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# University of Queensland School, University Centre and Institute Review Process

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## PURPOSE OF REVIEWS

### To achieve improvement through:

- Self assessment
  - Benchmarking
  - Critical reflection
  - Forward planning
  - Peer review
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# University of Queensland School, University Centre and Institute Review Process

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## REVIEW COMMITTEE

### School Reviews

- 2 – 3 externals (1 serves as Chairperson)
- Academic Board Standing Committee representative, or equivalent
- Cognate school representative
- Secretary: Faculty Executive Manager or Senior Admin Officer

### University Centre Reviews

- 2 – 3 externals (1 serves as Chairperson)
  - Academic Board Standing Committee representative, or equivalent
  - Associate Dean (Research) from relevant Faculty
  - Director/senior researcher from a cognate Centre
  - Secretary: Faculty Executive Manager or Senior Admin Officer
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## REVIEW COMMITTEE

### Institute Reviews

- 3 externals (1 serves as Chairperson)
  - Academic Board Standing Committee representative, or equivalent
  - Senior researcher from cognate Institute, nominated by Provost
  - Secretary: Senior Administrative Officer
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## EARLY REVIEW PLANNING

- Invite Head/Director and support staff to attend briefing session
  - Determine composition of review committee
  - Set review date
  - Determine terms of reference for review committee
  - Request submission from the School/Centre/Institute
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## SUBMISSION TO THE REVIEW COMMITTEE

### SECTION 1: Overview/Summary of Submission

### SECTION 2: History

#### History of School

- Origins and histories of composite disciplines
  - Amalgamations of disciplines
  - Chairs established
  - Major outcomes of previous review (if applicable)
  - Major changes since previous review
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# University of Queensland School, University Centre and Institute Review Process

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## SUBMISSION TO THE REVIEW COMMITTEE

### History of Centre/Institute

- Origins and rationale for establishment
  - Management structures and leadership positions
  - Major outcomes of previous review (if applicable)
  - Major changes since previous review
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## SUBMISSION TO THE REVIEW COMMITTEE

### SECTION 3: School/Centre/Institute at Present

- **Analysis of School's/Centre's/Institute's goals and priorities**
- **Presentation of 3 types of data:**
  1. Core data
  2. Data specific to Discipline/School/Centre/Institute
  3. Benchmark data

Linked to the following key areas of performance:

- |                                   |                            |
|-----------------------------------|----------------------------|
| - Governance                      | - Education                |
| - Discovery                       | - Internationalisation     |
| - Engagement                      | - Relationship with alumni |
| - Equity and diversity            | - Resources                |
| - Organisation and administration |                            |

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## SUBMISSION TO THE REVIEW COMMITTEE

### SECTION 4: School/Centre/Institute in Future

- **This section should be the focus of the submission**
- **Description of plans and strategies for future development and improvement over next three to five years**
- **Goals and courses of action tied to:**
  - conclusions drawn from performance as indicated by data from Section 3
  - areas of potential growth
  - School's/Centre's/Institute's potential contribution to strategic plans of Faculty and University
- **Consideration given to School's/Centre's/Institute's human, financial and physical resources**

### SECTION 5: Relevant Appendices

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## PRE-REVIEW PLANNING

- **Invite written submissions from:**
    1. All School/Centre/Institute staff and students
    2. Senior Management
    3. Members of relevant Faculty Boards
    4. University community
    5. External individuals/organisations
  - **Collate submissions and prepare other material for review committee**
  - **Convene pre-review meeting of internal committee members**
  - **Invite internal and external stakeholders to meet with review committee**
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## THE REVIEW

- **Dinner for review committee on evening prior to review**
  - **Interviews/discussions with:**
    - President of Academic Board, VC, Provost, DVCs, Dean of Graduate School, PVC (IE), PVC (where relevant)
    - Executive Dean
    - Head of School/Director of Centre/Institute
    - School/Centre/Institute staff; other University staff; students; external stakeholders
  - **Inspection of School/Centre/Institute facilities**
  - **Informal lunch (or morning/afternoon tea) with staff and students**
  - **Dinner with external stakeholders (e.g. representatives of professions, business)**
  - **Discussion and progressive report preparation**
  - **Verbal presentation of draft recommendations to:**
    - Head of School/Director of Centre/Institute and Executive Dean (where relevant)
    - President of Academic Board and Provost
    - all School/Centre/Institute staff
  - **Production of draft report before disbanding**
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## POST-REVIEW PROCESS

- **Final report completed within TWO WEEKS**
    - report considered as confidential at this stage and distributed on a need to know basis
  - **School/Centre/Institute response submitted within ONE MONTH**
    - School/Centre/Institute is sent a copy of final report and is requested to submit a written response within one month
    - Copies of report are distributed to: VC, Provost, DVCs, Dean of Graduate School, PVC (IE), PVC (where relevant)
  - **ABSC considers report and School/Centre/Institute response and interviews the Head/Director and Executive Dean/Provost**
    - ABSC prepares a statement to accompany final report for consideration by the Academic Board
  - **Report considered by the Academic Board within THREE MONTHS of the review**
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## POST-REVIEW PROCESS

- **Approval by Senate**
    - Review report and Statement from the Academic Board are sent to Senate for approval
    - Once approved by Senate, report becomes a public document
  - **12-month implementation report submitted to ABSC within 12 MONTHS of Senate approval of review report**
  - **Implementation of review recommendations is responsibility of Head/Director in consultation with Executive Dean/Provost**
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