

PLEASE POST FOR ALL FACULTY TO READ

**EAST CAROLINA UNIVERSITY
FACULTY SENATE FULL AGENDA**

The fourth regular meeting of the Faculty Senate for academic year 1991/92 will be held on Tuesday, December 3, 1991, at 2:10 p.m. in the Mendenhall Student Center, Room #244. **Please note change in room location!**

- I. Call to Order
- II. Approval of Minutes of November 12, 1991
- III. Special Order of the Day
 - A. Roll Call
 - B. Announcements
 - C. Richard Eakin, Chancellor
 - D. Vice Chancellors' Reports
 - E. Larry Hough, Faculty Assembly Report
November 22, 1991; meeting
 - F. James LeRoy Smith, Director of Self Study for
Southern Association of Colleges and Schools
- IV. Unfinished Business
Faculty Affairs Committee, Henry Ferrell
Appendix X: Grievance Procedures for Complaints of Sexual or Racial Harassment or Discrimination Brought Against ECU Faculty Members or Administrators Holding Faculty Status (Attachment 1)
- V. Report of Committees
 - A. Agenda Committee, Conner Atkeson
1992-1993 Proposed Agenda and Faculty Senate Meeting Dates
(Attachment 2)
 - B. Committee on Committees, Doug McMillan
Recommended changes to Academic Committee Charges
(Attachment 3)
 - C. Curriculum Committee, Bill Grossnickle
 1. Curriculum matters contained in the November 14, 1991 meeting:
 - a. Revise BA Pol Sc, BS Prof Pol Sc, Minors in Public Administration, Pol Sc and Comparative Government and International Relations
 - b. Revise BSBA
 - c. Revise BS major and minor in History, BS in Public History (Maritime Option)
 - d. Revise BS Nursing
 - e. Revise BS Biology
 - f. Revise BS Geology and Geology minor
 - g. Revise BS in Chemical Laboratory Science: Medical Technology and Cytotechnology
 - h. Revise BS in Home Econ Ed

- i. Revise Nutrition and Dietetics major, Hospitality Management major, Interior Design major, Childlife major, Apparel and Textile major; Revise and change name of Apparel and Textiles minor to Merchandising minor
- j. Revise BS Prof in INDT, Tech Inpt/Comm College Transfer Program, BA INDT, IT minor

2. Curriculum matters contained in the November 21, 1991, meeting:

- a. Revise BA Geography and BS Applied Geography
- b. Delete BA Journalism, Mass Comm, BS Comm:Broadcasting; Add BA and BS in Communication, adding new concentration in ^{Public Relations} ~~Publications~~; Delete minors in Journalism and Broadcasting; Add new minor in Communication; Change SPCH, BCST, and JOUR prefixes to COMM
- c. Revise BS LSS
- d. Add new BS Health and PE with options in Health and Fitness Specialist and Exercise Physiology

D. Educational Policies and Planning Committee, Ken Wilson

1. Recommended inclusions to Appendix L (Attachment 4)
2. University Budget for Review (Attachment 5)

E. Faculty Affairs Committee, Henry Ferrell

Revision to Section V. of Appendix V: ECU Sexual Harassment, Discrimination, and Conflicts of Interest Policies (Attachment 6)

F. Faculty Welfare Committee, George Hamilton

N.C. State Employee Assistance Program (EAP) (Attachment 7)

G. Teaching Effectiveness Committee, Margie Gallagher

Peer Evaluation Recommendation (Attachment 8)

VI. New Business

Amendment to Faculty Senate Resolution #91-40 (Administrative Evaluations), Jim Joyce (Attachment 9)

FACULTY AFFAIRS COMMITTEE REPORT

APPENDIX X

GRIEVANCE PROCEDURES FOR

COMPLAINTS OF SEXUAL OR RACIAL HARASSMENT OR DISCRIMINATION

OR

CONFLICTS OF INTEREST

BROUGHT AGAINST EAST CAROLINA UNIVERSITY FACULTY MEMBERS

OR ADMINISTRATORS HOLDING FACULTY STATUS*

GRIEVANCE PROCEDURES FOR COMPLAINTS OF SEXUAL OR RACIAL HARASSMENT OR DISCRIMINATION OR CONFLICTS OF INTEREST BROUGHT AGAINST EAST CAROLINA UNIVERSITY FACULTY MEMBERS OR ADMINISTRATORS HOLDING FACULTY STATUS.*

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* East Carolina University's policies on non-discrimination in recruitment and hiring are contained in Appendix K of the Faculty Manual. The University of North Carolina Board of Governors resolution regarding potential favoritism between University employees is contained in Appendix H of the East Carolina University Faculty Manual.

GRIEVANCE PROCEDURES FOR COMPLAINTS OF SEXUAL OR RACIAL HARASSMENT OR DISCRIMINATION OR CONFLICTS OF INTEREST BROUGHT AGAINST EAST CAROLINA UNIVERSITY FACULTY MEMBERS OR ADMINISTRATORS HOLDING FACULTY STATUS.

SECTION I. PREAMBLE

Well-publicized procedures such as these will help to create an atmosphere in which individuals who believe that they are the victims of harassment or discrimination are assured that their grievances will be dealt with fairly and effectively. It is more important still to create an atmosphere in which instances of sexual, racial or ethnic harassment or discrimination, and conflicts of interest are are not tolerated. Toward this end, all members of the University community should understand that sexual, racial, and ethnic harassment or discrimination, the creation of conflicts of interest, and the exploitation of professional relationships violates East Carolina University policy and will not be tolerated. Members of the University Community are encouraged to express freely, responsibly, and in an orderly way their opinions and feelings about any problem or complaint of harassment, discrimination or conflict of interest prohibited under the policies stated in the East Carolina University Faculty Manual, Appenxices U and V. East Carolina University will take every step to resolve grievances promptly and confidentially. Any act by a University employee or student of reprisal, interference, restraint, penalty, discrimination, coercion, or harassment against a student or an employee for using these procedures responsibly interferes with free expression and openness, and violates East Carolina University policy. Accordingly, members or the University community are prohibited from acts of reprisal against individuals who bring charges or are involved as witnesses or otherwise try to responsibly use this policy. The University recognizes that the free and unfettered interchange of competing views is essential to the institution's educational mission, and that the peoples' right to express opinions is guaranteed by the United States Constitution.

SECTION II. GRIEVANCE PROCEDURES

A. BRINGING COMPLAINTS

Complaints should be brought to the attention of the University Grievance Officer. The Grievance Officer and an alternate will be appointed by the Chancellor. The alternate will receive a complaint if in the judgment of the Chancellor a conflict of interest might arise if the complaint is received by the regular Grievance Officer.

