees - does the committee want to support _____ this nominee to be put forward to SUNY system for approval?

Once final decisions have been made, the Chair of the DTP Committee contacts the ex-officio member from the President's Office to inform him/her of the choice(s). Any notes or write-ups of the nominees should be collected and provided to the President's Office at this time. Once a nominee has been selected, the nomination summary writing process begins. In addition, the chair or other DTP

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committee member should be charged with writing a draft of the 5 page summary document of the nomination, which is then sent to the President's Office.

April/May – SUNY notification to campus

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APPENDIX F

Checklist for DTP Committee Meetings

Nominee _____ Date _____

Purpose: Check on observations to make a determination if the DTP committee should continue with the nominee.

Committee Member	Representing	1st portfolio review? (y/n)	# Observations Made in Spring	Continue with Candidate? (y/n)	# observations in the fall	2nd portfolio review? (y/n)

APPENDIX G

Teaching Evaluation Guidelines for Teaching Awards and DTP Rank Promotion March, 2018

Developed by J. Ouellette, Chair of Faculty Senate

Purpose of Classroom Observations

Classroom teaching observations provide reviewers with a first-hand teaching-related documentation separate from the portfolio provided by the nominee. It is important to remember that observations for teaching awards and rank awards (DTP) are summative not formative (that is, they are used for award/personnel decisions).

Requirements

Each member is required to make a total of 3 observations over two different terms and preferably different courses. In some cases where a scheduling conflict exists, a committee member may need to make all three observations in one semester. The instruments in this appendix are provided to guide the observer, enhance reflection on teaching excellence, and provide structure and consistency across observations. Observers may use any instrument within the appendix or their own but the same tool should be used for every observation.

Record keeping

Regardless of the observation format used, observers should always provide the following with each observation report: 1. Instructor name 2. Course number and title 3. Approximate number of students in the classroom 4. Day and date of the observation 5. Start and stop time of the observation (this need only be approximate) 6. Observations should be written or typed 7. Original or copies of the observation must be provided to the chair of the committee for record keeping (see below).

Confidentiality

All nomination materials including observations are strictly confidential; similarly all committee communications, whether in writing or oral, are also confidential -- as is the final decision of the DTP and reviews above that level.

Copies of each observation will be kept in a confidential binder by the DTP chair and will be sent to the President's office if the nomination is forwarded to the President. Otherwise all copies of observations will be destroyed.

All observers should be mindful of their behavior when visiting an individual's classroom. Practices adapted from Kachur et. al., 2013 can be viewed in from Appendix B:
<http://teaching.utoronto.ca/teaching-support/peerobservation-of-teaching/>)

**Faculty Teaching Observation Topics and Questions for Focus and Observation
(from TAC Binder/2009)**

- **Lesson Preparation and Accessibility.** Does the lesson demonstrate clear preparation in materials? Is the structure and process of the day's lesson clear to students? Are students able to access the content/materials/information from the class before, during, or after the class meeting? Is it clear where they can go for additional learning/help, either in the syllabus or during the presentation?
- **Content and Structure of Lessons.** Is the structure of the lesson clear to the student at the beginning of the class? Does the structure of the lesson make sense? Is there a structural progression that gives students time to absorb and process the content (e.g. lecture, question, discussion)?
- **Content Relevance and Clarity.** Is information clearly presented? Are new or complicated concepts illustrated, connected to prior learning, and scaffolded, so students can apply prior knowledge and anticipate future information about the learning cycle? Is material given in a context for its relevance to future learning?
- **Engagement.** How does the instructor demonstrate his/her ability to keep students focused and engaged? What are the elements of the day's work that illustrate this, and how do students demonstrate their engagement?
- **Questioning and Interaction with Student Learning.** Are questions posed to the students throughout the lesson to check for student understanding, and give students a chance to think and express deeper processing? Are students encouraged to ask/answer questions (not just "Any questions?" wait two seconds and proceed)? Do students interact with each other, either through short discussion, problem-solving, and/or presentation of questions?
- **Use of Visuals, PowerPoint, and Other Media.** Is there appropriate illustration of concepts using available technology? Is the technology smoothly integrated as a meaningful part of the day's work? Do students attend to and appear to process using the media?
- **Personality and Disposition: Enthusiasm.** Are there clear verbal and non-verbal messages that indicate this professor is invested, interested, and enthusiastic about this lesson, about the students, and about their relationship in the classroom? Does this professor demonstrate the ideals of the profession of teaching – impeccable preparation, care for student achievement, acceptance of diverse views, and irrefutable connection to his/her subject matter and its induction into the knowledge base of the students' future professional lives?

