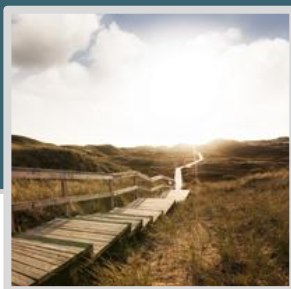


Benchmarking Teaching and Research KPIs at Peer Universities (2012-2013)

Prepared for National University of Ireland, Galway

December 2013



In the following report, Hanover Research presents data for the purpose of evaluating the National University of Ireland, Galway's success on selected key performance indicators against a set of international peer institutions in the United States, Canada, Australia, the United Kingdom, and New Zealand.

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DATA COLLECTION METHODOLOGY

In order to assist the National University of Ireland, Galway (NUI Galway) with its assessment of institutional success on selected Key Performance Indicators (KPIs) against an international peer group, this report contains data collected from institutions in the United States, Canada, Australia, the United Kingdom, and New Zealand. The tables are presented in a country-by-country format, given that there is variance in the specific criteria used to define each measure by different governments. The years covered include 2008/2009 through 2012/2013.

DATA SOURCES

Information was gathered from institutional websites, annual report documents, and government statistical agencies. A list of the primary sources used is included in the Appendix of this document.

DATA LIMITATIONS

In constructing the data tables presented in this brief, Hanover Research aimed to provide the closest approximations of the information requested by NUI Galway. However, in many cases, the requested data were not available for institutions in all of the target countries. In some cases, some institutions reported relevant information, while others did not. Moreover, data for the 2012/2013 academic year were not generally available for institutions in the United Kingdom, either in the form of annual reports from institutions or in nationally-collected statistics. This was particularly true for student satisfaction scores and Ph.D. completion rates. In the tables, unknown information is indicated with “UNK.” In cases where similar information was available, such data are included, though they deviate from the specifications provided by Galway.

Whenever possible, Hanover has updated KPIs with the most recent published data and has populated previously unknown indicators with newly available data.

DATA NOTES

FULL-TIME EQUIVALENT DATA

In some cases, Hanover Research constructed measures based on reported data—this is primarily the case in regard to academic and student full-time equivalents. The United States uses a standard of counting full-time equivalents as the total of full-time employees plus one-third the total of part-time employees. This standard was adopted for other institutions that did not provide their own full-time equivalent employee data. For full-time equivalent students, in cases where information was not directly provided, the formula of full-time students plus one-half the number of part-time students was utilized. **In cases where Academic FTE data were not available for 2012/2013, the most recent FTE data available were used for ratios that incorporate Academic FTE (e.g., Publications/FTE).**

PUBLICATION AND CITATION DATA

No comparable information was found related to publications or citations outside of the Thomas Reuters InCites resource. As such, these data are derived solely from this source. Annual data from 2008 through 2012/2013 were used for publications and citations.

In this update report, all annual data were adjusted according to current figures reported by InCites, as the Web of Knowledge database can change journal access on a rolling basis, including reactivating or dropping journal titles from the database.¹ In order to compare the total citations and citations/FTE metrics for each institution, Hanover relied on the rolling 5-year citations data contained in the Global Comparisons database. Hanover also compiled annual data on total indexed publications via the Global Comparisons database.

ACADEMIC YEARS

For other data, if institutions provided only annual data, data for 2012 were included under 2012/2013; data for 2011 under 2011/2012; data for 2010 under 2010/2011; data for 2009 under 2009/2010; and data for 2008 under 2008/2009. This system was followed because 2013 annual data were, as a rule, not yet available.

CURRENCIES

Figures for research funding appear in Euros, according to current exchange rates.

KPI TITLES

The following KPI titles are used consistently throughout this report, for each national table.

- **Academic FTE (AFTE):** Academic staff working Full-time Equivalent hours
- **Publications:** Total Indexed Publications
- **Publications/AFTE**
- **Total Citations:** Five-year rolling totals
- **Total Citations/AFTE**
- **Citation Impact:** Total Citations in Web of Science / Total Indexed Publications in Web of Science (Five-year rolling totals)
- **Research Income/AFTE:** Total research income, as reported in institutional financial documents
- **Student/Staff Ratio:** Student FTE/Academic FTE
- **International Students:** As a share of total student population

Additional KPIs vary according to the country in which the institution is based.

¹ "Web of Knowledge Help." Thomas Reuters.
http://images.webofknowledge.com/WOKRS59B4_2/help/WOK/hp_whatsnew_wok.html

NUI GALWAY KPIs

Below are KPI data for the National University of Ireland, Galway. A comparative table is provided on the following page.

