

## **EVALUATION OF FACULTIES**

### **SELF-EVALUATION OF FACULTIES OUTLINE**

#### **INTRODUCTION**

During the self-evaluation phase, stakeholders are invited to express their opinions and carefully consider their faculty's objectives, operation and achievements. A reflection outline has been proposed in order to facilitate this approach. To ensure the equality of the procedure between the faculties and its institutional consistency, the outline will be the same for all faculties.

Secondly, the information gathered is summarised in a self-evaluation report. A development plan, placed at the end of report, is intended to steer the faculty's actions in the years to come in a structured way.

The self-evaluation outline is divided into six parts:

- return to the first evaluation;
- evaluation of the implementation of the previous development plan;
- governance;
- teaching;
- research;
- resources.

In order for the new approach to follow on from the previous one, the first component consists of the faculty briefly returning to the completion of the first evaluation exercise. The second component then calls for taking stock of the implementation of the development plan, then called the "action plan". The annual monitoring reports sent to the Management by the faculty, as well as any correspondence on this subject help to focus this reflection.

The third component concerns a point on the faculty's governance mechanisms. This new element, deemed relevant in the analysis of how the faculty operates, was not included in the outline for the first round of evaluation.

The next component concerns teaching. It consists of two separate parts, the first looks at the results of the programme evaluations and the second concerns cross-cutting themes which concern the overall training offered by the faculty.

Research and finally resources (human, financial, and material) comprise the two last parts of the outline.

In order to ensure a degree of consistency between the two faculty evaluation exercises, the "governance", "teaching (2nd part)", "research" and "resources" parts identically present a division into themes and sub-themes (the latter have been reorganised and have been reformulated).

The themes and sub-themes are the same for all the faculties. For each of them, the outline suggests that the faculty documents what currently exists, by highlighting "what gives satisfaction" and identifying what needs "to be developed/improved". Thus, the faculty assesses the current situation according to its own criteria, i.e., in terms of what it considers as good or not. The reference is therefore not imposed from the outside but defined internally by the faculty itself.

This outline is used in the following way. Firstly, it is discussed by the self-evaluation commission in order to select the sub-themes on which the faculty wishes to focus. As the relevance of the sub-themes is different from one faculty to another, each can weigh

their importance according to its particular features. Additional themes, which do not appear in the outline, may of course be added.

Some sub-themes are not solely the responsibility of the faculty (e.g. communication on the training programmes, evaluation of the teaching and information relating to funds and research programmes, tc.). The faculty is then invited to consider its involvement in these areas and to document its perception of the services offered by UNIL's central services. This information will be used for reflection and Institution development purposes.

For each sub-theme retained, the sources of information are identified, as well as the indicators (both quantitative and qualitative) which will provide the basis for the analysis. The indicators are not set. Faculties with different cultures and values are called on to select indicators depending on their specific features and the problems that each of the outline's sub-themes poses.

The members of the commission also identify groups of people who will be asked to give their opinion and choose the consultation methods.

Once the data has been collected and the consultations held, the information is analysed and summarised, first for each sub-theme and then for each theme.

A SWOT analysis is then performed for each part of the outline. For more information, refer to Chapter 5.4 of the Concept of evaluation of faculties.

It is useful to keep the information gathered during this self-evaluation stage (for example, surveys). This not only constitutes the foundation for the analysis, but it also forms a valuable foundation that the faculty will be able to rely on for a later exercise.

**It is important to emphasise that the self-evaluation report which is produced at the end of the reflection is a summary of the information gathered and follows a structure that is the same for all the faculties (see Concept of evaluation of faculties – Chapter 6).**

Also note that the relevant data for the faculty description shall be forwarded to the person responsible for the evaluation at the start of the process as initial support for the analysis. Annex 3 of the Concept of evaluation of faculties specifies the nature of these data and the use that can be made at the time of the reflection on the self-evaluation outline, although there is no systematic relationship between these two documents.

