*Table 2: Respondent perceptions of organisational practices associated with metrics*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | REF % agree/strongly agree |  | TEF% agree/strongly agree |  |
| Education | Economics |  | Education | Economics |  |
| **Procedural justice** |  |  |  |  |  |  |
| We have a central specialist unit that monitors performance against metrics regularly  | 51 | 63 | **57** | 63 | 71 | **67** |
| Metrics are used to define strategic targets at the individual level  | 54 | 71 | **62** | 31 | 44 | **37** |
| There is institutional dialogue on ways metrics can be used responsibly | 29 | 17 | **23** | 39 | 29 | **34** |
| There is scope to define metrics at departmental level  | 35 | 48 | **42** | 42 | 29 | **41** |
| There is scope to define metrics at individual level | 46 | 29 | **37** | 34 | 21 | **27** |
| The explanation for metrics-based targets is clearly communicated by senior managers  | 23 | 27 | **25** | 27 | 29 | **28** |
| **Distributive justice** |  |  |  |  |  |  |
| Performance metrics inform decisions about resource allocation  | 59 | 62 | **61** | 56 | 54 | **55** |
| Performance metrics influence staff recruitment strategy  | 64 | 85 | **75** | 45 | 43 | **44** |
| *Performance data in these metrics is used to rank departmental internally*  | 41 | 60 | **51** | 42 | 55 | **48** |
| Metrics are linked to career progression criteria  | 47 | 74 | **60** | 29 | 37 | **33** |
| Metrics influence student marketing and recruitment activities. | 52 | 48 | **50** | 69 | 72 | **71** |