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January 13, 1994

Office of the Chancellor  
103 Spilman  
919-757-6212

Dr. Patricia J. Anderson, Chair  
Faculty Senate  
East Carolina University

Dear Professor Anderson:

I approve the Faculty Senate Resolutions #93-38,  
and #93-39 as voted on and approved by the Faculty Senate  
at their meeting held on December 7, 1993.

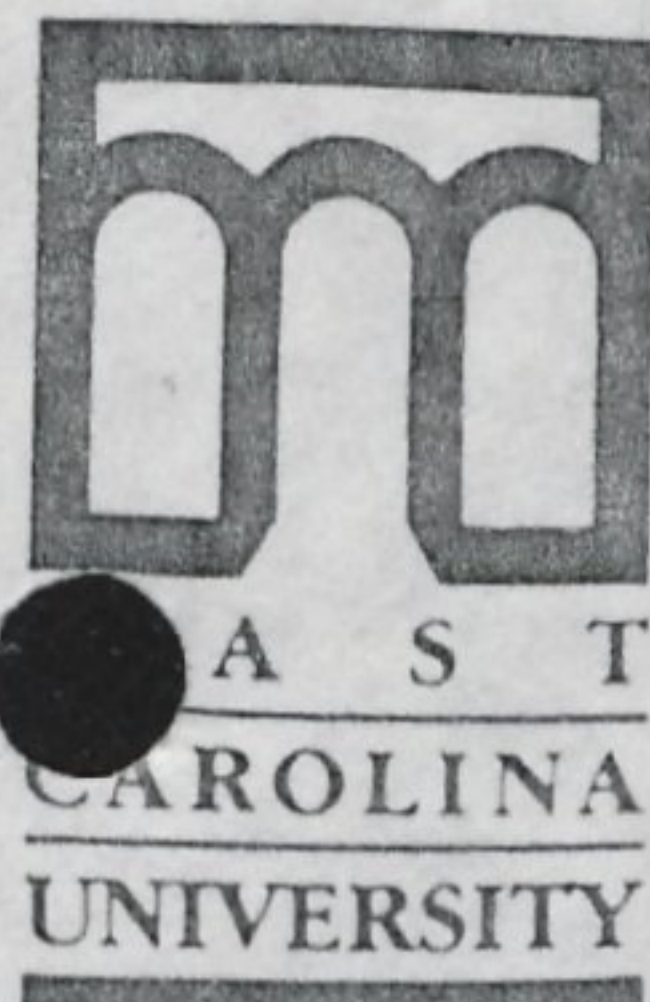
Sincerely,

Richard R. Eakin  
Chancellor

RRE/ra

cc: Marlene Springer  
James Hallock





Faculty Senate  
140 Rawl Annex

919-757-6537  
919-757-6122 Fax  
FSLEE@ECUVM1

January 11, 1994

Dr. Richard Eakin, Chancellor  
East Carolina University  
Spilman Building

Dear Chancellor Eakin:

On December 7, 1993, the Faculty Senate adopted, for your consideration, the following resolutions:

- #93-38 Grade Replacement Policy (attachment 1).
- #93-39 Undergraduate Curriculum matters contained in the November 4, and 11, 1993, University Curriculum Committee minutes. (attachment 2).

A sincere thanks to you for approving resolution #93-41, revisions to *Appendices C, D, and L* prior to the Board of Trustees approval on December 10, 1993 (attachment 3).

I will request your approval of resolution #93-42, revisions to *Appendix A*, Faculty Constitution and By-Laws (attachment 4), once the general faculty have acted at the Fall 1994 Faculty Convocation.

I have attached a copy of resolution #93-44, Peer Review Procedures and Sample Instrument (attachment 5) and will form an ad hoc committee to review the approved peer review procedures and their correlation with the recently revised *Appendices C, D, and L* prior to your consideration of this resolution.

Thank you for your consideration of the above mentioned resolutions.

Sincerely,

Patricia J. Anderson  
Chair of the Faculty

pc: Vice Chancellor Marlene Springer  
Vice Chancellor James Hallock

:lal  
attachments

Greenville,  
North Carolina  
27858-4353

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An Equal Opportunity/Affirmative Action Employer.



Memorandum  
January 11, 1994  
Attachment 1.

EAST CAROLINA UNIVERSITY  
**GRADE REPLACEMENT POLICY**  
Faculty Senate Resolution #93-38

The following Grade Replacement Policy will be placed in the *University Catalog*, Section 5, Academic Regulations, following the section entitled *Repetition of Course Work*. References to the multiple F Policy in *Repetition of Course Work* and in *Grading System* will be deleted.

A student is permitted to use the grade replacement policy a maximum of three times for 1000- and 2000-level courses in which he or she has earned a grade of D or F. For example, a student may replace a grade in three different courses or may replace a single course grade a maximum of three times or a combination thereof not to exceed the limits of the policy.

Approval to use the policy will not be given under the following conditions:

- (1) the student wishes to repeat a course after he or she has successfully completed an advanced course covering the same or similar material;
- (2) the student wishes to repeat a course which is a prerequisite for a course that he or she has already successfully completed.

To replace a grade, the student must complete a grade replacement form, have it signed by his or her dean/department chair, and register for the course during the registration period. Although the original grade will not be used in determining the grade point average of the student, the original grade will remain on the student's permanent academic record. The replacement grade, or last grade, stands. Students receiving an F on the replacement grade must repeat the course if credit is required for graduation. In the event that the original grade was a D, no additional credit hours will be awarded.

Effective date: for courses originally taken Fall 1994 and thereafter.



