Stakeholder workshop on the relevance of indicators

Regency Hotel
Brussels
17 December 2009

Introduction

The U-Multirank project has a stakeholder focused approach. In designing and testing the feasibility of a global multi-dimensional ranking of higher education and research institutions, its users/stakeholders have a prominent role.
After the first stakeholder meeting in October 2009, a second stakeholder event was organized on 17 December 2009: the stakeholder workshop on the relevance of the U-Multirank indicators.

The objective of the workshop was to get insight in the stakeholders' opinion on the relevance of the indicators selected (as reported in the interim report of December 2009). The workshop was set up as a modified Delphi study. Stakeholders were asked to express and motivate their views on the relevance of indicators in multiple rounds, in order to achieve a more in-depth insight in the views and the underlying motivations as well as a certain level of consensus among the stakeholders regarding the relevance.
The first round was organized as an on-line survey among the invited stakeholders. The second, third and fourth round were set up as discussion workgroup sessions in the workshop and the final round was the survey that was administered at the end of the workshop.

Pre-workshop survey

The pre-workshop survey was sent to all stakeholders on the list of stakeholders (for a list see appendix 1). It comprised most of the indicators listed in the interim progress report of November 2009 (the final version of this report will be made available on the website in February 2010). For all indicators the question was asked how relevant the indicator is for the respondent in ranking a higher education or research institution cq a field at a specific higher education or research institution, using a five point scale.
98 invited stakeholders completed the on-line questionnaire (see appendix 2).
The results of this first round (for a detailed overview see appendix 3) show that the selection of indicators is, in general seen as relevant; for none of the indicators the average score indicated low relevance. However, within that range of relevance, there were some differences between the indicators by dimension and type of ranking (focused institutional ranking and field based ranking).

In the ‘teaching’-dimension, the relative graduate earnings were considered to be the least relevant. Relative graduate unemployment was seen as more relevant. In the FIR the relevance of graduation rate and relative graduate unemployment rate were at the same level, whereas in the field based ranking assessment, graduation rate was seen slightly more relevant. The scores for the FBR were on average slightly higher than for FIR and within FBR, engineering scored higher than business. This general pattern emerged for all five dimensions.
In the ‘research’-dimension, the ‘within-country joint research publications’ were clearly seen as the least relevant indicator, whereas ‘research publication output’, and ‘external research income’ were the more relevant indicators.
In the ‘knowledge transfer’-dimension, the traditional commercialization indicators (lie licensing income, patents and spin-offs) were considered to be of less relevance in the FBR. ‘External research contracts’ was seen as most relevant.
‘International academic staff’, ‘number of international students’ and ‘internationalisation of programmes’ were the most relevant indicators in the dimension ‘Internationalisation’.
In the dimension ‘Regional engagement’ ‘student internships in local enterprises’, and ‘research contracts with regional business’ were seen as most relevant.

The workshop

The workshop was set up as a one day event. After an introduction to the objective of the workshop and an instruction regarding the procedures to be followed during the day, the participants were sent of in five working groups, each group being organized around one of the five dimensions of U-Multirank.
The task the participants were asked to perform was to select indicators on their relevance: ‘is this indicator relevant or not?’.
Based on the results of the pre-workshop survey a selection was made of indicators that were relevant (IN) not relevant (OUT) and undetermined (?). In the first working group session the participants were asked to move the indicators from the ‘?’-category to either the IN-category or the OUT-category. Indicators in the In- and Out category could be moved as well. All decisions regarding moving indicators from one category to another had to be motivated. A group moderator kept track of the changes and the motivations.
After the first group sessions reconvened in the plenary room to discuss the changes made in an informal market-style set up. Participants then changed to another group to discuss the list of indicators in the IN- and OUT category. Indicators could be moved to the other category, preferably with consensus of the group, but always with a clear motivation. After the second round, a plenary market style discussion followed. For the third session, participants changed groups again and the process of discussion started once again. In the final plenary session the moderators presented the results of the group sessions, as well as the main motivations used. Participants were given the opportunity to dissent with the final result of the working groups.
On their departure, around 30 participants completed the original questionnaire once again (for the results see appendix 4).

The workshop was a success as it actively involved a large number of stakeholders in the discussion on the relevance of the indicators presented. New indicators were proposed

and intense discussions were held to convince other group members of the (ir)relevance of specific indicators. Participants were vary active and appreciated the format developed for the workshop.
There was a general consensus on the list of indicators voted IN and OUT, although there was also a significant number of participants who expressed their dissent on specific indicators. For an overview of the indicators in the categories IN and OUT and the comments made see appendix 5.

Appendix 1: List of Participants

Institution	Name		
Association of Universities of Applied Sciences, FHK	J.		Häfke-Schönthaler
Bologna Follow Up Group (BFUG)	M.		Leegwater
Business Europe	H.		Dettleff
CHE	G.		Federkeil
CHE	F.		Ziegele
CHEPS	M.		Beerkens
CHEPS	F.		Kaiser
CHEPS	F.	van	Vught
COIMBRA	G.		Langouche
Compostela Group of Universities (CGU)	B.		Iglesias Seoane
Compostela Group of Universities (CGU)	J-P.		Roose
Conference of Schools for Advanced Engineering Education and Research (CESAER)	L.		Coninx
Conference of Schools for Advanced Engineering Education and Research (CESAER)	M.		Horvat
Conference of Schools for Advanced Engineering Education and Research (CESAER)	J.		Sjöberg
CRUS	A.		Pacton
CWTS	R.		Tijssen
EC/EAC	R.		Deiss
EC/EAC	R.	van	Ijperen

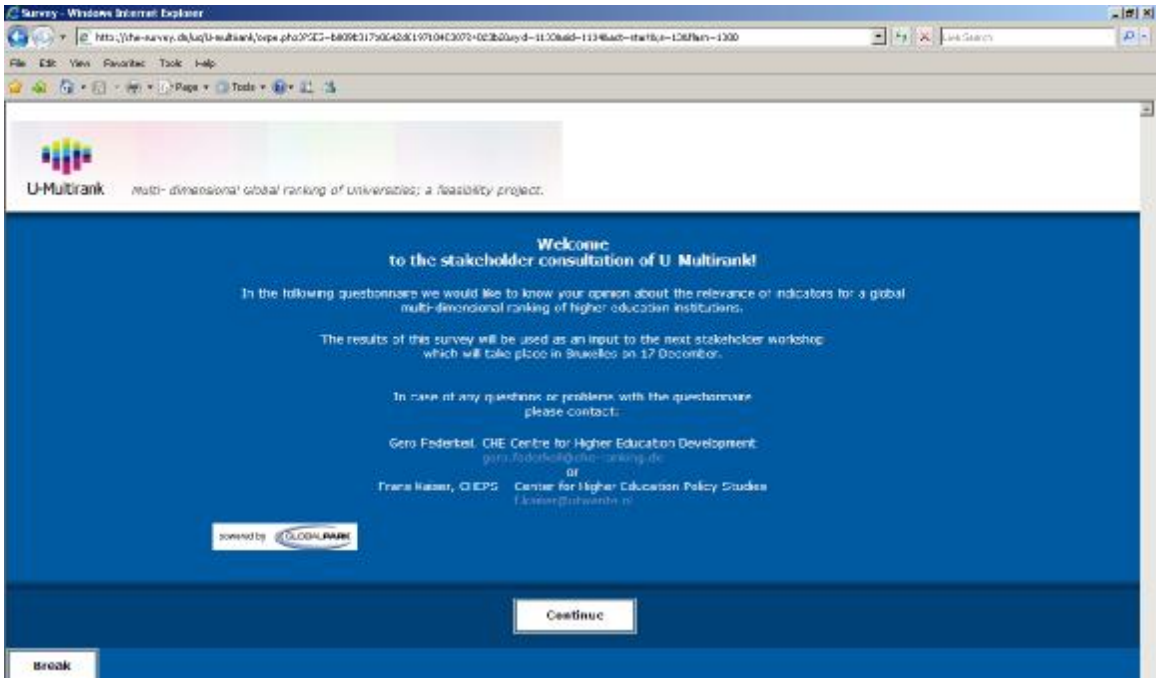
ENIC/NARIC	K.		Guillaume
EUPRIO, King's College	C.		Coe
European Centre for Strategic Management of Universities (ESMU)	N.		Burquel
European League of Institutes of the Arts - ELIA	U.		Dalnäs
European League of Institutes of the Arts - ELIA	T.		Ophuijsen
European Network for Universities of Applied Sciences (UASNET)	T.		Wanker
European Students Union (ESU)	A.		Pall
European University Association	M.		Koops
European University Association	H.		Newby
Flemish Interuniversity Council	S.		Van Lommel
INCENTIM	J.		Callaert
International Association of Universities (IAU)	M.		McGinn
International Association of Universities (IAU)	I.		Turmaine
LERU	J.	van	Asten
Ministry of STI, Denmark	M. J.		Jansen
Network of Universities from the Capitals of Europe (UNICA)	M.		Arménia Carrondo
Network of Universities from the Capitals of Europe (UNICA)	K.		Dejonckheere
Nordic Council of Ministers	C.		Möller
Nordic Council of Ministers	H.		Otte
OST	G.		Filiatreau
OST	P.		Vidal
Rectors' Conference - Czech Republic (CRC)	V.		Stastna
Rectors' Conference - Estonia	T.		Vihand
Rectors' Conference - Germany (HRK)	R.		Peter
Rectors Conference - Iceland (NRCI)	B.		Zarioh