East Carolina University students, faculty members, staff, and administrators or visitors who believe that they are victims of sexual, racial or ethnic harassment or discrimination by East Carolina University faculty members or administrators with faculty status should bring the matter to the attention of the University Grievance Officer. Students, faculty members, staff, or administrators wishing to make a complaint of a conflict of interest should bring this to the attention of the Grievance Officer. Prompt reporting of alleged sexual, racial, or ethnic harassment or discrimination or conflicts of interest is strongly encouraged.

B. ADVICE AND CONSULTATION

Any member of the university community or visitor who believes that she or he has been subjected to sexual, racial or ethnic harassment or discrimination by an East Carolina University faculty member, or by an administrator holding faculty status should discuss her or his situation with the University Grievance Officer. Any member of the university community wishing to make a complaint of a conflict of interest should bring this complaint to the attention of the University Grievance Officer. The Grievance Officer will make every attempt to preserve the confidentiality of such discussions and will inform complainants seeking advice that their identity can be kept confidential during the Level One reporting and complaint

process. The Grievance Officer shall listen to and discuss the complaint with the complainants, will inform them of all available options, and will encourage the complainants to make personal records of all events relevant to the complaint. If a satisfactory solution is not reached through Level One grievance procedures, the complainants may initiate Level Two grievance procedures. The Grievance Officer forwards Level Two complaints to the Grievance Board.

The Grievance Officer will be available to complainants and to witnesses^{to} discuss their rights and procedural options, as well as the possible outcomes of these options. The Grievance Officer will attend the University's Level One and Level Two procedures if the complainants have decided to pursue such procedures.

C. LEVEL ONE GRIEVANCE PROCEDURES

C-1. Verbal (in person) or written and signed complaints:

Level One procedures are initiated either

(a) when complainants communicate complaints verbally and in person to the Grievance Officer, or

(b) when complainants submit written and signed complaints to the Grievance Officer.

The Grievance officer will provide a written statement of a verbal complaint, or a copy or a written and signed complaint to the accused parties (hereafter, the respondents).

C-1-A. Level One Procedures for Complaints of Harassment or Discrimination:

During Level One procedures initiated by complaints of harassment or discrimination, if the complainants so request, the complainants names shall be deleted from the copy of the complaints provided to the respondents, and every effort will be made to keep the complainants identity confidential. If the respondents wish to reply to the complainants, the Grievance Officer will communicate this reply to the complainants. This procedure allowing for a dialogue between complainants and respondents will continue until the matter is resolved, or either party wishes to terminate the Level One grievance procedure.

When Level One procedures are terminated without being resolved, complainants have the option of initiating Level Two procedures.

The Grievance Officer will keep a record of the initial and of any subsequent discussions between the complainants and the Grievance Officer, and of discussions between the Grievance Officer and respondents. This record will include (a) the complainants' description of the alleged events, including times, places, and dates, if possible, (b) the complainants' description of the alleged effects of these events, if any, (c) names of witnesses, if any, (d) the names of the individuals alleged to have subjected the complainants to harassment and/or discrimination, and (e) the replies of the respondents, if any. If the respondents desire, they may review a copy of this record from which the complainants' names have been deleted. If the respondents desire they may append to this record a written response to each of the factual claims of the record. In any case where respondents append a written response to the any allegation, this will be noted in the record itself.

If the complainants are unsatisfied after attempting to resolve the grievance through Level One procedures, the complainants may submit a written statement of their grievances to the Grievance Officer, and may initiate Level Two grievance procedures. If the complainants are unwilling to submit a written statement after exhausting all means to achieving a Level One resolution of the grievance, no further

action shall be taken by the University. The record maintained by the Grievance Officer is confidential and cannot be released unless such release is compelled by law.

C-1-B. Level One Procedures for Complaints of Conflict of Interest

The Grievance Officer, upon receiving a complaint of a conflict of interest involving a faculty member and a student, shall determine whether evidence exists that either sustains the charge that the accused faculty member and student are in violation of the University's Conflict of Interest Policy or sustains the charge's denial. The Grievance Officer shall meet with the faculty member and student and shall discuss the complaint and the evidence, if any, for or against the complaint. If the Grievance Officer concludes that there are good reasons to believe that the accused faculty member and student are in violation of the University's policy, and the student is enrolled in a class being taught by the faculty member, the faculty member will be given the choice of either having the student withdrawn from the course or appealing the Grievance Officer's conclusion before the Faculty Affairs Committee. If the Grievance Officer's concludes that there are good reasons to believe that the accused faculty member and student are in violation of the University's policy, and the student is not in the faculty member's class, but is being supervised by the faculty member, the faculty member will be given the choice of either having the student assigned to another supervisor, or appealing the Grievance Officer's conclusion before the Faculty Affairs Committee.

The Grievance Officer, upon receiving a complaint of a conflict of interest involving two faculty members, or involving a faculty member and an SPA or EPA non-faculty staff member who is being supervised by the faculty member,* shall determine whether evidence exists that sustains either the charge that the accused parties are in violation of the University's Conflict of Interest Policy or its denial. The Grievance Officer shall meet with the parties and shall discuss the complaint and the evidence, if any, for or against the complaint. If the Grievance Officer concludes that there are good reasons to believe that the accused parties are in violation of the University's policy, the Grievance Officer shall prepare a report stating this conclusion and the reasons supporting it. Either or both of the accused parties may append a written response to this report. In cases where a written response is made, this shall be noted in the Grievance Officer's report. The Grievance Officer shall provide a copy of the report to both of the accused parties.

Within ten working days an accused faculty member may, in accordance with the policies and procedures stated in the East Carolina University Faculty Manual Appendix D, request an appeal before the Faculty Affairs Committee of the findings stated in the Grievance Officer's report. If a request for an appeal before the Faculty Affairs Committee is made, the Grievance Officer shall withhold her or his report from the Chancellor until completion of the appeal process. Upon completion of an appeal before the Faculty Affairs Committee, and regardless of the Committee's recommendations, the Grievance Officer may at her or his discretion forward the original report to the Chancellor. A faculty member who appeals the report's findings to the Faculty Affairs Committee thereafter may, in accordance with the policies and procedures stated in the East Carolina University Faculty Manual Appendix D, appeal to the Due Process Committee her or his discharge or suspension from employment, or reduction in rank by the Chancellor. Any other disciplinary actions taken by the Chancellor against a faculty member who previously appealed the Grievance Officer's findings before the Faculty Affairs Committee may be appealed to the East Carolina University Board of Trustees.

* A conflict-of-interest complaint involving an SPA staff or EPA non-faculty member and a faculty member who is being supervised by the SPA staff or EPA non-faculty member are governed by the grievance procedures stated in the East Carolina University Business Manual, Volume 2, Section VIII.

member will grievance

If no request for an appeal before the Faculty Affairs Committee of the findings stated in the Grievance Officer's report is made within ten working days of the receipt of the Grievance's Officers report by the accused parties, the Grievance Officer shall forward her or his report to the Chancellor. In this case, in accordance with the policies and procedures stated in the East Carolina University Faculty Manual Appendix D, within ten working days of the Chancellor's notifying a faculty member that she or he will be discharged or suspended from employment, or reduced in rank, the faculty member may request an appeal before the Due Process Committee. Any other disciplinary actions taken by the Chancellor may be appealed to the Faculty Affairs Committee, in accordance with the policies and procedures stated in the East Carolina University Faculty Manual Appendix D.

