

**Peer Evaluation of
Probationary-Term Faculty
And
Faculty Teaching Distance Education Courses**

**East Carolina University College of Nursing
Minimum Criteria for Probationary-Term Faculty and Faculty Teaching Distance Education
Courses**

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The requirement for peer evaluation of the teaching of faculty members employed by constituent institutions of the University of North Carolina was stated in Administrative Memorandum #338 from the University's Board of Governors on September 28, 1993. East Carolina University Faculty Senate Resolution #93-44, which was approved by the Chancellor on February 8, 1994, is the university's response to Administrative Memorandum #338. The resolution includes a set of procedures and a sample form for peer evaluation. In an effort to provide assistance to College of Nursing departments, the Faculty Council has studied the peer evaluation process and makes the following recommendations. These include addressing the requirements mandated by Administrative Memorandum #338 and Faculty Senate Resolution #93-44, as well as a sample form for collecting data during peer evaluations. The minimum criteria for approval of this peer evaluation plan is in the pertinent sections of the East Carolina University East Carolina University Faculty Manual.

Peer Review of Classroom Teaching for Probationary-Term Faculty

Each of the following items should be addressed in the unit's peer evaluation plans so that all faculty members subject to the process will understand departmental policies and procedures.

1. Non-tenured, probationary-term faculty members in their first and third years of employment must have their teaching evaluated by their peers. The dates on which the first and third years begin are the dates in faculty members' contracts that specify when faculty members actually enter the tenure track.
2. The unit's peer evaluation policies and procedures must be discussed with each faculty member prior to initial employment, and a record of this discussion must be placed in the faculty member's personnel file. The criteria against which approved forms that will be used for evaluations in the unit should be given to the faculty member.
3. Tenured and fixed-term faculty members are also invited to take advantage of the peer evaluation process as part of continued faculty development.
4. A minimum of two (2) peer evaluations must be conducted during both the first and third years of employment of each faculty member subject to peer evaluation.
5. Peer evaluators must be tenured faculty members.
6. All department chairs and tenured faculty must be trained in programs approved as mandated in Administrative Memorandum #338 and Faculty Senate Resolution #94-33.
7. Each peer evaluation will be conducted by two (2) evaluators from the unit. Faculty members to be evaluated will select one evaluator, and the second evaluator will be selected jointly by the department chair and personnel committee.
8. The faculty member to be evaluated will specify the date and the time of the evaluation and the teaching environment in which the evaluation will be conducted. (The date and time may be negotiated if the faculty member to be evaluated teaches in the selected environment frequently or regularly).
9. A pre-evaluation conference, attended by both evaluators and the faculty member to be evaluated, must be held at least three (3) working days prior to the evaluation. The purpose of this conference is to enable the faculty member who will be evaluated to orient the evaluators to the teaching session they will observe. For example, the faculty member might give the evaluators the syllabus, handouts to be used in the session, class objectives, and discuss the

- educational level of the learners, or place the session in the context of the course. The faculty member to be reviewed will make arrangements for this conference.
10. During the pre-evaluation conference, a copy of the evaluation from the evaluators will use to record their observations is to be given to the faculty member. The form should be completed by the faculty member after the teaching session as a personal evaluation of his or her teaching during the session.
 11. The evaluator selected by the faculty member must arrange and conduct a post-evaluation conference. The forms, including the narrative comments completed by the evaluators and the faculty member's self-evaluation, should be distributed to all three participants before this conference. The content of these forms should be used to guide a discussion of the faculty member's teaching strengths, to identify areas of teaching that could be improved, and to outline potential faculty development activities.
 12. Following the post-evaluation conference, a summary of the discussion will be prepared by the second evaluator and distributed to all three participants.
 13. Original copies of the peer-evaluation forms, post conference summary, and self evaluation form should be sent to the department chair by the second evaluator within ten (10) working days of the post-evaluation conference. The department chair will place these documents in the faculty member's personnel file.
 14. Reports from the peer evaluations during the first and third years of a faculty member's employment by the College of Nursing must be included in any personnel action dossier (PAD) submitted by a faculty member in an application for reappointment or in an application for tenure and promotion, or both (Administrative Memorandum #338 and the East Carolina University Faculty Manual Appendix C p. C-5, III.1.B. and Appendix D, p. D-8, IV.F.2d.).
 15. Department chairs are responsible for implementing the peer-evaluation process for faculty members and who is accountable for compliance with departmental policies and procedures for peer evaluation.

Evaluation of Distance Education (DE) Courses and Faculty Teaching DE Courses

East Carolina University Faculty Senate Resolution #10-77, which was approved by the Chancellor on December 3, 2010, is the university's response to SACS requirements for evaluation of DE courses and faculty teaching DE courses. The resolution includes guidelines and a sample form for peer review of on-line courses. In an effort to provide assistance to College of Nursing departments, a Faculty Council assigned task force has studied the peer evaluation process and makes the following recommendations. These include addressing the requirements mandated by Faculty Senate Resolution #10-77, as well as a sample form for collecting data during peer review. The minimum criteria for approval of this peer evaluation plan is in the pertinent sections of the East Carolina University East Carolina University Faculty Manual.

Reviewers and faculty should both recognize that the primary purpose of this exercise is to improve DE course quality. Online instruction methods are new and evolving. Faculty are finding innovative approaches to employing the tools available to them to enhance the DE experience. These advances should be shared. The peer review process allows others to view and discuss methods applied in different courses. The maximum benefit will be achieved when time is allowed for discussion of the pedagogy employed and to suggest possible alternatives. We expect that the reviewers will learn as much as the faculty teaching the course. (The preceding paragraph has been modified with permission from the College of Business Peer Review Process, http://www.ecu.edu/cs-acad/ofe/upload/COB_DE-3.pdf.)

1. ALL faculty, whether probationary term, tenured or fixed-term, who teach one or more distance education courses are required to participate in periodic review (at minimum, once every 3 years) in addition to the faculty annual evaluations. Faculty teaching multiple DE courses will submit only one course for review.
2. ALL faculty teaching DE courses MUST complete the Peer Review of Classroom (and DE) Training to be certified to evaluate peers teaching DE courses.

3. The Department Chairs will notify faculty due for peer review of their DE teaching and course(s) during the academic year at the beginning of each fall semester.
4. The faculty member will select a minimum of one reviewer. Non-tenured, probationary term faculty will not be expected to review tenured faculty within the CON.
5. Non-tenured, probationary term faculty will follow the procedure as outlined in the above *Peer Review of Classroom Teaching for Probationary-Term Faculty*.
6. Reviewers will use the *Peer Review Instrument for On-line Courses*, Faculty Senate Resolution #11-53, approved by the Faculty Senate on April 19, 2011 and approved by the Chancellor on May 26, 2011.
7. A pre-evaluation conference, attended by the reviewer(s) and the faculty member to be evaluated, must be held prior to the review.
8. The reviewers will be given teaching assistant access to the course and any materials the faculty feels may be helpful.
9. A post-evaluation conference, attended by the reviewer(s) and the faculty member being evaluated will be held to provide feedback to the faculty member regarding the DE course and their teaching of the DE course.
10. For tenured and fixed-term faculty, the faculty being reviewed will submit copies of the review(s) to the Department Chair.

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