**Appendix 5**

**Faculty of Land and Food Systems**

**SAMPLE TEMPLATE FOR SUMMATIVE PRT REPORT a**

Date [XX]

Dr. [YY], Dean of the Faculty of Land & Food Systems

Dr. [ZZ], [APBI/FNH ..] Program Director

Faculty of Land & Food Systems

Dear Dean [YY] and Dr. [ZZ],

We have conducted a summative review of [*Candidate Dr. A’s]* teaching following the principles and guidelines for peer review of teaching in the Faculty of Land & Food Systems, which are accessible to all instructors on our Faculty’s “MyLandFood” intranet website.

In conducting our review, we have kept in mind Article 4.02 of the Collective Agreement, which states that “*… An individual’s entire teaching contribution shall be assessed. Evaluation of teaching shall be based on the effectiveness rather than the popularity of the instructor, 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*”. Therefore, in compiling this report, we have drawn on the following data sources (see footnote 1) for evidence of Dr. A’s teaching contributions and effectiveness:

- Dr Y’s teaching dossier or portfolio, including teaching philosophy and reflections on teaching effectiveness and on student learning outcomes, professional development, and description of action taken in response to formative peer reviews …

- His/her course syllabi, course material, readings

- His/her use of educational technologies and approaches to encourage active learning (e.g., Community Service Learning, Problem-Based Learning, Experiential learning …)

- His/her approaches for assessing student learning (assignments, projects, essays, reports, exams)

- His/her grading practices and feedback to students

- Peer observations of Dr. A’s teaching in the classroom/lab/field (indicate # and dates of observations)

- Our pre-observation and post-observation meeting discussions with Dr. A

- Information on courses taught by Dr. A (undergraduate or graduate, required or elective) and load of teaching (# of credits, students) relative to the faculty or program norm over the period being reviewed

- SEoT (student evaluation of teaching) numerical scores over the period under review and in context with comparative scores for other LFS courses of the same “type”; SEoT open-ended student comments

- Awards received by Dr. A for teaching

- Students supervised by Dr Y (numbers of graduate/undergraduate students, evidence of quality of mentoring including awards, completion rate and time to completion; subsequent success in careers; co-authored publications; conference presentations; unsolicited letters from students including input from past students)

This report summarizes the results of our assessment of the effectiveness of Dr. A’s teaching using the criteria described in the LFS guidelines for peer review of teaching.

Dr. A’s teaches in the area of [*abcxyz*], including … undergraduate courses in … and graduate courses in … Compared to the Faculty norm, Dr Y has an [average/above average/below average] teaching load. … Describe and comment on SEoT scores and student comments.

In addition to teaching courses, since [*20xx* year], Dr. A has mentored [# of] graduate and undergraduate students. ….Comment (here or as part of the next section) on quality of mentoring…including mentoring of Teaching Assistants.

Below, we summarize the evidence for effective teaching by Dr. A based on the following criteria: (see footnote 2)

**…**

**Summary**

In conclusion, the data that we have examined during our review indicate [clear evidence/evidence/some evidence/little evidence] of effective teaching by Dr. A.

We [commend] Dr. A for his/her [exemplary] teaching practices and valuable contributions to the [APBI/FNH] undergraduate program and [name] graduate program in the Faculty of Land & Food Systems. (see footnote 3)

Respectfully submitted,

Name #1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_

 [rank, program affiliation]

Name #2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_

 [rank, program affiliation]

Cc: Candidate

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

footnote 1: Not all of these may apply. The list is neither exhaustive nor exclusive, but illustrates the type of information that should be listed.

footnote 2: In the context of and with reference to the particular criteria (e.g., from those listed in Appendix 2a or Appendix 2b) used in this assessment of Dr. Y’s teaching, please describe specific examples from the data listed in the first page of the report (i.e., Dr Y’s teaching dossier, in-class or online observations, SEoT, awards … etc), that illustrate whether evidence of Dr Y’s teaching effectiveness is present for each criterion. This section comprises the core assessment of the candidate’s teaching effectiveness, and would typically be at least 1-2 pages long.

footnote 3: Could include additional or other information, if there are serious concerns, regarding suggestions for professional development & follow-up formative review. On the other hand, could also include a statement specifically highlighting Dr A’s exemplary practices.

**a** Please consult Appendices 1 and 2 in the SAC guide (<http://www.hr.ubc.ca/faculty-relations/files/SAC-Guide.pdf>), particularly for individuals being evaluated for promotion in the Educational Leadership stream .