

CTAPT Interim Report to Senate

May 2020

Executive Summary

The Complementary Teaching Assessment Project Team (CTAPT) was formed in Winter 2018. The purpose of CTAPT is to research and develop methods of assessing teaching and learning and to provide recommendations that are useful for both formative and summative assessment, based on empirical evidence and consultation with the University of Waterloo community. The focus of CTAPT is to recommend methods other than Student Course Perception Surveys that should be used campus-wide.

We have researched, consulted on, and developed a comprehensive definition of Teaching Effectiveness, with which teaching could be measured on our campus.

Our literature search and environmental scans confirm that the most appropriate complementary methods of teaching assessment to use at Waterloo are Teaching Dossiers and Peer Review of Teaching.

Based on our work to date, we initially recommend the following:

Recommendation #1: Continue to enhance culture of teaching

Recommendation #2: Adopt comprehensive definition of teaching effectiveness

Recommendation #3: Officially incorporate multi-faceted assessment

Recommendation #4: Provide opportunities for non-faculty instructors to have their teaching assessed

Our extensive consultations with campus about these complementary methods have provided very useful ideas for the conditions and tools that the need to be in place for eventual cross-campus implementation.

There are practical details of implementation that remain to be worked out before these recommendations can be implemented. We strongly suggest that the University continue the process of developing feasible mechanisms for the implementation of Teaching Dossiers (TD) and Peer Review of Teaching (PRT) at the University of Waterloo, and note that many members of the current CTAPT are willing to contribute to this ongoing work.

Introduction

The Complementary Teaching Assessment Project Team (CTAPT) was formed in Winter 2018 by the Provost in response to a motion from the Senate of the University of Waterloo. Our team, appointed in consultation with the Associate Vice-President Academic (AVPA) and the Faculty Association (FAUW), consists of representatives from multiple disciplines and stakeholder positions, including four faculty members from different Faculties, a staff member representing CTE, a staff member representing CEL, two graduate students, and two undergraduate students. CTAPT has also been ably assisted by a research associate.

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To date, CTAPT has used multiple methods to compile evidence on current and best practices for the assessment of teaching, including:

- A literature review of definitions of effective teaching and methods for the assessment of teaching in higher education.
- An environmental scan of current and best practices of assessing teaching at the University of Waterloo and other U15 universities, including evidence from U15 reports and pilot studies.
- The documentation and compilation of current tools used for complementary methods that are based on these U15 best practices, reports, and research.
- Two separate rounds of extensive consultation with the campus community using online surveys and in-person consultation sessions in both phases of consultation.

Stakeholders across campus were further engaged through the communication our findings from research and consultations.

Committee Process to Date

The committee held bi-weekly meetings to discuss findings from our research and campus consultations, to develop a definition of teaching effectiveness, and to work towards consensus on the types and uses of complementary methods for the assessment of teaching.

CTAPT conducted a literature and environmental scan of U15 higher education institutions on assessment practices and definitions of teaching effectiveness (TE). Based on this research, CTAPT first worked to create a comprehensive, literature- and evidence-based definition of teaching effectiveness. A summary of key findings and our preliminary definition of TE were then shared with campus in a [Backgrounder Report](#). In April 2019 and May 2019, CTAPT consulted with the campus community on this definition through an online qualitative survey sent campus-wide to all faculty, staff, graduate and undergraduate students, with an in-person session for Chairs. We received over 750 constructive comments from the consultation, and used this feedback to refine the definition. CTAPT communicated findings from phase 1 of consultations and the refined definition in a report, which was posted on our website here: [CTAPT Teaching Effectiveness Survey Results](#).

Through our research, we found that current and best practices for the assessment of teaching include using Teaching Dossiers (TD) and Peer Review of Teaching (PRT) as part of a multi-faceted approach to evaluation. In October 2019, CTAPT consulted with campus on needs around these methods through seven in-person sessions and an online qualitative survey. Participants were very engaged in these discussions and offered valuable insights from different Faculty and disciplinary perspectives. Suggestions and feedback collected through the consultations echoed the findings from our research.

