



External Review Process and Payment Guidelines

External review is an important component of UNC's comprehensive program review process. For this reason, the University has allocated \$1,000 per program to cover the costs associated with the external review visit. The process for selecting and paying the external reviewer is outlined below.

External Review Process

1. Selecting the external reviewer
 - a. The ideal reviewer will possess the following characteristics:
 - Knowledge about the discipline, including current trends
 - Experience in an institution/department similar to your program and the university's characteristics
 - Experience administering a program at the chair or director level
 - Experience with program evaluation and/or consultation
 - Ability to provide an objective evaluation of the program (former students or faculty members may not serve as external reviewers)
 - b. The program should provide the Dean a list of three to five potential reviewers and consult with the Dean's office for any additional requirements within the College.
2. The reviewer's stipend
 - a. The Office of Assessment will provide an honorarium in the amount of \$1,000 for the external reviewer.
 - b. Costs exceeding \$1,000 must be paid from the program's or College's operating funds.
3. Conducting the review
 - a. Prepare and complete a signed scope of work document specifying the nature of the work, confidentiality of the review process, work product to be delivered, and timelines. Sample templates are available from the Office of Assessment.
 - b. Work with the College's Business Operations Manager or Accounting Specialist to complete the Independent Contractor documents required for payment (see additional information in item 4 below).
 - c. Provide the reviewer with an electronic file of the following documents:
 - Current curriculum, course descriptions and syllabi, and courses offered over the review period;
 - Assessment plan, curriculum map, and assessment results;
 - De-identified samples of senior-level papers for undergraduate students and theses, capstone projects, or dissertations for graduate students;
 - Faculty CVs downloaded from Digital Measures; and
 - Any other materials requested by the reviewer and/or determined by the program as beneficial for completing the evaluation.

- d. The reviewer should meet virtually with the following groups and individuals:
 - Program coordinator, chair, or director
 - Program faculty (including adjuncts and non-tenure track where possible)
 - Students
 - College Dean
 - e. The reviewer should provide a written report to the program by the deadline specified in the scope of work document. The report should include the following:
 - Reviewer's name, title, and affiliation
 - List of individuals/groups with whom reviewer met
 - List of documents reviewed
 - Description of program strengths and recommendations for improvement of the program's
 - Curriculum
 - Assessment practices
 - Faculty qualifications and contributions in the areas of teaching, RSCW, and service
4. Preparing and processing payment forms
- a. After the reviewer is selected, the reviewer scope of work document and Independent Contractor forms are completed. The Independent Contractor Agreement Form should be downloaded from the Purchasing website. The form part 1 is completed by the Accounting Specialist and reviewed and approved by the Dean. Part 2 of the Independent Contractor Agreement form is forwarded to the reviewer to complete. \$1000 is paid by the Office of Assessment fund/org/program code (10466 34100 72130 4420). Any additional costs will be paid by the program.
 - The College's Accounting Specialist should verify if the reviewer has ever been paid by UNC.
 - If the reviewer has been previously paid, a W-9 is not needed. Locate the bear number for the individual (search in Insight, FIN016, Vendor W9 Received Report).
 - If this is the first time paying the reviewer, the Accounting Specialist will email the W-9 form to the reviewer to fill out. The reviewer will send it back to the Accounting Specialist.
 - All of the paperwork (W-9, Part 1 and Part 2 of the Independent Contract) may be submitted at one time through Insight to Accounts Payable.
 - The issuing College should complete the Independent Contractor Form Part 1. FOAP approval provided by Academic Effectiveness: 10466 34100 72130 4420 – BOM (Brenda Schuch) or Kim Black.
www.unco.edu/purchasing/forms/independent_contract_part1.pdf
 - The reviewer should complete Part 2 of the Independent Contractor Form.
www.unco.edu/purchasing/forms/independent_contract_part2.pdf
 - b. The Dean's Office will review the agreements and collect any additional needed documents.
 - c. The Independent Contractor Agreement Form Part 1 and Part 2 must be received by Accounts Payable at least two weeks before the contract start date. AP will not process payment until you notify AP that the reviewer's report has been received.