What to Observe?

Adapted from: <https://cft.vanderbilt.edu/guides-sub-pages/peer-review-of-teaching/>

Content knowledge

- Selection of class content worth knowing and appropriate to the course
- Provided appropriate context and background
- Mastery of class content
- Citation of relevant scholarship
- Presented divergent viewpoints

Clear and effective class organization

- Clear statement of learning goals
- Relationship of lesson to course goals, and past and future lessons
- Logical sequence
- Appropriate pace for student understanding
- Summary

Varied methods for engagement, which may include...

- In-class writing – Analysis of quotes, video, artifacts
- Group discussions
- Student-led discussions
- Debates
- Case studies
- Concept maps
- Role plays
- Poster sessions
- Think aloud problem solving
- Jigsaws
- Field trips
- Learning logs, journals

Presentation

- Projects voice
- Varied intonation
- Clarity of explanation
- Eye contact
- Listened effectively
- Defined difficult terms, concepts, principles
- Use of examples
- Varied explanations for difficult material

Student engagement

- Student interest
- Enthusiasm
- Participation

Teacher-Student Interactions

- Effective questioning
- Warm and welcoming rapport
- Use of student names
- Encouraging of questions & discussion
- Engaged student attention
- Answered students effectively
- Responsive to student communications
- Pacing appropriate for student level, activity
- Restating questions, comments
- Suggestion of further questions, resources
- Concern for individual student needs
- Emotional awareness of student interests, needs

Appropriateness of instructional materials

- Content that matches course goals
- Content that is rigorous, challenging
- Content that is appropriate to student experience, knowledge
- Adequate preparation required
- Handouts and other materials are thorough and facilitated learning
- Audio/visual materials effective
- Written assignments

Observation Sample Templates

(Adapted by J. Ouellette from the Univ. of Toronto 2017 can be found at:
<http://teaching.utoronto.ca/teaching-support/peer-observation-of-teaching/>)

The Narrative Log

Below we have included a sample narrative log that allows the observer to record a behavior (both instructor and student), a technique or a reaction occurs, as well as the observer’s comments or questions related to what is happening in the classroom.

Example log:

OBSERVATIONS	ACTION/COMMENT
Opening/warm – shared anecdote	A method for establishing rapport with the students.
Review of administrative details	Details provided regarding an upcoming assignment and related tutorial.
Surveyed students to see what they remembered from previous lecture	Students remembered little – what do you attribute this to?
Began lecture by sharing goals for this class	Goals provided direction for the class. How did you feel regarding the amount of time spent setting up the class?

Open-Ended

PROCEDURE: After reviewing the syllabi and lesson/class for that day the observer should comment on specific aspects of the lesson the observed (you may add questions; or just use a blank page).

OBSERVER FEEDBACK

- 1) If known, describe the key goals/outcomes for the lesson.

- 2) Describe the instructor's content mastery, breadth and depth.

- 3) Describe the method(s) of instruction/assessment.

- 4) Describe the clarity and organization of the lesson.

- 5) Describe the form and the extent of student engagement.

- 6) Overall impressions.

Checklist

This form focuses on description regarding agreed upon items for observation based on the pre-observation meeting. Comments may be used by the observer to explain their observation and to provide reflection and additional insight. A sample format for these comments is as follows:

Example scale (one could also use a Likert type scale)

During discussion, the instructor pauses after asking questions. Yes No

POSSIBLE ITEMS FOR CHECKLIST FORMS BY CATEGORY

INSTRUCTOR ORGANIZATION

The instructor states the relation of the class to the previous one.
The instructor knows how to use the educational technology needed for the class.
The instructor posts class goals or objectives on the board or a slide.
The instructor gives specific instructional outcomes for the course.
The instructor provides an outline of the organization of the class.
The instructor conveys the purpose of each class activity.
The instructor summarizes periodically and at the end of class or has the students do so.
The instructor revisits objectives at the end of class.
Students are made aware what preparation (readings or other assignments) they should complete prior to the next class.

INSTRUCTIONAL MATERIALS

If used, videos, websites and other resource materials have a clear purpose.
Handouts or digital resources are appropriate in number and subject.
The instructor gives assistance or insight into reading or using assigned texts.

