



How to measure the strategic planification

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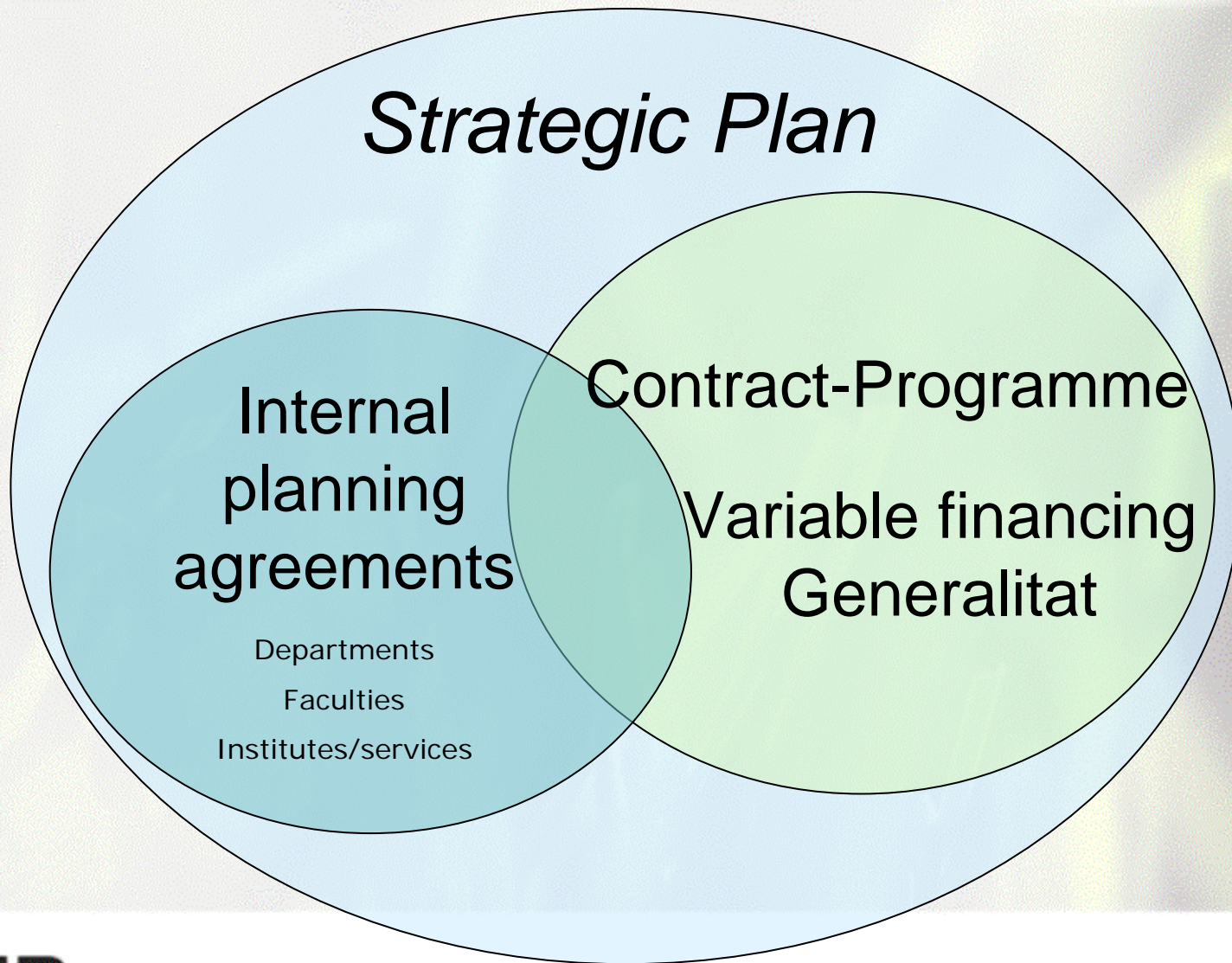
UAB

Universitat Autònoma de Barcelona

Agenda

- I. Introduction Strategic Plan in UAB
- II. Types of Indicators
- III. Examples in HEI
- IV. Conclusions

I. Strategic Plan in UAB



1. Strategic Plan in UAB

Central Points

Activity

1. Teaching
 2. Research
 3. Relations with society
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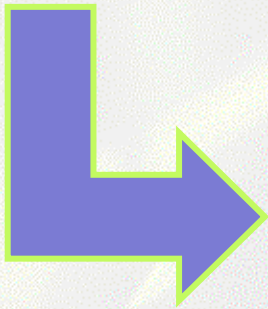
Resources

