

English FLA PTAC Rubric Appendix H: Assessment of CTF Candidates under Article 13.6.1

Note: Language from the Collective Agreement is in *italics*

Section A: Is the candidate qualified?

A.i) Does the candidate have the required academic and/or professional qualifications as posted?

Yes/No

The program shall specify, in the posting for the appointment, the minimum degree necessary for the appointment and specify the area or field for the required degree. The program may also specify recognized professional degrees or designations or specialized training.

*If the candidate does not have the required academic and/or professional qualifications and experience to teach the course as posted, **they shall not be considered for the position.***

A.ii) Does the candidate have the relevant qualifications and experience to teach the course?

Yes/No

*There may be additional qualifications, credentials, or experience required to teach the posted course. This may include qualifications that were listed as “preferred” on the posting (e.g., academic specializations, experience in the field). **The PTAC is not required to continue the evaluation if it is determined that the candidate does not have these further qualifications.***

Section B: Competency to teach the posted course (max 50)

B.i) Currency and mastery of the subject matter (30-excellent, 20-very good, 15-good, 10-satisfactory, 0-poor or no evidence – score with only those explicit values)

*Additional degrees, past course syllabi, professional experience, scholarly activity, creative work, and other discipline-specific activities are considered in this category. Each assessment factor **must be relevant to the posted course** and no assessment tool used to determine currency and mastery of the subject matter will rely exclusively on one criterion.*

30 points – PhD in the posted or very closely related area; evidence of an active research agenda in the posted or substantially similar area; substantial number of recent publications/presentations in the area directly related to the posted course, for career stage. Evidence of pedagogical excellence in teaching the posted or substantially similar course.

20 points – Advanced doctoral research in the posted or closely related area; relevant recent publications/presentations/experience in the posted or closely related area. Some publications/presentations in the area directly related to the posted course and some publications/presentations in a peripheral area, for career stage. Evidence of pedagogical effectiveness in teaching the posted or substantially similar course.

15 points – Advanced doctoral training in a closely related area; some publications/presentations/experience in the posted or closely related area. Some evidence of pedagogical effectiveness in teaching the posted or substantially similar course.

10 points – Advanced doctoral training in related area; some publications/presentations in a related area, no publications/presentations directly in the posted or closely related area. Some evidence of pedagogical effectiveness.

0 points - No advanced doctoral training or academic training in a related area; no publications/presentations in the posted or closely related area; no evidence of pedagogical effectiveness included in application.

B.ii) Previous teaching or tutorial or lab experience in the posted or similar or substantially similar course(s) – total seniority points to a max of 10

IMPORTANT: Candidates must supply evidence of the content of relevant courses at other institutions for the PTAC to carry out an accurate evaluation of similarity (e.g., a course outline/syllabus).

See Appendix A for criteria for evaluating similarity.

- 1 point delivery of posted or substantially similar course at Laurier
- .5 point team teaching of posted or substantially similar course at Laurier
- .25 point TA in posted or substantially similar course at Laurier
- .5 point delivery of similar course at Laurier
- .25 point team teaching of similar course at Laurier
- .5 point delivery of substantially similar course at another institution
- .25 point delivery of similar course at another institution

B.iii) Ability to perform the duties of the course (max 10)

This may include an assessment of the candidate's ability, from courses taught at Laurier or elsewhere, to teach in a specific format (e.g., lecture, lab, tutorial, seminar) or modality (e.g., online, hybrid), various class sizes, or with specific equipment or platforms; and to develop course materials including learning objectives, student assessments, etc.

Assessment the candidate's competency to teach the posted course shall be based on the candidate's CV, application, and any other materials listed as optional in the job posting and information submitted by the candidate.

- 7-10 points course materials (syllabi, assignments, etc.) from the same or substantially similar course show strong indicators of pedagogical effectiveness for the posted

course; evidence of excellent teaching in a similar size of course; evidence of excellent teaching in a similar format

4-6 points course materials (syllabi, assignments, etc.) from the same or substantially similar course show some indicators of pedagogical effectiveness for the posted course; evidence of good teaching in a similar size of course; evidence of good teaching in a similar format

0-3 points course materials (syllabi, assignments, etc.) from the same or substantially similar course show limited indicators of pedagogical effectiveness; limited or no evidence of effective teaching in a similar size of course; limited or no evidence of effective teaching in a similar format

Section C: Teaching qualifications (not specific to the course) (max 30)

C.i) Teaching-related experience (seniority points not already counted in section b) ii), including courses taught, tutorials, labs, training

A. total WLU seniority points, other than in the posted course or a substantially similar course (only include seniority points not already counted in section b) ii), (**max 15 points**)

B. If A is less than 15:

I. Partial points for courses or tutorials and labs taught elsewhere (**max 5 points**)

IMPORTANT: Candidates must supply evidence of having taught courses at other institutions to be considered for points (for example, a course outline/syllabus, student assessments, etc.).

