SECTION 7: EVALUATION OF TEACHING AND RECOMMENDATION FOR PROVOST AWARD

All departmental committees are required to submit a memo with a peer review of the candidate’s teaching, which includes teaching instruction, as an assessment of the candidate’s Teaching Portfolio, and a review of the candidate’s student evaluations. This memo is separate from the letter in which the committee makes its recommendation on the candidate’s promotion. The peer review memo should be considered in that recommendation. Peer reviewers should consult the Guide to the Promotion Process for advice on how to interpret student evaluations.

Departments should use the protocol for peer reviews from the Office of Instruction and Assessment: http://teachingprotocol.oia.arizona.edu. This protocol requires that reviewers meet with candidates to discuss their Teaching Portfolio before observing their teaching and follow up with a meeting to discuss their observations. The protocol also recommends that candidates be given the opportunity to send their head a response to their teaching observation. More information is available at http://facultyaffairs.arizona.edu/teaching-portfolios-and-reviews.

Peer Review Memo of Instruction and Teaching Portfolio
- Assessment of Teaching Portfolio with representative syllabi, tests, assignments, appropriateness and currency of course content.
- Assessment of full TCE reports that includes comparison to other faculty.
- Summary of report(s) on classroom visit or other observations, on letterhead, dated, and signed by reviewer(s).
- Review of contributions to departmental and university teaching.
- Review of success of the students that candidates have taught and supported or other evidence of effectiveness of instruction and mentoring.
- Summary of students’ individual comments.

Peer Review of Student Evaluations of Teaching
- Official Teacher Course Evaluation (TCE) summary and materials
  - TCE Participation History
  - TCE Comparison Reports can be found using the TCE Dashboard in UAccess Analytics
- If TCEs are not used, provide an equivalent form of evaluation with comparisons.
- Individual feedback from undergraduate and graduate students, which may include individual comments on TCEs and letters from current and former students.

Committees are encouraged to use their peer reviews to recommend outstanding teachers for the Provost Awards for Innovations in Teaching. These awards will be given to candidates whose classroom observations, teaching portfolios, and student evaluations document innovations such as these:
- active learning strategies and other evidence-based instructional innovations;
- well-structured course syllabi with well-defined learning outcomes;
- inclusive teaching strategies and course content to address diverse learning styles and experiences;
- involvement in workshops and collaborative reforms of teaching;
- strong TCE and student comments;
- teaching awards, grants, and other recognized achievements in teaching; and
- effective mentoring and student advising, including collaborations with students from diverse backgrounds.

Prepared by the Departmental Committee

Updated 05/14/2018