

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

Table of Contents

Domain 1 - Quality of student experience of teaching and learning

- | | |
|-------|--|
| KPI 1 | Research opportunities for undergraduates in terms of courses offered and conference attendance |
| KPI 2 | Whole-person development and learning opportunities in non-credit bearing activities or competitions |
| KPI 3 | Student achievements including publications and awards received |
| KPI 4 | Student satisfaction with course and teacher's performance |

Domain 2 - Research performance and research postgraduate experience

- | | |
|-------|---|
| KPI 1 | Grants and awards obtained and research students supervised for inter-disciplinary collaborative projects |
| KPI 2 | Academic impact and citations of University publications |
| KPI 3 | Research experience of students through participation and presentations in international conferences |
| KPI 4 | Student publications in academic journals / newspapers / magazines and conference |

Domain 3 - Knowledge transfer and wider engagement

- | | |
|-------|--|
| KPI 1 | Participation in knowledge transfer activities by academic staff members |
| KPI 2 | Invention disclosure, patent applications filed and licenses granted |
| KPI 3 | Contract research / consultancies undertaken and the income so generated |
| KPI 4 | Public-private-partnerships undertaken |

Domain 4 - Enhanced internationalisation and engagement with the Mainland

- | | |
|-------|--|
| KPI 1 | Number of non-local students enrolled in learning activities |
| KPI 2 | Percentage of professoriate staff members who possess one or more international academic or professional qualification |
| KPI 3 | Student satisfaction with international learning experience |
| KPI 4 | Number of establishments and projects in the GBA |

Domain 5 - Financial health, institutional social responsibilities and sustainability

- | | |
|-------|--|
| KPI 1 | Academic expenditure over the University expenses |
| KPI 2 | Net cash generated from operating activities |
| KPI 3 | Investment in capital projects (other than staff cost commitments) |
| KPI 4 | Social responsibility and sustainable development |

Domain 1: Quality of student experience of teaching and learning

These Key Performance Indicators (KPIs) supplement the respective Performance Measures (PMs) by focusing on students' research opportunities, whole-person development, achievements and satisfaction with course and teacher's performance.

CUHK Key Performance Indicators	Remarks	2019–20	2020–21	2021–22	2022–23
<i>KPI 1 Research opportunities for undergraduates in terms of courses offered and conference attendance</i>					
1.a.1 Number of Ug courses with more than 75% of learning and assessment activities being research-oriented in the academic year	The higher the value, the better. Data is sourced from internal student information system which keeps records of course and student activities.	266	219	217	230
1.a.2 Number of Ug students who participated in non-credit bearing research-oriented activities in the academic year	The higher the value, the better. Data is sourced from internal student information system which keeps records of course and student activities.	2,506	1,600	1,109	1,144
1.a.3 Number of conference participations by Ug students in the academic year	The higher the value, the better. Data is sourced from internal student information system which keeps records of course and student activities.	112	149	72	155
1.a.4 Number of conference presentations by Ug students in the academic year	The higher the value, the better. Data is sourced from internal student information system which keeps records of course and student activities.	41	84	53	125

Domain 1: Quality of student experience of teaching and learning

CUHK Key Performance Indicators	Remarks	2019–20	2020–21	2021–22	2022–23
<i>KPI 2 Whole-person development and learning opportunities in non-credit bearing activities or competitions</i>					
1.b.1 Number of non-credit bearing activities (including competitions) organised under the I · CARE framework in the academic year	The I · CARE framework guides our students' whole-person development. The targets, values, and skills our students are expected to attain through experiential learning activities with aggregate time of activity of at least 8 hours are categorised as follows: I(Integrity and moral development), C(Creativity and intellectual development), A(Appreciation of life and aesthetic development), R(Relationships and social development), E(Energy and wellness). The higher the value, the better. Data is sourced from internal student information system which keeps records of course and student activities.	201	208	272	311
1.b.2 Number of student participations in the non-credit bearing activities (including competitions) organised under the I · CARE framework in the academic year	The higher the value, the better. Data is sourced from internal student information system which keeps records of course and student activities.	26,669	43,333	30,213	42,708
<i>KPI 3 Student achievements including publications and awards received</i>					
1.c.1 Number of publications by Ug students in the academic year	The higher the value, the better. Data is sourced from internal student information system which keeps records of course and student activities.	704	820	697	719
1.c.2 Number of journal publications by Ug students in the academic year	The higher the value, the better. Data is sourced from internal student information system which keeps records of course and student activities.	106	125	77	103
1.c.3 Number of Ug students who received awards from competitions in the academic year	The higher the value, the better. Data is sourced from internal student information system which keeps records of course and student activities.	758	326	339	473