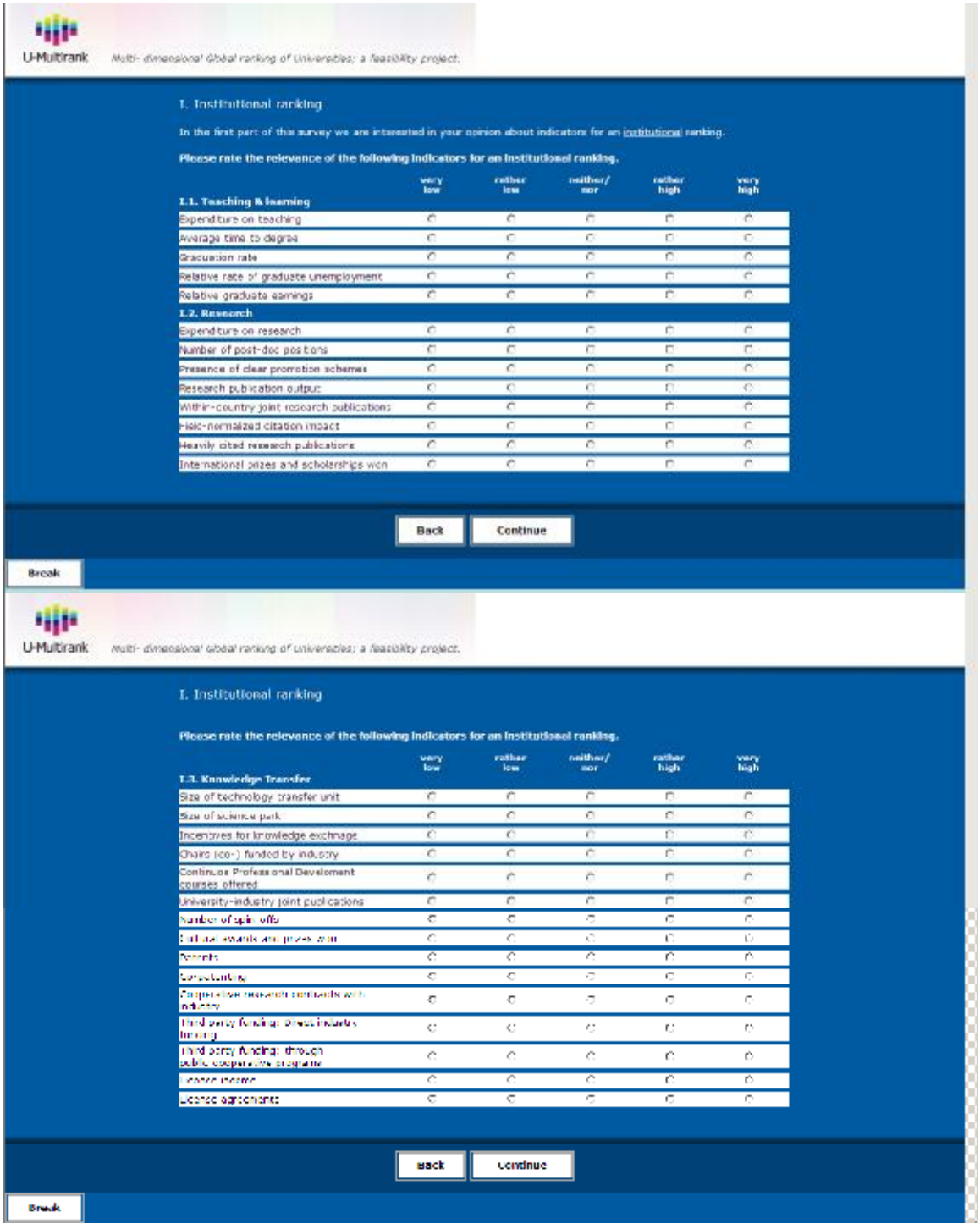
Rectors' Conference - Italy (CRUI)	M.		Carfagna
Rectors' Conference - Lithuania	K.		Krisčiūnas
Rectors' Conference - Norway (UHR)	G.		Bakken
Rectors' Conference - Slovakia (SRC)	M.		Finka
Rectors' Conference - University Colleges Denmark	M.		Thorsen
Rectors' Conference for Danish University Colleges	P.		Aalykke
Rectors' Conference, French Community of Belgium (CREF)	E.		Boxus
Rectors' Conference, French Community of Belgium (CREF)	F.		Michel
Technical University of Catalonia	M.		Juste Ezquerra
The European Association of Conservatoires (AEC)	L.		Messas
The European Association of Conservatoires (AEC)	M.		Prchal
University of Luxemburg	A.		Koenig
Utrecht Network	F.		Salve

Appendix 2: Pre workshop survey

The pre-workshop survey was sent out to over 100 persons/ organization who are on the list of stakeholders (see appendix 1)

FIR = Focused Institutional Ranking
FBR = Field Based Ranking
FBRe = Field Based Ranking engineering
FBRb = Field Based Ranking business




U-Multirank
Multi- dimensional Global ranking of Universities: a feasibility project.
I. Institutional ranking
In the first part of this survey we are interested in your opinion about indicators for an institutional ranking.
Please rate the relevance of the following indicators for an institutional ranking.
very low
rather low
neither/ nor
rather high
very high
I.1. Teaching & learning
Expenditure on teaching
Average time to degree
Graduation rate
Relative rate of graduate unemployment
Relative graduate earnings
I.2. Research
Expenditure on research
Number of post-doc positions
Presence of clear promotion schemes
Research publication output
Within-country joint research publications
Field-normalized citation impact
Heavily cited research publications
International prizes and scholarships won
Back
Continue
Break
U-Multirank
Multi- dimensional Global ranking of Universities: a feasibility project.
I. Institutional ranking
Please rate the relevance of the following indicators for an institutional ranking.
very low
rather low
neither/ nor
rather high
very high
I.3. Knowledge Transfer
Size of technology transfer unit
Size of science park
Incentives for knowledge exchange
Chairs (co-) funded by industry
Continuos Professional Development courses offered
University-industry joint publications
Number of spin-offs
Co-patents
Co-publishing
Third party funding: direct industry funding
Third party funding: through public cooperative programs
License income
License agreements
Back
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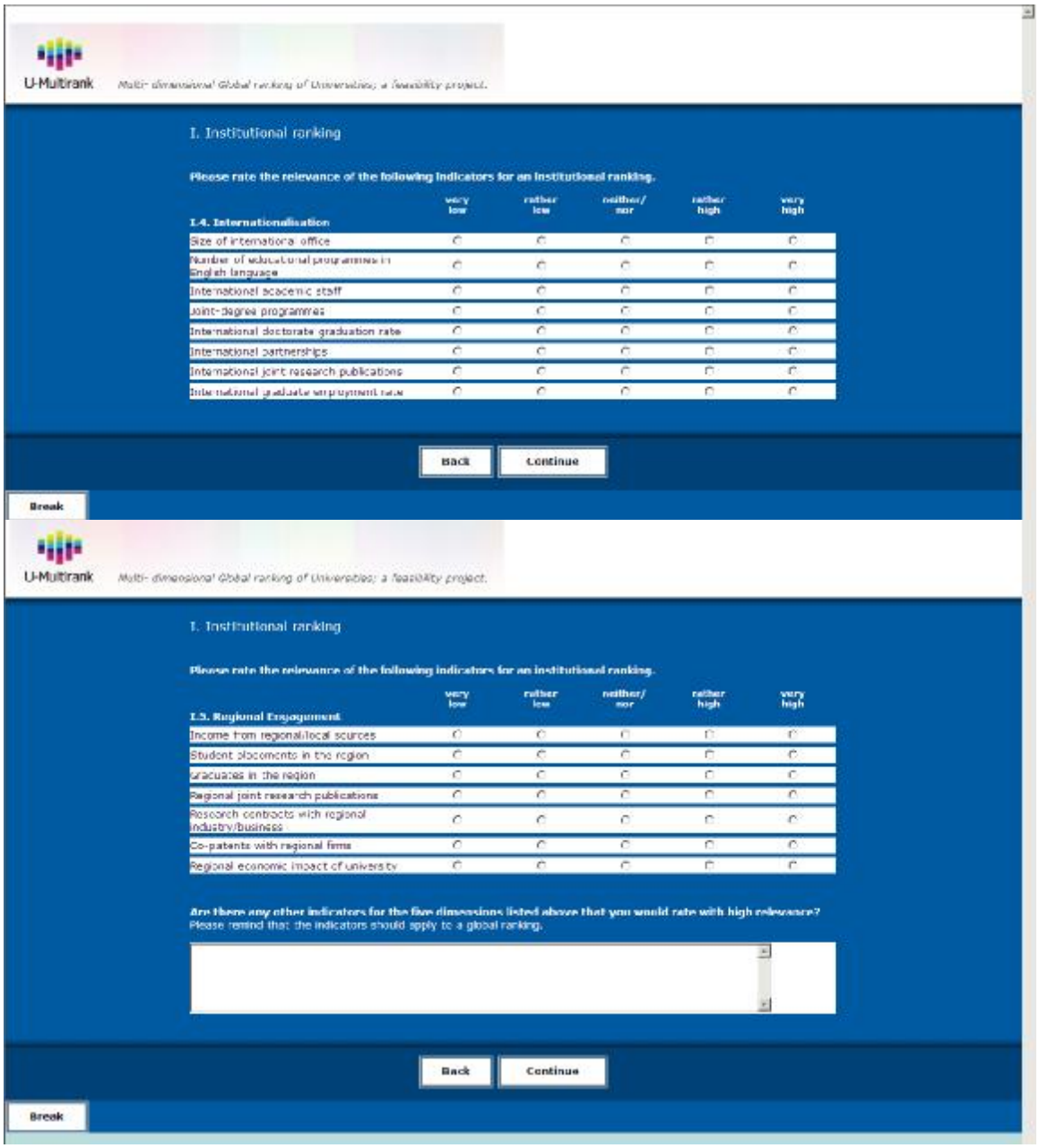
U-Multirank
Multi- dimensional Global ranking of Universities: a feasibility project.
I. Institutional ranking
Please rate the relevance of the following indicators for an institutional ranking.
very low
rather low
neither/ nor
rather high
very high
I.4. Internationalisation
Size of international office
Number of educational programmes in English language
International academic staff
Joint-degree programmes
International doctorate graduation rate
International partnerships
International joint research publications
International graduate employment rate
Back
Continue
Break
U-Multirank
Multi- dimensional Global ranking of Universities: a feasibility project.
I. Institutional ranking
Please rate the relevance of the following indicators for an institutional ranking.
very low
rather low
neither/ nor
rather high
very high
I.5. Regional Engagement
Income from regional/local sources
Student placements in the region
Graduates in the region
Regional joint research publications
Research contracts with regional industry/business
Co-patents with regional firms
Regional economic impact of university
Are there any other indicators for the five dimensions listed above that you would rate with high relevance?
Please remind that the indicators should apply to a global ranking.
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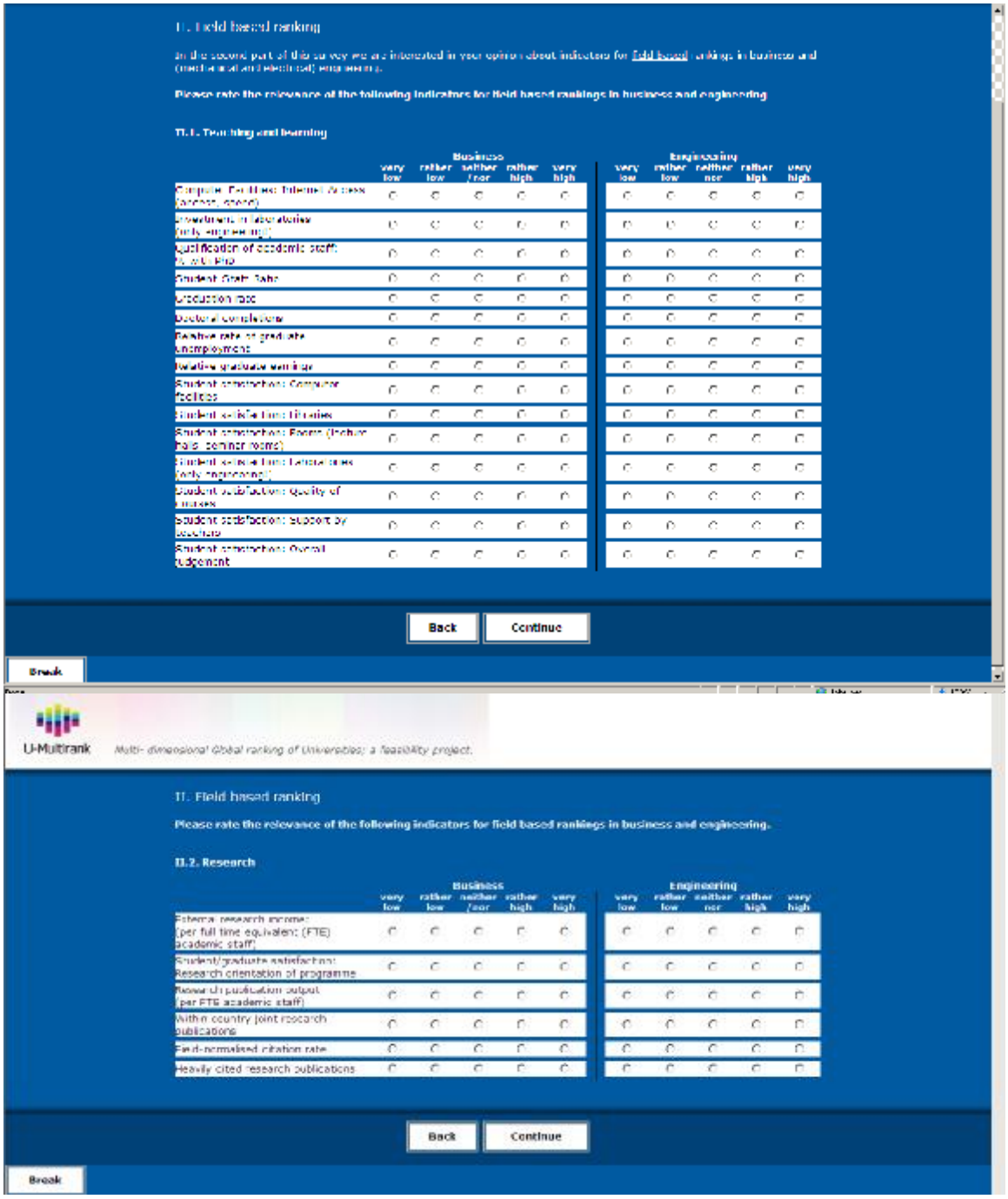

