

National and International Rankings

Gero Federkeil

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National and international rankings

National rankings will be here to stay

There is a growing need for international rankings, yet better rankings than the existing!

- Information for prospective (undergraduate students)
- Information on regional institutions
- Specific indicators of national relevance

- Growing mobility of students / staff
- European Higher Education Area
- Growing international competition among HEIs

Multiple / redundant data collection reduces acceptance of rankings

A network of national rankings

Network of national rankings based on the same basic methodology



Allowing for cross-country comparisons

... using a core set of common indicators plus country specific indicators



Meeting the needs for country-specific information (relevance)

... at the same time delivering data for U-Multirank



Reducing the burden of institutions (redundant data collection)

An emerging network of multi-dimensional rankings

CHE University Ranking: D, A, CH, NL



Fundacion CYD: Ranking of Spanish Universities



OST Cartographie de la recherche dans les universités



...


A critique of composite indicators rankings

Basic (epistemological) argument:


- There is no single objective ranking. Each ranking and each selection of indicators reflects the views of those producing the ranking (“Quality lies in the eye of the beholder”)
- Different users of rankings have different preferences and priorities regarding the relevance of indicators
- Calculating composite indicators patronizes the users

- There are neither theoretical nor empirical arguments for assigning particular (fixed) weights to individual indicators
- Empirical evidence shows that weighting schemes of existing global rankings are anything but robust:
Small changes in weights lead to big differences in results

The advantages of multi-dimensional rankings




■ Multi-dimensional rankings show profiles (strengths and weaknesses) of the institutions ranked: multiple excellence



■ Multi-dimensional rankings leave the decision about the relevance of individual indicators to the users

→ They take serious the fact that different users have different preferences and priorities



■ Multi-dimensional rankings allow for personalised rankings which can help users to make an informed choice

And now I am going to change my
hat!

www.che-ranking.de

gero.federkeil@che.de



Observatory on Academic
Ranking and Excellence

The IREG Ranking Audit - Purpose, Procedures and Criteria



Gero Federkeil, CHE
Vice-President IREG

I. The purpose of the audit

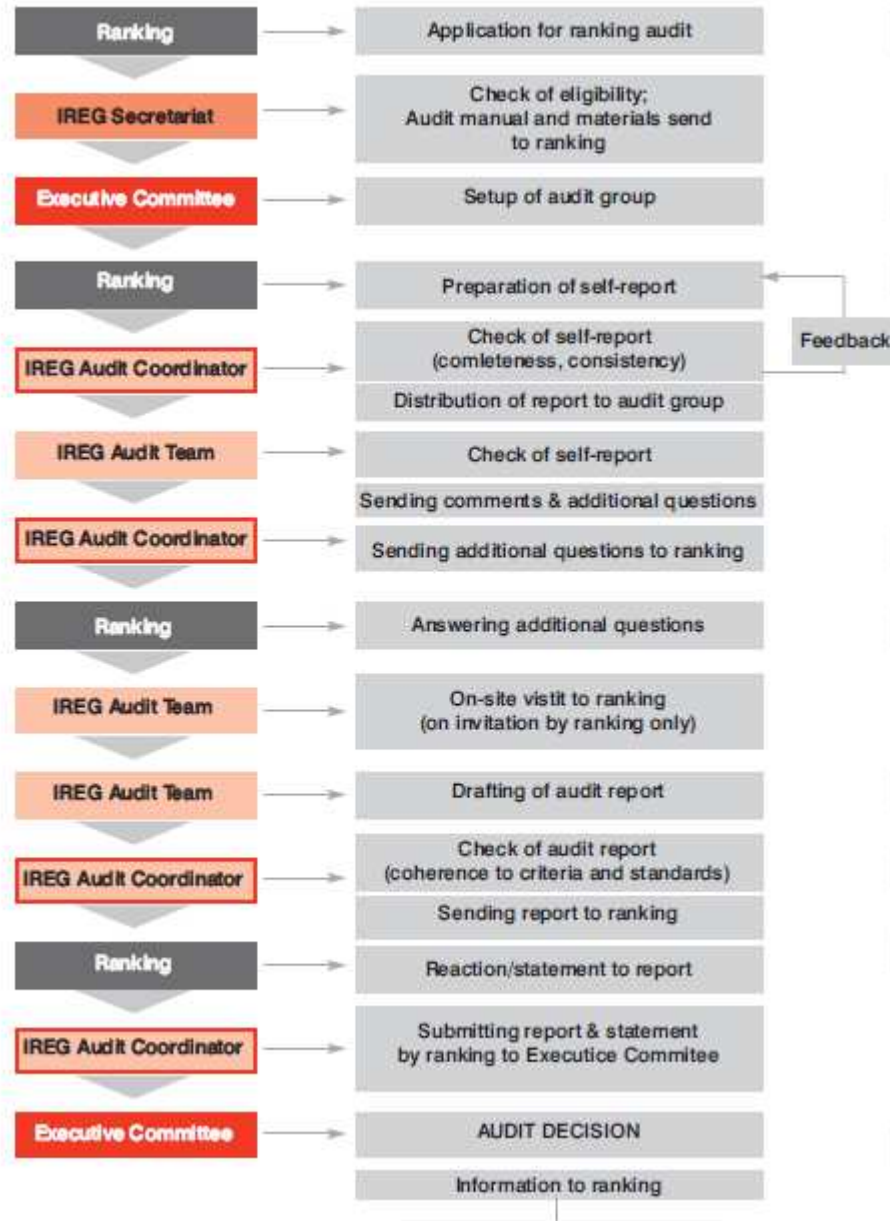
- Enhance the transparency about rankings
- Give users of rankings a tool to identify trustworthy rankings
- Improve the quality of rankings

