

## *New Policy*

***This institutional policy aligns with the Regulation on Teaching Effectiveness 400.3.1.1 [R] adopted 03/26/24 and the UNC Policy Manual 400.3.1 Adopted 01/25/24.***



### **NORTH CAROLINA A&T STATE UNIVERSITY**

### **CHAPTER 300 – ACADEMIC AFFAIRS**

### **ADMINISTRATIVE POLICY AP323, TEACHING EFFECTIVENESS**

#### **SECTION AP323.1 POLICY STATEMENT**

Teaching is the primary responsibility of each constituent institution of the University of North Carolina System. To support its mission, North Carolina Agricultural and Technical State University (NC A&T) has a responsibility to offer high quality, accessible instruction to students, and to regularly evaluate the teaching of full-time faculty members, provide professional development, and provide appropriate rewards in recognition of teaching excellence.

#### **SECTION AP323.2 PURPOSE**

This Policy defines encourages, and measures teaching effectiveness in accordance with the University’s mission and goals, and pursuant to UNC System Policy 400.3.1, [UNC Policy 400.3.1, Teaching Effectiveness in the University of North Carolina](#) and [UNC Policy 400.3.1.1\[R\], Regulation on Teaching Effectiveness.](#)

#### **SECTION AP323.3 SCOPE**

This Policy applies to all full-time faculty with instructional duties.

#### **SECTION AP323.4 DEFINITIONS**

- (1) “Academic unit” means academic department, professional school, or an equivalent constituent unit of an institution.
- (2) “Faculty” means employees of N.C. A&T appointed to carry out instruction. For purposes of this policy, full-time faculty with instructional duties includes tenured and tenure-track faculty, non-tenure track faculty, specifically teaching faculty, and other full-time non-tenure track faculty with instructional duties, such as clinical, practice, extension faculty and Library Services faculty.

## **SECTION AP323.5 TEACHING EFFECTIVENESS EXPECTATIONS**

- (a) All full-time faculty (tenured, tenure-track, non-tenure track) shall undergo annual assessments of teaching effectiveness that include Student Feedback on Faculty Instruction, peer assessment, and self-assessment. Information and adjustments based on the assessments must be referenced in the five-year plans and annual workload plans, as well as faculty success plans, as relevant.
- (b) Unless specified by the college or school based on personnel capacity to conduct peer- and self-assessments of faculty, part-time, adjunct, and visiting faculty shall be assessed only with the Student Feedback on Faculty Instruction survey for every course to which they are assigned; and through Department Chairs' annual evaluation letters.
- (c) Colleges must summarize all assessments in a report at the end of each academic year and submit the summary report to the Office of Strategic Planning and Institutional Effectiveness (OSPIE). The individual reports (per faculty member) should be used by faculty, Department Chairs and Deans as information for annual performance reviews, reviews for promotion in rank and/or tenure, and post-tenure review.

## **SECTION AP323.6 VARIATIONS IN REQUIREMENTS**

- (a) Assessment of teaching effectiveness must be conducted using the uniform tools and processes provided by the Office of the Provost. NC A&T will use one uniform set of tools and processes that align with UNC System policies. These tools and processes will be developed by the Center for Teaching Excellence, Extended Campus and the Office of Faculty Affairs.
- (b) Units with clinical, practice, extension or Library Services faculty may supplement the uniform assessment instruments with additional items specific to their mission and goals. These supplemental items must be approved by the Office of the Provost, specifically, the Center for Teaching Excellence, Extended Campus, and the Office of Faculty Affairs, as applicable.

