### UNIVERSITY OF BRITISH COLUMBIA

### ALLARD SCHOOL OF LAW

### CONFIDENTIAL

**TO:** Chair, Faculty Standing Committee on Promotion

**FROM:** [Shepherd’s names]

**DATE:**

**RE:** Promotion to Professor of [Candidate’s name] [Current rank]

[Allard School of Law ARPT Guidelines (3.1(e) ii) specify that shepherds “prepare a neutral and descriptive report based on their classroom observations and review of the candidates CV.”]

[Shepherds should provide a general outline candidate’s appointment history at UBC; prior appointments, if any; professional/academic credentials; any and all relevant related experience; etc.]

#### I. Collective Agreement Criteria for Promotion to Professor

Article 3.09 Professor

1. Appointment at or promotion to the rank of Professor is reserved for those whose contributions (judged by the criteria as set out in Article 4) are considered outstanding.
2. These persons will have met appropriate standards of excellence and have wide recognition in the field of their interest. They must have shown high quality in teaching and a growing body of productive scholarly activity, have attained distinction in their discipline, and have participated significantly in academic and professional affairs.

Article 4.01

1. Candidates for appointment, reappointment, tenure or promotion … are judged principally on performance in both teaching and in either scholarly activity or educational leadership.  Service to the academic profession, to the University, and to the community will be taken into account but, while service to the University and the community is important, it cannot compensate for deficiencies in teaching, scholarly activity or educational leadership.
2. Judgments of an individual should be made objectively.

Article 4.02 Teaching

Teaching includes all presentation whether through lectures, seminars and tutorials, individual and group discussion, supervision of individual students’ work, or other means by which students, whether in degree or non-degree programs sponsored by the University, derive educational benefit. An individual’s entire teaching contribution shall be assessed. Evaluation of teaching shall be based on the effectiveness rather than the popularity of the instructors, as indicated by command over subject matter, familiarity with recent developments in the field, preparedness, presentation, accessibility to students and influence on the intellectual and scholarly development of students. The methods of teaching evaluation may vary; they may include student opinion, assessment by colleagues of performance in university lectures, outside references concerning teaching at other institutions, course material and examinations, the calibre of supervised essays and theses, and other relevant considerations. When the opinion of students or of colleagues are sought, this shall be done through formal procedures. Consideration shall be given to the ability and willingness of the candidate to teach a range of subject matter and at various levels of instruction.

Article 1.01

“Scholarly activity” means research of quality and significance, or, in appropriate fields, distinguished, creative or professional work of a scholarly nature; and the dissemination of the results of that scholarly activity.

“Indigenous scholarly activity” means research or creative activity of quality and significance that is partially or entirely in the field of Indigenous scholarship and/or in collaboration with Indigenous community partners and peoples; and the appropriate dissemination of the results of that scholarly activity.

Article 4.03 Scholarly Activity

Judgment of scholarly activity is based mainly on the quality and significance of an individual’s contribution. Evidence of scholarly activity varies among the disciplines. Published work is, where appropriate, the primary evidence. Such evidence as distinguished architectural, artistic or engineering design, distinguished performance in the arts or professional fields, shall be considered in appropriate casesFor Indigenous scholarly activity, evidence may include a diverse set of outputs outside the general norms of any given discipline, such as but not limited to curation or creation of artistic or cultural exhibits, significant oral dissemination of research, policy development, and community engaged scholarship under the ownership of Indigenous nations. Evidence of oral dissemination shall be accessible for peer review and demonstrate impact.

When assessing scholarship for career decisions, consideration will be given to different pathways to academic and scholarly excellence. Diverse substantive contributions to knowledge and methods of dissemination, as recognized within the field of inquiry, are valued.

a) For the scholarship of teaching, scholarly activity may be evidenced by originality or innovation, demonstrable impact in a particular field or discipline, peer reviews, dissemination in the public domain, or substantial and sustained use by others. For example, textbooks and curriculum reform that changed academic understanding or made a significant contribution to the way in which a discipline or field is taught might constitute useful evidence of the scholarship of teaching whereas textbooks or curriculum revision of a routine nature would not. Innovation in Indigenous pedagogies at the university or in the community and/or the development of Indigenous curriculum for Indigenous communities may also be considered.

1. In professional or clinical studies scholarly activity may be evidenced by research on or the creation of:

i)  significant applications of fundamental theory; or

ii) significant forms and applications of professional or clinical practice.

Work with professional, technical, scholarly, Indigenous or other organizations or with scholarly publications which falls within the definition of scholarly activity may also be considered.

Article 4.05 Service to the University and the Community

Service is a combination of assigned and self-directed tasks. This includes service performed for the benefit of Departments, Faculties, Extended Learning, or other parts of the University (including the Faculty Association), and for professional organizations and the community at large. Such service might include administrative or supervisory work, service on committees and university bodies, all continuing education activity in the community including professional education, special work with professional, technical, scholarly or other organizations or with scholarly publications not falling within the definition of scholarly activity, membership on or service to governmental or public councils and boards, mentoring activities including for members of Indigenous, racialized, or other historically marginalized groups, and other forms of academic, professional, and public service.

Service also includes professional, academic, and public service work done to advance the inclusion of all those who have been historically excluded based on gender, race, religion, sexuality, age, disability, or economic circumstance.

