Program Review Process Manual

November 2021

Reviewed by APC November 2021

Program Review Process

University College of the North believes in the comprehensive and cyclical formal review of its academic programs. Program reviews are integral to ensure the academic integrity and quality of UCN programs. The program review process ensures that academic programs maintain academic excellence and are responsive to the students and communities served by UCN.

This process aligns with UCN policy AC-03-01 Program Reviews.

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Introduction

The UCN Program Review process is a quality assurance strategy intended to ensure that the content, structure, learning outcomes, teaching and learning activities, assessment, and delivery of programs are current, appropriate, and meet the needs of both students and stakeholders. Program reviews ensure that programs maintain academic excellence, fulfil their purposes, and continue to be strengthened. The program review process also provides an opportunity to assess the program's alignment with the mandate, mission, and vision of UCN.

The review process is informed by policy AC-03-01 *Program Review* which falls under the purview of the Academic Planning, a standing committee of the Learning Council. The policy dictates the frequency of program reviews. The program review scheduled will be reviewed and approved annually by the Senior Administrative Leadership Team

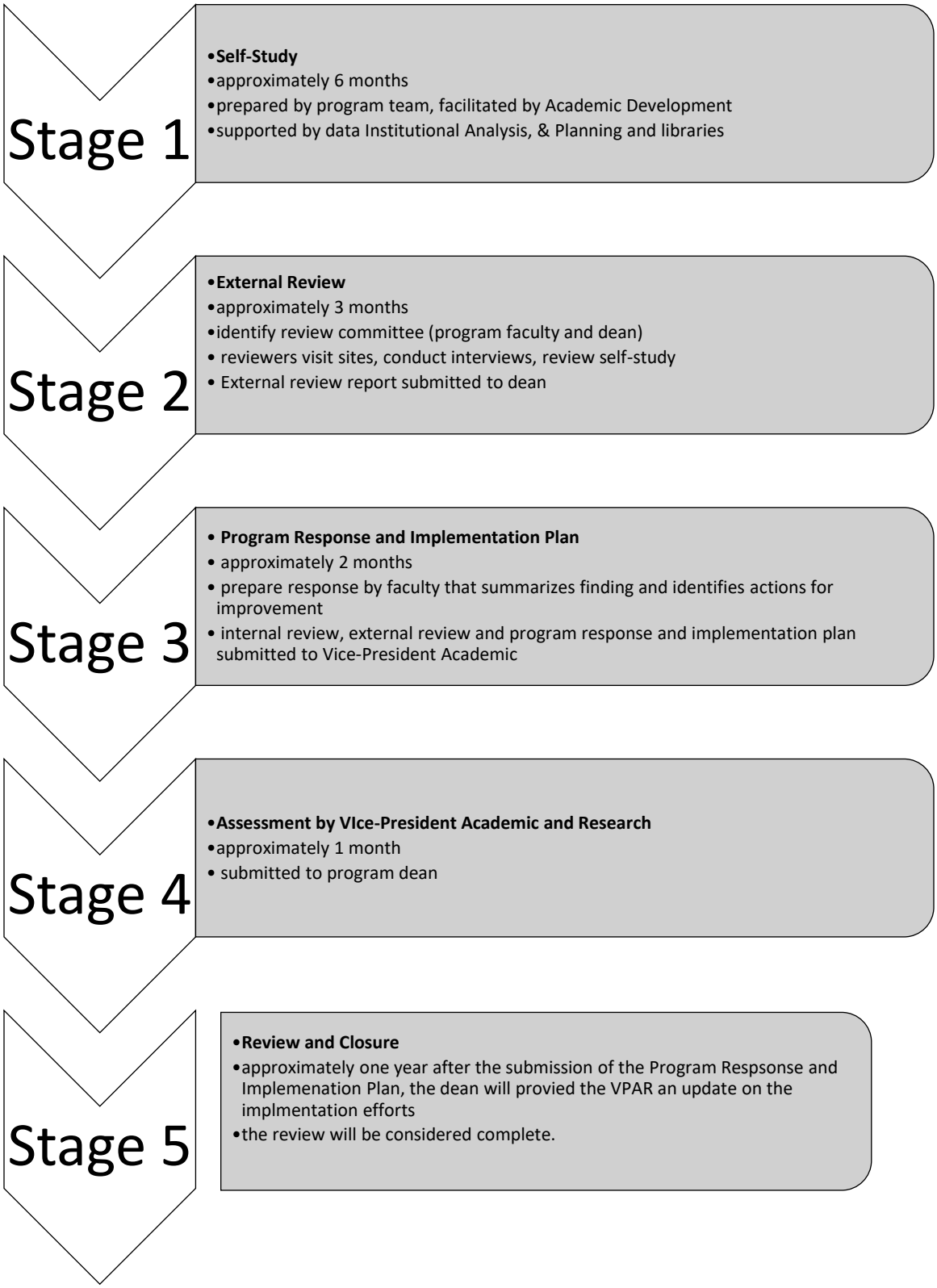
The program's dean and faculty have primary responsibility for the completion of the review. However, Academic Development staff will facilitate and actively support the process including the provision of supporting data and documentation.

