IREG-5 Conference: *The Academic Rankings: From Popularity to Reliability and Relevance*

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ABSTRACTS AND SPEAKERS

Session 1

Let the Sun Shine In: The Use of Academic Rankings in Developing Countries

Alex Usher
President of Higher Education Strategies Associates, Toronto, Canada:

Abstract

University rankings in the developed world usually have the benefit of having access to large amounts of "official" data available through government agencies and/or data form surveys of students, administrators and employers, and/or large-scale bibliometric analyses. In the developing world, however, these conditions often do not apply, or apply only weakly: little data on institutions is publicly available, surveys are not conducted either because of expense or political considerations, and publications in internationally-recognized journals are very few. And yet, there are nearly twenty sets of university rankings in the developing word. The purpose of this paper is to show how rankings operate in these environments and how they differ from those seen in the developed world, both in purpose and constriction. The paper will also show how web rankings such as webometrics have come to such enormous prominence in the developing world and why they are likely to remain a "gold standard" in many countries for some time to come. Finally, the paper will conclude with some thoughts on how to improve rankings in developing countries.

Speaker info

Alex Usher is the President of Higher Education Strategy Associates and Editor-in-Chief of Global Higher Education Strategy Monitor. An internationally recognized expert in student financial aid and quality measurement in post-secondary education, Mr. Usher has authored numerous ground-breaking studies in higher education. In addition to his years of work on higher education in Canada, his recent work spans Asia, Europe and Africa as well. In his former role as Director of Educational Policy Institute Canada (EPI Canada), Mr. Usher managed the Measuring the Effectiveness of Student Aid Project for the Millennium Scholarship Foundation, a 4-year $4 million research project to investigate the long-term effects of student aid and is the author of the project's Final Report, appearing in early 2010. In 2002 and 2004, Mr. Usher co-authored (with Sean Junor) the Price of Knowledge, a volume considered the standard reference on student finance in Canada. More recently, he has written the theme document for UNESCO Europe's decennial meeting on higher education, Ten Years Back and Ten Years Forward: Developments and Trends in Higher Education in Europe Region. He sits on a variety of advisory, supervisory and editorial boards in Canada, Europe and Asia. Prior to joining the Educational Policy Institute in 2003 and founding the Higher Education Strategy Associates Mr. Usher served as the Director of Research and Program Development at the Canada Millennium Scholarship Foundation. From 1996 to 1998, Mr. Usher served as a researcher and lobbyist for the Association of Universities and Colleges of Canada and before that was the first national director of the Canadian Alliance of Student Associations. He holds degrees from McGill University and Carleton University.

Trends in Academic Rankings in the Nigerian University System

Peter Okebukola

Chairman of Council, Osun State University, Osogbo, Nigeria and former Executive Secretary, National Universities Commission

Abstract

Over the past nine years, the Nigerian university system, the most expansive in Africa with 104 universities enrolling about 1.5 million students, has implemented a ranking system that has continued to be refined for improved reliability and relevance. The initial thrust in 2001 of using data from the system-wide comprehensive accreditation exercise has been strengthened with a number of additional variables adjudged to crosscut major international ranking schemes. After four years of implementation and wide acceptability by the university system and the general public, the scheme was further refined in 2009 to enhance its national application as well as application across the Africa region. . The Times Higher Education Ranking, Academic Ranking of World Universities, Webometrics Ranking, Professional Ranking of World Universities, Newsweek Ranking, Performance Ranking of Scientific Papers for World Universities and the African Rating Mechanisms contributed variables to the NUC-Ranking System. The Berlin Principles on Ranking of Higher Education Institutions were applied to the NUC-Ranking System and found to achieve a high level of compliance. The paper highlights the stages of evolution of academic ranking in the Nigerian university system from 2001 to 2010 and describes the impact of ranking on improving quality and efficiency of the Nigerian university system.

Speaker info

Professor Peter Okebukola was born in Ilesa on February 17, 1951. He had his higher education at the University of Ibadan where he obtained his Bachelor's degree in 1973 followed by Master's and Ph.D degrees in Science Education in the same university. He had specialised training at the Massachusetts Institute of Technology (M.I.T.), and Harvard University. He now specialises in quality assurance in education systems, educational evaluation, higher education and distance learning, science, computer and environmental education. He is currently the Chairman of Governing Council of three universities - Crawford University, Osun State University and the University of Science and Technology, Ifaki, Nigeria**.** He is the President of the Global University Network for Innovation GUNI-Africa. He is the immediate past Executive Secretary of the National Universities Commission and he introduced ranking into the Nigerian university system. He is currently working with the leadership of NUC to refine the ranking system and implement the refined scheme at the national level and Africa wide. He is noted as the First African to win the UNESCO Prize for the Communication of Science, the First African Fellow and Member of the Board of Directors of the International Academy of Education and the first African Member of the Executive Board of the International Association for Research in Science Teaching. He is a Fellow and Past President of the Science Teachers Association of Nigeria as well as of the National Association for Environmental Education. He has won several international gold medals in science and computer education. His research efforts have resulted in over 130 internationally published works and more than 150 national and international conference presentations. Many of his publications can be found in the world's top 10 higher education, science education, computer education and environmental education journals. He has been awarded a number of honorary D.Sc degrees. He is a recipient of the National Honour of the *Officer of the Order of the Federal Republic.*

