

# The University of Sydney Academic Board

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## ***GUIDELINES FOR PREPARING THE SELF-EVALUATION REPORT (SER) FOR ACADEMIC BOARD REVIEW PHASE 2***

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### CONTENTS

<b>1</b>	<b>GENERAL INFORMATION ON THE SELF-EVALUATION REPORT .....</b>	<b>1</b>
	<b>THE BALANCE BETWEEN PROCESSES, OUTCOMES AND EVALUATION .....</b>	<b>2</b>
	<b>BENCHMARKING – DEFINITION OF .....</b>	<b>2</b>
	<b>DATA.....</b>	<b>2</b>
	<b>SUPPLEMENTARY MATERIAL .....</b>	<b>3</b>
	<b>PRESENTATION.....</b>	<b>3</b>
<b>2</b>	<b>OVERVIEW OF THE SER STRUCTURE.....</b>	<b>3</b>
<b>3</b>	<b>STRUCTURE OF THE SELF-EVALUATION REPORT .....</b>	<b>4</b>
	<b>SER SECTION 1: FOLLOW-UP TO PHASE 1 REVIEW .....</b>	<b>5</b>
	<b>SER SECTION 2: GOAL 2: DIVERSITY, ACCESS AND EQUITY .....</b>	<b>6</b>
	<b>SER SECTION 3 GOAL 3: EXCELLENCE IN RESEARCH.....</b>	<b>7</b>
	<b>SER SECTION 4: GOAL 4: INTERNATIONALISATION .....</b>	<b>8</b>
	<b>SER SECTION 5: GOAL 5: ENGAGEMENT WITH INDUSTRY AND THE PROFESSIONS .....</b>	<b>9</b>
	<b>SER SECTION 6: GOAL 6: EFFECTIVE MANAGEMENT .....</b>	<b>10</b>
	<b>SER SECTION 7: GOAL 7: SERVICE TO THE COMMUNITY .....</b>	<b>11</b>
	<b>SER SECTION 8: EVALUATIVE SUMMARY OF THE FACULTY’S EFFECTIVENESS IN CONTRIBUTING TO THE UNIVERSITY’S SEVEN GOALS .....</b>	<b>12</b>
	<b>APPENDIX 1 <u>DATA TO SUPPORT GOAL 2: DIVERSITY, ACCESS AND EQUITY</u> .....</b>	<b>13</b>
	<b>APPENDIX 2: <u>DATE TO SUPPORT GOAL 3: EXCELLENCE IN RESEARCH</u> .....</b>	<b>14</b>
	<b>APPENDIX 3 <u>DATA TO SUPPORT GOAL 4: INTERNATIONALISATION</u> .....</b>	<b>15</b>

### **1 GENERAL INFORMATION ON THE SELF-EVALUATION REPORT**

- 1.1 The Self-Evaluation Report (SER) is the principal reference document considered by the Review Team and forms the basis of the review. It should be a self-critical, analytic and evidence-based document which addresses areas for improvement as well as strengths. It should focus on processes and evidence, i.e. the processes and structures in place to monitor standards, identify problems, address those problems, and monitor the results, and the evidence that demonstrates that the processes are working and have been effective.
- 1.2 Faculties may find it helpful to keep in mind the following series of simple questions when preparing their SER:
- what are we doing?
  - how are we doing it?
  - how do we know we are doing it?
  - how do we measure progress?
  - what are our strengths and weaknesses?
  - how well are we doing it and how can we improve?
  - do we have good systems in place to ensure that the outcomes of self-evaluation are acted upon in a continual cycle of improvement?