1. Economy, infrastructure, ICT
2. People
3. Institutional and Organisation

I. Strategic Plan in UAB

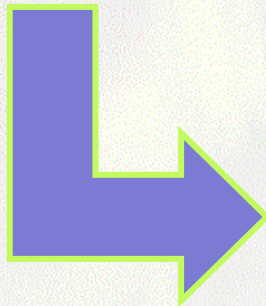
Each point

Strategic lines (pluri-annual)



Strategic objectives

Measured by
government
indicators



Actions (annual)

Measured by
management
indicators

I. Strategic Plan in UAB

PHASE OF DEVELOPMENT: MODELLING OF THE ACTION PLAN AND SPECIFIC PLANS



MODELLING OF THE PLAN

Definition of:

- Process of leadership
- Coordination mechanisms between the Governing Team and the Staff Management Team and participants.
- Organisational model of the process
- Resources necessary for its development
- Timing and priorities
- Models of indicators

UAB STRATEGIC PLANNING PROCESS:
SPECIFIC PLANS

I. Strategic Plan in UAB

Action



Indicator for measuring
achievement

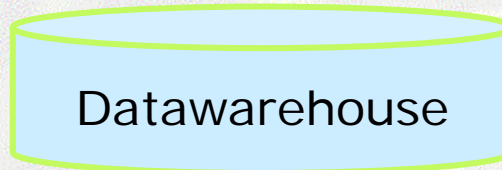


BALANCE
SCORECARD

I. Strategic Plan in UAB

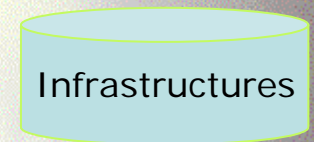
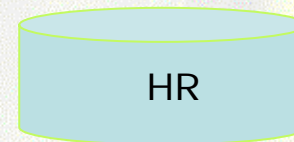
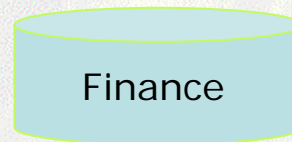
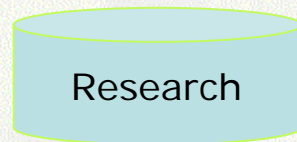
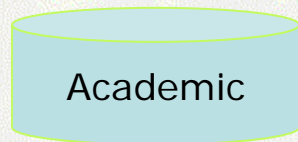
Indicators

- Qualitative
- Quantitative



Corporate applications

Corporate applications



II. Types of Indicators

In this part, we will explain the conclusions of **CUC** (*Committee of University Chairmen*) **Report** on the Monitoring of Institutional Performance and the Use of Key Performance Indicators.

II. Types of Indicators

Structured Models for Monitoring Performance

There are four approaches or techniques in common use which may be relevant to High Education Institutions. These are:

- *The Balance Scorecard (BSC)*

Approach is a simple framework for performance measurement recognizing that success for organizations depends on achieving a balance of objectives in different areas

- *The European Foundation for Quality Management (EFQM Excellence Model)*

It is a framework for assessing organizations performance. It was introduced as a tool for European Quality Award, but is used more widely

- *Composite or summary indicators*

Some public sector agencies have used composite quantitative performance measures in which a number of different numerical indicators are combined into a single overall indicator of the agency's performance

- *Dashboards*

(Equivalent Datawarehouse UAB)

II. Types of Indicators

Key Performance Indicator (KPI)

It may be helpful to start with a simple conceptual framework. A simple generic model of what can be measured by KPIs could be as follows.

Inputs → **Activity** → **Outputs** → **Outcomes**

The arrows broadly indicate increasingly strategic interest of the measures, but also increased difficulty in defining and measuring performance.

Most institutions have strategic and operational plans, and these contain strategic objectives, which will usually relate to outputs or outcomes in being at a relatively high level and medium term.

II. Types of Indicators

Key Performance Indicator (KPI)

Why the Universities needs KPIs?

High Education Institutions are complex organizations. Many are amongst the largest businesses in the areas where they operate.