Figure 1: Data Summary for NUI Galway

	NATIONAL UNIVERSITY OF IRELAND, GALWAY				
	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Academic FTE	779.69	755.59	733.37	732.42	733.42
Total Publications / Academic FTE	5.16	5.00	5.59	4.44	3.05
Total Indexed Publications / Academic FTE	0.72	0.92	0.95	1.10	1.09
Total Citations / Academic FTE (2008-2012, 5-year rolling totals)	10.85	13.69	16.35	18.84	23.35
Citation Impact – Total Citations in Web of Science / Total Indexed Publications in Web of Science	4.16	4.29	4.90	4.93	6.04
Research Income / Academic FTE	--	€70,559	€71,435	€68,666	--
Registered PhDs / Academic FTE	1.36	1.52	1.59	1.60	1.94
PhD 4-year Completion Rate	19%	22%	16%	19%	24%
Total International Students / Total Students	12%	11%	12%	12%	12%
Non-traditional Undergraduate Students (FT/PT Bachelor UG Students) / Total Undergraduate Students (FT/PT Bachelor UG Students)*	--	22%	24%	23%	23%
Non-traditional New Entrant (FT/PT Bachelor UG Students)/ New Entrant (FT/PT Bachelor UG Students)*	--	20%	22%	19%	20%
Socio Economic Disadvantages (FT NE Only)**	14%	12%	13%	13%	13%
Retention - % of Full Time Award Attaining Undergraduate Students who Graduated with 100% of the Programme Completion Time	87%	85%	87%	86%	86%
Overall Undergraduate Student Satisfaction Score†	88%	--	90%	--	--

Source: National University of Ireland, Galway

Note: PhD 4-year completion rate determined by the cohort of students registered 4 academic years prior. Includes M.D., Dr. Psychs and PhD Students.

†Student Satisfaction- Total of responses that were "Very Satisfied," "Satisfied," or "Somewhat Satisfied." Satisfaction survey is carried out every 2 years, data for 2009/2010 and 2011/2012 unavailable.

*Non-traditional Students include Access, Mature, and Disability only.

**Socio Economic Disadvantage is defined by the HEA as including Non-manual, Semi, and Unskilled Worker Group (including Agricultural)

Figure 2: KPI Data Comparison

KPI	COMPARISON WITH PEERS
Academic FTE	NUI reports similar academic FTE compared to: UC–Riverside, Dalhousie University, University of Newcastle, Macquarie University, and the University of Leicester.
Total Indexed Publications in Web of Science/ Academic FTE	NUI slightly outperforms Georgetown and the University of Auckland, and is approximately in line with Florida State University. It generally underperforms compared to all other peer institutions in this report.
Total Citations / Academic FTE	NUI underperforms compared to all peers but is approximately equal to Griffith and Auckland. NUI’s data for this KPI are relatively closer to those of Georgetown University and the University of Auckland, however.
Citation Impact	NUI outperforms the Australian institutions, and is similar to Dalhousie and the New Zealand peers. It underperforms compared to all other peer institutions in this report.
Research Income / Academic FTE	Compared to adjusted incomes in Euros, NUI outperforms Griffith, Macquarie, Queen Mary University of London, and Auckland.
Registered PhDs / Academic FTE	NUI has more registered PhDs per FTE than Florida State, and all Canadian and Australian peers.
PhD 4-year Completion Rate	Compared to the available data, NUI has higher 4-year completion rates than the New Zealand national average.
Total International Students / Total Students	NUI has approximately the same ratio of international students compared to Georgetown, Dalhousie and the New Zealand peers. Australia institutions report much higher ratios, as well as the English institutions’ rates of non-UK resident students. Queen’s University Belfast reports slightly lower ratios than NUI.
Non-traditional Undergraduate Students / Total Undergraduate Students	Data for this KPI differs greatly by country. When defining “non-traditional” as student 25 and older, NUI has a higher percentage as compared to the American and New Zealand peers and approximately the same ratio as the University of Calgary.
Non-traditional New Entrant / New Entrant	There is too much variation between countries with regard to this metric that comparisons are not possible.
Socio Economic Disadvantages (FT NE Only)	Measurements of this KPI generally differ significantly between countries. Compared to 2012/13 data for Australian peers, NUI has approximately the same ratio as Griffith University, significantly lower ratios than Newcastle, and higher ratios compared to Macquarie.
Retention	NUI’s retention rate is superior to UC-Riverside and Florida State’s 4-year retention rates, but slightly lower than Georgetown. NUI’s rate surpasses both Canadian peers’ 6-year graduation rates.
Overall Undergraduate Student Satisfaction Score	Measures and data for this KPI vary too much to make useful comparisons.

