Appendix H: Math PTAC Evaluation Rubrics (18 Feb 2021)

NAME	COURSE:
Information used in the assessment: List all sources of information used to assess the candidate, including curriculum vitae; teaching dossier; student evaluations from WLU; student evaluations from another institution(s); the Member's Official File, if applicable; evaluations of Member's performance under Article 10, if applicable; any other information provided by the candidate	
(a) Requisite academic qualifications as posted • Degree (BSc+BEd for SC101, Master for 100- and 200-level courses*, Doctoral for all 300-, 400-, 500-, 600-level courses) • Discipline (Mathematics or Statistics) • Specialization (As stated in posting**)	Yes No Yes No Yes No
(b) Teaching experience in the posted course or similar or substantially similar course(s)	/20
(I) student evaluations in the posted course or similar or substantially similar course(s)	/15
(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
(II) teaching dossier or other supporting documents	/20
(III) total seniority points	/15
(d) Relevant qualifications including scholarship in the field, professional experience, pedagogical development, development of course materials	/30
TOTAL POINTS	
(e) Comments for the Dean's consideration (optional)	

** A doctoral degree may be required for selected 200-level courses such as MA215 (Set Theory) and MA250 (Intro to Analysis).*
*** The PTAC may seek an outside appraisal of the CV to verify that the candidate meets the specialization requirement if the members, or alternates, of the PTAC are unable to do so.*

The assessment of the candidate's teaching experience shall be based on the candidate's university student evaluations under Article 19, or the equivalent from another institution, the candidate's CV, teaching dossier, and any other information submitted by the candidate.

B.I) Student evaluations in the posted course or similar or substantially similar course(s) (15 points)

- Unsatisfactory performance – 0 points
- Satisfactory performance –5 points
- Good level of performance –10 points
- Excellent performance –15 points

Laurier student evaluations *(these ranges are preliminary and subject to review by the PTAC)*
Excellent = >5.95 avg score;
Good = 5.00-5.94;
Satisfactory = 3.5-4.99;
Unsatisfactory = <3.5

Similar courses: to be determined by PTAC; experience in similar courses may also include TA experience, Online teaching and team-teaching

C.I) Student evaluations (15 points)

- Unsatisfactory performance – 0 points
- Satisfactory performance –5 points
- Good level of performance –10 points
- Excellent performance –15 points

Laurier student evaluations *(these ranges are preliminary and subject to review by the PTAC)*
Excellent = >5.95 avg score;
Good = 5.00-5.94;
Satisfactory = 3.5-4.99;
Unsatisfactory = <3.5

(C.II) Teaching dossier or other supporting documents (up to 20 pts):

- Excellent (20 points):
- Good (15 points):
- Satisfactory (10 points):
- Unavailable (5 points):
- Unsatisfactory (0 points):

If no dossier or supporting documents were provided, a score of Unavailable (5 pts) is assigned.

All candidates will start at Satisfactory (10 pts) if materials have been submitted that provide evidence that the instructor will deliver relevant and up to date content (e.g. provides teaching philosophy, sample syllabus, etc.)

The following can be used to assign a score of Good (15 pts):

- Evidence that the instructor makes effective attempts to engage and challenge students
- Good or excellent student evaluations in a variety of courses in Math and Statistics over last three years
- The applicant has been involved in curriculum development (within a specific course, or at a programmatic level)
- Evidence of participation in T&L development activities (workshops, symposia, etc.) in last 5 years
- Evidence of completion of a Teaching Certificate
- Evidence of published scholarship in teaching and learning

The following can be used to assign a score of Excellent (20 pts):

- A combination of any 3 of the above
- A teaching award nomination in the last 5 years
- A teaching award in the last 10 years
- Excellent student evaluations in a variety of courses in Math and Statistics over last three years

The following can be used to assign a score of Unsatisfactory (0 pts):

- A sample syllabus with unclear or inappropriate objectives, content or assessments
- Downward trajectory in teaching evaluation scores
- Notes from the Dean or VPA on teaching performance in official file

D) Relevant qualifications including scholarship in the field and/or relevant professional experience (up to 30 points):

All candidates that meet the requisite academic qualifications will initially be awarded 5 points.

Relevant research / industrial work experience (e.g. postdoc, research associate, industrial research position, other relevant professional experience, technical certifications)	Up to 4 pts	
Relevant technical skills, such as in R, and other mathematical software	Up to 3 pts	
Graduate degree relevant to the field: • Master: up to 3 pts • Master + PhD candidacy: up to 4 pts • PhD: up to 6 pts	Up to 6 pts	
BEd degree in Mathematical or Statistical Sciences	Up to 2 pts	
Major scholarships or fellowships received (e.g. NSERC, OGS); points not awarded for “graduate scholarships” provided by grad schools.	Up to 2 pts	
Peer-reviewed publications relevant to the field (quantity, impact, contribution from the candidate, and relevance to the field to be considered)	Up to 4 pts	
Conference presentations (oral or poster); up to 1 additional points can be awarded for best presentation awards.	Up to 3 pts	
Mentorship or supervision of students in a research project	Up to 4 pts	
Outreach activities, science communication, and volunteering	Up to 3 pts	

Peer-review of manuscripts or grants	Up to 2 pts	
Fit of research background with course content: • 100-level course: up to 1 pt • 200-level course: up to 2 pts • 300-level course: up to 3 pts • 400-level course: up to 4 pts • Graduate-level course: up to 5 pts	Up to 5 pts	
Recency of scholarly activities will be used to deduct points as follows: • <5 years since last scholarly activity: 0 points deducted • 5-10 years since last scholarly activity: up to 3 points deducted • 10-15 years since last scholarly activity: up to 7 points deducted • >15 years since last scholarly activity: up to 10 points deducted *Note*: deductions may be less for 100- & 200-level courses, and more for 300- & 400-level courses	Up to 10 pts deducted	
Total (note: points total is capped at 30)		