



## Faculty Senate

East Carolina University

140 Rawl Annex • Greenville, NC 27858-4353

252-328-6537 office • 252-328-6122 fax

facultysenate@mail.ecu.edu

<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

Dear Joyce,

I have found the missing email! The email below is from Dr. John Stevens, chair of the FORL personnel committee, as a follow up to a question about peer review. The FORL Department had petitioned to use fewer observations in a request to Vice Chancellor Ringeissen in January 1997. Center for Faculty Excellence files contain a letter from Dr. Dorothy Clayton to Dr. Sylvie Henning of FORL dated October 6, 1997. The letter indicates that the request for fewer observations was denied but that either "four class sessions when there are two observers per class session, or eight when there is one observer per class session" could be used as acceptable variations. Dr. Stevens responded in this email that the department was following the 8 single observer procedure.

The website should reflect this approved procedure.

Thank you.  
Dorothy 9 19 07

Dorothy H. Muller, Ph.D.  
Co-Director, Center for Faculty Excellence  
2307 Old Cafeteria Building  
East Carolina University  
252-328-1426; 252-328-9324  
mullerd@ecu.edu

-----Original Message-----

From: Muller, Dorothy  
Sent: Monday, May 21, 2007 11:25 AM  
To: Stevens, John  
Cc: Clayton, Dorothy H  
Subject: RE: Peer Review in Foreign Languages and Literatures

Okay. If you're doing eight single, that's great. I misunderstood Georgeanne's note and thought you were doing four single. Thanks for the clarifying. Dorothy 5 21 07

Dorothy H. Muller, Ph.D.  
Special Assistant to the Provost  
Co-Director, Center for Faculty Excellence  
2307 Old Cafeteria Building  
East Carolina University  
252-328-1426; 252-328-9324  
mullerd@ecu.edu

-----Original Message-----

From: Stevens, John  
Sent: Friday, May 18, 2007 1:13 PM  
To: Clayton, Dorothy H; Muller, Dorothy  
Subject: RE: Peer Review in Foreign Languages and Literatures

here tis. I know that Dot, you came and gave our dept. a private training session on the proper use of our instrument and the considerations that should go into writing a good review letter. So you should have some record of it. Also, though our request to use 4 single evaluations rather than paired evals (8 total) was denied, my understanding is that we were told as long as we had 8 total at P&T time, our instrument and procedure (individual observers) met with the approval of the VCAA.

-- John Stevens

-----Original Message-----

From: Clayton, Dorothy H  
Sent: Fri 5/18/2007 11:38 AM  
To: Muller, Dorothy; Stevens, John  
Subject: RE: Peer Review in Foreign Languages and Literatures

John, if you would send a copy of the form being used that would be very helpful. When I see it, perhaps I can sort out the differences.

Thank you,  
Dot Clayton

-----Original Message-----

From: Muller, Dorothy  
Sent: Thursday, May 17, 2007 11:46 AM  
To: Stevens, John  
Cc: Clayton, Dorothy H  
Subject: Peer Review in Foreign Languages and Literatures

Actually, I can't find anything to say that we received a response from Foreign Languages and Literatures this year. I have that Tinsley Yarbrough approved a variation on 12/12/95, but that a request for a reduction in the number of peer review observations was denied on 10/6/07. I'll check with Dot to see if she has something I don't have.

Could you send me a copy of the form you're using and the approval letter you received. That would be great. We will add it to the documentation we have on file here, which we are going to get on the web, I hope, sometime this summer.

