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AMSI University Survey 2019

AMSI is committed to advocacy for the mathematical sciences (which includes both mathematics and statistics) and collects data to support its efforts. Purposes of the survey include collecting demographic information for reporting to the Government and building a discipline profile of the mathematical sciences.

Individual responses will not be distributed and will be for AMSI's use only. Aggregate results may be published.

Please note that in this survey the reference dates are as follows:

for STAFF numbers: **31st March, 2019** (reference data for submission of staff data to Government)
for STUDENT numbers: **31st August, 2019** (at or around the semester 2 census date for most universities).

This survey contains five pages of questions on the following topics:

      p.2: Staff numbers in the mathematical sciences
      p.3: Student numbers in mathematical sciences subjects
      p.4: Teaching and research activity in the mathematical sciences
      p.5: Research funding in the mathematical sciences
      p.6: Equity measures in the mathematical sciences

General instructions:

This survey can be saved at any time. Formassembly will ask you to generate a password, please keep this password at hand to re-enter the survey.

The survey deadline is **15th February, 2020.**

For any queries contact Maaike Wienk at maaike.wienk@amsi.org.au.

Name of University:

Name of Department or School

Is the mathematical sciences discipline at your University organised as a separate organisational unit with its own budget?

○ Yes
○ No

Describe the organisational location of the mathematical sciences discipline at your University, e.g. Department/School /Discipline within Faculty/College of Science, Engineering, IT etc.

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Page 2 of 6. Staff numbers in the mathematical sciences

In this section we distinguish between Full Time Equivalent (FTE) in Question 1, and actual numbers (head counts) of academic staff in Questions 2 and 3.

Please leave entries blank if not applicable or if you have no data available, 0 is a valid response.

Please only include **paid academic staff in the mathematical sciences** - no honorary staff, visitors, emeritus staff etc.

All questions to be answered for records at **31st March, 2019**.

Q1. Number of academic staff (in **FTE,** *excluding* staff in casual employment):

For positions shared with other disciplines, count the mathematical sciences component only.

Staff in '*Teaching only*' positions (staff with teaching duties ONLY):

Staff in '*Research only*' positions (staff with research duties ONLY):

Staff in '*Teaching and research*' positions (staff with both teaching and research duties):

Total staff (FTE) =   0   (automatic calculation of the 3 separate categories of staff combined)

Q2. Head count of academic staff (**actual** numbers, not FTE, *excluding* staff in casual employment):

	Male (Continuing employment)	Female (Continuing employment)	Other/unspecified (Continuing employment)	Male (Fixed-term employment)	Female (Fixed-term employment)	Other/unspecified (Fixed-term employment)
Level A						
Level B						
Level C						
Level D						
Level E						

Q3. Head count of casual academic staff (these are sometimes called "tutors" - only include staff in casual employment here, irrespective of their job title) (**actual** numbers, not FTE):

Male

Female

Other/unspecified

Please comment here if any of your answers on this page require clarification

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Page 3 of 6: Student numbers in mathematical sciences subjects

In this section we distinguish between Equivalent Full Time Student Load (EFTSL) in Questions 4 and 5, and actual student numbers in Question 6 and following.

Please leave entries blank if not applicable or if you have no data available, 0 is a valid response.

For the purposes of this survey, "service teaching" means mathematical and statistical subjects partially or exclusively taught to students enrolled in degrees in other fields of education than "mathematical sciences" (e.g. physical sciences, engineering, health sciences etc.)

The following questions are to be answered for the **whole of the 2019 academic year**, according to records as at **August 31st, 2019** (or as close to the second semester census date as possible).

Q4. How many students (in **EFTSL**) were *enrolled* in **subjects** in the discipline of mathematical sciences (0101xx)?

Please **include all students** irrespective of their degree or major enrolment that have not withdrawn. This includes "service teaching".

(Note that we only ask for Bachelor and Masters by Coursework data here, to be able to compare with national Higher Education data)

Edit this text

Bachelor (Pass)

Bachelor (Honours)

Masters by Coursework

Q5. What is the undergraduate (EFTSL) load per teaching staff member (FTE) [_____]
in the mathematical sciences at your institution? *If this is not centrally
calculated at you institution, you can calculate by dividing the total
undergraduate EFTSL in Bachelor (Pass), Bachelor (Honours), Bachelor
(Graduate entry), other undergraduate and Enabling & Non Award courses in
the mathematical sciences by the number of non-casual teaching and research
and teaching only staff (in FTE).*

Q6. Head count of students (**actual** numbers, not EFTSL) *enrolled* in mathematical sciences degrees and majors:

Please include the number of students enrolled in mathematical sciences **degrees or majors only** - do not include
service teaching.

