

Teaching and Learning Quality Assurance Manual



Office of Pro Vice-Chancellor Teaching and Learning

Title:	School Reviews
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Antecedents:	<p>“Quality Management at the University of Tasmania” May 1992</p> <p>“AVCC Guidelines for Quality Assurance in University Course Development and Review”, Academic Senate March 1993</p> <p><i>Policy and Procedure for Review of Courses and Schools</i>, Academic Senate, 3/1998</p> <p><i>Terms of Reference of Course Reviews</i>, Academic Senate, 1 May 1998</p> <p><i>Section BV Course/Discipline and School Reviews 2000</i> Quality Assurance Manual, Academic Senate, 1 May 1998</p> <p><i>General Checklist for Use by the Course Review Committee</i>, Academic Senate 1 May 1998</p> <p><i>Benchmarking for Teaching and Learning</i>, Academic Senate, 31 Oct 1998</p> <p><i>A proposal for quality audits of University quality assurance processes</i>, Academic Senate 27 Oct 2000, minute 2.1.2</p> <p><i>Mapping Quality Assurance Framework</i>, Academic Senate 27 April 2001, minute 2.1.2</p>
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School Reviews

Schools are important academic organisational units within the University. Quality Assurance processes at the School level focus on teaching, research, service and administration. Schools will be reviewed on a regular cycle (once every 5-6 years) to ensure they are contributing effectively to Faculty and University plans. The framework makes provision, however, for an initial internal self-review to determine whether a full-scale review is warranted. The principal emphasis is on targeting Schools where strategic and other considerations indicate a need for a review rather than simply meeting a policy requirement for comprehensive review over a particular cycle.

Guidelines and Procedures for School Reviews

1. Selection of Schools for review

- 1.1 Deans will implement a cycle where all Schools will be reviewed on a regular cycle (typically once every 5-6 years). Deans, shall identify the Schools that are to be reviewed during the following triennium and will report this to the University Teaching and Learning Committee (UT&LC) annually in November.
- 1.2 In considering the selection and timing of reviews Deans shall take into account:
 - The schedule for accreditation of their professional courses in coordination with (but not replacing) the review of the cognate School and/or course;
 - Those Schools where strategic considerations merit an early review, either based upon an internal self-review within the Faculty, or factors identified by the UT&LC, the Pro Vice-Chancellor (Teaching & Learning), the Deputy Vice-Chancellor (Academic) and Provost or the Vice-Chancellor;
 - Those Schools, identified by the UT&LC, that have not been reviewed for some time;
 - Those Schools that are due for review in keeping with the regular cycle.
- 1.3 The UT&LC shall make recommendations to the Academic Senate (at its first meeting in the academic year) on the reviews to be conducted that year and their timing, taking account of any relevant strategic issues that have been identified.

Stage I – Internal self-review

- 2.1 The School review will begin with a process of internal self-review, to be carried out under the leadership of the Dean or the Dean's nominee. The internal self-review will involve academic staff of the School under review, as well as representatives from cognate Schools within the Faculty/University and the School Advisory Committee, as nominated by the Dean.
- 2.2 The self-review stage will culminate in a report which makes a critical assessment of the strengths and weaknesses of the School and identifies any strategic issues facing the School. Schools may wish to use the 'General Checklist for Use by the School Review Committee' (included below) to guide the self-review. Note: Data on key performance indicators is available on the MIRU website and is updated

annually. See <http://miru.utas.edu.au:9001/> The Manager, Data and Statistics will provide assistance to Faculties with any queries.

- 2.3 The Dean will report to the UT&LC on the outcome of the self-review.
- 2.4 The UT&LC will recommend to Academic Senate on the need or otherwise for a full external review of the School. The School will therefore be either:
 - recommended for full external review as soon as is practicable;
 - not recommended for full external review at all, or
 - not recommended for full external review at this time.

Stage II – External review

- 3.1. Composition of Review Committees
 - 3.1.1 The following characteristics will be considered to ensure an appropriately balanced membership on each committee:
 - expertise in the area (or some of the areas) concerned;
 - impartiality/objectivity;
 - respect for, and confidence in, the members chosen;
 - consistency/continuity.
 - 3.2 The Review Committee will be appointed by the Academic Senate upon the recommendation of the UT&LC, after consideration of nominations from the relevant Dean made in consultation with the Deputy Vice-Chancellor (Academic) and Provost and Pro Vice-Chancellor (Teaching and Learning). The Dean's nominations should be accompanied by a brief rationale for their decisions, including details of the present position of each nominee.
 - 3.3 Reviews will be conducted by a Review Committee comprising members external to the School concerned. (That is, not including members of staff involved in the management of the School under review). The Review Committee shall normally comprise:
 - 3.3.1 A senior UTAS academic officer (e.g. a member of the professoriate or another senior academic external to the School concerned, not a Dean).
 - 3.3.2 At least two external senior academics (usually of professorial rank) in the same or a cognate area from other universities.
 - 3.3.3 One or two internal senior academics possibly from a cognate discipline to that under review.
 - 3.3.4 At least one external member of industry, professional association or government organisation.
 - 3.3.5 The Chair of the Review Committee will be selected from the membership and nominated by the UT&LC.
 - 3.4 The Review Committee shall be empowered to consult widely.

