Standard Terms of Reference – Faculty Review

Strategy and Planning

1. Capacity to identify and contribute to the University’s future needs and strategic ambitions as they relate to the Faculty;
2. Alignment of the Faculty’s strategic and operational plans with the University’s Strategic Plan and contribution to planning across CDU operational and Faculty’s where relevant;
3. Identification of best practice and national and international contexts and trends in relevant disciplines / professions, learning and teaching, research and scholarship, and engagement, and their translation into appropriate and attainable future objectives;
4. Planning processes and outcomes including workforce planning, positioning of academic activity.

Leadership and Governance

1. The Faculty’s academic leadership and governance arrangements, including leadership and committee roles, student participation on committees, internal quality assurance, risk management, and compliance measures;
2. Suitability of the Faculty’s workforce profile (level, qualifications/accreditation, staff workload and work functions) and for units taught and staff student ratios;
3. Workforce matters including employee recruitment planning and retention, culture, and an overview of the Faculty’s performance review and development and mentoring processes;
4. Management of professional accreditation requirements of courses;
5. Revenue and cost management, including planning and budget management across funding arrangements and targets;
6. Suitability and utilisation of the Faculty’s physical resources (e.g. space, IT, other infrastructure);
7. Key relationships and dependencies, extent of cross-disciplinary and cross-Faculty collaboration;
8. Feedback from students, staff and other stakeholders; the management of complaints or grievances from students and staff; and the efficacy of student and employee support mechanisms; and

Teaching and Learning

1. The context of teaching and learning within the Faculty, including accredited and non-accredited programs, micro-credentials, ePortfolios and embedded programs offered, student demand, conversion and market strength;
2. Effectiveness of teaching and learning governance, including examples Faculty Learning & Teaching Committee, Course Advisory Groups and discipline meeting minutes;
3. Suitability of the curricula being taught, learning objectives, course and unit management, assessment practices and level of academic support provided;
4. Teaching and learning outcomes, including any previous Faculty or course reviews, discipline level feedback, professional accreditation of courses, student experience, graduate outcomes, Quality Indicators for Learning and Teaching (QILT) data and employee feedback;
5. Teaching and learning performance, including enrolments, retention/attrition, completions and completion times, pass rates and student grades, student experience and graduate outcomes e.g. VET learner engagement and employer satisfaction quality indicators, Learning and Teaching Grant outcomes, comparisons with alternative Australian programs;
6. Activities that promote and support teaching skills in contemporary teaching, learning and assessment principles and practices in tertiary education, including digital and learning technologies;
7. A comparison of teaching and learning performance across campuses and study centres/hubs;
8. Faculty strategies for ensuring that employees have skills in contemporary teaching, learning and assessment principles relevant to their discipline, sector and role, the modes of delivery in which they teach and the needs of particular student cohorts within their courses;
9. Faculty strategies and activities for monitoring employee outcomes regarding the scholarship of learning and teaching and disciplinary scholarship; and
10. Development and effectiveness of VET to HE pathways

Research and Scholarship

1. The Faculty’s research governance and areas of research focus and how areas are supported/resourced;
2. Engagement in, or support for, University Research Institutes and Centres;
3. Research achievements and their contribution to CDU’s research key performance indicators in relation to research publications (including citation data), Excellence in Research Australia (ERA) outcomes, Higher Education Research Data Collection (HERDC) research income generated, evidence of research impact, research awards, prizes;
4. Research higher degree student load and completions, by course (high-cost and low-cost), domestic or fee-paying and First Nations candidates;
5. Important research collaborations locally, nationally, and internationally; and
6. Faculty activities to promote and support staff scholarly activity within the discipline in which they teach.

First Nations Leadership

1. Contribution to First Nations engagement in teaching and learning including indigenisation of curriculum, development of pathways between VET and HE, micro-credentials, First Nations student recruitment, retention and success;
2. Efforts to recruit, employ and recognise First Nations staff and collaborators/stakeholders, provide career pathways for First Nations staff, and create a suitable and supportive work and learning environment; and
3. Contribution to First Nations engagement in research and scholarship, e.g. engagement in design of research / determination of research priorities, genuine collaboration in conducting research.

Engagement

1. Relevant internal and external engagement and social innovation, involving mutually beneficial collaborations;
2. Quality of relationships with other entities responsible for course delivery or other academic activity for the Faculty, including a summary of each entities’ responsibilities, quality assurance and governance arrangements, any contracts or agreements;
3. Relevant employee awards, engagement with key stakeholders and relevant external organisations, alumni-related activities, promotional and outreach activities and externally funded scholarships and prizes.

Internationalisation

1. Internationalisation of teaching and research;
2. Internationalisation of/efforts to diversify student population, provide study abroad opportunities for domestic students, and Faculty support mechanisms for international students;
3. Identification and development strategic alliances; and
4. Staff and student perceptions of the Faculty’s culture of internationalisation, including regular review of international student support mechanisms.