II. Types of Indicators

The Top Ten High-Level KPIs

Top-level summary indicators (“super” KPIs)

1. Institutional sustainability
2. Academic profile and market position

Top-level indicators of institutional health

3. The student experience and teaching and learning
4. Research
5. Knowledge Transfer and relationships
6. Financial health
7. Estates and infrastructure
8. Staff and Human Resource Development
9. Governance, leadership and management
10. Institutional projects

Each one covers a broad range of institutional activity. Within each area governors will need to call upon a variety of tools to help them reach an overall assessment of institutional performance

II. Types of Indicators

The Traffic Light Definitions

Green	Good: this is on track, low risk
Amber- Green	Satisfactory: this is broadly on track with some concerns which need to be addressed
Amber	Mixed: some significant concerns which could be damaging if not addressed, medium risk
Red	Problematic: serious concerns threaten this area, high risk to the institution's overall performance

III. Examples in HEI

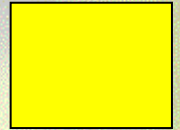
(KPIs)

1. Academic and research profile and positioning  1
2. Institutional sustainability  2
3. Experience in the teaching and learning process  3
4. Employment success  4
5. Research  5
6. Knowledge transfer  6
7. Financial situation  7
8. Buildings and infrastructures  8
9. Human resources  9
10. Governing body, leadership and institutional projects  10

III. Examples in HEI

INDICATOR 1

Indicator 1: Academic and research profile and positioning



Aims to define the specific mission of the university and establish its vision and the position it wants to occupy within the system in the future

Qualitative aspects:

1. Is there a clear idea of the academic and research profile of the institution?
2. Is the mission shared by the university's different interest groups?
3. Is the current positioning of the institution identified and desirable within the university system?



III. Examples in HEI

INDICATOR 1

Quantitative aspects:

	Concept	Indicator	Initial	Optimum	Current
1	Productive activity	Income structure <ul style="list-style-type: none">• Teaching• Teaching staff research			
2	Production capacity	<ul style="list-style-type: none">• General teaching and research staff structure by category• Built surface area according to use			
3	SUPPLY Profile of courses offered by the university	<ul style="list-style-type: none">• Internal distribution of the offer of qualifications• Total number of 1st choice branch in respect of total number of places			
4	DEMAND Students: characteristics and diversity	<ul style="list-style-type: none">• Registration of 1st choice branch• Total registration by branch• First choice applications• Geographical origin of students			



III. Examples in HEI




INDICATOR 2

Indicator 2: Institutional sustainability



Sustainability refers to the viability of its mission and vision according to resources available or which can be obtained

Qualitative aspects:

1. Is the defined academic profile coherent with the economic plan? 
2. Are the goals fixed for student numbers and academic reputation achieved? 
3. Is sufficient income being generated to carry out strategic investment and be able to confront any emerging risks? 

III. Examples in HEI

INDICATOR 2

Quantitative aspects:

	Concept	Indicator	Initial	Optimum	Current
1	Growth in income , diversification and permanence over time	Income sheet for expenditure budget Structure and origin of budget resources			
2	Evolution of budget results and balance	Annual budget results and balances			
3	Annual spending on infrastructures with respect to the established needs	Total investment in buildings plus maintenance as percentage value of assets			
4	Student demand, achievements and satisfaction	Average academic demand Registered credits Credits passed (...)			



III. Examples in HEI

Some examples of Universities: How to measure the Strategic Planning

- ❖ University A uses a moderate number of KPIs which are directly tied to the university's strategic aims in the strategic plan.
 - ❖ University B has a large number of PIs categorised by "office". These are therefore more operational and not strategic.
 - ❖ University C uses corporate performance indicators tied to the university's strategic aims. It uses a traffic-light system to indicate the status of the indicators and a separate indicator of progress being made. Both of these indicators show a comparison with the previous year.
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III. Examples in HEI

Some examples of Universities: How to measure the Strategic Planning

- ❖ University D and E a Balanced Scoreboard approach.
- ❖ At University F a long list of KPI's was discussed by the board and senior management and it was agreed to extract the ten most important KPI's to be used as an executive summary or quick indicator of the university's progress. The ten clearly reflect the nature of the institution and its preoccupations time.

Another institutions identifies critical success factors in each of the four domains of the balanced scoreboard (academic; financial; costumer; process) and set of Key Performance Targets.

In conclusion, these are all interesting approaches, and it is encouraging to see institutions thinking about KPIs, and beginning to develop their processes for performance monitoring

Conclusions

High Education Institutions are complex organizations. Many are amongst the largest businesses in the areas where they operate.

There are four approaches or techniques in common use which may be relevant to High Education Institutions.

- *Balance Scoreboard*
- *EFQM Excellence Model*
- *Composite or summary indicators*
- *Dashboards*

These are all interesting approaches, and it is encouraging to see institutions thinking about KPIs, and beginning to develop their processes for performance monitoring.