SECTION I: UNITED STATES

The three U.S.-based institutions identified as peers of NUI-Galway are: the University of California-Riverside, Florida State University, and Georgetown University. Data for 2012/2013 academic FTE for each institution were unavailable; 2011/2012 is currently the most recent year for which data are reported. Consequently, **all KPIs that incorporate the academic FTE metric use the 2011/2012 FTE.**

In 2011/2012, Florida State and Georgetown reported similar numbers of academic FTE—1,464.33 and 1,582 respectively—whereas UC-Riverside reported a much smaller number of academic FTE (755.66). Of the three institutions, Florida State produced the greatest number of indexed publications, followed by UC-Riverside. Georgetown produced the fewest, and also had the fewest total citations and the lowest citation impact. Other notable comparisons include:

- Georgetown consistently reports a much lower student-to-staff ratio than either Florida State or UC-Riverside; typically that ratio is roughly nine to one at Georgetown, compared to 25-30 to one at the other two institutions.
- Although retention data are unavailable for 2012/2013, Georgetown has reported much higher retention rates over the previous four years than have Florida State and UC-Riverside.
- Florida State and UC-Riverside serve much larger student populations than Georgetown, which has a student population that is roughly half the size of the other two. Proportionally, however, Georgetown's student body is significantly more international.
- Over the past five years, all three institutions have enrolled increasingly greater shares of students receiving Pell Grants. Both Florida State and UC-Riverside enrol significantly higher percentages of these students than Georgetown.

Figure 1.1: Data Summary for American Institutions

INDICATOR	UNIVERSITY OF CALIFORNIA, RIVERSIDE					FLORIDA STATE UNIVERSITY					GEORGETOWN UNIVERSITY					
	08/09	09/10	10/11	11/12	12/13	08/09	09/10	10/11	11/12	12/13	08/09	09/10	10/11	11/12	12/13	
Academic FTE (AFTE)	758.00	794.33	775.0	755.66	UNK	1,510.33	1,510.0	1,453.33	1,464.33	UNK	1,497.33	1,558.67	1,586.0	1,582.0	UNK	
Publications	1,491	1,456	1,439	1,580	1,606	1,646	1,665	1,710	1,762	1,861	1,174	1,261	1,237	1,270	1,331	
Publications/AFTE	1.97	1.83	1.86	2.09	2.13	1.09	1.10	1.18	1.20	1.27	0.78	0.81	0.78	0.80	0.84	
Total Citations	51,230	57,279	62,192	67,695	73,993	47,922	51,692	58,868	61,366	68,481	40,968	42,602	43,868	46,024	49,136	
Total Citations/AFTE	67.59	72.11	80.25	89.58	97.92	31.73	34.23	40.51	41.91	46.77	27.36	27.33	27.66	29.09	31.06	
Citation Impact	7.53	8.13	8.67	9.17	9.77	6.62	6.75	7.35	7.37	7.92	7.41	7.44	7.46	7.64	7.83	
Research Income/ AFTE (€)	87,327	106,106	94,582	110,334	UNK	96,851	104,081	102,206	101,438	UNK	UNK	69,035	UNK	UNK	UNK	
Registered PhDs/ AFTE	2.3	2.2	2.38	2.34	2.41	1.7	1.8	1.9	1.86	1.81	UNK	UNK	UNK	UNK	UNK	
Student/Staff Ratio	23.5	23.9	26.3	27.2	27.3	22.9	23.9	25.2	25.7	25.7	9.3	9.4	9.4	9.7	10.0	
International Students	5.4%	5%	4.7%	4.7%	6.5%	3.3%	3.4%	3.6%	4.5%	4.9%	UNK	UNK	11.2%	12.0%	UNK	
Non-Traditional Undergrad Students	Percent Disabled	≤3%	≤3%	≤3%	≤3%	≤3%	>3%	≤3%	≤3%	6%	6%	≤3%	≤3%	≤3%	≤3%	≤3%
	Percent ≥25 Years	4%	4%	4%	5%	UNK	8%	8%	7%	7%	UNK	4%	5%	6%	5%	UNK
	% Pell Grants	40%	42%	47%	55%	57%	17%	20%	25%	29%	32%	10%	9%	11%	13%	14%
First-Time Degree/ Certificate Seeking Students	4,424	4,299	4,469	3,664	4,038	5,012	5,955	5,927	6,121	5,712	1,571	1,555	1,570	1,599	1,570	
% S.E. Disadvantage*	UNK	42%	46%	57%	59%	UNK	18%	23%	28%	28%	UNK	10%	12%	14%	16%	
Retention Rate	39%	39%	46%	43%	UNK	47%	47%	50%	49%	UNK	90%	88%	89%	90%	UNK	