Domain 1: Quality of student experience of teaching and learning

CUHK Key Performance Indicators	Remarks	2019–20	2020–21	2021–22	2022–23
<i>KPI 4 Student satisfaction with course and teacher's performance</i>					
1.d.1 Average score of Ug students' satisfaction with the course on overall basis from Course and Teaching Evaluation (CTE) in the academic year	The higher the value, the better. Data is sourced from student survey sent to all students enrolled to the course. The survey is based on a 6-point Likert scale, ranging from 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Agree, 6=Strongly Agree	n/a	n/a	5.18	5.21
1.d.2 Average score of Ug students' satisfaction with the teacher's performance on overall basis from Course and Teaching Evaluation (CTE) in the academic year	The higher the value, the better. Data is sourced from student survey sent to all students enrolled to the course. The survey is based on a 6-point Likert scale, ranging from 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Agree, 6=Strongly Agree	n/a	n/a	5.41	5.43

Domain 2: Research performance and research postgraduate experience

These Key Performance Indicators (KPIs) supplement the respective Performance Measures (PMs) by focusing on grants and awards obtained, research students supervised, University publications, students' research experience and publications.

CUHK Key Performance Indicators	Remarks	2019–20	2020–21	2021–22	2022–23
<i>KPI 1 Grants and awards obtained and research students supervised for inter-disciplinary collaborative projects</i>					
2.a.1 Number of grants obtained for inter-disciplinary collaborative projects in the financial year (ended 30 June)	“Inter-disciplinary” means “inter-departmental”. The higher the value, the better. Data is sourced from internal research management system which keeps records of research/ knowledge transfer related activities.	229	229	251	221
2.a.2 Amount awarded to inter-disciplinary collaborative projects in the financial year (ended 30 June)	The higher the value, the better. Data is sourced from internal research management system which keeps records of research/ knowledge transfer related activities.	\$499,779,257	\$512,834,600	\$511,198,506	\$395,836,031
2.a.3 Number of jointly supervised RPg for inter-disciplinary collaborative projects in the academic year	The higher the value, the better. Data is reported by Graduate Divisions based on their internal records and information collated through student survey.	n/a	n/a	14	23
<i>KPI 2 Academic impact and citations of University publications</i>					
2.b.1 Number of citations in a period of x years that are attributed to CUHK publications over a period of y years	The number of citations divided by the number of publications. The higher the value, the better. Data is sourced from Scopus, an external bibliographic database.	18.23 citation per paper (x = 2015-2020, y = 2015-2019)	21.78 citation per paper (x = 2016-2021, y = 2016-2020)	24.47 citation per paper (x = 2017-2022, y = 2017-2021)	25.44 citation per paper (x = 2018-2023, y = 2018-2022)

Domain 2: Research performance and research postgraduate experience

CUHK Key Performance Indicators	Remarks	2019–20	2020–21	2021–22	2022–23
<i>KPI 3 Research experience of students through participation and presentations in international conferences</i>					
2.c.1 Number of RPg student participations in conferences in the academic year	The higher the value, the better. Data is reported by Graduate Divisions based on information collated from student survey.	1,032	1,345	1,625	1,963
2.c.2 Number of RPg student presentations in conferences in the academic year	The higher the value, the better. Data is reported by Graduate Divisions based on information collated from student survey.	624	744	738	1,026
<i>KPI 4 Student publications in academic journals/newspapers/magazines and conference</i>					
2.d.1 Number of RPg publications in academic journals and conference proceedings in the academic year	The higher the value, the better. Data is reported by Graduate Divisions based on information collated from student survey.	1,881	2,507	2,421	2,465
2.d.2 Number of RPg online publications, RPg publications in newspapers/magazines and other forms in the academic year	“Other forms” include artwork and exhibition, performance, book chapter, software, seminar and conference presentation, and patent application. The higher the value, the better. Data is reported by Graduate Divisions based on information collated from student survey.	347	238	333	358

Domain 3: Knowledge transfer and wider engagement

These Key Performance Indicators (KPIs) supplement the respective Performance Measures (PMs) by focusing on participation in knowledge transfer activities, invention disclosure, patent and licenses, contract research/consultancies and public-private-partnerships (PPP) undertaken.