INSTRUCTIONAL STRATEGIES

The instructor's choice of teaching techniques is appropriate for the goals.
During discussion, the instructor pauses after asking questions.
The instructor acknowledges student contributions to discussion, helping students extend their responses.
The instructor keeps discussion on track or facilitates small group discussion.
The instructor mediates conflict or differences of opinion, and encourages students to do the same.
The instructor demonstrates active learning techniques. The instructor provides explicit directions for active learning tasks.
The instructor allows enough time to complete active learning tasks, such as collaborative work.
The instructor specifies how active learning tasks will be evaluated.
The timing of classroom activities considers attention spans.
The instructor relates class to course goals, students' personal goals, or societal concerns.
The instructor offers "real world" application.
The instructor helps students apply theory to solve problems.

CONTENT KNOWLEDGE

The instructor's statements are accurate according to the standards of the field.
The instructor incorporates current research in the field.
The instructor identifies sources, perspectives, and authorities in the field.
The instructor communicates the reasoning process behind operations or concepts.
The instructor corrects bias in assigned materials.

PRESENTATION

The instructor can be seen and heard.
The instructor avoids extended reading from notes or texts.
The instructor varies lecturing with active learning techniques.
The instructor speaks at a pace that allows students to comprehend what is said.
The instructor uses appropriate examples, metaphors and analogies.
The instructor uses humor appropriately.
The instructor is enthusiastic about the subject matter.

RAPPORT WITH AND RESPONSIVENESS TO STUDENTS

The instructor addresses students by name, as possible.
Delivery is paced to students' needs.
The instructor provides feedback at given intervals.
The instructor uses positive reinforcement.
The instructor incorporates student ideas into the class.
The instructor encourages students to build on each other's comments and ideas.
The atmosphere of the classroom is participative.
The instructor is available before or after class.
The instructor pays attention to cues of boredom and confusion.
The instructor provides students opportunity to mention problems/concerns with the class, either verbally or in writing.
The instructor models good listening habits.
The instructor demonstrates flexibility in responding to student concerns or interests.
The instructor is sensitive to individual interests and abilities.

CLARITY

The instructor defines new terms or concepts.
The instructor elaborates or repeats complex information.
The instructor uses a variety of examples to explain content.
The instructor makes explicit statements in order to draw student attention to certain ideas.
The instructor pauses during explanations to allow students to ask questions.

INSTRUCTION IN LABORATORIES, STUDIOS OR FIELD SETTINGS

Experiments/exercises are well chosen and well organized.
Procedures/techniques are clearly explained/ demonstrated.
The instructor is thoroughly familiar with experiments/exercises.
The instructor is thoroughly familiar with equipment/ tools used.
Assistance is always available during experiments/ exercises.
Experiments/exercises are important supplements to the course.
Experiments/exercises develop important skills.
Experiments/exercises are of appropriate length.

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Experiments/exercises are of appropriate level of difficulty.
Experiments/exercises help to develop confidence in the subject area.
The instructor provides aid with interpretation of data.
The instructor's emphasis on safety is evident.
Criticism of procedures/techniques is constructive.
The instructor works well with student and other parties in the setting.
Clinical or field experiences are realistic.

IMPACT ON LEARNING

The instructor helps develop critical thinking skills and problem-solving ability.
The instructor broadens student views.
The instructor encourages the development of students' analytic ability.
The instructor fosters respect for diverse points of view.
The instructor helps students develop awareness of the process used to gain new knowledge.
The instructor stimulates independent thinking.

CREATING AN INCLUSIVE CLASSROOM

Instructor creates an equitable and inclusive classroom that respects gender differences, diverse ethno-cultural and faith communities, family structures, student abilities/needs and differences in socioeconomic status.
Instructor conveys the belief that all students can learn and succeed.
Instructor conveys openness and warmth and encourages students to interact with others the same way.
Instructor provides text, resources and learning materials in the classroom that reflects diversity of culture, ethnicity, faith, and language, and differences in socioeconomic status, physical ability and family structure.
Instructor uses resources that present both local and global images and perspectives.
Instructor uses technology to provide additional visual, oral, aural and/or physical supports for students who need them.
Instructor uses instructional strategies that reflect diverse learning styles.
Instructor uses a variety of assessment tasks so that students with different learning styles can achieve success.
Instructor provides accommodations for students who require extra time or additional explanations.

Items are adapted from Chism (2007) and University of Minnesota Peer Review of Teaching Guide (2009).

Sample Likert scale using some items from the above list is on the following page (scale anchors and format developed by J. Ouellette).

