PARTNER ENGAGEMENT FRAMEWORK METHODOLOGY

The Partner Engagement Framework (PEF) will provide The University of Queensland (UQ) with data relevant to its relationships with university partners in identified priority countries and regions.

This data will allow UQ to assess areas of current strength, potential future engagement and where further development is required to maximise the mutual benefit made possible by these partnerships.

Data will be made available in two sections:

1. Collaboration and Linkages

Data in this category specifically relates to UQ's relationship with the partner and includes indicators of existing and potential collaboration. Indicators are grouped under the broad headings of Learning, Staff and Research.

Learning

Student Exchange
Inbound Study Abroad
Alumni of the Partner Commencing in UQ Coursework Programs
Distribution of the Partner's Alumni across UQ Coursework Programs
UQ Sponsorship of Partner's Alumni Enrolled in UQ Coursework Programs
Alumni of the Partner Commencing in UQ Research Programs
UQ Sponsorship of Partner's Alumni Enrolled in UQ Research Programs
Joint Research Programs (Cotutelle or International Collaborative Mode)

Staff

Alumni of the Partner Employed in Academic Positions at UQ

Research

Joint Publications (Volume)
Joint Publications (Quality)
Joint Publications (Breadth)
Joint Funded Research Projects

1. Esteem

Esteem factors are independent of the University's relationship with the partner and include:

a. Comparative Ranking Tables

Provides an outline of the overall and broad subject area rankings for both the partner and UQ as published by the Times Higher Education World University Ranking and Academic Ranking of World Universities (Shanghai Jiao Tong) systems.

ACCESS

The PEF will be published in a password protected online dashboard, accessible by all UQ staff. The Collaboration and Linkages indicators in the PEF will be scored individually and presented on a sliding scale. The data will be presented in a transparent manner, with the individual score, benchmark and data on which it is based made clearly visible for each indicator. Indicators will not be weighted and no aggregated scoring will be made available.

For each indicator an additional report will be made available on the UQ Reportal with, where possible, further detail. This will allow users to rank partners on an individual indicator, and to sort countries by region and country.

PARTNERS INCLUDED

The PEF includes all university partners with whom the University had an active Memorandum of Understanding (MoU) or similar agreement as at March 5, 2012.

Only partner Universities in identified priority countries and regions and/or Universitas 21 partners are included. The Chinese Academy of Science (CAS) is also included in the PEF, with results for CAS aggregated with those for the Graduate University of the Chinese Academy of Sciences (GUCAS). For some United States institutions, results for an entire University system (for example, The University of California) are displayed in aggregate where it is not possible to disaggregate data by campus.

As at March 2012 there are 203 institutions included in the PEF.

Priority countries and regions are as follows:

1. Advanced Science and Technology Economies

Canada; France; Germany; Italy; South Korea; Singapore; United Kingdom; United States.

2. National and State Priorities

China (Mainland); India.

3. Developing Countries

Latin America (Brazil, Chile, Colombia, Mexico, Peru); Malaysia; Middle East (Oman, Saudi Arabia); Russia; Thailand

4. National Development Priorities

Indonesia; Pacific (Fiji); Vietnam

COLLABORATION AND LINKAGES INDICATORS

The maximum score for all indicators in Collaboration and Linkages is 10. For each indicator a cut-off benchmark is set to avoid any partner with exceptionally strong performance skewing the overall distribution.

LEARNING INDICATORS

1 – Student Exchange

Rationale	Student mobility via exchange or study abroad programs is a cornerstone of institutional engagement and an important facet of internationalisation of the curriculum
Composition	Total number of commencing Inbound and Outbound exchanges between the partner institution and UQ in the past three calendar years for which data is available.
Calculation	Divide total number of exchange students by 10 (Cut-off benchmark is 100 students).
Data source	Student Current 5 Year Trend and Student Applications Business Objects Universes

2 – Inbound Study Abroad

Rationale	Student mobility via exchange or study abroad programs is a cornerstone of institutional engagement and an important facet of internationalisation of the curriculum
Composition	Total number of Inbound Study Abroad students from the partner institution to UQ in the past three calendar years for which data is available.
Calculation	Divide total number of study abroad students by 5, with a maximum score of 10. (Cut-off benchmark is 50 study abroad students).
Data source	Student Current 5 Year Trend Business Objects Universe

