WGS Rubric for Appendix H[1]

2023

a) Is the candidate qualified?

i. Does the candidate have the required academic and/or professional qualifications as posted?	MA in Women and Gender Studies or cognate discipline.
If No, then the PTAC is required to discontinue the evaluation.	
ii. Does the candidate have the relevant qualifications and experience to teach the course?	Where there is no defined Qualifications Requirements (see attached list): Background in feminist pedagogy and/or research preferred.
If No, then the PTAC is not required to continue the evaluation.	

b) Competency to teach the posted course (Maximum: 50)

i. currency and mastery of the subject matter	
Notes from the Collective Agreement	Additional degrees, past course syllabi[2], 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.
30-excellent	• Outstanding research profile • Numerous (minimum of 5)[3], recent refereed publications (last 5 years) in relevant field • Significant relevant scholarly creative/community engagement • Scholarships/research funding received • Recent (last 5 years) academic or community awards, nominations or letters of recognition/commendation • Membership/participation in academic or community associations • Evidence of relevant knowledge mobilization • Professional experience – (e.g., social worker, GBV counsellor, etc.) • Evidence of relevant pedagogical/course development[4]
20- very good	• Excellent research profile • At least 4 recent publications (last 5 years) in relevant field • Relevant scholarly creative/community engagement • Monograph published or in progress • Scholarships/research funding received

[1] See "WGS Guidance Notes for the Application of the WGS Rubric for Appendix H"

[2] Where syllabi specific to the posted course have been included, these are considered in (b)i. General syllabi are all syllabi not specific to the posted course and are considered in c)ii.

[3] Five refereed publications are considered equivalent to a published monograph.

[4] Course materials may include, but are not restricted to, study guides, lesson plans, learning modules, tests/quizzes, exams, reading prompts, included in the application package, if the committee deems that they go beyond the standard evaluative practices that are the baseline norm for university instruction. Such materials must demonstrate rigorous use of ongoing research in pedagogical design and evolution in teaching practice in general.

	• Recent (last 5 years) academic or community awards, nominations or letters of recognition/commendation • Membership /participation in academic or community associations • Some evidence of relevant knowledge mobilization • Professional experience – (e.g., social worker, GBV counsellor, etc.) • Evidence of relevant pedagogical/course development
15-good	• Good research profile • 2-3 recent publications (last 5 years) in relevant field • Some relevant scholarly creative/community engagement • Scholarships/research funding received • Academic or community awards/ or letters of recognition/commendation • Member /participation in academic or community associations • Professional experience – (e.g., social worker, GBV counsellor, etc.) • Some evidence of relevant pedagogical/course development
10-satisfactory	• Emergent research profile • Some recent publications in relevant field • Limited recent or relevant scholarly creative/community engagement • Scholarships/research funding applied for (not awarded) • Member /participation in academic or community associations • Some professional experience – (e.g., social worker, GBV counsellor, etc.) • Some evidence of relevant pedagogical/course development
0-poor or no evidence	• Limited scholarship • Limited professional experience • Limited relevant pedagogical/course development
ii. previous teaching or tutorial or lab experience in the posted or similar or substantially similar course(s) (max of 10)	
Notes from the Collective Agreement	Note: The PTAC will award full points for Laurier seniority points in the posted course or substantially similar course and may award partial points for similar or substantially similar courses taught elsewhere. Partial points may also be awarded for relevant teaching in another delivery mode (e.g., tutorials, labs, online) taught at Laurier or elsewhere.
WGS Assignment of Points	Partial points for teaching at Laurier will be assigned as follows: Teaching of a relevant course: 0.50 Teaching of tutorials[5] elsewhere relevant to posted item: 0.25 (to a maximum of 0.5) Points for teaching elsewhere will be assigned as follows: Teaching of a substantially similar or similar course: 0.75 Teaching of a relevant course: 0.50 Teaching of tutorials elsewhere relevant to posted item: 0.25 (to a maximum of 0.5)
iii. ability to perform the duties of the course (max of 10)	
Notes from the Collective Agreement	This may include an assessment of the candidate's ability, from 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

[5] Using Laurier standards, three tutorials equals one course equivalent.