This manual describes the approved program review process. The process is intended to be collaborative, constructive, and iterative. The process is divided into five stages:

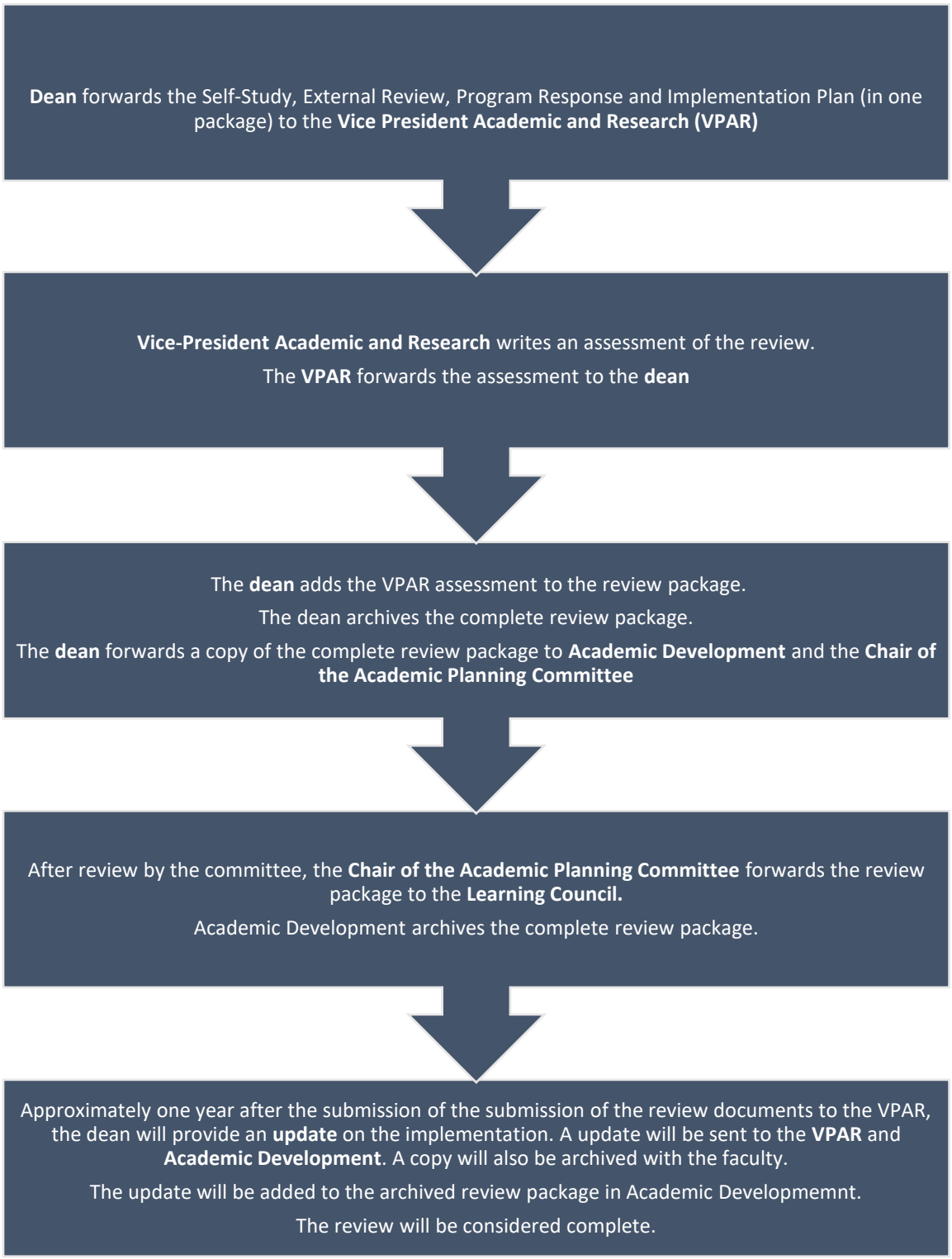
1. An internal self-study report – undertaken by program faculty and leadership
2. An external review – conducted by individual external to UCN who have program area expertise
3. A program response and implementation plan – developed by the faculty that summarizes findings and identifies recommendations for improvement
4. As assessment by the Vice-President Academic and Research (VPAR)– provides an institutional response and assessment of the review
5. Review and closure – approximately one year after the program response and implementation plan were submitted to the VPAR, the dean will provide a implementation plan update to the VPAR and Academic Development.

