UTAS Research Quality Index

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UTAS RQI

- 2005: Assessments

- 2006: Results included in UTAS Budget Process for 2007 allocations.

Principles - 1

- School/Institute the Unit of Assessment

- Five year assessment period

- ALL individuals included

- Use of UTAS **W**EB **A**CCESS **R**ESEARCH **P**ORTAL (**WARP**)

  – Best 5 publications

  – Total publications

  – Grants

  – RHD students

  – Peer Esteem (≤ 1000 characters)

  – Impact (≤ 1000 characters)

Principles - 2

- Contextual Statement from Schools
    - Free formatting
    - Advice similar to subsequent RQF guidelines for Quality, little advice on Impact
    - Typical RAE submissions provided
    - New fields created for WARP
    - ≤ 1000 characters

- Schools nominate important metrics for their disciplines

- Schools nominate suitable assessors

Assessors

- 181 external assessors approached

- 126 agreed

- 101 completed assessments

- Just under 30% were international.

Process

- Visited all schools

- Trial in 3 Schools on guidelines for portfolios and contextual statements

- Completion of submissions

- External assessors, chosen from list of nominations

- Internal assessment

- Research College Board PLUS
    - Prof Dianne Berry, Uni of Reading, UK RAE
    - Dr Ian Smith, CEO, ANSTO, former DVC(R) Otago, NZPBRF and member EAG Australia and RQF AG.

- Feedback – visited all Schools.

Grades

Graded on a <u>5 POINT SCALE</u>

5. The researcher has achieved international recognition, peer esteem and impact for their research outputs, over half of which are of a world-class standard of excellence and the rest of national standard of excellence.
4. The researcher has achieved national recognition, peer esteem and impact for their research outputs, virtually all of which achieves a national standard of excellence, and shows some evidence of international excellence.
3. The researcher has achieved national recognition, peer esteem and impact for their research activity, more than half of which achieves a national standard of excellence.
2. The researcher has achieved some national recognition, peer esteem and impact for their research activity, up to half of which achieves a national standard of excellence.
1. The researcher has not achieved recognition, peer esteem or impact for their research activity.

Reporting

- Whole of School grade

- Profile of Portfolios
  - Top 5 portfolios - grade
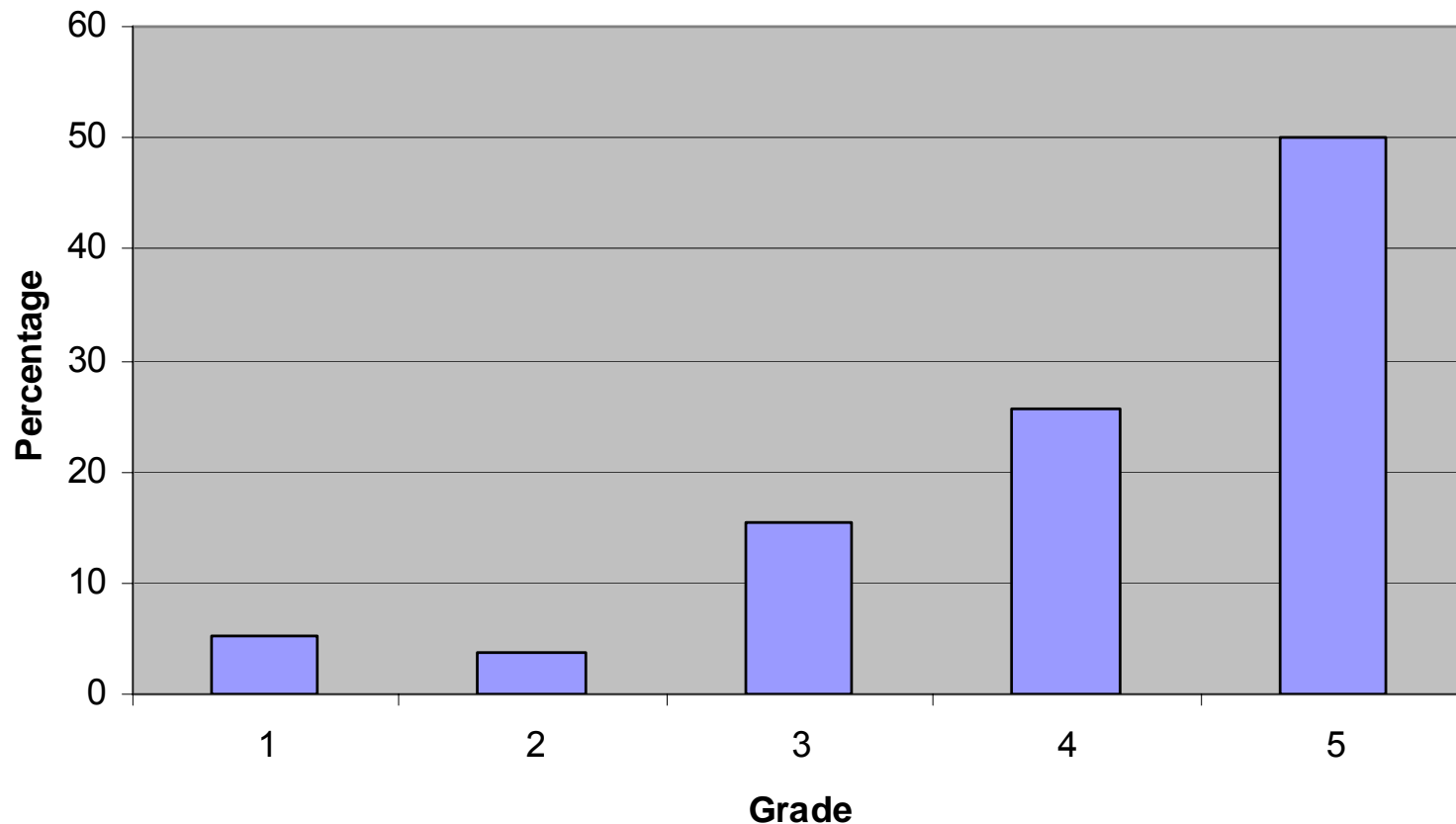 - Top 10 portfolios - grade