- 1.3 In the sections that follow relating to each of the seven Goals, examples are provided under various headings, but please note that these are **examples only – they are not intended to be prescriptive or exclusive**. They are only there to give some kind of guide should it be needed. It is up to Faculties to decide what is most relevant in relation to each Goal in the context of the Faculty profile. Please note, however, that all Goals must be addressed.
- 1.4 The section on each Goal suggests addressing it in relation to: Objectives; Policies, processes and practices; Outcomes; Stakeholder feedback; Quality assurance processes; and Evaluation. In case it is helpful, here are some examples illustrating the way each of these headings might be applied to an aspect of one of the Goals (Indigenous education under Goal 2 has been selected as a random example).
- Objectives might include issues such as the Faculty’s targets and goals in relation to Aboriginal students.
  - Policies, processes and practices would refer to, for example, the following in relation to Aboriginal students: Faculty recruitment policies; Faculty support mechanisms; practices to monitor progress; induction activities.
  - Outcomes might refer to statistics on Aboriginal student entry, progression and completion rates, graduate destinations.
  - Stakeholder feedback might cover feedback from Aboriginal students on their educational experience at the University; feedback from outside bodies/employers.
  - Quality Assurance processes might include arrangements for collecting and monitoring Aboriginal student feedback; Faculty committees; Faculty structures to monitor progress; arrangements for collecting employer feedback.
  - Evaluation – this might include the Faculty’s analysis of the effectiveness of all of the above, an identification of strengths and weaknesses, and plans for improvement in relation to the latter.
- 1.5 As the Goals overlap and intertwine across the range of activities, Faculties are encouraged to address the Goals in an integrated way, cross-referencing where appropriate.
- 1.6 Faculties who are involved with service-teaching are encouraged to consult with the relevant faculties in the preparation of the Self-Evaluation Report.

### **The balance between processes, outcomes and evaluation**

- 1.7 The importance of a constructively self-critical and evaluative approach in the SER cannot be over-emphasised. As described in s. 1.4 above and the sections that follow, Faculties are asked to address each Goal in terms of objectives, policies, outcomes stakeholder feedback and QA processes. However, it is stressed that the most important aspect of the SER is its evaluativeness – how the Faculty analyses this information to plan for improvements. The SER should assist the Faculty in identifying problems and ways to resolve them, as well as identifying areas of good practice and ways to maintain and expand them. The Faculty is asked to bear this in mind when addressing each of the Goals and seek to avoid producing a document that merely lists objectives, policies, outcomes etc, without providing the interpretative analysis that gives them meaning.

### **Benchmarking – definition of**

- 1.8 The term ‘benchmarking’ is broadly understood in two ways: (i) comparing outcomes, criteria and standards, and (ii) analysing what it is that makes a competitor excel in a particular area and how their experience can be built upon to effect improvement here. The term is used within these guidelines to encompass both meanings.

### **Data**

- 1.9 In advance of the Review, the Review Team Secretary will provide to the Faculty some key data relating to Goal Two (Diversity, Access and Equity), Goal Three (Excellence in Research), and Goal Four (Internationalisation) (please see Appendices 1 – 3). This information is intended to support the Faculty in preparing its SER. Please note, however, that there is no expectation that Faculties would provide a thorough analysis of all of these data. The Faculty is invited to draw upon the data as it sees fit, although it would likely wish to comment on any unusual trends that emerge. If there are other data that the Faculty would like to use but cannot find, the Review Team Secretary may be able to provide assistance in sourcing them.
- 1.10 The Review Team Secretary will also provide to the Faculty an analysis of the relevant responses to the SCEQ and SREQ open questions. Complete comments are not provided. Quantitative data from the SCEQ and SREQ are available from the Institute for Teaching and Learning website<sup>1</sup>.

### **Supplementary material**

- 1.11 The Faculty may wish to attach (existing) documents that exemplify the effectiveness of operation of its quality assurance and improvement systems.

### **Presentation**

- 1.12 Faculties are asked to produce a single, collated and/or bound document containing all relevant material for the Review. This would include:
- the SER
  - all relevant appendices and attachments
  - list of contents
  - section and page numbers throughout

As far as possible, Faculties are asked to supply documents in the program Microsoft Word. Please provide **six** (hard) copies to the Review Team Secretary **four weeks** in advance of the Review meeting. An electronic copy should also be sent to the Review Team Secretary (but to supplement, not replace, the hard copies).

## **2 OVERVIEW OF THE SER STRUCTURE**

### **Introduction and Faculty context**

**Section 1: Follow-up to Phase 1 Review**

**Section 2: Goal 2: Diversity, Access and Equity**

**Section 3: Goal 3: Excellence in Research**

**Section 4: Goal 4: Internationalisation**

**Section 5: Goal 5: Engagement with Industry and the Professions**

**Section 6: Goal 6: Effective Management**

**Section 7: Goal 7: Service to the Community**

**Section 8: Evaluative summary of the Faculty's effectiveness in contributing to the University's seven Goals**

Notes on each section follow.