The review process should take approximately twelve months to complete. The complete review document will be archived with the program's dean and with Academic Development.

Overview of the Program Review Process



Routing of Documents - Overview



Stage 1: Self-Study

- approximately 6 months
- prepared by program team, facilitated by Academic Development
- supported by data from Institutional Analysis, & Planning and libraries

Based on the program review schedule, the program dean will initiate the program review process. The dean will connect with a member of the Academic Development department to discuss the process, to determine responsibilities, and to establish a schedule.

The first stage of the review process is the completion of the self-study. The self-study is intended to evaluate the curriculum and program delivery; to assess the program in relations to UCN's mandate, vision, and mission; and to create a holistic understanding of the program. The process requires that faculty work collaboratively to analyze and critically assess the program.

The following seven areas will be examined by faculty through the self-study:

1. Program Overview and History
2. Curriculum Analysis
3. Student Analysis
4. Physical Resources Analysis
5. Human Resource and Financial Analysis
6. Community Connections
7. Challenges and Opportunities

Questions and prompts to explore each of these areas are provided in this document. The expectation is not that faculty respond to every question or prompt, rather that the faculty use the questions to generate discussion and new perspective about the program. This guide has been designed to apply to the diverse programs offered by UCN.

Prior to embarking on the self-study, the program faculty is encouraged to review all of the components of the self-study.

The program dean, supported by Academic Development, will create a ***Self-Study Report*** based on the information gathered through the self-study. The self-study report should be completed within six months of the start of the review.

As the self-study is in progress, the dean and faculty should nominate potential reviewers for the external review.

Area 1: Program Overview and History

This section presents basic information about the program and provides the current context of the program.

1.1 Program Description

Program name, faculty, credential

Program's purpose / mission / aim/ mandate/ philosophy / outcomes

What role does the program play in fulfilling UCN's mandate, mission and vision?

Highlight specializations and innovative features

On which campuses is the program offered? Is community-based delivery possible?

Indicate how the program operates in collaboration with other UCN programs.

1.2 Program History

When was the program implemented at UCN?

Provide information about major changes to the program since its inception (e.g. locations offered, significant enrollment changes, program revisions, etc.)

1.3 Actions toward Reconciliation

How is the program incorporating the TRC Calls to Action? Specify the Calls the program is incorporating or will incorporate.

Does the program embed reconciliation into its purpose, mission, philosophy, outcomes, etc.?

Area 2: Curriculum Analysis

This area is a critical examination of the program's curriculum.

2.1 Admission Requirements

List the admission requirements for the program.

Are the current admission requirements appropriate for the program?

How do the current admission requirements contribute to student success?

Should any of the admission requirements be changed?

What recruitment/admission activities/strategies do you have/plan to have to encourage student enrollment?

Do the admission requirements create a barrier for potential incoming students? Outline the challenges and strategies to overcome those.

If the program is oversubscribed, describe how the admissions process ensures fairness.

Describe any transfer credit established for program admission/advanced standing.

Are there any opportunities to create advanced standing pathways for students interested in transferring into the program?

2.2 Program Structure

Describe the requirements for successful completion of the program.

Identify the foundational knowledge and skills acquired through the program.

Identify the program outcomes. Have the course outcomes been mapped to the program outcomes?

Should the course requirements and other requirements be revised?

How does the program ensure that graduates leave the program with similar knowledge and skills, regardless of the program delivery location or delivery method?

2.3 Program Courses

Complete the following chart. Include all courses that are part of the program.

Course List				
Course No.	Course Name	Credits Hrs	Compulsory or Elective	Learning Outcomes

Do the courses work in consort to create cohesion in the program?

Have the courses been reviewed to ensure relevancy?

Are new courses needed? Should courses be deleted?

Are key knowledges and skills taught and reinforced progressively throughout the program?

