

**AF PTAC Hiring**

**Rubric for Assessment of Candidates using the Revised Appendix H (last updated Spring 2026)**

<b>A. Is the Candidate Qualified?</b>	
<b>i) Does the candidate have the required qualifications and experience to teach the course?</b>	<b>YES/NO</b>
<p>Job postings for AF courses outline the following qualifications:</p> <p style="text-align: center;"><i>Qualifications Required: Master’s Degree</i> <i>Qualifications Discipline: Humanities, Social Sciences, or Education</i></p>	
*If the answer to this question is <b>NO</b> , the PTAC is not required to continue the evaluation.	
<b>ii) Does the candidate have the relevant qualifications and experience to teach the course?</b>	<b>YES/NO</b>
<p>From Appendix H: “In addition to the required qualifications, does the candidate have the experience or credentials directly relevant to the 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.”</p> <p>Job postings for AF courses outline the following preferred qualifications:</p> <p style="text-align: center;"><i>Qualifications Other: Preference will be given to those applicants who submit a teaching dossier with evidence of training and/or teaching experience in core academic competencies (reading, writing, research, oral presentation).</i></p>	
*If the answer to this question is <b>NO</b> , the PTAC is not required to continue the evaluation.	
<b>B. Competency to Teach the Posted Course</b>	
<b>i) Currency and Mastery of the Subject Matter</b>	<b>Maximum Score: 30</b>

From Appendix H:

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

Rubric for scoring B. i) (These values are specified in Appendix H)

<b>30</b>	<ul style="list-style-type: none"><li>• Significant evidence of recent (within 5 years), relevant scholarly output (e.g. publications, conferences)</li><li>• Recent academic and/or teaching award(s)</li><li>• Scholarships and/or grants received</li><li>• Significant evidence of recent (within 5 years) pedagogical development</li><li>• Statement of teaching philosophy that clearly outlines teaching practices and how they are applied to achieve learning outcomes</li><li>• Evidence of teaching effectiveness</li><li>• Example course syllabi</li><li>• Evidence of varied, wide, and excellent range of teaching experience</li><li>• Additional degrees, including teaching certificates</li></ul>
<b>20</b>	<ul style="list-style-type: none"><li>• Good record of recent (within 5 years), relevant scholarly output</li><li>• Scholarships and/or grants received</li><li>• Recent academic and/or teaching award(s) or nomination(s)</li><li>• Good evidence of recent (within 5 years) pedagogical development</li><li>• Statement of teaching philosophy that outlines teaching practices and how they are applied to achieve learning outcomes</li><li>• Evidence of teaching effectiveness</li><li>• Example course syllabi</li><li>• Evidence of good range of teaching experience</li></ul>
<b>15</b>	<ul style="list-style-type: none"><li>• Some record of recent (within 5 years), relevant scholarly output</li><li>• Scholarship(s) and/or grant(s) received</li><li>• Past academic and/or teaching award(s) or nomination(s)</li><li>• Satisfactory evidence of pedagogical development, some of which may be recent</li><li>• Evidence of teaching effectiveness</li><li>• Example course syllabi</li><li>• Satisfactory range of teaching experience</li></ul>
<b>10</b>	<ul style="list-style-type: none"><li>• Some record of relevant scholarly output older than 5 years</li><li>• Scholarship(s) and/or grant(s) received</li><li>• Academic and/or teaching award(s) or nomination(s) older than 5 years</li></ul>

	<ul style="list-style-type: none"> <li>• Some evidence of pedagogical development older than 5 years</li> <li>• Some varied teaching experience</li> <li>• Example course syllabi</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• Supporting documentation absent or poor</li> <li>• No information from student course surveys (or equivalent) available</li> <li>• No example syllabi</li> <li>• No evidence of relevant scholarly activity</li> <li>• No evidence of relevant professional development</li> <li>• No additional degrees (e.g. teaching certificates)</li> </ul>
<b>ii) Previous teaching or tutorial or lab experience in the posted or similar or substantially similar course(s)</b>	<b>Maximum Score: 10</b>
<p>Scoring here is based on seniority points. Traditionally for AF courses, similar/substantially similar courses have included EN190 and Brantford Foundations courses (BF190, BF199, BF290, BF299). These courses can be awarded <b>1</b> point (based on a 0.5 credit course)</p> <p>For candidates with teaching experience in an OC (VA - Virtual Asynchronous) version of the posted, similar, or substantially similar course taught at Laurier, we can also award <b>1</b> point.</p> <p>For candidates with teaching experience in tutorials at Laurier in the posted, similar, or substantially similar course, we can award <b>0.5</b> points.</p> <p>For candidates with teaching experience in the posted, similar, or substantially similar course taught at another institution, we can award <b>0.5</b> points.</p> <p>Experience;</p> <p>For candidates with teaching experience in the posted, similar, or substantially similar course taught at the college level, we can award <b>0.25 – 0.5</b> points, depending on the length / level of the course.</p>	
<b>iii) Ability to perform the duties of the course not addressed in b) ii)</b>	<b>Maximum Score: 10</b>

From Appendix H:

“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 of 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”

Rubric for scoring B. iii)

<b>10</b>	Has taught in the specific format/modality; has taught in the Active Learning Classroom; has taught comparable number of students (large or small class, depending on posting); has taught upper-year or first year class (depending on posting); has developed or shows ability to develop the syllabus and learning objectives
<b>5</b>	Has taught a range of courses in identical formats, with similar number of students; has taught similar content but not to posted course level
<b>0</b>	Has never taught in specific format or delivery mode; has never taught upper-year course or first-year course (depending on posting)

\*If the total score after **B.** is less than 25, the PTAC is not required to continue the evaluation.