II. Field based ranking

In the second part of the survey we are interested in your opinion about indicators for field based rankings in business and (medical and electrical) engineering.

Please rate the relevance of the following indicators for field based rankings in business and engineering.

II.1. Teaching and learning

	Business					Engineering				
	very low	rather low	neither / nor	rather high	very high	very low	rather low	neither nor	rather high	very high
Graduate Facilities: Internet Access (access, speed)										
Investment in laboratories (only engineering)										
Qualification of academic staff: % with PhD										
Student Grade Ratio										
Graduation rate										
Doctoral completions										
Relative rate of graduate unemployment										
Relative graduate earnings										
Student satisfaction: Computer facilities										
Student satisfaction: Libraries										
Student satisfaction: Rooms (lecture halls, seminar rooms)										
Student satisfaction: Laboratories (only engineering)										
Student satisfaction: Quality of courses										
Student satisfaction: Support by teachers										
Student satisfaction: Overall judgement										

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II. Field based ranking

Please rate the relevance of the following indicators for field based rankings in business and engineering.

II.2. Research

	Business					Engineering				
	very low	rather low	neither / nor	rather high	very high	very low	rather low	neither nor	rather high	very high
External research income: (per full time equivalent (FTE) academic staff)										
Student/graduate satisfaction: Research orientation of programme										
Research publication output (per FTE academic staff)										
Within country joint research publications										
Field-normalized citation rate										
Heavily cited research publications										

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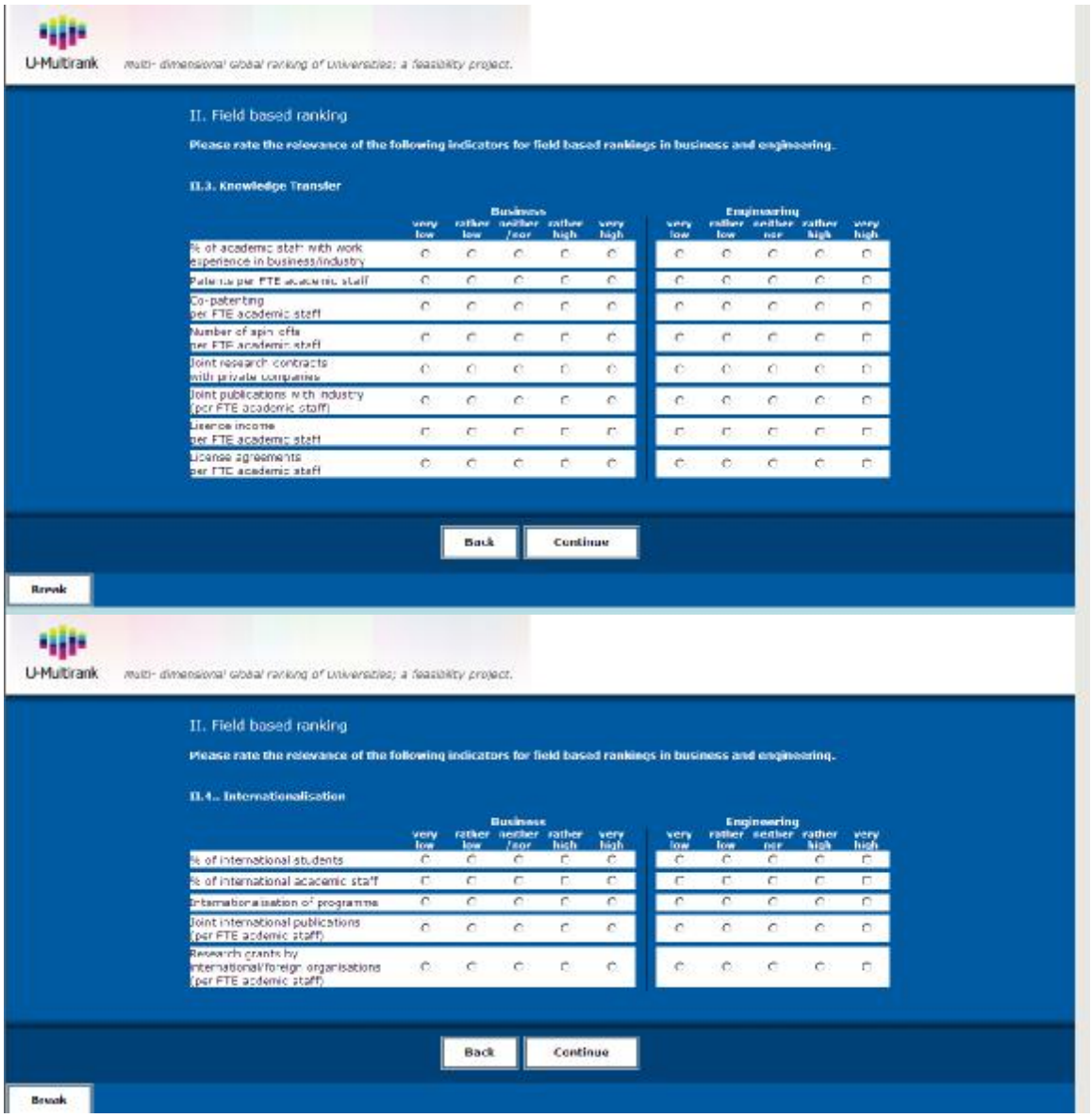

U-Multirank multi- dimensional global ranking of universities; a feasibility project.

II. Field based ranking

Please rate the relevance of the following indicators for field based rankings in business and engineering.

II.3. Knowledge Transfer

	Business					Engineering				
	very low	rather low	neither /nor	rather high	very high	very low	rather low	neither nor	rather high	very high
% of academic staff with work experience in business/industry	○	○	○	○	○	○	○	○	○	○
Patents per FTE academic staff	○	○	○	○	○	○	○	○	○	○
Co-patenting per FTE academic staff	○	○	○	○	○	○	○	○	○	○
Number of spin offs per FTE academic staff	○	○	○	○	○	○	○	○	○	○
Joint research contracts with private companies	○	○	○	○	○	○	○	○	○	○
Joint publications with industry (per FTE academic staff)	○	○	○	○	○	○	○	○	○	○
Licence income per FTE academic staff	○	○	○	○	○	○	○	○	○	○
License agreements per FTE academic staff	○	○	○	○	○	○	○	○	○	○

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II. Field based ranking

Please rate the relevance of the following indicators for field based rankings in business and engineering.

II.4.. Internationalisation

	Business					Engineering				
	very low	rather low	neither /nor	rather high	very high	very low	rather low	neither nor	rather high	very high
% of international students	○	○	○	○	○	○	○	○	○	○
% of international academic staff	○	○	○	○	○	○	○	○	○	○
Internationalisation of programme	○	○	○	○	○	○	○	○	○	○
Joint international publications (per FTE academic staff)	○	○	○	○	○	○	○	○	○	○
Research grants by international/foreign organisations (per FTE academic staff)	○	○	○	○	○	○	○	○	○	○

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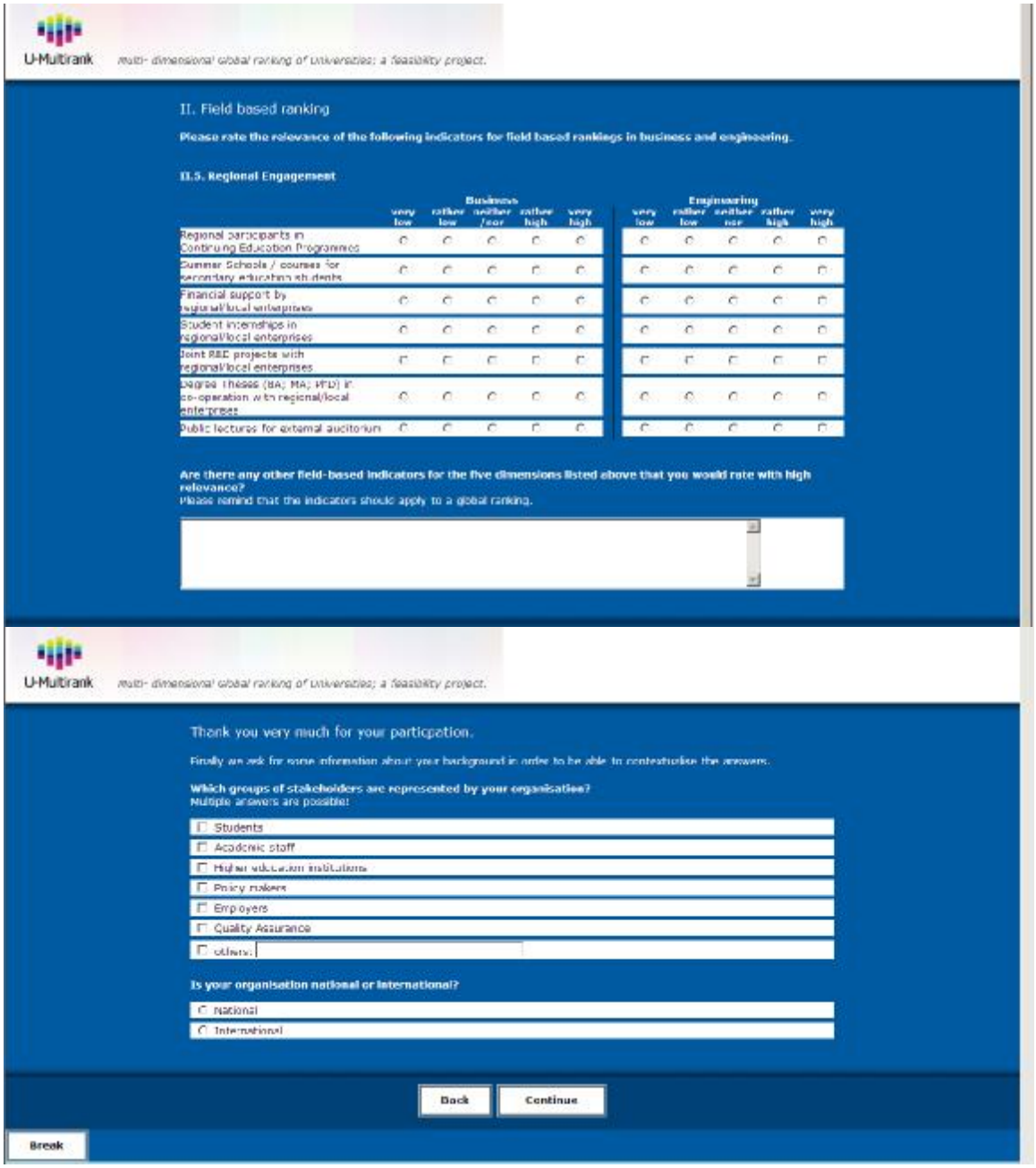
U-Multirank
multi- dimensional global ranking of universities; a feasibility project.
II. Field based ranking
Please rate the relevance of the following indicators for field based rankings in business and engineering.
II.5. Regional Engagement
Business
Engineering
very low
rather low
neither / nor
rather high
very high
Regional participants in Continuing Education Programmes
Summer Schools / courses for secondary education students
Financial support by regional/local enterprises
Student internships in regional/local enterprises
Joint R&D projects with regional/local enterprises
Degree theses (BA; MA; PhD) in co-operation with regional/local enterprises
Public lectures for external auditorium
Are there any other field-based indicators for the five dimensions listed above that you would rate with high relevance?
Please remind that the indicators should apply to a global ranking.
U-Multirank
multi- dimensional global ranking of universities; a feasibility project.
Thank you very much for your participation.
Finally we ask for some information about your background in order to be able to contextualise the answers.
Which groups of stakeholders are represented by your organisation?
Multiple answers are possible!
Students
Academic staff
Higher education institutions
Policy makers
Employers
Quality Assurance
others:
Is your organisation national or international?
National
International
Back
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Appendix 3: Pre workshop survey results

