



Faculty Senate

East Carolina University

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<http://www.ecu.edu/fsonline/>

MEMORANDUM

TO: Unit Code Administrator

FROM: Mark Taggart, Chair of the Faculty *Mark Taggart*

DATE: November 20, 2006

SUBJECT: Review of Peer Review Procedures and Instrument(s)

Peer review continues to be a part of our current faculty evaluation process. The 2005 revised Peer Review Instrument includes Distance Education Peer Review (attached) to aid those faculty teaching DE courses. As stated in the original 1993 Peer Review Procedures (attached) academic units have the option of selecting other instruments and procedures to conduct peer review, once approved by the appropriate vice chancellor. Both of these documents are available online at <http://www.ecu.edu/cs-acad/facdev/peer.cfm>.

Also stated in the 1993 resolution is a caveat that the Chancellor appoint a committee to conduct a three year validation study on the original peer review instrument. I have asked members of the Academic Standards Committee to undertake this three year validation study and report preliminary information to the Faculty Senate in April 2007. The results of the three year study may necessitate additions and/or deletions in the procedures and/or instrument being used.

In preparation, and as a follow up to the Administrator/Personnel Committee Workshop held earlier this semester, I am writing to ask that you review the attached Peer Review Procedures and Instrument and, if your unit has sought one, your unit's approved Modified Peer Review Instrument (attached) and let Dorothy Muller, Co-Director of the Center for Faculty Excellence know if either or both of these documents are currently being used in your unit. Please also let Dr. Muller know the number of peer reviews documented this year in the Personnel Action Dossiers compiled.

The Academic Standards Committee, chaired by Linda Wolfe, will begin its work on this important issue in early Spring 2007. Please do not hesitate to contact me at 328-6537 or Professor Wolfe at 328-9453 if you have questions about this request.

Thank you.

attachments

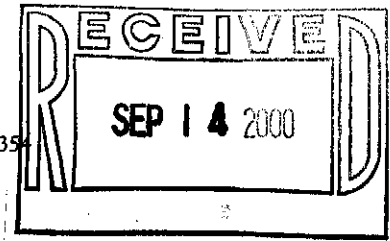
1993 Peer Review Procedures and 2005 Revised Peer Review Instrument
Approved Modified Peer Review Instrument (if on file)

c: Members of the Academic Standards Committee
Jim Smith, Provost and Vice Chancellor for Academic Affairs
Phyllis Horns, Interim Vice Chancellor for Health Sciences
Dot Clayton, Co-director of the Center for Faculty Excellence
Dorothy Muller, Co-director of the Center for Faculty Excellence



Office of the Vice Chancellor for Health Sciences
and Dean, The Brody School of Medicine

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September 12, 2000

Monica Strauss Hough, Ph.D.
Chairperson, Personnel Committee
Department of Communication Sciences
and Disorders
ECU School of Allied Health Sciences
Greenville, NC 27858-4353

Dear Dr. Hough:

This acknowledges receipt of your letter dated September 6, 2000, with attachment, concerning the Peer Evaluation of Teaching Guidelines of the Department of Communication Sciences and Disorders. I approve your department's plan, with the following understanding:

- 1) Your department will comply with and use the university-approved plan, including the form attached to the plan (approved by the Chancellor February 8, 1994), with additional guidelines as indicated in number 2 below.
- 2) Your department has adopted additional guidelines, contained in the attached document. These additional guidelines are approved as a supplement to the university-approved plan, contingent upon all observers being trained by the ECU Director of Faculty Development.

For purposes of establishing an official approval date, I approve this departmental plan effective September 12, 2000. Faculty whose teaching was peer reviewed prior to this date and under the university-approved procedures (contained in Faculty Senate Resolution #93-44) are deemed to have been properly reviewed in accordance with university regulations.

Sincerely,

A handwritten signature in cursive that reads 'James A. Hallock, M.D.'.