Are certain topics or skills over emphasized? Are important topics or skills not included?

Are the same course learning outcomes used by every instructor or professor?

2.4 Indigegogy and Indigenous-specific teaching and learning approaches

Describe how the program ensures students develop competency and have opportunity in:

- Holistic learning, mediated by relationships
- Learning enhanced by responsive instructional practices
- Learning incorporating engagement and reflection
- Learning through land-based approaches

- Learning including local, traditional, and Indigenous knowledges, theory, practice and method

Describe how learning opportunities on Indigenous knowledge have been incorporated into the curriculum.

How does the program create an Indigenous-inclusive learning environment vis a vis elders, community knowledge keepers, instructional staff and students?

What supports does the program have access to for integrating Indigenous knowledge, indigegogy and Indigenous-inclusive learning environments? What supports does the program need?

What are the key challenges and opportunities the program faces when integrating Indigegogy, Indigenous knowledge and Indigenous-inclusive learning environments into the program?

How can the program begin to solve these challenges?

How can the program pursue the opportunities?

What is the program's plan to develop and enhance Indigegogy, Indigenous knowledge and Indigenous-inclusive learning environments into the curriculum?

Is the program utilizing, as a guide, the *Beliefs About Teaching and Learning?*

2.5 Instructional Technologies

Describe how and why instructional technologies have been incorporated into the curriculum? (eg. UCNLearn, specialized content software)

What is the motivation for using this technology?

What are the benefits of using this technology?

What supports does the program have access to for using technology? What supports does the program need?

What is the program's plan to implement instructional technologies in the curriculum?

What are the key challenges and opportunities the program faces when integrating technology into the program?

2.6 Remote and Blended Learning

What courses are currently delivered in blended or online format?

Should other courses be online or blended? If yes, which ones and why?

What resources or supports will you need to design or redesign these courses?

What are the challenges and opportunities associated with expanding from solely face-to-face delivery?

2.7 Work Integrated Learning Analysis

Does the program incorporate Work Integrated Learning into delivery?

What is the rationale behind the placement of the WIL experience(s) in the curriculum?

How are students prepared for WIL opportunities by the program prior to engagement in WIL?

How are WIL opportunities intentionally integrated into, or connected to, the broader program curriculum? Into Indigenous northern communities?

How would you describe the strengths/challenges of the existing WIL model(s)?

What are the priorities for future development, growth or improvement?

Describe the plans for achieving future development, growth or improvement plans improvements and detail what resources would be required to support plans?

2.8 Articulation and Accreditation

Does the program have articulation agreements in place with other institutions?

Outline the nature of curriculum as it relates to external requirements such as provincial or national professional accreditation/certification.

Discuss any opportunities for students for licensure or standardized testing external to UCN.

Describe any accreditation for the program or expected accreditation.

2.9 Program Modifications

Describe how curriculum and delivery have changed since the last Program Review. (ie. hours, sequencing, content)

Area 3: Student Analysis

This area examines who the program students are, student satisfaction with the program, and enrollment trends. A member of the Academic Development team will work with Institutional Analysis and Planning (IAP) to provide the required data for analysis.

3.1 Application, Registration, and Graduation Data

IAP will provide the data, facilitated through Academic Development

Analyze enrollment trends.

Describe any concerns, changes or strategies related to applications and enrollment

3.2 Student Profile

IAP will provide the data, facilitated through Academic Development

Who are the students in the program?

Are certain groups not represented? Should this be a concern?

How do recruitment strategies influence these metrics?

3.3 Retention Analysis

IAP will provide the data, facilitated through Academic Development

Analyze the trends in student retention over time.

Analyze possible reasons for trends. Why do these trends exist?

Discuss any major challenges and opportunities the program has with retention.

Discuss strategies that can be used to overcome challenges in student retention.

3.4 Graduate Satisfaction Analysis

IAP will provide the data, facilitated through Academic Development

Describe trends in the employment rate and possible reasons for trends.

Brainstorm strategies to increase employment rate and success of strategies.

Sponsor data regarding graduate success.

3.5 Student Satisfaction Analysis

Institutional Analysis and Planning will provide this data.

What strengths and challenges are identified in this survey?

What action should be taken?

Area 4: Physical Resources

In this area, the physical resources available to support the program delivery are examined.

5.1 Library Supports

Facilitated Academic Development, the head librarians at each of the main campuses will prepare a report that highlights library holdings and resource available to support the program.