- Comments/advice

Example
Bureaucracy Research Institute

SCHOOL	OVERALL GRADE	TOP 5	TOP 10
Bureaucracy Research Institute	4.0	5.0	4.5

Bureaucracy Research Institute - Grade Distribution

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Outcomes - Summary

Final Grades

	SCHOOL	Whole of School	Top 5	Top 10
1	Football Science	4.0	5.0	4.5
2	Parochial Studies	4.0	5.0	4.5
3	Bureaucracy Research Institute	4.0	5.0	4.5
	etc			
32	Pork-barrelling	1.5	2.5	2.0
33	Spin Bowling	1.5		
34	Carlton	1.0	1.0	1.0

UTAS 2007 Budget Allocation

- 95% of Research Allocation as before

- 5% of Research Allocation based on RQI

FTE x RQI Grade Weighting x Discipline Weighting

5% Budget Allocation

FTE x RQI Grade x Discipline Weighting

Methodology for determining the RQI

Option 1:   Whole of School Grade

Option 2:   Total of each grade (histogram)

Option 3:   5 @ Top 5, 5 @ Top 10, remaining FTE @ Whole of
                       School

Example of Calculation for BRI

D A T A

Total Staff Complement = 13						
OVERALL GRADE	**TOP 5**			**TOP 10**		
4.0	5.0			4.5		

Grade	1	2	3	3.5	4	4.5	5
Weighting			1	2	4	8	10

Discipline weighting: **2.35**

CALCULATION

Staff   RQI Grade Weight   for Option 3

5   x   10   =   50

5   x   8   =   40

3   x   4   =   <u>12</u>

                              102 x 2.35 = 239.7

Normalise across Schools and Institutes

Outcomes - 1

- Practice has identified problems:

  - Choice of best publications

  - Contextual statements

  - Impact difficult, criteria not as limited as those in RQF Guidelines

  - Budget calculation sensitivity to parameters

  - No surprises in Quality or Funding outcomes

Outcomes - 2

- Benefits of RQI exercise:

    – Development of expertise in data management

    – Staff awareness – vigorous and heated discussion of RQF principles hopefully completed, contextual statement skills developed, increased familiarity with WARP as repository

    – Few errors detected in WARP

    – Helped with planning for updating WARP data, e.g. staff appointed after 2001,and auditing of updated data

    – Anticipated easy move into RQF preparation mode

Outcomes - 3

- Benefits of RQI exercise:

  - 5% allocation to budget has heightened awareness of potential RQF implications, enhancing serious participation in RQF and, perhaps, careful budget decisions in 2007-08

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