Rankings in Peru in Context of Recent Developments in Higher Education in the Latin America

Luis Piscoya

Professor at San Marcos University of Lima, Peru

Abstract

The arising of the first world university rankings, ARWU (2003) and THES (2004), allowed to mint the term World-Class Universities and created a list of 500 institutions, of which only seven were Latin American. The 2010 editions of said rankings and of the THE, the U.S. News, and the QS rankings show slightly different results. As for the Latin American perspective, there is a growing interest in building rankings--started in Peru and continued in Mexico, Brazil, and Chile--to which is added the tendency to present accreditation results in the form of rankings. Thus, based on the Peruvian experience, this paper attempts to explain the mechanisms that have given rise to such a tendency and to evaluate its projections by discussing the role of underlying methodological assumptions about paradigms of academic excellence, pertinence criteria, and choice criteria of an adequate language to describe levels of performance in terms of qualities.

Speaker info

Luis A. Piscoya is a full professor of philosophy and of education at the graduate schools of Philosophy and Education of the San Marcos Major National University in Lima, Peru, where he has been, respectively, head of the Department of Philosophy (1982-1985) and director of the doctoral program in education (1997-2001). Also, he has been a founding member of the Peruvian National Council of Education (2002-2008). Currently, he works as external consultant to UNESCO-IESALC (2004-present), educational consultant to the presidency of the National Assembly of University Presidents of Peru (2005-present), and as the Peruvian coordinator of the Map of Higher Education in Latin America and the Caribbean project, ongoing in Latin America today. As visiting scholar, Dr. Piscoya has carried out research at American and German universities. He has published in Peru and other countries.

If ranking is the disease, is benchmarking the cure?

Jamil Salmi

Tertiary Education Coordinator, the World Bank, Washington DC, United States

Abstract

The main objective of this presentation is to propose a new way of assessing the performance of tertiary education. It will start by summarizing the main limitations faced by existing ranking systems that serve as proxies of institutional performance. It will then outline a benchmarking approach that considers how entire tertiary education systems operate. It will finish by illustrating how this approach can be used to identify bottlenecks and inform policy making to improve the principal dimensions characterizing the performance and health of tertiary education systems.

Speaker info

Jamil Salmi, a Moroccan education economist, is the World Bank's tertiary education coordinator. He is the principal author of the Bank's Tertiary Education Strategy entitled "Constructing Knowledge Societies: New Challenges for Tertiary Education". In the past seventeen years, Mr. Salmi has provided policy advice on tertiary education reform to the governments of more than 60 countries in Europe, Asia, Africa, and South America. Mr. Salmi is a member of the Governing Board of the International Institute for Educational Planning, the International Advisory Network of the UK Leadership Foundation for Higher Education, and the Editorial Committee of OECD's Journal of Higher Education Management and Policy. Mr. Salmi's latest book, published in February 2009, addresses the "Challenge of Establishing World-Class Universities".

Building a Bridge between the National and International Rankings

Waldemar Siwiński

Vice-President of IREG-Observatory, President of Perspektywy Education Foundation, Warsaw, Poland:

Abstract

Over the past few years academic world has been fascinated by international rankings. This phenomenon was bravely started by professor Nian Cai Liu who, as the first, published its pioneering Academic Ranking of World Universities in 2003. The process of globalization and availability of the ever up-to-date publication and citation data encouraged many players to start drawing their own world maps of higher education by the method of ranking. Among them are academic institutions (Leiden University), education market organizations (QS), media (THE) and strictly political structures (European Commission) with various motivations: be to research, business or politics. They all, however, have faced the similar barriers. There is a dramatic lack of comparable data describing higher education in different countries. The shortage of such data along with diverse cultural environment in which universities function make it difficult to establish satisfactory ranking criteria.

In this context, we should take a second look at the national rankings. They are, compared to their international counterparts, much more developed (advanced), partly due to their by 20 years longer history (since the first "US News & World Report" ranking). National rankings can be more comprehensive because higher education institutions on the country level function in a similar cultural and legal environment, and comparable data is readily available. This, of course, allows for selection of a broad set of criteria, common to a group of ranked higher education institutions. This in turn facilitates a smooth evolution of methodology a must in knowledge-based economies.

The analysis of selected national rankings (UN News & World Report, Perspektywy) on the one hand and of the main world rankings (ARWU, THE, QS) show that the picture of higher education institutions ranked on the national level is far richer and comprehensive than ranked on international level. On the national level it is also easier to "recognize the diversity of institutions and take the different missions and goals of institutions into account". (Berlin Principle, par. 3) and "cultural, economic, and historical contexts of the educational systems being ranked". (BP, par. 5). It is worth mentioning that every year there are more countries were professional rankings of higher education institutions are published. There is a growing element of competition as in a number of countries more than one ranking is published contributing to their increasing quality.

The managers of higher education institutions undertaking reforms of their institutions are increasingly looking for benchmarks to monitor the effects of their actions. University ranking can be here a very useful tool. The international ranking can be of little or no use in this respect since they are limited to hundreds of universities worldwide (the magic number 500). Theoretically, this number could be much larger, but we know, the diversity diminishes dramatically as differences between subsequent institutions become lesser and lesser. The only decent advice we can give to these managers and ambitious rector is: take seriously national rankings because only by improving your

position in a national ranking, you may build a position that may lead you to a better place in international rankings.