## **CONTENT OF THE SELF-EVALUATION OUTLINE**

- 1 RETURN TO THE FIRST EVALUATION
- 2 EVALUATION OF THE IMPLEMENTATION OF THE PREVIOUS DEVELOPMENT PLAN
- 3 GOVERNANCE
  - 3.1 Overall strategy for the faculty's development
  - 3.2 Supervising research and education
  - 3.3 Structural organisation of the faculty
  - 3.4 Decision-making process within the faculty
  - 3.5 Participating structures
  - 3.6 Relations between the faculty's management (the Deanship) and its units
  - 3.7 Relations between the faculty's management (the Deanship) and the University's Management
  - 3.8 The faculty's internal and external communication strategy
- 4 TEACHING
  - 4.1 Review of programme evaluations and other training programmes
  - 4.2 Cross-cutting themes related to education
    - 4.2.1 Programmes and courses
    - 4.2.2 Organising and conducting lessons
    - 4.2.3 Pedagogy
    - 4.2.4 Support for student/s
    - 4.2.5 Perception of the services offered by the central services for the administration of studies and support for student/s
- 5 RESEARCH
  - 5.1 Research development strategies
  - 5.2 Local, national and international scientific collaborations
  - 5.3 Strategies to promote an academic career path
  - 5.4 Communication and promotion of research results
  - 5.5 Perception of the services offered by the central services for research
- 6 RESOURCES
  - 6.1 Strategies for developing human resources
  - 6.2 Financial and material resources
  - 6.3 Perception of services offered by the central services for human, financial and material resources

## 1 RETURN TO THE FIRST EVALUATION

By documenting the first faculty evaluation (rough documents, self-evaluation report, external expertise report, position taken by the Management, etc.) and by the way in which the approach was carried out, answer the following:

- Was the self-evaluation conducted in accordance with the rules in force?
- Are there insufficiently developed themes which it would be useful to focus on for this new exercise?

## 2 EVALUATION OF THE IMPLEMENTATION OF THE PREVIOUS DEVELOPMENT PLAN

Remember the objectives formulated in the development plan (or action plan) at the end of the first self-evaluation exercise.

Prepare a review for achieving the objectives. This should be based on the follow-up reports submitted every year to the Management by the faculty.

- Which objectives have been achieved? With what effects?
- Which objectives which have been partially achieved or cannot be achieved? Why?
- Are there objectives, possibly reformulated, that it would be useful to highlight as priority for the next period?

## 3 GOVERNANCE

THEMES	which are satisfactory	to be developed/improved
<b>3.1 Overall strategy for the faculty's development (basic choices by the faculty and objectives it has set)</b>	...	...
<b>3.2 Supervising research and teaching</b>	...	...
<b>3.3 Structural organisation of the faculty</b>	...	...
<b>3.4 Decision-making process within the faculty</b>	...	...
<b>3.5 Participating structures (roles and responsibilities, relationships and coordination between these structures, relations and coordination between these structures and the Deanship)</b>	...	...
<b>3.6 Relations between the faculty's management (the Deanship) and its units</b>	...	...
<b>3.7 Relations between the faculty's management (the Deanship) and the University's management</b>	...	...
<b>3.8 The faculty's internal and external communication strategy</b>	...	...

## 4 TEACHING

### 4.1 Review of programme evaluations and other training programmes

Based on the documents resulting from the programme evaluations undertaken since the last faculty evaluation (self-evaluation reports, expertise reports, letters from the Management, intermediary evaluations, etc.) and, if applicable, on evaluations of other training programmes offered by the faculty (e.g. post-graduate training, vocational training, etc.):

## Qualité et RH

- How do you assess any changes made and the observed effects?
- Are there "good practices" with regard to teaching, which came to light during the programme evaluation and which could be applied to all the faculty's programmes?
- Does taking all of these evaluations into account cause cross-cutting issues to emerge? What solutions are envisaged to resolve them?
- What provides overall satisfaction in the field of teaching in the faculty?