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<sup>1</sup> <http://www.itl.usyd.edu.au/SCEQ/secure/RRR.cfm> and <http://www.itl.usyd.edu.au/SREQ/secure/RRR.cfm>

### 3 STRUCTURE OF THE SELF-EVALUATION REPORT

#### INTRODUCTION AND FACULTY CONTEXT

This section should provide a **summary** of the Faculty's:

- (i) structure (eg organisational structure or chart)
- (ii) programs
- (iii) student profile
- (iv) staff profile
- (v) research activities (the Faculty's 2001 report to the PVC Research can be used here)
- (vi) the Faculty's quality assurance activities and structures (including arrangements for off-shore activities, if any)
- (vii) benchmarking activities, including how the Faculty compares its academic standards with other research intensive universities, both in Australia and internationally
- (viii) analysis of the outcome of any recent reviews, for example by professional accrediting bodies (reports should be appended)
- (ix) committee structure

**Note:** The introductory section of the Self-evaluation Report for the Faculty's Academic Board Review of Teaching, Learning and Research Training (Phase 1 Review) may be used as the basis for the introductory section for the Phase 2 SER.

**SER SECTION 1: FOLLOW-UP TO PHASE 1 REVIEW**

This section covers:

**GOAL 1: QUALITY TEACHING AND LEARNING:** *The University of Sydney will maintain and enhance its position as an outstanding provider of high quality undergraduate and postgraduate teaching, both in Australia and internationally.*

and aspects of **GOAL 3: EXCELLENCE IN RESEARCH**

A template will be provided for each Faculty, providing the Recommendations from its Phase 1 Review. The Faculty will need to indicate how each Recommendation has been acted upon. The following format will be used for each Recommendation:

<b>Recommendation 1</b>	eg It is recommended that the Faculty consider ways to provide and improve training for sessional and part-time tutors and to monitor consistency of compliance across the Faculty. The Faculty should aim to achieve greater consistency and monitoring of the standards of tutor performance.
<b>Action taken by the Faculty</b>	
<b>Further action planned but not yet implemented (if appropriate)</b>	
<b>Faculty's evaluation of the success of action taken</b>	

(NB Faculties that had any Recommendations relating to Research are asked to analyse and comment upon the results of the 2002 Student Research Experience Questionnaire (SREQ)).

## SER SECTION 2: GOAL 2: DIVERSITY, ACCESS AND EQUITY

**GOAL 2: DIVERSITY, ACCESS AND EQUITY:** *The University of Sydney will continue to provide access to tertiary study and appropriate support for students from a diversity of backgrounds.*

The following should be addressed in relation to Goal 2:

- 2.1 **Objectives:** The Faculty's key objectives in relation to Diversity, Access and Equity (for example, Equity targets) (*i.e. 'what are you doing' or aiming to do*)
- 2.2 **Policies, processes and practices:** Brief description of the Faculty's policies, processes and practices that support Diversity, Access and Equity (*i.e. 'how are you doing it?'*) (for example, student admissions and staff recruitment policies, processes for tracking student progress, student support arrangements)
- 2.3 **Outcomes:** Evidence of outcomes (*i.e. 'how do you know you are doing it?'*), for example:
  - staff and student numbers in relation to: gender balance; indigenous Australians; people from non-English speaking backgrounds, people with disabilities; people from socio-economically disadvantaged backgrounds
  - student progression, retention and completion rates in relation to these groups
- 2.4 **Stakeholder feedback:** Evidence of feedback from stakeholders (for example from students, staff, employers and the community). Analysis of the extent to which feedback suggests that the Faculty's constituencies are satisfied. (*i.e. 'how do you know you are doing it?'*)
- 2.5 **Quality assurance processes:** How the Faculty's quality assurance processes evaluate processes, outcomes and stakeholder feedback and use this information to plan improvement. (*i.e. how do you monitor outcomes, measure progress and identify strengths and weaknesses*)
- 2.6 **Evaluation:** The Faculty's analysis of how effectively it supports and promotes diversity, access and equity. The Faculty should identify areas for improvement as well as strengths. Under each improvement, it is essential to describe what plans are in place to address the issues you have identified. ***Please note: this is the most important section and it should be given the most emphasis and word-space.*** (*i.e. 'how well are you doing it and what are you doing to improve?'*)

### **Please refer to:**

- Appendix 1 for the data which will be provided to the Faculty to support its response to this section;
- The University's Strategic Plan 1999 – 2004, pages 14 – 15 for further details on the University's Objectives in relation to this Goal.