Describe how the library holdings (physical and electronic) support the program well?

How can the library services be better integrated in the program development/delivery?

5.2 Spaces

Describe the physical space(s) in which students typically pursue this program (e.g. classrooms, access to computer facilities, labs, study rooms, other study spaces)

How well do the physical spaces support and enhance student learning?

Area 5: Human Resources and Financial Analysis

5.1 Human Resources

Faculty Data

List all academic staff members associated with the program during the current academic year.

Faculty Member	Rank (instructor, full prof)	Highest credential	Campus	Specialization (if applicable)	F/T, P/T, or sessional

Faculty workload

Academic Development will work with the Academic Service Coordinator to create a chart the details the courses taught by instructor for the past 5 years.

What is the collective expertise of the faculty to deliver the program?

Are there gaps in the expertise?

Are there issues around faculty recruitment and retention? How can they be addressed?

Are there Indigenous faculty members?

How does faculty ensure they stay current in their discipline? What types of professional development (PD) have been pursued since the last Program Review? How has this PD contributed to the success of the program?

Have there been any significant faculty and staff accomplishments since the last Program Review?

Describe the nature of other staff and services that contribute to program quality such as technicians, academic advisors, WIL, Job Centre, Library, Student Services, etc.

5.2 Financial Resources

Academic Development will work with finance to acquire the data to complete the chart.

FINANCIAL INFORMATION				
Year	Budget Allocation	Expenses	Amount	Comments

Describe overall financial success and trends.

Describe possible reasons for trends.

Outline challenges in financial improvements.

Outline any contributions or donations from internal or external sources.

If applicable, describe any learning enterprise related to the program (i.e., business unit within the program); successes and challenges, and any strategies for change or future directions related to UCN operations.

Area 6: Community Connections

6.1 Program Advisory Council (PAC)

Is there a Program Advisory Committee?

On what basis were members of the Program Advisory Committee selected?

Does the Program Advisory Committee meet regularly?

What is the role of the PAC in decision making in the program?

6.2 Employer Satisfaction Survey Data

Survey data will be provided by IAP.

What program strengths and challenges are identified by the survey?

How can the challenges be addressed?

6.3 Community engagement

Describe and comment on how the program and faculty engage with community (e.g. service, student placements, events, committees, etc.)

How does the program build connections with the community?

How does the program provide information about the program to communities?

With which organizations, institutions, and community groups does the program maintain contact?

6.4 Program's Relationship to Other Institutional Programs

Describe the program's relationship to UCN's strategic plan and overall priorities.

Describe the program's relationship to its academic school and UCN ensuring reference to previous planning, as appropriate.

List at least two "best practices" from your program that could be shared with and benefit the quality of other UCN programs.

Area 7: Challenges and Opportunities

7.1 Recent History of the Program and Past Action Plan

Summarize the program, including general trends and any strategic challenges that have been an ongoing area of focus since the last Program Review.

How can the program demonstrate continuous improvement?

For incomplete action items from previous Program Reviews, comment on the status and reason for deferral.

7.2 Strategic Challenges

Summarize the overall key challenges facing the program.

Describe any trends in the challenges.

Describe or predict future challenges.

7.3 Strategic Opportunities

Summarize the overall key opportunities the program is facing.

How can the program pursue these opportunities?

What are the challenges associated with achieving these opportunities?

Stage 2: External Review

- approximately 3 months
- identify review committee (program faculty and dean)
- arrange site visits
- external review report submitted to dean

The external review in an integral component of the program review process and follows the completion of the Self-Study. The purpose of the external review is to validate the findings of the self-study and provide another perspective regarding program strengths and areas for improvement.

The dean will work with Academic Development to organize and coordinate the external review.

Appointment of External Reviewers
The external review team will consist of two experts, both of whom are academic peers from other post-secondary institutions (or industry).

Individual selected to the external review team must:

- Be a member of a peer post-secondary institution (or industry)
- Have recognized expertise in the field of study or discipline of the program
- Not be in a conflict of interest (for example a recent graduate of the program or have professional links with the faculty or administration)

The program dean will identify the review team and will invite them to participate in the review and the corresponding site(s) visit.

