

**University Accountability Agreement (UAA) for 2022-25 Triennium**  
**Institution-specific Key Performance Indicators (KPIs) (as at December 2023)**  
**The Hong Kong Polytechnic University (PolyU)**

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**Domain 1: Quality of student experience of teaching and learning**

<b>KPI 1 - Average annual income of fresh graduates</b>		<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>
Objective	This KPI covers the average annual salary (HK\$) of full-time UG graduates in full-time employment (including commission). A change in the amount may reflect the change in favourability of PolyU graduates in the job market, subject to external factors such as the economic situation.	\$250,021	\$252,943	\$273,926	\$293,088
Methodology	$\frac{\text{Sum of annual salary of full – time UG graduates}}{\text{No. of respondents}}$				
Data Source	Graduate Employment Survey conducted by the University				

<b>KPI 2 - Undergraduate satisfaction with subjects and teachers measured in the Student Feedback Questionnaire</b>		<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>
Objective	Two aggregate scores are reported for this KPI, one for undergraduate satisfaction with subjects and the other for undergraduate satisfaction with teachers. The scores are calculated based on student ratings of the relevant items in the Student Feedback Questionnaire (SFQ).	4.03	About subject (max. 5) 4.11	4.13	4.18
Methodology	Undergraduate satisfaction with subjects: $\frac{\text{Sum of class averages of subject – related questions}}{\text{No. of classes}}$	4.07	About teacher (max. 5) 4.13	4.15	4.21
	Undergraduate satisfaction with teachers: $\frac{\text{Sum of class average scores of teacher – related questions}}{\text{No. of classes}}$				
Data Source	Student Feedback Questionnaire conducted by the University				

<b>KPI 3 - Percentage of subjects adopting blended learning approaches</b>		<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>
Objective	This KPI measures the number of subjects making active use of the Learning Management System (LMS) as a percentage of the total number of subjects offered during the reporting period.	63%	71%	65%	63%
Methodology	$\frac{\text{No. of subjects making active use of LMS}}{\text{No. of subjects on the LMS (excl. zero enrolment subjects)}} \times 100\%$				
Data Source	University records				

<b>KPI 4 - Number of UGC and national / international teaching awards and the total amount of external teaching grants received in the last three years</b>		<b>2017/18 – 2019/20</b>	<b>2018/19 – 2020/21</b>	<b>2019/20 – 2021/22</b>	<b>2020/21 – 2022/23</b>
Objective	This KPI refers to (1) the number of UGC and national/international teaching awards; and (2) the total amount of funding from external teaching grants received in the last three years. Examples of national/international teaching awards include the National Teaching Achievement Award (Higher Education) and the QS Reimagine Education Awards. Examples of teaching grants include the UGC Teaching Development and Language Enhancement Grant, EDB Quality Enhancement Fund and EDB Gifted Education Fund.	8	9	12	15
		Total amount of teaching grants (\$HK)			
		\$118,595,067	\$149,027,316	\$175,155,643	\$189,456,343
Methodology	The total no. of teaching awards and amount of grants in the last three years.				
Data Source	<ol style="list-style-type: none"> <li>1. Teaching awards: University records and public sources (e.g. UGC website)</li> <li>2. Teaching grants: University records</li> </ol>				

### **Summary of KPI results under Domain 1:**

- (i) In 2022/23, the average annual salary of undergraduate (UG) graduates in full-time employment (including commission) was \$293,088, representing an increase of 7.0% compared to the previous year.
- (ii) Undergraduate students' satisfaction with subjects and teachers is on an upward trend, with average scores consistently over 4 (out of 5) for the last three years.
- (iii) PolyU advocates blended learning as a way to enrich the student learning experience. Wide adoption of a blended learning approach is evidenced by the large number of subjects making active use of the Learning Management System (LMS) to support learning and teaching. An analysis of LMS usage data indicates that over 60% of subjects on the LMS made active use of its various functionalities from 2020/21 to 2022/23.
- (iv) PolyU attaches great importance to teaching excellence and teaching development. PolyU teachers received 15 prestigious local, national and international teaching awards for their contributions and achievements in education and teaching innovation in 2020/21 – 2022/23. PolyU also received \$189,456,343 of external teaching grants in 2020/21 – 2022/23, which have been used to support a wide range of initiatives to enhance learning and teaching.