3.5 Terms of reference

Terms of reference of the review will be approved by the Academic Senate upon the recommendation of the UT&LC. Terms of reference will be suggested by the relevant Dean, in consultation with the Deputy Vice-Chancellor (Academic) and Provost and Pro Vice-Chancellor (Teaching and Learning), who will take particular note of any strategic issues facing the School and the outcome of the internal self-review. The generic terms of reference outlined below are intended **as a guide only**. Deletion and/or inclusion of alternative terms of reference, in order to address specific issues, is recommended.

4. Administration of School reviews

4.1 Reviews shall be administered and serviced by the Faculty concerned.

4.2 Note: Data on key performance indicators is available on the MIRU website and is updated annually. See <http://miru.utas.edu.au:9001/> The Manager, Data and Statistics will provide assistance to Faculties with any queries.

4.3 Staff in the Office of Research Services will coordinate the collection of benchmarking data for research activities. The School under review will advise the Office of Research Services as early as possible of benchmark comparators identified for this purpose.

5. School Review Process

The review process shall involve several identifiable stages:

5.1 Preparation

5.1.1 This stage involves the assembly of information fundamental to commencement of the review proper. The School, through the Head of School and Dean, will provide the main submission to the Review Committee in line with the Guidelines for School Review Submissions [see below].

5.1.2 The Chair of the Review Committee will also invite/seek submissions and input from other internal and external stakeholders (including students, staff, relevant industry, community and professional associations). Groups and individuals making submissions will be informed that the submissions will be made accessible within the University when the review report is finalised, unless there is a clear indication from the Dean that the submission is to be kept confidential to the Review Committee. See also http://www.utas.edu.au/tlqam/docs/School_Reviews_MediaGuidelines_Jan07.pdf

5.2 The Review

5.2.1 The review will involve an intensive program of interviews, discussions and deliberations within the Review Committee and will provide the opportunity for input from and consultation with all interested parties, including all staff of the School and student representatives of the School. Reviews of Schools with cross campus responsibilities will provide

the opportunity for the Review Committee to visit all campuses and talk to staff and students face-to-face. The Review Committee will have the opportunity to visit all appropriate University facilities and invite comment from other University staff including the Pro Vice-Chancellor (Research), Pro Vice-Chancellor (Teaching and Learning) and external stakeholders.

5.2.2 There will be a briefing session with the Deputy Vice-Chancellor (Academic) and Provost (or nominee) at the beginning and the end of the review proper.

5.3 Preparation of the Report

5.3.1 Following the review, the review findings will be consolidated and a review report drafted. The Review Committee will be provided with guidelines for their consideration during the review and in the preparation of their report [see General Checklist for Use by the School Review Committee and suggested School Review Template below].

5.3.2 The review report shall address each of the terms of reference and shall include an Executive Summary comprising a summary of the Review Committee's recommendations.

5.3.3 The review report should contain a small number of major recommendations together with minor recommendations, each of which is justified within the report. Reports that contain no more than 15 to 20 recommendations are often more helpful in terms of managing the implementation process.

5.3.4 The Chair of the Review Committee shall normally be responsible for writing the report.

5.3.5 The Chair shall be responsible for ensuring that all committee members agree with the contents of the report, or have the opportunity to register a minority view.

5.4 Timing

5.4.1 Reviews shall be conducted expeditiously in keeping with the following general guidelines:

- Delivery of review submission to the Review Committee: one month prior to convening of the Review Committee;
- The review: up to 3 - 4 working days on campus;
- Submission of final report: one month (maximum) following visit of the Review Committee.

5.5 Submission and Finalisation of Report

5.5.1 The report and recommendations will be provided to the Chair of the UT&LC who will invite the relevant Dean and the relevant School to prepare an implementation plan responding to the findings of the review.

5.5.2 The report and the implementation plan will be considered initially by the School Review sub-group (comprising the Deputy Vice-Chancellor (Academic) and Provost, Pro Vice-Chancellor [Teaching and Learning], Pro Vice-Chancellor [Research] and the Executive Director, Planning and Development), which will raise any issues requiring clarification directly with the Dean.

5.5.3 The report and the implementation plan will be considered by the UT&LC and referred to Academic Senate. Resource implications of the report will be considered by the Planning and Resources Committee.

5.5.4 If there is media interest in the review and its outcomes, the “Media Guidelines – Course and School Reviews” will be used to guide the process of releasing information. (See http://www.utas.edu.au/tlqam/docs/School_Reviews_MediaGuidelines_Jan07.pdf)

6. Implementation of Review Outcomes

6.1 Implementation shall be the responsibility of the relevant Dean. The UT&LC will oversee the implementation of the outcomes of the review report.

7. Follow-up Procedures

The three principal follow-up activities that should take place after a School Review are:

7.1 The Dean shall provide a progress report on the implementation of the recommendations to the UT&LC within six months of finalisation of the review report. The UT&LC shall report progress to the Academic Senate.

7.2 The Dean shall forward a final report to the UT&LC within one year of finalisation of the review report, outlining progress made towards implementation of the actions designed to address the findings of the review, or the timetable for such implementation. The UT&LC shall report progress to the Academic Senate.