### 4.2 Cross-cutting themes related to teaching

#### 4.2.1 Theme "programmes and courses"

sub-themes	what currently exists/is done	which are satisfactory	to be developed/i mproved
Intra/inter-faculty and extra/inter-university cooperation regarding teaching	for example: <ul style="list-style-type: none"> <li>▪ training offered in partnership with other higher education institutions</li> <li>▪ lecturers visiting other institutions</li> <li>▪ study programmes jointly organised and managed by internal and external partners</li> <li>▪ vocational training offered in partnership with business communites</li> <li>▪ etc.</li> </ul>	...	...
Use of the framework of Swiss qualification framework within the faculty	...	...	...
Communication about training programmes	for example: <ul style="list-style-type: none"> <li>▪ information on admission conditions, obtaining certificates and academic qualifications</li> <li>▪ training content and learning objectives</li> <li>▪ equivalences</li> <li>▪ etc.</li> </ul>	...	...
Measures to encourage student mobility	for example: <ul style="list-style-type: none"> <li>▪ taking credits granted by the exchange university into account</li> <li>▪ enhancement of the experience gained from an exchange</li> <li>▪ measures taken to attract students from abroad, including promoting family mobility</li> <li>▪ etc.</li> </ul>	...	...
Taking the needs of the students with specific ties into account	for example: <ul style="list-style-type: none"> <li>▪ students working part-time and/or with a dependant family</li> <li>▪ adults returning to studying</li> <li>▪ etc.</li> </ul>	...	...
Career development of students	for example: <ul style="list-style-type: none"> <li>▪ surveys of former students</li> <li>▪ using studies conducted by the OFS (Swiss Office of Statistics) among graduates</li> <li>▪ etc.</li> </ul>	...	...
Specific nature of doctoral training in the faculty/type of doctoral training offered	...	...	...

#### 4.2.2 Theme "organising and conducting lessons"

sub-themes	what currently exists/is done	which are satisfactory	to be developed/i improved
Implementing the institutional policy on teaching evaluation within the faculty	...	...	...
Efficiency of the administrative supervision of studies	for example: <ul style="list-style-type: none"> <li>▪ composition/organisation of the administrative/technical support staff (e.g. lab technicians, study advisers)</li> <li>▪ means allocated by the faculty for the administrative supervision of studies</li> <li>▪ satisfaction regarding the availability of the administrative staff</li> <li>▪ etc.</li> </ul>	...	...

#### 4.2.3 Theme "pedagogy"

sub-themes	what currently exists/is done	which are satisfactory	to be developed/i improved
Overall reflection on the teaching	for example: <ul style="list-style-type: none"> <li>▪ existence of commissions conducting a cross-cutting reflection on courses and programmes offered by the faculty</li> <li>▪ creating reflection groups and specialist commissions</li> <li>▪ etc.</li> </ul>	...	...
Support for developing teaching skills	for example: <ul style="list-style-type: none"> <li>▪ using the offer proposed by the Centre for Teaching and Learning (CSE) (e.g. educational workshops, individual faculty development, etc.)</li> <li>▪ satisfaction in relation to the measures proposed centrally</li> <li>▪ measures specific to the faculty</li> <li>▪ etc.</li> </ul>	...	...
Measures for encouraging and supporting teaching, resources made available to promote the development of teaching	for example: <ul style="list-style-type: none"> <li>▪ flexibility over requirements</li> <li>▪ weight accorded to publications with educational guidance</li> <li>▪ etc.</li> </ul>	...	...
Pedagogic innovation	for example: <ul style="list-style-type: none"> <li>▪ using the support offered to the teaching staff to introduce information and communication technology into teaching (RISET)</li> <li>▪ use of pedagogic engineers</li> <li>▪ encouragement to submit projects to the Fund for Pedagogical Innovation (FIP)</li> <li>▪ exploration of new teaching forms and methods (e.g. problem-based learning)</li> <li>▪ development of a strategy or a "faculty policy" for the use of technology in teaching</li> <li>▪ etc.</li> </ul>	...	...

