Resolution on Faculty Responsibility for Assessment
Approved by the UNC Faculty Assembly
January 18, 2013

Whereas, the UNC Board of Governors is proceeding through the strategic planning process for 2013-18, defining current and future priorities, examining resource allocation, and seeking efficiencies; and

Whereas, the faculty of the UNC system embody the University’s commitment to help North Carolina respond to changing state needs and economic challenges; and

Whereas, our regional accrediting agency, the Southern Association of Colleges and Schools (SACS), requires that the institution place primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty; and

Whereas, the University already applies a robust, diverse and mission appropriate set of student learning outcomes; and

Whereas, the faculty are leaders in the development and utilization of technology and new teaching pedagogies; and

Whereas, single measures such as the Collegiate Learning Assessment (CLA) or other standardized exams have been established as inadequate measures of the depth and breadth of general education programs; and

Whereas, institutional average scores on the CLA and similar exams are highly correlated with the institutions’ average SAT scores, hence provide no new information; and

Whereas, SACS and other accrediting bodies periodically and comprehensively examine and affirm the quality of educational programs, and require that the faculty lead the assessment of the academic programs of the University;

Therefore, Be It Resolved That the strategic plan must endorse the expertise and control of the faculty in selection of the appropriate method of delivery and assessment of academic programs; and

Be it Further Resolved That the strategic plan must reflect that the faculty, in their role as educational experts and as those charged with ensuring the highest academic quality programs, are the primary body to select, design, and assess all academic programs.