



Faculty Senate

East Carolina University
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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



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

February 26, 1997

John Shearin, Chair
Department of Theatre and Dance
106 Messick
East Carolina University

Dear Professor Shearin:

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.

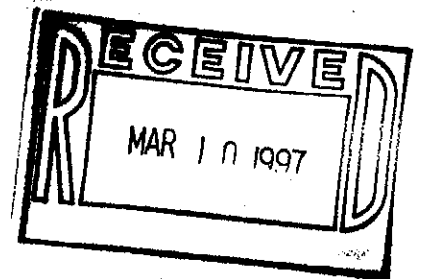
Sincerely,

A handwritten signature in cursive script, appearing to read 'Rich'.

Richard D. Ringeisen
Vice Chancellor for
Academic Affairs

RDR/md

cc: Dorothy H. Clayton ✓
Keats Sparrow





Memorandum

Center For Faculty Development
124 Ragsdale
919-328-6470
919-328-4268 Fax

To: Richard D. Ringeisen
Vice Chancellor for Academic Affairs

From: Dorothy H. Clayton *Dorothy H. Clayton*
Coordinator, Center for Faculty Development

Date: February 24, 1997

Subject: Department of Theatre and Dance, Peer Classroom
Observation Procedures and Instrument

I have reviewed the Theatre and Dance Department's peer classroom observation procedures and instrument. I had three questions based on the department's original information. The chair of the department's Teaching Effectiveness Committee has replied to my questions and her response completes the information needed to assess their procedures. These revisions were approved by vote in a recent faculty meeting. The department's procedures and instrument now meet the requirements as stated in "Minimum Criteria for Unit Peer Observation Plan" issued by your office on March 5, 1996. I recommend approval of the department's peer classroom observation procedures and instrument.

Please send notification to John Shearin, chair, Department of Theatre and Dance. Copies should also be sent to Dawn Clark, chair, Department of Theatre and Dance Teaching Effectiveness Committee and to Doug Ray, chair, Personnel Committee, Department of Theatre and Dance.



Memorandum

Center For Faculty Development
124 Ragsdale
919-328-6470
919-328-4268 Fax

To: Dawn Clark
Chair, Department of Theatre and Dance Teaching
Effectiveness Committee

From: Dot Clayton ^{Dot}
Coordinator, Center for Faculty Development

Date: February 24, 1997

Subject: clarifications and revisions to the Peer Classroom
Observation process

Thank you for providing the information that I requested on three aspects of the department's peer classroom observation process. I have sent my recommendation to Vice Chancellor Ringeisen. I am sure he will soon notify the committee of his decision.

If I can be of any further assistance, please contact me.

c: John Shearin
Chair, Department of Theatre and Dance



RECEIVED

DEC 06 1996

VICE CHANCELLOR
ACADEMIC AFFAIRS

MEMORANDUM

Department of
Theatre Arts
College of Arts and
Sciences
106 Messick


919-328-6390
919-328-4890 Fax

East Carolina
Playhouse
McGinnis Theatre
919-328-6829

East Carolina
Summer Theatre
McGinnis Theatre
919-328-6829

East Carolina
Dance Theatre
McGinnis Theatre
919-328-6829

TO: Dr. Richard Ringeisen
Vice Chancellor for Academic Affairs

FROM: John Shearin, Chair
Department of Theatre and Dance 

Date: December 6, 1996

Re: Process for Peer Review for the Department of Theatre and Dance

Attached please find a copy of the Peer Review Evaluation Form approved by our Faculty. The process for Peer Review will be as follows:

1. Interested reviewers will be trained by participating in the ECU Training Sessions, or within the Department. Dr. Dawn Clark, having completed the Faculty Senate-sponsored training, will be the initial trainer for our department reviewers until other faculty have received training.
2. Tenure-track faculty will be observed twice each year, either once each semester or twice one semester.
3. Tenured faculty will be observed once each year.
4. The review process will include a pre-observation and post-observation conference with the two reviewers and the Unit Administrator, a self-evaluation by the faculty being observed, and a written narrative summary of the observation with recommendations noted on the instrument.