**Domain 2: Research performance and research postgraduate experience**

<b>KPI 1 (a) – Citations per output</b>		<b>2014-2018</b>	<b>2015-2019</b>	<b>2016-2020</b>	<b>2017-2021</b>
Objective	This KPI measures the quality of PolyU’s research output by counting the number of citations received per publication; the higher ratio, the higher the quality.	16.7	17.9	23.7	26.3
Methodology	$\frac{\text{Total no. of citations in the past 5 years}}{\text{Total no. of publications in the past 5 years}}$ <p>Both citations and output metrics are extracted from Scopus/SciVal, covering publications produced by PolyU in the assessment period (self-citations excluded).</p>				
Data Source	Elsevier’s Scopus/SciVal				

<b>KPI 1 (b) – Field Weighted citation impact (FWCI) of journal publications</b>		<b>2014-2018</b>	<b>2015-2019</b>	<b>2016-2020</b>	<b>2017-2021</b>
Objective	<p>This KPI measures the impact of research publications in different subject fields.</p> <ul style="list-style-type: none"> <li>Exactly 1 means that the output performs just as expected for the global average.</li> <li>More than 1 means that the output is more cited than expected as compared to the global average. For example, 1.48 means 48% more cited than expected.</li> <li>Less than 1 means that the output is cited less than expected as compared to the global average. The higher FWCI value the greater the impact measured.</li> </ul>	1.50	1.60	1.70	1.76
Methodology	$\frac{\text{Sum of the FWCI of publications in the past 5 years}}{\text{Total no. of publications in the past 5 years}}$ <p>Data is extracted from Scopus/SciVal covering publications produced by PolyU in the assessment period (self-citations excluded).</p>				
Data Source	Elsevier’s Scopus/SciVal				

<b>KPI 2 – Employment status of Doctor of Philosophy graduates in terms of percentages of graduates</b>		<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>
Objective	This KPI refers to the overall employment rate of PhD graduates.	98.32%	98.95%	98.87%	98.63%
Methodology	Overall employment rate: $\frac{\text{No. of PhD graduates employed}}{\text{Total no. of PhD graduates seeking employment}} \times 100\%$				
Data Source	Graduate Employment Survey conducted by the University				

<b>KPI 3 – Amount of research grant from RGC and ITF per faculty member</b>		<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>
Objective	This KPI presents the average amount (HK\$) awarded under RGC and ITF schemes per full-time academic staff (at Assistant Professor or above) during the assessment period.	\$415,469	\$625,327	\$629,949	\$752,570
Methodology	$\frac{\text{Total amount awarded under RGC and ITF schemes}}{\text{No. of full – time academic staff (at AP or above)}}$				
Data Source	University records				

<b>KPI 4 – Percentage of research postgraduate students with industry and international experiences (industry internship, research exchange, academic visits, laboratory attachment, research training, professional workshops etc.)</b>		<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>
Objective	This KPI measures the percentage of graduating RPG students with industry and international experiences (including in Mainland China) gained during their studies at PolyU.	85.03%	84.74%	84.06%	86.35%
Methodology	$\frac{\text{No. of RPG students with industry and international experiences}}{\text{No. of RPG students at completion}} \times 100\%$				
Data Source	University records				

**Summary of KPI results under Domain 2:**

- (i) In 2020/21 and 2021/22, the overall employment rates of PolyU PhD graduates were over 98.8% which were very high. In 2022/23, the overall employment rate of PhD graduates remains high which is 98.63%, with a slight drop comparing with previous record. The high overall employment rate of PhD graduates represents our PhD graduates having strong employability.
- (ii) From 2020/21 to 2022/23, the amount of RGC funds and ITF awarded to PolyU increased by 23.8%, from HK\$460.9M to HK\$570.5M. When taking into account the number of academic staff, the average amount of RGC funds and ITF increased by 20.3%, demonstrating PolyU's continued enhancement in research quality and competitiveness.
- (iii) PolyU provides comprehensive and broadly-based research training to RPg students. In 2022/23, more than 86% of PolyU's graduating RPG students have gained industry or international experiences during their studies, reflecting PolyU's dedication to expanding its network, collaborations with other academic institutions and promotion of knowledge exchange.