### **Some points to remember**

- There is no need to cover everything. The Review Team seeks an overview, not an inventory.
- The section should be kept as brief as possible – a maximum of 3 pages is recommended (excluding attachments).
- It is not necessary to address items 2.1 – 2.5 separately – they can be merged as considered appropriate. Cross-referencing between the Goals is also encouraged.

## SER SECTION 3 GOAL 3: EXCELLENCE IN RESEARCH

**GOAL 3: EXCELLENCE IN RESEARCH:** *The University of Sydney will develop its reputation as an institution where pure and applied research and research training are conducted at nationally and internationally recognised standards, including research relevant to the economic, social and cultural well-being of Australia and the region.*

The following should be addressed in relation to Goal 3:

- 3.1 **Objectives:** The Faculty's objectives in relation to research. (*i.e. 'what are you doing' or aiming to do?*)
- 3.2 **Policies, processes and practices:** (*i.e. 'how are you doing it?'*) The Faculty's policies, processes and practices that support excellence in research relating to, for example:
- benchmarking of research outputs
  - collaboration - with other research areas within the University and externally, with other universities and non-HE organisations (eg industry/business/government)
  - the range and scope of research activity
  - visiting scholars
  - research funding (such as for conferences and travel)
  - alignment of research with Faculty and University plans
  - arrangements to support junior staff in developing a strong research profile
  - induction and support for staff new to research
- 3.3 **Outcomes:** Evidence of outcomes (*i.e. 'how do you know you are doing it?'*), for example:
- research inputs compared with research outputs
  - research record in comparison with national and international norms
  - trends in quality of research outcomes
- 3.4 **Stakeholder feedback:** Evidence of feedback from stakeholders (for example from students, staff, employers and the community) (*i.e. how do you know you are doing it?*)
- 3.5 **Quality assurance processes:** How the Faculty's quality assurance processes evaluate processes, outcomes and stakeholder feedback in relation to research and use this information to plan improvement. (*i.e. how do you monitor outcomes, measure progress and identify strengths and weaknesses*)
- 3.6 **Evaluation:** The Faculty's analysis of how effectively it supports and promotes excellence in research. The Faculty should identify areas for improvement as well as strengths. Under each improvement, it is essential to describe what plans are in place to address the issues you have identified. ***Please note: this is the most important section and it should be given the most emphasis and word-space.*** (*i.e. 'how well are you doing it and what are you doing to improve?'*)

### Please refer to:

- Appendix 2 for the data which will be provided to the Faculty to support its response to this section;
- The University's Strategic Plan 1999 – 2004, pages 17 – 18 for further details on the University's Objectives in relation to this Goal;

### Some points to remember

- There is no need to cover everything. The Review Team seeks an overview, not an inventory.
- The section should be kept as brief as possible – a maximum of 3 pages is recommended (excluding attachments).
- it is not necessary to address items 3.1 – 3.5 separately – they can be merged as considered appropriate

## SER SECTION 4: GOAL 4: INTERNATIONALISATION

**GOAL 4: INTERNATIONALISATION** *The University of Sydney will enhance its position as a university of high standing in the international community of scholars.*

The following should be addressed in relation to Goal 4:

- 4.1 **Objectives:** The Faculty's key objectives in relation to Internationalisation (*i.e. 'what are you doing' or aiming to do?*)
- 4.2 **Policies, processes and practices:** Brief description of the Faculty's policies, processes and practices that support Internationalisation (*i.e. 'how are you doing it?'*)  
Examples might relate to marketing and recruitment, curriculum design, international student support, mechanisms to support various types of international links.
- 4.3 **Outcomes:** Evidence of outcomes (*i.e. 'how do you know you are doing it?'*), for example:
- international research projects
  - international projects (such as World Bank and Asian Development Bank projects)
  - activity relating to agreements with institutions overseas
  - student exchange programs
  - international student numbers
  - international student progress rates
  - student numbers on special programs, study abroad and exchange schemes
  - programs/majors/units of study with an international focus
  - international links (research, consulting, student exchange, collaboration)
- 4.4 **Stakeholder feedback:** Evidence of feedback from stakeholders (for example from students, staff, employers and the community). Analysis of the extent to which feedback suggests that the Faculty's constituencies are satisfied? (*part of 'how do you know you are doing it?'*)
- 4.5 **Quality assurance processes:** How the Faculty's quality assurance processes evaluate processes, outcomes and stakeholder feedback and use this information to plan improvement. This should include international benchmarking practices within disciplines. (*i.e. how do you monitor outcomes, measure progress and identify strengths and weaknesses*)
- 4.6 **Evaluation:** The Faculty's analysis of how effectively it supports and promotes internationalisation. The Faculty should identify areas for improvement as well as strengths. Under each improvement, it is essential to describe what plans are in place to address the issues you have identified. **Please note: this is the most important section and it should be given the most emphasis and word-space.** (*i.e. 'how well are you doing it and what are you doing to improve?'*)

