

TERMS OF REFERENCE

REVIEW OF THE SCHOOL OF ELECTRICAL & ELECTRONIC ENGINEERING IN THE FACULTY OF ENGINEERING, COMPUTER & MATHEMATICAL SCIENCES

The School Review is conducted within the University's seven-year Academic Unit Review cycle. The Review will take into account the views of all relevant internal stakeholder groups, including students, staff and other relevant academic areas of the University, and of all relevant external stakeholder groups including employers, alumni and representatives of relevant professions.

Both the Faculty Self-Evaluation process and report, and the Review Panel assessment, should address the Aims of School Reviews which are as follows:

- To evaluate the quality and effectiveness of academic strategy, operations and outcomes, including in research, learning and teaching, entrepreneurship and innovation, and external engagement and impact;
- To assess the school's standing, nationally and internationally, in relation to appropriate benchmarking;
- To evaluate the school's ability to sustain and enhance educational and research operations in the context of the University's strategic goals, its resources, and internal and external opportunities;
- To evaluate the quality of school governance, management and enhancement processes, including approaches to working with students as partners and to external engagement;
- To assess the school's progress since the previous review, with reference to the outcomes of the implementation plan in response to the recommendations of that review;
- To identify and give recognition to best practice and successful outcomes;
- To identify strategic and operational opportunities, and priorities for enhancement, including for research performance and academic portfolio refresh and development;
- To assist in identifying areas where resources and support might be needed to optimise future performance.

The Review Panel is asked to assess the School's self-evaluation and its enhancement proposals for the School under review, and make evidence-based recommendations. The following areas of consideration are in scope of the Review Panel's assessment of the quality of the School's academic enterprise and of the enhancement proposals:

1. Research and innovation performance, impact, priorities and opportunities, benchmarked nationally and globally, in relation to:
 - research income, commercialisation measures, publication numbers and quality, overall and per FTE, including contribution to ERA and ERA for Engagement and Impact outcomes;
 - research collaboration and partnerships, within the school and across the University, as well as with external stakeholders, particularly externally-funded partnerships, in terms of quality and outcomes;
 - research training and support for HDR students, with consideration of current HDR enrolments and completions, and future opportunities for increasing the latter and reducing attrition; and
 - support provided for Early Career Researchers, including individual development pathways.

2. Across all programs, and with reference to relevant Program Reviews, learning and teaching performance, priorities and opportunities in relation to:
 - curriculum development;
 - innovation in delivery including digital and flexible approaches;
 - pedagogy, academic staff induction and development, reward and recognition;
 - teaching collaborations and partnerships;
 - demand and growth opportunities (based on available evidence) for programs and courses offered by the School;
 - student retention;
 - student experience/satisfaction;
 - graduate employment and employer satisfaction;
 - professional and community engagement and impact of the School;
 - alumni engagement.
3. The governance and management of the School as a model for supporting the University's strategic direction and delivering its objectives:
 - the School's staffing structure, gender diversity and culture more generally;
 - approaches to working with students and staff as partners, and with alumni and industry;
 - staff engagement within the School including professional staff induction and development;
 - planning, quality assurance and enhancement systems and processes.
4. The use of human, physical and financial resources in addressing plans for development and initiatives, and cost effectiveness in delivering outcomes. Decisions on the provision of additional resources remain at the University's discretion.
5. The School's academic profile and standing, benchmarked against similar schools in other Australian universities, relevant international institutions, and global and national university rankings in research and education in relevant fields.