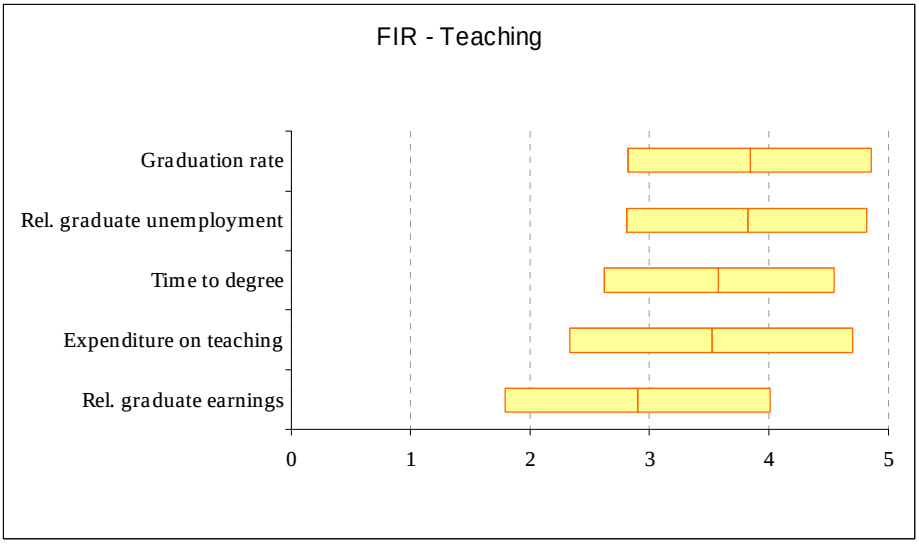
In this short note the results of the online questionnaire regarding the relevance of the U-Multirank indicators are summarized.
These results served as an input for the first working group session at the Stakeholder workshop.

For each indicator the average score is presented, as well as a bandwidth of 1 standard deviation, showing the dispersion around the average. If the bandwidth is small, consensus is high and if the bandwidth is large, consensus is low.

The number of respondents was 63.

The indicators are presented by dimension and, where appropriate, by type of ranking.

FIR = Focused Institutional Ranking
FBR = Field Based Ranking
FBRe = Field Based Ranking engineering
FBRb = Field Based Ranking business


FIR - Teaching
Graduation rate
Rel. graduate unemployment
Time to degree
Expenditure on teaching
Rel. graduate earnings
0
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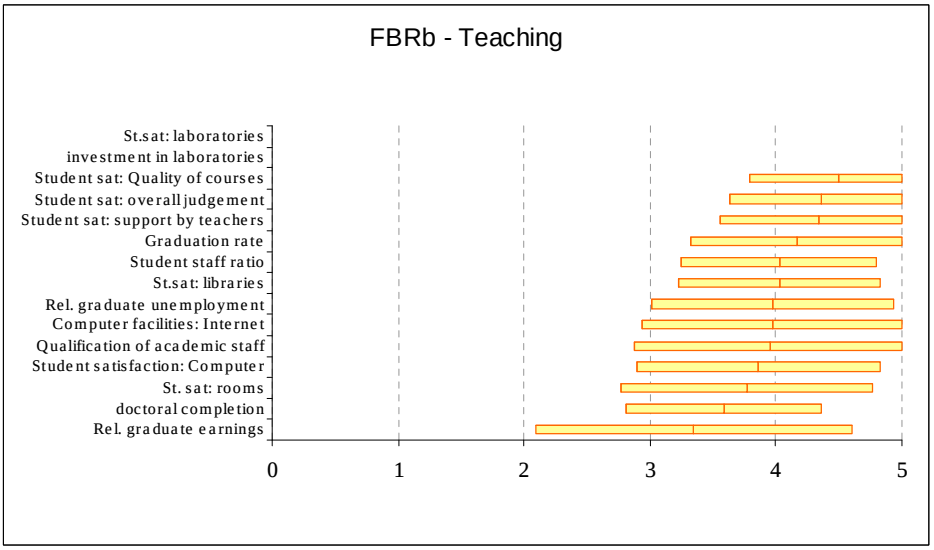
2
3
4
5


FBRb - Teaching
St.sat: laboratories
investment in laboratories
Student sat: Quality of courses
Student sat: overall judgement
Student sat: support by teachers
Graduation rate
Student staff ratio
St.sat: libraries
Rel. graduate unemployment
Computer facilities: Internet
Qualification of academic staff
Student satisfaction: Computer
St. sat: rooms
doctoral completion
Rel. graduate earnings
0
1
2
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4
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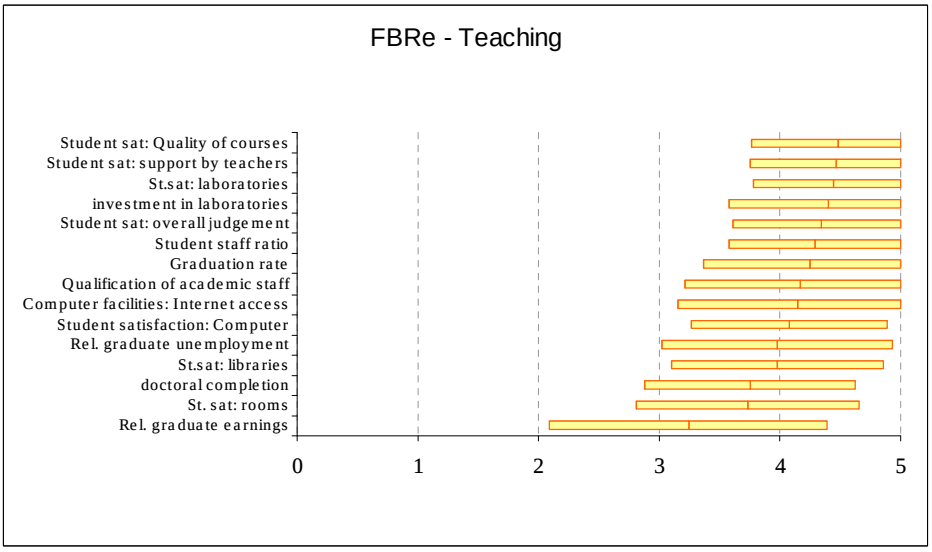
FBRe - Teaching
Student sat: Quality of courses
Student sat: support by teachers
St.sat: laboratories
investment in laboratories
Student sat: overall judgement
Student staff ratio
Graduation rate
Qualification of academic staff
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doctoral completion
St. sat: rooms
Rel. graduate earnings
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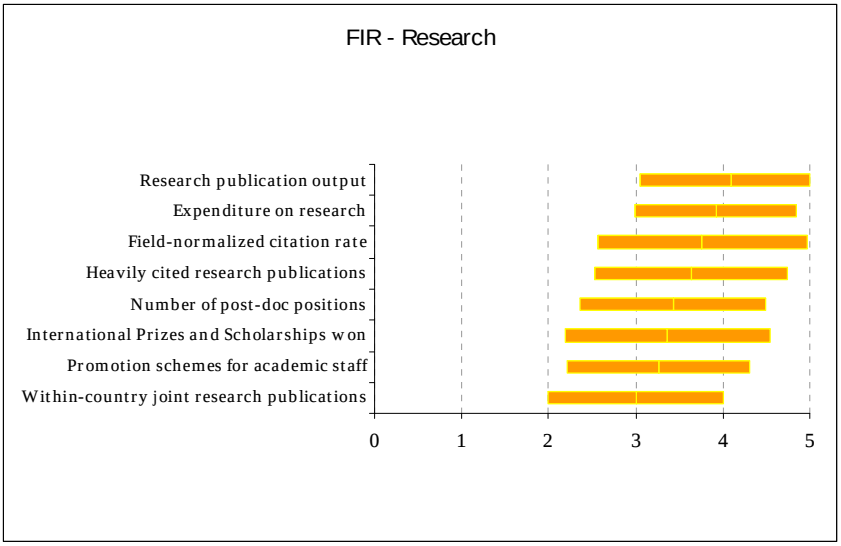
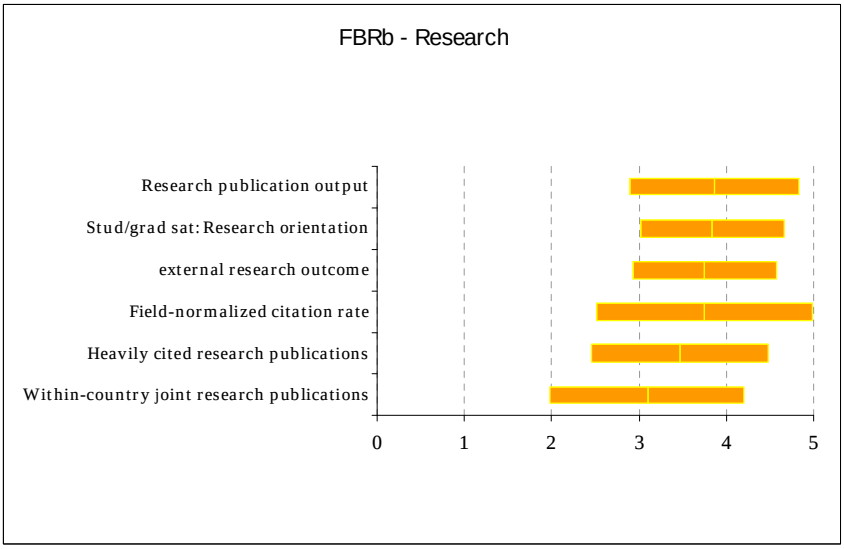