**Please refer to:**

- Appendix 3 for the data which will be provided to the Faculty to support its response to this section;
- The University's Strategic Plan 1999 – 2004, pages 20 - 21 for further details on the University's Objectives in relation to this Goal.

**Some points to remember**

- There is no need to cover everything. The Review Team seeks an overview, not an inventory.
- The section should be kept as brief as possible – a maximum of 3 pages is recommended (excluding attachments).
- It is not necessary to address items 4.1 – 4.5 separately – they can be merged as considered appropriate

## **SER SECTION 5: GOAL 5: ENGAGEMENT WITH INDUSTRY AND THE PROFESSIONS**

**GOAL 5: ENGAGEMENT WITH INDUSTRY AND THE PROFESSIONS** *The University of Sydney will continue to make a significant contribution to the well-being and enhancement of the wide range of professions with which it engages.*

The following should be addressed in relation to Goal 5:

- 5.1 **Objectives:** The Faculty's key objectives in relation to Engagement with Industry and the Professions (*i.e. 'what are you doing' or aiming to do*)
- 5.2 **Policies, processes and practices:** Brief description of the Faculty's policies, processes and practices that support such engagement. For example mechanisms to: obtain feedback on curricula and graduate skills; encourage and support joint research activities; promote life-long learning. (*i.e. 'how are you doing it?'*)
- 5.3 **Outcomes:** Evidence of outcomes (*i.e. 'how do you know you are doing it?'*), for example:
  - joint research projects
  - student placements in industry/professions
  - graduate destination statistics
  - links with industry/professions/professional associations/government agencies and professional regulatory bodies
  - ventures involving the commercialisation of intellectual property
- 5.4 **Stakeholder feedback:** Evidence of feedback from stakeholders (for example from students, staff, employers, the community and professional bodies (reports from professional body accreditation visits can be appended)). Analysis of the extent to which feedback suggests that the Faculty's constituencies are satisfied? (*i.e. 'how do you know you are doing it?'*)
- 5.5 **Quality assurance processes:** How the Faculty's quality assurance processes evaluate processes, outcomes and stakeholder feedback and use this information to plan improvement. (*i.e. how do you monitor outcomes, measure progress and identify strengths and weaknesses*)
- 5.6 **Evaluation:** The Faculty's analysis of how effectively it supports and promotes engagement with industry and the professions. The Faculty should identify areas for improvement as well as strengths. Under each improvement, it is essential to describe what plans are in place to address the issues you have identified. ***Please note: this is the most important section and it should be given the most emphasis and word-space.*** (*i.e. 'how well are you doing it and what are you doing to improve?'*)

### **Please refer to**

- The University's Strategic Plan 1999 – 2004, pages 23 - 24 for further details on the University's Objectives in relation to this Goal.

### **Some points to remember**

- There is no need to cover everything. The Review Team seeks an overview, not an inventory.
- The section should be kept as brief as possible – a maximum of 3 pages is recommended (excluding attachments).
- it is not necessary to address items 5.1 – 5.5 separately – they can be merged as considered appropriate

## SER SECTION 6: GOAL 6: EFFECTIVE MANAGEMENT

**GOAL 6: EFFECTIVE MANAGEMENT** *The University of Sydney will improve its position as an efficient, effective and responsible institution, striving to meet the needs of students and staff, and committed to quality in all aspects of its operations.*

The following should be addressed in relation to Goal 6:

- 6.1 **Objectives:** The Faculty's key objectives in relation to Effective Management (*i.e. 'what are you doing' or aiming to do*)
- 6.2 **Policies, processes and practices:** Brief description of the Faculty's policies, processes and practices that support effective management of both human and physical resources. These might relate to, for example: strategic planning; diversification and strengthening of funding bases; strategies to promote equity, diversity, and environmental awareness in the staff and student environment; staff planning, appointment, mentoring, appraisal and development; management of physical facilities, IT and laboratory provision. (*i.e. 'how are you doing it?'*)
- 6.3 **Outcomes:** Evidence of the outcomes of 6.2 (*i.e. 'how do you know you are doing it?'*). Others might include:
  - percentage of Faculty budget spent on staff training and development
  - numbers of staff undertaking ITL and leadership programs
  - staff turnover
  - staff promotions
  - Faculty office costs per FTE student enrolment
  - the time taken to process student applications
- 6.4 **Stakeholder feedback:** Evidence of feedback from stakeholders (for example from students, staff, employers and the community). Analysis of the extent to which feedback suggests that the Faculty's constituencies are satisfied? (*part of 'how do you know you are doing it?'*)
- 6.5 **Quality assurance processes:** How the Faculty's quality assurance processes evaluate processes, outcomes and stakeholder feedback and use this information to plan improvement. (*i.e. how do you monitor outcomes, measure progress and identify strengths and weaknesses*)
- 6.6 **Evaluation:** The Faculty's analysis of how effectively it supports and promotes effective management. The Faculty should identify areas for improvement as well as strengths. Under each improvement, it is essential to describe what plans are in place to address the issues you have identified. ***Please note: this is the most important section and it should be given the most emphasis and word-space.*** (*i.e. 'how well are you doing it and what are you doing to improve?'*)

### Please refer to

- The University's Strategic Plan 1999 – 2004, pages 26 - 27 for further details on the University's Objectives in relation to this Goal.

### Some points to remember

- There is no need to cover everything. The Review Team seeks an overview, not an inventory.
- The section should be kept as brief as possible – a maximum of 3 pages is recommended (excluding attachments).
- It is not necessary to address items 6.1 – 6.5 separately – they can be merged as considered appropriate

## SER SECTION 7: GOAL 7: SERVICE TO THE COMMUNITY

**GOAL 7: SERVICE TO THE COMMUNITY** *By providing knowledge, opportunity and encouragement, the University of Sydney will maintain and enhance its position as a leading contributor to the opinions and ideas, cultures and lifestyles of the many communities it serves locally, nationally and internationally*

The following should be addressed in relation to Goal 7:

- 7.1 **Objectives:** The Faculty's key objectives in relation to Service to the Community (*i.e. 'what are you doing' or aiming to do*)
- 7.2 **Policies, processes and practices:** Brief description of the Faculty's policies, processes and practices that support effective service to the community. These might relate to: contribution to local, national and international debate; provision of expert services; preparation of graduates for leadership roles; non-award HSC school programs. (*i.e. 'how are you doing it?'*)
- 7.3 **Outcomes:** Evidence of outcomes of the policies, processes and practices outlined in s. 7.2. (*i.e. 'how do you know you are doing it?'*)
- 7.4 **Stakeholder feedback:** Evidence of feedback from stakeholders (for example from students, staff, employers and the community). Analysis of the extent to which feedback suggests that the Faculty's constituencies are satisfied? (*i.e. 'how do you know you are doing it?'*)
- 7.5 **Quality assurance processes:** How the Faculty's quality assurance processes evaluate processes, outcomes and stakeholder feedback and use this information to plan improvement. (*i.e. how do you monitor outcomes, measure progress and identify strengths and weaknesses*)
- 7.6 **Evaluation:** The Faculty's analysis of how effectively it supports and promotes service to the community. The Faculty should identify areas for improvement as well as strengths. Under each improvement, it is essential to describe what plans are in place to address the issues you have identified. **Please note: this is the most important section and it should be given the most emphasis and word-space.** (*i.e. 'how well are you doing it and what are you doing to improve?'*)

### **Please refer to**

- The University's Strategic Plan 1999 – 2004, pages 29 - 30 for further details on the University's Objectives in relation to this Goal.

