University College Dublin

Strategy 2015-2020

Ireland's Global University

Key Performance Indicators

January 2017

OVERVIEW

A critical element in the successful achievement of the goals and objectives set out in the UCD Strategic Plan 2015-2020 'Ireland's Global University' will be the identification, agreement and attainment of measureable indicators of successful performance or Key Performance Indicators (KPIs). Over the past number of months, work has been undertaken to identify and agree a set of indicators of performance. The UCD Governing Authority is now being asked to review these indicators, and to sign-off the finalised set.

The UCD Strategic Plan 2015-2020 sets out ten key objectives which have been agreed as the basis upon which the University will achieve its vision over this period. For each objective, a number of Key Performance Indicators have been identified. These have been agreed with the University Management Team.

Subsequent to the finalisation of these KPIs, a process to define and agree targets for each KPI will be undertaken. This will involve the analysis of our own UCD data, identification of appropriate benchmark universities (both national and international) and the setting of appropriate targets to measure success against our objectives.

This document sets out three items:

- The process to date;

- The next steps to be taken;

- The KPI's, together with a glossary of definitions.

KPI'S – THE PROCESS TO DATE

- An analysis was undertaken of the ten key objectives set out in the UCD Strategic Plan. A first draft or long-list of potential KPIs was mapped against each key objective. It should be noted that in a number of cases, specific measures of performance were already identified in the Strategic Plan. Each KPI was then analysed to identify the availability of data to support and measure it.

- The draft was discussed with the University Management Team and modified in the light of that discussion and a shorter list identified.

- A detailed definition for each KPI was prepared in consultation with the unit of primary responsibility associated with that KPI. For example, the definitions for research KPIs were agreed with UCD Research, education KPIs were agreed with the Registrar's Office, financial KPIs were agreed with the Bursar's Office etc.

- The updated draft of KPIs together with associated definitions was agreed with the University Management Team. It should be noted that in a small number of cases, the detailed definition of the KPI has yet to be finalised.

- A total of 32 KPIs have been identified to measure progress against our 10 key objectives.

KEY PERFORMANCE INDICATORS

Set out in the tables below are the KPIs agreed by the University Management Team. A glossary of definitions for each KPI is set out in the Appendix

		Reporting Levels	Availability
1. Increase the quality, quantity and impact of our research, scholarship and innovation.			
1.1	Publication Volume	Institution, College, Schools	Available Now
1.2	PhD students (Incoming new entrants)	Institution, College, Schools	Available Now
1.3	Research Awards: Externally Funded Research Awards Value per year	Institution, College, Schools	Available Now
1.4	Field-Weighted Citation Impact	Institution, College, Schools	Available Now
1.5	Track esteem indicators and transformative contributions (Societal Impact): Altmetric mentions per article	Institution, College, Schools	Available Now
1.6	ERC research awards	Institution	Available Now
1.7	Number of new Spin outs.	Institution	Available Now
2. Provide an educational experience that defines international best practice.			
2.1	Student - Faculty Ratio	Institution; College; School	Available Now
2.2	Irish Survey of Student Engagement (ISSE) Scores Student Satisfaction Index	Institution; Field of Study; Programme Area.	Available Now
2.3	Proportion of graduates seeking employment (Graduates)	Institute, College, Programme	Available Now
2.3	Proportion of graduates seeking employment (Undergraduate Degree Graduates Only)		Available Now
3. Consolidate and strengthen our core disciplines.			
3.1	Reputation Number of disciplines (out of 36) ranked in top 100 (QS Subject Rankings)	Institution, College, Subject Area	Available Now
4. Conduct strong interdisciplinary research and education in important areas of global need.			
4.4	Interdisciplinarity as measured by % of UCD publications with Authors from more than one UCD School	Institution, College, School	Available Now