**C. Teaching Qualifications (Not Specific to the Course)**

**i) Teaching-related experience (seniority points not already included in section B. ii), including courses taught, tutorials, labs, training**

**Maximum Score: 15**

The score in this sub-section is calculated based on two steps.

1. Assign seniority points not already counted in section **B** up to a maximum of 15 points
  - 2a. If Step 1 is less than 15 points, partial points (0.5 each) for tutorials taught at Laurier and courses taught at other institutions can be assigned to a maximum of 5 points
  - 2b. If Step 1 is less than 15 points, teaching training (including but not limited to training related to pedagogy, equity, diversity, inclusivity, Indigeneity, anti-racism, anti-oppression, and accessible learning) can be assigned up to a maximum of 5 points

\*The total for section **C. i)** cannot exceed 15 points

<b>ii) Assessment of teaching skills, including teaching-related transferrable skills demonstrated outside a teaching context</b>	<b>Maximum Score: 15</b>
<p>From Appendix H:  Student course surveys under Article 19, or equivalent from another institution, may be used as part of the assessment. No assessment of teaching qualifications may rely exclusively or primarily on student questionnaires or student opinions. (It should be noted that while student opinions may provide important information about teaching performance, they do not in themselves constitute an evaluation of teaching performance as they may be biased, may be impacted by allegations of academic misconduct, and only represent a small percentage of student opinions.</p>	
Rubric for scoring C. ii) (These values are specified in Appendix H)	
<b>15</b>	Very good evidence for teaching skills <ul style="list-style-type: none"> <li>• For student course surveys (or equivalent), scores consistently 6+</li> <li>• Significant evidence of teaching skills through other documentation (e.g. teaching dossier; CV; letters of reference; etc.)</li> </ul>
<b>10</b>	Good evidence for teaching skills <ul style="list-style-type: none"> <li>• For student course surveys (or equivalent), scores consistently 5+</li> <li>• Good evidence of teaching skills through other documentation</li> </ul>
<b>5</b>	Satisfactory evidence for teaching skills <ul style="list-style-type: none"> <li>• For student course surveys (or equivalent), scores consistently 4+</li> <li>• Satisfactory evidence of teaching skills through other documentation</li> </ul>
<b>0</b>	Poor or no evidence of teaching skills <ul style="list-style-type: none"> <li>• For student course surveys (or equivalent), scores consistently &lt;4</li> <li>• Little to no evidence of teaching skills through other documentation</li> </ul>
*If the total score after <b>B.</b> and <b>C.</b> is less than 40, the PTAC is not required to continue the evaluation.	
<b>D. Other Relevant Qualifications</b>	
<b>Other Relevant Qualifications</b>	<b>Maximum Score: 20</b>
<p>From Appendix H:  “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. Indicate the candidate’s qualifications and experience.”</p> <p>“Examples of relevant qualifications can include, but are not limited to, scholarly output, additional degrees or professional qualifications, community engagement, development of educational materials, equity, diversity, and inclusion experience, Indigenous knowledge</p>	

systems, pedagogical development, post-doctoral experience, professional development and/or experience.”

Rubric for scoring **D.** (These values are specified in Appendix H)

<b>20</b>	<ul style="list-style-type: none"> <li>• Very good evidence of ongoing professional development</li> <li>• Teaching certificate(s)</li> <li>• Very good evidence for development of educational materials</li> <li>• Very good evidence for participation in curriculum development</li> <li>• Very good evidence for community engagement</li> <li>• Experience with equity, diversity, inclusion</li> <li>• Experience with Indigenous knowledge systems</li> <li>• Contributions to academic/cultural life of students (e.g. special events, conferences, high school engagement, etc.)</li> </ul>
<b>15</b>	<ul style="list-style-type: none"> <li>• Good evidence of ongoing professional development</li> <li>• May have teaching certificate(s)</li> <li>• Good evidence for development of educational materials</li> <li>• Good evidence for participation in curriculum development</li> <li>• Good evidence for community engagement</li> <li>• Equity, diversity, inclusion experience and/or experience with Indigenous knowledge systems</li> <li>• Contributions to academic/cultural life of students</li> </ul>
<b>10</b>	<ul style="list-style-type: none"> <li>• Some evidence of professional development</li> <li>• Some evidence for development of educational materials</li> <li>• Some evidence for participation in curriculum development</li> <li>• Some evidence for community engagement</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• Limited evidence of professional development</li> <li>• Limited evidence for development of educational materials</li> <li>• Limited evidence for community engagement</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• No evidence for relevant qualifications</li> </ul>

\*If the total score after **B.**, **C.**, and **D.** is less than 50, the PTAC is not required to continue the evaluation.

**E. Optional**

PTAC has the option of providing comments for the Dean's consideration on two grounds.

From Appendix H:

- i. 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. Has the PTAC identified an anomaly or trend in student course survey results that has caused concern? If yes, provide details, including evidence of consultations with the Member, if applicable.