

**Department of Biology  
PTAC Rubric - May 2023**

**Appendix H: Assessment of CTF Candidates under Article 13.6.1**

This rubric shall be used for the assessment of candidates for CTF appointments under Article 13.6.1 and shall not be used to evaluate Members for any other purpose. The completed Appendix H is for PTAC use only and shall only be made available to the Dean upon request or if there are comments for the Dean’s consideration in (e), or if there is a tie, and shall be made available to the Association in the event of a request under 23.5.4 or a grievance. An Excel spreadsheet developed based on the rubric will list all of the candidates who have applied to a particular course and will constitute the minutes of PTAC evaluation meetings.

<b>NAME:</b>	<b>COURSE:</b>
<b>TERM OFFERED:</b>	
Information used in the assessment:  Materials used to assess candidates include: application form; cover letter; curriculum vitae; teaching dossier; student course surveys from Laurier; student course survey from other institution(s); Member's Official File, if applicable; evaluations of Member's performance under Article 10, if applicable; any other materials listed as optional in the job posting and provided by the candidate.	

<b>A. Is the candidate qualified?</b>	<b>Yes/No</b>
<b>i. Requisite Qualifications as Posted</b>  Does the candidate have the required academic and/or professional qualifications as posted (e.g., the relevant degree and/or the appropriate professional training and experience)?	Yes/No (If no, state why)
<b>If No, then the PTAC is required to discontinue the evaluation.</b>	
<b>ii. Further Qualifications</b>  In addition to the required qualifications, does the candidate have the relevant qualifications and experience to teach the course? This may include qualifications listed as “preferred” on the posting (e.g., academic specializations, experience in the field).	Yes/No (If no, state why)
<b>If No, then the PTAC is not required to continue the evaluation.</b>	

<b>B. Competency to teach the posted course</b>	<b>/50</b>
<b>i. Currency and mastery of the subject matter</b>  Score with only these explicit values: <b>30 - excellent</b> <b>20 - very good</b>	/30

<p><b>15 - good</b>  <b>10 - satisfactory</b>  <b>0 - poor or no evidence</b></p> <p>Overall scores will be based on the strength of evidence of the following criteria taken in combination.</p> <ul style="list-style-type: none"> <li>• Evidence of professional experience related to the area of specialization of the course (e.g., research associate positions, postdoc positions, research in industry, government, or community organizations including conservation authorities). The amount, specific area and recency of the experience will be considered.</li> <li>• Evidence of scholarly activity related to the area of specialization of the course (e.g., relevant peer-reviewed articles or chapters, conference presentations, graduate and undergraduate research, or other forms of knowledge mobilization).</li> </ul>	
<p><b>ii. Previous teaching experience in the posted course (or substantially similar course) (max 10 points)</b></p> <p>Award full point for each <b>Laurier seniority point</b> in the posted course or substantially similar course. Partial points can be awarded in recognition of experience teaching a similar or substantially similar course, or a relevant course taught in a different delivery mode at Laurier or elsewhere.</p>	/10
<p><b>iii. Ability to perform the duties of the posted course (max 10 points)</b></p> <p>The rating will be based on information pertaining to the candidate's teaching effectiveness that is <i>specific to the course</i>. Examples of information that can be considered in this section include:</p> <ul style="list-style-type: none"> <li>• The use of innovative approaches to teaching and assessment of the content specific to the course</li> <li>• Samples of course-specific course syllabi/outlines, lecture materials, assessments specific to the course</li> <li>• Experience teaching courses of similar size and in the same format and modality of posted course</li> </ul>	/10
<p><b>If the score after B is less than 25, then the PTAC is not required to continue the evaluation.</b></p>	
<p><b>C. Teaching qualifications (not specific to the course)</b></p>	
<p><b>i. Teaching-related experience</b></p>	
<p>a) Total WLU seniority points <i>other than</i> in the posted course or substantially similar course. Award full point for each Laurier seniority point not already counted in B ii to a maximum of 15 points.</p> <p>b) If (a) is less than 15 points:</p>	/15