FIR - Research
Research publication output
Expenditure on research
Field-normalized citation rate
Heavily cited research publications
Number of post-doc positions
International Prizes and Scholarships won
Promotion schemes for academic staff
Within-country joint research publications
0
1
2
3
4
5


FBRb - Research
Research publication output
Stud/grad sat: Research orientation
external research outcome
Field-normalized citation rate
Heavily cited research publications
Within-country joint research publications
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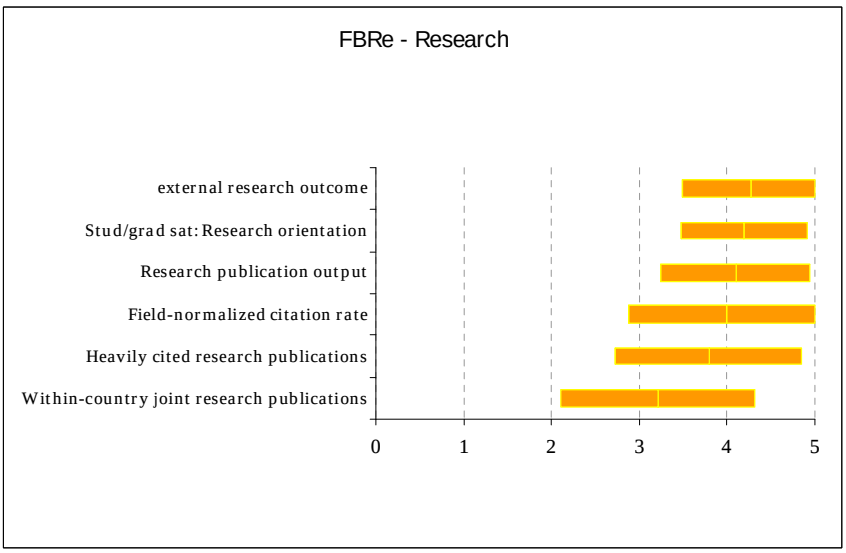
3
4
5


FBRe - Research
external research outcome
Stud/grad sat: Research orientation
Research publication output
Field-normalized citation rate
Heavily cited research publications
Within-country joint research publications
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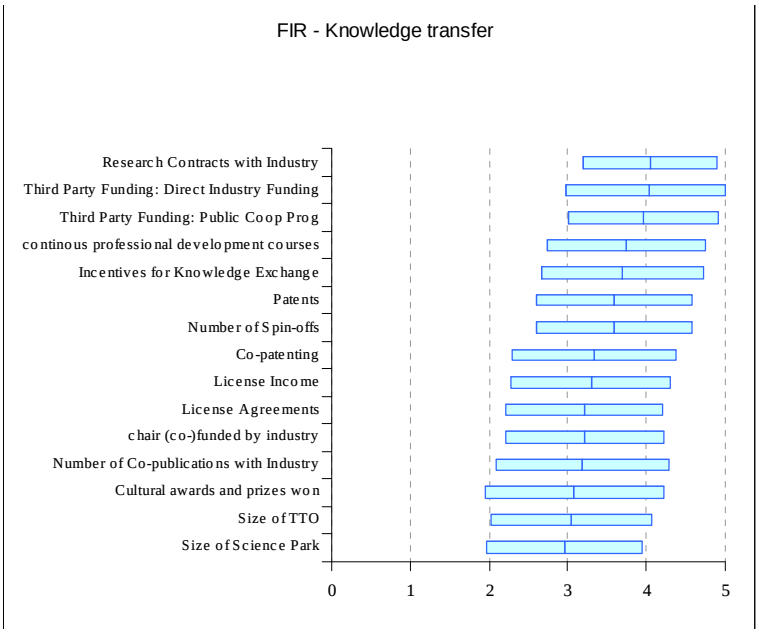
FIR - Knowledge transfer
Research Contracts with Industry
Third Party Funding: Direct Industry Funding
Third Party Funding: Public Coop Prog
continous professional development courses
Incentives for Knowledge Exchange
Patents
Number of Spin-offs
Co-patenting
License Income
License Agreements
chair (co-)funded by industry
Number of Co-publications with Industry
Cultural awards and prizes won
Size of TTO
Size of Science Park
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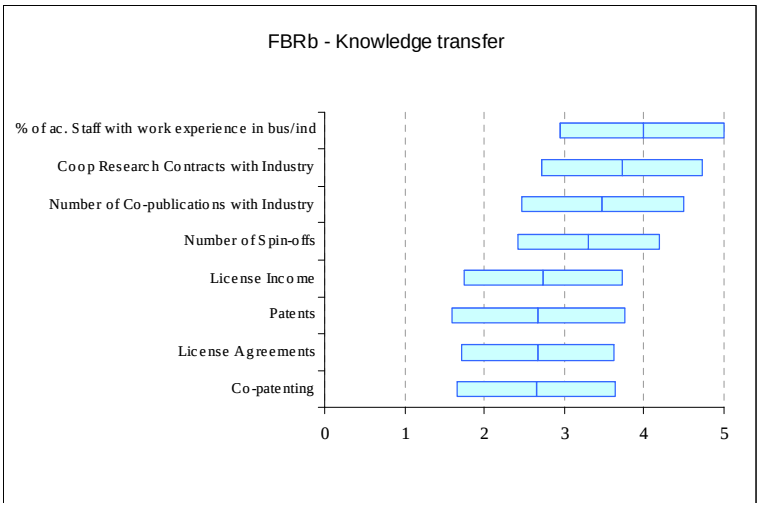
FBRb - Knowledge transfer
% of ac. Staff with work experience in bus/ind
Coop Research Contracts with Industry
Number of Co-publications with Industry
Number of Spin-offs
License Income
Patents
License Agreements
Co-patenting
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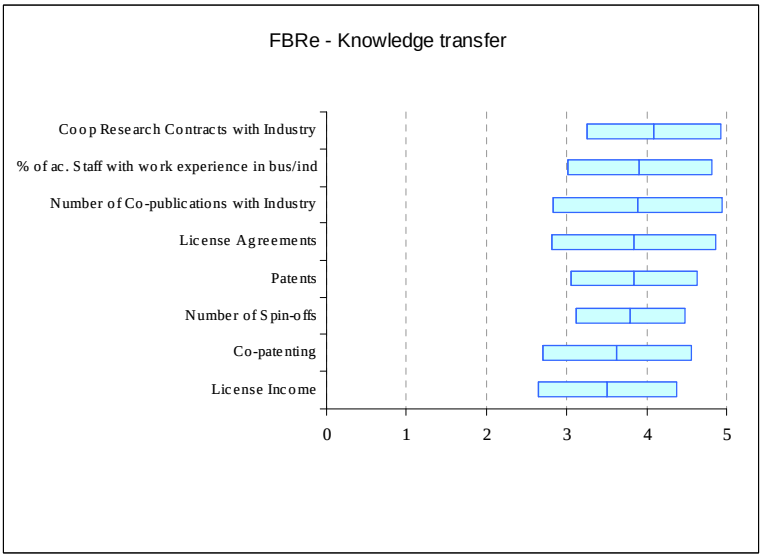
FBRe - Knowledge transfer
Coop Research Contracts with Industry
% of ac. Staff with work experience in bus/ind
Number of Co-publications with Industry
License Agreements
Patents
Number of Spin-offs
Co-patenting
License Income
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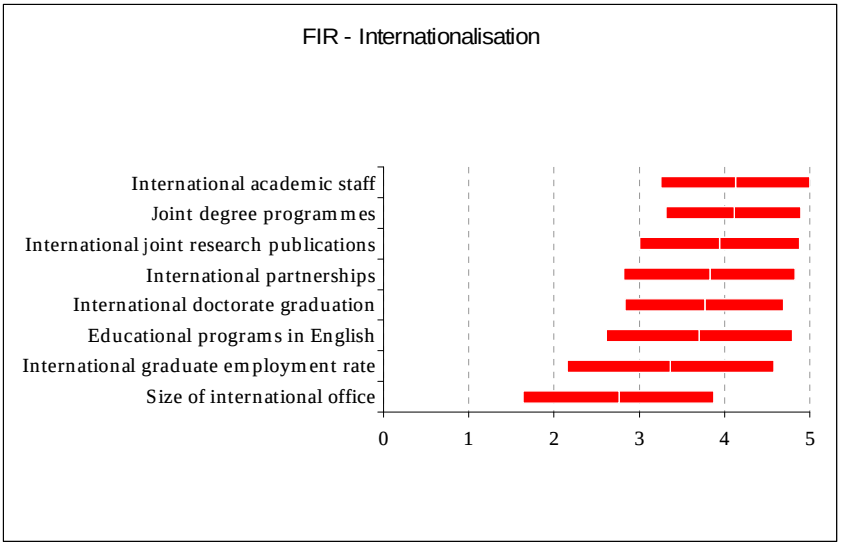
FIR - Internationalisation
International academic staff
Joint degree programmes
International joint research publications
International partnerships
International doctorate graduation
Educational programs in English
International graduate employment rate
Size of international office
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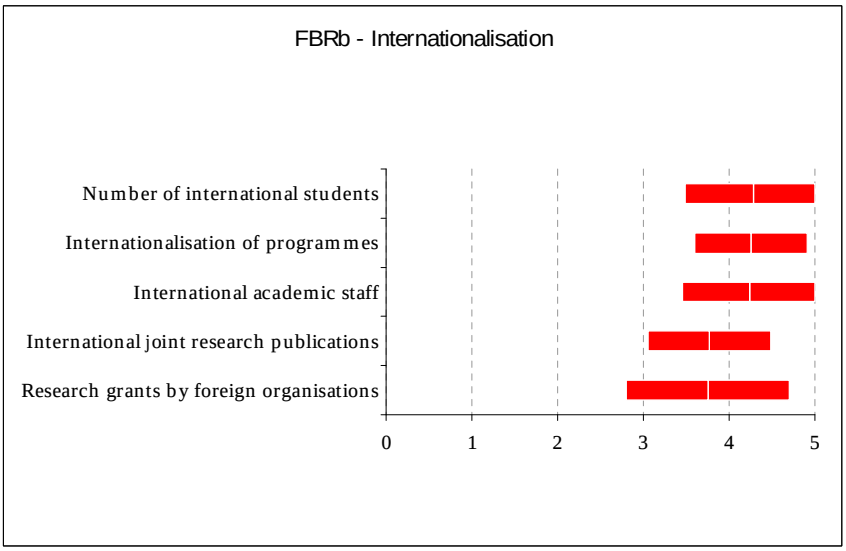
FBRb - Internationalisation
Number of international students
Internationalisation of programmes
International academic staff
International joint research publications
Research grants by foreign organisations
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3
4
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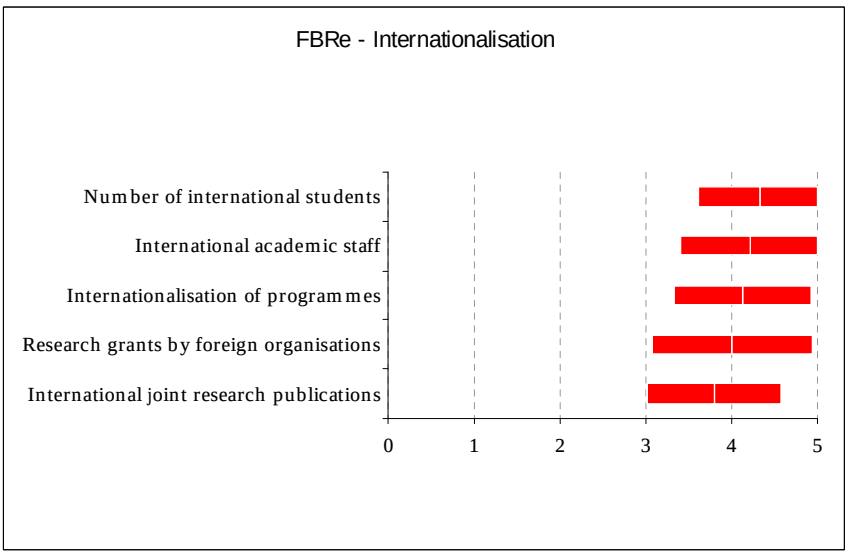
FBRe - Internationalisation
Number of international students
International academic staff
Internationalisation of programmes
Research grants by foreign organisations
International joint research publications
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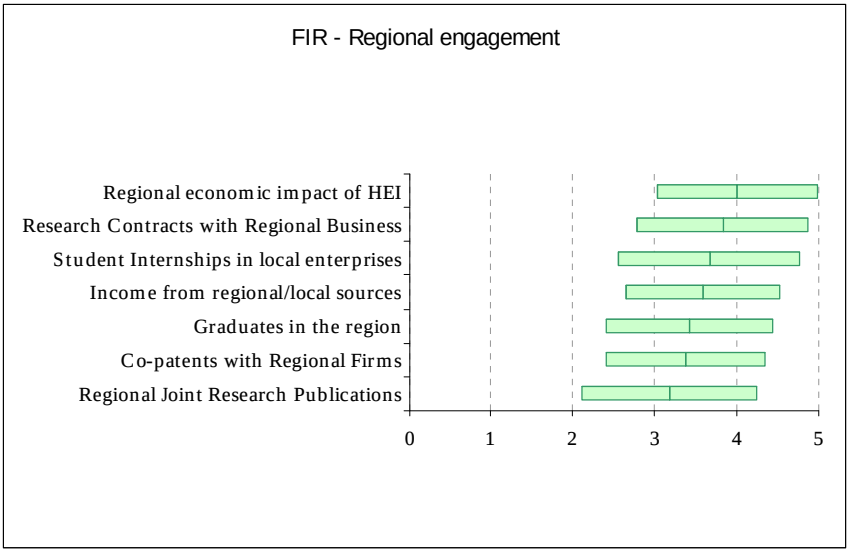
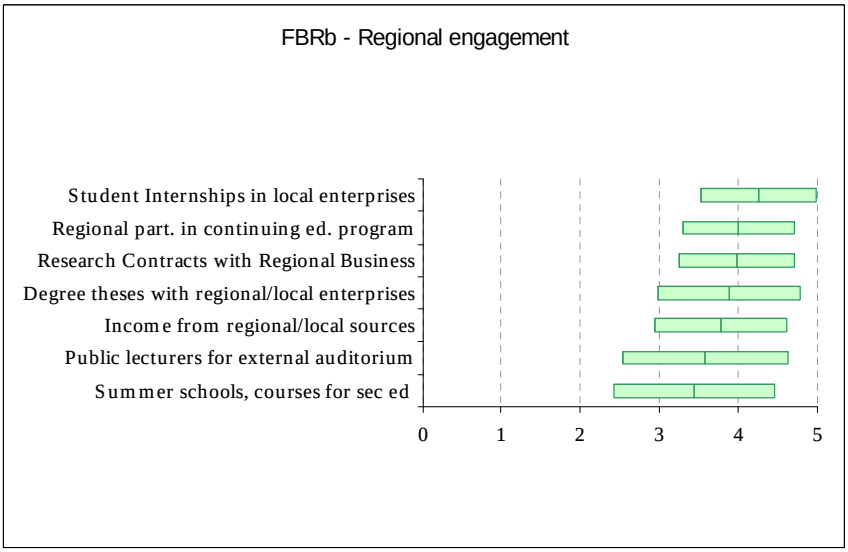
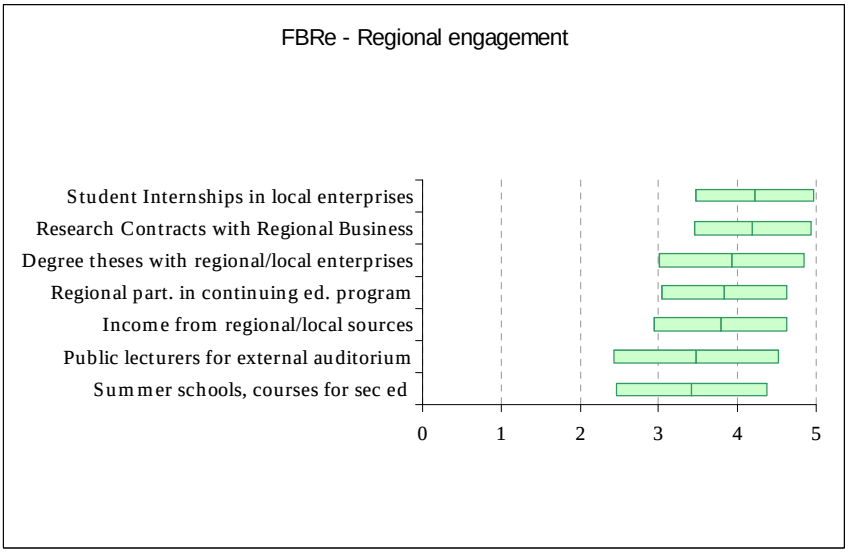