Preliminary Recommendations

Based on our research, consultations, and committee work to date, we make the following four preliminary recommendations to the University of Waterloo:

Recommendation #1: Continue to enhance culture of teaching

The University of Waterloo's mission is to advance learning and knowledge through teaching, research, and scholarship, nationally and internationally, in an environment of free expression and inquiry. CTAPT recommends that Waterloo institutionally commits to continuing to raise the prominence of teaching, improving the culture around teaching, and advocating for supporting and increasing the quality of teaching in all of its forms. Effective performance evaluation is one example of how we can make this commitment.

Recommendation #2: Adopt comprehensive definition of teaching effectiveness

CTAPT recommends that the University of Waterloo officially adopts a definition of teaching effectiveness. This definition should be a "living definition" that is evaluated and, if necessary, updated regularly by an appropriate cross-campus body. Having such a definition officially adopted will provide clarity and transparency around the question of "What are we assessing?".

Recommendation #3: Officially incorporate multi-faceted assessment

CTAPT recommends that the University of Waterloo adopts the use of Teaching Dossiers, Peer Review of Teaching, and Student Course Perception Surveys as campus-wide, multi-faceted process of teaching assessment. Each of these methods is useful for formative feedback, which will help make the quality of teaching at Waterloo even better and provide opportunities for innovation and professional growth for faculty members. Furthermore, the use of multiple methods of assessment, appropriately implemented for summative assessment, can both help to reduce bias in the process as well as to improve triangulation of information.

Recommendation #4: Provide opportunities for non-faculty instructors to have their teaching assessed

While the focus of CTAPT's conversations has been on formative and summative assessment of teaching done by regular faculty, there is a vast amount of teaching done at Waterloo by instructors who are not regular faculty (e.g. adjunct faculty, sessional instructors, postdoctoral fellows, graduate students, lab and staff instructors, etc.). CTAPT recommends that the structure implemented for formative and summative assessment of the teaching done by regular faculty be also implemented for formative assessment of instructors who are not regular faculty when possible.

These recommendations are entirely consistent with the literature dealing with teaching effectiveness and the assessment of teaching. These recommendations and the work around them incorporate the significant and positive feedback that we received during our broad consultations.

The formal adoption of these recommendations will help fulfil the need for a shared understanding of evidence-based principles of effective teaching for the purposes of growth, improvement, and assessment of teaching. Furthermore, the methods we recommend (PRT and TD)

- provide crucial evidence on teaching effectiveness from multiple sources that, in combination with other evidence, will produce a more valid representation of teaching,
- build on existing practices and create consistency and fairness in the process of the assessment of teaching, and
- empower faculty members to take ownership of the assessment of their teaching while maintaining the rigour of the assessment process.

Discussion of Recommendations

Recommendation #1: Continue to enhance culture of teaching

The University of Waterloo's mission is to advance learning and knowledge through teaching, research, and scholarship, nationally and internationally, in an environment of free expression and inquiry. CTAPT recommends that Waterloo institutionally commits to continuing to raise the prominence of teaching, improving the culture around teaching, and advocating for supporting and increasing the quality of teaching in all of its forms. Effective performance evaluation is one example of how we can make this commitment.

One of the primary facets of the work of the University is teaching. More members of our campus community are involved in teaching (either as instructors or as students) than any other aspect of our mission. For performance assessment, most faculty members have at least as much weight given to their teaching as to their scholarship. For all of these reasons, it is vital that teaching continue to be held up as crucial to the work of our institution and that we collectively strive to make improvements wherever possible and feasible. In particular, the recent enormous changes on our campus due to the 2020 pandemic further emphasize the need for improved commitment to teaching.

The literature shows that multi-level leadership in fostering a culture that values and rewards teaching, as well as consultation and communication, are key to an effective integrated and multi-faceted approach (Wright et al. 2014: 17, 18). Findings from our consultations echo the need for University commitment and leadership "from the top down" to ensure that effective teaching, the assessment of teaching in general, and newly proposed methods of assessment in particular are taken seriously. Support for ongoing professional development in teaching also needs to be clearly communicated by University and Faculty leadership.

At the end of the day, what we assess and how we assess it are themselves culture actions and speak to our commitment to teaching.