Question Bank for External Reviewers

External reviewers provide an objective perspective that is valuable for assisting both programs and the university in evaluating program strengths and challenges. Programs and their reviewers often find it helpful to use a set of questions as a framework for conducting the external review. Programs may draw from the sample questions below and/or add their own questions to facilitate a meaningful review. The question list developed by the program should focus on issues of interest and concern that emerge from the self-study process. Most programs and their reviewers will find it useful to limit the list to no more than ten key questions.

Questions about Program Mission

1. Does the program have a clear sense of its mission?
2. Do students and other stakeholders understand the program's mission?
3. Is there evidence that the program uses its mission to make planning, curriculum, and resource decisions?

Curriculum and Instruction

1. Does the curriculum reflect the appropriate depth, breadth, and challenge for the discipline and degree level?
2. Is the curriculum aligned to well-defined program-level learning outcomes and designed to ensure that every student enrolled in the major has an opportunity to attain these outcomes?
3. Does the curriculum reflect current developments in the field and adequately prepare students for future careers and/or advanced study?
4. Does the program have effective assessment processes for monitoring student learning outcomes and using assessment data to determine and refine curricular content?
5. For programs with campus-based, online, and/or offsite degree offerings, is the curriculum the same whenever and however it is delivered?

Graduate Programs

1. What is the overall quality of the graduate program?
2. How does the quality of the graduate program compare with high-ranking programs in other institutions?
3. Does the graduate program provide adequate opportunities for all enrolled students to acquire the research, teaching, and professional experiences appropriate to the discipline?
4. What is the demand for program graduates after they complete the degree?
5. For doctoral programs, are students producing high quality dissertations that reflect current and relevant research in the discipline?

Faculty

1. Do all faculty (adjunct, T/TT, lecturer, etc.) possess the appropriate credentials for delivering instruction in the discipline?
2. Are teaching assistants and adjuncts appropriately trained, supervised, and evaluated in their instructional activities?
3. Is there an appropriate number and balance among faculty subspecialties to fully deliver the program's curriculum, graduate and undergraduate degrees, and emphasis areas?
4. How does the research, scholarship, and creative work done by the faculty compare to faculty at peer institutions?

5. Do the latest faculty appointments and promotions represent careful planning with respect to the mission and goals of the program and its curricular offerings?
6. How effective are the program's efforts with regard to professional development and growth, particularly among junior faculty?
7. Is there an appropriate balance between teaching, research and service responsibilities for individual faculty and across all faculty in the department?
8. How effective are the program's leadership, organizational, and governance structures and processes?

Students

1. Does the program provide an appropriate learning environment and sufficient opportunities to interact with faculty in and out of the classroom?
2. Does the performance of students, as evidenced by papers, examinations, dissertations/theses, or other projects indicate satisfactory preparation in the discipline?
3. Does the program provide effective academic and career advising and guidance?
4. Do students have sufficient opportunities to acquire the knowledge and skills appropriate to the degree level and discipline?

Resources

1. Does the program have adequate technology to deliver its curriculum and promote learning outcomes relevant to the discipline?
2. Does the program have sufficient resources relative to the degrees and emphasis areas offered, students served, faculty, facilities, and demand for graduates?

General Questions

1. How would you describe the overall quality and performance of this program?
2. What are the program's strengths? Are there any characteristics that distinguish the program as a leader in the discipline?
3. What are the greatest weaknesses or challenges facing the program now and in the next five years?
4. What changes do you anticipate in the discipline that would impact the program in the future?
5. How would you describe the morale and atmosphere in the department?
6. Where should the program focus its energy and resources in the next five years?
7. What improvements would be possible without additional resources?
8. What improvements can only be addressed through additional resources?