	Male (Domestic)	Female (Domestic)	Other/unspecified (Domestic)	Male (International)	Female (International)	Other/unspecified (International)
Bachelor (Honours)						
Masters by Coursework						
Masters by Research						
PhD						

Q7a. Head count of **Bachelor (Pass) degree completions** (actual numbers, not EFTSL) in **2018.** Please include all
Bachelor (Pass) qualifications in the mathematical sciences as well as/or in other degrees with a **major in the
mathematical sciences**.

[_____]

Q7b. Head count of **Bachelor (Pass) degree completions** (actual numbers, not EFTSL) in **2019 (only if available
before February 15).** Please include all **Bachelor (Pass) qualifications in the mathematical sciences** as well as/or
in other degrees with a **major in the mathematical sciences**.

[_____]

Please comment here if any of your answers on this page require clarification

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Page 4 of 6: Teaching and research activity in the mathematical sciences

Q8. Does your University have a dedicated undergraduate degree in the Mathematical Sciences (distinct from, for example, a major within a Bachelor of Science or other science-related degree)?

○ Yes

○ No

Q9. Major sequences offered by your Department or School in 2019:

Please tick all appropriate boxes:

☐ Major in Applied Mathematics

☐ Major in Pure Mathematics

☐ Major in Statistics

☐ Combined major in Mathematics and Statistics

☐ Combined major in Pure Mathematics and Applied Mathematics

☐ No major in the mathematical sciences

☐ Other major(s)

If other major(s), please specify:

[   ]

Q10. Areas of service subjects offered by your Department or School in 2019:

*It is very informative to us if you select an option for **each** area, especially to select "not offered in 2019' or "Field of Education not available at this university" (as appropriate) if your department is **not** servicing a particular area.*

	Offered in 2019	Not offered in 2019	FoE not available at this University

	Offered in 2019	Not offered in 2019	FoE not available at this University
Agricultural Sciences	○	○	○
Arts & Humanities	○	○	○
Behavioural Sciences	○	○	○
Biological Sciences	○	○	○
Business & Accounting	○	○	○
Computer Science & IT	○	○	○
Economics & Finance	○	○	○
Education	○	○	○
Engineering	○	○	○
Environmental Sciences	○	○	○
Health Sciences & Nursing	○	○	○
Medicine, Dental & Veterinary Sciences	○	○	○
Physical Sciences & Earth Sciences	○	○	○
Social Sciences	○	○	○

Other areas offered: [   ]

Q11. Does your university maintain a funded statistical consulting service in 2019?
○ Yes   ○ No

Q12. Does your department have a formal research agreement with one or more government agencies in 2019?
e.g., ABS, CSIRO
○ Yes   ○ No

Q13. Does your department undertake any external research consultancies in 2019?
○ Yes   ○ No

Please comment here if any of your answers on this page require clarification
[   ]

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Page 5 of 6. Research funding in the mathematical sciences

For the purposes of the following questions, the ARC Discovery program includes all Fellowships, DECRAs and Discovery projects.

Q14. Number of ARC **Discovery** program grants *hosted* as lead institution in your Department or School in 2019:

Q15. Number of ARC **Discovery** program grants applied for as lead institution in 2019 for 2020 funding:

Q16. Number of ARC **Linkage** program grants *hosted* as lead institution in your Department or School in 2019:

Q17. Number of ARC **Linkage** program grants applied for as lead institution in 2019 for 2020 funding:

Q18. Number of ARC Chief Investigators (on all ARC grants, ***regardless of lead institution***) in your Department or School in 2019:

*Please separately count the Chief Investigators for (1) grants with a **primary** FoR code in the Mathematical Sciences (01-XX) and (2) grants with either a non-primary 01XX FoR code **or** no 01XX FoR code.*

As a staff member can be a Chief Investigator for multiple grants, please count for each grant.

 (1) With a primary 01XX code

(2) Without a primary 01XX code

Q19. Estimate your success rate for all ARC programs for 2017-2019 as a percentage:

Q20. Head count of ARC-funded staff (**actual** numbers, not FTE) at **31st March, 2019**:

Level A

Level B

Level C

Level D

Level E

Please comment here if any of your answers on this page require clarification

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Page 6 of 6: Equity measures in the mathematical sciences

Q21. Number of staff or students in your Department or School who identify as Aboriginal and/or Torres Strait Islander:

Staff

Students

AMSI is investigating effective methods to improve equity for disadvantaged groups. Can you suggest any that have worked for you or measure your university has taken in the following areas (Please provide a website if information is available).

Q22. Low socioeconomic status

Q23. Gender balance

Q24. Aboriginal and/or Torres Strait Islander

Thank you for your time in completing this survey.

The information we receive from you is very valuable and we greatly appreciate your efforts to assemble these data. We always try to improve the content and wording of the survey questions. Your feedback and suggestions on how we can improve this survey are very welcome:

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