Recommendation #2: Adopt comprehensive definition of teaching effectiveness

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An essential component of the assessment of teaching is a clear and shared understanding of teaching effectiveness (TE). As instructors, we know that we must communicate clear expectations to our students about our assessment of their work, including the framework through which we will assess their learning. Similarly, as an institution, we need to have a clear "yardstick" in place against which effective teaching is measured.

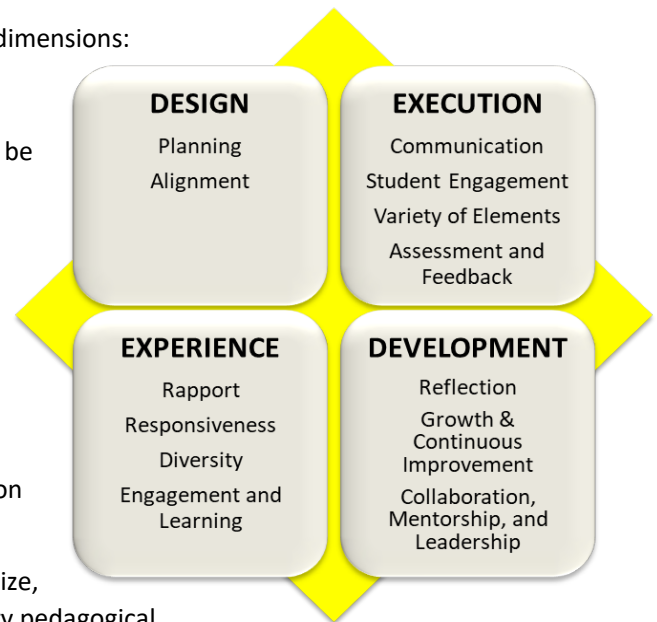
The first step for CTAPT was to assemble a definition through whose lens teaching could be assessed at Waterloo. The task of defining effective teaching is, in the literature, tackled by identifying broad dimensions and sub-dimensions of teaching using a variety of theoretical perspectives, quantitative approaches, and qualitative approaches from disciplinary, teacher, and student perspectives. Our research revealed that, while there is no universal definition of TE, there is consensus on essential characteristics of effective teaching that are common across disciplines and modes of instruction. Moreover, these characteristics are consistently recognized from the perspective of both instructors and students.

CTAPT spent considerable time reviewing these characteristics of TE, with the aim of identifying the dimensions and sub-dimensions of TE that would build on previous Waterloo conversations about effective teaching. With members of the committee offering different perspectives, we also considered these dimensions in terms of whether they are "visible" and measurable. This led to outlining instructor behaviours and actions that are shown to be factors of effective teaching rather than measuring outcomes of learning.

Starting with a tentative definition of TE, CTAPT engaged in an extensive campus-wide consultation (faculty, staff, and students) through an online survey and an in-person session to ask if anything was missing from the definition. The aim was to ensure that this definition resonated across campus and made visible the work of instructors and the complexities of effective teaching both inside and outside the classroom. We received excellent response, with over 750 comments providing important feedback and suggestions. Overall, the response showed that our tentative definition was on track. CTAPT used the feedback and suggestions from the consultation to refine the definition (see [CTAPT Teaching Effectiveness Survey Results](#)).

This definition of teaching effectiveness is framed by four central dimensions:

Design, Execution, Student Experience, and Development. The resulting acronym, “DEED”, emphasizes that performance as an instructor is a matter of performing the behaviours understood to be part of teaching effectiveness. Each dimension includes sub-dimensions describing evidence-based principles of effective teaching adapted from Undergraduate Learning Issue Paper (May 2018), Allen et al. (2009), Bain (2004), Chickering and Gamson (1987), Hativa et al. 2001, and Ramsden (2000, 2003), that are relevant and applicable to the Waterloo context. We encourage readers to look at the more complete current version of the definition here: [CTAPT Teaching Effectiveness Survey Results](#). This definition is consistent with other recent work done in this direction on campus.



It is important to note that context including course parameters (size, level, etc.), mode of teaching (online, in class, etc.), and disciplinary pedagogical approaches are also important factors for consideration, as some sub-dimension items may be more or less relevant depending on context, and should be assessed accordingly at the unit level (see Allen 2009; Devlin and Samarawickrema 2010). This definition applies to “teaching” in all its diverse forms and modes, such as undergraduate teaching, labs, graduate teaching and supervision, as applicable.

