### UNIVERSITY OF BRITISH COLUMBIA

### ALLARD SCHOOL OF LAW

### CONFIDENTIAL

**TO:** [Chair, Faculty Reappointment Standing Committee]

**FROM:** [Shepherd’s names]

**DATE:**

**RE:** Re-appointment 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 Re-appointment

Article 2.03 Term Appointments with Review

1. These appointments carry no implication of automatic renewal but imply that the appointee will be considered for further appointment. They are to be reviewed before expiration of the specified term in accordance with the criteria and procedures prescribed below.
2. Faculty members shall be reappointed to a second term if they have demonstrated sufficient progress towards, and promise of, satisfying requirements for a tenured position.

Article 3.03 Assistant Professor of Teaching

Appointment to this rank normally requires completion of academic (or, where appropriate, professional) qualifications, evidence of ability and commitment to teaching and promise of educational leadership.

Article 4.01

1. Candidates for […] reappointment to the rank of Assistant Professor of Teaching are judged principally on performance in teaching. Service to the academic profession, to the University, and to the community may be taken into account. Assistant Professors of Teaching who are candidates for a tenured appointment are judged on the ground of excellence in teaching.
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 4.04 Educational Leadership

a)  Educational leadership is activity taken at UBC and elsewhere to advance innovation in teaching and learning with impact beyond one’s classroom. Educational leadership includes but is not limited to such things as:

* Application of and/or active engagement in the scholarship of teaching and learning;
* Significant contributions to curriculum development, curriculum renewal, course design, new assessment models, pedagogical innovation and other initiatives that extend beyond the member’s classroom and advance the University’s ability to excel in its teaching and learning mandates;
* Teaching, mentorship and inspiration of colleagues;
* Formal educational leadership responsibility within Department/Program/ Faculty;
* Organization of and contributions to conferences, programs, symposia, workshops and other educational events on teaching and learning locally, nationally and internationally;
* Contributions to the theory and practice of teaching and learning, including publications, book chapters, articles in peer-reviewed and professional journals, conference proceedings, software, training guidelines, instructional manuals or other resources; and
* Other activities that support evidence-based educational excellence, leadership and impact within and beyond the University.

b) Judgement of educational leadership is based mainly on the quality and significance of the individual’s contributions.

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 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 standard*

**III. Educational Leadership**

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

#### IV. Service

[Shepherds are not constrained in the comments they choose to provide. They may consider consulting with the chairs of the faculty (and, if applicable, university) committees on which candidates have served for comment on their participation. For service to the profession and the community, the may consider providing information related to the relative significance of the candidate’s participation and roles.]

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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.***