Expectations of the External Reviewers
The external review team is responsible to:

- Review the self-study report
- Conduct a site visit to validate the findings presented in the self-study and to offer insights into the program
- Clarify and/or explore aspect of the self-study by meeting with various individuals. The reviewers should plan to meet with the
    - Vice-president Academic and Research
    - Program dean
    - Program faculty, staff, current students, and others as appropriate
    - Academic Development staff involved in the review
    - Other possible meeting: libraries, instructional services, related program coordinators
- Submit an External Review Report within 30 days of the site visit
- Adhere to the conditions of the External Reviewer Agreement (see Appendix E)

Site Visit
Prior to the site visit, the dean will provide the reviewers with:

- Self-study report
- UCN's Academic and Research plan
- Links to UCN's mission and vision statement

- Other relevant institutional documents
- Site visit itinerary

The dean, in collaboration with Academic Development and administrative support staff, will be responsible for organizing a site visit for the program. The length of the site visit will depend on the campuses where the program is offered. A minimum of two days per main campus is recommended. The UCN staff coordinating the visit should confer with the external reviewers prior to the site visit to review expectations, to confirm logistics, and to address any questions.

The individual(s) organizing the site visit are responsible for:

- Booking airfare and making other travel arrangements
- Booking accommodations
- Providing information requested by reviewers
- Developing an appropriate itinerary for the site visit (see *Appendix B* for a sample)
- Arranging for meetings with faculty, staff, and students
- Arranging for tour of campuses to view spaces and resources associated with the program
- Identifying staff to accompany and facilitate visit

The Manager of Academic Development will be the program review budget holder.
The budget for each site visit will be approximately $ 10 000. The dean of the faculty will be responsible for ensuring costs are reasonable and for ensuring the required paperwork is submitted. Each external reviewer should be offered an honorarium of $ 1 000.

External Review Report

The external review team will submit a report to the dean that contains an overall assessment of the program and provides recommendations for program improvement.

The external review team should focus their review and report on the following:

- Whether the self-study report addresses the seven report areas sufficiently
- Whether the recommendations in the self-study report are supported by the findings in the self-study reports
- Any additional observations or recommendations for the program to consider (e.g. excellence in academic staff and breadth of experience, adequacy of facilities, completion time of credential, consistency in program delivery)

A suggested template for the External Review Report is provided in Appendix C.

Stage 3: Program Response and Implementation Plan

- approximately 2 months
- prepare response by faculty that summarizes finding and identifies actions for improvement
- report submitted to Vice-President Academic and Research

After the external review report is received, the dean will share the report with faculty and prepare a response to address recommendations arising from the review. The response should be detailed, including an implementation plan to enact the recommendations, timelines, and budgetary implications.

The response, the self-study report, and external report will be submitted to the Vice-President Academic and Research. After reviewing the review, the VP Academic and Research will provide the dean with their assessment.

Stage 4: Assessment by Vice-President Academic and Research

- approximately 1 months
- prepares an assessment of the review. Develops or comments on recommendations generated from the review process.
- report submitted to Dean

The VPAR will forward their response to the program dean. The program dean forwards the complete review package the Chair of the Academic Planning Committee and to Academic Development.

After review by the APC, the complete review package is forwarded to the Learning Council for information.

Stage 5: Review and Closure

One year after the submission of the Program Response and Implementation Plan, the program dean will provide a written update on the implementation plan to the Vice-President Academic and Research. Issues or concerns relating the implementation of recommendations will be discussed between the dean and the VPAR. Outstanding actions from the implementation plan will become part of the annual program plan.

A copy of the implementation update will also be provided to Academic Development. The update will be the final document in the review process. At this point, the program review will be considered complete.

Both academic Development and the program dean will archive the complete review package.

APPENDIX A

UCN Programs and Program Review Schedule

UCN Programs and Date of Next Review

Faculty of Arts, Business, and Science 11 programs	
Bachelor of Art – Aboriginal and Northern Studies major and minor	In progress
Bachelor of Arts – English major and minor	2024-2025
Bachelor of Arts – History major and minor	2025-26
Bachelor of Arts – Science minor	2026-27
Bachelor of Arts – Social Sciences major and minor	2023-24
Bachelor of Business Administration	2022-23
Business Administration Diploma – Management major	2022-23
Business Administration Diploma – Accounting major	2022-23
Community Economic Development	2022-23
Office Assistant	Begin January 2022
Certificate in Teaching Ininimowin	
Education 6 programs	
Kenanow Bachelor of Education integrated with Bachelor of Arts or Bachelor of Interdisciplinary Studies	In progress
Kenanow Bachelor of Education After Degree	In progress
Early Childhood Education	In progress
Early Learning and Child Care Post-Diploma Certificate	2023-24
Educational Assistant	2024-25
Aboriginal and Northern Counseling Skills Certificate	
Health 5 programs	
Bachelor of Nursing	2023-24 or 2025-26
Diploma in Practical Nursing	2025-26
Health Care Aide	2025-26
Law Enforcement	2024-25
Primary Care Paramedic	2022-23
Trades and Technology 11 programs	
Automotive Technician	2023-24
Carpentry/Woodworking	2025-26
Culinary Arts	2023-24
Electrical Trades Fundamentals	2024-25
Heavy Duty Mechanics	2025-26
Industrial Welding	2026-27
Introduction to Construction Trades	
Natural Resource Management Technology	2022-23
Apprenticeship – Industrial Electrical	apprenticeship
Apprenticeship – Industrial Mechanic/Millwright	apprenticeship
Apprenticeship – Carpentry	apprenticeship