7.3 The UT&LC will maintain a register of School reviews (completed and planned) that will also be used to monitor progress on the implementation of recommendations.

8. Evaluation of the Review Process

8.1 The procedures outlined in this document shall be reviewed by the UT&LC on a regular basis.

Guidelines for School Review Submissions

Note: It is recommended that, in preparing its submission, the School note and take into account the specific Terms of Reference approved for the review and the “General Checklist for Use by the School Review Committee”.

Note: Submissions should include the outcomes/ report of the internal self-review in the relevant section (or as an appendix to the Submission).

1. Brief History of the School

This section might include reference to the following:

- 1.1 Restructuring/amalgamations of disciplines.
- 1.2 Significant recent developments (e.g. Chairs established).
- 1.3 Major changes since the previous review (if one has been undertaken).

2. The School at Present

2.1 The section should provide a snapshot of the School’s current status and operations, and include the following information:

- 2.1.1 Factual data about the School, of the kind detailed under section 4.
- 2.1.2 Strengths of the School.
- 2.1.3 Benchmarking data of research and teaching activities.
- 2.1.4 Any problems preventing effective operation or hindering progress.

3. The School of the Future

3.1 Bearing in mind the purpose of the School review, namely continuous improvement of operations, this section will be a focus of the review.

3.2 This section should describe plans and strategies for the future development and improvement of the School’s teaching, research and service programs, and of its administrative structures.

3.3 This section should include reference to:

- 3.3.1 Qualitative and quantitative goals and targets.
- 3.3.2 Background and justification for proposed future developments.
- 3.3.3 Actions and resources required to facilitate such development.
- 3.3.4 Strategies for development: particular reference should be made to the proposed utilisation of the School’s human, financial and physical resources to enhance performance, in order to fulfil the School’s goals and the achieve its targets.
- 3.3.5 Performance measures.

3.3.6 It is expected that the contents of this section of the School's submission will relate to the School's annual strategic planning exercise. Please append a copy of the School's Strategic Plan.

4. Factual Details for Inclusion in Section 2 of the Submission

4.1 In providing the factual information listed below, the School should make use of/attach any material which is already available (e.g. relevant tables for Statistics publications).

4.2 School Mission Statement

4.2.1 Goals, objectives and priorities.

4.2.2 Perceived role of the School within the Faculty, the University, state and nationally.

4.2.3 Evidence for the claimed standing of the School both nationally and internationally.

4.3 Coursework

4.3.1 Current course and subject offerings offered by the School (undergraduate and postgraduate).

4.3.2 Procedures for evaluating courses and subjects.

4.3.3 Locations of similar programs/courses in Australia.

4.3.4 Programs that are run in collaboration with other Schools or institutions.

4.3.5 Career destinations of and employment data concerning graduates.

4.3.6 Teaching responsibilities of academic staff.

4.4 Student Application, Enrolment and Graduation

4.4.1 Applications (heads and EFTSLs) over the past five years

- undergraduate courses;
- quotas (if applicable);
- scores for Tasmanian applicants receiving an offer.

4.4.2 Graduations (heads and EFTSLs) over the past five years

- undergraduate (including honours);
- postgraduate.

4.4.3 Enrolments (heads and EFTSLs) during the previous five years.

4.5 Staffing

4.5.1 Staff establishment: academic, research, administrative/technical. In each category, tabulate:

- gender balance;

- age;
- highest qualification level, and
- anticipated retirements.

4.5.2 Staff contact hours (undergraduate and postgraduate) in previous two years:

- workload allocations;
- mentoring of new staff.

4.5.3 Organisational structure of School.

4.6 Teaching

4.6.1 Use of innovative teaching methods, information technology for teaching and learning.

4.6.2 Use of continuing professional development to promote excellence in teaching.

4.6.3 CEQ data, SETL evaluations and grants and awards data.

4.7 Research

General information regarding:

4.7.1 The RQF and strategies for improving grade:

- Research concentration into areas of critical mass;
- Relationship of research to theme areas, broad university areas, collaboration internally and with external groups;
- Intellectual climate.

4.7.2 Major topics of research within the School and staff involved with each of these.

4.7.3 Areas of collaborative research outside the School.

4.7.4 Source and level of internal and external research funding (whether or not competitive) over past five years.

4.7.5 Avenues for external research support that are available to the School.

4.7.6 Success rate in applications for external funding.

4.7.7 Publications: Summary statistics for each category of publication for the bibliographic record (books, refereed articles, etc) over the past five years.

4.7.8 Invitations to present papers (including keynote addresses) at national or international meetings.

4.7.9 Awards, prizes for research.

4.7.10 Supervision of Honours and postgraduate theses: details of staff involvement and success rate.

4.8 Resources

4.8.1 Annual budget for the past five years.

4.8.2 Accommodation:

- physical area of the School;
- major categories of space utilisation (e.g. staff offices, undergraduate laboratories, postgraduate research space).

4.9 Staff involvement in professional and external activities:

4.9.1 Involvement in professional societies.

4.9.2 Invitations to offer coursework to other institutions or professional groups, nationally or internationally.

4.9.3 Involvement in continuing professional education.

4.9.4 Involvement in community education.

4.9.5 Involvement in other outside work that benefits the community, the profession or discipline, the University and the School.

