

## SECTION 9: PEER OBSERVATION AND PROVOST AWARD FOR INNOVATIONS IN TEACHING NOMINATION FOR CAREER-TRACK CANDIDATES

### Evaluative Peer Observation

At least one evaluative peer observation of teaching must be conducted during the year before or semester of the promotion review. This observation will be done by a faculty member *one rank above* the career-track candidate. This evaluative peer observation for promotion will be set up by the *department head*, not the candidate.

Reviewers observing the teaching for candidates undergoing a promotion review will use one the following Classroom Observation Tools from the University Center for Assessment, Teaching & Technology (UCATT):

1. For majority in-person teaching, please use this [Classroom Observation Tool](#).
2. For majority on-line teaching, please use the [Online Course Review Tool](#).

**Please include the report from the classroom or online class observation conducted for promotion review in this section.** For assistance with peer observations, please contact Dr. Lisa Elfring in the University Center for Assessment, Teaching & Technology: [elfring@arizona.edu](mailto:elfring@arizona.edu).

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 evaluation 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.

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

The following criteria should be used for reviewing Teaching Portfolios and composing the peer review letter for promotion dossiers. Reviewers should also 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 are also used to make recommendations for the Provost Awards for Innovations in Teaching. Based on the recommendations of departmental reviewers, these awards will be granted to candidates who have exemplary records of teaching innovations, including active learning strategies, well-defined learning outcomes, and strategies for creating inclusive classrooms and curricula that engage students from diverse backgrounds and with differing learning styles and aptitudes.

### **Overall Content**

The Portfolio should document well-structured course syllabi, research on teaching and learning, evidence-based instructional innovations, attendance at workshops and other collaborations on teaching, strong TCE and student comments, teaching awards and grants, and efforts to support students from traditionally underserved backgrounds.

### **Teaching Statement**

In their Candidate Statement and/or teaching statement, candidates should effectively introduce their Teaching Portfolio by noting the impact and effectiveness of their teaching. Candidates should describe their teaching goals, methods, learning assessments, mentoring, and efforts to foster inclusive learning. Candidates should also reflect on areas where improvements are needed and note efforts to address them.

### **Student Learning Outcomes**

The Teaching Portfolio should clearly identify the learning outcomes for courses. These outcomes may be specified in the course syllabi that are included. These outcomes should be clear, measurable, and appropriate to the level of the course. Candidates should note the measures used to assess learning outcomes.

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

The Teaching Portfolio should clearly identify the active learning strategies the candidates used in their courses, class discussions, student performances, clicker questions, in-class small-group activities, and group projects. Candidates should provide examples of how these strategies are used in their teaching.

### **Student Assessments**

The Teaching Portfolio should clearly identify the ways in which the candidate assesses students' attainment of the learning outcomes for each course. The assessment activities should be clear and well-aligned measures of course outcomes. Where appropriate, these assessments should also be aligned with program outcome assessments.

### **Professional Development and Leadership**

The Teaching Portfolio should identify efforts to improve teaching and involvements in professional development around teaching. Such efforts may include participation in activities such as teaching workshops, OIA coaching, and education conferences. More advanced candidates should demonstrate leadership in collaborative efforts to improve teaching and advance curricular innovations.

### **Inclusive Curricula and Classrooms**

Classroom observations, Candidate Statements, and other aspects of Teaching Portfolios should demonstrate that candidates are utilizing evidence-based methods such as universal design principles to meet the needs of all learners, including those from traditionally unrepresented backgrounds. Further information on inclusive pedagogies is available at <https://hsi.arizona.edu/resources/inclusive-teaching-practices> and <https://poorvucenter.yale.edu/InclusiveTeachingStrategies>.