CTAPT believes that, using the comprehensive work that we have done to date, a “Waterloo definition of teaching effectiveness” should be finalized in consultation with the office of the AVPA and with the GSPA, and formally adopted by the University of Waterloo in the coming months.

Recommendation #3: Officially incorporate multi-faceted assessment

CTAPT recommends that the University of Waterloo adopts the use of Teaching Dossiers, Peer Review of Teaching, and Student Course Perception Surveys as campus-wide, multi-faceted process of teaching assessment. Each of these methods is useful for formative feedback, which will help make the quality of teaching at Waterloo even better and provide opportunities for innovation and professional growth for faculty members. Furthermore, the use of multiple methods of assessment, appropriately implemented for summative assessment, can both help to reduce bias in the process as well as to improve triangulation of information.

Following Arreola 2007, Chism 1999, Seldin 2006 and others, CTAPT recognizes that no one source or method can provide evidence for *all* aspects of teaching.

“By drawing on three or more different sources of evidence, the strengths of each source can compensate for weaknesses of the other sources, thereby converging on a decision about teaching effectiveness that is more accurate than one based on any single source” (Berk 2014: 88).

Best practices for the assessment of teaching involve a multi-faceted approach, which uses multiple sources of evidence (e.g. from peers, instructor, and students) and multiple methods to gather evidence (e.g. surveys, peer observations, and teaching dossiers) (Wright et al. 5).

A multi-faceted approach to assessment, appropriately implemented, can both help reduce bias in the process as well as improve triangulation of evidence, which increases reliability (accuracy) and fairness (see Arreola 2007; Berk 2014: 88; Chism 1999, 2007; Hubball and Clark 2011, Wright et al. 2014: 16).

Not only is a multi-faceted approach more effective than using one method or source alone, especially in summative evaluation, it is also more likely to tease out the contextual and structural factors that impact teaching performance, thereby providing a more holistic picture of teaching and learning (Arreola 2007; Berk 2009; [CTE](#), Wright et al 2014: 15, 16). This approach also provides a way for instructors to make their work visible and to take ownership of their own assessment.

Our review of the literature and environmental scan confirm that the most beneficial and most studied complementary methods used in higher education are Teaching Dossiers (TD) and Peer Review of Teaching (PRT). Phase 2 of CTAPT consultations found that there was more agreement than disagreement with using teaching dossiers (TD) and peer review of teaching (PRT) for the assessment of teaching. Appropriate comments were made about ensuring that implementing these methods actually improved teaching, rather than just creating additional work. Faculty also expressed that colleagues who eventually take on roles as peer reviewers need to have this commitment recognized (e.g. through service credit). Some units at Waterloo are already using one or both of these methods. One of CTAPT's goals is to create a path to consistency across campus and to ensure that evidence from these methods are valued and recognized in the assessment of teaching.

CTAPT has examined the literature on the use of TD and PRT to identify models and the potential benefits and concerns with using these methods. We also reviewed studies reporting on the development, implementation, and evaluation of pilot programmes, which provide evidence on models and best practices. Pilot projects and reports at the University of Waterloo and the Universities of Toronto, Alberta and British Columbia also offer insight on the use and implementation of these methods, in addition to examples of currently used guidebooks, toolkits and instruments.

Our research shows that the effective and well-supported use of PRT and TD also:

- strengthens the validity and reliability of teaching evaluation,
- enhances a scholarly approach to teaching, reflective practice and professional development,
- leads to innovations or changes to teaching practices, and
- facilitates opportunities for collegiality and dialogue around teaching.

The main concerns with PRT and TD identified in the literature include:

- time commitments,
- the lack of clear standards, criteria, and tools,
- concerns about validity, subjectivity, and bias, and
- the quality of feedback obtained through PRT.

The literature goes on to provide methods and approaches to mitigate these concerns. These are discussed in the following section of this report.

Following CTAPT discussions about our findings and the development of background documentation, CTAPT sought input from faculty members about the tools, mechanisms and conditions needed in order to implement and support the ongoing use of PRT and TD.

