



SER  
SELF EVALUATION REPORT

EXTERNAL REVIEW  
FORMAT



## **Section 1. Introduction**

List the name and grade of the members of the Coordinating Committee.

Describe briefly the methodology used in the preparation of the SER, including the number of meetings held by the Committee, and the involvement of the rest of the staff, the students and support staff.

Give a brief history of the university; describe the physical plant, and the development of the university in recent years.

Discuss the ownership of the faculty. What is the level of autonomy?

## **Section 2. Vision, Mission, Objectives**

The vision should include the long term desired status and positioning of the university.

Describe the mission of the university both as an ecclesiastical and an academic institution. Do vision and mission need to evolve? Flowing from the vision and the mission describe the faculty's principal strategic objectives.

What are the constraints on the University in its efforts to achieve its goals?

## **Section 3. SWOT; Strategic Plan**

List the university's strengths, weaknesses, opportunities and threats.

Consider the full range of factors relevant to you: teaching and learning; research; management and organisation; community related activities; internationalisation; finance; human resources; external issues etc.

On what evidence do you base your judgements? If this evidence is not strong or useful, how should you get the evidence you need on an ongoing basis?

Does the university have a strategic plan based on this SWOT analysis? If yes, describe it, if no, develop an outline of such a plan, indicating the principal priorities of the university for the next four years. Please cross-reference with Section 2.

## **Section 4. Governance, Management, Organisation**

What level of autonomy has the university in terms of academic, financial and personnel matters?

Describe the organisational structure of the faculty, with a chart (Annex 1) detailing the reporting lines both internal and external (e.g. the local bishop, CEC, the order, university, if relevant). How are decisions made? Where does final responsibility for decisions lie? Assess the effects on the university's ability to fulfil its mission and achieve its objectives.

Are the rector, deans and heads of department elected or appointed, and do these posts rotate? How are teaching appointments made? How are promotions decided, and by whom? Again assess the effects on the ability of the university to fulfil its mission and achieve its objectives.



Are there regular meetings of faculties and departments, with an agreed agenda circulated in advance and brief minutes of key decisions and action items? Are decisions reached by vote/consensus?

Are there formal procedures in place for dealing with staff concerns?

Is there a staff/student committee, and are there arrangements for consultation with students, for example, a mentor or advisory system?

## **Section 5. Quality Assurance and Improvement**

Discuss (with reference to annex 14)

- (i) the structures in place and the effectiveness of the university's processes for internal quality assurance and enhancement
- (ii) the effectiveness of the university's response to the internal evaluations carried out up to now, and the ways in which lesson learned from these have been taken into account in the enhancement of institutional practice
- (iii) the intended activities for quality assurance and enhancement over the next three years to further support the effectiveness of existing or proposed practices, and remedy any shortcomings identified in the quality assurance processes

## **Section 6. Teaching and Learning**

Describe the departmental and faculty structure of the university and the academic programmes taught at undergraduate and postgraduate level, the university's policies and procedures for setting overall aims, learning outcomes and purposes of the degrees and programmes offered, benchmarks for student learning and achievement for each year, guidelines on written assignments, principles on marking and feedback to students, etc. Does the university produce a student handbook with this information?

Comment on the quality of entering students, with reference to their previous education, country of origin, status as clerical or lay students, motivation, and also on the issues deriving from progression and completion data (Annexes 5,6,7,8,9).

Is there a formal questionnaire system for regular assessment by students of the quality of teaching and other matters, with an appropriate feedback mechanism to all staff? Is there a formal annual review of teaching with defined follow-up procedures and appropriate staff development processes?

Assess the university's international involvement in the area of Teaching and Learning, involvement in Erasmus/Socrates and other exchange programmes.. Discuss the university's approach to staff refreshment and developments via leaves of absence, sabbaticals.



Discuss the university's approach to the Bologna Process: the three-cycle (bachelor-master-doctor) degree structure, use of ECTS, Diploma Supplement. Are the academic courses modularised and creditised with a description of learning outcomes?

Is there a movement from a teaching to a student learning environment with alternative strategies to lecturing for all taught programmes, e.g. seminars, group project work, workshops, problem-solving sessions? What is the policy on student assessment for the three cycles, on providing opportunities for students to develop relevant generic skills such as leadership, presentation, IT etc.?

Conclude with an analysis of how the information given above accords with the earlier SWOT analysis. How should you change in order to improve quality?