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Example Likert Scale Using Checklist items (Note: items can be copied and pasted from previous list; rows can be added)

Observed Characteristic	Very Poor	Poor	Good	Very Good	Excellent	N/A Use X	Comments
The instructor posts class goals or objectives on the board or a slide.	1	2	3	4	5		
The instructor summarizes periodically and at the end of class or has the students do so.	1	2	3	4	5		
The instructor identifies sources, perspectives, and authorities in the field.	1	2	3	4	5		
	1	2	3	4	5		
	1	2	3	4	5		
	1	2	3	4	5		

An example with different scale anchors

Observed Characteristic	Not at All	Inconsistently	Adequately	Very Well	Extremely Well	N/A Use X	Comments
The instructor posts class goals or objectives on the board or a slide.	1	2	3	4	5		



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FACULTY PEER OBSERVATION AND FEEDBACK OBSERVATION ORGANIZER

Learning Focus	Strengths	Questions/Considerations
Prior Knowledge: What evidence did you see of the instructor assessing, using, correcting, or otherwise engaging with students' prior knowledge of the course material?		
Knowledge Organization: What evidence did you see of the instructor helping students organize course concepts to build appropriate understanding of the material?		
Motivation: What evidence did you see of the instructor making clear the material's value and relevance to real world phenomenon? What evidence did you see of the instructor making clear the kinds of effort necessary to acquire the skills being taught?		
Mastery: What evidence did you see of students integrating and applying skills they were acquiring?		
Practice and Feedback: What evidence did you see of students getting practice using course concepts towards an explicit goal and getting feedback on that practice (for example, practice questions, in-class activities, etc.)?		
Class Climate: What evidence did you observe of the class climate being a good fit for students' social, emotional, or intellectual needs? What active engagement among students did you see?		
Self-Directed Learning: What evidence did you see of students getting help learning how to learn? (Assessing the demands of a task, evaluating their own knowledge and skills, planning, monitoring their own progress, and making adjustments as needed?)		
General Delivery/Facilitation: What aspects of delivery or facilitation drew your attention? Consider aspects of presentation skill, student-to-student interaction, student questions both asked and answered, use of technology, structure and pace of activities, etc.		

APPENDIX H

Samples of Correspondence

FROM FACULTY SENATE CHAIR/PRESIDENT'S OFFICE

SAMPLE OF EMAIL ANNOUNCEMENT FOR NOMINATIONS – End of Spring and start of fall semesters

Nominations Sought for SUNY Distinguished Professorships

Nominations are now being accepted for the following SUNY distinguished ranks: Distinguished Teaching Professor (DTP), Distinguished Service Professor (DSP), Distinguished Professor (DP) and Distinguished Librarian (DL). [For end of spring semester: Summer is a great time to be thinking about potential nominees and drafting a nomination letter!]

Created by the State University Board of Trustees as a prestigious system-level distinction, the Distinguished Faculty Rank (DFR) programs recognize and reward SUNY's finest and most accomplished faculty. The ***DFR is a promotion to an esteemed, tenured rank above that of full professor.*** Individuals so appointed are at a professional level beyond that which can be attained at the campus level.

Eligibility for the Distinguished Professorship ranks is limited to individuals who have been full professors for at least five years and who have completed at least ten years of full-time service in SUNY.

The criteria for the promotions are attached. Complete SUNY policies and procedures may be found at the following URL address:

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

Persons wishing to nominate someone for any of these ranks should submit the nominee's name and a detailed justification not to exceed two typed pages to **NAME** in the President's Office **no later than September 15**. (Note: Nominations submitted without detailed justification will not be reviewed by the committee.) Nominations may also be submitted by email, to **EMAIL ADDRESS**. Individuals may not self-nominate for these awards.

Thank you.

Distinguished Teaching Professorship (DTP) Committee

FROM THE PRESIDENT'S OFFICE/SENATE CHAIR

COMMITTEE APPOINTMENT NOTIFICATION

Dear **XXXX**,

Thank you for accepting an appointment to the Distinguished Teaching Professor Committee. We have attached the committee's procedures so you can familiarize yourself with them before the committee becomes active for the next promotion cycle. Your three-year term begins January **YEAR** and ends January **YEAR**.

Your willingness to contribute to this important committee is greatly appreciated!