C-2. Anonymous written complaints:

East Carolina University shall neither consider nor accumulate anonymous unsigned complaints against faculty and administrators holding faculty status, nor shall the University maintain records of the receipt of anonymous complaints. Under no circumstance shall an anonymous complaint be made part of a faculty member's master personnel/evaluation file (see, in addition, Appendix C- VI, p. C-7 of the East Carolina University Faculty Manual as pertains to the master personnel/evaluation file).

D. LEVEL TWO GRIEVANCE PROCEDURES

Level Two grievance procedures are initiated at the request of complainants and require that complainants submit written complaints to the Grievance Officer. Written complaints of harassment, discrimination, or conflicts of interest submitted to the Grievance Officer by the complainants will contain (at least) the following: (a) the complainants' description of the alleged events, including times, dates, places, and witnesses, if possible. (b) The complainants description of the effects, if any, of the alleged events. (c) The names of the individuals alleged to have subjected the complainants to harassment or discrimination, or alleged to be in violation of the University's conflict of interest policy . (d) The names of the complainants. (e) The signatures of the complainants. (f) The signature of the Grievance Officer, with the date of receipt of the complaint.

Within ten working days of receiving written and signed grievances, the Grievance Officer will supply the respondents with copies of the complaints brought against them. When the identity of the complainants has been made known to the respondents, every effort will be made to protect all parties and witnesses from retaliatory action by the respondents.

D-1. If no previous attempt at a Level One resolution of the grievance has been made, within ten working days of providing the respondents with a copy of the complaints against them, the Grievance Officer will request the complainants to initiate a Level One resolution of the grievance. If the complaints do not agree then the Grievance Officer will proceed with the Level Two grievance procedure. If a Level One resolution of the grievance is attempted and complainants remain unsatisfied after fifteen working days from submitting their written grievance, they will indicate this in writing to the Grievance Officer. Within ten working days after receiving such notification from complainants, the Grievance Officer will submit the notification and the complainants' original written grievance to the Chair of the Grievance Board.

D-2. If a Level One resolution was attempted prior to the submission of a written grievance by the complainants, within ten working days of receiving written notification from complainants that they are unsatisfied with attempts to affect a Level One resolution of their complaints, the Grievance Officer will submit the grievance to the Chair of the Grievance Board.

Communications pertaining to sexual, racial or ethnic harassment or discrimination, or conflict of interest cases are maintained by the Chair of the Grievance Board. Such communications include, when appropriate, the following: copies of all written communications, the time, date, names of participants, witnesses, the contents of any interaction or meetings held with regard to a Level Two harassment, discrimination, or conflict of interest case, a summary of the course of action, and the findings of the Committee. Any of the above records or communications maintained by the Chair of Grievance Board are confidential and can not be released unless such release is compelled by law.

E. COMPOSITION OF THE GRIEVANCE BOARD

The Grievance Board (hereafter, "the Board") ordinarily shall be composed of seven faculty members and five alternates each of whom is a permanently tenured voting faculty member holding no administrative title.* The University encourages sexual and ethnic diversity on the Board. The initial election of members and alternates to the Board shall take place at the Faculty Senate meeting immediately after this provision is adopted. The Committee on Committees will nominate a slate of candidates to the Faculty Senate. Members of the Faculty Senate may nominate candidates from the floor of the Faculty Senate. At the initial election, the Faculty Senate will elect two members and two alternates to one-year terms, two members and two alternates to two-year terms, and one member and one alternate to a three year term. When these and successive terms expire, members and alternates on the Board shall be elected for two-year terms. Elections will be held yearly at the second regular meeting of the Faculty Senate. Members of the Board whose terms have expired are ineligible for membership on the Board for a period of three years after the expiration of their terms. Members leaving the Board between elections will be replaced by alternates. If at anytime between elections the number of alternates falls below two due to alternates replacing members who have resigned from the Board, the Committee on Committees will nominate candidates for the alternate positions. Members of the Faculty Senate may nominate candidates from the floor of the Faculty Senate. The Senate will elect new alternates at the first regular Faculty Senate meeting subsequent to the number of alternates falling below two.

The members of the Board shall elect annually a chair, a vice-chair, and a secretary. The business of the committee shall be conducted according to the most recent edition of Robert's Rules of Order Newly Revised, except as described below. The quorum for the Board of seven members during any hearing shall consist in seven members. Should fewer than seven Board members be present at the beginning of a hearing, the Board shall elect a replacement from the alternates. This alternate shall serve for the duration of the hearing.

When the Board is convened to consider a grievance those Board members who hold an appointment in the complainant's or respondents academic unit, those who reasonably expect to be called to provide evidence during the hearing, and those who have a conflict of interest are disqualified from participations in the hearing. In addition, both complainants and respondents may disqualify one member of the Board without cause. If any members of the Board are disqualified, the remaining members will elect replacements from the alternates. If no further alternates are available the chair of the Faculty will select additional alternates to allow the Board to conduct its business.

F. PURPOSES OF A HEARING

* Hereinafter, the term "administrative title" refers to appointment as department chair in a professional school, unit administrator, dean, assistant or associate dean, vice chancellor, assistant or associate vice chancellor, chancellor, assistant or associate chancellor.

The purposes of a hearing are (i) to render findings of facts and recommendations as to whether evidence presented to the Board during the hearing sustains the complainants' allegations against the respondents, (ii) to communicate in the Board's report to the Chancellor (a) the Board's finding and the reasons that support this finding, and (b) the Board's recommendations regarding resolution of the complaint. Given the avenues of appeal provided to faculty members in Appendix D of the East Carolina University Faculty Manual and in Chapter VI. of the Code of the University of North Carolina, actions by the University based upon the findings of the Grievance Board are final only when the Chancellor renders her or his opinion, and the respondents fail to challenge either the Board's findings or the Chancellor's concurrence or actions based on the Board's findings in the manner provided in Sections V. and VII. of Appendix D of the Faculty Manual.

G. CONDUCT OF HEARING

It is important to note at the outset that in cases where the Grievance Board's findings constitute part or all of the basis for a faculty member's being reduced in rank, suspended, or terminated from employment, the faculty member holding the protection of permanent tenure can require a hearing before the Due Process Board. A hearing before the Due Process Board affords faculty members the right to be represented by attorneys who participate in the hearing procedure.

Similarly, in cases where the Grievance Board's findings are part or all of the basis for the Chancellor's taking disciplinary actions against a faculty member that do not include reduction in rank, suspension, or termination of employment, the faculty member has the right to a hearing before the Faculty Affairs Board.

