

Implementing a Field-Based Ranking System in Europe? The example: A Spanish University Ranking

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Rankings are here to stay

but



How we ensure the participation of universities?

1. Trust
2. Usefulness & Reliability
3. Towards an International Comparability
4. Lessons

Trust

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Creating Trust



Transparent and interactive development of reliable methodology

Implying universities
Identification with the ranking

Use & Adaptation of consolidated methodologies

Point of departure: CHE methodology

Trust

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interactive development of reliable methodology



Creation of working groups

Spanish Conference of University Rectors (CRUE)

Working Commission of the CRUE

Pilots with 3 interested universities

Cooperation with “Alliance of 4 Universities”

Trust

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use & adaptation of consolidated methodologies



CHE field based methodology

UNEIX – Catalan Indicator system

Indicators proposed by CRUE

Integrated University Information System of the Ministry of Education

Indicators proposed by the 4 University Group (Spain)

European Indicators and Ranking for University Third Mission E3M

Spanish Network of University Knowledge Transfer Offices

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Usefulness & reliability for universities

Knowledge Fields

Indicators - row data

Shared Understandings

Methods to obtain data

Defining Knowledge Fields

Taking as reference the academic diploma (Official Register)

Aggregating titles to coherent fields

Contrast with expert



71 Knowledge Fields

37 open to be ranked

71 Knowledge fields

Arts & Humanities	Social Sciences	Experimental Sciences	Health Sciences	Architecture & Engineering
Anthropology	Political Science	Biology & Biotechnology	Animal Science	Aerospace
Archaeology	Communication	Biochemistry	Human Biology	Architecture
Fine Arts	Criminology	Food Sc. & Technology	Sports	Construction
Culture	Law	Environmental Sc.	Nursing	Food Agriculture/Environmental Sc.
Design	Documentation	Marine Science	Pharmacy	Energy
Philosophy	Economics	Statistics	Physiotherapy	Telecommunications
Geography	Education	Physics	Speech Therapy	Computing
History	Social Education	Geology	Nutrition	Industrial Organisation
Humanities	Business Studies	Mathematics	Human Medicine	Industrial Design
Classical Languages	Journalism	Chemistry	Dentistry	Electronic Engineering
Spanish	Advertising	<i>Others</i>	Optometry	Industrial Sciences
Iberian Languages	Industrial Relations		Psychology	Chemistry
European Languages	Sociology		Chiropody	Naval and Marine
English	Social Work		Occupational Therapy	<i>Others</i>
Non-European Languages	<i>Others</i>			
Translation				
<i>Others</i>				

Problems defining knowledge fields

Assignment of some diploma univocally to one field

but

the main Problem

Disponability of data at the level of one knowledge fields

for example:

indicators of knowledge transfer

lecturers activity

Defining indicators

Defining 9 Dimension and working hypothesis

Defining indicators

Checking viability of indicators with universities (pilots)

Main Problem

Disponability of row data at the level of knowledge fields

Shared understandings

Basic terms

List of basic terms

Interactive definition of basic terms

Agreement on common understandings



To have a common understanding of the key terms
is an indispensable condition for the data collection
and the ranking quality

Defining indicators – shared understandings

New student:

A student who has formalised his matriculation for the first time in the programme

Full time professor

It is considered as full time 8 hours lecturing per week during a period of 30 weeks

Methods to obtain data

Statistical data from the universities
Bibliometric data from international data bases

Student survey
Graduate survey
Academic survey



We put more emphasis on statistical data and bibliometric analysis

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Common knowledge fields

Different fields under the same label

Different labels for the same fields

Especially problematic engineering

Common knowledge fields

CYD	CHE	CYD	CHE
Architecture	Architecture	Geography	Geography
Biology & Biotechnology	Biology	History	History
Business Studies [incl. Tourism]	Business Administration	Law	Law
Chemical Engineering	Process- & Chemical Engineering	Mathematics	Mathematics
Chemistry	Chemistry	Medicine	Human Medicine
Communication	Communicational Science/Journalism	Nursing	Nursing Science
Journalism		Pharmacy	Pharmacy
Computing	Computer science	Physical Education & Sports Sciences	Sports Sciences
Construction	Civil Engineering	Physics	Physics
Economics	Economics	Political Science	Political Science
	Economic Sciences	Psychology	Psychology
Education (incl. Primary)	Education Science	Social Work	Social Policy & Social Work
English	English/North American Studies	Sociology	Sociology/Social Sciences
European Languages	Romance Studies	Spanish	German Language & Literature

Problematic knowledge fields

CYD	CHE
Advertising	Media- & Communicational Science (UoAS)
Fine Arts	Media Science (Uni)
Translation	
Industrial Relations	Commercial/Business Law
Social Education	Business Computing
Industrial Engineering (various)	Industrial Engineering
Telecommunications	Mechatronics
Electronic Engineering	Electrical Engineering & Information Engineering
I. Food Agriculture-Environmental	Mechanical-, Process- & Chemical Engineering
	Dentistry
Environmental Science	Geoscience

Analytical dimensions & Indicators

Different analytical dimension in relation to disposable information

Example: knowledge transfer

Different analytical information in relation to social-cultural context

Example: Capacity of Student attraction

Same indicators in different analytical dimensions

Different indicators in the same dimensions

Analytical Dimensions

CYD

Capacity of Student attraction	International Orientation	Results of studies
Research	Teaching resources	Equipment
Knowledge Transfer	Job Market	Overall Opinions

CHE

Students	International Orientation	Results of studies
Research	Academic Studies & Teaching	Equipment
Job Market/ <i>Professional Orientation</i>	Overall opinion	<i>Town & university</i>

Dimensions & Indicators

Example: Capacity of Student attraction

Indicators	
CYD	CHE
First option (access)	NO, but number of new students
Admission score	NO
National Attractiveness	NO
International Attractiveness by number of foreign students	International Orientation
Student exchange programme attracted	International Orientation
Student exchange programme sent	International Orientation

Dimensions & Indicators

Example: Knowledge Transfer

Indicator	
CYD	CHE
No. of Patents	Research
No. of Licenses	No
Income from Intellectual Property	No, integrated in third party funding (research)
Resources Obtained via Transfer Contracts	No, integrated in third party funding (research)
No. of Spin-Offs	No

Dimensions & Indicators

Example: Results of Studies

Indicators	
CYD	CHE
Duration	Yes
<i>Graduation Rate</i>	<i>Graduation Rate</i>
Drop out Rate	
	Graduates in regular time

Definition of Indicators

1st example: foreign student

CHE

Rate of foreign students (without Education residents) in relation to all students in the knowledge field

CYD

% of students who are enrolled in one of the study courses in the field of knowledge (j) at the university (k) who come from other countries, in relation to the total number of students who are enrolled in the same field.

Reference: the residence of the students' family

Definition of Indicators

2nd example: Graduation rate

CHE

- (1) the annual average number of graduates of the last two years
- (2) Rate of the graduates, which finalised their studies in the normed study time

CYD

Number of graduates who have entered the course of study in the year (n-x) and have obtained a degree qualification in the year (n).

Challenges of field based ranking

Trust creation is a time consuming task

Ranking must be based on disposable & obtainable data

Shared understanding is the key for feasible rankings

Better a reduced but feasible ranking

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Thank You

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