

PTAC Rubric May 2022
Psychology Department
Appendix H: Assessment of CTF Candidates under 13.6.1

This form shall be used for the assessment of candidates for CTF appointments under Article 13.6.1 and shall not be used to evaluate Members for any other purpose. The completed Appendix H is for PTAC use only and shall only be made available to the Dean upon request or if there are comments for the Dean's consideration in (e) and shall be made available to the Association in the event of a grievance. A form must be completed for each candidate and appended to the minutes of the PTAC meeting(s). Departments, or equivalent, will create a program-specific rubric for the assessment of the candidate under sections (b) through (d). Participants in the development of the rubric are those eligible for PTAC Membership in Article 13.3.1.

NAME:	COURSE:	
TERM OFFERED:		
Information used in the assessment: List all sources of information used to assess the candidate, including: cover letter; curriculum vitae; teaching dossier; student evaluations from WLU; student evaluations from another institution(s); the Member's Official File, if applicable; other information provided by the candidate; summary of teaching evaluations in similar and substantially similar courses (past 5 years); Summary of teaching evaluations for all courses taught (past 5 years) and proposed course syllabus.		
Summary of scores (populated automatically when the rest of the form is completed) A. Qualified: Y/N B.I. Student evaluations in similar or substantially similar courses - INTRAMURAL (up to 15 pts) B.I. Student evaluations in similar or substantially similar courses - ONLINE (up to 15 pts) B. II. Seniority points in similar or substantially similar courses (up to 5 pts) C. I. Student evaluations - INTRAMURAL (up to 15 pts) C. I. Student evaluations - ONLINE (up to 15 pts) C. II. Teaching dossier (up to 20 pts) C. III. Seniority points (up to 15 pts) D. Relevant qualifications (up to 30 pts)		
A) REQUISITE ACADEMIC QUALIFICATIONS AS POSTED	Yes	No
If <u>NO</u> , state why:		
<i>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.</i>		
B) TEACHING EXPERIENCE IN THE POSTED COURSE OR SIMILAR OR SUBSTANTIALLY SIMILAR COURSE(S) *see the end of this document for a complete listing of "similar" and "substantially similar" courses.	/20	

I. student evaluations in the posted course or similar or substantially similar courses(s)	/15
<p>In the Department of Psychology, analysis of all teaching evaluations (Q1-Q7) from Spring 2016 through Spring 2019 reveal no statistically significant differences in mean scores between male and female instructors, between full-time and part-time instructors, nor between methods/stats courses and non-methods/stats courses. However, teaching evaluation scores are significantly lower in 1st/2nd/3rd year courses compared to 4th year/grad courses, and are significantly lower for online courses compared to the same courses offered intramurally. Thus PTAC will use corrected teaching evaluation scores where appropriate.</p>	
<p><u>For applications to intramural courses:</u> Corrections to teaching evaluations for online courses: Recognizing that, in Psychology, mean teaching evaluation scores for intramural courses are 0.5 points higher than for online courses, add 0.5 to the mean teaching evaluation score for any online course considered similar or substantially similar to the posted intramural course.</p> <p>Corrections to teaching evaluations for 4th year and graduate-level courses: Recognizing that, in Psychology, mean teaching evaluation scores for intramural 4th year and graduate-level courses are 0.3 points higher than for 1st, 2nd, or 3rd year level courses, subtract 0.3 from the mean teaching evaluation score for any 4th year or graduate-level course considered similar or substantially similar to the posted course.</p> <p><i>Intramural courses: In the Department of Psychology, the mean (X) teaching score is 6.1. The standard deviation (SD) is 0.6, with a marked negative skew. [source: all teaching evaluations for intramural PS courses from Spring 2016 through Spring 2019]</i></p> <p>Mean teaching evaluation score for similar or substantially similar courses: Scoring guidelines:</p> <p>Excellent: ($\geq X + 0.5SD = \geq 5.95$) assign 15 points Good: ($< X + 0.5SD$ AND $\geq X - 1SD = 6.39$ through 5.5) assign up to 14.9 points Unsatisfactory: ($< X - 1SD = < 4.9$) assign 0 points</p>	
<p>OR - <u>For applications to online courses:</u> Corrections to teaching evaluations for intramural courses: Recognizing that, in Psychology, mean teaching evaluation scores for online courses are 0.5 points lower than for intramural courses, subtract 0.5 from the mean teaching evaluation score for any intramural course considered similar or substantially similar to the posted online course.</p> <p><i>Online courses: In the Department of Psychology, the mean (X) teaching score is 5.6. The standard deviation (SD) is 0.7, with a marked negative skew. [source: all teaching evaluations for online PS courses from Spring 2016 through Spring 2019]</i></p> <p>Mean teaching evaluation score for similar or substantially similar courses: Scoring guidelines:</p> <p>Excellent: ($\geq X + 0.5SD = \geq 5.95$) assign 15 points Good: ($< X + 0.5SD$ AND $\geq X - 1SD = 6.39$ through 5.5) assign up to 14.9 points Unsatisfactory: ($< X - 1SD = < 4.9$) assign 0 points</p>	
<p>External applicants are expected to transform their teaching evaluation scores into Laurier's 7-pt scale using the Department of Psychology's mean and standard deviations for teaching evaluation scores ($X = 6.1$, $SD = 0.6$) and report those values. If only raw teaching evaluations are provided by external applicants: send courtesy email to applicant giving them three business days to submit converted teaching evaluation scores; if converted scores not submitted assign ZERO points for this section.</p>	
II. seniority points in the posted course or similar or substantially similar course(s)	/15