3 – Alumni of the Partner Commencing in UQ Coursework Programs

Rationale	This indicator reflects on existing articulation arrangements between UQ and the partner institution. In some cases, alumni or past students of a partner will enrol at UQ not using an established articulation pathway, but in these cases the student themselves still provides a linkage between UQ and the Partner.
Composition	Total number of alumni / past students of the partner institution commencing in UQ Coursework (Undergraduate or Postgraduate) programs in the past three calendar years for which data is available.
Calculation	Divide total number of students by 5, with a maximum score of 10. (Cut-off benchmark is 50 students).
Data source	Student Current 5 Year Trend Business Objects Universe

4 – Distribution of Partner's Alumni across UQ Coursework Programs

Rationale	Recognising the value of articulations and other commencements in Indicator 3, it is also important to assess the breadth of these relationships in terms of the diversity of programs these students undertake. It is understood that an articulation arrangement which covers a range of programs/study areas is indicative of broader, stronger relationship with less institutional risk than one which is focussed in a specific field.
Composition	Only applied to partner institutions with more than five commencements in Indicator 3. Based on the proportion of alumni enrolled in the most popular administering faculty (Program Owner).

Scale

Points	0	1	2	3	4	5
Proportion	>70%	65-69%	60-64%	55-59%	50-54%	45-49%

Points	6	7	8	9	10
Proportion	40-44%	35-39%	30-34%	25-29%	<25%

Data source	Student Current 5 Year Trend Business Objects Universe

5 – UQ Sponsorship of Partner's Alumni Enrolled in UQ Coursework Programs

Rationale	The sponsorship of articulating students or other past students / alumni of the partner institution adds depth to the relationship between UQ and the partner. Sponsorships raise UQ's profile within a partner institution, act as mechanism to bring the best and brightest students to UQ and can act as a form of development aid for partners in developing nations.
Composition	Total dollar value of sponsorships provided by UQ to support alumni / past students of the partner enrolled in UQ Coursework programs in the past three calendar years for which data is available. Tuition fee scholarships only (based on the actual tuition fee liability for a full fee-paying international student in the program).
Calculation	Divide total dollar value by 20,000, with a maximum score of 10. (Cut-off benchmark is $200,000 in scholarship funding).
Data source	Student Current 5 Year Trend Business Objects Universe

6 – Alumni of the Partner Commencing in UQ Research Programs

Rationale	Research students, unlike their coursework counterparts, bring to UQ a network of contacts and colleagues in the partner institution, creating new opportunities for collaboration. In many cases UQ provides research and research training to the academic staff of partner Universities as a means of institutional development for the partner. This is particularly the case for partners in developing countries.
Composition	Total number of alumni of the partner institution who commenced in a UQ research programs (MPhil or PhD) in the past three calendar years for which data is available.
Calculation	Total number, with a maximum score of 10. (Cut-off benchmark is 10 students).
Data source	Student Current 5 Year Trend Business Objects Universe

7 – UQ Sponsorship of Partner's Alumni Enrolled in UQ Research Programs

Rationale	As with Indicator 5 for coursework students, the sponsorship of past students / alumni of the partner institution adds depth to the relationship between UQ and the partner. Sponsorships raise UQ's profile within a partner institution, act as mechanism to bring the best and brightest students to UQ and can act as a form of capacity building / development aid for partners in developing nations.
Composition	Total dollar value of sponsorships provided by UQ to support alumni / past students of the partner enrolled in UQ Research programs in the past three calendar years for which data is available. Tuition fee scholarships only (based on the actual tuition fee liability for a full fee-paying international student in the program).
Calculation	Divide total dollar value by 20,000, with a maximum score of 10. (Cut-off benchmark is $200,000 in scholarship funding).
Data source	Student Current 5 Year Trend Business Objects Universe

8 – Joint RHD Programs (Cotutelle & International Collaborative Mode)

Rationale	While relatively rare, a joint RHD program is indicative of a very high level of collaboration between UQ and a partner. Joint RHD programs are complex to administer, difficult to establish and require an ongoing investment of time and resources from both UQ and the partner. Strength in joint RHD programs therefore indicates a very high level of commitment to collaboration in research and research training.
Composition	Total number of joint research program enrolments (International Collaborative Mode or Cotutelle) with the partner institution ever undertaken.
Calculation	Two points per joint RHD program, with a maximum score of 10. (Cut-off benchmark is 5 programs).
Data source	Provided by UQ Graduate School