		Reporting Levels	**Availability**
5. Attract and retain an excellent and diverse cohort of students, faculty and staff.			
5.1	Average CAO Points	Institution, College, Programme	Available Now
5.2	Proportion of under-represented students	Institution, College, Programme	Available Now
5.3	International Students	Institution, College, Programme	Available Now
5.4	Gender Equality: % Female Faculty	Institution; College; School	Available Now
5.5	% International Faculty	Institution; College; School	Available Now
6. Build our engagement locally, nationally and internationally.			
6.1	Number of industry co-authored papers	Institution, College, Schools	Available Now
6.2	Number of papers co-authored internationally	Institution, College, Schools	Available Now
7. Develop and strengthen our university community			
7.1	Number of alumni and friends participating in University events and the number of Global and campus events.	Institution	To be collected
7.2	Staff Satisfaction Measure		To be defined
7.3	Irish Survey of Student Engagement (ISSE) Scores: % who rate their entire educational experience at UCD as Good/Excellent	Institution; Field of Study; Programme Area.	Available Now
8. Further develop world-class facilities to support the vision.			
8.1	Annual Spend: Minor Works and Maintenance	Institution	Available Now
8.2	Annual Capital Spend: New Buildings & Major Refurbishments	Institution	Available Now
8.3	Number of accommodation beds available	Institution	Available Now
9. Adopt governance, management and budgetary structures which enable the vision.			
9.1	Academic Unit's Expenditure Budget as a proportion of total university expenditure budget.	Institution	Available Now
9.2	Staff satisfaction measure with management budgetary and administrative functions	Institution	To be defined
10. Overcome financial, human resource management and other external constraints.			
10.1	Exchequer Funding	Institution	Available Now
10.2	Non-Exchequer Funding	Institution	Available Now
10.3	Non-EU Undergraduate Student FTEs	Institution, College, School	Available Now
	Non-EU Graduate FTEs	Institution, College, School	Available Now

APPENDIX – A GLOSSARY OF DEFINITIONS

1. Increase the quality, quantity and impact of our research, scholarship and innovation.

1.1 *Publication Volume*

Publication Volume: The number of journal publications for UCD per calendar year from the Scopus/SciVal database. This is a widely used international database of publications and citation. It has been recently acquired by UCD and is used in both the QS and THE world university rankings.

1.2 *PhD students (Incoming new entrants)*

Number of PhD students registered to a Doctorate for the first time.

1.3 *Research Awards: Externally Funded Research Awards Value per year*

Research Award Value: is the total direct and indirect value of research awards in Euro for externally funded research grants registered in a financial year as recorded by the UCD RMS Grants System

1.4 *Field-Weighted Citation Impact*

FWCI (Field-Weighted Citation Impact over a five year interval (e.g. 2010 to 2014) is an indicator of mean citation impact, and compares the actual number of citations received by an article with the expected number of citations for articles of the same document type, publication year and subject field. The indicator is always defined with reference to a global baseline of 1.00.

- A Field-Weighted Citation Impact of 1.00 indicates that the entity's publications have been cited exactly as would be expected based on the global average for similar publications; the Field-Weighted Citation Impact of "World", or the entire Scopus database, is 1.00.
- A Field-Weighted Citation Impact of more than 1.00 indicates that the entity's publications have been cited more than would be expected based on the global average for similar publications; for example, 2.11 means 111% more cited than world average.
- A Field-Weighted Citation Impact of less than 1.00 indicates that the entity's publications have been cited less than would be expected based on the global average for similar publications; for example, 0.87 means 13% less cited than world average.

1.5 *Track esteem indicators and transformative contributions (Societal Impact): Altmetric mentions per article*

'Alternative metrics' are non-traditional metrics that are complimentary to traditional citation impact metrics, such as impact factor and h-index. Altmetrics is a company which provide an indication of where papers are being used and it is a system that tracks the attention that research outputs such as scholarly articles and datasets receive online. It does this by pulling in data from three main sources:

- Social media like Twitter, Facebook, Google+, Pinterest and blogs
- Traditional media - both mainstream (The Guardian, New York Times) and science specific (New Scientist, Scientific American). Many non-english language titles are covered.
- Online reference managers like Mendeley and CiteULike

Important things to remember

- Altmetric measures attention, not quality. People pay attention to papers for all sorts of reasons, not all of them positive.
- Altmetric only tracks public attention. Papers are discussed in private forums, offline in journal clubs and by email but we cannot track this.
- Altmetric tracks direct attention, that is to say attention focused on a specific research paper or dataset. More specifically for a newspaper article or blog post etc. to be counted by Altmetric it must contain a hyperlink to or formal citation of a scholarly work.