CUHK Key Performance Indicators	Remarks	2019–20	2020–21	2021–22	2022–23
<i>KPI 1 Participation in knowledge transfer activities by academic staff members</i>					
3.a.1 Number of participations in KT activities by academic staff members in the financial year (ended 30 June)	Follow definition of UGC/CDCF for KT activities. The higher the value, the better. Data is provided by Faculties/ Departments which organised various KT activities.	1,073	1,311	1,409	1,736
<i>KPI 2 Invention disclosure, patent applications filed and licenses granted</i>					
3.b.1 Number of invention disclosure by CUHK in the financial year (ended 30 June)	The higher the value, the better. Data is sourced from internal intellectual property management system which keeps records of intellectual property related activities.	n/a	n/a	71	109
3.b.2 Number of patent applications filed by CUHK in the financial year (ended 30 June)	The higher the value, the better. Data is sourced from internal intellectual property management system which keeps records of intellectual property related activities.	386	386	419	481
3.b.3 Number of patents granted to CUHK in the financial year (ended 30 June)	The higher the value, the better. Data is sourced from internal intellectual property management system which keeps records of intellectual property related activities.	257	226	264	260
3.b.4 Number of licenses granted by CUHK for research outputs developed by CUHK researchers in the financial year (ended 30 June)	The higher the value, the better. Data is sourced from internal intellectual property management system which keeps records of intellectual property related activities.	52	80	45	78

Domain 3: Knowledge transfer and wider engagement

CUHK Key Performance Indicators	Remarks	2019–20	2020–21	2021–22	2022–23
<i>KPI 3 Contract research/consultancies undertaken and the income so generated</i>					
3.c.1 Number of contract research projects undertaken in the financial year (ended 30 June)	Defined as “research projects meeting the specific research needs of external partners, which is likely to be a service that could otherwise be procured from non-higher education institution providers.” The higher the value, the better. Data is sourced from internal financial system which keeps financial records of various types of research projects.	78	102	104	70
3.c.2 Number of consultancies undertaken in the financial year (ended 30 June)	Defined as “the provision of expert advice and work usually paid for at a market rate, which, while it may involve a degree of analysis, measurement or testing, is crucially dependent on a high degree of intellectual input from the institution of the client (commercial or non-commercial) without the creation of new knowledge (although new understanding is the main desired impact). The higher the value, the better. Data is sourced from internal financial system which keeps financial records of various types of research projects.	299	266	280	278
3.c.3 Total income generated from contract research projects in the financial year (ended 30 June)	The higher the value, the better. Data is sourced from internal financial system which keeps financial records of various types of research projects.	\$75,278,899	\$80,965,669	\$61,775,612	\$37,909,212
3.c.4 Total income generated from consultancies in the financial year (ended 30 June)	The higher the value, the better. Data is sourced from internal financial system which keeps financial records of various types of research projects.	\$141,080,199	\$220,560,471	\$191,535,817	\$157,177,972

Domain 3: Knowledge transfer and wider engagement

CUHK Key Performance Indicators	Remarks	2019–20	2020–21	2021–22	2022–23
<i>KPI 4 Public-private-partnerships (PPP) undertaken</i>					
3.d.1 Number of research projects undertaken in the financial year (ended 30 June) from public-private-partnerships (PPP)	Research projects undertaken from public-private-partnerships (PPP) is defined as projects that involve one or more external organization(s) from the private sector: (i) Projects that were funded by Private Fundings and; (ii) Projects involved one or more external organisation(s) from the private sector. The higher the value, the better. Data is sourced from internal research management system which keeps records of research/ knowledge transfer related activities.	n/a	n/a	308	305
3.d.2 Total amount of funding for projects undertaken in the financial year (ended 30 June) from public-private-partnerships (PPP)	The higher the value, the better. Data is sourced from internal research management system which keeps records of research/ knowledge transfer related activities.	n/a	n/a	\$382,289,526	\$506,619,059

Domain 4: Enhanced internationalization and engagement with the Mainland

These Key Performance Indicators (KPIs) supplement the respective Performance Measures (PMs) by focusing on number of non-local students, percentage of professoriate staff members with international qualification, student satisfaction with international learning experience, and establishments/projects in the Greater Bay Area (GBA).

CUHK Key Performance Indicators	Remarks	2019–20	2020–21	2021–22	2022–23
<i>KPI 1 Number of non-local students enrolled in learning activities</i>					
4.a.1 Total number of non-local students enrolled in learning activities in the academic year	“Non-local students” includes non-local students doing a degree programme, exchange-in students during term-time, non-local summer programme participants, non-local students making short visits with a formal status. The higher the value, the better. Data is sourced from internal student information system (which keeps enrolment statistics of non-local students) and/or is provided by Department/ Units which organised various learning activities.	5,313	5,173	5,445	6,244
<i>KPI 2 Percentage of professoriate staff members who possess one or more international academic or professional qualification</i>					
4.b.1 Percentage of professoriate staff members (A-I staff) as at 30 September who possess an international academic or professional qualification	Professoriate staff equivalent to UGC “A to I” staff. The higher the value, the better. Data is sourced from internal staff records.	93.0% (as at 30 September 2020)	92.4% (as at 30 September 2021)	92.5% (as at 30 September 2022)	92.3% (as at 30 September 2023)

