TERMS OF REFERENCE FOR REVIEW

OF SCHOOL OF [XX]

**Purpose**

A review provides an evidence-based assessment of the performance of a School and its contributions to the strategic objectives of the College and University, including an assessment of performance relative to comparable entities nationally and over time. Reviews also consider the effectiveness of the internal management and operations of the School.

This document should be read in conjunction with the School Review Policy and Procedures.

**Terms of Reference**

For the review of the School of [xx], the Vice-Chancellor has identified the following specific terms of reference or focus areas, in addition to the generic Terms of Reference:

**Generic Terms of Reference**

1. ***School Management***

**1.1 Management and Planning**

The Panel should consider the effectiveness of the management of the School including:

1. leadership, planning and administration within the School;
2. extent to which the School’s business plan is appropriately aligned to the College and University objectives;
3. internal structure for management of academic and administrative functions;
4. effectiveness of operation across the campus network (where relevant);
5. School relationship to other organisational units within the College and within the University; and
6. extent to which sustainability principles are embedded within planning and operations throughout the School.

**1.2 Commitment to Continuous Improvement**

The Panel should consider the effectiveness of practices for quality assurance and improvement across all areas of operation, including:

1. the collection and analysis of relevant comparative data and student/stakeholder feedback; and
2. the systems and processes to use this data to implement systemic improvements.

**1.3 Human Resource Management**

The Panel should consider the effective management of the School’s human resources, including:

1. workforce and succession planning;
2. leadership capability building;
3. training and professional development of academic and professional staff;
4. school communication, consultation and decision-making mechanisms; and
5. management of occupational health and safety.

**1.4 Resources**

The Panel should consider the effective management of the School’s financial and capital assets including:

1. trends in financial performance;
2. generation of non-government income streams;
3. the adequacy of ICT infrastructure;
4. asset management plans;
5. space quality and utilisation; and
6. management of tangible assets.
7. ***Alignment with University Strategy***

**2.1 Teaching and Learning**

* + 1. Course planning and the School’s coursework profile including:

1. for courses in professional areas, the professional accreditation status of courses and effectiveness of mechanisms for engagement with relevant accreditors;
2. performance of courses including trends in student load (all liability categories) against target, enrolments, student equity measures, student preferences, median ATAR and number of ATAR 80+, assessment of the School’s course profile in relation to University strengths and strategic direction, market demand and competitor behaviour;
3. effectiveness of mechanisms for seeking and utilising advice from external course advisory boards (including industry/profession, discipline and employer input);
4. vision for sub-bachelor, undergraduate, postgraduate coursework and non-award courses, including the mix of offerings across locations, by mode, and to various student cohorts (including domestic fee-paying and international students); and
5. understanding of and responsiveness to current and changing trends in market demand across all cohorts.

2.1.2 The implementation and embedding of the La Trobe Framework in the School including:

1. contributions to the University’s Hallmark programs;
2. embedding of La Trobe essentials;
3. learning enrichment activities, student engagement, learning and success;
4. performance in blended and online delivery;
5. demonstrated commitment to interdisciplinary and/or inter-College collaboration in learning and teaching; and
6. effective participation in the La Trobe Learning Focus Area Hub.

2.1.3 Provision of resources and learning experiences to maximise opportunities for student participation across the academic year.

2.1.4 Provision of student support services.

2.1.5 Adequacy of learning and teaching infrastructure, including staff and student access to space and equipment.

**2.2 The Student Experience**

The Panel should consider the School’s strategies aimed at enhancing the student experience, and the outcomes achieved including:

1. the appropriateness of the student engagement activities of the School, given the discipline, mode of study and other characteristics of the student cohort;
2. patterns and trends in student retention and success, compared with national field of education benchmarks;
3. the School’s approach to the systematic analysis and use of student feedback data for improvement purposes, and the extent to which the School ‘closes the loop’ with students who provide feedback; and
4. patterns and trends in Student Feedback on Subject/Student Feedback on Teaching and the surveys which comprise the Quality Indicators for Learning and Teaching (QILT).

**2.3 Research and Research Training**

The Panel should consider the School’s:

1. vision for research and assessment of research strengths and relationship to University Research Focus Areas (RFAs) and Research Programs;
2. Research performance including income, publications and quality against appropriate national and international benchmarks; and
3. Mechanisms for supporting staff in research, including profile of the Career Researchers / Established Productive Researchers within the School.

Assessment of ‘fitness for purpose’ of research infrastructure.

Effectiveness of partnerships with industry, government and other bodies to progress research objectives and in the commercialisation of research.

Quality of research training, including provision of high quality supervision, and effectiveness of connection with Graduate Research School.

**2.4 Internationalisation**

International activities of the School including:

1. strategy for recruitment of international students and involvement in offshore teaching partnerships;
2. effectiveness of support services provided to international students;
3. international study experiences provided to domestic students;
4. status of internationalization of the curriculum; and
5. scope, nature and outcomes of international research collaborations.

**2.5 Community Engagement**

Engagement activities of the School including:

1. scale, scope and effectiveness/impact of community engagement activities; and
2. the School’s interaction and connections with the Future Students Centre, the Schools Partnership Office, Alumni and Advancement.