Sources: Integrated Post-Secondary Education Data System; Institutional Websites; Annual Report Documents; and Thomson Reuters Web of Science

* Reflected by percent of full-time, first-time students receiving Pell Grants. Relating to socio-economic disadvantage, "Pell Grants, and the criteria for selection of recipients, has long served as a benchmark on SES access. Pell Grant students have, on average, a family income of only \$19,300." See Douglass, J. and Thomson, G. "The Poor and the Rich: A Look at Economic Stratification and Academic Performance Among Undergraduate Students in the United States." Center for Studies in Higher Education – UC Berkeley, October 2008. <http://cshe.berkeley.edu/publications/docs/ROPS-JD-GT-PoorRich-10-8-08.pdf>

Figure 1.2: Ph.D. Completion Rates

	2009	2010	2011	2012
General Ph.D. 5-year Completion Rate – University of California Riverside*	62%	60%	70%	63%

*PhD completion rate data are not available for UCR. In lieu of true completion rates, these percentages are the ratio of completions in the given year, as a share of total entering PhD students for the academic year starting 5 years prior. Therefore, these should only be interpreted as estimates and not actual entering cohort completion rates.

SECTION II: CANADA

Dalhousie University and the University of Calgary are the two Canadian Universities considered peers of NUI-Galway. The two institutions differ significantly in terms of their scale: the University of Calgary employed 1,758 academic FTE in 2012/2013, compared to the 746 employed by Dalhousie in 2011/2012 (the most recent year for which data are available). Dalhousie, though, received slightly more research income per academic FTE in 2012/2013 (\$158,402) than did the University of Calgary (\$155,556). Dalhousie also produced more publications and citations per academic FTE than Calgary did, but Calgary's citation impact metric of 7.3 was higher than the 6.48 citation impact achieved by Dalhousie. Calgary also produced a greater total volume of indexed publications.

Dalhousie University enrolls more international students, proportionally, than the University of Calgary. International students made up 12.3 percent of the total student body in at Dalhousie in 2012/2013, as opposed to the 8.9 percent they comprise at the University of Calgary. The University of Calgary also reported a lower student-to-staff ratio than Dalhousie, 17.3 compared to 22.1.

Figure 2.1: Ph.D. Graduation – University of Calgary

	2008	2009	2010	2011
Ph.D. Students Ultimately Graduating from Starting Cohort	69.9%	71.9%	72.5%	79.2%

Source: University of Calgary-Annual Report

Figure 2.2: Data Summary for Canadian Institutions

INDICATOR	DALHOUSIE UNIVERSITY					UNIVERSITY OF CALGARY					
	08/09	09/10	10/211	11/12	12/13	08/09	09/10	10/11	11/12	12/13	
Academic FTE (AFTE)	UNK	742	770	746	UNK	1,788.0	1,798.0	1,752.0	1,737.0	1,758.2	
Publications	1,426	1,484	1,521	1,585	1,672	2,557	2,667	2,824	2,877	2,987	
Publications/ AFTE	UNK	2	1.98	2.12	2.24	1.43	1.48	1.61	1.66	1.70	
Total Citations	37,387	41,606	44,294	47,450	49,784	69,264	77,346	83,443	94,153	101,578	
Total Citations /AFTE	UNK	56.07	57.52	63.61	66.73	38.74	43.02	47.63	54.20	57.77	
Citation Impact	5.77	6.11	6.22	6.42	6.48	6.23	6.53	6.65	7.08	7.3	
Research Income/AFTE (€)	\$87,206,425 (total)	116,076	38,897	42,563	107,713	93,131	102,834	109,237	110,180	105,778	
Registered PhDs /AFTE	UNK	0.87	0.86	0.86	UNK	0.87	0.95	1.01	1.05	0.88	
Student/Staff Ratio	UNK	20.0	19.5	21.1	22.1	14.6	15.6	16.5	17.2	17.3	
International Students	7.7%	8.9%	10.5%	12.3%	13.4%	7.4%	7.8%	7.8%	8.2%	8.9%	
Non-Traditional Undergraduate Students	Percent >24 Years	UNK	UNK	UNK	UNK	UNK	23%	24%	25%	24%	18%
Full-Time New First-Year Undergraduates	UNK	2,079	2,255	2,253	UNK	UNK	UNK	UNK	UNK	UNK	
Graduation Rates	65.4% (7-year)	68.3% (7-year)	65.9% (7-year)	UNK	UNK	61.4% (6-year)	61.6% (6-year)	66.0% (6-year)	UNK	UNK	
Overall Undergraduate Student Satisfaction Score*	80%	UNK	84%	UNK	UNK	85%	85%	85%	UNK	UNK	