James A. Hallock, M.D.
Vice Chancellor for Health Sciences

cc: Dr. Michael Rastatter, Chairperson
Dr. Harold P. Jones, Dean
Dr. Dorothy Clayton, Director of Faculty Development

Attachment

Peer Review of Teaching

Department of Communication Sciences & Disorders
School of Allied Health Sciences
East Carolina University

Peer Review of teaching in CSDI will be conducted in accordance with current East Carolina University requirements, including direct observation of classroom and small group settings and evaluation of course materials.

- Peer review of the same course by two observers is considered as one peer review observation;
- The cycle for peer review for tenure-track faculty will be as follows:
First year: Two observations with feedback
Second and Third Years: One observation per year with feedback
Fourth Year: Two observations with feedback
- One of the two observers must be from the specific discipline of the faculty member (i.e., Speech-Language Pathology or Audiology). The other observer should be from the department. Whenever possible, different observers should be utilized throughout the process.

Dept of Communication Sciences and Disorders

Faculty Senate Instrument

Faculty Senate Resolution 93-44

Approved by the Faculty Senate: December 7, 1993

Approved by the Chancellor: February 8, 1994

PEER REVIEW PROCEDURES AND A SAMPLE COPY OF A PEER REVIEW INSTRUMENT

Peer Review Procedures and Sample Instrument with the following caveats:

- 1) that the instrument and procedures be used to assess and improve teaching;
- 2) that all observers be trained to evaluate teaching through special sessions to be designed and implemented later;
- 3) that the Chancellor appoint a committee of no fewer than three members to do a three year validation study on this instrument, the results of which may necessitate additions and/or deletions in the procedures and/or instrument; and
- 4) that departments have the option of selecting other instruments and procedures which would be approved by the appropriate vice chancellor.

Further, in accordance with the spirit of multiple evaluation procedures, the professor is recommended to supplement the results of the observations with any additional appropriate evidence of effective teaching such as portfolios, student evaluations, etc.

TRAINING OUTLINE

- I. Observation/Documentation
 - A. Clarification of categories and items.
 - B. Methods of documenting what is observed.
 - C. Practice documentation.
 - D. Analysis of observed/documented behaviors.
- II. Conferences
 - A. Pre-conference.
 1. Interview guide
 2. Scheduling
 - B. Post-conference.
 1. Interview guide
 2. Giving and receiving feedback
 - C. Faculty Development Plan.
- III. Procedures for Observation

Faculty Senate Resolution 05-03

Approved by the Faculty Senate: January 25, 2005

Approved by the Chancellor: February 7, 2005

**PEER REVIEW INSTRUMENT TO
INCLUDE REVIEW OF DISTANCE EDUCATION COURSES**

Professor _____

Class _____

Time _____

of Students _____

**EAST CAROLINA PEER OBSERVATION OF TEACHING INSTRUMENT
FOR NON TENURED AND FIXED TERM FACULTY
(Peer Version)**

Using the items below, record your observations. Your mark(s) on or somewhere between the distinctions "does well" and "needs improvement" should indicate what overall assessment for the category is assigned.

Category 1: Organization

- Begins the instructional session in a timely fashion
- Provides needed information in a timely manner
- Clearly states goals or objectives for the instructional session
- Reviews prior instructional material to prepare the students for the content to be covered.
- Summarizes and/or distills main points at the close of the instructional session
- Presents topics in logical sequence and flow

Comments:

Needs Improvement		Does Well		NA/U O

Category 4: Rapport/Interaction

Establishes and follows established criteria for class interaction
 Treats all students in a fair and equitable manner
 Respects diverse points of view
 Establishes an environment that encourages students' participation and questions
 Responds constructively to students' questions, opinions and comments
 Provides corrective feedback to wrong answers
 Prompts students to answer difficult questions and solve complex problems by providing cues and encouragement
 Facilitates student to student communication and interaction
 Is able to admit error/insufficient knowledge
 Comments:

Needs Improvement		Does Well	NA/U O

Category 5: Active Learning (labs, PE activities, clinics, etc.) OPTIONAL

Clearly explains directions or procedures
 Facilitates access to materials and equipment necessary to complete the activity in a timely manner
 Explains safety procedures when warranted
 Allows sufficient time for completion
 Comments:

Needs Improvement		Does Well	NA/U O

NA/UO - not applicable/unable to observe