Domain 4: Enhanced internationalization and engagement with the Mainland

CUHK Key Performance Indicators	Remarks	2019–20	2020–21	2021–22	2022–23
<i>KPI 3 Student satisfaction with international learning experience</i>					
4.c.1 Percentage of Ug students who had participated in term-time exchange or experiential learning programmes outside Hong Kong in the academic year and were satisfied or very satisfied with the overall learning experience	The higher the value, the better. Data is sourced from iMPACT Study survey targeted at students who had participated in international learning activities.	94% (results from 2020 iMPACT Study)	93% (results from 2021 iMPACT Study)	96% (results from 2022 iMPACT Study)	97% (results from 2023 iMPACT Study)
4.c.2 Percentage of Ug students who felt they had improved core skills after participation in non-local learning experience in the academic year	“Core skills” includes cultural awareness, ability to deal with change, and global awareness. The higher the value, the better. Data is sourced from iMPACT Study survey targeted at students who had participated in international learning activities.	Cultural awareness: 99% Ability to deal with change: 98% Global awareness: 98%	Cultural awareness: 94% Ability to deal with change: 90% Global awareness: 91%	Cultural awareness: 96% Ability to deal with change: 94% Global awareness: 94%	Cultural awareness: 98% Ability to deal with change: 97% Global awareness: 95%
<i>KPI 4 Number of establishments and projects in the Greater Bay Area (GBA)</i>					
4.d.1 Number of establishments and projects in GBA in the financial year	The higher the value, the better. Data is sourced from internal research management system (which keeps records of various research projects in GBA) and/or is reported by Units handling establishments and projects in GBA.	n/a	n/a	119	146

Domain 5: Financial health, institutional social responsibilities and sustainability

These Key Performance Indicators (KPIs) supplement the respective Performance Measures (PMs) by focusing on academic expenditure, net cash generated from operating activities, investment in capital projects, social responsibility and sustainable development.

CUHK Key Performance Indicators	Remarks	2019–20	2020–21	2021–22	2022–23
<i>KPI 1 Academic expenditure over the University expenses</i>					
5.a.1 Spending on instruction and research as a percentage of total expenditure in the financial year (ended 30 June)	Expenditure on Instruction and Research/total expenditure. The higher the value, the better. Data is sourced from internal financial records.	71.4%	72.2%	71.8%	72.1%
<i>KPI 2 Net cash generated from operating activities</i>					
5.b.1 Net cash generated from operating activities in the financial year (ended 30 June) (HK\$m)	Net cash generated from operating activities = sum of operating surplus before changes in working capital and increase/(decrease) in working capital (defined by HKFRS). The higher the value, the better. Data is sourced from internal financial records.	2,945.6m	2,081.3m	1,950.9m	1,691.3m
<i>KPI 3 Investment in capital projects (other than staff cost commitments)</i>					
5.c.1 The amount of contractual commitments for capital projects in the financial year (ended 30 June), including capital and non-capital expenditure commitments (other than staff cost commitments) which are (i) contracted for or (ii) authorised but not contracted for	The higher the value, the better. Data is sourced from internal financial records.	2,412.9m	2,384.9m	3,702.8m	3,288.4m

Domain 5: Financial health, institutional social responsibilities and sustainability

CUHK Key Performance Indicators	Remarks	2019–20	2020–21	2021–22	2022–23
<i>KPI 4 Social responsibility and sustainable development</i>					
5.d.1 No. of activities in partnership with non-profit or government organizations and social enterprises in the financial year	The higher the value, the better. Data is sourced from internal survey targeted at all Faculties/ Departments/ Units.	n/a	n/a	843	1,533
5.d.2 Per-capita waste generation in the financial year	Total waste divided by total number of students and staff. Total waste (in kg) is calculated based on average weight of a waste bin selected by random sampling. The lower the value, the better.	n/a	n/a	31.3 kg	36.5 kg
5.d.3 Per-capita carbon emissions in the financial year	Total carbon emissions divided by total number of students and staff. Carbon emissions is calculated based on the activity data (e.g. electricity consumption) collated by Social Responsibility and Sustainable Development Office, multiplied by the corresponding carbon emission factors. The lower the value, the better.	n/a	n/a	1.19 tonnes	1.22 tonnes