Best,

Name

President's Office

Name

Chair, Faculty Senate

Distinguished Teaching Professorship (DTP) Committee

FROM THE PRESIDENT'S OFFICE

SAMPLE LETTER TO REQUEST CV FROM ELIGIBLE NOMINEES

TO: **NOMINEE**
FROM: President's Office
DATE: **DATE**
RE: NOMINATION FOR PROMOTION TO THE RANK OF DISTINGUISHED TEACHING PROFESSOR

NAME OF NOMINATOR has nominated you for promotion to the rank of Distinguished Teaching Professor. Congratulations on this recognition of your work.

Please note that the Distinguished Teaching Professor is a prestigious system-level distinction that recognizes and rewards SUNY's finest and most accomplished faculty. This promotion to the highest rank in the SUNY System also involves obligations and responsibilities. At minimum, you will be expected to serve on future SUNY awards and/or promotion committees. Other possibilities include (adapted from *SUNY Policies and Procedures*):

- Offering lectures and seminars for students and scholars on other campuses of the University, and considering other activities requested of you, consistent with your areas of expertise. You may also be asked, by the Chancellor or a member of the Chancellor's staff, or by a campus President, to promote academic excellence within the State University.
- Function as a role model and devote appropriate service to University-wide activities, both ceremonial and professional, on campuses other than your own when requested to do so by the Chancellor.
- Devote time to curricular reform and to the improvement of instruction both on your home campus and to the University as a whole. Such service may come at the request of the Chancellor or a member of the Chancellor's staff, or a campus President.
- Participate in SUNY's Distinguished Academy.

Please note that if you would like the DTP Committee to proceed with a review of your candidacy for this promotion, you need to submit a CV by **November 1**. If the committee determines that you are a viable candidate, you will be notified and asked to submit a portfolio and internal and external letters of recommendation to the President's Office by **March 1**. You can find guidelines and criteria for the award at the SUNY website:

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

If you have questions, you are welcome to contact me at **PHONE or E-MAIL ADDRESS**.

Best wishes.

Distinguished Teaching Professorship (DTP) Committee

FROM THE PRESIDENT'S OFFICE

SAMPLE PORTFOLIO REQUEST

CONFIDENTIAL

Good afternoon. Congratulations! The Distinguished Teaching Professor (DTP) Committee met recently and requested your portfolio for review in consideration of promotion to Distinguished Teaching Professor.

Your portfolio and letters of support are due on **March 1**. The portfolio should be organized to reflect the criteria for the promotion. Please bring it or send it to the President's Office, Miller Building 408, and I will notify the DTP committee of its availability for review.

Criteria, policies and procedures for the promotion can be accessed at: <http://system.suny.edu/academic-affairs/faculty-staff-awards/chancellors-excellence-awards/>. Just a reminder, too, that 5-8 internal and 5 – 8 external letters will be required.

If you have questions at any time, please feel free to contact me.

Best,

FROM THE COMMITTEE CHAIR

DEFERMENT OFFER

CONFIDENTIAL

Good afternoon.

As members of the selection committee for the Distinguished Teaching Professorship, my colleagues and I were pleased to have the opportunity to review your application for this promotion. Your accomplishments in the area of **XXX** were impressive. This year's applicant pool was exceptionally strong, and after much deliberation, we selected another candidate to put forward to SUNY.

At the same time, we found your qualifications for this promotion to be quite strong. We would like to invite you to keep your application active for consideration in next year's DFR cycle. Please let me know if you would like your application to be considered again next year. If so, you may update your portfolio before the review process starts again.

We are grateful for the time and effort you put into this process and we thank you for your ongoing contributions to our campus and the SUNY system.

Sincerely,

NAME of Committee chair

On behalf of the DTP Committee

Distinguished Teaching Professorship (DTP) Committee

FROM THE COMMITTEE CHAIR

SAMPLE LETTER FOR THOSE NOT SELECTED WITH FEEDBACK

CONFIDENTIAL

Good afternoon.

As members of the selection committee for the Distinguished Teaching Professorship, my colleagues and I were pleased to have the opportunity to review your application for this promotion. Your accomplishments in the area of **XXX** were impressive. This year's applicant pool was exceptionally strong, and after much deliberation, we selected another candidate to put forward to SUNY.

The committee noted a few areas in your portfolio that could be strengthened to help you address the rigorous criteria for this promotion. These include **[list suggestions]**. We hope these suggestions will be helpful to you, should you be nominated again. **OR**

If you are interested, a member of our committee would be happy to provide you with feedback on your application materials. Please let me know if you would like to meet with a committee member to get this feedback.

We are grateful for the time and effort you put into this process and we thank you for your ongoing contributions to our campus and SUNY.

Sincerely,

NAME of Committee chair

On behalf of the DTP Committee