Sources: Institutional Websites; Annual Report Documents; and Thomson Reuters Web of Science

*Dalhousie University Undergraduate Satisfaction: Hanover Research averaged the reported First Year and Senior Year “Excellent” and “Good” response percentages to the question, “How would you evaluate your entire educational experience at this institution?”

*University of Calgary Undergraduate Satisfaction: “We assess the quality of our learning environment through student responses to the question, ‘Rate the quality of your education experience,’ on a government survey completed two years after graduation.”

SECTION III: AUSTRALIA

Three Australian universities have been identified as NUI-Galway peers: Griffith University, the University of Newcastle, and Macquarie University. The three institutions are fairly similar in terms of research publication. In 2012/2013 Griffith produced 1,425 indexed publications; Newcastle 1,269; and Macquarie 1,227. Macquarie had a slightly higher ratio of publications per academic FTE than did the other two institutions. Macquarie also had the highest citation per academic FTE of the three universities. Notably, Newcastle brought in the most research income per academic FTE by a wide margin. The \$109,125 per academic FTE at Newcastle significantly outperforms the \$72,507 at Griffith and the \$83,845 at Macquarie the year before (data from 2012/13 for Macquarie were unavailable).

Macquarie enrolled a higher percentage of international students (29.4 percent) than either Griffith or Newcastle. Newcastle enrolled the lowest percentage, at 16.7. Of the three institutions, Newcastle enrolled the highest percentage of socioeconomically disadvantaged undergraduate students, 24.7 percent, compared to the 14.3 percent enrolled by Griffith and the 7.7 percent enrolled by Macquarie.

Figure 3.1: Data Summary for Australian Institutions

	GRIFFITH UNIVERSITY					UNIVERSITY OF NEWCASTLE					MACQUARIE UNIVERSITY					
	08/09	09/10	10/11	11/12	12/13	08/09	09/10	10/11	11/12	12/13	08/09	09/10	10/11	11/12	12/13	
Academic FTE (AFTE)	919	981	990	1,056	1,033	676	712	728	743	789	708	702	740	736*	732	
Publications	872	895	1,014	1,225	1,425	875	1,012	1,038	1,119	1,269	811	923	1,019	1,154	1,227	
Publications/ AFTE	0.95	0.91	1.02	1.16	1.38	1.29	1.42	1.43	1.51	1.61	1.15	1.31	1.38	1.57	1.68	
Total Citations	11,865	14,182	17,259	20,746	24,932	18,069	20,528	22,827	27,275	31,022	16,699	18,069	22,130	25,326	29,400	
Total Citations/AFTE	12.91	14.46	17.43	19.65	24.14	26.73	28.83	31.36	36.71	39.32	23.59	25.74	29.91	34.41	40.16	
Citation Impact	3.73	3.95	4.22	4.38	4.59	4.93	5.14	5.2	5.64	5.84	5.01	4.91	5.34	5.46	5.73	
Research Income/ AFTE (€)	36,567	41,809	42,217	40,502	47,130	75,098	69,643	75,857	74,326	70,931	UNK	53,797	49,154	54,499	UNK	
Registered PhDs/ Academic FTE	1.33	1.32	1.44	1.46	1.15	1.83	1.74	1.78	1.97	1.18	2.24	2.38	2.39	2.55	1.66	
Student/Staff Ratio	30.19	30.59	32.22	29.57	35.83	21.33	21.07	32.17	32.06	37.13	31.75	35.44	36.03	36.79	44.63	
International Students	26.4%	27.2%	27.6%	26.1%	23.6%	18.8%	18.1%	18.0%	17.5%	16.7%	35.3%	35.2%	34.9%	33.1%	29.4%	
Non-Traditional Undergrad Students	Percent Disabled	3.8%	3.6%	3.7%	3.0%	4.1%	4.8%	4.0%	6.0%	5.0%	5.7%	4.2%	4.1%	4.3%	3.1%	5.0%
	Percent SES Disad.	14.9%	14.0%	14.2%	10.6%	14.3%	26.8%	25.2%	25.5%	20.8%	24.7%	5.9%	6.3%	6.7%	5.2%	7.7%
Non-Traditional Domestic Starting Undergrad	Percent Disabled	2.9%	3.0%	3.4%	2.6%	3.3%	2.7%	2.3%	5.2%	4.3%	3.8%	3.2%	2.9%	3.5%	2.0%	3.3%
	Percent SES Disad.	14.8%	13.3%	14.6%	10.9%	12.4%	27.4%	25.6%	27.0%	21.7%	23.5%	7.0%	7.3%	7.8%	5.7%	6.9%
Overall Undergraduate Student Satisfaction Score	60%	62%	80%	83%	83%	UNK	UNK	UNK	UNK	UNK	UNK	UNK	UNK	UNK	UNK	