**Domain 3: Knowledge transfer and wider engagement**

<b>KPI 1 – Rolling 3-year average number of patents licensed</b>		<b>2017/18 - 2019/20</b>	<b>2018/19 - 2020/21</b>	<b>2019/20 - 2021/22</b>	<b>2020/21 – 2022/23</b>
Objective	The figure refers to the average number of patents licensed on a rolling basis for three years (including the current reporting financial year). This includes patent or patent applications co-owned by PolyU and external parties as well as patent or patent applications owned or co-owned by PolyU's subsidiaries.	30	26	30	50
Methodology	This figure is counted per patent licensed, i.e. with a licensing agreement signed with the University or its subsidiaries.  <u>Total no. of patents licensed for three financial years</u> 3				
Data Source	PolyU licensing management system: - Licensing records of patents filed in different regions and countries - Each patent is counted per region/country				

<b>KPI 2 – The ratio of the amount of follow-on external investment and funding support secured by PolyU-supported start-up companies to the funding support provided by the University</b>		<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>
Objective	Follow-on investment refers to the cumulative amount that PolyU-supported start-ups have raised externally after receiving funding support from PolyU. Follow-on investment is the cumulative amount having been tracked from 2011 when the Micro Fund was established.  PolyU-supported start-ups include start-ups from the Micro Fund, China Entrepreneurship Fund, Tech LaunchPad Fund, Maker Fund and Entrepreneurship Investment Fund and other PolyU entrepreneurship support programmes.	9:1	21:1	38:1	31.5:1
Methodology	Ratio of cumulative follow-on investment from external investors to PolyU's grants and investments				
Data Source	Data is tracked through updates from start-ups on their external funding status and public fundraising information, etc.				

<b>KPI 3 – Number of jobs maintained and created through PolyU supported start-up companies in the financial year concerned</b>		<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>
Objective	The figure includes all existing and newly created positions which are fully or partly remunerated by PolyU-supported start-up companies.	1,680	2,606	3,406	3,735
Methodology	Total number of jobs created and maintained through PolyU supported start-up companies				
Data Source	University records and public sources (e.g. LinkedIn, Dun & Bradstreet)				

<b>KPI 4 – Number of strategic partnerships for knowledge transfer, entrepreneurship, social innovation and wider engagement activities</b>		<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>
Objective	<p>Strategic partnerships are collaborations between PolyU and external strategic partners through the sharing of resources to reach common goals and achieve mutual benefits in knowledge transfer, entrepreneurship, social innovation and wider engagement activities.</p> <p>The figures include all activities promoting KT, entrepreneurship and social innovation with local or non-local universities, companies, industry associations and government bodies/departments in partnership with PolyU. These activities include seminars, webinars, workshops, competitions, exhibitions, sponsorships, investment, projects, etc.</p> <p>Strategic partners include those who have a signed letter of intent, memorandum of understanding (MoU) or agreement with PolyU, organized joint events/programmes, participated in each other's KT&amp;E activities, provided sponsorship or invested in PolyU supported start-ups etc.</p>	92	131	140	227
Methodology	Number of strategic partnerships are counted per activity per department/unit				
Data Source	University records				