MEMORANDUM

TO: Vice Chancellor Dr. Ringeisen
Dr. Dorothy Clayton, Coordinator, Center for Faculty Development

FROM: Dr. Dawn Clark, Chair; Department of Theatre and Dance Teaching Effectiveness Committee

re: clarifications and revisions to the Peer Review process

date: February 13, 1996

At our recent faculty meeting, we voted to clarify and revise our review process in the following ways:

1. How are the observers chosen?

Solution: Tenure-track faculty will choose one of the two observers. The Personnel Committee will choose the other observer. Tenured faculty will choose both observers.

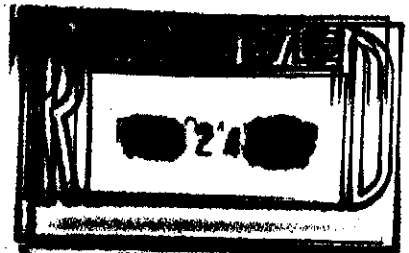
2. "...who chooses the courses to be observed?"

Solution: Both tenure-track and tenured faculty decide which course will be observed. A list of possible dates/times will be forwarded to the Peer observers to select a mutually convenient time.

3. What is..." the process by which the materials associated with the...observation of untenured, tenure-track faculty are placed in the observed faculty's personnel file?"

Solution: For both tenure-track and tenured faculty, documents will be forwarded from the Peer observers to the Chair who will then place them in the observed faculty's file.

Thank you for your consideration of this matter.



PEER REVIEW EVALUATION FORM

Course Name and Number _____ Day/time _____
Instructor _____ Submitted by _____

Place a number in the left-hand column using the following scale:
5=excellent; 4= good; 3= average; 2= poor; 1= unacceptable; NA = not applicable
to the class observed. Please augment your numerical ranking with comments to
explain any ratings that may require justification or clarification.

Section I. ORGANIZATION OF THE CLASS

- ___ Class goals were stated clearly in the introductory period.
- ___ The class presentation had a coherent structure.
- ___ The class was efficiently and clearly organized.
- ___ Transitions from section to section were achieved smoothly and with proper distinction.

Comments:

SECTION II. CLASS CONTENT

- ___ The overall content of the class was suitable for the level and scope of the course.
- ___ The instructor related concepts to theories and methods in the discipline where appropriate.
- ___ Concrete examples of concepts and theories were used where appropriate.
- ___ The class presentation covered the stated topic/objectives adequately.
- ___ The content presented was current, significant, and relevant to the stated class goals.

Comments:

SECTION III. TEACHING TECHNIQUE

What technique was employed by the instructor? _____

- ___ The instructor's technique was appropriate to the topic and content covered in the class.
- ___ The instructor reviewed the required text reading adequately during the class.
- ___ The instructor incorporated relevant and timely supplementary materials in the class presentation.

- ___ The instructor used activities or questions/examples to stimulate student responses to the topic or to involve students in considering issues relevant to the topic.

Comments:

SECTION IV. RAPPORT/INTERACTION

- ___ The instructor listened to and responded constructively to student questions/opinions and wrong answers.
- ___ The instructor treated all students in a fair and equitable manner and respected diverse points of view.
- ___ The instructor encouraged students to answer difficult questions by providing cues and encouragement.
- ___ The instructor was able to admit error/insufficient knowledge.
- ___ The instructor participated in the class with enthusiasm and commitment to the content.
- ___ The instructor established an atmosphere of trust in the class.

Comments:

SECTION V. STUDENT RESPONSES

- ___ Students paid attention to the instructor.
- ___ Students took notes on the materials.
- ___ Students participated in the class by asking questions or by making comments on the materials/points raised.
- ___ Students appeared to have no difficulty in grasping the materials presented by the instructor.

Comments:

SECTION VI. INSTRUCTOR'S SPEECH MANNERISMS

- ___ The instructor's pronunciation was distinct and correct.
- ___ The instructor's speech was audible and understandable to the entire class.
- ___ The instructor's grammar was correct.
- ___ The instructor did not use distracting idioms or vocalizations.

Comments:

