



## **Criteria for Peer Reviews of Teaching and Nominations for Provost Awards for Innovations in Teaching**

The following criteria should be used for departmental committee reviews of Teaching Portfolios and composing the peer review letter for Promotion Dossiers. Reviewers should consider the criteria used in the teaching observation. Departments may add criteria that they feel are particularly important in assessing teaching excellence in their field.

These criteria should also be used in making recommendations for The Provost's Award for Innovations in Teaching. Based on the recommendations of departmental peer reviewers, this award will be granted to candidates whose Portfolios effectively document outstanding records of teaching effectiveness that include evidence-based innovations in teaching, including an attention to active learning strategies, well-defined learning outcomes, and assessments that help students reflect on their progress toward achieving those outcomes.

### **Overall Content**

The Portfolio is complete and documents instructional innovations, collaborative efforts to improve teaching, well-structured course syllabi, strong TCE and student comments, and recognition of achievements in teaching such as teaching awards and teaching grants,

### **Teaching Statement**

The Candidate Statement and/or teaching statement in the Portfolio addresses the principles that guide the candidate's teaching and provides an appropriate introduction to the candidate's Teaching Portfolio. The statement provides evidence of the impact of the candidate's teaching and includes a detailed description of the candidate's teaching goals, teaching methods, assessments of student learning, and mentoring goals and practices.

### **Student Learning Outcomes**

The Teaching Portfolio clearly identifies the student learning outcomes for courses the candidate has taught. These may be included in the course syllabi that are included. These outcomes are clear and measurable, and are aligned with the department's program-level learning outcomes. The candidate describes how these learning outcomes are an integral aspect of his/her teaching.

### **Evidence-Based Learning Strategies**

The Teaching Portfolio clearly identifies the evidence-based learning strategies the candidate has used in the courses s/he has taught; e.g., class discussions, student performances, clicker questions, in-class small- group activities, group projects. The candidate describes how these strategies are an integral aspect of his/her teaching.

### **Student Assessments**

The Teaching Portfolio clearly identifies the ways in which the candidate assesses students' attainment of the learning outcomes for each course. The assessment activities are appropriate measures of the courses' learning outcomes. Where appropriate, these assessment activities are also useful for program-level outcome assessments.

### **Professional Development and Leadership**

The Teaching Portfolio clearly identifies efforts to improve teaching, including getting involved in professional development around teaching. This involvement may include participation in activities such as teaching workshops, OIA coaching, and attending education conferences. More advanced candidates should demonstrate leadership in collaborative efforts to improve teaching and advance curricular innovations.

### **Additional Resources on Portfolios and Promotion Reviews**

More resources are available on line: <https://facultyaffairs.arizona.edu/content/teaching-portfolios-and-reviews>