See further discussion of PRT and TD in the next section.

Recommendation #4: Provide opportunities for non-faculty instructors to have their teaching assessed

While the focus of CTAPT's conversations has been on formative and summative assessment of teaching done by regular faculty, there is a vast amount of teaching done at Waterloo by instructors who are not regular faculty (e.g. adjunct faculty, sessional instructors, postdoctoral fellows, graduate students, lab and staff instructors, etc.). CTAPT recommends that the structure implemented for formative and summative assessment of the teaching done by regular faculty be also implemented for formative assessment of instructors who are not regular faculty when possible.

In addition to the teaching done by regular faculty members, we are fortunate to have a wide variety of other people participate in teaching on our campus. It is important that the instruction provided by these people be treated as being as important as that provided by regular faculty, and that their teaching also be assessed in a robust way.

In most cases, these instructors will not have summative assessment built into their positions in the same way that regular faculty do. However, providing appropriate opportunities for formative feedback to these instructors will

- emphasize the importance of teaching effectiveness at the University regardless of the status of the instructor,
- empower these instructors to work to improve their teaching in the same way that regular faculty do,
- further embrace these instructors in the culture of teaching and thus motivate these improvements,
- show our students that the work of these instructors is treated seriously and thoughtfully by the University,
- allow those instructors for whom this is important (e.g. graduate students and postdoctoral fellows) to develop a portfolio of assessment materials useful to them when pursuing future employment, and
- give useful information to Chairs, Associate Deans, and others when making future teaching assignments.

Teaching Dossiers and Peer Review of Teaching

CTAPT is deliberately not making specific implementations around Teaching Dossiers (TD) and Peer Review of Teaching (PRT) at this time as we felt that it was important that we collectively agree first in principle on their adoption. After our next phase of work, we will return to Senate for endorsements of specific implementation details. However, we feel that it is appropriate to share some general thoughts about the direction in which we believe that we might go.

To reiterate, no final decisions have been made and extensive further consultations are necessary with regular faculty, with Chairs and Directors, with FAUW, and with University administration around how and when these should be rolled out, with whom, and so on.

Teaching Dossiers (TD)

A TD is to teaching what a CV is to research. It documents and supports claims about teaching based on multiple forms of empirical evidence. It describes documents and materials, which collectively suggest the scope, quality, and impact of teaching (Seldin 2010). A TD presents an integrated summary of one's teaching philosophy, approaches, accomplishments and effectiveness through a reflective narrative and curated assembly of "robust and accurate evidence" (Kenny et al 2018: 6). It is an ideal method to use in a multi-faceted approach to the assessment of teaching because it integrates and contextualizes multiple forms and sources of evidence (i.e. from instructor, peers, students, and the literature), providing a more accurate and reliable base for formative and summative decisions than using only one source (Berk 48, 49).

CTAPT anticipates recommending a structure that is neither onerous to produce nor onerous to assess. A possible structure could be a "focussed" dossier (approximately 5 to 8 pages long) describing one's teaching philosophy, teaching responsibilities, results and achievements, and professional development or future goals, with an appendix of supporting documentation as appropriate. This practical structure accommodates both formative and summative use. The required elements are flexible enough to account for disciplinary differences and leverage tools and assessments where they exist in the Faculties. Such a dossier will be useful for both Performance Review as well as for Tenure and Promotion. The use of TD provides a method for documenting and assessing teaching and a framework for reflecting on teaching allowing instructors to innovate, grow, and improve, which should always be the main goal.

CTAPT envisions that existing forms (e.g. for Tenure and Promotion, for Annual/Biannual Performance Reviews) should be aligned with a standard campus TD. Use of a TD should leverage existing tools and information rather than duplicating it.

As we confirmed in the findings from our second phase of consultations, it is important that appropriate tools and resources are in place to support this ongoing work on campus. In particular, we envision the development of a dossier template, rubric, and sample bank as part of a guidebook for developing and evaluating teaching dossiers.