C) OVERALL RECORD OF TEACHING	/50
I. Student evaluations (up to 15 points)	/15
<p><u>For applications to intramural courses:</u> Corrections to teaching evaluations for online courses: Recognizing that, in Psychology, mean teaching evaluation scores for intramural courses are 0.5 points higher than for online courses, add 0.5 to the mean teaching evaluation score for any online course considered similar or substantially similar to the posted intramural course.</p> <p>Corrections to teaching evaluations for 4th year and graduate-level courses: Recognizing that, in Psychology, mean teaching evaluation scores for intramural 4th year and graduate-level courses are 0.3 points higher than for 1st, 2nd, or 3rd year level courses, subtract 0.3 from the mean teaching evaluation score for any 4th year or graduate-level course considered similar or substantially similar to the posted course.</p> <p>Mean teaching evaluation score for similar or substantially similar courses: Scoring guidelines: Excellent: ($\geq X + 0.5SD = \geq 5.95$) assign 15 points Good: ($< X + 0.5SD$ AND $\geq X - 1SD = 6.39$ through 5.5) assign up to 14.9 points Unsatisfactory: ($< X - 1SD = < 4.9$) assign 0 points</p>	_____ Points assigned
<p>OR - <u>For applications to online courses:</u> Corrections to teaching evaluations for intramural courses: Recognizing that, in Psychology, mean teaching evaluation scores for online courses are 0.5 points lower than for intramural courses, subtract 0.5 from the mean teaching evaluation score for any intramural course considered similar or substantially similar to the posted online course.</p> <p>Mean teaching evaluation score for similar or substantially similar courses: Scoring guidelines: Excellent: ($\geq X + 0.5SD = \geq 5.95$) assign 15 points Good: ($< X + 0.5SD$ AND $\geq X - 1SD = 6.39$ through 5.5) assign up to 14.9 points Unsatisfactory: ($< X - 1SD = < 4.9$) assign 0 points</p>	_____ Points assigned
<p>Downward trajectory in teaching evaluation scores for the years provided</p> <p><i>Deduct 5 pts if last academic year's average teaching evaluation is < 5.5 for intramural course applicants or < 4.9 for online course applicants.</i></p> <p><i>Deduct 10 pts if last academic year's average teaching evaluation is < 4.9 for intramural course applicants or < 4.2 for online course applicants</i></p>	_____ up to 10 pts deducted
<p>Evaluation to be based on all university courses taught in the past 5 years. Raw teaching evaluations for courses taught at Laurier are contained in the Member's Official File. External applicants are expected to transform their teaching evaluation scores into Laurier's 7-pt scale using the Department of Psychology's mean and standard deviations for teaching evaluation scores ($X = 6.1$, $SD = 0.6$) and report those values. If only raw teaching evaluations are provided by external applicants: send courtesy email to applicant giving them three business days to submit converted teaching evaluation scores; if converted scores not submitted assign ZERO points for this section.</p>	