FIR - Regional engagement
Regional economic impact of HEI
Research Contracts with Regional Business
Student Internships in local enterprises
Income from regional/local sources
Graduates in the region
Co-patents with Regional Firms
Regional Joint Research Publications
0
1
2
3
4
5


FBRb - Regional engagement
Student Internships in local enterprises
Regional part. in continuing ed. program
Research Contracts with Regional Business
Degree theses with regional/local enterprises
Income from regional/local sources
Public lecturers for external auditorium
Summer schools, courses for sec ed
0
1
2
3
4
5


FBRe - Regional engagement
Student Internships in local enterprises
Research Contracts with Regional Business
Degree theses with regional/local enterprises
Regional part. in continuing ed. program
Income from regional/local sources
Public lecturers for external auditorium
Summer schools, courses for sec ed
0
1
2
3
4
5

Appendix 4: Post workshop survey results

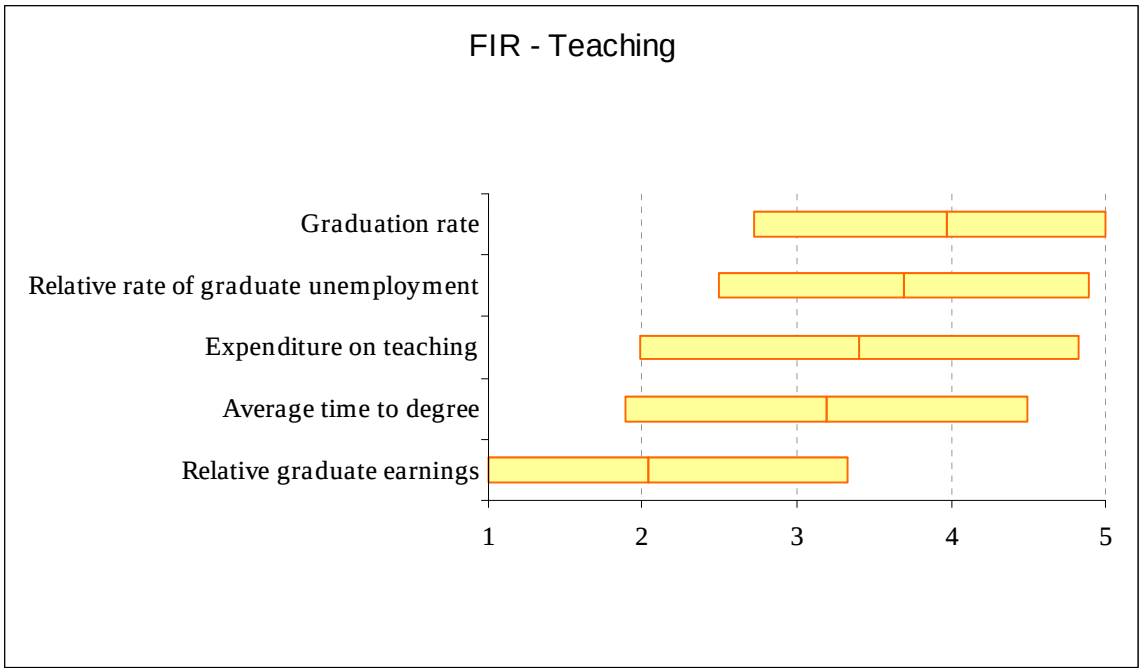
In this short note the results of the survey at the end of the workshop are summarized.

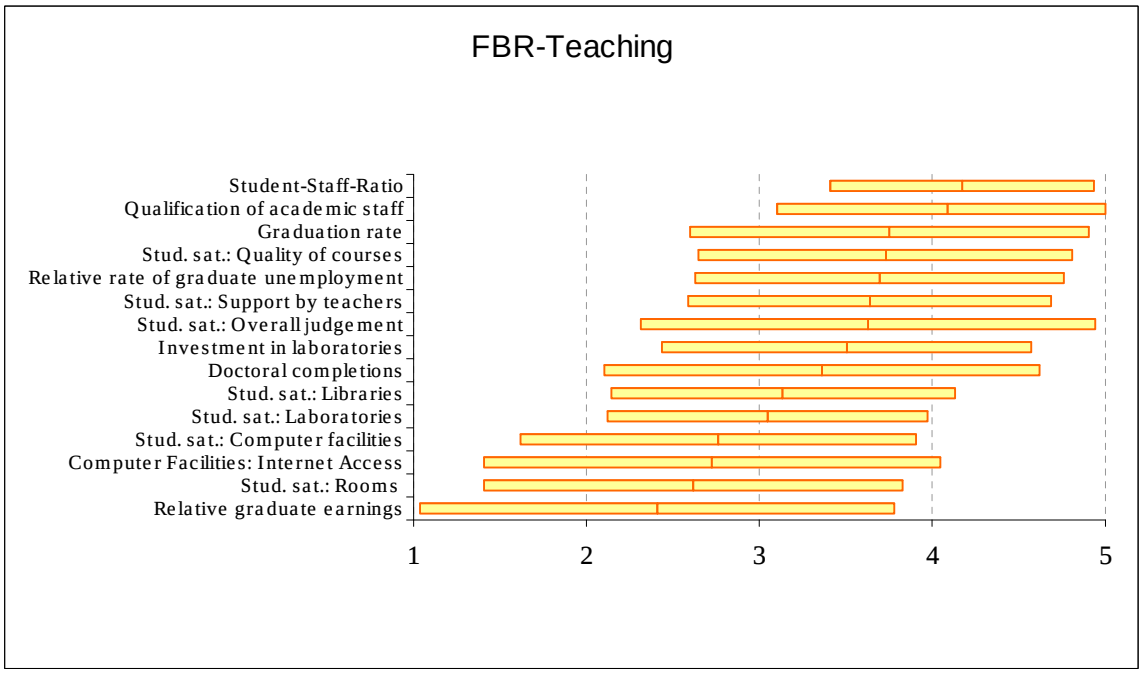
For each indicator the average score is presented, as well as a bandwidth of 1 standard deviation, showing the dispersion around the average. If the bandwidth is small, consensus is high and if the bandwidth is large, consensus is low.