A guidebook and training should both be in place to support evaluators. Clear guidelines and specified criteria help minimize subjectivity, reduce bias and increase inter-evaluator reliability (see Centra 2001; Knapper and Wright 2001: 26-7; Murphy et al. 2009: 230). As discussed above in Recommendation #2, agreement on what constitutes "teaching effectiveness" is also necessary as is a qualitative mechanism for evaluating a TD through the lens of our collective definition of teaching effectiveness.

For eventual implementation to be successful and useful, CTAPT envisions that

- the tools are consistent across campus,
- the tools are flexible for disciplinary differences and individual contexts,
- Chairs have support (training or workshops) on how to evaluate teaching dossiers; and

- the guidebook explains how to integrate evidence from multiple sources in the dossier based on a multi-faceted approach to assessment (for example, drawing on existing evidence from APR documents rather than duplicating it, or contextualizing peer reviews or student course perception surveys).

While developing and maintaining a TD will require a time commitment from regular faculty members, we believe that implementing TDs across campus can eventually happen relatively quickly as the necessary infrastructure is not significant. We also strongly believe that the self-reflection and accumulation of materials that happens with this time investment will be a “net positive” to our teaching efforts across campus.

Peer Review of Teaching (PRT)

“Peer review of teaching is a systematic, reflective process through which teaching colleagues offer instructors feedback about their teaching for either formative or summative purposes, based on multiple forms of data” (Chism 2017 in Wright 2014: 21). It is an intentional observation process in which a peer observes an instructor with the aim of providing critical feedback, based on predetermined goals and criteria (Thomas et al. 2014: 117). Significantly, research shows that faculty who participate in peer review of teaching make changes or improvements to their teaching (Barnard 2011: 443; Bell 2001: 33; Hendry et al. 2014: 322; Hubball and Clarke 2011: 19; Shortland 2004). The literature highlights how PRT provides opportunities for dialogue about teaching and learning, facilitates collegiality, and builds confidence among faculty (e.g. Bell and Cooper 2013: 64; Hendry et al. 2014: 325, 327; Mager et al. 2014). In addition, PRT is mutually beneficial for the reviewee and the reviewer (Hendry 2014: 325, 327; Hubball and Clarke 2011: 4; Mager et al. 2014). While these are all notable benefits, the use of PRT should also be recognized as service, where reviewer time and its contribution to the growth and improvement of teaching at Waterloo are recognized.

Our review of the literature revealed that PRT models vary in terms of how they are used (formative or summative or both), who conducts observations and the number of observers, the frequency of observations, and the number of steps or components of PRT (for example, see models in Barnard et al 2001; Bell 2001; Drew et al 2014; Mager et al. 2014). Each of these aspects needs to be eventually described in detail when implementing a PRT model so that procedures and processes are clear. The intended actual use of PRT should also be clear; for example, PRT done for formative purposes, but then submitted as evidence for tenure, should be thought of as summative (Chism 1999: 4).

Based on our research and on feedback from campus, CTAPT envisions recommending a basic three-stage model. This possible model would include a pre-observation meeting, one or more observations (in class or online), and a post-observation meeting for both formative and summative assessment of teaching, as well a review of course materials. A three-step model has been shown to be mutually beneficial for the reviewee and the reviewer (Hendry 2014: 325, 327; Hubball and Clarke 2011: 4; Mager et al. 2014). Our Waterloo model for PRT could include regular, cyclical use for summative purposes for all faculty members, with opportunity for formative feedback before summative use. It may be beneficial to give faculty who are pre-tenure, probationary, or definite-term additional opportunities for formative feedback.

Our consultations indicate that a primary concern with the use of PRT is the potential for bias. The literature around PRT includes strategies to reduce bias and enhance reliability, including codified procedures to ensure consistency within units, multiple observations and/or observers, training for observers, and the use of observation tools with guidelines. Some of these strategies are outlined below. Also, when done for summative purposes, best practices for PRT must include guidelines on how an observer is chosen and how evidence is gathered, clear criteria using one of the standardized tools, and more than one observation (Arreola 1995: 51; Chism 1999: 79).

As with TD, it is important that appropriate tools and resources are in place to support ongoing PRT on campus. Consultations with faculty members and supporting evidence gathered through our research both showed this strongly.

