

**User Experience Design Program Rubric for
Appendix H: Assessment of Contract Faculty Candidates under 13.6.1**
(proposed April 2026)

* all italicized notes come from the Appendix H Notes in the Collective Agreement

CRITERIA

a) Is the candidate qualified?

i) Does the candidate have the required academic and/or professional qualifications as posted?

Possible Scores: YES or NO

If NO, then the PTAC is required to discontinue the evaluation.

Note: Does the candidate have the required academic and/or professional qualifications for the appointment as posted, i.e., the relevant academic degree or certificate, education in the academic specialty, and/or the appropriate professional training and experience?

Departments shall specify, in the posting for the appointment, the minimum degree necessary for the appointment and specify the area or field for the required degree. Departments may also specify recognized professional degrees or designations or specialized training (e.g., LLB, BEd, CA, language proficiency).

If the candidate does not have the required academic and/or professional qualifications and experience to teach the course as posted, they shall not be considered for the position.

ii) Does the candidate have the relevant qualifications and experience to teach the course? (This determination is made with respect to the required qualifications and experience described in the job ad.)

Possible Scores: YES or NO

If NO, then the PTAC is not required to continue the evaluation.

Note: In addition to the required qualifications, does the candidate have 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.

b) Competency (maximum 50 points)

i) currency and mastery of the subject matter

Note: 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 currency and mastery of the subject matter may rely exclusively on one criterion.

Possible Scores:

Points	Rating	Assessment
30	Excellent	Advanced doctoral research (i.e., post doc research), advanced terminal degree research, extensive field work, extensive industry research, and/or extensive professional experience in the posted or very closely related area; highly relevant publications, presentations or work experience in the posted or closely related area in the past five years. Substantial number of reputable peer-reviewed publications, presentations, professional reports and/or industry projects in the area directly related to the posted course, relative to career stage. Highly related non-scholarly expertise. Excellent evidence of pedagogical development.
20	Very Good	Advanced doctoral research (i.e., post doc research), advanced terminal degree research, extensive field work, extensive industry research, and/or extensive professional experience in a closely related area; relevant publications, presentations or work experience in a closely related area to the posted course in the past five years. Substantial number of reputable peer-reviewed publications, presentations, professional reports and/or industry projects in a peripheral area directly related to the posted course, relative to career stage. Good related non-scholarly expertise. Clear evidence of pedagogical development.
15	Good	Advanced doctoral training (i.e., specialized training completed as part of a PhD), advanced terminal degree training, some field work, some industry research, and/or some professional experience in a related area to the posted course; some publications, presentations, or work experience in a related area to the posted course, relative to career stage. Some related non-scholarly expertise. Some evidence of pedagogical development.
10	Satisfactory	Advanced doctoral training (i.e., completed as part of a PhD), advanced terminal degree training, limited field work, limited research, and/or limited professional experience in a marginal or unrelated area to the posted course; limited publications, presentations, or work experience in a marginal or unrelated area to the posted course; no publications, presentations, or work experience directly in the posted or closely related area. Limited

		related non-scholarly expertise. Limited pedagogical development.
0	Poor or No Evidence	No advanced doctoral training, no advanced terminal degree training, no field work, no industry experience, and/or no professional experience related to the posted or related area to the course; no publications, presentations, or work experience in the posted or closely related area. No related non-scholarly expertise. No pedagogical development included in application.

ii) Previous teaching or tutorial or lab experience in the posted or similar or substantially similar course(s) – total seniority points to a max of 10

Note: The PTAC will award full points for Laurier seniority points in the posted course or substantially similar course. Partial points for similar or substantially similar courses taught elsewhere. Partial points, to a maximum of 5, may be awarded for teaching relevant tutorials or labs in the course or a substantially similar course at Laurier or elsewhere.

Possible Score: Maximum 10

Substantially similar and similar courses include Laurier exclusions, as well as other Laurier courses or courses from other institutions with significant overlap in core concepts outlined in the course title or academic calendar description, delivered at a comparable level (e.g., junior- or senior-level course). The PTAC will consider elements in the applicant’s teaching dossier that are directly relevant to the course (e.g., course syllabi, pedagogical comments regarding course).

IMPORTANT: Applicants must supply evidence of the content of relevant courses taught at other institutions for the PTAC to make an accurate assessment of similarity, such as a course outline or syllabus.

Points	Rationale
1.0	Delivery of a posted or substantially course at Laurier
0.5	Delivery of a similar course at Laurier
0.5	Delivery of a substantially similar course at another institution
0.25	Delivery of a similar course at another institution
0.25	Teaching relevant tutorials or labs in the course or a substantially similar course at Laurier or elsewhere
0.25	TA work, team teaching, or teaching in a different delivery mode in the posted or substantially similar course

iii) Ability to perform the duties of the course.

*Note: This may include an assessment of the candidate's ability, from **other 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.*

Partial points, to a maximum of 5, may be awarded for teaching relevant tutorials and labs at Laurier or elsewhere.

Similar courses (determined by PTAC) may be defined as experience in similar courses taught at Laurier or elsewhere, and may also include TA experience and team-teaching.

A substantially similar course(s) may include a course that appears in the Academic Calendar as a course exclusion or a course that encompasses substantially similar subject matter with the same or similar assessment techniques. Substantially similar courses are identified by the Department.