Sources: Australian Dept. of Education, Employment and Workplace Relations; Australian Dept. of Industry, Innovation Science, Research and Tertiary Education; Institutional Annual Reports; and Thomson Reuters Web of Science

*The Australian Dept. of Industry, Innovation Science, Research and Tertiary Education reports 736 “teaching and research” FTE staff and <10 “teaching only” FTE staff for Macquarie University.

Undergraduate Student Satisfaction (Griffith only): “The Overall Satisfaction Index (OSI) is based on a single question relating to overall satisfaction with their university experience and is determined by the percentage agreement of all non-international and international graduating bachelor’s degree respondents. Percentage agreement is calculated as the ratio of the number of responses with an answer of 4 (agree) or 5 (strongly agree) on a scale of 1 to 5 about being satisfied with their experience, as a proportion of the total number of responses.”

SECTION IV: UNITED KINGDOM

In the United Kingdom, the three peer institutions for which Hanover collected performance indicator data are Queen Mary University of London, Queen's University– Belfast, and the University of Leicester. Unfortunately, much of the 2012/2013 performance indicator data for these three institutions are unavailable. This is because neither the Higher Education Statistics Agency (HESA) nor the institutions themselves have published data for the past year, either in the form of first-release statistics or annual reports. The HESA will release some data for 2012/2013 in January, 2014.²

This lack of data most significantly impacts indicators pertaining to student enrolment, population characteristics, and performance. It also necessitated that Hanover rely on university financial statements to estimate academic FTE, resulting in figures that, while useful, are more imprecise than is preferable.

The most illustrative data available for NUI-Galway's U.K.-based peer institutions pertain to their research production and publication. Of the three, Queen Mary University of London produced the greatest volume of indexed publications in 2012/2013 (2,026), followed by the University of Leicester at 1,696, and Queen's University Belfast at 1,507. Queen Mary University of London also had the most citations indexed in 2012/2013, as well as the highest citation impact. The University of Leicester had the highest citation per academic FTE ratio (106.21) compared to 47.88 at Queen's University Belfast, and 55.81 at Queen Mary University of London.

Leicester also generated the most research revenue per researcher, bringing in £78,866 per academic FTE. Queen's University Belfast achieved a ratio of £58,859 per academic FTE, and Queen Mary University of London £52,372. It is important to note that because of the potentially inflated academic FTE numbers for Queen Mary University of London, its research funding per academic FTE may be significantly deflated.

² "Free Online Statistics-Students and Qualifiers," Higher Education Statistics Agency.
http://www.hesa.ac.uk/index.php?option=com_content&task=view&id=1897&Itemid=239

