



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

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## 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



April 22, 1996

Office of the  
Vice Chancellor for  
Academic Affairs  
106 Spilman

919-328-6241  
919-328-6040 Fax

Administrative Staff  
215 Spilman

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919-328-4010 Fax

Dr. Tom Eamon  
Department of Political Science  
Brewster A-130

Dear Dr. Eamon:

On the recommendation of Dr. Dorothy H. Clayton, university coordinator of faculty development, I am pleased to approve your unit's procedures and instrument for peer classroom observation.

With warmest regards, I am

Sincerely,

Tinsley E. Yarbrough  
Interim Vice Chancellor for Academic Affairs

TEY/rb

cc: Dr. David Conradt



College of Arts  
and Sciences  
Department of  
Political Science

A-124 Brewster

919-328-6030  
919-328-4134 Fax

RECEIVED

MAR 29 1996

VCAA

**DATE:** March 28, 1996

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

**FROM:** David P. Conradt, Professor and Chair  
Department of Political Science *David P. Conradt*

**SUBJECT:** Peer Classroom Observation Procedures and Instruments

Our department has agreed upon peer classroom observation procedures and a peer review instrument. With regards to the form, we recommend that observers use the attached Classroom Visit Form to guide their observation. It would be supplemented by a narrative summary. With regards to procedures we endorse the East Carolina University Academic Affairs Division Minimum Criteria for Unit Peer Observation Plans, with modifications (see attached Department of Political Science Peer Classroom Observation Procedures).

Department of Political Science  
Peer Classroom Observation Procedures

1. Tenured, assistant, associate, and full professors will be trained and will review teaching of peers.
2. Professors who have not been trained will not review teaching of peers.
3. Peer reviews will be observations, not evaluations of classroom teaching. That is, they are descriptive accounts or chronologies. It is the responsibility of the Personnel Committee to rate teaching effectiveness based on all peer review observations conducted over time, student opinion of instruction survey results, and other appropriate materials.
4. There will be a pre-observation and a post-observation conference.

Pre-observation conference: 1) Where observers learn facts that they need to know so that they can accurately and effectively observe the class session. 2) Where an atmosphere of consultation, cooperation, and collegiality is built. 3) Where the stress level associated with observing and being observed is reduced.

Post-observation conference: 1) Where teaching strengths are reinforced and constructive suggestions are offered to the observed faculty member. These may not all be documented in writing. 2) Where the observer and the observed reach closure on the peer review. 3) Where simple misunderstandings are resolved. 4) Where the observed faculty member receives timely feedback.

5. Peer reviewers will complete a narrative report, Classroom Visit Form, for each observation. A general commentary, which will become part of the official report, should supplement this form.
6. The Department of Political Science endorses the Interim Vice Chancellor for Academic Affairs' minimum criteria and adds the following specific procedures for the unit.

Re: 1. Formal peer reviews will not be used as input for the evaluations of tenured faculty members at this time.

Re: 3. The faculty member to be observed will choose one-half of the observers. He/she will be observer twice each year by two different observers.

Re: 4. New faculty members will be observed eight times by individual peer reviewers or four times by teams of two peer reviewers.

Re: 6. The proposed instrument for the Department of Political Science is attached. This instrument was reviewed and approved by all faculty members in the department.

Re: 8 and 9. The faculty member who was observed will have the opportunity to comment on each observer's completed observation instrument (which the observed instructor has had at least 24 hours to review) before or during the post-observation conference. Their comments will be considered before the instrument is finalized, signed by both the observer and the observed, and placed in the faculty members personnel action dossier. The instrument will not be placed in the personnel file until after the observed faculty member has seen the final document.

Re 11. The coordinator of faculty development for the Department of Political Science is the Chairman of the Personnel Committee.

## CLASSROOM VISIT FORM

This is a copy of the form that the peer visitor will complete. The visited faculty member may wish to fill out the copy provided here as a self-evaluation instrument after the peer visit has taken place, so that comparisons can be made between the visitor's and the instructor's perception of what went on in the class session visited.

\*\*\*\*\*

**Date:**

**Faculty member:**

**Observer:**

**Course number and section:**

**Number of students  
enrolled in the class:** \_\_\_\_\_

**Number of students  
present in class:** \_\_\_\_\_

**Length of visit:** \_\_\_\_\_

**Room number:** \_\_\_\_\_

**Classroom:** Note any inadequate aspects of the classroom (size, temperature, acoustics, lighting, etc.)

**Instruction:** Comment on the presentation of the material: points to be covered and their relevance to class session, knowledge of subject matter, organization of lecture, explanation of terms and concepts.

**Instructor/Student Rapport:** Comment on students involvement and interaction with the teacher: opportunities for students to ask questions, answers to questions, guidance of class discussion, openness to suggestions and ideas.

**Style of Presentation:** Comment on gestures, physical movement, pitch and tone of voice, eye contact with students, use of resources such as blackboard, audio-visual media, handouts and other materials, demonstrations, student presentations and group activities and the integration of various elements of the class session.

**Syllabus:** Comment on the syllabus and other written materials provided by the instructor.

**General Narrative:** What part of the class seemed particularly to enhance the learning process? What specific suggestions can you give for improving this particular class? Here you may provide a general commentary relating to the effectiveness of the class and any points not covered above.

**Observer:** Please say something about your background. (We are primarily interested in your area of specialization, experience as a teacher, and how long you have known the person being observed.)