Possible Scores: Maximum of 10

Points	Rationale
8-10	The applicant has taught the posted or similar course; evaluations are excellent (primarily 6 or above on the Laurier scale); has included additional information that carefully considers the experience of teaching the course (e.g., course syllabi, pedagogical comments regarding the course)
4-7	The applicant has taught the posted or similar course; evaluations are satisfactory (primarily 4 to 6 on the Laurier scale); has included additional information that reflects on teaching the course (e.g., course syllabi, pedagogical comments regarding the course)
1-3	The applicant has taught the posted or similar course; the applicant has taught relevant tutorials and labs at Laurier or elsewhere; evaluations are not included or are less than satisfactory (primarily below 4 on the Laurier scale); has not included additional information relevant to the course (e.g., course syllabi, pedagogical comments regarding the course)
0	The applicant has not taught the posted or similar course

If the score after b) is less than 25, then the PTAC is not required to continue the evaluation.

c) Teaching qualifications (not specific to the course) (maximum 30)

i) teaching-related experience (seniority points not already counted in section b) ii), including courses taught, tutorials, labs, training (max 15)

Note:

A. total WLU seniority points, other than in the posted course or a substantially similar course (only include seniority points not already counted in section b) ii), (max 15 points)

B. If A is less than 15:

I. Partial points for courses or tutorials and labs taught elsewhere (max 5 points)

II. teaching training (including but not limited to training related to pedagogy, equity, diversity, inclusivity, Indigeneity, anti-racism, anti-oppression, and accessible learning) (max 5 points)

IMPORTANT: Applicants must supply evidence of the content of the relevant courses in order for the PTAC to accurately assess similarity, such as a course outline or syllabus.

Points	Rationale
0.5	The applicant has taught the course elsewhere
0.25	The applicant has team-taught the course elsewhere
0.25	The applicant had a teaching assistant role, which must have included classroom experience, elsewhere

ii) assessment of teaching skills, including teaching-related transferrable skills demonstrated outside of a teaching context

Note: 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).

Points	Assessment	Rationale
15	Very Good	Excellent teaching philosophy and evidence of excellent pedagogical practices are included and are very clear, very well-developed. Substantial previous course materials/syllabi are included and show excellent evidence and a clear commitment to thoughtful teaching philosophy and/or practice.
10	Good	Good evidence of teaching philosophy and pedagogical practices are included and are clear and well-developed. Some previous course materials/syllabi are included and show good evidence of good teaching philosophy and/or practice.
5	Satisfactory	Some evidence of teaching philosophy and pedagogical practices are mentioned but are not clearly defined. Limited previous course materials/syllabi are included, that show some evidence of thoughtful teaching philosophy and/or practice.
0	Poor or No Evidence	Evidence of teaching philosophy and pedagogical practices are not included. No previous course materials/syllabi are included. No evidence of thoughtful teaching philosophy and/or practice.

If the total score after b) and c) is less than 40, then the PTAC is not required to continue the evaluation.

d) Other Relevant Qualifications (max 20)

Examples from Appendix H Notes: additional degrees or professional qualifications; community engagement; development of educational materials; equity, diversity, and inclusion experience; Indigenous knowledge systems; pedagogical development; post-doctoral experience; professional development and/or experience

Note: Qualifications and experience under this section must be directly relevant to the course advertised. Indicate the candidate’s qualifications and experience.

Points	Assessment	Rationale
20	Very Good	Excellent evidence of preferred and/or other qualifications posted in the job ad, excellent experience relevant to the course—e.g., but not limited to, additional degrees or professional qualifications, UX-related professional experience, community engagement, development of educational materials, equity, diversity, and inclusion experience, Indigenous knowledge systems, pedagogical development, post-doctoral experience, professional development and/or experience, etc.
15	Good	Good evidence of preferred and/or other qualifications posted in the job ad, good experience relevant to the course—e.g., but not limited to, additional degrees or professional qualifications, UX-related professional experience, community engagement, development of educational materials, equity, diversity, and inclusion experience, Indigenous knowledge systems, pedagogical development, post-doctoral experience, professional development and/or experience, etc.
10	Satisfactory	Some evidence of preferred and/or other qualifications posted in the job ad, some experience relevant to the course—e.g., but not limited to, additional degrees or professional qualifications, UX-related professional experience, community engagement, development of educational materials, equity, diversity, and inclusion experience, Indigenous knowledge systems, pedagogical development, post-doctoral experience, professional development and/or experience, etc.
5	Limited	Limited evidence of preferred and/or other qualifications posted in the job ad, limited experience relevant to the course—e.g., but not limited to, additional degrees or professional qualifications, UX-related professional experience, community engagement, development of educational materials, equity, diversity, and inclusion experience, Indigenous knowledge systems, pedagogical development, post-doctoral experience, professional development and/or experience, etc.

0	No Evidence	No evidence of other preferred and/or qualifications posted in the job ad, limited experience relevant to the course--e.g., but not limited to, additional degrees or professional qualifications, UX-related professional experience, community engagement, development of educational materials, equity, diversity, and inclusion experience, Indigenous knowledge systems, pedagogical development, post-doctoral experience, professional development and/or experience, etc.
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TOTAL SCORE: Maximum 100

If the total score after b), c), and d) is less than 50, then the PTAC is not required to recommend the candidate for the course.