

SECTION 9: PEER OBSERVATION AND PROVOST AWARD FOR INNOVATIONS IN TEACHING NOMINATION

Section 9 is comprised of two parts.

☐ Section 9A: 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 in the same track, *at least one rank above* the 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. Please provide specific examples for evidence of criteria under each category. For assistance with peer observations, please contact Dr. Lisa Elfring in the University Center for Assessment, Teaching & Technology: elfring@arizona.edu.

There is no need to meet with the candidate after completing the observation for the promotion review.

☐ Section 9B: Nomination Form for Provost Award for Innovations in Teaching

Departmental committees complete this form **to nominate a candidate 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 form. This award is only available for candidates going through the promotion process. Retention review (aka “third year review”) candidates are not eligible.

[Criteria](#) for nomination that can be highlighted in the nomination form 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.