Best regards,  
Dorothy 5 17 07

Dorothy H. Muller, Ph.D.  
Special Assistant to the Provost  
Co-Director, Center for Faculty Excellence  
2307 Old Cafeteria Building  
East Carolina University  
252-328-1426; 252-328-9324  
mullerd@ecu.edu

-----Original Message-----

From: Stevens, John  
Sent: Wednesday, May 16, 2007 9:17 PM

To: Muller, Dorothy  
Subject: RE: Classics degree in 3

While cleaning off my desk, I also noticed the memo regarding peer evaluation of teaching from Mark Taggart this year, asking units to verify that the attached eval form was in fact what we use and whether we wish to continue using it (the memo said you were coordinating that effort). Do you recall whether Frank Romer or Georganne contacted you to indicate that the form sent as an attachment was in fact a much older form than the one FLL got approved and currently uses? If this doesn't ring a bell with you, I'll talk to Georganne and Frank when he returns at the end of May and double check it with them.

-- John Stevens

-----Original Message-----

From: Muller, Dorothy  
Sent: Wed 5/16/2007 7:06 PM  
To: Stevens, John  
Subject: RE: Classics degree in 3

Thanks. I am passing this information on to Karen Floyd who is coordinating the Degree in Three Program now. She will probably be sending out the template update call shortly. She'll already have your information. Thanks again. Dorothy 5 16 07

Dorothy H. Muller, Ph.D.  
Special Assistant to the Provost  
Co-Director, Center for Faculty Excellence  
2307 Old Cafeteria Building  
East Carolina University  
252-328-1426; 252-328-9324  
mullerd@ecu.edu

-----Original Message-----

From: Stevens, John  
Sent: Monday, May 14, 2007 7:53 PM  
To: Muller, Dorothy  
Subject: Classics degree in 3

Dorothy,

I cannot now recall whether I confirmed to you at our last MULT meeting that Classics voted this year to discontinue the B.S. in Classical Civ., as we discussed. We still have two tracks: BA Classics and BA Classical Civ., both of which can be done in 3 years.

-- John Stevens

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-- John Stevens

**Department of Foreign Languages and Literatures  
Peer-evaluation Instrument**

**Part I** (to be filled out by the instructor and the evaluator at the pre-evaluation conference)

**Instructor** \_\_\_\_\_

**Evaluator** \_\_\_\_\_

**Course number and title** \_\_\_\_\_

**Course level and content** (attach catalog description and course syllabus) \_\_\_\_\_

**1. Please indicate the nature of the course**

Language Skills \_\_\_\_\_

Literature \_\_\_\_\_

Culture/Civilization \_\_\_\_\_

Specialized skills (please specify):

**2. Describe elements or factors pertinent to the review** (e.g. specific skills, goals, methodologies, etc.):

**Pre-evaluation conference date:** \_\_\_\_\_

**Part II** (to be completed by evaluator)

**Date and time of class:** \_\_\_\_\_ **Number of students present:** \_\_\_\_\_

**Please evaluate the overall effectiveness of the instructor using this scale:**

Outstanding	4.5 or 5.0
Very Good	3.5, 4, 4.5
Good	2.5, 3, 3.5
Fair	1.5, 2, 2.5
Poor	0, 0.5, 1, 1.5

\*Consider applicable items below in a written assessment of the instructor' performance:

- organizes class time efficiently
- uses text/teaching materials effectively
- presents new material effectively
- displays appropriate command of the material
- encourages students to think for themselves
- gives students a clear idea of what is expected of them
- is cognizant of student needs and varies classroom activities to encourage participation of all students
- uses a variety of means to gauge student comprehension and mastery

**Written Assessment:** (Please attach additional sheets as needed)

**Overall effectiveness:**

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**Evaluator signature:**

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**Instructor signature:**

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**Post-evaluation conference date:**

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# Memorandum

DATE: September 26, 1997  
TO: Personnel Committee  
FROM: Nancy Mayberry Chair Personnel Committee 95-96.  
Member 96-97  
RE: Peer Evaluation Procedures Chronology  
CC: Sylvie Henning

After talking to Sylvie, Helga and Brian I thought the following might be helpful.

Chronology of peer evaluation procedures.

**1995** A teaching Effectiveness Committee recommends to the Faculty Senate procedures for peer review of teaching. The Faculty Senate adopts a model and rules that require adoption of their procedure or a different one if approved by the Vice Chancellor for Academic Affairs.

