

# Department of Health Sciences - PTAC

## 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.*

Course  
Term offered  
Date of meeting  
PTAC Members present  
Applicant name

**Summary of scores** (populated automatically when the rest of the form is completed)

A. Qualified: Y/N	0
B.I. Student evaluations in similar or substantially similar courses - INTRAMURAL (up to 15 pts)	0
B.I. Student evaluations in similar or substantially similar courses - ONLINE (up to 15 pts)	0
B. II. Seniority points in similar or substantially similar courses (up to 5 pts)	0
C. I. Student evaluations - INTRAMURAL (up to 15 pts)	0
C. I. Student evaluations - ONLINE (up to 15 pts)	0
C. II. Teaching dossier (up to 20 pts)	0
C. III. Seniority points (up to 15 pts)	0
D. Relevant qualifications (up to 30 pts)	0

**Total Score (B + C + D): 0**

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  
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)  
proposed course syllabus

Y/N

**A. Requisite Academic Qualifications**

Y/N

Does the applicant meet requisite academic qualifications

If NO, state why:

for example, PhD does not match what is required in the employment posting; candidate does not have a PhD; primary field of study does not match employment posting.

*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. Teaching Experience in the posted or similar or substantially similar course(s) (up to 20 points)**

\*see the end of this document for a complete listing of "similar" and "substantially similar" courses.

### **B.I Student evaluations in the posted course or similar or substantially similar course(s) (up to 15 pts):**

In the Department of Health Sciences, the PTAC will be undertaking a review of teaching evaluations from the last 3 years to determine whether statistically significant differences in mean scores exist between male and female instructors, between full-time and part-time instructors. Where such differences exist, we will use corrected teaching evaluation scores where appropriate.

#### **For applications to intramural courses:**

**NOTE:** Corrections to teaching evaluations for 3rd and 4<sup>th</sup> year courses: Recognizing that, in Health Sciences, there may be significant differences between teaching evaluation scores for 3rd and 4<sup>th</sup> year courses, we will adjust where appropriate.

*Intramural courses: In the Department of Health Sciences, the mean (X) teaching score is 6.3.*

Mean teaching evaluation score for similar or substantially similar courses:

Scoring guidelines:

Excellent= 15 points

Good = .1 up to 14.9

Unsatisfactory: 0 points

#### **Points assigned**

External applicants are expected to transform their teaching evaluation scores into Laurier's 7-pt scale - these will be compared to the Department of Health Sciences mean (X=6.3). 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.

### **B.II Seniority points in the posted course or similar or substantially similar course(s) (up to 5 pts):**

## C. Overall Record of Teaching (up to 50 points)

### C.I Student evaluations (up to 15 pts):

NOTE: Corrections to teaching evaluations for 3rd and 4th year courses: Recognizing that, in Health Sciences, there may be significant differences between teaching evaluation scores for 3rd and 4th year courses, we will adjust where appropriate.

Mean teaching evaluation score for all courses taught in past 5 years:

Scoring guidelines:

Scoring guidelines:

Excellent= 15 points

Good = .1 up to 14.9

Unsatisfactory: 0 points

#### Points assigned

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 Health Sciences mean for teaching evaluation scores ( $X = 6.3$ ) 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.

### Teaching dossier or other supporting documents (up to 20 pts):

#### C.II

#### Criteria

Teaching philosophy statement that situates the Member's approach to teaching (19.6.2a)

A description of teaching practices and how they are applied to achieve student outcomes (19.6.2b)

Information from students, including informal student evaluations, letters, and testimonials (19.6.2d)

Statement of the Member's pedagogical goals and objectives (19.6.2e)

Statement of the Member's involvement in professional development as a teacher in the past 5 years (19.6.2f)

#### Pts per criterion

#### Max Pts

up to 1 pt

up to 1 pt

up to 1 pt

up to 1 pt

up to 2 pts

0.5 pts for each seminar, workshop, or professional meeting attended as an attendee

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, or review 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 <u>new</u> 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.) (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 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	2 points 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	2 points for past experience teaching one or more online courses	up to 2 pts
For applicants to 1 <sup>st</sup> or 2 <sup>nd</sup> year courses OR courses with enrolment > 75 students only	2 pts for previous experience teaching one or more of these kinds of courses	up to 2 pts
For applicants to 3 <sup>rd</sup> or 4 <sup>th</sup> year or grad-level courses OR courses with enrolment caps < 25 students	2 pts 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

2 pts 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

Downward trajectory in teaching evaluation scores for the years provided

deduct 5 pts if last academic year's average teaching evaluation is < 5.5 up to 10 pts deducted

deduct 10 pts if last academic year's average teaching evaluation is < 4.9

**Note: although scores > 20 are possible, points total is capped at 20**

Total

**C.III Total seniority points (up to 15 pts):**

## Relevant Qualifications

**D.** including scholarship in the field, professional experience, pedagogical development, development of 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

Criteria	Pts per criterion	Max Pts	Pts Assigned
Relevant work experience (e.g. postdoc, research associate, industrial research position, clinical/practitioner experience, other relevant professional experience)	1 pt for each year served in those positions	Up to 3 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 2 pts	
Relevant peer-reviewed publications (quantity, impact, contribution from the candidate)		Up to 8 pts	
Conference presentations (oral or poster) attended; up to 2 additional points can be awarded for best presentation awards.	International or National: 2 pt Provincial/Regional: 1 pt Local: 0.5 pt	Up to 4 pts	

Mentorship or supervision of students in a research project

PhD: 2 pts  
MA/MSc: 1 pt  
BA/BSc: 0.25 pt

Up to 4 pts

Outreach activities, science communication

Up to 3 pts

The Department of Health Sciences recognizes the importance of recent scholarly activity in informing one's teaching practice. Scholarly activity includes authoring peer-reviewed publications, books, book chapters, conference presentations, or other forms of scholarly output recognized within the discipline. Recency of scholarly activities will be used to adjust the points allocated in this section as follows:

Up to 20 pts deducted

For applicants to 100 and 200-level courses:

- <5 years since last scholarly activity: 0 points deducted
- 5-10 years since last scholarly activity: 2 points deducted
- >10 years since last scholarly activity: 4 points deducted

For applicants to 300, 400-level courses:

- <2 years since last scholarly activity: 0 points deducted
- 2-5 years since last scholarly activity: 5 points deducted
- >5 years since last scholarly activity: 10

**Note: although scores > 30 are possible, points total is capped at 30**

Total

**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)

Comments for the Dean's consideration (optional; would include concerns raised about a Member's ability in meeting the duties and responsibilities under Article 16, and that were addressed with the member under Article 10):

*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.*

**Awarding the course: tie-breaking and equity considerations**

**\*\*The following is existing language (from the previous CA) and will be replaced with the revised equity process\*\***

- If two or more candidates have an equal number of 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 minority sexual or gender identity), 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 Health Sciences, “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 HE course (e.g., HS201 is an exclusion for HE302).

**Substantially similar courses\*:**

Health Sciences course	Substantially Similar Course (HS Brantford)
HE100	HS101
HE101	
HE201	HS233
HE300	HS220
HE301	HS200
HE302	HS201
HE330	HS304
HE340A	HS340
HE400	
HE410	HS227
HE411	HS207
HE430	
HE431	HS315
HE432	
HE434	HS300
HE440H	
HE440I	
HE440K	HS329
HE440L	
HN320	HS340

\*Health Sciences 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.

**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 Health Sciences, “similar” courses are those whose content is within the same specific sub-discipline of health sciences at the undergraduate level. In the Department of Health Sciences, 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.