The national and world university rankings are two totally separated worlds. We should, I believe, look for the narrows, closest points between these two worlds. In order to build a bridge (passage) between them I suggest:

- The authors of international rankings use national rankings in pre-selecting institutions to be considered in their international rankings. I would also suggest they introduce a set of synthetic criteria reflecting institution's position in national ranking (s) – for example a criterion demonstrating their national leadership or regional position. Such a criterion with a relatively light weight of 1-3%, could play an important role in building a cohesive ranking system.

- There is, of course, the other side of the issue. High position in international and world rankings strongly reflects on higher education institution's position in its own country. Institution's position in international rankings, should also be taken into account by national ranking. The criterion of international prestige or international recognition should be introduced, I believe, to a national ranking with the weight of 1-3%.

The Perspektywy Education Foundation is already preparing a criterion of international recognition to be introduced in the next edition of the Perspektywy University Ranking. We are now consulting the issue with university managers. We propose that international recognition criterion will have the weight of 1% in 2011, 2% in 2012 to reach the final level of 3% in 2013. The process reflects the philosophy of the Ranking Board to introduce changes in methodology in a evolutionary (smooth) way in order to ensure that results of the rankings can be comparable over the period on several years.

Speaker info

Waldemar Siwinski, founder and president of the Education Foundation "Perspektywy", has considerable experience as author of professional rankings. He prepared over 45 rankings of universities, business schools and secondary schools in Poland. WS has extensive and rich media background as writer, journalist and manager. He served as president of the Polish Press Agency (PAP); was bureau member of the European Alliance of News Agencies (EANA); board member of the European PressPhoto Agency (EPA); member of the International Press Institute. He was also the Chairman of the Conference of Polish Media.

In his earlier journalistic career WS was editor-in-chief of a student weekly magazine "ITD", deputy editor-in-chief of a large circulation daily newspaper "Sztandar Mlodych", he was the founder of the "Bajtek", the first magazine on computers in Poland. Author of several books. He founded and headed for several years "Perspektywy Press", a publishing and marketing company specializing in education. WS graduated from the Faculty of Electronics of the Warsaw University of Technology; he also studied at the postgraduate School of Diplomacy in Warsaw. In October 2009, WS was elected Vice President of the IREG Observatory on Academic Ranking and Excellence.

Session 2

Classifying Higher Education Institutions in the MENA Region [Middle East and North Africa]: A Pilot Study

Adnan El-Amine,
Lebanese Association for Educational Studies, Lebanon and
Rajika Bhandari, Deputy Vice President, Research and Evaluation, Institute of International Education (IIE), New York, USA

Abstract

While the number of global and country-level ranking and classification systems continues to expand, a regional classification and assessment of higher education institutions in the Middle East and North Africa (MENA) region has not been developed to date. Such a system is particularly needed given the rapid expansion of the higher education sector in the region, as new domestic institutions and branch campuses of overseas institutions emerge. Recognizing a significant need for reliable and accurate institution-level data on higher education institutions in the MENA region, the Institute of International Education (IIE) recently received support from the Carnegie Corporation of New York to carry out innovative research that aims to develop, on a pilot basis, a system for classifying and assessing higher education institutions in the MENA region. During the conference session, key project staff from IIE and the Lebanese Association for Educational Studies (LAES) will discuss the current status of the project and will facilitate an engaging discussion on the methodology, challenges, and significance of the research. The project covers the following eight countries from the region: Egypt, Lebanon, Jordan, Saudi Arabia, Qatar, UAE, Morocco, and Tunisia.

It is envisioned that the project will help to strengthen MENA institutions locally by providing benchmarks and key indicators against which they will be able to measure their growth, as well as a means to compare themselves to similar institutions. The new classification system will also help generate international interest in the region's institutions—which supports a secondary goal of the project, which is to deepen linkages between MENA higher education institutions and other institutions around the world to facilitate knowledge sharing, research collaboration, and institutional capacity building.

Speaker info

Dr. Adnan El-Amine, a well-known regional expert on higher education, serves as General Secretary of the Lebanese Association for Educational Studies. He is currently leading the association's work on the project with IIE to develop a classification system for MENA institutions. The author of dozens of articles and papers on higher education reform in the Arab world, Dr. El-Amine is a member of the UNESCO national commission for Lebanon, and has served as a member of the coordinating committee of the Arab Education Forum. He was a Fulbright Scholar at Boston College in 2005.

Rajika Bhandari is Deputy Vice President of Research and Evaluation at the Institute of International Education (IIE) in New York where she leads two major research projects—Open Doors and Project Atlas—that measure international higher education mobility at the domestic (U.S.) and international level. She is a frequent speaker and author on the topic of mobility, serves on the Global Advisory Council of the Observatory on Borderless Higher Education, and also on the editorial board of the Journal of Studies in International Education. Dr. Bhandari also conducts evaluations of IIE's international scholarship and fellowship programs. Before joining IIE in 2006, Dr. Bhandari was a Senior Researcher at MPR Associates, an educational research firm in Berkeley, California, that provides research and evaluation services to the U.S. Department of Education. She also served as the Assistant Director for Evaluation at the Mathematics and Science Education Network at the University of North Carolina at Chapel Hill. She holds a doctoral degree in Psychology from North Carolina State University and a B.A. (Honors) in Psychology from the University of Delhi, India.

Assessment of Higher Education Learning Outcomes: a groundbreaking initiative to assess quality in higher education on an international scale

Diane Lalancette,
Analyst, OECD Directorate for Education, Paris, France

Abstract

The OECD launched the first international study of what students in higher education know and can do upon graduation: the Assessment of Higher Education Learning Outcomes (AHELO). Higher education constitutes a critical factor in innovation and human capital development, and yet, there are no tools available to assess the quality of teaching and learning in higher education institutions on an international scale. The few studies that do exist are nationally focused, while international university rankings are based on reputation and research performance, and do not reflect the quality of teaching and learning, nor the diversity of institutions' missions and contexts. The AHELO feasibility study is a unique attempt to fill this gap. It aims to explore the feasibility of measuring higher education quality across different institutions, countries, languages and cultures. The feasibility study involves three strands of work to be undertaken separately but coherently: the generic skills strand, the economics strand, and the engineering strand. The work will unroll in several phases.

Phase 1, from January 2010 to June 2011, will consist in the development of provisional assessment frameworks and testing instruments suitable for an international context, and their small-scale validation.

In Phase 2, from July 2011 to December 2012, the practical aspects of assessing students learning outcomes will be under focus. A contextual dimension will also be embedded to make some preliminary explorations of the relationships between context and learning outcomes, and the factors leading to enhanced outcomes.

Should those two phases be conclusive, the last phase will be to develop a value-added measurement strand to explore methodologies and approaches to capture the contribution of higher education institutions to students' outcomes, irrespective of students' incoming abilities.

By the completion of the feasibility study in late 2012, the information collected on student performance and the analysis of the results will help assess whether a full-fledged AHELO study could be taken forward from both scientific and practical standpoints.

Speaker Info

Ms Diane Lalancette has worked as a specialist in measurement and evaluation for the past twenty years. She has worked with diverse groups of professionals, including national and international education assessment experts and senior government officials in the development and implementation of public policies and new programs, developing and monitoring performance measures and other education indicators. She has held positions in three different Canadian provinces, being responsible for policy, marking, and reporting of student assessment results as well as the implementation and administration of national and international assessment programs and the analysis, interpretation and reporting of those assessments.

Diane was born in Québec, Canada. She holds a Master's Degree in Education, Measurement and Evaluation at Université de Montréal, Canada.

Developing and Testing the Feasibility of a Multi-dimensional Global University Ranking – the U-Multirank Project

Gero Federkeil
Vice-President IREG Observatory, *Centre for Higher Education Development, Gütersloh, Germany,* and
Frans Kaiser
Centre for Higher Education Policy Studies (CHEPS), Enschede, The Netherlands

Abstract

Global rankings receive high attention and have an impact on discussions about quality and excellence of universities in many countries. But by their choice of indicators and data bases existing global rankings mainly focus on research excellence of internationally oriented research intense universities only (the so-called "word-class universities"). Yet the vast majority of higher education institutions around the world have different institutional profiles and missions. The concentration on one type of institution can be a danger to the diversity of higher education institutions. The U-Multirank projects aims at developing a concept for rankings for different "types" of higher education institutions in order to make visible the existence of other forms of excellence than excellence in research only. Higher education institutions can be excellent in teaching & learning, in knowledge transfer, in regional engagement and other dimensions. Hence U-Multirank is aiming at a multi-dimensional concept for rankings of institutions with a comparable institutional profile. The presentation gives an outline of the basic approach of the U-Multirank project in terms of ranking methodology, the model of dimensions and indicators and the pilot study which is going to start in autumn. As the project is still running this will be a report on work in progess.

Speaker Info

Gero Federkeil holds a degree in sociology from University of Bielefeld (Germany). After working for some years in empirical social research, he joint the German National Science Council in 1993, where he was Working for seven years in university planning, evaluation and policy consulting. Since 2000 he is working for the Centre for Higher Education Development (CHE), a non-profit organisation dealing with higher education policy and consulting. His main fields of work are university rankings, performance indicators, evaluation and quality issues. He has published on quality assurance, evaluation, benchmarking, performance indicators and rankings. He is a member of the CHERPA Network team working on the U-Multirank-project to develop a global multi-dimensional university ranking. He is Vice-President of IREG – International Observatory on Academic Ranking and Excellence.

Frans Kaiser holds a degree in public administration from the University of Twente (the Netherlands). He started his professional career as a researcher at the department of public administration at the same university and joined the Center for Higher Education Policy Studies (CHEPS) in 1988. The major themes in his work as a senior research associate comprise international comparative higher education policy studies, (performance) indicators in higher education and access and student choice. He is a member of the CHERPA Network team working on the U-Multirank project, as well as a member of the U-Map team, classifying European higher education institutions.

Third Mission Indicators for New Ranking Methodologies - the E3M Project

Marko Marhl
Vice-Rector of the University of Maribor, Slovenia, and
Attila Pausits
Head of the Centre for University Continuing Education and Educational Management, the Danube University Krems, Austria

Abstract

It has been traditionally recognised that the two main missions of universities are teaching and research. However, in recent years, another mission is being considered in order to reflect all contributions of universities to society, what is generally known as 'Third Mission'. While several rankings systems exist for the first and second missions, the Third Mission lacks any cohesive methodology. The E3M project addresses this need. The commonly accepted ranking systems for the classical missions of the university provide indicators to measure excellence in higher education institutions around the world. At the same time, rankings can improve quality assurance by allowing the institutions to understand their own performance, develop best practices and provide effective and efficient value to society. They also provide quality indicators to governments, society and industry. However, there are no commonly agreed indicators or methodologies to assess quality in Third Mission activities.

As a first approach of the project, it is needed to find a common definition for Third Mission activities. Then, three dimensions are proposed for classifying these activities: Continuing Education, Technology Transfer & Innovation and Community Engagement which are indicative of the Third Mission as a whole. From an established conceptual framework, different processes associated to each dimension are described. The identification and definition of these processes allow us to design a set of indicators for each dimension. Finally, Delphi Method is used to obtain a selected set of indicators (relevant and feasible) which determine the basis of the ranking methodology criteria. The objectives of this project are to create European standard indicators to measure the effectiveness of Third Mission provision as well as a ranking methodology to benchmark European Third Mission Services of higher education institutions. The main purpose is to generate a comprehensive instrument to identify, measure, and compare Third Mission activities from a wide perspective.

Speaker Info

Attila Pausits is head of the Centre for University Continuing Education and Educational Management at the Danube University Krems, Austria. He received his diploma in business administration at the University Eichstätt/Ingolstadt in Germany and holds a doctorate in economics from the University Flensburg, Germany. He joined the university 2000 and was responsible as programme director for many national and international postgraduate master programmes. Furthermore he is the project co-ordinator of a Socrates curriculum development initiative developing a master programme on "Higher Education Management and Development" especially for Central Eastern European countries. Dr. Pausits works also in other national and international projects in the context of higher education modernisation. He is also visiting lecturer in many European universities and author of various publications. He is an expert in higher education management especially in strategic information management, student relationship management as well as university continuing education. Mr. Pausits is currently the academic director of the "Higher Education and Research Management" master programme in Krems.

Marko Marhl is Vice-Rector for International Affairs at the University of Maribor. He is also Head of the Continuing Education Centre at the Faculty of Education at the University of Maribor. For a short period (2006 - 2007), he was Vice Dean for Scientific Research and Postgraduate Studies at the Faculty of Education at the University of Maribor. He is a member of the Executive Committee of IREG (http://www.ireg-observatory.org), Board Member of the UNEECC (http://www.uneecc.org), and Head of the DRC International Relations Working Group and special envoy for EU Matters at the DRC (http://www.d-r-c.org). His background is in Physics and Mathematics (diploma degree) and Computer Science (master degree). In 1998 he obtained his PhD for the research achievements in the field of Biophysics. Since 2009 he is Full Professor at the University of Maribor. He is author of several research papers and contributions at international conferences. He is acting as a member of editorial boards, referee, supervisor, and coordinator of several national and international projects. His bibliography contains more than 450 items. More on www.marhl.com.

Session 3

Eduniversal Rankings of Business Schools

Martial Guiette
President and Director General, Group SMBG Eduniversal, Paris, France

Abstract

During the last 15 years, first in France and, since 2007, on a worldwide level, EDUNIVERSAL informs and advises students all over the world. Initially a consulting firm, EDUNIVERSAL is today a rating agency specialized in evaluating the universities and schools, but also the academic programs in fifty different specialties (Accounting, Finance, Marketing, HR Management, Communication, Law, International Management, Corporate Strategy, Supply Chain, etc.).

With a view of contributing to the international development of Higher Education, the philosophy of EDUNIVERSAL is based on an entirely universal approach. Based on its primarily experience of advising students, the aim of EDUNIVERSAL is to build reliable and serious tools of information and to guide those who have to choose: What, by whom and where it is the most appropriate to study.

Over 9 years of experience in the Masters ranking, the methodology used to rank the academic programs is enriched by the recommendations of an International Scientific Committee, composed of high level experts in the field of higher education. The usefulness and reliability of these repositories have also been demonstrated. Its growing use - as a tracking tool of formations for students - , as a solution to identify the best candidates by companies -, and - as a means of recognition of their expertise by universities/schools and their professors -, show that those involved have chosen to take into account/used them and that they participate, more and more and in a better way, at these assessments.

Recognizing the impact of the rankings, EDUNIVERSAL is concerned about preserving its independence and ethics. Through these annual surveys, EDUNIVERSAL is intended to follow the evolution of higher education courses and to enhance the expertise of universities/schools as a means of differentiation and identification of the strengths of each academic institution.

Speaker Info

Founder of SMBG Eduniversal in 1994, Martial Guiette graduated in Law, Politics, Finance and Corporate strategy. Holder of Master in Taxation from the University Paris II Pantheon Assas and graduated from Sciences Po Toulouse, he then obtained a Master in Corporate Finance in Dauphine University before attending the course of corporate strategy in the ESCP Europe.

Fascinated by the world of education, Martial Guiette has been developing SMBG EDUNIVERSAL together with his teams during the past 15 years in order to provide innovative information tools and effective reference for students, universities and enterprises.

By consolidating the expertise and expanding its activities, SMBG EDUNIVERSAL is now a key player in notation and evaluation in the field of higher education.

Passionate about entrepreneurship Martial Guiette has also developed in parallel, societies in the field of gastronomy and wine.

An Inside Look into the U.S. News and other Media MBA Rankings

Bob Morse
Director of Data Research, U.S. News, Washington DC, USA

Abstract

The presentation will answer such key questions as: what role should MBA rankings play in deciding where to apply and go to business school; why the MBA rankings are done by U.S. News; the philosophy behind the MBA rankings; details on the how the MBA rankings are calculated and the statistical factors used; a comparison of the B-school ranking methodologies used by Business Week, U.S. News, Financial Times, Forbes and The Economist and implications for B-Schools and prospective students; and the U.S. News response to ongoing criticisms of the rankings by B-School academics

Speaker Info

Robert Morse is the Director of Data Research for U.S. News & World Report. He is in charge of producing the America's Best Colleges, the America's Best Graduate Schools, America's Best High Schools and World's Best Universities rankings all of which are published annually by U.S. News & World Report. He takes the lead role in survey design, ranking methodology changes and higher education research as well as monitoring data collection. Robert Morse developed most of the current methodologies that are used in the Best Colleges and Best Graduate Schools ranking projects and has been working full-time on both the America's Best Colleges and America's Best Graduate Schools publications starting in 1989. U.S. News has published the America's Best Colleges rankings annually starting in 1987. The America's Best Graduate Schools rankings have been published annually by U.S. News starting in 1990. The America's Best High Schools rankings were published for the first time in December 2007. The World's Best Universities were published for the first time in November 2008.   Mr. Morse is the author of popular U.S. News blog on rankings called Morse Code: Inside the College Rankings. Mr. Morse has been at U.S. News since 1976 and held other positions at the weekly magazine including Director of Research and member of the Economic Unit prior to his current job. He also worked at the U.S. Treasury Department and the investment bank E.F. Hutton Co. Inc. Mr. Morse has a B.A. in Economics from the University of Cincinnati and an M.B.A. in Finance from Michigan State University.

The Ranking Dilemma: AACSB Position on Business School Rankings

Peter Lindstrom
The Association to Advance Collegiate Business Schools (AACSB), University St. Gallen, Switzerland

Abstract

Media rankings are here to stay, widely read, and important for the reputation of business schools. However, media rankings have narrow definitions and cannot be relied upon as a sole measure of success. In contrast, the breadth and depth of AACSB accreditation truly measures quality. It provides leverage to help maintain and increase quality and sends a credible signal to the public about the quality of the programs.
This presentation provides a constructive view on media rankings from an accreditation organization's perspective.

Speaker Info

Peter Lindstrom is the Director of Quality Development and a lecturer at the University of St. Gallen, Switzerland. He has been involved in institutional accreditation of business schools for over 10 years. During the last 3 years he has served AACSB International on 2 committees and has conducted numerous accreditation reviews. He earned his degrees from the University of St. Gallen (PhD) and the George Washington University (MBA/BBA). Peter is happily married with three teenage children.

Rankings of universities according to university-industry research cooperation

Robert Tijssen
Centre for Science and Technology Studies (CWTS), Leiden University, the Netherlands:

Abstract

It is common knowledge that many of the world's leading research universities have extensive research cooperation links with a variety of business enterprises. Statistics on the volume of business sector funding, and publicized university-industry alliances, provide ample empirical evidence of strong ties with science-based industries. Most of these, often celebrated, 'entrepreneurial' universities are located in the USA, Europe or Asia. However, the overall picture is much less clear: the volume and intensity of university-industry ties within world's research-active universities remains very elusive. No systematic comparative information exists as to which universities are heavily engaged in joint R&D with business sector partners. The University-Industry Research Cooperation Scoreboard, launched by CWTS in 2008 and freely available on the CWTS website, attempts to fill at least part of this striking gap in information. UIRC's statistical data is derived from counts of university-industry research publications (UICs) which are jointly authored by university researchers and staff employed by business enterprises. UICs represent not only an output of joint research, but also tap into knowledge flows and institutional ties that were part of the research process. The analytical potential of UICs for classifying and ranking individual universities was first explored by Tijssen et al. (2009), on a set of 350 of the world's largest research-active universities, and using the research publications indexed by the Web of Science database. Main methodological conclusion of this study were:
*   UICs offer an useful and interesting new source of statistical data for domestic and international comparisons of research universities
*   pending further validation studies, UIC statistics should preferably be used only within non-evaluative multidimensional benchmarking frameworks rather than for university league tables. Several of those studies are now in preparation.
UIRC's framework offers a novel and rich source of empirical data for benchmarking and comparing the UIC-performance of research universities – either domestically, regionally or worldwide. UIRC findings are now mentioned on the websites of several universities.
This presentation will elaborate on the design and content of UIRC's 2009-2010 edition. Its potential as a tool for academic rankings will be discussed, highlighting the various UIC indicators, while introducing ranking data across the world's top-500 largest research universities, and touching on further developments that are planned for the near future.

Speaker Info

Dr. Robert Tijssen is full professor in Science and Innovation Studies at the Centre for Science and Technology Studies (CWTS), Leiden University, The Netherlands.
He is coordinator of the Netherlands Observatory of Science and Technology (NOWT), and member of the editorial (advisory) board of the international journals *Research Evaluation* and *Scientometrics*. He is also on the board of the European Network of Indicators Designers (ENID).
His research interests range from research assessment methodologies, evaluation of research performance, science indicators and university rankings to university-industry R&D cooperation and internationalisation, and science-innovation linkages.
Over the years Robert has acted as consultant and advisor on research evaluation issues for a wide range of public sector organisations, including the European Commission, private foundations, research councils, government agencies, and university boards.
His scientific publication output includes more than 40 research articles in a variety of journals: *Research Policy, Evaluation Review, Research Evaluation, Technology Analysis and Strategic Management, Scientometrics, Journal of Information Science, Journal of the American Society for Information Science and Technology*.

The DFG Funding Ranking and its Contribution to an International Monitoring of University, Industry, and Government Cooperation Activities

David Bovelet
Project Manager, German Science Foundation (DFG), Bonn, Germany
Jürgen Güdler
Head of Division "Information Management", German Science Foundation (DFG), Bonn, Germany,
Miriam Henseler
Science Officer, German Science Foundation (DFG), Bonn, Germany

Abstract

International research ranking studies for the most part focus on comparisons of higher education institutions. Nevertheless those rankings are also often seen as direct performance indicators for the research competitiveness of entire countries. National research systems, however, differ widely in the degree of participation of universities, governmental research centers and the industry.

In Germany, for example, publicly funded non-university research institutions like the Fraunhofer or Max Planck Society are key players in the national research landscape. On this note, the DFG Funding Ranking also accounts for governmental as well as industrial research centers within the consideration of funding statements and, in particular, by a strong focus on the analysis of regional cooperation patterns between the various research performing institutions.

As a case study, this contribution explores the relationship between divers national organization structures of research systems and the results of international university rankings. Based on data for the Sixth EU Framework Programme for Research and Technological Development we aim at identifying the profiles and strengths of national research systems in an EU wide comparison. To match the results with the findings of international university rankings the focus of our analysis is on a comparison of the relative performances of higher education institutions, governmental research centers and industry companies.

Our analysis reveals significant differences in the relative shares of funds allocated to these different actors between the European states. While in the United Kingdom, more than half of the funds went to the university sector, in France, for example, the largest shares went to governmental research centers. In Germany, the industry, governmental and university sectors were allocated roughly equal funding amounts. These cross country differences indicate different ways of organizing national research systems.

Therefore it is of great importance to also consider the different organization structures of national research systems when interpreting results of international university rankings in the context of a cross country comparison of research performance.

Speaker Info

Daniel Bovelet studied Investment Banking and Capital Markets at the University of Erlangen-Nuremberg, Germany. He is a lecturer and doing his doctorate in the fields of Research Policy and Management at the University of Bonn, Germany. Since 2005 he has been working at the DFG. There Daniel Bovelet is project manager of the DFG Funding Ranking. Daniel Bovelet is member of the Forum on "Scientific Foresight for Joint Strategy Development" of the European Science Foundation (ESF) and member of the Task Force "Present Status and Future Strategy for Medical Research in Europe" of the European Medical Research Councils (EMRC).

Juergen Guedler is Head of the DFG-Division "Information Management" and therefore responsible for all kinds of data-based information services, including evaluations, statistics, web-published information databases and general internet- and intranet-services of the DFG. Juergen Guedler is member of the International Working Group on Research Assessment of the G8-Heads of Research Councils (G8-HORCs) and co-founder of the Forum on "Research Evaluation of Publicly Funded Research" of the European Science Foundation (ESF). Juergen Guedler studied Sociology and History of Art at the Universities of Mannheim, Karlsruhe and Cologne. In 2001 he got his Ph.D. at the University of Jena (sociology of science).

Miriam Henseler studied economics at the Universities of Konstanz, Germany, and Lund, Sweden, and did her doctorate's degree at the University of Konstanz. In her dissertation she dealt with various topics in the fields of economics of science, technology and innovation. Since 2009 she has been working as Science Officer at the DFG, where she is responsible for analysis of the funding activities of the DFG, the Federal Government and the European Union.

Session 4

The New Times Higher World University Rankings

Phil Baty
Deputy Editor, Times Higher Education, London, United Kingdom, and
Simon Pratt
Project Manager, Thomson Reuters, US:

Abstract

Mr Baty and Mr Pratt will give insiders' accounts of the development of the new and improved methodology for the Times Higher Education World University Rankings and will delve behind the rankings headlines with information on Thomson Reuters' Global Institutional Profiles Project.

Speaker Info

Phil Baty, deputy editor, is responsible for all of Times Higher Education's international coverage, including the annual World University Rankings. He is also responsible for commissioning online news and the online columnists. He commissions opinion pieces and edits the letters pages for the weekly magazine. Phil has been with the magazine since 1996, as reporter, chief reporter, deputy news editor and news editor. In 2007, he was a runner-up for the annual Paul Foot Award for Campaigning Journalism, run by The Guardian newspaper and Private Eye magazine. He also made the longlist for this award in its inaugural year, 2005. In the same year, he was commended as a finalist for the Award for Outstanding Education Reporting for National Journalists, and in 2007 he was nominated for the Ted Wragg Award for Sustained Contribution to Education Journalism, both part of the annual Education Journalist of the Year Awards, run by the Chartered Institute of Public Relations. Phil, who was educated at Hookergate Comprehensive School in Tyne and Wear, has a history degree from King's College London, and a postgraduate diploma in journalism from City University London.