The hearing before the Grievance Board shall be conducted in private. Attendance at the hearing is limited to: members of the Board; the complainants and one person who may advise the complainants but shall not take an active part in the proceedings; the respondents and one person who may advise the respondents but shall not take an active part in the proceedings. Witnesses shall not be present throughout the hearing, but will be available at a convenient location, and will be called to appear before the Board at times specified by the Board. Any witnesses willing to testify who were made known to the Board either by the complainants or by the respondents will be allowed to testify before the Board.

If necessary, the Board may conduct its own inquiry, call witnesses, seek advice and gather whatever relevant information it deems necessary to assist it in reaching a determination as to the merits of the complainants' allegations against the respondents. In making its determination, the Board shall consider only such evidence as is presented during the hearing. The Board may use its own judgment in deciding the admissibility and/or relevance of any testimony of any person before the Board, and the admissibility and/or relevance of any evidence whatsoever.

H. HEARING PROCEDURE

Within ten working days of receiving a complaint from the Grievance Officer, the Board chair shall notify respondents by registered mail, return receipt requested, of the time and place the Board will convene, and shall provide respondents with a copy of the complaint against them.* The Board shall initiate a hearing no later than thirty working days after the date notification was received by respondents. Complainants or respondents may request in writing a thirty day postponement of the Hearing. The postponement shall be granted if a majority of the Board agrees that exceptional circumstances justify postponement. Having set a date, time and place for the hearing, the Board shall within twenty-five working days before the hearing

* The office of the appropriate Vice-Chancellor shall provide financial support to the committee.

notify the complainants, respondents, known witnesses and Grievance Officer of the time, date, and place of the hearing.

Fifteen working days prior to the Board's convening, complainants and respondents shall identify in writing individuals who may provide evidence to the Board, and shall provide the Board with any written or other material they wish entered as evidence. Ten working days prior to the hearing, the Board shall provide respondents with a copy of the list of witnesses for the complainants, and with a copy of any depositions or other written material, and/or a description of any other evidence the complainants have submitted to the Board. Seven working days prior to the hearing, the Board shall provide the complainants with a copy of the list of witnesses for the respondents, and with a copy of any depositions or other written material, and/or a description of any other evidence that respondents have submitted to the Board. At any time prior to the presentation of closing statements by complainants and respondents, complainants and respondents may request in writing that the Board allow new witnesses to testify, or new evidence be submitted to the Board. Such requests shall be granted if they are deemed relevant by a majority of the Board. When the Board votes to accept new witnesses or evidence, the names of these witnesses and/or copies or descriptions of evidence shall be supplied to the complainants or respondents as soon as possible.

The hearing shall begin with an opening statement by the Chair of the Board. This statement shall identify the purpose of the hearing, the contents of the complaint, the identity of complainants, respondents, and witnesses to be called, and the procedures to be followed during the hearing. The Board shall specifically note that only testimony and other information clearly bearing on the grievance at hand shall be admissible as evidence. It shall be the Chair's responsibility to reject immediately, stop the presentation or introduction of, or question the relevance of information having no clear bearing on the grievance. However, at any time during a hearing the Board may, by a majority vote, override the Chair's decision regarding admissibility and/or relevance of testimony, written evidence, or other material presented to the Board. It shall also be the chair's responsibility to maintain control of the Hearing so that an orderly exchange of information can be accomplished.

Following the opening statement by the Board Chair, the Board shall then call upon both parties to present their opening statements, beginning with the complainants. After both parties have presented her or his opening statements, the Board shall allow each party, beginning with the complainants, to submit evidence to the Board. The Board shall call witnesses, beginning with witnesses for the complainants. When a witness has presented her or his statement, if any, the Board may question the witness. After the Board has exhausted its initial questions for the witness, the complainants, and then the respondents may further question the witness. After this questioning, the Board may ask further questions of the witness. When neither the complainants, respondents, nor the Board has further question for a witness, that witness shall be excused. If deemed appropriate by a majority of the Board, dismissed witnesses may be recalled. After all witness have been dismissed, members of the Board may direct questions to complainants and respondents. Complainants and respondents may present rebuttal to any and all depositions, written documents and other evidence submitted to the Board. When all witness have been dismissed, and the Board has no further questions for either complainants or respondents, and neither party has any further questions for one another or for the Board, or the Chair or Board determines that the two parties should discontinue questioning one another, each party shall be allowed to present a closing statement, beginning with the complainants. After both parties have made closing statements, the Board shall dismiss both parties. At this time either the Board shall begin its deliberations on whether it sustains or does not sustain the grievance brought before it, or will adjourn for no more than two working days, at which time it will meet to determine whether it sustains or does not sustain the grievance.

In reaching its decisions the Board shall consider only the testimony and other materials entered or presented as evidence during the hearing. The complainants shall have the burden of proof by the greater weight of the evidence that sexual, racial, or ethnic harassment or discrimination, or a conflict of interest as defined in university policies has occurred.

Determination by the Board that sustains the grievance of sexual, racial, or ethnic harassment or discrimination, or conflict of interest brought before the Board requires a four-sevenths vote by members of the Board. (The exact vote of the Board will be reported to the Chancellor along with the Board's summary stating the basis for its determination.)

I. DISCIPLINARY ACTION

Within ten working days of the Board's reaching a determination to sustain or not to sustain a grievance of sexual, racial, or ethnic harassment or discrimination, or conflict of interest against East Carolina University faculty members, or administrators with faculty status, the Board's determination and a summary of the basis for its decision will be communicated in writing to the complainants, the respondents, the Grievance Officer, the relevant unit administrator, the University attorney, and the Chancellor.

Within thirty working days of receiving the Board's report, the Chancellor shall notify the complainants, respondents, Grievance Officer, relevant unit administrator, and University attorney of the Chancellor's concurrence or nonconcurrence with the findings of the Board, and of the disciplinary action, if any, being taken against the respondents.

J. APEAL OF A LEVEL TWO GRIEVANCE FINDING

If the Board does not sustain the complainants' grievance, and the Chancellor concurs with the Board's findings, the Chancellor's decision shall be final, except that the decision may be appealed pursuant to Section 501 (C) (4) of the UNC Code.

If the Board sustains the complainants' grievance, and the Chancellor does not concur with the Board, the complainants may appeal the Chancellor's decision pursuant to Section 501 (C) (4) of the UNC Code.

If the Chancellor sustains the complainants' grievance:

- a. when the disciplinary actions taken by the Chancellor, if any, do not include reduction in rank, suspension, or dismissal, the respondents may request a hearing before the Faculty Affairs Board, in accordance with the procedures specified in Appendix D of the East Carolina University Faculty Manual;
- b. when the disciplinary actions taken by the Chancellor, if any, include reduction in rank, suspension, or dismissal, the Chancellor or his or her delegate shall send the faculty member by register mail, return receipt requested, a written statement of the disciplinary actions taken by the Chancellor. The statement shall include notice of the faculty members right, upon request, to both written specification of the reasons for the intended action and to a hearing before the Due Process Board, in accordance with the procedures specified in Appendix D of the East Carolina University Faculty Manual.

