

Digital Media and Journalism
Appendix H Rubric
Updated September 2021

A) Requisite academic qualifications: Yes or No

B) Teaching experience in the posted course or similar or substantially similar course(s): 20 points

We, the Digital Media and Journalism Part-Time Appointments Committee, consider similar courses as those that are taught at Laurier or at another university with significant overlap in core concepts as noted in the course title and/or course description, delivered at a comparable level (i.e., junior vs. senior).

Substantially similar courses may include those that are listed as exclusions in the academic calendar or courses that encompass substantially similar subject matter with the same or similar assessment techniques. We recognize a significant difference between courses that are primarily theoretical in nature (e.g., Introduction to Media Studies) and those that are primarily practical in nature (e.g., Reporting and Writing for News). Thus, a candidate who is qualified to teach, for example, a primarily theoretical course on political science may not be qualified to teach a primarily practical course about political journalism that requires reporting and the production of journalistic outputs (e.g., news or feature articles, documentaries).

(i) Student evaluations in the posted course or similar or substantially similar courses(s): 15 points

0: The candidate has not taught the posted course or similar or substantially similar course

1-5: The candidate has taught the posted or similar course; evaluations are not included or are less than satisfactory (primarily below four on the Laurier scale)

6-10: The candidate has taught the posted or similar course; evaluations are satisfactory (primarily between four and six on the Laurier scale)

11-15: The candidate has the taught posted or similar course; evaluations are excellent (primarily six and above on the Laurier scale)

(ii) Seniority points in the posted course or similar or substantially similar course(s): 5 points

The candidate will receive one point for each instance of having taught the posted course or a substantially similar course to a maximum of five points.

C) Overall record of teaching: 50 points

(i) Student evaluations: 15 points

We note that these scores may be qualified by: candidates who are Indigenous, racialized, women, LGTBQ, etc., in recognition that they often receive lower scores; courses that include challenging content (i.e., topics such as colonialism, racism, gender etc.); course type, in recognition that required courses often receive lower scores than electives; and course size, in recognition that large courses (i.e., more than 100 students) typically receive lower scores than small courses (i.e., fewer than 30 students).

0: Evaluations are not included

1-5: Evaluations are less than satisfactory (primarily below four on the Laurier scale)

6-10: Evaluations are satisfactory (primarily between four and six on the Laurier scale)

11-15: Evaluations are excellent (primarily six and above on the Laurier scale)

(ii) Teaching dossier or other supporting documents: 20 points

For our purposes, we consider a teaching dossier as including the following four items from Article 19.6.2: a list of courses taught, including the course number and title, credit value, and enrollment; the most recent outline for each of the aforementioned courses that are similar to the course(s) for which the candidate is applying; student teaching evaluations; and a statement of the candidate's pedagogical goals and objectives and/or teaching philosophy. Of these four required items, at least one must be included in order to be assessed.

0-5: Teaching philosophy or pedagogical practices are not included; previous teaching or included syllabi/course materials do not show evidence of and reflection on thoughtful, well-developed teaching philosophy or practice.

6-10: Teaching philosophy or pedagogical practices are mentioned but not clearly explained; previous teaching or included syllabi/course materials show some evidence of and reflection on thoughtful, well-developed teaching philosophy or practice.

11-15: Teaching philosophy or pedagogical practices are clear and well developed; previous teaching or included syllabi/course materials indicate thoughtful, reflective, evidence-supported and well-developed teaching philosophy or practice.

16-20: Teaching philosophy or pedagogical practices are thoughtful, evidence-supported and well-developed; previous teaching or included syllabi/course materials indicate clear commitment to thoughtful, reflective and well-developed teaching philosophy or practice.

(iii) Total seniority points: 15 points

- as determined and provided by Faculty Relations

D) Relevant qualifications including scholarship in the field, professional experience, pedagogical development, development course materials: 30 points

FOR PRIMARILY THEORY-BASED COURSES

0-10: The candidate has no advanced doctoral training or academic training in an unrelated area; no publications/presentations in the posted or closely related area.

11-15: The candidate has advanced doctoral training in a marginal or unrelated area; few publications/presentations, no publications/presentations in the posted or closely related area. Related non-scholarly expertise.

16-20: The candidate has advanced doctoral training in a related area; some publications/presentations/work experience in the posted or closely related area. Good non-scholarly expertise.

21-25: The candidate has advanced doctoral research in the posted or closely related area; relevant publications/presentations/work experience in the posted or closely related area within the past five years. Substantial number of publications/presentations in a peripheral area with at least a few in the area directly related to the posted course, relative to career stage.

26-30: The candidate has advanced doctoral research in the posted or very closely related area; highly relevant publications/presentations/work experience in the posted or closely related area within past five years. Substantial number of excellent publications/presentations in the area directly related to the posted course, relative to career stage.

FOR PRIMARILY PRACTICAL COURSES

0-10: The candidate has no education in journalism or a related field; limited or no training and digital journalism and/or professional storytelling experience; few or no journalistic publications or other materials related to the course description in the past five years.

11-15: The candidate has education in a related field, some training and digital journalism and/or professional storytelling experience; small number of journalistic publications or other materials related to the course description in the past five years.

16-20: The candidate has a college education in journalism or a related field; advanced training and digital journalism and/or storytelling experience; some journalistic publications or other materials related to the course description in the past five years.

21-25: The candidate has a university education in journalism or a related field; advanced training and digital journalism and/or professional storytelling experience; a significant

number of journalistic publications or other materials related to the course description in the past five years.

26-30: The candidate has advanced education in journalism or a related field; advanced training and digital journalism and/or professional storytelling experience; a substantial number of journalistic publications or other materials related to the course description in the past five years.