The number of respondents was 30.

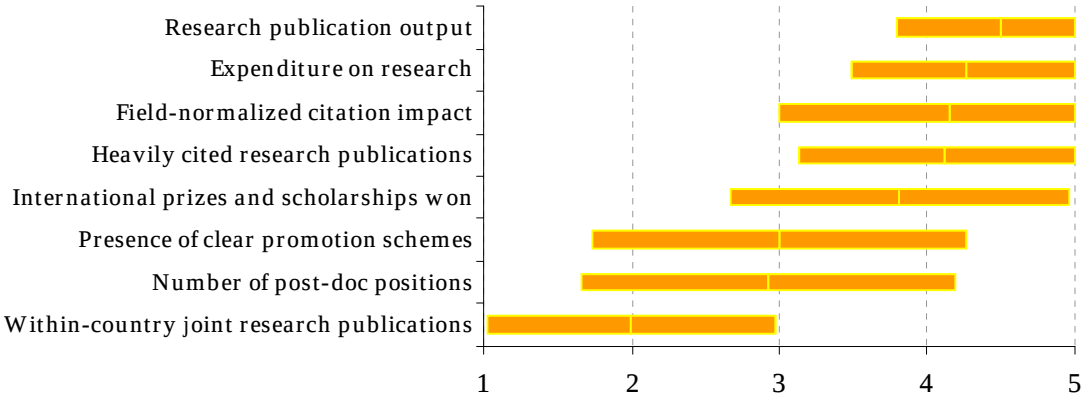
The indicators are presented by dimension and by type of ranking.

FIR = Focused Institutional Ranking
FBR = Field Based Ranking

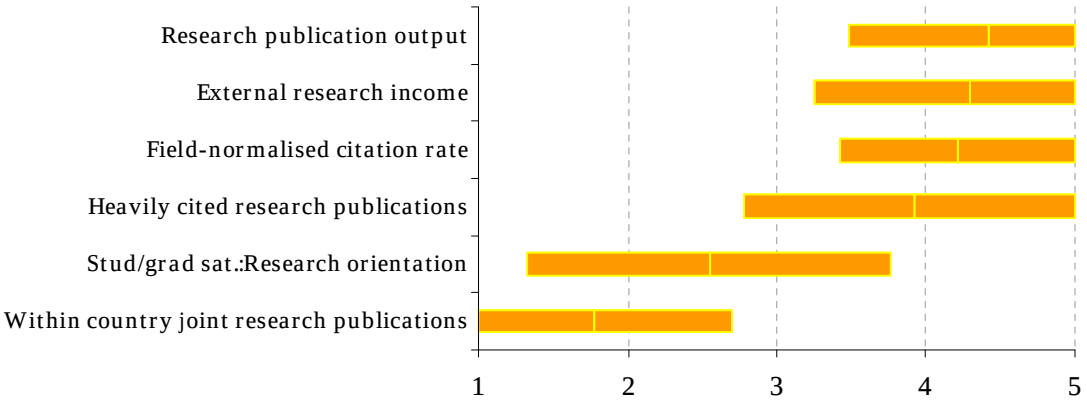

FIR - Teaching
Graduation rate
Relative rate of graduate unemployment
Expenditure on teaching
Average time to degree
Relative graduate earnings
1
2
3
4
5

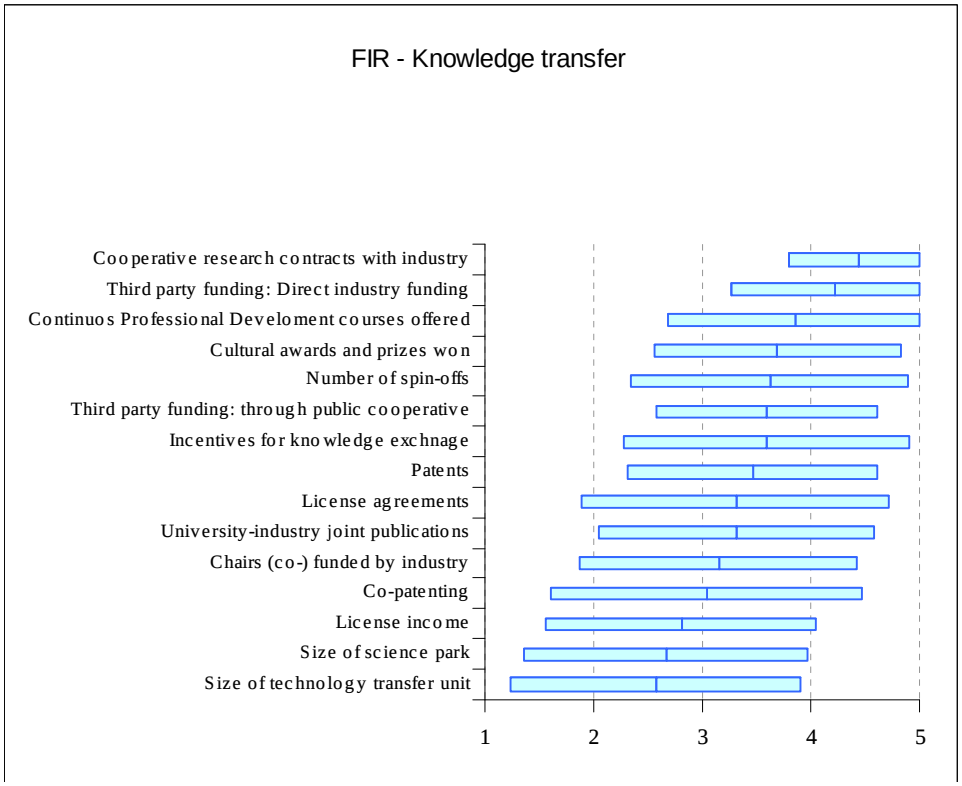

FBR-Teaching
Student-Staff-Ratio
Qualification of academic staff
Graduation rate
Stud. sat.: Quality of courses
Relative rate of graduate unemployment
Stud. sat.: Support by teachers
Stud. sat.: Overall judgement
Investment in laboratories
Doctoral completions
Stud. sat.: Libraries
Stud. sat.: Laboratories
Stud. sat.: Computer facilities
Computer Facilities: Internet Access
Stud. sat.: Rooms
Relative graduate earnings
1
2
3
4
5