Program Review Schedule 2021 – 2026

Program Area	Faculty	Last Program Review	
2021/22			
Office Assistant Certificate	FABS		Review to start Jan 2022
Early Childhood Education*	Education		External for CCQTC
Certificate in Teaching Ininimowin	FABS/CALC		Not a full review – curriculum mapping
Bachelor of Arts – Aboriginal and Northern Studies	FABS		Began 2019/2020 Faculty response, VPAR assessment outstanding
Kenanow Bachelor of Education Integrated with Bachelor of Arts or Bachelor of Interdisciplinary Studies	Education		Began 2019/2020 Faculty response, VPAR assessment outstanding
Kenanow Bachelor of Education After Degree			
2022/2023(5 programs)			
Business Administration Major in Management	FABS		
Business Administration Major in Accounting	FABS		
Bachelor of Business Administration	FABS		
Community Economic Development	FABS		
Natural Resources Management Technician	STAT		
2023/24 (4 programs internal review, 1 program external review)			
Bachelor of Arts Social Sciences major and minor	FABS		
Automotive Technician Certificate	STAT		
Culinary Arts Certificate	STAT		
Primary Care Paramedic*	Health		
Early Learning & Childcare Post-Diploma	Education		
2024/25 (5 programs internal review, 1 program external review)			
Law Enforcement Certificate	Health		
Electrical Trades Fundamentals Certificate	STAT		
Bachelor of Arts English major and minor	FABS		
Facilities Technician Certificate	STAT		
Educational Assistant Certificate	Education		
*Joint Bachelor of Nursing***	Health		

2025/2026 (4 programs internal review, 1 program external review)			
Carpentry/Woodworking Certificate	STAT		
Health Care Aide Certificate	Health		
Bachelor of Arts History major and minor	FABS		
Heavy Duty Mechanics Certificate	STAT		
Diploma Practical Nursing*	Health		
2026/27 (3 programs internal review, 1 program external review)			
Bachelor of Arts Science minor	FABS		
Industrial Welding certificate	STAT		
Plumbing Trades Fundamentals Certificate	FABS		
*Joint Bachelor of Nursing***	Health		

*External program accreditation

**Review will be led by the College of Registered Nurses of Manitoba. Year of review will be set by CRNM.

Appendix B

Program Review Worksheet

Activity	Date	Responsible	Comments
Disseminate Program Review Schedule			
Confirm dates for meetings with Programs			
Request Library input			
Request Finance input			
Request Institutional Analysis input			
Request Human Resources input			
Select and invite External Reviewers			
Assemble documentation from previous Program Review.			
Distribute discussion documentation for internal Self Study meetings			
Facilitate self-study meetings			
Distribute discussion documentation for External Review meetings			
Create Final Report			
Disseminate Final Report			

APPENDIX C

EXTERNAL REVIEW SAMPLE ITINERARY

Program Name Faculty Date of Visit	
Name of External Reviewer	Arriving at _____ Date_____ Time_____ Will be met by _____
Name of External Reviewer	Arriving at _____ Date_____ Time_____ Will be met by _____
External reviewers will be staying at the (hotel name(s) and confirmation numbers) Indicate how reviewers are expected to travel to campus (e.g taxi, picked up, UCN vehicle)	
Day 1 – Date	
8:30 – 9:00	Meet with _____, job title Location
9:10 – 9:40	Meet with _____, job title Location
9:50 – 10: 20	Meet with _____, job title Location
10:20 – 10:35	Break
10:35 – 11:05	Meet with _____, job title Location
11:15 – 11:45	Meet with _____, job title Location
11:45 – 1:00	Lunch, Location Attendees:
1:00 – 1:30	Campus tour
1:30 – 2:00	Meet with _____, job title Location
2:10 – 2:40	Meet with _____, job title Location
2:50 – 3:30	Meet with _____, job title Location
Day 2, Date	
8:30	Travel to other main campus
1:00 – 2:00	Lunch Location Attendees
2:00 – 2:30	Meet with _____, job title

