

Criminology Appendix H Rubric

(A) Requisite Academic Qualifications (as posted)

Yes/No determination

Key determinate: Is the applicant's highest degree/graduate training in a discipline directly relevant to the course material?

(B) Teaching Experience in the posted course or similar or substantially similar course(s)

Taking into account teaching evaluations for the posted or substantially similar course. A "substantially" similar course will be taken as a course at another institution with the same or similar title (and/or content, as evidenced by included course description/syllabus) at the same or within 1 year level of the posted course.

Rating	Points	Definition
<i>Excellent</i>	12-15	Evaluations consistently exceed department expectations/means; applicant has provided a syllabus for the course that is consistent with department expectations and demonstrates solid pedagogy and innovative assessments. Courses include key materials/readings of substantive relevance to the field and course topic, and the pedagogical approach and learning outcomes are reflective of the course level and structure.
<i>Good</i>	8-11	Teaching evaluations consistently meet department expectations/means; applicant has provided a syllabus for the course that meets department expectations. Course syllabus includes key materials/readings of substantive relevance to the field and course topic and assessments appropriate to the course level and structure.
<i>Satisfactory</i>	4-7	Evaluations are mostly consistent with department means/expectations; no syllabus provided for the course.
<i>Unsatisfactory</i>	0-3	Evaluations are below department means/expectations OR has some experience in the posted course as a teaching assistant/instructor with no evaluations/documentation provided.
<i>No Experience</i>	0	No teaching experience in the posted or similar course

(C) Overall Record of Teaching

(i) Student Evaluations

Taking into account all available teaching evaluations for all courses

Rating	Points	Definition
<i>Excellent</i>	12-15	Evaluations consistently exceed department expectations/means; applicant has provided syllabi that are consistent with department expectations and demonstrate solid pedagogy and innovative assessments. Courses include key materials/readings of substantive relevance to the field and course

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Rating	Points	Definition
		topic, and the pedagogical approach and learning outcomes are reflective of the course level and structure.
<i>Good</i>	8-11	Teaching evaluations consistently meet department expectations/means; applicant has provided syllabi that meet department expectations. Course syllabus includes key materials/readings of substantive relevance to the field and course topic and assessments appropriate to the course level and structure.
<i>Satisfactory</i>	4-7	Evaluations are mostly consistent with department means/expectations; no syllabi provided, or syllabi evidence some weaknesses.
<i>Unsatisfactory</i>	0-3	Evaluations are below department means/expectations; no syllabi provided, or syllabi do not meet department expectations with respect to content, structure, assessments.
<i>No Experience</i>	0	No teaching experience

(ii) Teaching Dossier or other supporting documents

Criteria for a complete and strong Teaching Dossier:

- 1) Clearly defined teaching philosophy consistent with the principles of inclusive/critical pedagogy
- 2) Sample course outlines and assignments
- 3) Evidence of teaching or course design workshops/pedagogical training
- 4) Letters of support re: teaching from students, colleagues, or supervisors

Rating	Points	Definition
<i>Excellent</i>	16-20	All criteria above are present and demonstrate strong understanding of teaching excellence. Sample assignments are innovative or engaging and appropriate to the year level/ subject matter. Letters of support are outstanding.
<i>Good</i>	11-15	Includes most or all of the criteria above and demonstrates a good understanding of teaching/pedagogy. Sample assignments are appropriate to the year level/subject matter. Letters of support are positive.
<i>Satisfactory</i>	6-10	Includes at least two criteria from above and demonstrates a satisfactory understanding of teaching/pedagogy and evaluation. Sample assignments are basic but minimally acceptable. Letters of support are positive but may have reservations.
<i>Basic/Minimally acceptable</i>	1-5	Includes at least one of the above criteria. Sample assignments may be weak or inappropriate to the year level/subject matter. Letters of support are weak or ambivalent.
<i>Not Applicable</i>	0	Applicant has not provided a teaching dossier.

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(D) Relevant Qualifications (including scholarship in the field, professional experience, pedagogical development and/or development of course materials)

Taking into consideration the candidate's CV, highest degree completed, scholarship, professional experience and the relevance of their accomplishments **to the specific course content**.

Rating	Points	Definition
<i>Excellent</i>	25-30	PhD or terminal degree directly related to course subject matter. Evidence of scholarship directly related to course content and/or extensive professional experience (5+ years) directly related to course content.
<i>Strong</i>	15-24	PhD in progress (ABD) or terminal degree directly related to course subject matter. Evidence of scholarship tangential to course content and/or professional experience related to the course content. Points awarded will vary based on the quantity of scholarship (# of publications/grants/presentations) and amount of professional experience.
<i>Satisfactory</i>	5-14	Meets minimum academic qualifications (graduate degree related to subject matter). Evidence of scholarship in progress and/or some professional experience related to the course subject matter.
<i>Minimal</i>	0-4	Meets minimum academic qualifications. No evidence of scholarship. Little or no professional experience.