

Report on CTAPT July 2021 Consultations

In July 2021, the University's Complementary Teaching Assessment Project Team (CTAPT) conducted nine consultation sessions with faculty across campus. All faculty members were invited to six Faculty-specific sessions, with roughly 120 attending. Additional consultations were held with the FAUW Equity Committee, the FAUW Lecturers' Committee, and the Affiliated and Federated Institutions of Waterloo (AFIW). At each session, CTAPT representatives gave a 20 minute presentation summarizing CTAPT's past work and current directions, and then moderated an open discussion among the attendees.

At its first Fall 2021 meeting, CTAPT reviewed the notes taken during these sessions and confirmed overall impressions from the sessions and specific commentary provided. Overall, CTAPT heard strong support from across campus for moving towards the widespread regular use of teaching dossiers and peer review of teaching as part of annual and biannual summative assessment of teaching and in the tenure and promotion process. Support was not universal, but supporting voices did outnumber concerned voices. Some concerned voices do not support this direction in principle, while others wanted to see additional details about the process before expressing an informed decision. Both among supporters and non-supporters, there were important concerns raised. CTAPT has combined these concerns into five categories:

1. *Mechanism*: How will peer review actually work? How will reviewers be chosen and tracked? What will timelines be? Will there be an appeals process?
2. *Time Commitment*: How will busy faculty members manage the additional time that these processes could entail? How will administrative overhead be absorbed? Will peer reviewers count their time as Teaching or as Service?
3. *Bias*: How will biases be minimized when implementing these new tools? How can issues around power dynamics be dealt with?
4. *Culture*: Can a positive culture be maintained when colleagues review other colleagues? Can summative peer review be done in a way that prioritizes teaching development? How do we find the best balance between collegial advice and formal reviews? How will we all prepare for changes to processes and scores? What University Policies will need amending to support this work?
5. *Training*: What training and supports will be available and necessary for faculty members, for peer reviewers, and for unit-level review committees? How do we ensure alignment between the University's framework for teaching effectiveness and how assessment is carried out, in order to ensure that instructors are assessed fairly and equitably?

Over the next couple of months, CTAPT's next step will be to work out additional details and engage with key stakeholders across campus to try to address as many of the concerns raised throughout this summer's consultations as possible.