This metric will report the number of mentions per article.

1.6 *European Research Council (ERC) research awards*

A count of new ERCs awards per year

1.7 *Number of new Spin outs*

Number of new spin out incorporated per calendar year

2. Provide an educational experience that defines international best practice.

2.1   *Student - Faculty Ratio*

This is the ratio of total Student FTEs per Academic Staff FTE

Academic Staff-FTE: "Academic Staff" are defined as all staff members on an academic grades who hold academic positions that are self-funded or funded by core HEA funds. Staff funded through research accounts are referred to "Research Staff" and are excluded from the "Academic" staff cohort as defined here.

Student FTE: Student FTE is a measurement derived from student credit hour registrations. One student FTE is equal to a typical full-time undergraduate degree course-load of 60 credits for one academic year. The number of student FTEs is obtained by dividing the total number credit hours taken by all students by 60.

Please note: a typical full-time graduate research student is assigned 90 credits per academic year and thus equates to 1.5 student FTEs

2.2   *Irish Survey of Student Engagement (ISSE) Scores – Student Satisfaction Index*

The Irish Survey of Student Engagement (ISSE) conducted annually by the HEA seeks to collect information on student engagement. Students are asked questions about their experiences of higher education and results are collated and used to generate specific indices relating to student Engagement or Outcomes.

The overall Satisfaction Index which measures students' overall satisfaction with their educational experience is reported here.

2.3   *Proportion of graduates seeking employment*

Figures are taken from the First Destination Survey results. The First Destination Survey is carried out annually by each university on behalf of the HEA.

Proportion of graduates seeking employment - Undergraduate: The figure presented shows the proportion of those Undergraduate degree students who are seeking employment 9 months after graduation.

Proportion of graduates seeking employment - Graduate: The figure presented shows the proportion of those Graduate students who are seeking employment 9 months after graduation.

3. Consolidate and strengthen our core disciplines.

3.1   *Reputation: Number of UCD Subjects ranked in top 100 (QS Subject Rankings)*

The QS World University Rankings have been in existence since 2004. In 2011 QS began to publish a ranking for a range of popular individual subjects. 36 disciplines were ranked in 2015. This metric shows the number of relevant subjects where UCD appears in the top 100.

4. Conduct strong interdisciplinary research and education in important areas of global need.

4.4   *Interdisciplinarity as measured by % of UCD publications with authors from more than one UCD School*

Interdisciplinarity: The number of publication of all types in RMS that have more than one Co-authoring UCD school as a percentage of the total number of publications, per year

5. Attract and retain an excellent and diverse cohort of students, faculty and staff.

5.1   *Average CAO Points*

Not all students enter UCD using CAO or equivalent points. Average entrance points will be calculate for incoming first-year students who have entrance points, i.e. Irish Leaving Certificate Students.

- Those students with compensatory points such as access, students with a disability and mature are excluded from this calculation. Additional Points gained from HPAT exams are excluded.
- Bonus points gained for Higher Level Mathematics are included.

5.2   *Proportion of under-represented students:*

Under-represented students are defined as students who are mature, disadvantaged, report a disability, or who entered UCD with HETAC or FETAC qualifications. Part-time and students entering from non-standard progression routes could also be considered as under-represented but will be reported separately.

Mature students are defined as those aged 23 years of age or over at 1st January prior to the proposed entry date, who are entering a full-time undergraduate programme, for the first time (i.e. have no previous third level qualification).

Students reporting a disability (Graduate and Undergraduate students) who report a disability on the Equal Access Survey, enter UCD through the DARE scheme, or who register with UCD Access Centre.

Disadvantaged students are those who enter UCD through the HEAR scheme or who are classified in Socio-economic Group (SEG) D, F or G. Where the Socio-economic groups are defined by the Central Statistics Office as:
SEG D: Non-manual
SEG F: Semi-skilled
SEG G: Unskilled

We will also measure the numbers of students from Traveller backgrounds using the Equal Access Survey.