Terms of Reference for School Reviews

Individual terms of reference for each School review will be approved by the Academic Senate upon the recommendation of the UT&LC. Terms of reference will be suggested by the relevant Dean taking particular note of any strategic issues facing the School and the outcomes of the internal self-review. The generic terms of reference outlined below are intended *as a guide only*. Deletion/inclusion of alternative terms of reference, to address specific issues, is recommended.

The terms of reference for a School review should be consistent with the University's mission, goals and objectives.

The review process involves a self- and peer-analysis of the School's strategic, financial and human resource plans in the context of the strategic plans of the Faculty and the University as a whole and of the most appropriate use of the School's resources to enhance its performance and thus fulfil its stated goals and objectives. While the primary focus of the review will be on the School, such reviews will, by their very nature, co-incidentally consider the quality of the courses/discipline(s) taught by the School and the research activities of the staff members involved in such disciplines thus encompassing the quality of the teaching, research, organisation and administration and the resources (both human and physical) to support the discipline(s).

Reviews are conducted on a regular, cyclical basis. The terms of reference should provide the Review Committee with the opportunity to comment on development since the last review and to consider the School's plans and strategies for future development. The task of the Review Committee is to provide an objective commentary on such plans and, as appropriate, recommend changes or enhancements.

Guidelines for drafting terms of reference

State the following upfront:

- The strategic issues identified by the School in the internal self-review as affecting the School;
- The outcomes of the initial internal self-review and consequent rationale for the external review.

Note: The above issues should also be integrated into the following suggested topics:

1. The School's organisation and administration:
 - 1.1 processes of decision-making and collegial consultation.
 - 1.2 academic leadership.
 - 1.3 relationship to other Schools and the University as a whole.
2. The School's teaching:
 - 2.1 teaching program(s).

- 2.2 identification of strategies for enhancing the recruitment and retention of undergraduate and postgraduate coursework students.
 - 2.3 quality of academic performance of the School concerned since the last review.
 - 2.4 standing within the national and international academic community.
 - 2.5 plans for improvements in the quality of its performance.
 - 2.6 future directions in the context of national and international trends in the discipline(s) concerned.
3. The School's current program of research:
- 3.1 research higher degrees - recruitment, supervision, completion and standing of graduates.
 - 3.2 areas in which research and post-graduate training should be concentrated.
 - 3.3 School's research plan and its implementation.
 - 3.4 School's record of research and scholarship and its standing within the national and international academic community.
 - 3.5 where appropriate, research consultancy activity.
4. Resources:
- 4.1 academic and general staff profile in relation to the current and planned teaching and research programs.
 - 4.2 teaching loads and workload allocations.
 - 4.3 space and physical resource requirements for the teaching and research programs of the School.
5. Internationalisation:
- 5.1 Identification of strategies to increase the enrolment of international students, both onshore and offshore.
 - 5.2 Processes to encourage the participation of students and staff in overseas activities.
 - 5.3 Level of internationalisation of the curriculum.
 - 5.4 Processes of accountability/quality assurance, particularly for internationalisation activities, such as evaluation and provision of support for TNE students.
6. Other issues (where appropriate), such as:
- 6.1 the service/professional role and performance of the School within the community.
 - 6.2 the existing School or alternative structures to meet current and anticipated developments in the discipline/the University.
 - 6.3 any other issues.

General Checklist for Use by the School Review Committee

The following list includes questions which may be explored by the Review Committee during its review of the School. It is recognised that all questions contained herein may not be relevant to all Schools and that, in some cases, other questions may need to be raised in order to address the specific Terms of Reference of the Review.

It is suggested that Review Committees refer to these Guidelines early in their deliberations so that all relevant issues may be addressed appropriately. The Committee might also choose to refer to these Guidelines in structuring the format of the review and in facilitating discussion and consideration of particular points.

1. The role of the School
 - 1.1 Has the School outlined appropriate goals for the future?
 - 1.2 Is the School able to project a corporate identity or sense of unity?
 - 1.3 Is the School clear about its priorities and the relative importance of its different activities in achieving its stated objectives?
 - 1.4 Has the School established realistic targets for student recruitment to its courses and the output of graduates and postgraduates?
 - 1.5 Has the School established appropriate directions and targets for its research and research output?
 - 1.6 What is the national and international standing of the School in relation to like Schools in Australia?
 - 1.7 Should the School continue in its present form; should any changes be made to its present structure?
2. Courses offered
 - 2.1 How successfully does the School cover the major areas of its discipline?
 - 2.2 To what extent do courses meet expressed demand?
 - 2.2.1 from students.
 - 2.2.2 from the profession/discipline.
 - 2.3 How do courses compare with those of a similar nature throughout Australia in terms of:
 - 2.3.1 breadth and quality of undergraduate and postgraduate offerings.
 - 2.3.2 entry standards (e.g. TE score).
 - 2.3.3 employment of graduates.
 - 2.4 What procedures does the School have in place for regular review of its courses?

