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 teaching. This memo incorporates (1) a summary of the teaching observation(s) that have been done, (2) a review of the student evaluations, and (3) an assessment of the Teaching Portfolio in Section 6. This memo is separate from the letter in which the committee makes its recommendation on promotion. The peer review memo should be considered in that recommendation.

1) **When conducting teaching observations**, committees should use the protocol from the Office of Instruction and Assessment: [http://teachingprotocol.oia.arizona.edu/](http://teachingprotocol.oia.arizona.edu/). This protocol requires that reviewers meet with candidates to discuss their Teaching Portfolio before observing their teaching, and also follow up to discuss their observations. The protocol also recommends that candidates be given the opportunity to send their head a response to their teaching observation. Observations should be on letterhead, dated, and signed by reviewer(s). Observations may be conducted in the year before the promotion review. Teaching observations may be conducted by faculty who are not members of the committee. If possible, they should have a rank higher than the candidate. More information is at [http://facultyaffairs.arizona.edu/teaching-portfolios-and-reviews](http://facultyaffairs.arizona.edu/teaching-portfolios-and-reviews).

2) **When reviewing student evaluations**, committees should consider this advice of on how to interpret students' evaluations of instructors. If Teacher-Course Evaluations (TCEs) are not used, an equivalent form of student feedback must be provided with comparisons to benchmark groups. Individual assessments from students may include comments on TCEs and letters from current and former students. Committees are encouraged to work with their departmental TCE coordinator to provide these reports:
   - Official Teacher Course Evaluation (TCE) summary and materials,
     - TCE Participation History,
     - TCE Comparison Reports, and
     - Summary of students’ individual comments.

3) **When reviewing Teaching Portfolios**, committees should use the Criteria for Peer Reviews of Teaching and Nominations for Provost Awards for Innovations in Teaching. More information is provided in the Guide to Promotion. Reviews of Portfolios should include assessments of
   - Contributions to departmental and university teaching;
   - Contributions to mentoring, advising, and other engagements with students;
   - The success of the students whom the candidate has taught and supported; and
   - Other evidence of effectiveness of instruction and mentoring.

Committees are encouraged to use their peer review memos to recommend instructors for the Provost Awards for Innovations in Teaching. As noted in the Criteria for Peer Reviews of Teaching and Nominations for Provost Awards for Innovations in Teaching, these awards will be given to candidates whose classroom observations, student evaluations, and Teaching Portfolios document innovations such as these:

- active learning strategies and other evidence-based instructional practices;
- 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 advising, including collaborations with students from diverse backgrounds.

[Prepared by the Departmental Committee]

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