**April 1995** the department adopts the following procedure: "Tenure track faculty who are to be reviewed in their 1st and 4th years should request 2 appropriate tenured faculty members to evaluate teaching until such time that training is available and until such time that the teaching effectiveness committee's recommendations are coded in the code."

**November 10 1995** this procedure is approved by Tinsley Yarborough.

**December 5, 1995** The department approves the following procedure and the current instrument

"Observers shall be trained permanently tenured faculty chosen by the member to be observed. At a minimum there shall be two observations of probationary appointees in the first and fourth year. Observers may be from within the Department of Foreign Languages and Literatures or from outside. Faculty members and observers shall hold a pre-evaluation conference. Observers shall conduct observations using an approved instrument and provide the results to the faculty member in a timely manner."

Approved by Tinsley Yarborough, **Dec. 12, 1995**

There is only one trained faculty member with tenure until April of 1996 when Nancy Mayberry arranges a training session by Dot Clayton for **April 25, 1996**. Most FL faculty get training.

**September 17, 1996** The personnel committee (Michael Schinasi, chair) asks that an explanation of why some tenure-track faculty did not get the required evaluations in their first and fourth year be placed in the tenure track faculty's PAD. See letter signed by Nancy Mayberry. The recommendation is that each member get 8 evaluations before coming up for tenure.

**Oct. 1996** Michael Schinasi reminds all tenured faculty of the need for training and reminds tenure track faculty of need for evaluations.

**October 13, 1996.**

The ambiguity of whether there should be 1 or 2 trained observers for each observation needs to be resolved. The evaluation Committee studies the question and makes a recommendation to the department which is identical to the approved one, but with a clarifying line saying "The observation shall be conducted by a single faculty member"

**January 1997.** The department approves the above procedure clarification. Chip Sullivan forwards it to Vice Chancellor Ringeissen. No response seems to have been made.



*Downing & single*

October 6, 1997

Center For Faculty  
Development  
124 Ragsdale

919-328-6470  
919-328-4268 Fax

Sylvie D. Henning  
Chair, Department of Foreign Languages and Literatures  
East Carolina University

Dear Professor Henning:

I spoke with Vice Chancellor Ringeisen regarding the Department of Foreign Languages and Literatures's request to reduce the number of required peer classroom observations for non-tenured, probationary term faculty members. The department proposed four, single observer, observations. Two of these would be scheduled the first year and two the fourth year. This would yield four written accounts for use in personnel considerations and for developmental use by the observed faculty member.

Four class sessions with two observers per class session is the observation model adopted by the Faculty Senate. The current university-wide minimum number of peer classroom observations is **four class sessions when there are two observers per class session, or eight when there is one observer per class session**. The vice chancellor has approved using one observer per class session when sending pairs of observers was burdensome for a department. In these cases, however, the number of such observations was increased to eight in order to produce the same amount of data, eight written accounts.

The vice chancellor is aware of the unusual situation for the foreign languages and literatures department: the difficulty of having sufficient observers in all the necessary languages. He asked me to encourage your department to explore ways to try and manage this problem by, for example, a list of acceptable observers from outside the specific language speciality, particularly for lower level courses, or a list of observers from outside the department or dispersing the observations over several years rather than concentrating them in years one and four. If I can be of assistance to your department in its efforts to modify its procedures for peer classroom observation, I would certainly be willing to work with you and your faculty. My experience has been that it is easier to develop recommendations with a committee rather than a department as a whole. The department can, then, review the alternative or alternatives presented and decide what it would like to present to the vice chancellor as modifications of its procedures. Please let me know if I can be of assistance.