#### II. Teaching Performance

**A. Summary of Teaching Activity**

[A complete list of courses is, or should be, already provided in the candidate’s CV, as well as in the table provided by the Dean’s Office summarizing Student Experience of Instruction (SEI) data, and need not be replicated here unless for ease of reference]

[Shepherds should not feel constrained in their reporting on teaching performance, but may consider providing the following information, derived from the Senior Appointments Committee’s [Guide to Reappointment, Promotion and Tenure Procedures at UBC](https://hr.ubc.ca/sites/default/files/documents/SAC%20Guide.pdf) (Appendix 2, Teaching Evidence):]

*Description of the candidate’s teaching responsibilities*

* *A quantitative summary of the amount of teaching of all kinds [first year, upper level, mandatory, directed research, etc] performed by the candidate at the JD and graduate levels.*
* *A statement comparing the amount of teaching to the expected norms of the Faculty*
* *An explanatory statement or comment if the amount of teaching in one or more particular areas does not meet the expected norms.*

*Description of contributions to graduate or professional training. This should include, as appropriate, evidence of “ability to direct graduate students” as shown by:*

* *Supervised students’ degree completion, publications, research awards, and subsequent professional success.*
* *Teaching of graduate courses.*
* *The quality and quantity of graduate student mentoring compared to the expected norms in the Faculty.*

[NOTE: in describing the candidate’s record of graduate supervision, shepherds should distinguish between primary supervisor and committee service roles and between LLM and PhD students.]

**B. Student Evaluations of Teaching**

[A completed Student Experience of Instruction (SEI) summary table will be provided by the Dean’s Office, along with complete SEI reports per course.]

[Shepherds may consider providing the following information with relation to SEI data, derived from the Senior Appointments Committee’s [Guide to Reappointment, Promotion and Tenure Procedures at UBC](https://hr.ubc.ca/sites/default/files/documents/SAC%20Guide.pdf) (Appendix 2, Teaching Evidence):]

*Qualitative evidence regarding the candidate’s effectiveness and the importance of candidate's educational activities to the Faculty. This may include:*

* *A summary of the candidate’s quantitative teaching evaluation scores relative to the norms of the Faculty.*
* *A list and brief description of any special or remedial efforts undertaken by the candidate to improve teaching performance.*
* *A list and brief description of any awards or other recognition of teaching excellence the candidate has received.*

**C. Peer Reviews of Teaching**

[Shepherds (and any other peer reviewers) are welcome but not required to use either the CTLT’s pilot rubric for peer reviews of teaching—developed over 2017/18 and 2018/19 in collaboration with the chair of the Senior Appointments Committee and various faculty representatives as an attempt to standardize the PRT criteria and ensure the credibility of PRTs as evidence across the various levels of review—or the earlier Law Peer Review of Teaching form. Both of these are available in the Reappointment, Promotion and Tenure directory in the Faculty Governance folder in the shared drive (G:). Peer reviews of the candidate’s teaching can be appended to the final report.]

[Shepherds should consider summarizing the peer review of teaching process and assessments. This could include a summary of any overall conclusions of the peer reviews, as well as a list of the classes visited and by whom, and an indication of other aspects of the process, e.g., whether the reviewer was provided with syllabi and assignment descriptions, etc.]

[Shepherds may consider providing the following information with relation to peer reviews of teaching, derived from the Senior Appointments Committee’s [Guide to Reappointment, Promotion and Tenure Procedures at UBC](https://hr.ubc.ca/sites/default/files/documents/SAC%20Guide.pdf) (Appendix 2, Teaching Evidence):]

*Highlights from summative peer evaluations. This should include:*

* *A statement comparing assessments of the candidate’s teaching at the JD level (and graduate level, as applicable) to the expected norms of the Faculty.*
* *A comment or explanatory statement if the candidate’s peer evaluations in one or more particular areas do not meet the expected standards.*

#### III. Scholarly Activity

[Shepherds are not constrained in the comments they choose to provide, although they should note that SAC requires information on the nature of the venues in which the candidate has published, the impact of the work, and the norms within the field concerning scholarship and publication, as well as detailed information on the journals. Candidates are required to provide an annotated list of journal (and book publisher) venues in which they have published since last promotion/appointment on which shepherds can draw in providing this information.]

[If the candidate’s CV includes professional scholarly activity or Indigenous scholarly activity falling within the scope of Articles 4.03 or 1.01 of the Collective Agreement, shepherds may consider providing information on the significance of this activity. See further the SAC Guide to Reappointment, Promotion and Tenure Procedures at UBC, Sections 3.1.13-22.]

#### IV. Service

[Shepherds are not constrained in the comments they choose to provide.]

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

REPORT APPENDICES:

[APPENDIX A: STUDENT EXPERIENCE OF INSTRUCTION DATA SUMMARY – provided by the Dean’s Office]

[APPENDIX B: PEER REVIEW OF TEACHING REPORTS]

[APPENDIX C: FULL SEI REPORTS – provided by the Dean’s Office]

***Please provide all Appendix documents separately from the Shepherds’ Report, and then the Dean’s Office (Rosanna Falbo) will merge the document together into a PDF document.***