II. Teaching dossier or other supporting documents (up to 20 pts):		/20
Criteria:		
<ul style="list-style-type: none"> Teaching philosophy statement that situates the Member's approach to teaching (19.6.2a) 		_____ up to 1 pt
<ul style="list-style-type: none"> A description of teaching practices and how they are applied to achieve student outcomes (19.6.2b) 		_____ up to 1 pt
<ul style="list-style-type: none"> Information from students, including informal student evaluations, letters, and testimonials (19.6.2d) 		_____ up to 1 pt
<ul style="list-style-type: none"> Statement of the Member's pedagogical goals and objectives (19.6.2e) 		_____ up to 1 pt
<ul style="list-style-type: none"> Statement of the Member's involvement in professional development as a teacher in the past 5 years (19.6.2f): 		
0.5 pts for each seminar, workshop, or professional meeting attended as an attendee		_____ up to 2 pts
1 pt for each seminar, workshop, or professional meeting attended as an invited speaker		_____ up to 2 pts
1 pt for each peer-reviewed publication, commentary, review or conference presentation related to teaching		_____ up to 2 pts
1 pt for each instructional innovation supported by evaluation of the effectiveness of the innovation		_____ up to 2 pts
1 pt for activities connected with the training and orientation of teaching assistants		_____ up to 1 pt
Description of duties connected with the coordination of multi-sectioned, sequenced, or otherwise inter-related courses, and with the direction and coordination of programs of studies including the academic counselling of students (19.6.2g)	1 pt for formally coordinating a multi-section course; 1 pt for formal involvement in academic counselling of students;	_____ up to 1 pt
Evidence of contributions to course, program, or general curriculum development including the design of new courses and programs (19.6.2h)	2 pts for each new course development (*note: this is not the same as prepping an existing course the applicant has not previously taught)	_____ up to 2 pts
	2 pts for participation in unit-level curriculum development committee	_____ up to 2 pts
Information on a Member's contribution to the academic and cultural life of students in addition to activities normally associated with course instruction or research supervision (e.g., assistance with student clubs, with special events, with student conferences and exchanges, or with off-campus trips, etc.) This can include contributions made as a graduate student or post-graduate school. (19.6.2i)	0.5 pts for involvement in each item in 19.6.2 (i)	_____ up to 2 pts
Teaching Award	4 pts for a Faculty- or Institution-level teaching award (past 10 years); 1 pt for a Departmental-level teaching award (past 10 years); 1 pt for a TA award (past 10 years); 1 pt for a Faculty- or Institution-level teaching award nomination (past 5 years)	_____ up to 4 pts

For applicants to CSL courses only – previous experience teaching a course with a CSL component	<u>2 pts</u> for past experience teaching one or more courses with a CSL component	_____ up to 2 pts
For applicants to online courses only – previous experience teaching an online course	<u>2 pts</u> for past experience teaching one or more online courses	_____ up to 2 pts
For applicants to 1st or 2nd year courses OR courses with enrolment > 75 students only	<u>2 pts</u> for previous experience teaching one or more of these kinds of courses	_____ up to 2 pts
Applicants to 3rd or 4th year or grad-level courses OR courses with enrolment caps < 25 students	<u>2 pts</u> for previous experience teaching one or more of these kinds of courses	_____ up to 2 pts
Sample Syllabus	1 pt for including all CA required content (16.1.2)	_____ up to 4 pts
	<u>2 pts</u> for clear statement of objectives (disciplinary knowledge and/or skill development) appropriate to the Senate-approved course description	
	1 pt for proposed readings and assessments that are up-to-date and consistent with past practices in the course	
Note: although scores > 20 are possible, points total is capped at 20		Total Assigned:
III. Total seniority points (up to 15 pts)		/15
(D) RELEVANT QUALIFICATIONS		/30
Including scholarship in the field, professional experience, pedagogical development, development course materials (up to 30 pts.):		
Qualifications under this section must be directly relevant to the position advertised and should be clearly articulated for each criteria in the applicant's cover letter. Applicant's not articulating these criteria in their cover letter will be assigned a score of ZERO for each missing criteria. A candidate's CV, teaching dossier and any other relevant materials must additionally be provided as evidence to substantiate details provided in the cover letter.		
Criteria		
Relevant work experience (only experience in the same discipline as the course under consideration is counted - for example, a PhD is only awarded points if the thesis was directly relevant to the course under consideration). Relevant experience can include doctoral training (each year of the doctoral program completed earns 1 point, to a maximum of 4 points), postdoc (1 pt per year, max 2 points), research associate (1 pt per year, max 2 points), industrial research position (1 pt per year, max 2 points), clinical/practitioner experience (1 pt per year, max 2 points), or other relevant professional experience (1 pt per year, max 2 points).	1 pt for each year served in those positions	_____ up to 6 pts
Major scholarships or fellowships received (e.g. tri-council, OGS); points not awarded for "graduate scholarships" provided by grad schools.	1 pt for each major award	_____ up to 3 pts