Sincerely,

*Dorothy H. Clayton*

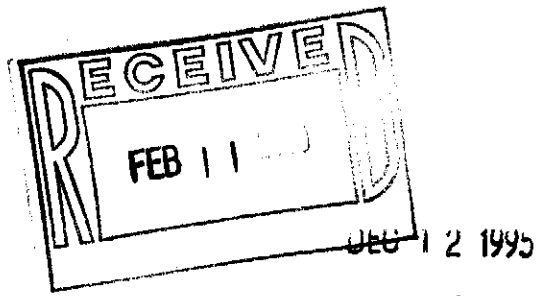
Dorothy H. Clayton  
Coordinator, Center for Faculty Development

c: Richard D. Ringeisen  
Vice Chancellor for Academic Affairs



Department of Foreign Languages and Literatures

East Carolina University  
General Classroom Building  
Greenville, North Carolina, USA 919-328-6232  
27858-4353 919-328-6233 Fax



**MEMORANDUM**

**TO:** Dr. Tinsley Yarbrough  
Interim Vice Chancellor for Academic Affairs

**FROM:** Peter Standish, Chair

**DATE:** December 11, 1995

You may recall past correspondence from Nancy Mayberry, now chair of this department's Personnel Committee, regarding approval of our interim peer evaluation procedures.

I am now writing to tell you that at a faculty meeting on December 5th last the attached revised procedure and instrument were approved by the department. We would, therefore, like to request your approval of this document also.

Please let me know if there are any points needing clarification.

*PS*  
PS/grd  
Attachments

*Approved -  
Tinsley E. Yarbrough  
12-12-95*

## **Department of Foreign Languages and Literatures**

### **PEER EVALUATION PROCEDURE**

Observers shall be trained permanently tenured faculty chosen by the member to be observed. At a minimum there shall be two observations of probationary appointees in the first and fourth year. Observers may be from within the Department of Foreign Languages and Literatures or from outside. Faculty members and observers shall hold a pre-evaluation conference. Observers shall conduct observations using an approved instrument and provide the results to the faculty member in a timely manner.



February 6, 1995

Office of the  
Vice Chancellor for  
Academic Affairs  
106 Spilman

919-328-6241  
919-328-6040 Fax

Administrative Staff  
215 Spilman

919-328-6242  
919-328-4010 Fax

Dr. Peter Standish  
Department of Foreign Languages  
and Literatures  
GCB 3324  
East Carolina University

Dear Peter:

I am pleased to approve the instrument for the peer review of teaching in the Department of Foreign Languages and Literatures submitted to me by the Department's teaching effectiveness committee with its memorandum of February 1, 1995. Please share this letter with members of the committee and the Chair of the unit personnel committee.

With warmest regards, I am

Sincerely,

Tinsley E. Yarbrough  
Interim Vice Chancellor for Academic Affairs

TEY/rb

EAST CAROLINA UNIVERSITY  
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES

Peer Review Instrument

Professor \_\_\_\_\_ Class \_\_\_\_\_  
Time \_\_\_\_\_ No. of Students \_\_\_\_\_

- 5 - Outstanding
- 4 - Good
- 3 - Needs improvement
- 2 - Needs much improvement
- 1 - Not applicable

I. General

1. Well organized	1	2	3	4	5
2. Maintains appropriate tempo throughout the lesson	1	2	3	4	5
3. Holds attention of the class	1	2	3	4	5
4. Encourages participation of all students	1	2	3	4	5
5. Shows a positive attitude	1	2	3	4	5
6. Rapport with students	1	2	3	4	5
7. Effective use of texts/teaching materials	1	2	3	4	5
8. Effective interaction	1	2	3	4	5
9. Class time used efficiently	1	2	3	4	5
10. Command of subject	1	2	3	4	5

II. Language Specific

1. Clarity in presenting new material	1	2	3	4	5
2. Effective use of drills and exercises	1	2	3	4	5
3. Provides sufficient opportunity for response in target language	1	2	3	4	5
4. Errors corrected effectively	1	2	3	4	5
5. Command of target language	1	2	3	4	5

**OVERALL EFFECTIVENESS**

1 2 3 4 5

**Comments and Suggestions:**

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