Figure 4.1: Data Summary for U.K. Institutions

	QUEEN MARY UNIVERSITY OF LONDON					QUEEN'S UNIVERSITY BELFAST					UNIVERSITY OF LEICESTER					
	08/09	09/10	10/11	11/12	12/13	08/09	09/10	10/11	11/12	12/13	08/09	09/10	10/11	11/12	12/13	
Academic FTE (AFTE)	1,577*	1,597*	1,550*	1,598*	1,540*	1,126.0	1,089.0	1,047.7	1,067^	1,038^	764.3	758.3	783.7	700^	UNK	
Publications	1,352	1,432	1,661	1,754	2,026	1,232	1,309	1,337	1,441	1,507	1,379	1,522	1,520	1,694	1,696	
Publications/ AFTE	0.86	0.90	1.07	1.10	1.32	1.09	1.20	1.28	1.35	1.45	1.80	2.01	1.94	2.42	2.42	
Total Citations	59,037	65,651	71,756	78,427	85,953	32,797	35,919	40,525	46,747	49,701	52,138	58,266	63,552	70,639	74,350	
Total Citations/AFTE	37.44	41.11	46.29	49.08	55.81	29.13	32.98	38.68	43.81	47.88	68.22	76.84	81.09	100.91	106.21	
Citation Impact	8.46	9.24	9.64	10.21	10.45	5.81	6.1	6.63	7.17	7.28	7.92	8.45	8.95	9.42	9.52	
Research Income/ Academic FTE (€)	47,861	50,720	55,505	54,851	62,323	62,709	72,758	72,404	70,340	70,042	70,072	78,411	73,997	82,844	93,851	
Student/Staff Ratio	8.54	8.86	9.24	9.00	12.2^^	17.30	18.12	19.91	17.55	15.6^^	18.19	19.77	18.56	21.54	12.9^^	
Non-UK Resident Students (Percent of Total Student Population)	22.4%	25.1%	25.0%	25.6%	UNK	10.7%	9.4%	10.4%	10.5%	UNK	18.5%	22.6%	23.4%	22.7%	UNK	
Total Undergraduate Students Enrolled Half- Time or More Receiving Disabled Students' Allowances	250 (10,950 total)	275 (11,085 total)	385 (11,105 total)	UNK (11,200 total)	UNK	475 (17,510 total)	455 (17,210 total)	525 (18,355 total)	UNK (17,865 total)	UNK	320 (10,110 total)	370 (10,405 total)	420 (10,700 total)	UNK (11,095 total)	UNK	
Total First-Time, First- Degree Students	2,945	2,855	2,605	2,805	UNK	3,920	4,120	3,905	3,910	UNK	2,700	2,175	2,345	2,370	UNK	
Mature First-Time, First-Degree Students	15.2%	18.0%	16.5%	14.9%	UNK	14.8%	15.1%	18.2%	18.1%	UNK	9.8%	11.0%	11.2%	9.8%	UNK	
Young First- Time, First- Degree Students by Poverty Measure	Low- Participati -on Neighbour -hood	5.3%	6.0%	5.8%	4.7%~	UNK	6.7%	5.0%	5.5%	4.4%~	UNK	6.7%	7.4%	7.4%	7.4%~	UNK
	NS-SEC 4, 5, 6, 7**	UNK	29.3%	34.4%	32.5%~	UNK	UNK	32.4%	31.3%	31.3%~	UNK	UNK	25.4%	24.6%	25.1%~	UNK

	QUEEN MARY UNIVERSITY OF LONDON					QUEEN'S UNIVERSITY BELFAST					UNIVERSITY OF LEICESTER				
	08/09	09/10	10/11	11/12	12/13	08/09	09/10	10/11	11/12	12/13	08/09	09/10	10/11	11/12	12/13
Overall Undergraduate Student Satisfaction Score	UNK	UNK	88%	87%	86%^^	UNK	UNK	83%	UNK	86%^^	92%	91%	89%	UNK	90%^^

Sources: U.K. Higher Education Statistics Agency, Institutional Reports; UNISTATS; and Thomson Reuters Web of Science; The Guardian

* Likely includes research-focused personnel; no better data could be identified.

**NS-SEC refers to the National Statistics Socio-Economic Classification. The four included classes are defined as follows: 4=Employers in small organisations and own account workers; 5=Lower supervisory and technical occupations; 6=Semi-routine occupations; 7=Routine occupations

Course Satisfaction: “[Is] the percentage of students studying that subject at that Uni who said they either definitely agree or mostly agree to the National Student Survey question ‘Overall, I am satisfied with the quality of the course.’”

^Estimates based on monthly averages reported in institutional financial statements.

^^Indicates data are from *The Guardian University Guide*. These data are used in lieu of institutional or national data because they are the most recent and uniform data available.³

~Indicates data produced using new Polar3 method.

³ “University Guide 2014: University League Table,” The Guardian, June 2013. <http://www.theguardian.com/education/table/2013/jun/03/university-league-table-2014>.

SECTION V: NEW ZEALAND

The two New Zealand-based institutions identified as peers of NUI Galway are the University of Otago and the University of Auckland. For the 2012/2013 academic year, the University of Auckland reported a count of FTE academic staff that was nearly 54 percent higher than the count reported by the University of Otago (2,160 vs. 1,162). As might be expected, the University of Auckland produced a higher number of publications (2,160) than the University of Otago (1,743). However, the University of Otago produced more indexed publications per academic FTE, and garnered more citations per academic FTE, than did the University of Auckland. Likewise, the University of Otago earned more research income per academic FTE than the University of Auckland earned. Otago earned \$120,881 per academic FTE as opposed to the \$106,215 per academic FTE earned at the University of Auckland.