Memorandum  
January 11, 1994  
Attachment 4.

**REVISIONS TO *APPENDIX A, CONSTITUTION AND BY-LAWS***

Faculty Senate Resolution #93-42

Replace the second and third paragraph of Appendix A, Section V. Organization of the Faculty Senate, with the following:

"The number of elected Faculty Senators shall not exceed 58 nor be fewer than 52. Prior to the election in the spring of each academic year, the ratio of faculty members to elected Faculty Senators will be determined by the Chair, Vice Chair, and the Secretary. The number of faculty within each department/school will be gathered from part of a personnel data file that is prepared and submitted to the UNC General Administration by the Department of Planning and Institutional Research in November of each year. Each electoral unit represented will then be informed as to the number of elected Faculty Senators to which that electoral unit is entitled. No electoral unit will be allocated more than 15 percent of the elected Faculty Senate members. Electoral units for the purpose of this constitution shall be the various professional schools, Academic Library Services, Health Sciences Library, and the departments of the College of Arts and Sciences. In the event that an electoral unit must reduce its existing number of Faculty Senators, it shall do so by following democratic procedures.

Each department of the College of Arts and Sciences shall have at least one elected Faculty Senator and will elect its Faculty Senator as an electoral unit. The various professional schools, Academic Library Services, Health Sciences Library, and the departments of the College of Arts and Sciences will have at least one elected Faculty Senator. Each school may choose to elect its Senators from the school as a whole or in the alternate manner described as follows. Each department within the school shall be allowed to nominate the number (less the number whose terms are not expired) to which it would be entitled if it were considered as a separate electoral unit. The persons nominated by each department shall be placed on a ballot for the election of the number allotted to the electoral unit by the faculty of the electoral unit."

Replace Subheading E. of the By-Laws, Section I. Attendance, Seating, and Participation, with the following:

"E. Each electoral unit of the University may elect a number of alternate representatives equal to its allotment of Senators, not to exceed the unit's number of apportioned Senators. If more than one alternate is elected, they should be elected to two-year staggered terms. The alternate(s) will be elected in the same manner as Faculty Senators at the time of regular election of Senators, and will serve for a two-year term. "



Memorandum  
January 11, 1994  
Attachment 5.

East Carolina University  
**PEER REVIEW PROCEDURES**  
Faculty Senate Resolution #93-44

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



## PROCEDURES FOR PEER OBSERVATION

- I. Two observers per observation.
  - A. One trained observer to be selected by the professor's department chair and/or personnel committee.
  - B. One trained observer selected by the professor.
- II. Selection of trained observers.

All tenured faculty in a department shall have the opportunity to be trained.

### NOTES:

1. All observers must complete training.
2. The most suitable observers are faculty who are attentive to details, highly organized, and active listeners.
3. Where possible the observers shall come from the department/discipline of the faculty member being observed.

- III. Observation cycle (minimum).
  - A. During the professor's first year -- two observations with feedback.
  - B. During the professor's fourth year -- two observations with feedback.
- IV. Observation procedures.
  - A. Pre-observation conference (observers and professor).
    1. Professor provides observers with copies of handouts and a list of materials to be used during class plus a current syllabus and any other pertinent information.
    2. Observer selected by professor provides a self-evaluation form to professor.
  - B. Schedule and course selection.
    1. Professor chooses the classes to be observed.
    2. Observers coordinate a date/time for the observation.
  - C. Post-observation conference (within 5 working days of observation with both observers).
    1. Go over observation and self-evaluation.
    2. Discuss strengths, any needs for improvements, and search for strategies to improve.
    3. Write a Faculty Development Plan.

ATTACHED IS A SAMPLE COPY OF A PEER REVIEW INSTRUMENT.



# \*\* SAMPLE INSTRUMENT \*\*

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

	needs improvement		does well	NA/VO
--begins class on time in an orderly, organized fashion				
--clearly states the goal or objective for the period				
--reviews prior class material to prepare students for the content to be covered				
--summarizes and distills main points at the end of class				
--presents topics in logical sequence and flow				
* _____				

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

### Category 2: Content

	needs improvement		does well	NA/VO
--selects examples relevant to student experiences/course content				
--presents up to date developments in the field				
--answers student questions clearly and directly				
--demonstrates command of subject matter				
* _____				
* _____				

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



### Category 3: Presentation

- speaks audibly and clearly
- communicates a sense of enthusiasm and excitement toward the content
- presentation style facilitates note taking
- selects teaching methods appropriate for the content
- relates current course content to what's gone before and will come after
- carefully explains assignments

\* \_\_\_\_\_

\* \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

needs improvement	does well	NA/NO
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

### Category 4: Rapport/Interaction

- responds constructively to student opinions/comments
- listens carefully to student comments and questions
- treats all students in a fair and equitable manner
- responds to wrong answers constructively
- encourages students to answer difficult questions by providing cues and encouragement
- respects diverse points of view
- is able to admit error/insufficient knowledge

\* \_\_\_\_\_

\* \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

needs improvement	does well	NA/NO
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>





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

needs improvement	does well	NA/NO

clearly explains directions or procedures

--has materials and equipment necessary to complete the activity readily available

--careful safety supervision is obvious

--allows sufficient time for completion

\* \_\_\_\_\_

\* \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\* Optional additional criteria to be determined by department

NA/NO - not applicable/unable to observe

Observer \_\_\_\_\_ Date \_\_\_\_\_ Time in \_\_\_\_\_ Time out \_\_\_\_\_

Areas of Strength:

Areas to consider for Faculty Development Plan