

## HMLD PTAC RUBRIC WINTER 2021

### **A. Requisite Academic Qualifications as Posted**

Key determinate: Is the applicant's highest degree in a discipline directly relevant to the course material? Does it meet the specifications identified in the posting?

Yes / No determination. If No, the applicant does not move forward in the process and scoring of (b), (c), & (d) is not required.

### **B. Teaching experience in the posted course, similar or substantially similar courses(s): /20**

Substantially similar and similar courses include WLU exclusions, as well as WLU courses or courses from other institutions with significant overlap in core concepts named in course title or course description, delivered at comparable level of posted course (i.e. junior/senior).

#### **[I] Student evaluations in the posted course or similar or substantially similar courses(s): /15**

0: Evaluations are not included.

1 – 4: Disqualifyingly substandard (medians mostly 4 or below)

5 – 7: Satisfactory to average (medians mostly 5, some higher some lower)

8 – 12: Average to good (medians mostly 6's, some 5's some 7's)

13 – 15: Excellent: (medians mostly 7's)

#### **[II] Seniority points in the posted course or similar or substantially similar course(s): /5**

### **C. Overall Record of Teaching: /50**

#### **[I] Student Evaluations: /15**

The committee recognizes that student evaluations can be impacted by courses that include challenging content (i.e. topics such as colonialism, racism, etc.), the use of non-traditional pedagogical approaches, and by the implicit biases that are proven to inhere in the student evaluations of teachers who are Indigenous, racialized women, two-spirit, etc.

The committee also recognizes that required courses typically receive lower evaluations than electives and that large courses (i.e. more than 100 students) typically receive lower evaluations than small courses (i.e. fewer than 30 students).

The HMLD PTAC will consider these and other relevant equity concerns relating to teaching evaluations as contextualized by candidates in their applications.

0: Evaluations are not included.

1 – 4: Disqualifyingly substandard (medians mostly 4 or below)

5 – 7: Satisfactory to average (medians mostly 5, some higher some lower)

8 – 12: Average to good (medians mostly 6's, some 5's some 7's)

13 – 15: Excellent: (medians mostly 7's)

## **[II] Teaching dossier or other supporting documents: /20**

Points in this category are awarded in response to applicants' discussion of their teaching philosophy and pedagogical practices in a distinct teaching dossier and/or relevant supporting documents including but not limited to teaching philosophy, description of teaching practices, evidence of teaching effectiveness, and teaching-related professional development..

These scores can be qualified by documentation that supports experience of teaching or related pedagogical practices in community or non-university settings; teaching awards; peer reviews or evaluations of teaching; and clear evidence of teaching as a responsibility to community.

~~0-57~~: Teaching philosophy or pedagogical practices are not included; previous teaching or included syllabi/course materials do not show evidence of teaching effectiveness

~~6-108-15~~: Teaching philosophy or pedagogical practices are mentioned, but not clearly defined;  
previous teaching or included syllabi/course materials show some evidence of teaching effectiveness

~~1116-1523~~: Teaching philosophy or pedagogical practices are clear and well developed;  
previous teaching or included syllabi/course materials indicate an understanding of effective course design and delivery

~~1624-2030~~: Teaching philosophy or pedagogical practices are thoughtful, well evidenced, and very

well developed; previous teaching or included syllabi/course materials indicate demonstrable pedagogical effectiveness in the subject area

**[III] Total seniority points: /15**

**D. Relevant qualifications /30**

The PTAC considers academic training and scholarship, professional experience, pedagogical development and development of course materials. Qualifications must be directly relevant to the advertised position. Relevant materials include, but are not limited to, the candidate's cover letter, CV, and teaching dossier.

- 0-9 Minimal combination of: advanced academic training in an unrelated area; publications/presentations in the posted or closely related area; professional experience, pedagogical development or course material development in the posted or closely related area
- 10-14 Relevant combination of: advanced academic training in marginal or unrelated area; limited publications/presentations and/or few publications/presentations directly in the posted or closely related area; professional experience, pedagogical development or course material development in the posted or closely related area
- 15-19 Relevant combination of: advanced academic training in a related area; some publications/presentations directly in the posted or closely related area ; related professional experience, pedagogical development or course material development in the posted or closely related area
- 20-24 Relevant combination of: high quality academic research in the posted or closely related area; publications/presentations directly in the posted or closely related area within the last 5 years; substantial professional experience, pedagogical development or course material development in the posted or closely related area.
- 25-30 Relevant combination of: excellent academic research in the posted or very closely related area; highly related publications/presentations in the posted or closely related area within last 5 years; excellent professional experience, pedagogical development or course material development in the posted or closely related area

**E. Optional: Comments for the Dean's consideration**

Note: Any comments to be provided to the Dean for consideration must be about issues that are known to the applicant, particularly subject to the obligation, under Article

10.1, that the Chair or equivalent will provide ongoing advice and coaching on teaching if there are concerns, and will clarify expectations, duties and responsibilities.