- 2.5 What developments have occurred in the discipline during the past ten years?
- 2.6 How have these developments been reflected in the courses offered by the School?
- 2.7 How does the School's future planning take into account current local community needs?
- 2.8 To what extent have the new developments been encouraged/supported by the Faculty/University?
 - 2.8.1 What demands are made on the School for the offering of compulsory units for specific disciplines?
- 2.9 Is the School able to satisfy these demands in an effective manner and, if not, what factors prevent it from doing so?
- 2.10 What is the balance of offerings between units, which are compulsory for one or more disciplines, and electives?
- 2.11 Does the School have appropriate and adequate liaison with Schools for which it provides service unit(s)?
- 2.12 Does the School have appropriate and adequate liaison with relevant outside bodies?
- 2.13 What demands are placed on the School by external authorities responsible for the registration and/or recognition of the professional qualifications awarded by the University?
- 2.14 What contribution is made to continuing education, professional or otherwise, and how it is rewarded?
- 3. Teaching in the School
 - 3.1 What innovative teaching methods are employed?
 - 3.2 How does the School promote and reward excellence in teaching?
 - 3.3 What arrangements does the School have for regular review of all units?
 - 3.4 How does the School use such reviews to improve the quality of its units and its teaching?
 - 3.5 What teaching and learning facilities are available to students?
 - 3.6 Does the School have adequate resources to satisfy the particular nature of its teaching programs?
- 4. The School's role in undergraduate and postgraduate education
 - 4.1 Undergraduate education
 - 4.1.1 Is there a sustained pattern of demand for the courses offered by the School?

- 4.1.2 Is there a sustained pattern of demand or lack of demand for any of the units offered by the School?
- 4.1.3 Are the enrolment patterns consistent with continued viability of the School?
- 4.1.4 Does the School have, or does it need, a program for effective recruitment of students to its courses?
- 4.1.5 What effort is being made to encourage the enrolment and access of students from minority and disadvantaged groups?
- 4.1.6 Is there a need to attempt to disturb traditional gender patterns within the area of study?
- 4.1.7 What attempt is made to increase the proportion of women who continue to honours and postgraduate level?
- 4.1.8 What are the typical career destinations of the School's graduates?

4.2 Postgraduate education

- 4.2.1 What attempts are being made to increase the proportion of postgraduate students, including international students?
- 4.2.2 What steps are taken to foster postgraduate coursework programs and skills training including articulated programs of Graduate Certificate>Graduate Diploma>Master by coursework?
- 4.2.3 What steps are taken to foster honours and postgraduate education and to improve the generic skills training in research methods of researchers at higher degree and postdoctoral levels?
- 4.2.4 Can the School meet the demand for postgraduate supervision and are all research supervisors registered?
- 4.2.5 Does the School meet the minimum infrastructure requirements specified for postgraduate research training?
- 4.2.6 Are completion rates satisfactory?

5. The staffing and organisational structure of the School

5.1 Staffing establishment and profile

- 5.1.1 Is there an appropriate (i) supply and (ii) balance of senior/junior staff, academic/general staff in the School to support the School's teaching, research and administrative functions, currently and for planned growth?
- 5.1.2 Does the full complement of academic staff provide the range of expertise necessary to provide effective undergraduate and postgraduate education in the range of units offered and, in particular, in those units that are compulsory for some disciplines?

- 5.1.3 Does the School provide support and training for casual and sessional staff?
- 5.1.4 Does the School have effective administrative and technical support?
- 5.1.5 Does the School have difficulty recruiting staff and, if so, to what does this appear to be due?
- 5.1.6 Does the School ensure equality of opportunity?
- 5.1.7 Does the School have staff development and training policies in place and working?
- 5.1.8 Are there arrangements for the regular review and appraisal of staff? Is performance management working well in the School?
- 5.1.9 Are there reward schemes to establish a close relationship between performance, salaries, and other conditions of work?
- 5.1.10 How flexible are salary arrangements and conditions of service within the School?
- 5.1.11 What is the role of Professors within the School?
- 5.1.12 Does the Head of School provide appropriate leadership in encouraging and facilitating teaching, scholarship and research?

5.2 Organisational structure and planning

- 5.2.1 How does the School create an organisational climate which ensures that academic, professional, technical and administrative staff work together effectively?
- 5.2.2 What is the nature of the School's decision-making processes?
- 5.2.3 How are the funds allocated within the School?
- 5.2.4 How effective is communication within the School?
- 5.2.5 How effectively does the School conduct its strategic planning, including regular reviews of its aims and achievements?
- 5.2.6 Does the School set targets and monitor performance?

6. Research performance

- 6.1 What are the School's recognised areas of research excellence?
- 6.2 What evidence is there of national and international recognition of the School's research?
- 6.3 What effort is made to emphasise, promote, and fund excellence in research within the School?
- 6.4 Do the School's research interests reflect and complement the major areas of its teaching?
- 6.5 Are undergraduate students involved in research activities and is the value of research promoted at undergraduate level?