<p>i. Points or partial points can be awarded for courses, tutorials or labs taught elsewhere (max 5 points).</p> <p>ii. Points can be awarded for 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)</p>	
<p><b>ii. Assessment of teaching skills (including teaching-related transferrable skills demonstrated outside a teaching context)</b></p> <p><b>Score with only these explicit values (add the two ratings below and round up to next explicit value; e.g., a score of 6 gets rounded up to 10):</b>  <b>15 - very good</b>  <b>10 - good</b>  <b>5 - satisfactory</b>  <b>0 - poor or no evidence</b></p> <p>a) Student evaluations or course surveys (max 5 points)</p> <p>Based on a review of institutionally documented student evaluations (such as those described in Article 19) for the last five years. Rate as follows:</p> <p>5 points for excellent evaluations (e.g., medians mostly 7s)  4 points for very good evaluations (e.g., medians mostly 6s and 7s)  3 points for good evaluations (e.g., medians mostly 6s)  2 points for satisfactory evaluations (e.g., medians mostly 5s)  0-1 points for unsatisfactory evaluations (e.g., medians mostly &lt;5s) or no evaluations</p> <p>b) Evidence of teaching-related skills, excellence and training (max 10 points)</p> <p>Based on review of information in teaching dossier, cover letter, or other supporting documents. Points for documentation of the following elements:</p> <ul style="list-style-type: none"> <li>• Teaching philosophy: descriptions of pedagogical goals and objectives and teaching practices and how they are applied to achieve student outcomes, reflection and responses to past teaching experiences and feedback</li> <li>• Evidence of course preparedness based on example syllabi, assessments, course and curriculum development</li> <li>• Recognition of teaching excellence: informal student evaluations, letters, and testimonials; teaching awards, or teaching award nominations</li> </ul>	<p>/15</p>

<ul style="list-style-type: none"> <li>• Teaching training and professional development (e.g., training related to pedagogy, EDI, Indigeneity; accessible learning); participation in seminars, workshops, or professional meetings related to teaching; the publication of articles on T&amp;L, commentaries or reviews related to teaching; examples of instructional innovation and evaluation of their effectiveness; and activities connected with the training, orientation and supervision of teaching assistants.</li> <li>• Supervision or mentorship of research students.</li> </ul>	
<p><b>If the total score after sections B and C is less than 40, then the PTAC is not required to continue the evaluation.</b></p>	

<p><b>D. Other relevant qualifications and experience relevant to the course</b></p>	<p><b>/20</b></p>
<p><b>Score with only these explicit values:</b>  <b>20 - very good</b>  <b>15 - good</b>  <b>10 - satisfactory</b>  <b>5 - limited</b>  <b>0 - no evidence</b></p> <p>Qualifications and experience under this section must be <b>directly relevant to the course</b> advertised and may include (but not limited to) those listed below. Overall rating is based on the strength of documentation and relevance to the course.</p> <ul style="list-style-type: none"> <li>• additional degrees, professional qualifications, technical certifications</li> <li>• community engagement (e.g. work with student clubs, outreach activities)</li> <li>• development of educational materials (beyond course-specific materials)</li> <li>• equity, diversity, and inclusion experience and training</li> <li>• Indigenous knowledge systems</li> <li>• service to the university community</li> <li>• evidence of academic excellence in an area related to the course content (e.g. provincial, national or international scholarships, fellowships, or other academic awards)</li> <li>• professional development in a field related to the subject matter of the course</li> </ul>	
<p><b>If the total score after B, C, D is less than 50, then the PTAC is not required to recommend the candidate for the course.</b></p>	

## **E. Optional**

### **i. Comments for the Dean's Consideration:**

Awarding of a course is subject to a Member's success in meeting the duties and responsibilities in Article 16. In this section, the PTAC may submit comments or express concerns regarding the candidate. If the Member has failed to maintain a record of satisfactory teaching and/or has failed to satisfy all requirements under Article 16, it is expected that there will be evidence that progressive consultations with the Member have failed to address concerns.

### **ii. Anomaly or trend in student course survey results:**

If the PTAC has identified an anomaly or trend in student course survey results that has caused concern, then provide details, including evidence of consultation with the Member, if applicable.