**Summary of KPI results under Domain 3:**

- (i) PolyU adopts the overarching guiding principle that all intellectual properties of practical value should leave the campus to create societal impact. As of 2022/23, PolyU had on average 50 patents licensed per annum over the past three years. The rise is attributed to the increase of licensing cases with more technologies as well as the increase of patents licensed with high-impact technologies such as the myopia control technologies.
- (ii) The ratio of the amount of follow-on external investment and funding support secured by PolyU-supported start-ups to the funding support provided by the University was 31.5:1 in 2022/23. Though the ratio was lower than that of 2021/22, the ratio remained higher than the ratio of the key ecosystem intermediaries (e.g. HKSTP Venture Fund at 18:1). PolyU's ratio of 38:1 in 2021/22 was at high side due to a substantial amount of external investment in PolyU start-ups including PolyU-supported unicorns during the year. With an increasing number of early-stage start-ups being nurtured by PolyU which are yet to secure sizeable investment, it is expected that the ratio will be lower and more on par with the external benchmarks in the coming years
- (iii) Despite the stagnant economy, a steady increase in the number of jobs created and maintained through PolyU supported start-ups was recorded between 2020/21 and 2022/23, from 2,606 to 3,735.
- (iv) Under the UAA 2022/23 – 2024/25 Triennium, the definition and scope of KPI 4 has been revised from partnership for knowledge transfer (KT) and entrepreneurship activities to strategic partnerships for KT, entrepreneurship, social innovation and wider engagement activities. The figures for 2020/21 and 2021/22 were collected based on the previous scope of KT and entrepreneurship activities organized by Knowledge Transfer and Entrepreneurship Office only, while the number of strategic partnerships in 2022/23 is based on the new definition and scope with data collected from all PolyU departments.

**Domain 4: Enhanced internationalisation and engagement with the Mainland**

<b>KPI 1 – Percentage of non-local undergraduate student enrolment from Belt and Road countries</b>		<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>
Objective	This KPI refers to the number of non-local UG student enrolments from Belt and Road countries divided by the total number of non-local student enrolments in the assessment period.	Belt and Road Countries (incl. China)			
		92.2%	94.3%	96.4%	97.1%
Methodology	$\frac{\text{No. of non – local UG students from Belt and Road countries}}{\text{Total no. of non – local UG students}} \times 100\%$				
Data Source	1. University records for student enrolments 2. Chinese government website for Belt and Road countries				

<b>KPI 2 – Percentage of full-time academic staff with substantial educational or working background (non-local PhD or 3 years or above working experience in higher education sector) outside Hong Kong</b>		<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>
Objective	This KPI refers to the proportion of full-time academic staff (at Assistant Professor or above) who 1) have non-local PhD degrees, and/or 2) have three years or above working experience in any position in the higher education sector outside Hong Kong.	75.7%	77.2%	77.3%	76.4%
Methodology	$\frac{\text{No. of full – time Academic Staff (at AP or above) fulfilling the above criteria}}{\text{No. of full – time Academic Staff (at AP or above)}} \times 100\%$				
Data Source	University records and information provided by staff members concerned				

<b>KPI 3 – Percentage of undergraduate students with non-local service-learning or Work Integrated Education experience</b>		<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>
Objective	This KPI refers to the percentage of full-time undergraduate students (including Senior Year and articulation degree students) with non-local service-learning or Work Integrated Education (WIE) experience.	40.4%	24.5%	22.5%	23.2%
Methodology	$\frac{\text{No. of UG final – year students with non – local service – learning or WIE experience}}{\text{Total no. of UG final – year students}} \times 100\%$				
Data Source	University records				

**Summary of KPI results under Domain 4:**

- (i) Internationalisation is one of the development focuses of PolyU. In pursuit of this goal, PolyU actively recruits Ug students from diverse countries/regions with around 97% of non-local students coming from Belt and Road countries (including Mainland China) in 2023/24. There is a rising trend in the percentage of non-local students from Mainland China. Apart from Mainland China, the majority of non-local students come from the Republic of Korea, Indonesia and Bangladesh.
- (ii) In 2023/24, the percentage of full-time PolyU academic staff had a substantial educational or working background outside Hong Kong slightly dropped below 77%.
- (iii) To facilitate students' comprehensive development and enrich their global exposure, PolyU provides extensive opportunities for students to gain non-local service-learning experiences and work-based experiences through Work-Integrated Education (WIE). As COVID subsided in early 2023, the percentage of Ug final year students who had obtained such experiences during their studies at PolyU gradually recovered and increased to 23.2% in 2022/23.