- 6.6 Do the research interests of the School provide an appropriate range for postgraduate research topics? Does this range reflect student demand?
 - 6.7 Does the School evaluate research performance by means of an appropriate set of performance indicators and allocate funds for research?
 - 6.8 How does the School's publication record compare with that of cognate Schools and with like Schools in other institutions?
 - 6.9 What is the School's level of success in attracting research funding?
 - 6.10 What external avenues are available to the School to seek additional research funding?
 - 6.11 To what extent is the School aware of the needs of industry, commerce and the professions?
 - 6.12 What links has the School established with industry, commerce and the professions to acquire research funding?
 - 6.13 Has the School developed a sound research infrastructure?
 - 6.14 Are equipment, accommodation and other research facilities adequate?
 - 6.15 What proportion of the School's staff are classed as research active according to the University definition?
 - 6.16 What proportion of the School's staff can be said to be predominantly teaching?
7. School resources
- 7.1 How successful is the School in securing the share of internal funding that it believes necessary or appropriate?
 - 7.2 How does the School's budget compare with the budgets of other Schools in the Faculty in relation to size and function?
 - 7.3 How efficient is the School in utilising its resources to ensure the fulfilment of its mission?
 - 7.4 How does the School allocate its funds in relation to units/courses offered?
 - 7.5 Does the School review its elective offerings in terms of enrolment and relative costs?
 - 7.6 What does the School do to attract external support from industry, professions, corporations, and the University's Alumni?
 - 7.7 What attempts, if any, are being made to increase income from full-fee paying students and continuing professional education?
 - 7.8 Are the resources allocated to the School adequate to meet its commitments to high quality teaching and research and to allow it to compete for research performance related funds and teaching and learning performance related funds?
 - 7.9 Does the School encourage entrepreneurial activity?

- 7.10 Does the School maximise returns from innovative research and technology transfer?
8. School facilities and support
- 8.1 Is the accommodation provided to the School appropriate and adequate for-
- 8.1.1 effective undergraduate and postgraduate teaching.
 - 8.1.2 the research projects of staff and students.
- 8.2 Is the accommodation sufficient for:
- 8.2.1 current activities?
 - 8.2.2 planned or anticipated growth?
- 8.3 Are teaching and research facilities (e.g. equipment) up to date and in sufficient supply to ensure efficient and effective programs?
- 8.4 Does the School have sufficient appropriately qualified technical and administrative staff to support both teaching and research endeavours?
- 8.5 Does the administration and organisation of the School allow for the most effective use of the School's teaching and research facilities?
9. The School's links with the University, profession and the community
- 9.1 How is the School involved in service to the University?
- 9.2 To what extent does the School co-operate and collaborate with other tertiary education institutions?
- 9.3 What steps does the School take to promote public awareness of its activities and their contribution to the social, cultural, and economic development of society?
- 9.4 How extensive is staff involvement in academic, professional and service organisations?
- 9.5 What links does the School have with alumni, government at all levels, industry, commerce, the professions, and the community generally?