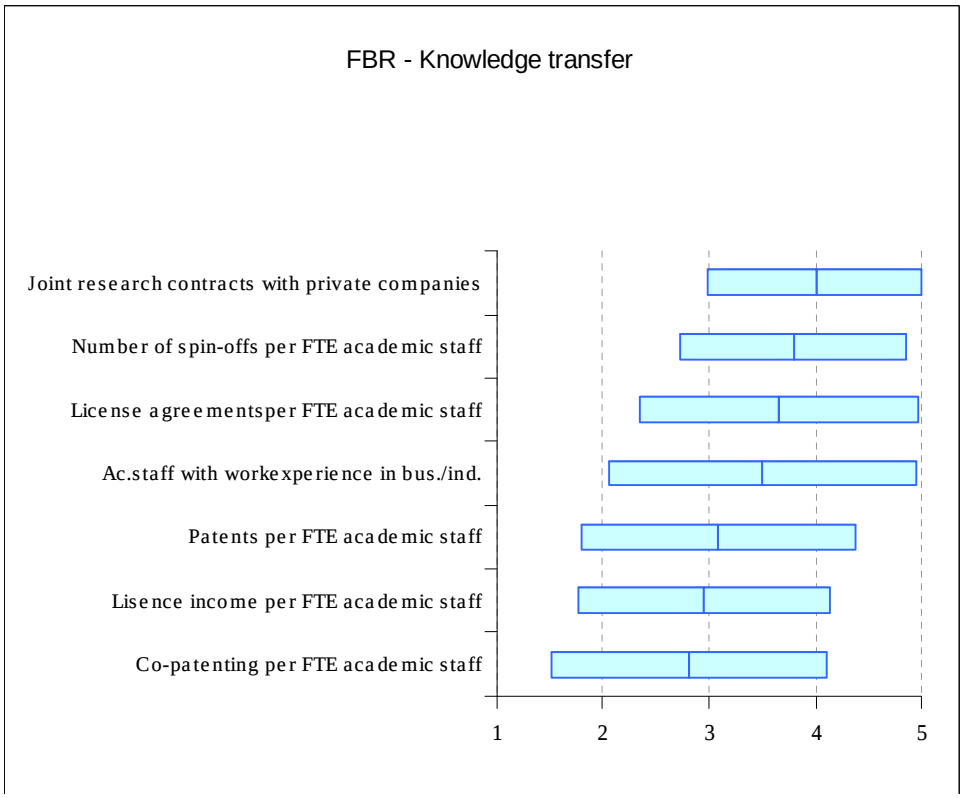
FIR - Research

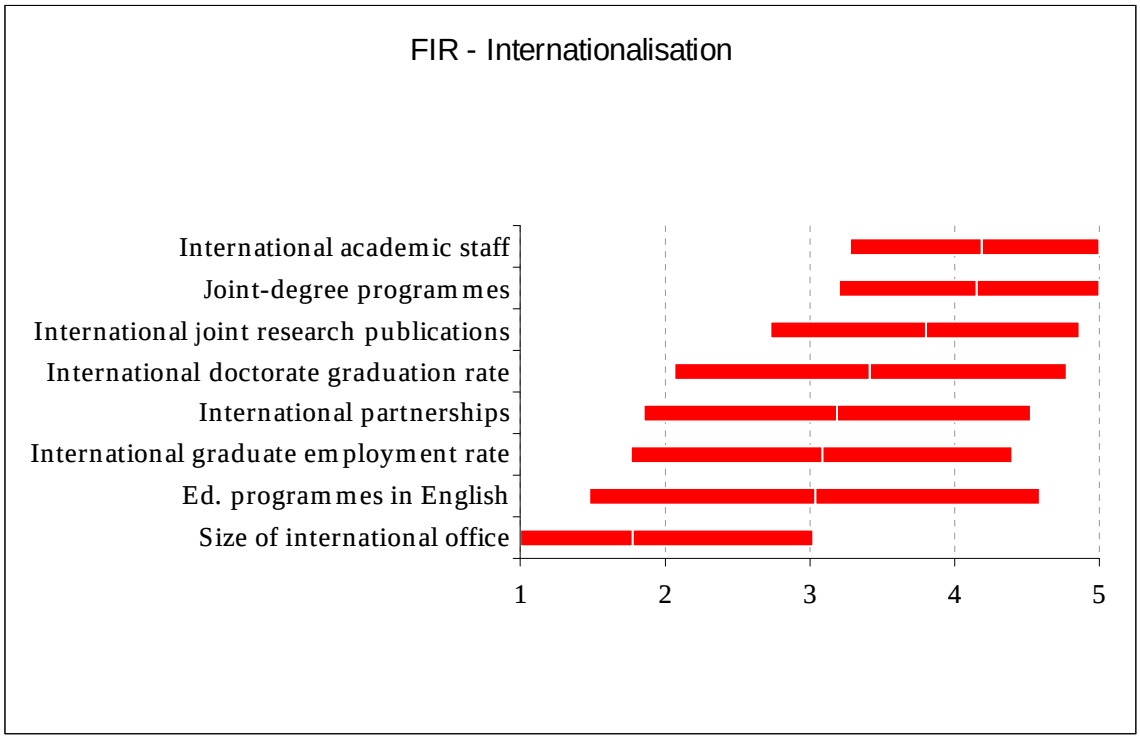


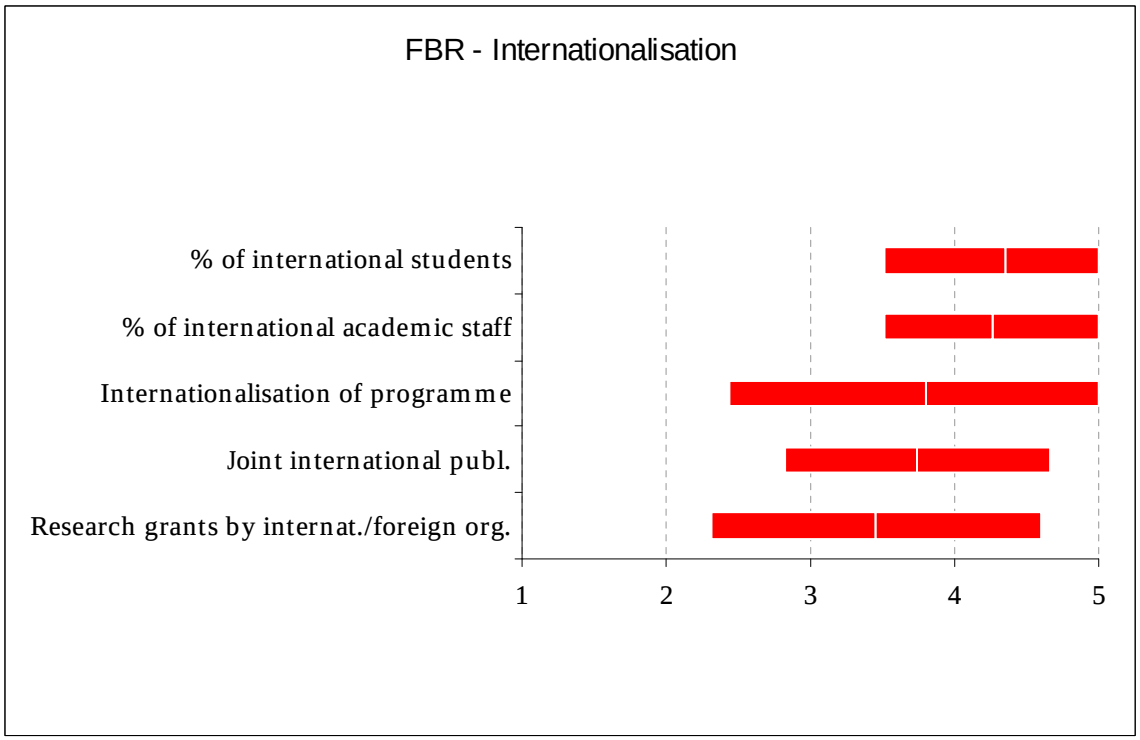
FBR - Research



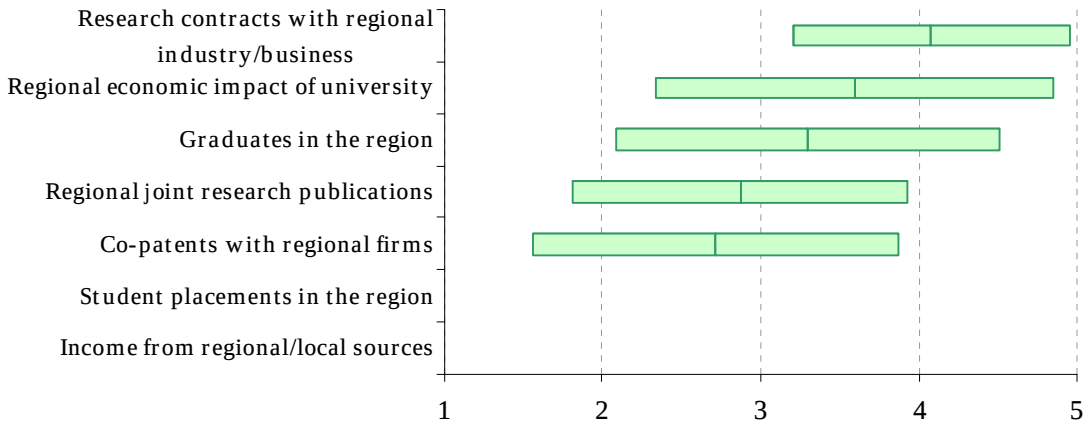

FIR - Knowledge transfer
Cooperative research contracts with industry
Third party funding: Direct industry funding
Continuos Professional Develoment courses offered
Cultural awards and prizes won
Number of spin-offs
Third party funding: through public cooperative
Incentives for knowledge exchnage
Patents
License agreements
University-industry joint publications
Chairs (co-) funded by industry
Co-patenting
License income
Size of science park
Size of technology transfer unit
1
2
3
4
5


FBR - Knowledge transfer
Joint research contracts with private companies
Number of spin-offs per FTE academic staff
License agreementsper FTE academic staff
Ac.staff with workexperience in bus./ind.
Patents per FTE academic staff
Lisence income per FTE academic staff
Co-patenting per FTE academic staff
1
2
3
4
5

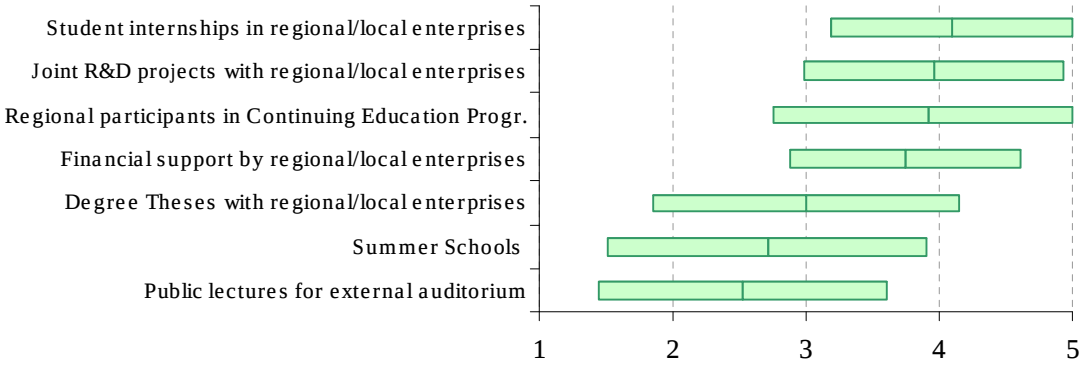

FIR - Internationalisation
International academic staff
Joint-degree programmes
International joint research publications
International doctorate graduation rate
International partnerships
International graduate employment rate
Ed. programmes in English
Size of international office
1
2
3
4
5


FBR - Internationalisation
% of international students
% of international academic staff
Internationalisation of programme
Joint international publ.
Research grants by internat./foreign org.
1
2
3
4
5

FIR - Regional engagement



FBR - Regional engagement



Appendix 5: Overview of U-Multirank indicators, voted 'in' and 'out'

in	out
international orientation	
Field Based Ranking	
• International doctorate graduation rate • International academic staff • Incoming and outgoing students • Joint international publications • Internationalisation of programmes • Joint international projects	• International research grants • Percentage of international students • Student satisfaction: Opportunities for a stay abroad
Focused Institutional Ranking	
• Number of educational programmes in foreign language • International teaching and research staff • International joint research publications • Joint degree programmes • Incoming and outgoing students	• International partnerships • Number of educational programmes in English • International doctorate graduation rate • Size of international office • International graduate employment rate • Foreign degree seeking students
knowledge exchange	
Field Based Business	
• Co-publications with industry	• Co-patenting
Field Based Ranking	
• Licence agreements	• Patents

in	out
• Number of spin-offs • Academic staff with experience in industry • Joint research contracts with private sector	• Licence income
Focused Institutional Ranking	
• Incentives for knowledge exchange • Cooperative research contracts with industry • Size of technology transfer unit • Continous professional development courses • Third party cooperative funding (public and direct industry) • University-industry joint publications • Cultural awards and prizes won	• Third party funds: public cooperation programmes • Licence income • Patent applications filed • Spin-offs • Chairs (co-)funded by industry • Co-patenting • Licence agreements • Size of science park • Third party funds: direct industry funding
regional engagement	
Field Based Ranking	
• Financial support by regional enterprises • Regional participants in continuing education programmes • Joint R&D projects with regional/local enterprises • Student internships in regional enterprises • Regional spin-offs • Percentage of regional enrolment	• Degree theses in co-operation with regional enterprises • Public lectures for external auditotium • Summerschools/ courses for secondary education students
Focused Institutional Ranking	
• Income from regional sources • Community engagement • Research contracts with regional business • Graduates working in the region • Regional impact of university	• Co-patents with regional firms • Regional joint research publications • Student internships in local enterprises
research	
Field Based Ranking	
• Research publication output	• Within country joint research

in	out
	publication
• External research income	• Student satisfaction: research orientation of educational programme
• Heavily cited research publications	
• Post-doc positions	
• Field-normalised citation rate	
Focused Institutional Ranking	
• International prizes and scholarships won	• Presence of clear promotion schemes
• Heavily cited research publications	• Within-country joint research publications
• Field normalized citation impact	• Research publication output
• Research income	
• Research output	
• Research related HRM development	
• Interdisciplinary research activities	
• Art related outputs	
• Expenditure on research	
• Research income from competitive sources	
teaching and learning	
Field Based Business	
• Student satisfaction: libraries	• Computer facilities: internet access
	• Doctoral completions
Field Based Ranking	
• Investment in laboratories	• Graduate satisfaction: Labour market relevance of their qualifications
• Interdisciplinarity of programmes	• Inclusion of issues relevant for employability in the programme/curricula
• student satisfaction: computer facilities	• Inclusion of work experience into programmes
• student satisfaction: laboratories	• Student/graduate satisfaction: inclusion of work experience in the programme
• Student satisfaction: support by teachers	• Student satisfaction: rooms
• Student satisfaction: quality of courses	• Relative graduate earnings
• Student-staff ratio	• Qualification of academic staff
• Student satisfaction: overall judgement	
• Graduation rate	
• Relative rate of graduate unemployment	

in	out
• Percentage of academic staff with workexperience in business and industry	
Focused Institutional Ranking	
• Interdisciplinarity of programmes • Relative rate of graduate unemployment • Graduation rate	• Expenditure on teaching • Relative graduate earnings • Average time to degree