## **SECTION AP323.7 ROLES AND RESPONSIBILITIES**

- (a) The Provost and Executive Vice Chancellor shall:
  - (1) Assign responsibility for developing the uniform tools and processes for the evaluation of teaching effectiveness for online and in-person courses to the Center for Teaching Excellence, Extended Campus and Office of Faculty Affairs.
  - (2) Review and approve variations for clinical, practice, extension, and Library Services faculty;
  - (3) Conduct annual training of personnel who submit, review and approve, and/or conduct faculty assessment of teaching effectiveness;
  - (4) Implement a verification system to ensure completion of annual training by all personnel

who conduct, review and approve assessments; and  
(5) Provide a summary annual report template to facilitate reporting by Colleges to OSPIE.

- (b) The Dean of each college or school must:
- (1) Ensure awareness of this Policy and its requirements through college- or school-wide meetings and department meetings;
  - (2) Develop processes to track and manage the use of uniform tools and processes associated with the assessment of teaching effectiveness;
  - (3) Review and approve variations for clinical, practice, extension and Library Services faculty;
  - (4) Ensure Department Chairs and faculty complete assessment training on or before June 30<sup>th</sup> of each year beginning 2026. In 2025, training modules must be completed on or before February 15, 2025; and
  - (5) Ensure submission of summary annual reporting for assessment of teaching effectiveness to OSPIE.

### **SECTION AP323.8 CONDUCTING TEACHING EFFECTIVENESS ASSESSMENTS**

- (a) Student Feedback on Faculty Instruction must be conducted for every course a faculty member teaches each semester, using the OSPIE-approved EvaluationKit.
- (b) The Student Evaluation of Faculty Instruction should occur within the last week of classes and must be anonymous. Students should be encouraged to complete the survey as a means to provide anonymous and constructive feedback to improve instruction.
- (c) In order to uphold the integrity of the evaluation, faculty shall not provide incentives to students to complete the survey (e.g., extra credit, gifts or other rewards).
- (d) Peer assessments should be conducted such that at least one course a faculty member teaches is assessed each academic year. Every effort should be made to assess different courses taught by the same faculty member over a four-year period.
- (e) Each department must release a peer assessment assignment table and courses to be assessed no later than two weeks after the beginning of each semester; and peer assessments should begin thereafter. An exception is made for Spring 2025 as follows: peer assessment assignment tables should be submitted to faculty no later than February 28, 2025. Peer assessments should begin on or before March 3, 2025.
- (f) Peer assessors must provide a summary assessment using the uniform peer assessment tool to the respective faculty member and their Department Chair by the last class meeting in the semester in which the assessment occurred.
- (g) Faculty self-assessment of teaching effectiveness should be based on the faculty member's reflection on teaching practice, course design, student engagement, and any items addressed in the EvaluationKit and peer assessments. Self-assessments must be submitted on an annual basis to the Department Chair when the Faculty Activity Report.
- (h) Similar to Student Feedback on Faculty Instruction, peer assessment and self-assessment reports shall be considered in the following reviews (1) annual evaluations; (2) reappointment, promotion and tenure; and (3) post-tenure review.
- (i) Actions associated with improvements of teaching effectiveness will be included in the (1) five-year plan; and (2) faculty success plan upon receipt of a "does not meet" rating for post-tenure review.

## **SECTION AP323.9 COMPLIANCE**

Non-compliance with this Policy may result in imposition of sanctions, reduction in rank, and/or termination.

### **POLICY HISTORY:**

*Eff. November 1, 2024*

**AUTHORITY:** Chancellor

**POLICY OWNER:** Provost and Executive Vice Chancellor for Academic Affairs

**RESPONSIBLE OFFICE:** Office of the Provost and Executive Vice Chancellor for Academic Affairs

### **RESOURCES:**

[UNC Policy 400.3.1, Teaching Effectiveness in the University of North Carolina](#)

[UNC Policy 400.3.1.1\[R\], Regulation on Teaching Effectiveness](#)

[UNC Policy 400.3.4, Policy on Faculty Workload](#)

[UNC Policy 400.3.4\[R\], Regulation on Faculty Workload](#)

[Administrative Policy AP321, Faculty Workload](#)

[OSPIE Course EvaluationKit](#)