#### 4.2.4 Theme "student support"

sub-themes	what currently exists/is done	which are satisfactory	to be developed/i improved
Supervising students	for example: <ul style="list-style-type: none"> <li>▪ overall supervision rate or specific to some pedagogic approaches (e.g. learning by problems)</li> <li>▪ teaching duties for each unit</li> <li>▪ allocation of teaching posts</li> <li>▪ distribution of different levels of teaching posts (faculty members, non-professorial teaching staff) between the units</li> <li>▪ etc.</li> </ul>	...	...
Individual support for students	for example: <ul style="list-style-type: none"> <li>▪ mentoring system</li> <li>▪ study advisers</li> <li>▪ measures designed specifically to support students/doctoral students (e.g. mentoring programmes, support measures for socioeconomically disadvantaged students)</li> <li>▪ etc.</li> </ul>	...	...
Induction and integration measures for new students	for example: <ul style="list-style-type: none"> <li>▪ induction day for new students</li> <li>▪ "A vos marques" introduction to studies course</li> <li>▪ measures specific to the faculty</li> <li>▪ etc.</li> </ul>	...	...

#### 4.2.5 Theme "perception of the services offered by the central services for the administration of studies and support for students"

services used	which are satisfactory	to be developed/improved
For example: <ul style="list-style-type: none"> <li>▪ Registration service</li> <li>▪ Orientation and advice service</li> <li>▪ Socio-cultural affairs service</li> <li>▪ Equal opportunities service</li> <li>▪ etc.</li> </ul>	...	...

## 5 RESEARCH

### 5.1 Theme "research development strategies"

sub-themes	what currently exists/is done	which are satisfactory	to be developed/i improved
Faculty orientations regarding research	for example: <ul style="list-style-type: none"> <li>▪ creation of thematic poles</li> <li>▪ interdisciplinary collaboration strategy</li> <li>▪ strategy for obtaining external funding</li> <li>▪ etc.</li> </ul>	...	...
Measures to encourage and support research, resources made available to promote the development of research and motivate researchers	for example: <ul style="list-style-type: none"> <li>▪ discharges</li> <li>▪ assistantship time</li> <li>▪ flexibility over requirements</li> <li>▪ <i>seed funding</i></li> <li>▪ <i>matching funds</i></li> <li>▪ people-resources</li> <li>▪ information on the funds and research programmes available</li> <li>▪ measures to support parent researchers to balance their research with their private life</li> <li>▪ etc.</li> </ul>	...	...
Principles and procedures for allocating internal resources for research	...	...	...

(how are the means described above distributed?)			
Obtaining external funding for research	for example: <ul style="list-style-type: none"> <li>the faculty and its researchers' ability to attract external public and private funds</li> <li>etc.</li> </ul>	...	...
Principles and methods for assessing the quality of the research specific to the faculty	for example: <ul style="list-style-type: none"> <li>activity reports by sector</li> <li>bibliometric measures</li> <li>periodic evaluation of teacher-researcher</li> <li>etc.</li> </ul>	...	...

## 5.2 Theme "local, national and international scientific collaborations"

sub-themes	what currently exists/is done	which are satisfactory	to be developed/improved
Intra/inter-faculty collaborations, inter-university collaborations, interdisciplinary collaborations and collaborations with business communities		...	...

## 5.3 Theme "strategies to promote an academic career path"

sub-themes	what currently exists/is done	which are satisfactory	to be developed/improved
Measures taken to support an academic career path	for example: <ul style="list-style-type: none"> <li>measures to help people returning from a stay abroad or maternity leave</li> </ul>	...	...
Support for doctoral students	for example: <ul style="list-style-type: none"> <li>doctoral schools</li> <li>support for preparing a doctoral thesis</li> <li>acquisition of generic skills (e.g. communicating in public)</li> <li>help doctoral students to join scientific networks</li> <li>raising awareness among PHD supervisors of their responsibilities in this training task</li> <li>improving working conditions for doctoral students (e.g. increase in the average activity rates for assistants) taking their differentiated statutes into account</li> <li>measures for assistantship-private life balance</li> <li>etc.</li> </ul>	...	...
Developing research skills	for example: <ul style="list-style-type: none"> <li>workshops for young researchers</li> <li>support for participation in congresses</li> <li>encouraging mobility (including family)</li> <li>research seminars</li> <li>etc.</li> </ul>	...	...