	equipment or platforms; and to develop course materials including learning objectives, student assessments, etc.
WGS Assignment of Points	A demonstrated ability to deal with/encourage complex conversations (in posted modality) tied to feminist learning objectives is required. To simplify scoring and increase consistency, the following grid will be used: 10 excellent 7 good 4 satisfactory 0 poor or no evidence
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 (max 15):	
A. total WLU seniority points (max 15)	
Notes from the Collective Agreement	Other than in the posted course or a substantially similar course (only include seniority points not already counted in section b) ii)
B. If A is less than 15:	
I. Partial points for courses or tutorials and labs taught elsewhere (max 5 points)	
WGS Assignment of Points	Course: 0.5 Tutorial or labs: 0.25
II. teaching training (max 5 points)	
Notes from the Collective Agreement	including but not limited to training related to pedagogy, equity, diversity, inclusivity, Indigeneity, anti-racism, anti-oppression, and accessible learning
WGS Assignment of Points	5 Good 3 Satisfactory 0 No evidence
ii. assessment of teaching skills, including teaching-related transferrable skills demonstrated outside a teaching context (max 15)	
Notes from the Collective Agreement	The assessment of the candidate's teaching experience shall be based on the candidate's CV, student course surveys under Article 19, or the equivalent from another institution, and any other information submitted by the candidate. No assessment of teaching qualifications may rely exclusively or primarily on student questionnaires or student opinions.
15-very good	• Substantive statement of teaching philosophy • Discussion about classroom strategies • Critical/community engaged feminist pedagogy • Evidence of wide and varied range of teaching experience at appropriate level/role • Evaluation of teaching • Example syllabi[6]

[6] Where syllabi specific to the posted course have been included, these are considered in (b)i. General syllabi are all syllabi not specific to the posted course and are considered in c)ii.

	• Evidence of ongoing professional development (Regularly attends workshops/courses – PD current) • Teaching certificate(s), degrees • Teaching award(s) or nominations or letters of recognition/commendation
10-good	• Statement of teaching philosophy • Critical/engaged feminist pedagogy • Evidence of solid range of teaching experience at appropriate level/role • Evaluation of teaching • Example syllabi • Evidence of ongoing professional development
5-satisfactory	• Limited range of teaching experience at appropriate level/role • Evaluation of teaching • Example syllabi • Little evidence of ongoing professional development
0-poor or no evidence	• Very limited range of teaching experience at appropriate level/role • Minimal or no documentation (e.g. no evaluation of teaching, example syllabi, etc.)

d) Other qualifications and experience relevant to the course

Notes from the Collective Agreement	Qualifications and experience under this section must be directly relevant to the course advertised. A candidate's CV, candidate application, and any other relevant materials provided by the candidate may be considered in this category. Indicate the candidate's qualifications and experience.
Examples from the Collective Agreement	i. additional degrees or professional qualifications ii. community engagement iii. development of educational materials iv. equity, diversity, and inclusion experience v. Indigenous knowledge systems vi. pedagogical development vii. post-doctoral experience viii. professional development and/or experience
Scoring from the Collective Agreement	20-very good 15-good 10-satisfactory 5-limited 0-no evidence
WGS Assignment of Points	Feminist engagement affects scoring and is the most important element. For example, candidates having majority of elements, but no feminist engagement cannot score better than satisfactory.

e) Comments for the Dean's consideration

i. 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. If the Member has failed to maintain a record of satisfactory teaching and/or has failed to satisfy all

requirements under Article 16, it is expected that there will be evidence that progressive consultations with the Member have failed to address concerns.

ii. Has the PTAC identified an anomaly or trend in student course survey results that has caused concern? If yes, provide details, including evidence of consultations with the Member, if applicable.

Notes

Assessment of the candidate's competency to teach the posted course shall be based on the candidate's CV, application, and any other materials listed as optional in the job posting and information submitted by the candidate.

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

A 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. Substantially similar courses are identified by the Department.

When two or more candidates with the highest point totals have equal points under Appendix H, the PTAC will inform the Dean that the assessment under Appendix H has resulted in a tie and will send the names of all candidates with equal points to the Dean.

Qualifications - Areas of Specialization

WS202 Women and Gender Relations in Canada

Thorough knowledge of intersectional feminist analysis in a Canadian context including, but not limited to, indigeneity, gender, race, class and sexuality.

WS209 Women and Leadership

Expertise pertaining to women and leadership through research, teaching or practice in related social sciences, humanities and professional fields is required.

WS303 Feminist Theory

Expertise in feminist theory and practice central to women and gender studies demonstrated through teaching, research or scholarship in related social sciences and humanities fields is required.

WS304 Gender, Race & Colonial Legacy

Thorough knowledge of post-colonial theories and their application to understanding gender in historical and contemporary contexts as demonstrated through research and/or academic training.

WS310 Transnational Sexualities

gender and sexuality, LGBTQI+ and globalization