School Review Template

SCHOOL of XXXX

**REPORT ON THE REVIEW
OF THE
SCHOOL of XXXX
DATE XXXX**

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1. Introduction

1.1 Terms of Reference

1.2 Members of the Review Committee

1.3 Executive Summary

1.4 Review Process

1.5 Abbreviations

2. Commendations

3. Review Report and Recommendations

3.1 The School's organisation and administration

3.2 The School's teaching

3.3 The School's current program of research

3.4 Resources

3.5 Internationalisation

3.6 Other Issues (where appropriate)

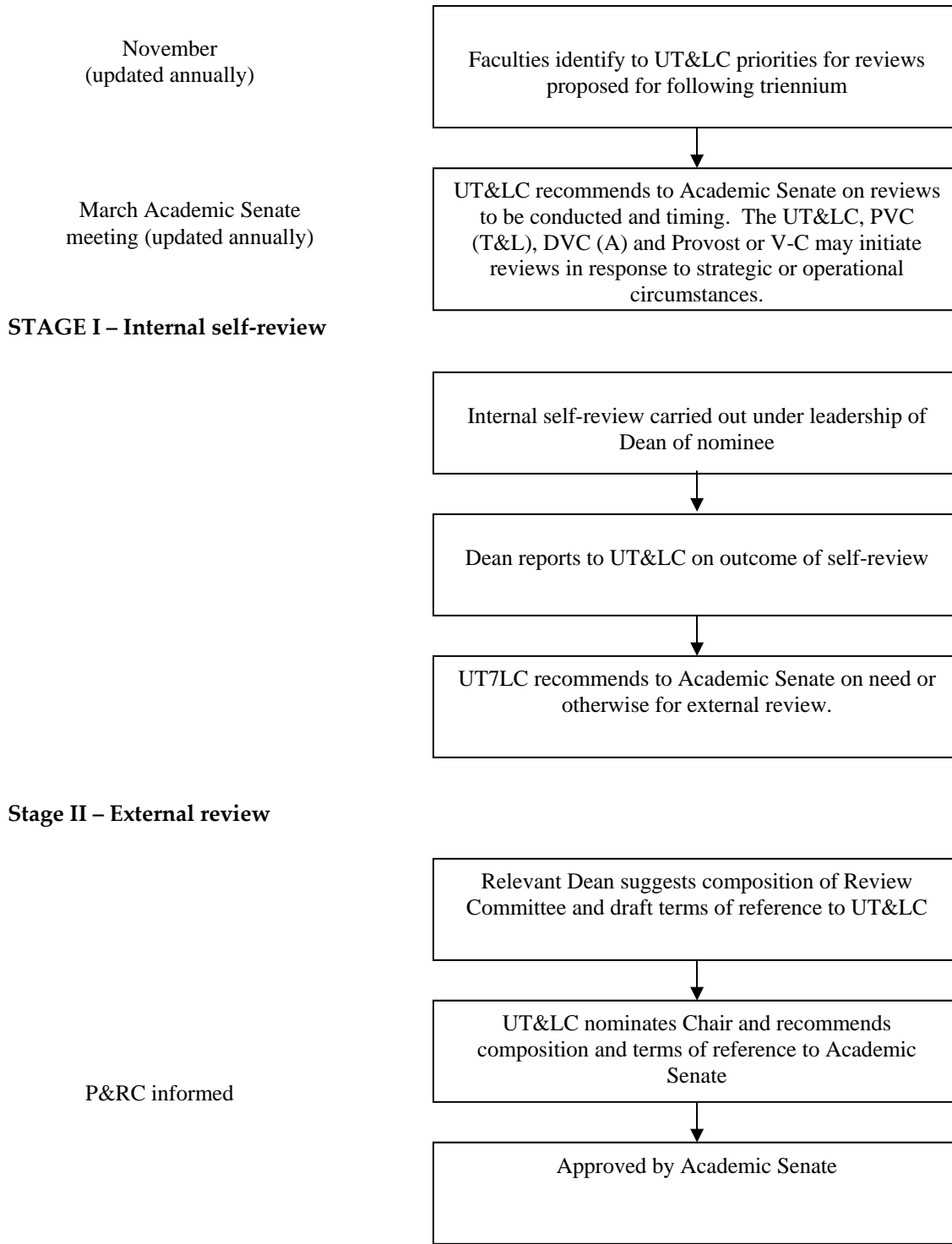
4. Appendices

Appendix 1: List of Submissions

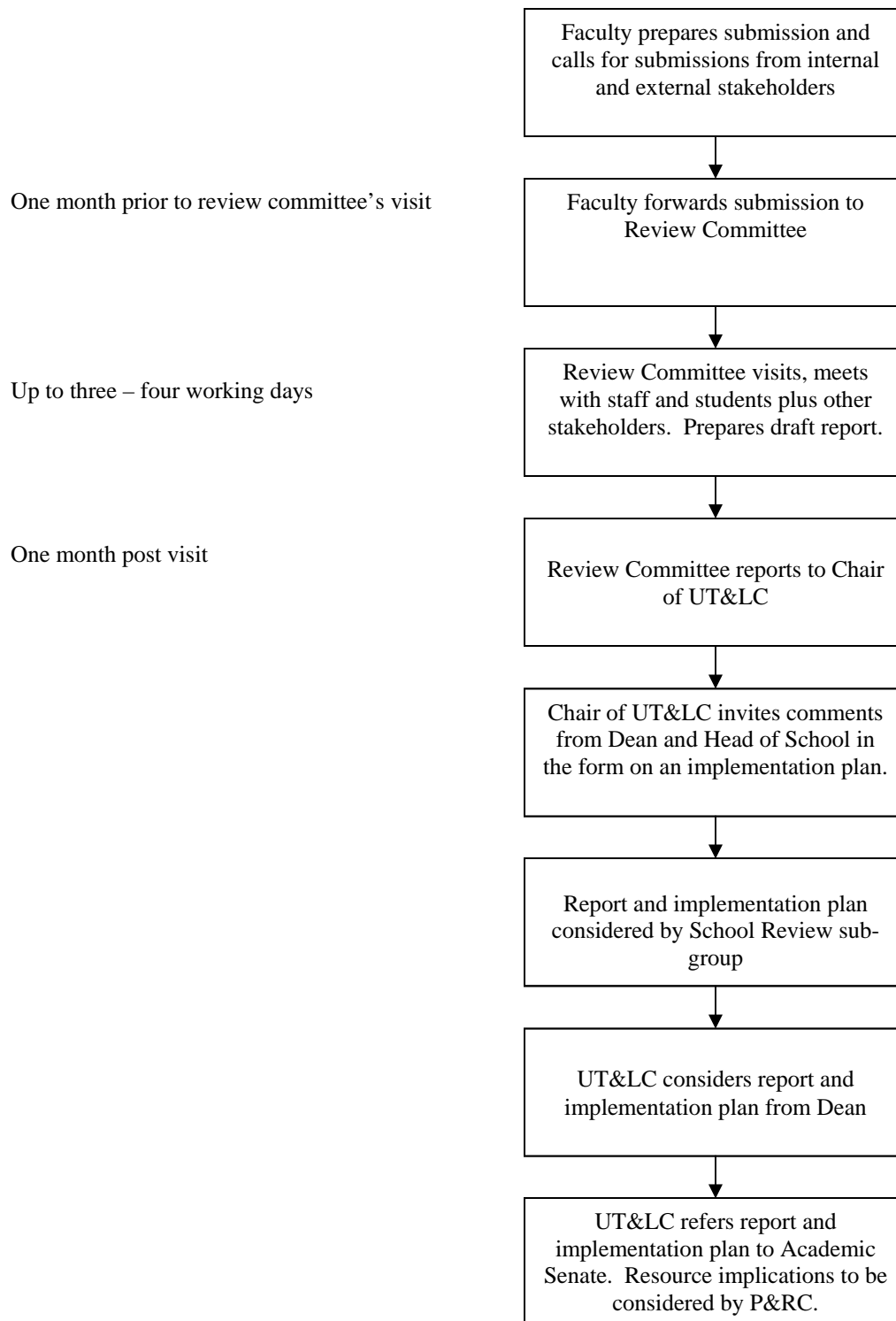
Appendix 2: Interviewees

Flowchart of Review of Schools

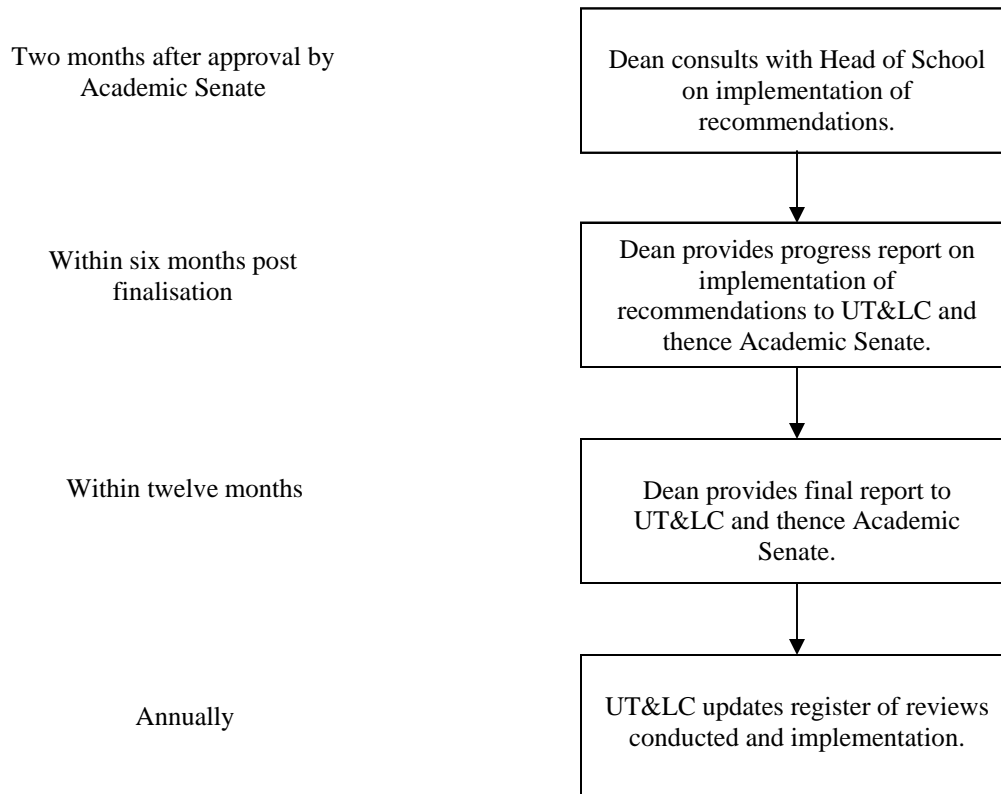
Setting up of reviews



Stage III: The Review



Stage IV: Implementation/follow up



Notes: UT&LC = University Teaching and Learning Committee
P&RC = Planning and Resources Committee

Media Guidelines – Course and School Reviews

Recently, there has been some media interest in course and school reviews. It is therefore important to have processes in place for handling this media interest and for ensuring staff are aware of what to do when approached by the media.

Prior to review:

All media inquiries should be handled by the Dean in consultation with PR&UE. Inquirers from the media can be provided with information about the process being used in the review (from the guidelines), dates for the review (when they are set), terms of reference and names of members of review panels (once approved by T&LC), numbers of submissions received (all other details of submissions are confidential).

During review panel meetings:

Members of the review panel should not make any media comment. All panel discussions are confidential. Media inquiries should be referred to the Dean. At this stage, media comment should focus only on the process being followed.

