

CHHS Guidance for Assurance of Teaching Effectiveness

Teaching is the primary responsibility of The University of North Carolina and each of its constituent institutions.

The College of Health and Human Services (CHHS) assures Teaching Effectiveness by moving beyond minimal expectations outlined in the [UNC Charlotte Academic Policy: Teaching Effectiveness](#).

1. **Student Feedback:** All instructors will provide their students with the opportunity to respond to electronic Student Feedback forms available through Academic Affairs at the end of each semester. To encourage a high response rate, instructors are expected to reserve the first 15 minutes of one of their classes in the last two weeks of semester (not during the exam period) and to step out of the room (in person or virtual) to allow students protected time and privacy to complete the survey on their electronic devices.
2. **Peer Observations of Teaching:** In CHHS, all faculty who teach (all tracks, ranks, and FT or PT) are considered “peers” in terms of their shared responsibility for and commitment to high quality, accessible teaching. That said, the [University Policy](#) makes a single clarification: tenure-track Assistant Professors may not serve as a peer in the assessment of a tenured colleague. Regardless, we view Peer Observations of Teaching as bi-directional opportunities for both faculty members(observer, instructor) to engage in a robust discussion to advance their shared pedagogical practice at any stage of their professional development. The [University Policy](#) also sets out minimal expectations for timing of these required observations by track/rank for strictly evaluative purposes, but in CHHS we encourage annual observations to build relationships, promote a culture of teaching excellence, and continually advance our craft.
3. **Self-assessment:** We embrace self-reflection and critical evaluation of one’s own pedagogical practice in order to continuously improve and progress toward mastery.
4. **Professional Development and Training:** All faculty with teaching workload are expected to engage in annual professional development and training opportunities to enhance their pedagogical practice. The Center for Teaching and Learning is an excellent on-campus free resource and benefit for our instructors. When feasible, our College releases additional funds for summer stipends that faculty may apply for to enhance their craft to align with high-impact practice and other strategic student success initiatives (e.g., artificial intelligence, inter-professional practice, study abroad).
5. **Faculty Rewards and Recognition:** We actively nominate faculty for University awards and our College Faculty Organization also recognizes teaching exemplars and award winners in a number of categories annually at our Spring All-College Meeting. We also host an annual Adjunct Faculty Appreciation Breakfast.
6. **Annual and Regular Comprehensive Evaluation:** Evidence in support of each of the items listed above is submitted by February 01 each calendar year as part of the Faculty Annual Reviews (FARs). Collectively, FAR forms provide the evidence faculty use to prepare dossiers for reappointment, promotion, tenure, and post-tenure reviews.