Thus, we envision the development of a toolkit or suite of tools and resources, such as rubrics, guiding questions for observation, standardized forms with space for comments, templates for reviewers to report to instructors and to evaluators, and tip sheets as part of a guidebook for undertaking and reporting on peer review of teaching. The end result needs to include standardized observation tools suitable for various teaching contexts, with flexibility to select tools based on disciplinary norms.

In addition, we anticipate the need for:

- A training program on how to use observation tools, how to provide feedback, and how to interpret the results to ensure reviews are reliable, equitable and fair.
- The acknowledgement of the value of peer review of teaching by formally recognizing reviewers' time (e.g. through service credit).
- Mechanisms for the "right of reply" in response to an unfavourable review, and "right of refusal of reviewer".

The literature confirms that clear guidelines and procedures enable the reliability of observations (Chism 1999: 76). The development of a variety of instruments as part of a guidebook will ensure that tools are consistent but flexible. Training on how to conduct observations, use these tools, and provide feedback will be another key factor for successful implementation of PRT.

A campus-wide implementation of a PRT system might seem like a daunting prospect, but has been done elsewhere. We will craft and consult broadly on specific possibilities around implementation in order to eventually recommend a system that is seen broadly as being feasible and useful. As part of this, there are great opportunities to learn from and build on existing examples at Waterloo (e.g. School of Pharmacy) and at other Canadian universities, and use these learnings to move forward.

It is important to note also that studies examining the use of PRT in an online environment also found participants valued the opportunity to discuss online teaching and processes, learn from each other, and build community (Bennett and Barp 2008; Harper and Nicolson 2011). This is especially good to know in our current situation.

Next Steps

CTAPT requests the endorsement of Senate to continue its work. With Senate's endorsement:

- The Chair of CTAPT and the AVPA would work together to adjust and refresh the membership of CTAPT so that current members who do not wish to continue can move off the committee and new members can be added to achieve representation from more Faculties as well as including additional members with experience as evaluators of faculty. The Chair of CTAPT and the AVPA would also work together on how to provide support to the work of CTAPT over the next phase of its work.
- CTAPT would plan to continue its work between now and September 2021.
- CTAPT would work closely with the Course Evaluation Project Team and the Task Force on Graduate Supervision as well as with other stakeholders to create a unified definition of teaching effectiveness to bring to the appropriate University bodies for endorsement.
- A proposed implementation strategy for the use of Teaching Dossiers (TD) and Peer Review of Teaching (PRT) would be developed based on our research and consultations to date.
- CTAPT would be share this strategy and broadly consult with regular faculty members and with Chairs and Directors across campus to ensure that it is useful (and seen as useful) for the improvement of teaching, and that it is feasible (and seen as feasible) for regular faculty as well as for evaluators in the assessment process.

We also note that there remains the important question of how the various facets of teaching effectiveness (including SCPS, TD and PRT) should work together in the formal teaching evaluation process, once it is clear how all the facets will be implemented at Waterloo. We suggest that the University bring together an appropriate group to begin to consider this question at the appropriate time in the near future.

We also note that the some of these new directions may point towards appropriate revisions of some existing Policies (e.g. Policy 77, Section 2 on "Teaching" and "Assessment of Teaching") and that these be kept in mind.

Conclusions

Because teaching and learning are such important parts of the mission of the University of Waterloo, we are very encouraged by the support and visibility that CTAPT has received so far during its mandate. Based on our research and our consultations, we believe that great benefits will come from the broad adoption of new ways of providing formative and summative assessment for our teaching. This value will come from improved Design, Execution, Student Experience, and Professional Development and a renewed sense of teaching culture, making the teaching and learning environment better for our students.

Additional Information

For more complete information on CTAPT's work to date, please see our website [here](#).

Specific documents produced thus far by CTAPT include:

- [Backgrounder: Defining Teaching Effectiveness](#)
- [Dimensions of Teaching Effectiveness: Links to Literature](#)
- [CTAPT Teaching Effectiveness Survey Results](#)
- [Backgrounder: Methods for the Assessment of Teaching](#)
- [Findings from Consultations Phase 2 - Campus Report](#)

An extensive bibliography of literature consulted can be found [here](#).