.5 points delivery of course at another institution

.25 points team-teaching of course at another institution

.25 points tutorial leader at another institution (must have in-class experience)

II. teaching training (including but not limited to training related to pedagogy, equity, diversity, inclusivity, Indigeneity, anti-racism, anti-oppression, and accessible learning) (**max 5 points**)

In order to be awarded points for teaching training, **the candidate must submit** documentation (e.g., a workshop schedule/outline, a course syllabus, certificate of completion) describing the content covered in the training, the contact hours and the format (e.g., full course, workshop, etc.). Points will be assessed based on the length of the training and the relevance of the content.

C.ii) Assessment of teaching skills, including teaching-related transferrable skills demonstrated outside a teaching context (**15 very good, 10-good, 5-satisfactory, 0-poor or no evidence – score with only those explicit values**)

The assessment of the candidate's teaching experience shall be based on the candidate's CV, student course surveys under Article 19, or the equivalent from another institution,

and any other information submitted by the candidate. No assessment of teaching qualifications may rely exclusively or primarily on student questionnaires or student opinions.

- 15 points materials submitted by the candidate show a high level of pedagogical effectiveness; student assessment techniques are innovative and very well-designed in relation to learning outcomes and expectations of courses; teaching statement shows a well-considered, highly effective pedagogical approach; student questionnaires consistently excellent (medians mostly 6's and 7's)
- 10 points materials submitted by the candidate show a good level of pedagogical effectiveness; student assessment techniques are well-designed in relation to learning outcomes and expectations of courses; teaching statement shows a good understanding of effective pedagogy; student questionnaires good (medians mostly 6's, some 5's some 7's)
- 5 points materials submitted by the candidate show a some pedagogical effectiveness; student assessment techniques are satisfactory in relation to learning outcomes and expectations of courses; teaching statement shows some understanding of effective pedagogy; student questionnaires satisfactory (medians mostly 5, some higher some lower)
- 0 points no or few materials submitted; materials submitted show little pedagogical effectiveness; no or limited teaching statement; student questionnaires substandard (medians mostly 4 or below)

Section D: Other relevant qualifications (max 20)

*Qualifications and experience under this section **must be directly relevant to the course advertised**. A candidate's CV, candidate application, and any other relevant materials provided by the candidate may be considered in this category. (20- very good, 15-good, 10-satisfactory, 5-limited, 0-no evidence score with only those explicit values)*

- 20 points Excellent evidence of other qualifications and experience relevant to the course, for example, but not limited to, additional degrees or professional qualifications, community engagement, development of educational materials, equity, diversity, and inclusion experience, Indigenous knowledge systems, pedagogical development, post-doctoral experience, professional development and/or experience, etc.
- 15 points Good evidence of other qualifications and experience relevant to the course, for example, but not limited to, additional degrees or professional qualifications, community engagement, development of educational materials, equity, diversity, and inclusion experience, Indigenous knowledge systems, pedagogical

development, post-doctoral experience, professional development and/or experience, etc.

- 10 points Some evidence of other qualifications and experience relevant to the course, for example, but not limited to, additional degrees or professional qualifications, community engagement, development of educational materials, equity, diversity, and inclusion experience, Indigenous knowledge systems, pedagogical development, post-doctoral experience, professional development and/or experience, etc.
- 5 points Limited evidence of other qualifications and experience relevant to the course, for example, but not limited to, additional degrees or professional qualifications, community engagement, development of educational materials, equity, diversity, and inclusion experience, Indigenous knowledge systems, pedagogical development, post-doctoral experience, professional development and/or experience, etc.
- 0 points No evidence of other qualifications and experience relevant to the course, for example, but not limited to, additional degrees or professional qualifications, community engagement, development of educational materials, equity, diversity, and inclusion experience, Indigenous knowledge systems, pedagogical development, post-doctoral experience, professional development and/or experience, etc.

Appendix A: Criteria for evaluating similarity

“Similar course” = a course with a majority of overlapping material (ie. 50 to 75%) with the course area defined in the job posting.

“Substantially similar course” = a course that is entirely or almost entirely overlapping with the course area defined in the job posting (ie: 75% or more overlap). *A substantially similar course(s) may include a course that appears in the Academic Calendar as a course exclusion or a course that encompasses substantially similar subject matter with the same or similar assessment techniques.*

Clarification: A survey course in an area and an in-depth course in some aspect of that area, are not “similar,” under this definition because though they may have some overlap [ie. 30 or 40% perhaps] they are not primarily dealing with the same area: they do not have more than 50% overlapping content.

A candidate that has team taught a “substantially similar” course will be given credit for having taught a “similar” course (because they will have taught less than 75% of the substantially similar course).

A candidate that has worked as a teaching assistant in a “substantially similar” course will be given credit for having taught a “similar” course (because they will have taught less than 75% of the substantially similar course).

No credit for teaching in a “similar course” will be given for those who have team taught or TA’d in a similar course.

“Substantially similar” courses not taught at a University (ie. at a College) may be considered “similar.” However, if the PTAC cannot verify that the course is “substantially similar” it may be given a weight of 0, at the PTAC’s discretion.