

TERMS OF REFERENCE for the REVIEW OF THE SCHOOL OF INFORMATION TECHNOLOGY AND ELECTRICAL ENGINEERING

The terms of reference for reviews of schools and academic disciplines should be read in the context of the University's mission, goals and objectives.

The review committee's task is to provide an objective view of the school's perceptions and plans developed through the self-assessment process, and either to confirm or to recommend changes to those plans. The majority of school reviews are expected to result in incremental changes in schools, however it is recognised that significant change might result from some reviews.

The review process is undertaken in the context of the faculty and the University as a whole, and considers relationships within and between schools and, where relevant, with centres and institutes. Reviews are conducted on a septennial basis to assist schools in understanding and planning for their future strategic development in relation to the University's three broad planks of learning, discovery and engagement. Reviews have three key dimensions:

- an evaluation of *past* performance since the previous review, including especially, the school's program of improvement in response to the recommendations of that review;
- benchmarking of *current* structures, activities and performance against appropriate comparable organisations to determine the school's standing, nationally and internationally, in relation to its key strategic goals; and
- an evaluation of the school's *future* prospects in the context of its strategic goals, resources, and internal and external opportunities.

Evaluation of past, and benchmarking of current, performance nationally and internationally is undertaken primarily to develop an appropriate contextual understanding of future prospects. The focus of the review process is on the future prospects of the school in relation to key aspects of learning, discovery and engagement.

The terms of reference provide the framework in which the school, through its self-assessment, and the review panel, through its enquiries, can analyse the school's performance (and that of its centres) and plans in relation to appropriate and attainable future objectives. The terms of reference are:

To review, within the context of the University's strategic and operational plans, the school's current performance and in particular its plans for enhancing performance in relation to:

1. the governance, leadership and inclusive decision-making structures in relation to promoting a clear and distinctive vision for the future development of the school;
2. the quality, scope, focus, direction and balance of the school's curricula and teaching at undergraduate and postgraduate levels in the light of enrolment trends, success rates, student and graduate satisfaction and the perception of key external stakeholders, the availability of alternative programs elsewhere in Queensland and Australia, and future developments in the discipline/s;
3. the research performance of the school including its research activity, research outcomes, including quality and impact, quality of research training, in light of future developments in the discipline/s and other contextual matters;

4. the school's strategies in relation to internationalisation of the undergraduate and postgraduate curriculum; increasing international student enrolments and support for international students; student and staff mobility internationally and international research collaborations;
5. the role played by the school in relation to its relevant industries or other stakeholder communities and in service to the profession and the community;
6. the effectiveness of the school's relationship with its alumni and the broader community and its ability to develop support for meeting its future goals;
7. the performance of the school in providing equity in access, employment and learning for staff and both domestic and international students, including the recruitment of students and staff from under-represented groups;
8. the effectiveness of the organisational and administrative support structures of the school (effective committees, strong academic and professional staff support, efficient and equitable staffing arrangements) in the context of its current functions and anticipated developments;
9. the financial health of the school and the effectiveness of the school's use of resources in relation to accommodation, facilities, allocation of teaching/research/equipment funds, internationalisation and potential to generate additional external resources;
10. given that the review is undertaken in the context of the faculty and University as a whole, other matters germane to the future success of the school, including, especially, the school's existing and potential internal collaborations in support of teaching, research and engagement objectives;
11. the alignment of the School Strategy with the University Strategy; and
12. the quality, availability and utilisation of research, teaching and learning spaces directly relevant to the School. This includes workshops and laboratories as well as general areas for student/staff interaction.

[Approved by Vice-Chancellor's Committee on 31 January 2018]