#### 5.4 Theme "communication and promotion of research results"

sub-themes	what currently exists/is done	which are satisfactory	to be developed/i improved
Scientific publications, communication and the dissemination of scientific production	for example: <ul style="list-style-type: none"> <li>participation in congresses</li> <li>organising congresses</li> <li>presentations</li> <li>etc.</li> </ul>	...	...
Promoting research and successes in terms of research/transfer of technology or any knowledge or skills to the economy and the City	for example: <ul style="list-style-type: none"> <li>presence in the press and media</li> <li>posted on the faculty's website</li> <li>expertise and advise mandates</li> <li>popularisation operations</li> <li>marketing research results</li> <li>patents</li> <li>vocational training for professionals</li> <li>etc.</li> </ul>	...	...

#### 5.5 Theme "perception of the services offered by the central services for research"

services used	which are satisfactory	to be developed/improved
For example: <ul style="list-style-type: none"> <li>Euresearch</li> <li>International relations</li> <li>Research commission</li> <li>Lausanne University Foundation for Vocational Training</li> <li>Science/society interface</li> <li>Equal opportunities service</li> <li>UNIL foundations</li> <li>etc.</li> </ul>	...	...

### 6 RESOURCES

#### 6.1 Theme "strategies for developing human resources"

sub-themes	what currently exists/is done	which are satisfactory	to be developed/i improved
Policy and management for distributing workloads (teaching, research and administration activities) and posts (faculty members and non-professorial staff, PAT [administrative and technical staff]) within the faculty	...	...	...
Policy of creation, renewal and of redistribution of positions, measures taken by the faculty to keep posts attractive for its professors	...	...	...
Selection, appointment, promotion	for example: <ul style="list-style-type: none"> <li>criteria applied by the faculty</li> <li>weight accorded to the teaching and research skills (e.g. importance given to research activities, to teaching portfolio, to the energy invested in education, etc.)</li> <li>measures to attract researchers and foreign researchers</li> <li>measures to encourage female candidates</li> <li>etc.</li> </ul>	...	...
Managing diversity and measures to promote	for example: <ul style="list-style-type: none"> <li>definition of faculty objectives for</li> </ul>	...	...

equality	<ul style="list-style-type: none"> <li>employing women among senior non-professorial and faculty staff</li> <li>▪ specific measures for maternity/pregnancy</li> <li>▪ etc.</li> </ul>		
Measures to promote integration and support for new teaching-research staff and invited researchers	...	...	...

## 6.2 Theme "financial and material resources"

sub-themes	what currently exists/is done	which are satisfactory	to be developed/improved
Budget developments and distribution of resources within the faculty	...	...	...
Teaching and research infrastructure	for example: <ul style="list-style-type: none"> <li>▪ premises</li> <li>▪ available areas</li> <li>▪ materials and equipment</li> <li>▪ libraries</li> <li>▪ etc.</li> </ul>	...	...
Planning for infrastructure and equipment needs	for example: <ul style="list-style-type: none"> <li>▪ managing premises</li> <li>▪ updating equipment</li> <li>▪ coordinating purchases</li> <li>▪ etc.</li> </ul>	...	...
Measures taken to optimise the use of material resources for example:	for example: <ul style="list-style-type: none"> <li>▪ creation and use of technological and scientific platforms or centralised support units</li> <li>▪ etc.</li> </ul>	...	...

## 6.3 Theme "perception of services offered by the central services for human, financial and material resources"

services used	which are satisfactory	to be developed/improved
For example: <ul style="list-style-type: none"> <li>▪ Equal opportunities service</li> <li>▪ Mediation office</li> <li>▪ Language centre</li> <li>▪ Computer centre</li> <li>▪ Lausanne University Foundation for Vocational Training</li> <li>▪ International relations</li> <li>▪ Human resources department</li> <li>▪ Finance department</li> <li>▪ Unibat</li> <li>▪ Unicom</li> <li>▪ Unisep</li> <li>▪ UNISIS</li> <li>▪ etc.</li> </ul>	...	...