K. ANNUAL REPORT

Each July the Harassment and Discrimination Grievance Committee shall publish an annual report detailing statistics about the complaints received and processed in the previous year. The statistics include but are not limited to:

- a) The total number of complaints received.
- b) A summary of the types and frequency of complaints.
- c) A breakdown of the number of complaints resolved at Level One vs. Level Two.
- d) Disciplinary actions taken by the University.

The annual report is available on request at the Faculty Senate office, and is distributed to every member of the faculty and administration. Personally identifying information regarding complainants and respondents will not be disclosed.

The following list of recommended changes to the Academic Committees' charges were recommended to the Committee on Committees by the Faculty Senate through a report of the Ad Hoc Committee to Evaluate Faculty Governance. (Please refer to the February 19, 1991, Faculty Senate Agenda, Attachment 2, for the full Ad Hoc Committee's recommendations.) If the recommended changes are approved by the Faculty Senate, the newly revised Committee charges will be distributed to all committee members, available in the Faculty Senate Office, and on "FSONLINE".

COMMITTEE ON COMMITTEES REPORT

The Committee on Committees recommends the following changes to the charges:

1. **Uniform wording for the statement of quorum for all committees, except Educational Policies and Planning Committee, to read:**

"Quorum: xxx elected faculty members exclusive of ex-officio."

2. **All titles appearing in committee charges be changed as appropriate.**

3. **The additional recommended changes not covered in the above two motions:**

A. Admissions and Recruitment Committee: change under 4.B. To Whom The Committee Reports to read: "The Committee makes its recommendations of policies, procedures, and standards governing admission and recruitment of students to the Faculty Senate."

B. Continuing Education Committee: Change 4.A. Committee Functions to read: "The Continuing Education Committee advises the Director of Continuing Education and Summer School on programs, faculty, student services, support services, and future directions of continuing education. The Continuing Education Committee shall consider concerns relating to Summer School which are not covered in other committee charges. The Committee examines and recommends policies relating to faculty teaching including qualifications, number of hours and compensation, in the Division of Continuing Education.

C. Credits Committee: Change 4.A.1. Committee Functions to read:

1. Concerned with policies and procedures pertaining to academic credits and academic standards. The matters of concern include:
 - a. Academic credit; auditing of courses; repetition of courses; advanced placement credit.
 - b. Grading; course attendance; Multiple F policy; scholastic eligibility requirements; academic probation and suspension; Honor Roll, Dean's List, and Chancellor's List; Degrees with distinction.
 - c. Schedule changes (adding and/or dropping course); withdrawal from University; course load limitation; and 30 semester hour residence requirement for graduation.

Delete 4.A.3. because this is included in 4.A.1.c.

D. Educational Policies and Planning Committee: change 2. Membership to read:

3 elected faculty members. Ex-officio members (with vote): The Chair of the Faculty; Chairpersons of the Admissions and Recruitment Committee, Continuing Education Committee, Curriculum Committee, General Education Committee, Libraries Committee, Research/Creative Activity Committee, Teaching Effectiveness Committee, Graduate School Policies Committee, and Graduate School Curriculum Committee. The Council of Teacher Education shall elect a representative, from among the faculty representatives of the Council membership, to serve as an ex-officio member with vote. The ex-officio members may

send representatives from their committees. (The Chairperson, Vice Chairperson, and Secretary shall be elected from the three elected faculty members.) Ex-officio member (without vote but with all other parliamentary privileges): The Chancellor or an appointed representative.

Change 3. Quorum to read: A majority of the Committee including two of the elected faculty members.

E. Faculty Affairs Committee: add the following underlined word to 4.A. Committee Functions, first paragraph: "...promotion in rank, and merit policies."

F. Faculty Computer Committee: add the following sentence to 4.A. Committee Functions: "The Committee determines the adequacy of computer resources in planning for new degree programs."

Change 4.B. To Whom The Committee Reports to read: "The Committee reports to the Faculty Senate. It reports on adequacy of computer resources in planning new degree programs to the Educational Policies and Planning Committee."

G. Faculty Governance Committee: add the following underlined word to 2. Membership: "...from that Committee, the most immediate Past Chair of the Faculty in residence."

H. Faculty Welfare Committee: delete in 2. Membership the following phrase: "...chosen by the Faculty Senate at its organizational meeting in the spring."

I. General College Committee: change the name of the Committee to "General Education Committee". Move first paragraph on 4.B. To Whom The Committee Reports "The Committee makes recommendations concerning:..." to 4.A. Committee Functions.

J. Libraries Committee: Move the following in 4.B. To Whom The Committee Reports "The Committee recommends...library budget." to 4.A. Replace 4.B. with "The Committee makes recommendations to the Faculty Senate on major policies concerning matters outlined in 4.A."

K. Readmission Appeals Committee: add the following sentence to 4.B. To Whom The Committee Reports: "Recommendations on student appeals are made to the Vice Chancellor for Academic Affairs."

L. Research/Creative Activity Committee: delete the following sentence from 2. Membership: "All faculty members shall serve staggered three-year terms."

M. Teaching Effectiveness Committee: delete the following sentence from 2. Membership: "All faculty members shall serve three-year terms staggered so that no more than one-third of the members shall be elected annually."

N. Teaching Grants Committee: add to 4.B. the following phrase: "...for its approval." Replace in 4.C. How Often the Committee Reports "...at least annually..." with "...within four weeks of its decision..."; replace the word "recipient" with "nominee". Replace 4.D. Power of the Committee to Act with the following: "The Committee is empowered to recommend to the Vice Chancellor for Academic Affairs both nominees for grant funding and activities which would improve and promote teaching."

EDUCATIONAL POLICIES AND PLANNING COMMITTEE REPORT

The Educational Policies and Planning Committee proposes that the Faculty Senate endorse the following principles and forward these principles to the Faculty Governance Committee for inclusion in the next revision of Appendix L.

1. A formal mechanism be developed to require votes by the code unit faculty for all future SACS reports, assessment reports, and operational plans submitted by the code units. When any of these plans or reports are submitted by a department that is not a code unit, departmental faculty should vote.
2. Budget requests and annual reports for code units be fully discussed with the code unit faculty.
3. The College of Arts and Science should identify eligible voting faculty and develop a process to allow said faculty to discuss and vote on future college reports and plans.

Attachment 5

EDUCATIONAL POLICIES AND PLANNING COMMITTEE REPORT

The Educational Policies and Planning Committee recommends the following to be endorsed by the Faculty Senate:

The Educational Policies and Planning Committee should be given the entire East Carolina University budget for review.

