

OVERALL STRUCTURE OF THE SETARA '09 RATING INSTRUMENT

GENERIC DIMENSION	DOMAIN	CRITERIA	INDICATORS
INPUT (20%)	GOVERNANCE (12%)	1. Governing Body (Board of Directors, Governors, Council, etc.)	1. Routinely distinguishes between its governance role and the responsibilities of management 2. Is an active policy-making body 3. The Chair does not exercise executive powers 4. Membership skills are reviewed to ensure overall competence, including expertise in finance and commerce 5. Establishes the leadership, management, and accountability responsibilities of the Vice-Chancellor 6. Has representation from a standing committee related to teaching and learning quality 7. Reviews and amends formal financial, personnel and other delegations of responsibility
		2. Academic Governance	1. Policies and procedures are linked to the statement of purpose 2. Governance structures and functions, and the relationships within them, are documented and are openly communicated 3. Connectivity of staff and students with the local community is encouraged 4. A comprehensive, interconnected and institutionalised committee system has responsibility for academic programmes 5. In developing and reviewing academic programmes, internal and external consultation, feedback, market needs analysis and employability projections are taken into account 6. Has a policy and procedures for conflicts of interest, grievance complaints, and conflict of interest
		3. Leadership and Staff	1. Processes ensure staff skills and numbers are sufficient to meet formally stated objectives of each area 2. Clearly and publicly stated position descriptions, selection criteria, selection process for all staff 3. Open and transparent merit-based staff selection processes 4. Mechanisms and processes in place for effective communication across seniority levels 5. Annual performance review of all staff, with reference to the formal position description 6. Systematic professional development programmes in place for all staff
		4. Strategic Planning	1. Clear mission/vision set by the governing body with wide consultation and communication 2. Strategic plan in place, with measurable goals/targets 3. Operational plans by division directly linked to the Strategic plan, with measurements against the plan reported annually 4. Resource allocation is explicitly and transparently linked to the plans, and is adequate to fulfill the plans 5. Individuals are allocated responsibilities and timelines for implementation and are held accountable for performance 6. Progress is monitored annually through a reporting system 7. Formal risk management processes in place
		5. Academic Autonomy	1. Able and resourced to design/modify the courses provided and the curricula 2. Decision-making should enable bottom-up communication in policy development and strategy development 3. Academic staff are able to focus on areas of their expertise
		6. Clearly Defined Lines of Responsibility & Decision-Making	1. Comprehensive financial, personnel and other delegations and policies are reviewed annually 2. Roles of committees and individual managers are distinguished 3. Documentation of staff roles and responsibilities 4. Regular individual target setting and performance reviews linked to rewards 5. Charters and service standards for service units
		7. Students' Representation	1. There is effective student representation in academic decision-making 2. There is effective student representation in administration 3. There is effective student representation in student affairs
		8. Organisational Climate	1. Organisational climate surveys are conducted regularly and indicated improvements are enacted 2. Two-way consultative communication systems exist that are aligned with the university mission 3. Staff have access to flexible work arrangements 4. Leadership development is actively pursued and staff at all levels are encouraged to participate 5. Staff recognition and reward systems are aligned with the university mission

GENERIC DIMENSION	DOMAIN	CRITERIA	INDICATORS
INPUT (20%)	PHYSICAL & FINANCIAL RESOURCES (3%)	1. Infrastructure (Physical)	1. Percent of annual operating expenditure on library resources 2. Size of space per student for teaching and learning
		2. Financial	1. Percent of annual operational expenditure (excluding R&D allocations) per student
		3. Support services	1. Percent of FTE students given full fee waiver or equivalent financial aid 2. Number of students per licensed counsellor 3. Number of student per doctor (including panel doctors)
	TALENT (5%)	1. Faculty: Adequacy	1. Students per faculty
		2. Faculty: Capability	1. Percent of PhD Qualified faculty 2. Average annual emolument of faculty
			3. Faculty training (including conferences, sabbaticals) expenses: Percentage of annual operating expenditure spent on staff training
		3. Faculty: Experience	1. Teaching experience: Percent of faculty with 20 years or more teaching experience 2. Percent of faculty with Industry/professional experience 3. Percent of faculty with experience teaching abroad
			4. Student Quality
	5. International Student	1. Percent of international student	
	PROCESS (40%)	CURRICULUM (40%)	1. Curriculum Content
2. Comprehensiveness (Extent it meets the cognitive, psychomotor, affective)			
3. Challenging (Extent it encourages higher order thinking and decision-making)			
4. Currency (Extent it incorporates the latest appropriate philosophy, theories, techniques, etc.)			
2. Quality Delivery / Pedagogy			1. Effectiveness (Extent that it achieves its objectives)
			2. Efficiency : Ratio of Academic to Total Staff Population
3. Quality Assessment			1. Reliability: Percent of Courses with Marking Schemes
			2. There is mechanism to ensure validity, reliability, consistency, currency and fairness of the assessment methods
			3. Validity and reliability
4. Monitoring			4. Transparency (to students) of assessment
			1. External: MQA & Professional Accreditation
			2. Internal: Programme Review
5. Ancillary Activities			3. Internal: Student Progress
			1. Internship: Percent of student participating in internship
			2. Outreach: Percent of student participating in outreach programmes
	3. Exchange: Percent of inbound exchange students		
	4. Exchange: Percent of outbound exchange students		
5. Extra-curricular: Percent of student participating in Social & Extra-curricular activities			
OUTPUT (40%)	QUALITY OF GRADUATES (40%)	1. Student Marketability	1. Employment rate (six months of graduation or continuing studies)
			2. Average monthly starting pay of graduates
		2. Students' Satisfaction	1. Average satisfaction with the HEP of the graduates (Scale of 1 – 5)
		3. Employers' Satisfaction	1. Average satisfaction with the graduates of the HEP (Scale of 1 – 5)
2. Intention to employ from the HEP (Scale 1 – 5)			
4. Generic Student Attributes	1. The seven generic student attributes		

NOTES:

GENERIC DIMENSION: 3 DOMAIN: 5 CRITERIA: 25 INDICATORS: 82

FTE: Full-time equivalent

HEP: Higher education provider