

History FLA PTAC Rubric 2021

Appendix H: Assessment of CTF Candidates under 13.6.1

A) Requisite academic qualifications:

The committee will specify, in the posting for the appointment, the minimum degree necessary for the appointment and specify the area or field for the required degree. If the applicant does not have the requisite academic qualifications for the position as posted, they shall not be considered for the position.

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 course title or course description, delivered at comparable level of posted course (i.e. junior/senior). The committee will consider items in the applicant's teaching dossier that are directly relevant to the course (i.e. course syllabi, pedagogical comments regarding course).

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 (primarily below 4 on the WLU scale); has not included additional information relevant to the course (i.e., course syllabi, pedagogical comments regarding course)

6-10: Has taught posted or similar course; evaluations are satisfactory (primarily 4-6 on the WLU scale); has included additional information that reflects on teaching the course (i.e., course syllabi, pedagogical comments regarding course)

11-15: Has taught posted or similar course; evaluations are excellent (primarily 6 and above on the WLU scale); has included additional information that carefully considers the experience of teaching the course (i.e., course syllabi, pedagogical comments regarding course)

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 these scores can be qualified 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 scores than electives. The committee recognizes that large courses (i.e. more than 100 students) typically receive lower scores than small courses (i.e. fewer than 30 students).

0: Evaluations are not included

1-5: Evaluations are less than satisfactory (primarily below 4 on the WLU scale); has not included additional information relevant to the course evaluations (i.e., course syllabi, pedagogical comments regarding course)

6-10: Evaluations are satisfactory (primarily 4-6 on the WLU scale); has included additional information that reflects on the course evaluations (i.e. course syllabi, pedagogical comments regarding course)

11-15: Evaluations are excellent (primarily 6 and above on the WLU scale); has included additional information that carefully considers the teaching evaluations (i.e., course syllabi, pedagogical comments regarding course)

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 including but not limited to cover letter, CV, and evidence of teaching awards. 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

0-5: Teaching philosophy or pedagogical practices are not included; previous teaching or included syllabi/course materials do not show evidence of thoughtful teaching philosophy or practice.

6-10: Teaching philosophy or pedagogical practices are mentioned, but not clearly defined; previous teaching or included syllabi/course materials show some evidence of thoughtful teaching philosophy or practice.

11-15: Teaching philosophy or pedagogical practices are clear and well developed; previous teaching or included syllabi/course materials indicate thoughtful, well-evidenced, and well-developed teaching philosophy or practice.

16-20: Teaching philosophy or pedagogical practices are thoughtful, well evidenced, and very well developed; previous teaching or included syllabi/course materials indicate clear commitment to thoughtful and very well-developed teaching philosophy or practice.

Total seniority points: /15

D) Relevant qualifications

Relevant qualifications refer to a focus on training, research, or professional experience related to historical studies, and the specific subject area of the course description. Pedagogical development and development of course materials will also be considered (i.e. course development, teaching workshops, innovative pedagogical practices.)

0-10 No advanced doctoral training or academic training in a related area; no publications/presentations in the posted or closely related area; no pedagogical development included in application.

11-15 Advanced doctoral training in marginal or unrelated area; few publications/presentations, no publications/presentations directly in the posted or closely related area. Related non-scholarly expertise. Little evidence of pedagogical development.

16-20 Advanced doctoral training in a related area; some publications/presentations/work experience in the posted or closely related area. Good non-scholarly expertise. Some evidence of pedagogical development.

21-25 Advanced doctoral research in the posted or closely related area; relevant publications/presentations/work experience in the posted or closely related area within last 5 years. Substantial number of publications/presentations in a peripheral area with at least a few in the area directly related to the posted course, relative to career stage. Clear evidence of pedagogical development.

26-30 Advanced doctoral research in the posted or very closely related area; highly relevant publications/presentations/work experience in the posted or closely related area within last 5 years. Substantial number of excellent

publications/presentations in the area directly related to the posted course, relative to career stage. Excellent evidence of pedagogical development.