

VII. COPY OF THE CHARGE LETTER PROVIDED TO THE PROGRAM REVIEW TEAM

September 1, 20xx

TO: Program Review Team

RE: Charge to the Program Review Team—Department of X
PROGRAM REVIEW: SEPTEMBER 19-21, 20XX
(CHAIR)

Dear «Greeting»:

Thank you for agreeing to serve as part of the Program Review Team for the UNC-Chapel Hill «Full_Program_Name» Program Review site visit. We appreciate the time you are devoting to assist us in our program improvement efforts at Carolina and hope that your time on campus is as rewarding to you as I know it will be for us. We write now to offer a few guidelines for your work as you prepare to review this Program.

REVIEW TEAM REPORT AUDIENCE AND SCOPE OF THE REPORT

We ask the Team to prepare a report of its findings and recommendations to be submitted to the Dean of The Graduate School within one month of the scheduled site visit. It will be circulated to the Provost, the School's Dean(s), and the leadership, other administrators, and faculty of the Program. From past experience, we found that a report of ten to fifteen pages has been most helpful, but the Team is encouraged to be as thorough in its assessment of the Program as possible. The report should reflect an assessment of mission, curriculum, faculty, students, leadership, support and resources, and strategy for the future. Some guiding questions for each of these areas follow. Where reference is made to peer institutions, please bear in mind that we mean America's leading research universities.

THE MISSION FRAMEWORK FOR THE REVIEW

Assess the stated mission of the Program. Is it realistic and feasible? Does it meet the needs of the profession for scholarship, service, and research? Use the mission as the framework for assessing other components of the Program.

THE CURRICULUM ADEQUACY OF THE CURRICULUM TO MEET THE NEEDS OF THE DISCIPLINE

For programs with both graduate and undergraduate curricula, please review in terms of the stated mission of the Program and your understanding of the needs of the profession. Look at the breadth and depth of content, integration, and preparation for professional life in the 21st century. Review the balance between required and elective courses; the progression of courses, seminars, research opportunities and integrative projects; the timeliness of course offerings; opportunities for engagement and service; the outcomes related to student

learning assessment; and any other factors you feel are relevant to constructing a strong curriculum. Feel free to make suggestions for additions or deletions in specific areas.

For graduate studies, consider the course structure and offerings for each program area; the size of the program; the balance between coursework and research for each program area; and the length and time to degree of the Program relative to its stated goals.

For undergraduate studies, consider the size of the program; requirements and student opportunities within the major; and the preparation for a professional career or further graduate study.

THE FACULTY TEACHING AND RESEARCH STRENGTHS OF THE FACULTY

Please review faculty size, quality, and distribution by field of expertise in relation to the Program's stated mission. Consider how the portrait of the faculty relates to the University's commitment to maintain a diverse population (e.g., gender, underrepresented populations).

Consider both faculty and student evaluations of teaching, as well as whether there are sufficient opportunities for faculty to improve their teaching skills. Look at the faculty's research strength as compared to that of faculties at peer institutions. Assess whether faculty research is effectively integrated into teaching. Provide opinions on opportunities for public service and engaged scholarship, where appropriate.

Consider the extent and adequacy of mentoring policies and practices, by reviewing the clarity/transparency of the Program's promotion and tenure policies. Please give us feedback on whether faculty compensation and rewards are appropriate in comparison to peer institutions. Take into account the morale of the faculty and collegiality within the Program. If funding levels were to change, which areas of scholarship and research should have priority?

THE STUDENTS QUALITY OF THE STUDENT EXPERIENCE; CAREER PLACEMENT UPON GRADUATION

For programs with both graduate and undergraduate students, please assess standards of student scholarship and research as compared to peer institutions; student morale; and the placement of graduates. Consider the distribution of students in relation to the University's commitment to maintain diversity (e.g., gender, underrepresented populations).

For graduate students, consider the adequacy and types of student funding, the quality of advising and mentoring, and the opportunities for interaction with faculty. For undergraduate students, consider the major offerings outside the classroom, the quality of student advising, and the preparation for future careers. Talk to students to elaborate upon information from the self-study document you received; determine if students feel they can participate effectively to improve or revise the program.

LEADERSHIP, ADMINISTRATIVE SUPPORT, FACILITIES, INSTITUTIONAL RELATIONSHIPS ADEQUACY OF FACILITIES IN THE PROGRAM, SCHOOL, AND UNIVERSITY; WORKING RELATIONSHIPS WITH OTHER UNITS ON CAMPUS AND IN THE NATION

Assess the effectiveness of the Program's internal organization for governance and administration. Look at the adequacy, currency, and distribution of space, equipment, staff,

and support services, especially related to achieving the Program's stated mission. Comment on the extent and effectiveness of relationships with other academic and research units, both on campus and in the larger disciplinary community. Include relationships in the local community, the state, nationally, and abroad.

THE FUTURE THE RATIONALE FOR, AND FEASIBILITY OF, THE PROGRAM'S PLANS FOR THE FUTURE

Are the Program's plans for the future realistic, reflecting the needs of the discipline? What are the areas in which significant new developments in education and research are likely to occur in the next five to ten years? Assess whether the Program is positioned to capitalize on these developments. Do you have recommendations for growth, retraction, and other change? What specific recommendations do you have to strengthen our Program?

THE SELF-STUDY THE ACCURACY AND THOROUGHNESS OF THE PROGRAM'S SELF-STUDY

The Program's self-study documents were prepared following established guidelines to help the Program assess itself in light of its stated mission. Your package includes a copy of the review process as it was described to the Program. Consider the thoroughness of the Program's response to the guideline questions, the strengths and weaknesses of the Program's self-assessment, whether you have sufficient data to make recommendations, and whether the self-study not only *describes* the Program, but *evaluates* the Program as a basis for strategic planning. If there are gaps or absences, please note them.

We hope the provided materials will assist you in crafting a thorough and fair review of our Program. We ask that you treat all review documentation with professional courtesy, especially any sensitive or confidential information. The following materials are either enclosed in this mailing or can be reviewed online:

- A copy of your Travel Confirmation Memo
- Program Review Team Contact List
- Program Review Self-Study
- "Program Review at UNC-Chapel Hill" (or http://gradschool.unc.edu/program_review/)
- Graduate School Handbook (or <http://gradschool.unc.edu/handbook/>)
- The Graduate Record (<http://www.unc.edu/gradrecord/>)
- For additional information, please see: <http://gradschool.unc.edu/>

Thank you for agreeing to serve as chair of the Team; we appreciate your willingness to take on the task of facilitating the preparation of the Team's report. The final site visit schedule and your honorarium check will be included in the packet of materials held for your arrival at the Carolina Inn. We look forward to your arrival in a few weeks.

With all best wishes,

Steve Matson
Dean, The Graduate School

Stephanie Schmitt
Associate Dean for Academics, The Graduate School