II. The Audit Process



General principles:

- Overall responsibility lies with IREG Executive Committee
- Procedures should guarantee maximum transparency and impartiality
- Procedures follow good practices developed in quality assurance systems (accreditation)



III. The Audit Process



Audit teams

- Roster of auditors (will be published on IREG website)
- No rankers among auditors !
- Balance by professional background, field of expertise, regions

Audit coordinator (Prof. Klaus Hufner)

- Coordination of audits
- Consistency of audits & decisions

III. The Criteria

20 criteria on 5 dimensions:

I. Purpose, target groups, basic approach

II. Methodology

III. Publication and presentation of results

IV. Transparency, responsiveness

V. Quality assurance

- 10 core criteria with double weight, 10 standard criteria

1. Purpose, target groups, basic approach



	Criterion	Weight
1	The purpose of the ranking and the (main) target groups should be made explicit:	2
2	Rankings should recognize the diversity of institutions	2
3	Rankings should specify the linguistic, cultural, economic, and historical contexts of the educational systems being ranked.	1

2. Methodology



4	Rankings should choose indicators according to their relevance and validity.	2
5	The concept of quality of higher education institutions is multidimensional and multi-perspective (...). Good ranking practice would be to combine the different perspectives	1
6	Rankings should measure outcomes in preference to inputs whenever possible	1
7	Rankings have to be transparent regarding the methodology used for creating the rankings.	2
8	If ranking are using <i>composite indicators</i> the weights of the individual indicators have to be published. Changes in weights over time should be limited and due to methodological or conceptual considerations:	2
9	Data used in the ranking must be obtained from authorized, audited and verifiable data sources and/or collected with proper procedures for professional data collection	2
10	The basic methodology should be kept stable as much as possible.	1

3. Publication of Results



11	The publication of a ranking has to be made available to users throughout the year either by print publications and/or by an online version of the ranking	1
12	The publication has to deliver a description of the methods and indicators used in the ranking.	1
13	The publication of the ranking must provide scores of each individual indicator used to calculate a composite indicator in order to allow users to verify the calculation of ranking results.	2
14	Rankings should allow users to have some opportunity to make their own decisions about the relevance and weights of indicators	1

4. Transparency, Responsiveness



15	Rankings should be compiled in a way that eliminates or reduces errors	1
16	Rankings have to be responsive to higher education institutions included/ participating in the ranking	2
17	Rankings have to provide a contact address in their publication (print, online version)	1

5. Quality Assurance



18	Rankings have to apply measures of quality assurance to ranking processes themselves.	2
19	Rankings have to document the internal processes of quality assurance	1
20	Rankings should apply organisational measures that enhance the credibility of rankings	2

The Assessment of criteria



- Each criteria is assessed on a 6 point scale:

Not sufficient	1
Marginally applied	2
Adequate	3
Good	4
Strong	5
Distinguished	6

- Maximum total score: 180 ($10 \times 2 \times 6$, 10×6)
- Threshold for positive audit: 60% (=108 points)
- None of the core criteria must be assessed below 3
- Publication of audit decision and summary report
- No ranking of rankings → No publication of scores

Outlook



- First two audits are going to start now
- Process open to other volunteers
- Pressure on rankings „to have it“?
- Evaluation of process after 4-5 audits



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