

Overall scores are based on the strength of evidence of the following three criteria considered in combination. Emphasis is placed on the evidence of relevant scholarship (such that excellence on this criterion alone could result in an overall score of 30) however, all three criteria are taken into consideration in the overall score.

1. Evidence of scholarship related to the area of specialization of the course (e.g., relevant peer reviewed articles or chapters, conference presentations, graduate theses, relevant post-doctoral experience). (30 points max)

2. Evidence of professional work experience related to the area of specialization of the course (e.g., research associate positions, clinical/practitioner experience, research in industry, government, or community organizations). (This criterion acknowledges experience that does not fall within the category of traditional scholarly output described in point #B(i)1 above.) (10 points max)

3. Evidence of training and professional development related to the area of specialization of the course (e.g., additional degrees, workshops/certifications in the area of the course). (This criterion acknowledges experience that does not fall within the category of traditional scholarly output described in point #B(i)1 above.) (10 points max)

ii. Previous teaching or tutorial or lab experience in the posted course

Samples of course-specific course outlines, lecture materials, assessments specific to the course(add up to 1pt) Student testimonials and other feedback specifically related to the posted or similar course (add up to 1pt)	
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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)

<p>3. Teaching training and professional development (e.g., training related to pedagogy, EDI, Indigeneity; accessible learning); participation in seminars, workshops, or professional meetings related to teaching; the publication of articles, commentaries or reviews related to teaching; examples of instructional innovation and evaluation of their effectiveness; and activities connected with the training and orientation of teaching assistants. (up to 3.5pt)</p> <p>4. Contribution to the academic and cultural life of students in addition to activities normally associated with course instruction or research. (up to 1.5pt)</p>	
<p>If the total score after B and C is less than 40, then the PTAC is not required to continue the evaluation.</p>	

<p>D. Other relevant qualifications and experience</p>	<p>/20</p>
<p>Score with only these explicit values: 20-very good 15-good 10-satisfactory 5-limited 0-no evidence</p> <p>Qualifications and experience under this section must be directly relevant to the course advertised and may include (but not limited to) those listed below. Overall rating is based on the strength of documentation and relevance to the course.</p> <ul style="list-style-type: none"> development of educational materials equity, diversity, and inclusion experience Indigenous knowledge systems pedagogical development 	
<p>If the total score after B, C, D is less than 50, then the PTAC is not required to recommend the candidate for the course.</p>	

E. Optional

i. Comments for the Dean's Consideration:

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. ~~Once~~ If a 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 035-11(m)15(e)11(n)-11(t)5(s)]T]15(e)11(n)r* nBT/F2 11 Tf1 0 0 1 195.58 177.3 Tm0 g0 G]T]ETQq3Q EMC4t |

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 Chemistry & Biochemistry, “substantially similar” courses are defined as courses typically taken as pairs, such as CH110/CH111 or CH202/CH203, or their equivalents at other institutions.

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 Chemistry & Biochemistry, “similar” courses are those whose content is within the same specific sub-discipline of chemistry at the undergraduate level. Teaching, team-teaching and TA experience in equivalent courses at other institutions may be considered. Online teaching is covered under “substantially similar” courses above.

Substantially similar courses*:

Similar courses*: