

**QUALITY AND RANKINGS IN HIGHER EDUCATION: MUTUAL  
REINFORCEMENT**

Key note speech:

**“Global University Rankings: More Diverse  
and More Transparent but Old Flaws are  
Alive”**

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# **Conclusions, Comments and Questions**

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# Conclusions , Comments and Questions

6. Some rankings have improved their transparency, but not all.

**I agree !** *It is necessary to follow this way and improve transparency and accountability of any rankings using solely public and published data*

7. Higher education policy decisions should not be based solely on ranking

**I agree !** *There is a lot of QA ways and tools other than ranking data and position useful and used for such purpose*

1. Since arrival of global rankings universities cannot avoid comparisons, and this has caused changes in the way universities function.

**I agree !** *Competition is natural Comparison is healthy !*

*We need not homogeneous, or even uniform HE environment, but very colourfull i.e. deep and wide*

*Global rankings and top research universities are useful as a benchmark!*



# Conclusions , Comments and Questions

**2. Methodologies of global rankings are aimed at picking the top universities only and this approach starts already at selection of universities for ranking. As a result, global rankings are not able to cover substantially more universities and include them producing in ranking lists.**

- „...one of the core principles of higher education quality assurance - the ‘fitness for purpose’ is not applied thus ignoring that not only research universities deserve consideration...”
- “Being concentrated on world’s research elite ranking methodologies do not reward for achievements in other important tasks of higher education”
- „Ranking positions = the measure of the status of university, HEIs are tempted to concentrate on performance on the issues measured in rankings pay less attention to e.g. regional development, openness for non-traditional students, student’s social issues and particularly in Europe the higher education reforms with a view to establish the European Higher Education Area.”

**I disagree !**

- „...policy makers apply ranking results to all higher education...”

**I agree !**

**WHAT IS WRONG ON THAT?**

# Conclusions , Comments and Questions

## **WHAT IS WRONG ON THAT?**

- Are top research universities not contributing to the global, national and/or regional development?
- Are they closed to the non-traditional students?
- Are they not pay attention at student's social issues?
- Are european HEIs really less concentrated on EHEA because of their`s global rankings positions?
- Or, do the top research UNIs represent leading institutions in research i.e. driving forces in the global/regional, national, etc. society development?
- Or, do they represent driving forces even in education, being able to prepare top proffessionals?

***What is wrong about the aim of the global rankings to rank top research UNIs?***

***Are they useful as the benchmark for others or no***



# Conclusions , Comments and Questions

3. Global university rankings still cover only some of university missions. Suitable indicators is most apparent when measuring teaching performance despite new attempts even the bibliometric indicators still have strong biases and flaws.

**I agree ! BUT !**

*What is wrong on the aim of the global rankings to rank using solely research performance and its quality?*

*Does THE UNIVERSITY have its own RESPONSIBILITY to provide its OWN RESEARCH or NOT?*

**I agree !** Lack of suitable indicators for teaching and learning is true.

„The solution for teaching/learning could be measuring the actual student learning outcomes that OECD AHELO project is attempting at,...“

*....the actual student learning outcomes .....*

*What does it mean LEARNING OUTCOMES?*

*Do we know actual content of this term?*

# Conclusions , Comments and Questions

4. It would be difficult to argue that benefits that rankings provide are greater than their negative implications

I disagree !

**No, it is not very difficult!**

**SLOVAKIA is an example (at the national level) of the benefits**

**and success of both national and global rankings:**

**-Motivation for HEIs to improve their performance**

**-Higher quality of general performance including  
teaching/learning**

**-Higher quality of research**

**-Influence on finance even indirect**

**-Public reputation improvement**

**NO negative implications until now**

# Conclusions , Comments and Questions

5. The recent mushrooming of multi-indicator tools may provoke another round of 'arms race'.

**I agree ! BUT !**

**Are we looking for ONE, GENERAL or even UNIFORM RANKING?**

Is being DIFFERENT GOOD or WRONG?

**Recent mushrooming of multi-indicator tools  
and methodologies is right way to contribute to  
the development of ranking sector!**

**I agree !**

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**THANK YOU VERY MUCH  
FOR YOUR ATTENTION**