Attachment 6

FACULTY AFFAIRS COMMITTEE REPORT

Replace Section V. of Appendix V: ECU Sexual Harassment, Discrimination, and Conflicts of Interest Policies with the following:

SECTION V. GRIEVANCES AGAINST EAST CAROLINA UNIVERSITY FACULTY MEMBERS OR ADMINISTRATORS HOLDING FACULTY STATUS

Complaints brought against East Carolina University faculty members or administrators holding faculty status by East Carolina University students, faculty, staff, administrators, or visitors ordinarily are governed by the grievance procedure stated in the East Carolina University Faculty Manual, Appendix X. However, if a faculty member raises allegations of sexual harassment or discrimination, or conflict of interest during a hearing he or she requested before the Due Process Committee, the Reconsideration Committee, or the Faculty Hearing Committee (in accordance with the policies and procedures set forth in the East Carolina University Faculty Manual, Appendix D), the relevant committee shall determine the merits and bearing, if any, of the allegations raised by the faculty member on the matter before the committee. Such actions by the Due Process Committee, the Reconsideration Committee, or the Faculty Hearing Committee shall not preclude a faculty member from independently bringing a complaint of sexual harassment of discrimination, or conflict of interest in accordance with the grievance procedures stated in the East Carolina University Faculty Manual, Appendix X. The outcome of an Appendix X grievance brought by a faculty member against other faculty members or administrators holding faculty status either may be appealed in accordance with the provisions for appeal set forth in Section J of Appendix X, or may be appealed before the Faculty Affairs Committee in accordance with the policies and procedures set forth in Appendix D or the East Carolina University Faculty Manual, but not both.

FACULTY WELFARE COMMITTEE REPORT

WHEREAS, the N.C. State Employee Assistance Program (EAP) is a process established to assist University personnel, and their family members, in obtaining professional assistance for the resolution of their personal problems, especially when interfering with their work, and

WHEREAS, assistance may be obtained by self referral, or non-mandatory supervisory referral (records are confidential and not available to University personnel), and

WHEREAS, the program is confidential and voluntary, and

WHEREAS, the Faculty Welfare Committee has reviewed and endorses the program, and

WHEREAS, endorsement by the Faculty Senate would enable the promotion of the program within University faculty and faculty supervisors;

THEREFORE, BE IT RESOLVED, that the Faculty Senate endorse the N.C. State Employee Assistance Program.

Breakdown of the 116 referrals made to the program from 7-1-90 to 6-1-91:

<u>Classification</u>		<u>Referral Type</u>	
Admin/professional	6	Self	93
Paraprofessional	0	Mandatory	0
Service Maintenance	16	Family	17
Skilled Craft	2	Supervisory	6
Unspecified	5	Consultation	0
Faculty	26	No Show	0
Clerical	46		
Protective	3		
Technician	12		

Attachment 8

TEACHING EFFECTIVENESS COMMITTEE REPORT

One of the results of the planning process, which culminated in the Strategies for Distinction document, was a clear commitment of the university to undergraduate education. As the faculty and administration move forward we must remain focused on our commitment to undergraduate education. One clear way to do this is to insure high standards in teaching through assessment and development of teaching effectiveness. Faculty Senate Resolution #91-28 made several recommendations for assessing teaching effectiveness. Some of these relate to peer review. Peer review offers valuable means for both faculty evaluation and faculty development as teachers.

The Teaching Effectiveness Committee recommends that the following items from Faculty Senate Resolution #91-28 be used in a development of a peer review process:

- 1) Annual Goals Assessment
Annual goals assessment and analysis of instructional and other materials are more suitable for objective evaluations by colleagues than classroom observations.

2) Analysis of Instructional and Other Materials

3) Classroom Observations

Classroom observations are a beneficial tool for developing teaching effectiveness but are not useful unless the evaluators are trained. If classroom observations are used for evaluating teaching effectiveness, extensive training is required.

- a. When faculty classes are evaluated, at least two observers be used and each observer visit a class at least twice.
- b. It may be helpful to have faculty teaching observed by members outside the unit.
- c. Evaluation teams can be a useful way of conducting evaluations. The team members evaluate one another and discuss evaluations. This method can build teaching support as well as data for development and evaluation. It is often helpful if the team is interdisciplinary, and consists of junior and senior faculty. Evaluation teams should consist of not more than four people.

4) Peer Evaluations

Peer evaluation procedures for a unit should be determined by the faculty of that unit and be in compliance with Appendix C and the unit code. Evaluation procedures should be well defined and use proved instruments. In addition, faculty must be trained in the proper use of these procedures.

We provide the following pages from Diamond (1987) as examples.

Attachment A: Classroom Observation Worksheet

Attachment B: Review Classroom Records

Attachment C: Content Analysis of Instructional Materials

References:

Centra, J.A. Colleagues as Raters of Classroom Instruction. Journal of Higher Education XLVI(1):327-337.

Centra, J.A. 1978. Faculty Development in Higher Education. Teachers College Record 80(1):188-201.

Attachment 9

**AMENDMENT TO FACULTY SENATE RESOLUTION #91-40
(ADMINISTRATIVE EVALUATIONS)**

Insert a footnote after the word "Dean" in Procedures A of the adopted Statement of Principles and Procedures for Administrative Evaluations. The footnote would read:

"This category is mentioned to include the Director of Academic Library Services and the Director of the Health Sciences Library for their respective faculties."

TEACHING EFFECTIVENESS COMMITTEE

ATTACHMENT A

Classroom Observation Worksheet

Instructor _____ Course _____

Date _____ Observer _____

Directions: Below is a list of instructor behaviors that may occur within a given class or course. Please use it as guide to making observations, not as a list of required characteristics. When this worksheet is used for making improvements to instruction, it is recommended that the instructor highlight the areas to be focused on before the observation takes place.

Respond to each statement using the following scale:

not observed 1	more emphasis recommended 2	accomplished very well 3
----------------------	-----------------------------------	--------------------------------

Circle the number at the right that best represents your response. Use the comment space below each section to provide more feedback or suggestions.

Content Organization

	not <u>observed</u> 1	more emphasis <u>recommended</u> 2	accomplished <u>very well</u> 3
1. Made clear statement of the purpose of the lesson	-1-	-2-	-3-
2. Defined relationship of this lesson to previous lessons	-1-	-2-	-3-
3. Presented overview of the lesson	-1-	-2-	-3-
4. Presented topics with a logical sequence	-1-	-2-	-3-
5. Paced lesson appropriately	-1-	-2-	-3-
6. Summarized major points of lesson	-1-	-2-	-3-
7. Responded to problems raised during lesson	-1-	-2-	-3-
8. Related today's lesson to future lessons	-1-	-2-	-3-