**Domain 5: Financial health, institutional social responsibilities and sustainability**

KPI 1 – Percentage of expenditure for teaching, learning, student and general educational services, research to total expenditure			Actual				Forecast	
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Objective	This KPI measures the University’s allocation of resources to teaching, learning, student and general educational services, and research to support its core functions in teaching, research and knowledge transfer.	Consolidated Level	74%	75%	76%	77%	77%	77%
		University Level	78%	78%	79%	82%	82%	83%
Methodology	$\frac{\text{Expenditure for teaching and research + library + central computing facilities + other academic services + student and general education services}}{\text{Total expenditure}}$							
Data Source	University financial statements							

KPI 2 – Carbon emission per capita (all staff and students)		2019/20	2020/21	2021/22	2022/23
Objective	This KPI measures PolyU’s performance in decarbonisation in support of the Hong Kong Government’s carbon neutrality roadmap.		Main campus + residential		
		1.73	1.32	1.42	1.46
Methodology	Carbon emission per capita refers to the amount of direct and indirect carbon emitted by each full-time equivalent (FTE) student and full-time staff as a consequence of the activities associated with and under the operational control of PolyU. The lower the number, the better the performance.		Main campus only		
		1.49	1.16	1.24	1.29
	$\frac{\text{Total carbon emission in PolyU (Scope 1 and 2)}}{\text{Number of full – time equivalent (FTE) students and full – time staff}}$				
	<ul style="list-style-type: none"> <li>• Scope 1: direct emission and removal, e.g. use of fuel and refrigerant</li> <li>• Scope 2: indirect energy emission, e.g. purchase of electricity and gas</li> </ul>				
	Carbon emission from the PolyU Main Campus, Student Halls of Residence (Hung Hom Hall and Homantin Hall) and the University House are counted.				
Data Source	Utility bills, fuel and refrigerant usage records Carbon emission factor of electricity supply and gas supply from CLP Power and Towngas respectively				

<b>KPI 3 – Number of service learning projects in partnership with other academic institutions, government agencies, NGOs, charitable foundations / donors, community sponsors etc.</b>		<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>
Objective	This KPI reflects collaborations with partners in promoting social responsibility via service-learning.	211	242	315	279
Methodology	The total number of service-learning projects in credit-bearing SL subjects offered by academic departments in partnership with non-PolyU units.				
Data Source	University records				

### **Summary of KPI results under Domain 5:**

- (i) A Resources Advancement and Management Committee chaired by the President steers and closely monitors the development and deployment of the financial, human, space and information resources of the University. The University has been gradually increasing its investment in strategic areas to scale up its teaching and research capabilities, while adopting prudent financial management to sustain financial health.
- (ii) Compared to the peak carbon emission level in 2014/15, there was a 37% reduction in yearly carbon emissions per capita in 2022/23 resulted from the implementation of various carbon emission reduction initiatives and grid decarbonization of utility companies. A trend of slightly increase in carbon emissions per capita was observed in past three years, which was mainly attributed to the post-pandemic resumption of campus teaching and learning activities.
- (iii) To nurture students as socially responsible and civic-minded professionals, PolyU has integrated community service with academic study in the undergraduate curriculum since 2012/13. The regulations for an academic service-learning subject is that students conduct a project that benefits an underserved community, with a contact time of no less than 40 hours

In 2022/23, with COVID under control and the relaxation of those precautionary measures, the subject teams have been able to resume previous practice to collaborate with one single partner to fulfill the 40-hour service requirements in order to allow students to conduct more in-depth projects with bigger impacts, and are more facilitated to build a deeper relationship and extended contact with the community, which greatly enhances their social responsibility and civil mindset through service-learning.