Alternative Admission Routes are HEAR, DARE, FETAC, Mature, Access and any other course which are providing a structured admission pathway

Part-time students are those who undertake undergraduate studies on a flexible basis during day, evenings, weekends, by distance, online and to include Open Learning students

5.3   **International Students**

International Students are defined as students who are not from the Republic of Ireland. International status is based on the student's nationality as stated on their student record.
Percentage of all students who are paying full economic fee shown as % Non-EU. To display information at School and College level Student FTEs are also calculated.

5.4   *Gender Equality: % Female Faculty*

Proportion of faculty who are female. This statistic will be reported by Academic Grade

5.5   *% International Faculty*

Proportion of faculty who are have a Non-Irish nationality. This statistic will be reported by Academic Grade

6. Build our engagement locally, nationally and internationally.

6.1   *Number of industry co-authored papers*

The number of journal publications in Scopus/SciVal for UCD that have industry co-authors per year. Academic-Corporate Collaboration calculates the number of outputs that have been co-authored by researchers from both academic and corporate, or industrial, affiliations. Government departments or state hospitals are not included in this metric.

6.2   *b. Number of papers co-authored internationally*

The number of journal publications in Scopus/SciVal for UCD that have international co-authors per year.

7. Develop and strengthen our University community.

7.1   *Number of alumni and friends participating in University events*

Numbers of alumni and UCD friends who attend specified engagement events at home. Number of alumni engagement events will also be reported.

7.2   *Staff Satisfaction Measure*

Survey to be developed and measures defined.

7.3   *Irish Survey of Student Engagement (ISSE) Scores*

The ISSE is defined above under objective 2. This data will report the percentage of students who respond positively (*good or excellent*) to the question "*Overall, how would you evaluate your entire educational experience at your institution*?"

8. Further develop world-class facilities to support the vision.

8.1   *Annual Spend: Minor Works and Maintenance*

Amount to include the annual spend on minor works and maintenance on campus and student residences. The Annual period covers the 12 months from October to September.

8.2   *Annual Capital Spend: New Buildings & Major Refurbishments*

Amount to include the annual capital spend on new buildings and major refurbishments. The Annual period covers the 12 months from October to September.

8.3   *Number of accommodation beds available*

Number of accommodation beds available. This figure excluded accommodation under renovation and is reported October each year.

9. Adopt governance, management and budgetary structures which enable the vision.

9.1   *Academic Units' Expenditure as a proportion of total university expenditure.*

Academic Units' Expenditure is defined as expenditure under the heading "Academic Colleges and Schools" in the annual HEA Funding Statement, which has been prepared on a harmonised basis approved by the HEA and adopted by all universities. Total University Expenditure includes all recurrent expenditure per the Funding Statement, excluding Research Grants and Projects.

9.2   *Staff satisfaction measure with management budgetary and administrative functions*

Survey to be developed and measures defined.

10. Overcome financial, human resource management and other external constraints.

10.1   *Exchequer Funding*

Exchequer Funding is defined as all direct recurrent income from the HEA and other State-funded bodies. This includes State grants, Grant-in-lieu of undergraduate fees, and funded research income from entities funded by the Irish Exchequer.

10.2   *Non-Exchequer Funding*

Non-Exchequer Funding is defined as total recurrent income per the Consolidated Financial Statements, less Exchequer Funding as defined above, less the accounting adjustments "Deferred funding for pensions" and "Amortisation of Deferred Capital Grants".

10.3   *Non-EU Undergraduate Student FTEs*
           Non-EU Graduate FTEs

For this purpose EU and Non-EU students are defined based on their fee-paying status. Non-EU students are those paying full economic fee.

- Undergraduate students are those students studying an Undergraduate Certificate or Diploma, Bachelor's Degree or those students who are studying at undergraduate level on an occasional basis.
- Graduate students are those students studying a Graduate Certificate or Diploma, Master's Degree (research or taught) or Doctorate Degree or who are studying at graduate level on an occasional basis.

APPENDIX 1: BENCHMARK INSTITUTIONS

Below are the ten institutions selected for benchmarking purposes. University of British Columbia, Canada has been selected as a reserve.

Australia	University of Melbourne
	University of New South Wales
Netherlands	University of Amsterdam
Singapore	National University of Singapore
United Kingdom	Imperial College London
	University College London
	University of Edinburgh
	University of Manchester
	University of Glasgow
United States	University of California, Davis
Canada	University of British Columbia