After the report has been finalised: The report is sent to the Deputy Vice-Chancellor (Academic) and Provost or Pro Vice-Chancellor (Teaching and Learning) who forwards it to the Dean. The Dean sends the report to Head of School and other relevant staff or Faculty groups/committees.

While the report should be considered confidential at this stage, it still needs to be made available to relevant staff within the Faculty.

After appropriate Faculty consultation, the Dean (in conjunction with the Head of School) prepares an implementation plan.

The Dean may wish to discuss the implementation plan with the Senior Management Team at this stage to obtain support for planned actions and to discuss key messages that will need to be conveyed to the media after the report is released.

If there are media inquiries at this stage, the Dean may indicate that a report has been received and is being discussed. The message should be that the report is not public because it contains recommendations that may or may not be accepted and that various processes have to be worked through before the report can be released. At this stage, the Dean (in consultation with PR&UE) may choose to highlight some of the main recommendations or points made in the review, particularly if this is helpful to prevent or counteract negative media coverage or speculation.

Presentation of report and implementation plan: The implementation plan and report are presented to Planning and Resources Committee and University Teaching and Learning Committee and the Research College Board (for School reviews) then Academic Senate.

The Dean should work with the PR&UE to prepare a press release as the report and implementation plan are made public at the same time they are presented to key University committees.