The percentage of international students at the University of Otago decreased slightly from 2011/12 to 2012/2013 (-0.8 percent); at the University of Auckland it rose by almost a point, from 12.1 percent to 13.0 percent, over the same time period. At both institutions the numbers of non-traditional undergraduate students—25 years of age or older—were lower in 2012/2013 than in previous years.

Figure 5.1: Data Summary for New Zealand Institutions

	UNIVERSITY OF OTAGO					UNIVERSITY OF AUCKLAND				
	08/2009	09/2010	10/2011	11/12	12/13	08/09	09/10	10/11	11/12	12/13
Academic FTE (AFTE)	1,184	1,175	1,171	1,160	1,162	1,981	2,104	2,039	2,050	2,160
Publications	1,334	1,399	1,531	1,663	1,743	1,506	1,572	1,879	1,958	2,160
Publications/AFTE	1.13	1.19	1.31	1.43	1.50	0.76	0.75	0.92	0.96	1.00
Total Citations	31,117	37,408	40,481	45,583	51,357	36,038	41,785	47,582	53,347	59,127
Total Citations / AFTE	26.28	31.84	34.57	39.30	44.20	18.19	19.86	23.34	26.02	27.37
Citation Impact	5.59	6.17	6.21	6.42	6.70	5.42	5.85	6.09	6.36	6.52
Research Income/AFTE (€)	43,797	70,136	73,658	75,502	72,529	57,739	58,629	64,214	66,017	63,729
Student / Staff Ratio	15.5	16.3	16.9	16.8	16.3	15.2	15.0	16.0	15.7	15.1
International Students	11.6%	12.2%	12.2%	13.4%	12.6%	11.1%	11.2%	11.5%	12.1%	13.0%
Bachelor's Students ≥25 Years*	1,912	1,891	1,942	1,765	1,652	4,516	4,514	4,505	4,154	3,862

Sources: Education Counts New Zealand; Institutional Reports; and Thomson Reuters Web of Science

*Figures include domestic students only. Data for domestic and international students are unavailable for all years between 2008/09 and 2012/13.

Data on completion rates achieved by the two institutions were not available. However, Figure 5.2 below provides an estimate of the overall four-year bachelor's and doctoral degree completion rates reported by all institutions for the years 2008 through 2011.

Figure 5.2: New Zealand Completion Rates

	2008	2009	2010	2011
General Bachelor's 4-year Completion Rate – All Institutions	34%	33%	33%	32%
General Ph.D. 4-year Completion Rate – All Institutions	11%	13%	14%	14%

Source: Education Counts New Zealand

APPENDIX: PRIMARY SOURCE WEBSITES

United States:

Integrated Postsecondary Education Data System: <http://nces.ed.gov/ipeds/>

Florida State University: <http://www.fsu.edu> and <http://www.ir.fsu.edu>

Georgetown University: <http://www.georgetown.edu/>

University of California, Riverside: <http://sara.ucr.edu/>

Canada:

Dalhousie University: <http://oiar.dal.ca>

University of Calgary: <http://oia.ucalgary.ca>

Australia:

Department of Education, Employment and Workplace Relations (2008-2010):

<http://www.deewr.gov.au/HigherEducation/Publications/HEStatistics/Publications/Pages/Home.aspx>

Department of industry, innovation Science, Research and Tertiary Education (2010-2011):

<http://www.innovation.gov.au/HigherEducation/HigherEducationStatistics/StatisticsPublications/Pages/default.aspx>

Griffith University: <http://www.griffith.edu.au/>

Macquarie University: <http://www.mq.edu.au/>

University of Newcastle: <http://www.newcastle.edu.au/>

United Kingdom:

Higher Education Statistics Authority: <http://www.hesa.ac.uk>

UNISTATS: <http://unistats.direct.gov.uk/>

Queen Mary, University of London: <http://www.qmul.ac.uk/>

Queen's University Belfast: <http://www.qub.ac.uk/>

University of Leicester: <http://www.le.ac.uk/>

New Zealand:

Education Counts New Zealand: <http://www.educationcounts.govt.nz>

University of Auckland: <http://www.auckland.ac.nz/>

University of Otago: <http://www.otago.ac.nz/>

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