### **Some points to remember**

- There is no need to cover everything. The Review Team seeks an overview, not an inventory.
- The section should be kept as brief as possible – a maximum of 3 pages is recommended (excluding attachments).
- it is not necessary to address items 7.1 – 7.5 separately – they can be merged as considered appropriate

**SER SECTION 8: EVALUATIVE SUMMARY OF THE FACULTY'S EFFECTIVENESS IN CONTRIBUTING TO THE UNIVERSITY'S SEVEN GOALS**

In this concluding section, which should be no more than one page in length, the Faculty is invited to provide a critical overview of its activities in relation to the University's seven Goals. This might identify major strengths and weaknesses across the seven Goals and describe key areas for improvement.

**APPENDIX 1 Data to support Goal 2: Diversity, Access and Equity**

*A completed, Faculty specific table will be provided to Faculties in advance of the Review*

Category	1998		1999		2000		2001		2002	
	Faculty	USyd	Faculty	USyd	Faculty	USyd	Faculty	USyd	Faculty	USyd
Total Ug enrolments										
SPR for total Ug enrolments										
Number of Ug students with a disability + (as a % of total enrolment)										
SPR for Ug students with a disability										
Number of Ug Aboriginal/Torres Strait Islander students + (as a % of total Ug enrolments)										
SPR for Ug Aboriginal/Torres Strait Islander students										
Number of Ug NESB students, + (as a percentage of total Ug enrolments)										
SPR for Ug NESB students										
Number of low socio-economic background Ug students, + (as a percentage of total enrolments)										
SPR for Ug students from a low socio-economic background										
Student gender mix M/F as %										

SPR = Student Progress Rate (on load basis)

NESB = Non-English Speaking Background

**APPENDIX 2: Data to support Goal 3: Excellence in research****Benchmark Research Data (based on averages for 2000 and 2001) in equivalent Go8 Faculties, 2002  
(except ANU)***A completed, Faculty specific table will be provided to Faculties in advance of the Review*

	USyd	Go6 - 1	Go6 - 2	Go6 - 3	Go6 - 4	Go6 - 5	Go6 - 6	Go6 average
Teaching and Research Academic Staff (FTE)								
Research Only Academic Staff (FTE)								
Total Academic Staff, (FTE)								
Masters (Research), EFTSU								
PhD, EFTSU								
Total Higher Degree Research, EFTSU								
Masters (Research), Completions								
PhD, Completions								
Total Higher Degree Research Completions								
Books								
Chapters								
Articles								
Proceedings								
Total Publications								
Weighted Pubs (WPUBS)								
National Competitive Research (Cat 1)								
Public Sector Funding (Cat 2)								
Industry and other Funding (Cat 3)								
Total Research Income								
RHD Load (per FTE)								
RHD Completions (per FTE)								
PUBS (per FTE)								
WPUBS (per FTE)								
Cat 1 grants (per FTE)								
Research Income per FTE								

**Notes:**

- This benchmarking data is collected through The University of Melbourne, and is the same data that each institution supplied to DEST as part of the Higher Education Research Data Collection and other statistical collections (staff and students). The data is aggregated at the Faculty level to allow comparisons of similar Faculties.
- Owing to confidentiality agreements, it is not possible to identify the other institutions.
- This information has been compiled by The University of Sydney Research Office

**APPENDIX 3 Data to support Goal 4: Internationalisation**

*A completed, Faculty specific table will be provided to Faculties in advance of the Review*

Category	1998			1999			2000			2001			2002		
	Fac	USyd	Go8	Fac	USyd	Go8	Fac	USyd	Go8	Fac	USyd	Go8	Fac	USyd	Go8
Undergraduate International students, + (as % of total Ug)															
Pg Cw International students, + (as % of total Pg Cw)															
Research International students, + (as % of total Research students)															
SPR for International Undergrads															
SPR for non-International Undergrads															
	Faculty		USyd	Faculty		USyd	Faculty		USyd	Faculty		USyd	Faculty		USyd
Average completion time for Int. Research students															
Average completion time for non-Int. Research students															
Number of Ug students participating in Exchange schemes, + (as % of student numbers)															
Number of Pg Cw students participating in Exchange schemes, + (as % of student numbers)															
Number of Ug students participating in Study Abroad schemes, (+ as % of student numbers)															
Number of Pg Cw students participating in Study Abroad schemes, (+ as % of student numbers)															

PR = Student Progress Rate (on load basis)