Relevant peer-reviewed publications (quantity, impact, contribution from the candidate)	1 pt per publication in a peer-reviewed journal (or book chapter) for first/senior author; 0.5 pt per publication if not first/senior author; publications "in preparation" or "submitted" are NOT counted	_____ up to 10 pts
Conference presentations (oral or poster) attended; up to 2 additional points can be awarded for best presentation awards.	International or National: 2 pts	_____ up to 4 pts
	Provincial/Regional: 1 pt	
	Local: 0.5 pt.	
Mentorship or supervision of students in a research project	PhD: 2 pts.	_____ up to 4 pts
	MA/MSc: 1 pt.	
	BA/BSc: 0.25 pt.	
Outreach activities, science communication		_____ up to 3 pts
Points total is capped at 30		Total Assigned:
Disciplinary notes from the Dean or VPA on teaching performance in Member's Official File	-20 pts for each note	No limit (enter negative number)
Note that awarding of a course is subject to a member's success in meeting the duties and responsibilities outlined in Article 16 of the PT Collective Agreement. The PTAC may submit comments or express concerns regarding the candidate in this section.		
TOTAL POINTS		/100

(E) Comments for the Dean's consideration (optional)

Awarding of a course is subject to a Member's success in meeting the duties and responsibilities in Article 16. In this section, the PTAC may submit comments or express concerns regarding the candidate.

****The following is existing language and will be replaced with the revised equity process****

If two or more candidates have equal points under Appendix H, the Member who has taught the posted course before shall be offered the appointment.

If this is insufficient to determine the appointment, the Member with the most seniority points in the course shall be offered the course.

If this is insufficient to determine the appointment, a candidate who has self-identified, through the recruitment process, as a member of an equity seeking group (Indigenous, racialized, female, having a disability, and/or a sexual or gender minority), shall be awarded the course.

If this is insufficient to determine the appointment, the Dean shall make the appointment from among these applicants by lot.

Definitions: Similar and Substantially Similar Courses

"Substantially similar courses(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."

In the Department of Psychology, "substantially similar" courses are defined as those courses offered by other Departments that are listed in the Academic Calendar as a course exclusion to the PS course (e.g., ST231 is an exclusion for PS296), the online equivalent of an on-campus course with the same course code (e.g., PS260 and PS260-OC), courses typically taken as pairs, such as PS101/PS102, PS394/PS395 and PS600/PS601, and junior courses whose content is a subset of the much more sophisticated content in a more senior course (thus creating unidirectional substantial similarity – e.g., PS600 is substantially similar to PS296, but PS296 is NOT substantially similar to PS600).

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

In the Department of Psychology, “similar” courses are those whose content is within the same specific sub-discipline of psychology at the undergraduate level. In the Department of Psychology TAs do not generally “teach” in their assigned courses, and thus TA experience is not considered. No courses are team-taught, and thus team-teaching is not considered. Online teaching is covered under “substantially similar” courses above.

Substantially similar courses*:		Similar courses*:	
<u>Psychology Course</u>	<u>Substantially Similar Course(s)</u>	<u>Sub-discipline of Psychology</u>	<u>Courses Deemed “Similar” within the sub-discipline</u>
PS101	PS102	Forensic Psychology	PS250, PS350
PS102	PS101	Cognitive Psychology	PS260, PS360, PS460
PS284	BU288	Learning	PS261, PS361, PS461
PS285	KP181, KP210	Perception	PS262, PS362, PS462
PS288	KP412	Behavioural Neuroscience	PS263, PS363, PS463
PS295	PS296, MA241, ST231, EC205, CC327, KP390, PO218, SY382	Cognitive Neuroscience	PS267, PS367, PS467
PS296	PS295, MA241, ST231, EC205, CC327, KP390, PO218, SY382	Social Psychology	PS270, PS370, PS374, PS470
PS394	PS395, SY490, PS296	Infant and Child Development	PS275, PS375, PS475
PS395	PS394	Adolescence and Young Adulthood Development	PS276
PS398	SY489, KP462	Abnormal/Clinical Psychology	PS280, PS381, PS480
PS600	PS601, PS394, PS395, PS296	Community Psychology	PS282, PS382, PS482
PS601	PS600, PS394, PS395, PS296		
PSxyz on-campus	PSxyz on-line		
*Psychology courses listed in the undergraduate or graduate academic calendars but not included in the above table are deemed not to be “ substantially similar ” to any other course.		*Psychology courses listed in the undergraduate or graduate academic calendars but not included in the above table are deemed not to be “ similar ” to any other course.	