

### Teaching Effectiveness in the University of North Carolina

- I. Purpose. North Carolina G.S. 116-1(b), declares that the mission of the UNC System “...is to discover, create, transmit, and apply knowledge to address the needs of individuals and society” and further specifies that “Teaching and learning constitute the primary service that the university renders to society. Teaching, or instruction, is the primary responsibility of each of the constituent institutions.” Consistent with the directive set forth in state law, the UNC Board of Governors has established the expectation that teaching “...should be the first consideration of all UNC institutions.” The University of North Carolina, therefore, has a primary obligation to provide undergraduate and graduate education of the highest quality. This policy provides the basis for the constituent institutions to formulate policies and processes that ensure, recognize, and reward teaching effectiveness.
- II. Scope. This policy applies to full-time tenured and continuing faculty, as defined in Chapter VI of the Code, whose workload plans include teaching.
- III. Definitions.
  - A. Teaching involves a variety of activities that communicate the knowledge and values and impart the skills necessary for individuals to lead responsible, productive, and personally satisfying lives. Such activities include, but are not limited to, the instruction of organized courses, evaluating students, developing materials for new courses, updating materials for existing courses, developing courseware or other materials for technology-based instruction, supervising undergraduate research and masters’ theses and doctoral dissertations, directing students in co-curricular activities such as plays, preparing and equipping new laboratories, supervision of teaching assistants, supervision of internships and other experiential learning, academic advising, mentoring, providing accommodations to students with respect to their mental health or physical needs, and other activities that support student success.
  - B. Teaching Effectiveness means providing student-centered learning and assessment experiences in line with clearly articulated learning objectives that are relevant to the discipline and the course. It models and fosters critical, analytical, and creative thinking, while both engaging and supporting students cognitively, emotionally, and behaviorally. Effective teaching ensures all students can participate fully and implements regularly revised content via pedagogical techniques that are current, research-informed, and rigorous.
  - C. Annual Evaluations, as defined in UNC Policy 400.3.4, *Policy on Faculty Workload*, Section III. B., are a review of the work of a faculty member by the department chair/head or equivalent relative to the faculty member’s approved work plan as defined in UNC Policy 400.3.4, Section III. C., and the faculty member’s self-assessment.
  - D. Student Feedback includes, but is not limited to, instruments used to gather anonymous responses regarding a student’s experience of a course, including items such as course organization, course materials, teaching methods, and interaction with the instructor of record.

## APPENDIX Z

E. Peer Assessment is a process conducted by faculty peers using elements such as observation of instruction, review of teaching portfolios, and discussions regarding pedagogical goals and methods, to continue to develop a faculty member's instructional skill and practice.

F. Self-Assessment is a process of deliberative review and critical evaluation of one's own work, while identifying specific strategies for improvement. Self-assessment shall be designed to provide a summative review of the faculty member's teaching as well as to identify formative strategies to continue developing skill in teaching.

G. Post Tenure Review, pursuant to UNC Policy 400.3.3, *Performance Review of Tenured Faculty*, is a comprehensive, periodic, cumulative review of the performance of tenured faculty members that shall encompass and include the use of annual evaluations.

### IV. Required Elements for Developing Institutional Policies and Processes on Teaching Effectiveness.

A. Each institution shall establish policies and processes that define, encourage, and measure teaching effectiveness in accordance with the mission of the institution. Institutions may consider the specific requirements of colleges, schools, departments, other academic units, and academic disciplines in establishing these policies.

B. Faculty whose work plans include teaching shall be required to demonstrate teaching effectiveness in accordance with applicable institutional policies. Institutions shall use multiple inputs to assess a faculty member's teaching effectiveness and to further develop a faculty member's instructional practice. At the minimum, inputs shall consist of: (1) peer assessment, (2) student feedback, and (3) self-assessment. These inputs shall be utilized, as appropriate, in annual evaluations and comprehensive reviews, including reviews for promotion and post-tenure reviews or reviews for extension of appointment, if applicable.

C. The constituent institutions shall train faculty members, department chairs, academic unit heads, deans, and other administrators on how to effectively use these inputs to enhance pedagogy, the student learning experience, and student academic success.

D. Constituent institutions shall offer and encourage professional development opportunities for all faculty members focused on teaching effectiveness.

E. Constituent institutions shall develop appropriate rewards in recognition of teaching excellence.

F. The University of North Carolina System Office shall create and maintain an electronic resource center related to teaching effectiveness in personnel decision making to support constituent institutions in developing training regarding upholding these principles.

### V. Outcome and Update Requirements.

A. In policy and procedures, constituent institutions shall ensure that teaching effectiveness is a component of all reviews of faculty whose workload plans include teaching, including annual faculty evaluations, reappointment and promotion considerations, and post-tenure review.

## APPENDIX Z

B. The chief academic officer at each institution, however titled, shall work with faculty via the representative body of the faculty to review and update, as needed, policy and procedures on teaching effectiveness on a regular timeline in accordance with appropriate institutional policies.

### VI. Other Matters.

- A. **Effective Date.** The requirements of this policy shall be effective with the 2024-2025 academic year. Institutions shall have internal policies in place at the beginning of that academic year.
- B. **Relation to Federal and State Laws.** The foregoing policy as adopted by the Board of Governors is meant to supplement, and does not purport to supplant or modify, those statutory enactments which may govern or relate to the subject matter of this policy.
- C. **Regulations and Guidelines.** This policy shall be implemented and applied in accordance with such regulations and guidelines as may be adopted by the president.
- D. **Periodic Review.** Each institution shall review their institutional policy at least every five years and submit a copy of that review and any changes made to the president.
- E. **Approvals.** All policies and procedures required under this policy must be submitted by the constituent institutions to the UNC System Office and approved by the president.

\*Supersedes and replaces the prior UNC Policy 400.3.1, "Tenure and Teaching in the University of North Carolina" as this version was approved by the Board of Governors on **MONTH DATE, YEAR**.