STAFF INDICATORS

9 – Alumni of the Partner Employed in Academic Positions at UQ

Rationale	While not necessarily indicative of existing collaborations, an employee who is an alumnus of a partner institution brings to the University a network of contacts, former research collaborators and colleagues from the partner institution. These staff are invaluable to establishment of new research and teaching collaborations between UQ and the partner.
Composition	Total number of alumni of the partner institution currently employed in an Academic position at UQ (including Post-doctoral appointments where data is available).
Calculation	Divide total number of staff by 2, with a maximum score of 10. (Cut-off benchmark is 20 staff).
Data source	Staff Current Business Objects Universe

RESEARCH INDICATORS

10 – Joint Publications (Volume)

Rationale	Joint publications are an example of direct collaboration between UQ and one or more partners. Joint publications, particularly those with international institutions attract a higher number of citations.
Composition	Total number of joint publications with the partner institution in for the calendar year four years prior to the current year and the two calendar years thereafter. For example, in 2012 the year range used would be 2008-2010. This allows for adequate time for citation information to become available (refer Indicator 11).
Calculation	Total number of joint publications divided by 7, with a maximum score of 10. (Cut-off benchmark is 70 publications).
Data source	InCites

11 – Joint Publications (Quality)

Rationale	Expands on Indicator 10 by adding a quality dimension as measured by citations on joint publications. Not only is the volume of joint publications important. Quality must also be considered.
Composition	Median citations for all joint publications with partner institution in Indicator 10. To be included in this indicator, partner must have 10 or greater joint publications.
Calculation	Actual value for median citations with a maximum score of 10. (Cut-off benchmark is 10 citations per paper). The score in Indicator 11 can be no more than double the score in Indicator 10.
Data source	InCites

12 – Joint Publications (Breadth)

Rationale	Expands on Indicator 10 by adding a breadth dimension as measured by the diversity of subject areas in which articles are published.
Composition	Using the Disciplinarity Index, a measure of the spread of publications across fields. A Disciplinarity Index of 1 indicates publications are found in only one subject area. A Disciplinarity Index approaching zero indicates publications in a large range of fields. Disciplinarity Index for all joint publications with partner institution in Indicator 10.
Scale	A reverse scale from 0.25 to 0.01 (the best possible score) in increments of 0.4 points. For example, a Disciplinarity Index of 0.25, which is equal to 0.4 points, a Disciplinarity Index of 0.12 is equal to 5.6 points and a Disciplinarity Index of 0.01 is equal to 10 points. A Disciplinarity Index equal to zero (indicating zero joint publications) or greater than 0.25 (indicating publications in only a small number of subject areas) attracts zero points.
Data source	InCites

13 – Funded Joint Research Projects

Rationale	Joint projects indicate a very strong level of engagement between UQ and the partner institution. Here, UQ and the partner will have collaboratively applied for and managed funding from a third party. Significant research outputs will often result from projects.
Composition	Total number of joint projects successfully applied for in the last three calendar years for which data is available.
Calculation	Total number of projects multiplied by two, with a maximum score of 10. (Cut-off benchmark is 5 projects).
Data source	Research Projects Business Objects Universe

ESTEEM

A – Comparative Rankings Table

Provides an outline of the overall and broad subject area rankings for both the partner and UQ as published by the Times Higher Education World University Ranking and Academic Ranking of World Universities (Shanghai Jiao Tong) systems.

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CONTINUITY AND UPDATES

The PEF will be updated on a biennial basis. The methodology will be fully revised for each iteration in light of changing strategic priorities and availability of necessary data.

LIMITATIONS

The data included in the PEF is limited by what is recorded and reportable in central UQ systems. Areas which cannot currently be incorporated in the PEF include:

- Student mobility programs other than formal exchange or study abroad
- Staff mobility, including sabbatical
- Continuing and professional development course enrolments
- Joint laboratories
- Capacity building and development programs

Should data become available for any of the above, these will be incorporated into later iterations of the PEF.

Further, none of the indicators in the PEF are used for official (Federal Government) reporting purposes. As such, there will be less surveillance of data entry for relevant fields and data entry may not be comprehensive for all students, staff and projects. Better data entry protocols will in future ensure a more robust data collection and a more powerful PEF.