

## SECTION 7: PEER OBSERVATION AND PROVOST AWARD FOR INNOVATIONS IN TEACHING NOMINATION

### Peer Observation by Departmental Committee

It is **preferred** for a member of the departmental review committee to conduct at least one peer observation of teaching during the year before or semester of the promotion review. Observations of teaching for candidates undergoing a promotion review will use the [Classroom Observation Tool](#) from the Office of Instruction and Assessment (OIA). **Please include the report and letter from the classroom observation conducted for promotion review in this section.** For assistance with peer observations, please contact Dr. Ingrid Novodvorsky in the Office of Instruction and Assessment: [novod@email.arizona.edu](mailto:novod@email.arizona.edu). It is recommended that units choose 10 items (out of the 82 possible) to guide the observation; the unit may choose the items based on the specific course or overall unit teaching philosophy. A pre-observation meeting can be conducted with the candidate. There is no need to meet with the candidate after completing the observation for the promotion review.

### Nomination Memo for Provost Award for Innovations in Teaching

Departmental committees are encouraged to write a **memo to nominate candidates for the Provost Award for Innovations in Teaching** for candidates who have made significant contributions to innovation in teaching. Candidates will NOT be considered for this award without this nomination memo. This award is only available for candidates going through the promotion process.

[Criteria](#) for nomination that can be highlighted in the nomination memo include the following types of innovations or recognition of innovation:

- Innovative teaching strategies;
- Active learning strategies and other evidence-based instructional practices;
- Well-structured course syllabi with defined learning outcomes;
- Inclusive teaching strategies and course content to address diverse learning styles and experiences;
- Development of new cutting-edge courses, new content or new pedagogy;
- Involvement in workshops and collaborative reforms of teaching;
- Innovation of collaborative learning spaces;
- Leadership in faculty learning communities;
- Impactful student evaluations and comments for student learning, achievement, and outcomes;
- 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**