## **Section 7. Research**

Assess the university's current research strategy, with special reference to the core thematic areas of research. Have certain areas been prioritised for future development, for example with respect to new appointments, extra funding? Assess the communication and collaboration on research within the university, with other universities in your country, with universities abroad. Do you have an up to date research database?

Comment on the research facilities in the faculty with reference to space, access to journals, IT and library support, etc. Assess the balance between research and teaching in the faculty.

Comment on the level and diversity of funding available for research and the mechanisms operated by the faculty in seeking funding both internally and externally, with reference to Annex 12.

Comment on the overall research productivity of the staff with reference to books authored, books edited, chapters in books, reviews, articles in international refereed journals, articles in other journals, papers presented at conferences, refereeing for journals.

Describe the policy on doctoral studies, and the quality assurance measures in use. Comment on the number of doctoral students, on the ratio of doctoral students to active researchers, on the number of doctoral degrees completed in each of the last five years, and on the average time for completing the degree over the same period. Comment also on the quality of new doctoral students, entry requirements, motivation and the effectiveness of arrangements for supervision and monitoring.

Conclude with an analysis of the present state of research and doctoral training in the university, and the expectations for the future, bearing in mind the SWOT analysis in section 2, information from staff and postgraduate student questionnaires, as well as an examination of the information given above on research productivity. How should you change in order to improve?



## **Section 8. External Societal Contributions**

Comment on the university's external societal contributions under the following headings:

Professional and other bodies

Community – participation in external community life and social projects

Lifelong Learning, Continuing Education

Contact with alumni

Consultancy/external advisory arrangements

## **Section 9. Resources**

Referring to the relevant numerical information, discuss the academic staff in terms of the ability of the university to fulfil its mission and achieve its objectives both qualitatively and quantitatively. Consider trends over recent years in: staff numbers and ratios of academic staff to students, qualifications and age profile of staff, staff development policy, etc. Assess future needs. Discuss these issues with reference to support staff (Annexes 2,3,4).

Assess the financial situation of the university, income and expenditure in terms of the range of sources, buoyancy and sustainability, trends over recent years, future developments (Annex 11).

Discuss the adequacy of the accommodation situation with reference to suitability and adequacy for teaching and learning, research, etc.

Discuss the adequacy of IT and library provision, and policy for future development.

## **Section 10. Affiliated, Aggregated, Incorporated**

Discuss the relationship of the university with the associated institutions listed in Annex 13, with special reference to the measures in place to assure standards and quality of programmes, teaching and learning, etc.



## **Annex 1**

### **Organisational Chart of the University**



## Annex 2

### Number of teaching staff (full time equivalents) in past five years

Year	Full Prof	Ass Prof	Asst Prof	Other



### Annex 3

#### Average age of teaching staff in past five years

Year	Full Prof	Ass Prof	Asst Prof	Other



## Annex 4

### Average number contact hours per week of teaching staff in past five years

Year	Full Prof	Ass Prof	Asst Prof	Other



## Annex 5

### Number of students in past five years

Year	First Cycle	Second Cycle	Third Cycle	Part-time	Total



## Annex 6

### Number of entering students in past five years

Year	First Cycle	Second Cycle	Third Cycle	Part-time	Total



## Annex 7

### Number of graduated students in past five years

Year	First Cycle	Second Cycle	Third Cycle	Part-time	Total



## Annex 8

### Average number of years to graduation in past five years

Year	First Cycle	Second Cycle	Third Cycle



## Annex 9

### Overall drop-out (%) of students in past five years

Year	First Cycle	Second Cycle	Third Cycle



## Annex 10

### Number of Publications/Presentations by staff in past five years

Year					
Books (authored)					
Books (edited)					
Articles					
Conference papers					
Reviews					
Chapter in book					

In the case of published articles how many were in refereed journals, how many in refereed journals outside the home country?

Give the number of staff that act as referees for journals and publishers.

List the publishers and journals with which staff are involved as editors, reviewers, etc.



## Annex 11

### General funding in past five years

State the income of the faculty for each of the past five years, the sources of the income, and how it was distributed over the principal activities of the faculty.

Year					
Source of Income					



## **Annex 12**

### **Research funding in past five years**

Describe research funding obtained over the past five years under the following headings:

Title of project, Amount awarded, Source, Period of funding.



## **Annex 13**

### **List of the university's Affiliated, Aggregated and Incorporated**



## **Annex 14**

### **The timetable for the internal evaluation of units in the period 2010-2014**