Comments:

	not observed 1	more emphasis recommended 2	accomplished very well 3
<u>Presentation</u>			
9. Projected voice so easily heard	-1-	-2-	-3-
10. Used intonation to vary emphasis	-1-	-2-	-3-
11. Explained things with clarity	-1-	-2-	-3-
12. Maintained eye contact with students	-1-	-2-	-3-
13. Listened to student questions and comments	-1-	-2-	-3-
14. Projected nonverbal gestures consistent with intentions	-1-	-2-	-3-
15. Defined unfamiliar terms, concepts, and principles	-1-	-2-	-3-
16. Presented examples to clarify points	-1-	-2-	-3-
17. Related new ideas to familiar concepts	-1-	-2-	-3-
18. Restated important ideas at appropriate times	-1-	-2-	-3-
19. Varied explanations for complex and difficult material	-1-	-2-	-3-
20. Used humor appropriately to strengthen retention and interest	-1-	-2-	-3-
21. Limited use of repetitive phrases and hanging articles	-1-	-2-	-3-

Comments:

	not observed 1	more emphasis recommended 2	accomplished very well 3
<u>Instructor - Student Interactions</u>			
22. Encouraged student questions	-1-	-2-	-3-
23. Encouraged student discussion	-1-	-2-	-3-
24. Maintained student attention	-1-	-2-	-3-
25. Asked questions to monitor students' progress	-1-	-2-	-3-
26. Gave satisfactory answers to student questions	-1-	-2-	-3-
27. Responded to nonverbal cues of confusion, boredom, and curiosity	-1-	-2-	-3-

TEACHING EFFECTIVENESS COMMITTEE

ATTACHMENT A

	not observed 1	more emphasis recommended 2	accomplished very well 3
28. Paced lesson to allow time for note taking	-1-	-2-	-3-
29. Encouraged students to answer difficult questions	-1-	-2-	-3-
30. Asked probing questions when student answer was incomplete	-1-	-2-	-3-
31. Restated questions and answers when necessary	-1-	-2-	-3-
32. Suggested questions of limited interest to be handled outside of class	-1-	-2-	-3-

Comments:

	not observed 1	more emphasis recommended 2	accomplished very well 3
<u>Instructional Materials and Environment</u>			
33. Maintained adequate classroom facilities	-1-	-2-	-3-
34. Prepared students for the lesson with appropriate assigned readings	-1-	-2-	-3-
35. Supported lesson with useful classroom discussions and exercises	-1-	-2-	-3-
36. Presented helpful audiovisual materials to support lesson organization and major points	-1-	-2-	-3-
37. Provided relevant written assignments	-1-	-2-	-3-

Comments:

TEACHING EFFECTIVENESS COMMITTEE

ATTACHMENT A

	<u>not</u> <u>observed</u>	<u>more</u> <u>emphasis</u> <u>recommended</u>	<u>accomplished</u> <u>very well</u>
	1	2	3
<u>Content Knowledge and Relevance</u>			
38. Presented material worth knowing	-1-	-2-	-3-
39. Presented material appropriate to student knowledge and background	-1-	-2-	-3-
40. Cited authorities to support statements	-1-	-2-	-3-
41. Presented material appropriate to stated purpose of course	-1-	-2-	-3-
42. Made distinctions between fact and opinion	-1-	-2-	-3-
43. Presented divergent viewpoints when appropriate	-1-	-2-	-3-
44. Demonstrated command of subject matter	-1-	-2-	-3-

Comments:

45. What overall impressions do you think students left this lesson with in terms of content or style?

46. What were the instructor's major strengths as demonstrated in this observation?

47. What suggestions do you have for improving upon this instructor's skills?

TECHNIQUE: REVIEW OF CLASSROOM RECORDS

EVALUATORS: SELF, OTHER FACULTY, DEANS/DEPARTMENT CHAIRS

Purpose

An often overlooked source of evaluative data for making decisions about teaching are common institutional records, such as records of: grades, student retention data (by course), students taught (or advised) per semester, and students who have chosen to take two or more classes from the same faculty member. If this information is collected over time, faculty may discover significant trends. For example:

- A faculty member has a significant percentage of students from an introductory survey course who subsequently elect to enroll in one of his/her advanced courses.
- An instructor's grade distributions appear to be very odd—a very high percentage of both A's and F's.
- Almost one-third of the students in a professor's sophomore-level "core curriculum" course drop out and must repeat the course at a later time.

One or more of these examples could provide very misleading information without supporting data from other sources. For example, in the third example above, the professor may continually have a large number of students enroll in a class who are not prepared to perform well in a competitive curriculum. This relatively large attrition rate may not be due to a teaching problem, but may instead reflect the need to reexamine admissions standards or the freshman curriculum. Other institutional records may be useful in further defining this problem. For example, high school records and data examining freshman performance in prerequisite courses may indicate specifically how students are underprepared.

Institutional record data may also be useful in signaling successes in teaching. Reduction in attrition in major courses or greater student preparedness for advanced coursework may indeed be the result of a faculty members' hard work and attentiveness to effective teaching. Again, data from other sources must be used to support claims of special impact.

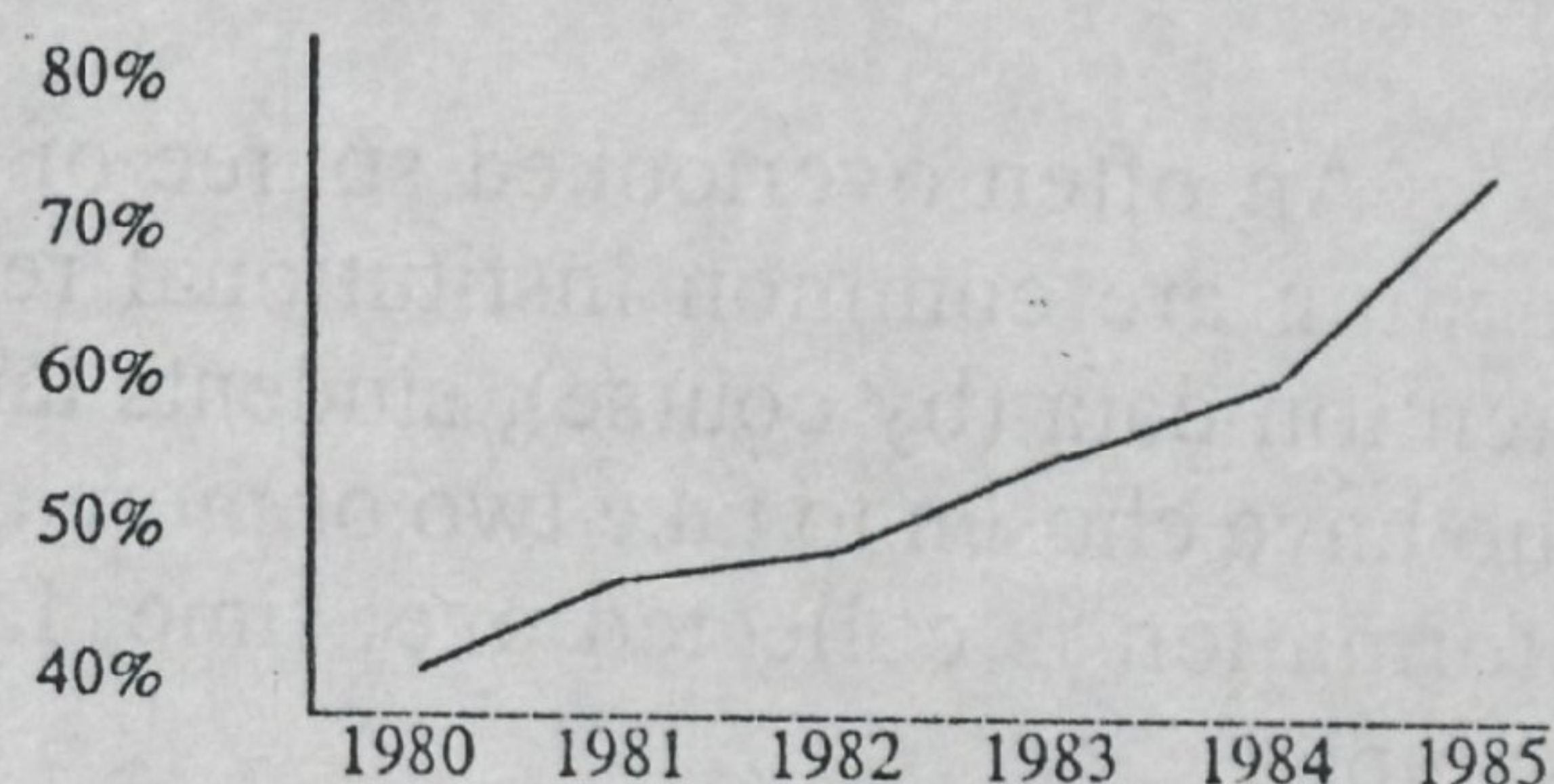
For promotion and tenure decisions, faculty may wish to provide their committee with a summary of relevant data. Besides basic information such as numbers of students taught and advised as described under Self-Assessment/Report,

