

## SEJ PTAC Rubric 2021

For both Section B) and C)

The PTAC will undertake an examination of all qualitative and quantitative evaluations for applicable course(s) and consider alternative methods to using department means, such as distribution and patterns looking for trends and anomalies in the evaluations. The committee will consider whether there are improvements or concerning trends in teaching. If there are concerning trends, the committee will look in the teaching dossier and/or Official File to assess if the Member might have submitted information explaining a low evaluation, such as they tried a new teaching method.

### **B) Teaching experience in the posted course or 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 the course title or course description, delivered at a comparable level of posted course (i.e. junior/senior).

The PTAC will consider items in the applicant's teaching dossier that are directly relevant to the course (e.g., course syllabi, pedagogical comments regarding course, qualitative course evaluations).

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

0: Has not taught posted or similar course

1-5: Has taught posted or similar course; evaluations are not included or are less than satisfactory (e.g. below 4 on the WLU scale)

6-10: Has taught posted or similar course; evaluations are satisfactory (e.g. 4-6 on the WLU scale)

11-15: Has taught posted or similar course; evaluations are excellent (e.g. 6 and above on the WLU scale)

The number of points assigned may be reduced, when the position being filled is for an instructor, if the candidate's seniority points in the posted or similar course are related to being a tutorial leader.

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

### **C) Teaching: /50**

#### **Student Evaluations: /15**

The committee recognizes that the qualitative and quantitative evaluations can be impacted by courses that include challenging content (i.e. topics such as colonialism, racism, gender etc.) 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 recognizes that required courses typically receive lower evaluations than electives. The committee recognizes that large courses (i.e. more than 100 students) typically receive lower evaluations than small courses (i.e. fewer than 30 students).

0: Evaluations are not included

1-5: Evaluations are less than satisfactory (e.g. below 4 on the WLU scale)

6-10: Evaluations are satisfactory (e.g. 4-6 on the WLU scale)

11-15: Evaluations are excellent (e.g. 6 and above on the WLU scale)

### **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 such as the cover letter and CV. The following are the components of the teaching dossier that the PTAC considers to assess the overall record of teaching. **The dossier may also include any other relevant information the candidate wishes to provide.** Candidates may score up to 15 without a distinct teaching dossier.

1) Teaching philosophy; 2) description of teaching practices; 3) evidence of teaching effectiveness (may include feedback from students); 4) teaching-related professional development; 5) most recent 3 year record of teaching including course title, credit value, enrolment, outlines, and any project supervisions; 6) other

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/or clear evidence of teaching as a responsibility to community. Materials should indicate an understanding of how social justice and/or equity principles are applied to pedagogical contexts both in terms of content and pedagogical approach.

0-5: Teaching philosophy or pedagogical practices are not included; previous teaching or included syllabi/course materials do not show evidence of social and/or environmental justice orientations.

5-10: Teaching philosophy or pedagogical practices are mentioned, but not clearly defined; previous teaching or included syllabi/course materials show some understanding of social and/or environmental justice orientations.

10-15: Teaching philosophy or pedagogical practices are clear and well developed; previous teaching or included syllabi/course materials indicate an understanding of social and/or environmental justice orientations.

15-20: Teaching philosophy or pedagogical practices are thoughtful, well evidenced, and very well developed; previous teaching or included syllabi/course materials indicate clear commitment to social and/or environmental justice orientations.

### **Total seniority points: /15**

## **D) Relevant qualifications**

Relevant qualifications refers to a focus on social and/or environmental justice, and the specific subject area of the course description. The PTAC considers academic training and scholarship, professional experience, pedagogical development and course material development.

Qualifications must be directly relevant to the advertised position. Connections to groups, organizations or communities that engage in social and environmental justice work; experience in education and advocacy about social and environmental justice topics in community and non-academic settings will also be considered in this assessment. Relevant materials include, but are limited to, the candidate's cover letter, CV and teaching dossier.

0-10: 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; and/or minimal social/environmental group connections or advocacy.

10-15 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 and/or limited/no social/environmental group connections or advocacy.

15-20 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; and/or some social/environmental group connections or advocacy.

20-25 Relevant combination of: advanced academic research in the posted or closely related area; publications/presentations directly connected to 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; and/or substantial social/environmental group connections or advocacy.

25-30 Relevant combination of: advanced 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; and/or excellent social/environmental group connections or advocacy.