	Location
2:30 – 3:10	Meet with _____, job title Location
Day 3, Date	
8:30 – 9:10	Meet with _____, job title Location
9:20 – 9:50	Meet with _____, job title Location
10:00 – 10:30	Meet with _____, job title Location
10:30 – 10:45	Break
10:45 – 11:15	Meet with _____, job title Location
11:25 – 12:00	Campus tour
12:00 – 1:00	Lunch Location Attendees
1:00	Travel back to other campus

APPENDIX D

EXTERNAL REVIEWERS REPORT – SAMPLE TEMPLATE

Cover page:

PROGRAM REVIEW

External Review Report

Program Credential, Program Name

Submitted to

Name, Dean, Faculty name

By Reviewers Name and affiliated institution (organizations)

Date

Report Content

Background:

The external review was conducted by *reviewers' names*. The purpose of the external review is to validate the self-study report, conduct a site visit, and provide information regarding the program strengths and areas for improvement.

The review team individually and jointly reviewed the self-study. The team developed question to guide meeting that were held during the site visit. The visit was conducted on *dates* at *campus(es)*. The reviewers met with various stakeholders and toured facilities during the visit.

This report represents the completion of the review process and findings.

Overview:

The reviewers met with:

- list of individuals and their job titles or connection to the program

Self-study report comments / recommendations

Site visit finding

Discussion of program strengths

Discussion of program weaknesses and challenges

Recommendations for future action

APPENDIX E

University College of the North

External Reviewer Agreement

This agreement is made this (**day**) of (**month**), 20--, between (**program name**) of University College of the North and (**reviewer name**), (**reviewer affiliation**), (**reviewer address**).

In consideration of (**program**) retaining (**reviewer name**) to conduct a program evaluation, it is agreed as follows:

1. **Services to be Provided**
    - Agrees to act as a member of the External Review Team;
    - Review documents, websites, and other materials provided by **(program**) prior to conducting a site visit at University College of the North;
    - Conduct a site visit at University College of the North on (**dates and locations**) that includes meeting with individuals and groups, evaluating facilities, and reviewing any additional materials requested by (**reviewer**):
    - Provide a written report to (**program**) by (**date – no later than 30 days following the site visi**t). The report should include the following sections:
        - Background – reviewers names, title, affiliation
        - Overview – list of individuals/groups their jobs titles or connection to program with whom the reviewer met on campus
        - Self-Study report comments / recommendations
        - Site visit findings
        - Discussion of key strengths
        - Discussion of program weaknesses or challenges
        - Recommendations for future action
2. **Compensation and Expenses**
    - (**Reviewer**) will receive an honorarium of _____ upon receipt of the final report.
    - Travel and accommodation arrangements will be made by UCN. UCN will incur these costs. UCN will also provide a per diem to cover meal costs incurred during the site visit.

    (**Reviewer**) agrees to complete and return all forms necessary for payment and processing by (**date**).

3. **Independent Service Provider**
    (**Reviewer**) acknowledges that the services provided under this Agreement shall be solely as an independent service provider. (**Reviewer**) further acknowledges that they are not entitled to any University College of the North employment rights or benefits.

4. **Confidentiality**
   (**Reviewer**) acknowledges that this Agreement creates a confidential relationship between (**reviewer**) and University College of the North and that information concerning University College of the North's business affairs, students, finances, operations, documents, and other such information, whether written, oral, or otherwise, is confidential in nature. (**Reviewer**) agrees to take all reasonable precautions for the protection of Confidential information.

5. **Ownership of Work Product**
   (**Reviewer**) agrees that work product produced in the performance of this agreement shall remain the exclusive property of University College of the North, and that the reviewer will not transfer, publish, disclose, or otherwise make the work product available to third parties without the express written consent of University College of the North.

This Agreement contains the entire understanding of the parties and may be not be amended without the specific written consent of both parties.

IN WITNESS WHEREOF,

(**Program**) and (**reviewer**) have duly executed this Agreement as of the day and year written above.

_____	_____
Signature of program dean	Signature of Reviewer
_____	_____
Name typed	Name typed
_____	_____
Date	Date