faculty may wish to list students who have opted to enroll in two or three of their courses. Faculty may also choose to provide commentary on grading practices (if warranted) and to provide background data on students that may help put anomalous situations into perspective.

Names and ID numbers of students who have taken two or more of my elective courses:

- | | | |
|----|--------------|-------------|
| 1. | Mark Goldman | 127-94-8222 |
| 2. | Sarah Grace | 111-44-6666 |
| 3. | Bill Little | 062-18-9191 |

% of my Freshman students who have three or more years of High School Math



Advantages

Longitudinal classroom records are relatively easy to collect and maintain. Copies of enrollment forms and grade lists are routinely available to faculty. Even "unofficial" background data on students (reported by students) can be collected on three by five cards. For example, faculty may wish to poll students about such information as their majors, preparation in the subject area, high school background, and areas of interest, in order to informally monitor trends that may help interpret other data on teaching effectiveness.

Disadvantages

Individual faculty and personnel committees should be cautious not to jump to the most obvious explanation of enrollment or grading trends. A faculty member who gives a large percentage of A's is not necessarily teaching a "gut" course or giving simple exams. (A review of the teacher's syllabus and examinations will shed some light on this situation.) Conversely, a faculty member whose class size is 35% smaller in December than it was in September may be neither an ogre nor a bore. Other data must be used to explain atypical situations.

For Further Reference

Braskamp, Brandenburg, and Ory (1984), pp. 75-76.

TECHNIQUE: CONTENT ANALYSIS OF INSTRUCTIONAL MATERIALS

EVALUATORS: FACULTY AND APPROPRIATE ADMINISTRATORS

Purpose

Most teachers routinely produce a number of documents and non-print materials that may reflect the quality of thought and effort they put into teaching. Included are syllabi (indicating content and/or teaching objectives), examinations and quizzes, reading lists, class assignment lists, student manuals, slides and overhead transparencies, computer programs, and student advising documents. Other documents produced by students, such as theses, papers, and other projects, also may reflect the quality of guidance and supervision provided by faculty outside of the classroom. Faculty colleagues' critiques of these materials are likely to provide a perspective on teaching abilities not obtainable through other means, such as classroom observations.

Peer review of written material for promotion and tenure should be both formal and systematic. Faculty may be required to assemble a portfolio of materials for review. Departments may wish to draft a checklist or protocol to guide the critique of the portfolio by at least two reviewers who are familiar with the candidate's content area. (The candidate also may be given an opportunity to respond to the critiques.) Reviewers outside of the candidate's department may provide an objective point of view, although they will, of course, be unfamiliar with the course content.

Example: Content Analysis Questions

The following list includes questions that might be used to guide the analysis of instructional materials relative to the characteristics of good teaching.

Good organization of subject matter and course

- Does the content appear to be appropriate and relevant?
- Is the content appropriately sequenced and paced?

Effective communication

- Are the course goals and objectives clearly stated?
- Are student assignments well-defined?
- Are grading standards and performance expectations well-defined?

Knowledge of and enthusiasm for subject matter and teaching

- Are texts and other sources appropriate for the course?
- Does the reading list reflect careful selection of sources?
- Are reading requirements appropriate?

Fairness in examinations and grading

- Do examinations promote critical thought and analysis?
- Are the question types (essay, multiple choice, etc.) appropriate for the content and consistent with what was taught?
- Are grading standards applied fairly and consistently?
- Are the exam questions clear and well thought-out?
- Do examinations test course objectives?

Flexibility in approaches to teaching

- Do the course materials suggest creativity and flexibility by including a variety of instructional approaches (e.g., lectures, debates, discussions, field trips, games/simulations, movies/video tapes)?
- Are student assignments and projects varied, and can they be tailored to individual student's interests when appropriate?
- Are other innovative methods employed to encourage faculty-student contact, such as "networking students" and teacher on a computer system to pose and respond to questions, make assignments, etc.?
- Have teaching materials, such as student manuals, study guides, and instructional media been produced? What is their quality?

Appropriate student learning outcomes

- Do student papers, theses, and projects reflect superior guidance and support from the faculty member?
- Does the faculty member make insightful comments about students' work? Does he/she encourage students to excel?
- Are student-produced documents consistent with the course goals and objectives in regard to the course content and level of learning?
- Is there evidence that teaching materials enhance teaching and learning?

Advantages

There are several strengths to this technique. The fact that written products such as syllabi and examinations are submitted for evaluation as part of a portfolio may help to raise quality standards. The technique itself is one of peer review, which many faculty value and respect. Also, the technique provides a relatively rare chance to share a tangible product related to teaching with colleagues. This alone may help to promote, within the department, more frequent discussions about

effective teaching.

Disadvantages

The idea of including peer reviews of teaching-related documents and non-print materials is appealing because of the straightforward nature of the technique. However, the process could be troublesome in a department where personal relationships among faculty are poor. This problem could be offset by including peers from outside the department in the review process.

For Further Reference

Braskamp, Brandenburg, and Ory (1984), pp. 68-69.
Centra (1979), pp. 73-92.