Simon Pratt, the project manager for Global Institutional Profiles Project at Thomson Reuters, Mr. Pratt oversees the development and implementation of this initiative which aims to capture a comprehensive picture of academic institutions around the globe. Mr. Pratt is directly responsible with all the major components of the project including the academic reputation survey, data collection, validation and analysis. Mr. Pratt has more than 12 years of business management and specialised technical experience in the scientific information industry spanning Europe, North America and Asia. Prior to his current position, he was Manager, Sales Training at Thomson Reuters, London where he was responsible for planning and implementing training programmes for a global sales team of over 60. He was also directly involved in product rollout and development of product positioning and strategy. In the London office, Mr. Pratt has also held the portfolio of Strategic Business Manager where he was responsible for business strategy. Mr. Pratt also represented the company as speaker at various seminars and conferences globally.

A proficient Japanese speaker, Mr. Pratt was previously Senior Manager, Business Operations at Thomson Reuters, Tokyo, where he was in charge of the domestic business operations, marketing and technical support departments. Mr. Pratt graduated with a Bachelor of Science Honours in Chemistry from the University of East Anglia and holds a Masters of Arts in electronic communication and publishing from University College London. He is a regular speaker at conferences on bibliometrics and university and research evaluation across the world.

Development of "Self-directed" College Ranking and the Impact on Taiwan Higher Education

Angela Yung-chi Hou
Director of International Exchange, Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT)

Abstract

Because traditional college rankings had many methodological problems, a new type of user-based ranking called "personalized college ranking" started to develop in many nations in the late 1990s. The main objective of this paper, therefore, is to outline the rational, strategies and pathways for establishing a personalized college rankings called "College Navigator in Taiwan" by Higher Education Evaluation & Accreditation Council of Taiwan and its impact on students' selection process over which is the best school for them to study and institutional policy making

Speaker Info

Angela Hou Yung-chi, Ph.D. is Associate Professor of higher education in Fu Jen Catholic University, a graduate of American Studies of Tamkang University. She now serves both jobs: Director of Faculty Development and Instructional Resources Center of Fu Jen University as well as Dean of Office of Research & Development of Higher Education Evaluation & Accreditation Council of Taiwan. She has been conducting several classification and ranking research projects for the Center for Higher Education and Evaluation in Tamkang University over past 8 years. In 2006, she was invited to be the research fellow in Higher Education Evaluation & Accreditation Council of Taiwan to develop the methodologies and surveys for college rankings, keeping an eye on higher-education trends to make sure evaluations and rankings offer Taiwan universities and colleges the best analysis available. Over the past 3 years, she has been in charge of international exchange affairs in HEEACT. Currently, she was appointed as Dean of Office of Research & Development in HEEACT.

She ever joined the several governmental research projects and consistently gained research grants by the National Science Council since 2004. As a leader of HEEACT ranking project titled, "College Navigator in Taiwan" which just published in 2009, she won a lot of positive feedback domestically and internationally. She has been invited to several QA agencies to present Taiwan higher education experiences, including CHEA, SEEI, IREG, HKCAAVE, HEEC, etc. She is also the APQN consultant now. Up to the present, she has published more 40 Chinese and English papers, articles and reports in the areas of higher education evaluation and rankings in local and international referred journals. She has authored two books in higher education and globalization: "The Development and Future of American Jesuit Universities and Colleges and "Global and National Rankings in Higher Education Institutions" in Chinese.

"Students Vox" – A student initiative ranking

Rafał Siepak, Maciej Bogaczyk, Antoine Lepretre
Students Vox, Warsaw, Poland

Abstract

Students' Vox is a community that aims to provide an all-encompassing web platform for European students. There is a clear absence of a centralized, practical source of information for students in Europe. Our organization wants to fill that gap by creating a platform, where students can generate information/resources by themselves, so that other students can benefit from that. A new student-driven university ranking is a key element in making this project successful. University rankings have grown in significance over the past few years, thanks in part to media exposure, now forming an integral part of the higher education field. Current available resources in this field are incomplete when it comes to providing students with the adequate information they truly need and value. Methodologies behind the design of current ranking systems, as we want to show are not thought through mainly with students in mind. Our multidimensional approach of students characterizes them as products, customers, ambassadors and actors of change for universities. We believe that they are the best experts about assessing quality of received academic and non –academic services at their own universities. Consequently we are currently designing a ranking tool that revolves around students and their concerns. The purpose of this presentation is to introduce Students' Vox concept to the audience, provide a brief marketing analysis of existing university rankings before describing the specificities, objectives and methodologies of Students' Vox ranking system. The objective is to assess university service through the eyes of the most important element in the equation: Students.

Speaker Info

Rafal Siepak is a co-founder of Students' Vox and has overall responsibility for the product and community development. He holds a pan-European CEMS double master degree in International Management from Rotterdam School of Management and Norwegian School of Economics and Business Administration. He also received bachelor degree in International Business from Universiteit Maastricht. Rafal was a president of UNICEF-CEMS International Humanitarian Project Committee at Rotterdam School of Management(Fall, 2008). He conducted several consulting projects and founded two start-up companies.

Maciej Bogaczyk is a co-founder of Students' Vox and has overall responsibility for the product and community development. He has graduated from Warsaw School of Economics (MA in Finance and Banking) and CEMS (MSc International Management). He started his professional career in management consulting in The Boston Consulting Group (2007-2008) and follows it currently working for Unicredit Group in Milan. Maciej has also gained experience in the internet industry, working as a business developer in renowned venture capital fund - European Founders Fund.

Antoine Lepretre is a co-founder of Students' Vox and has overall responsibility for the product and community development. He has received CEMS double master degree in International Management from HEC Paris School of Management and Rotterdam School of Management. He wrote his dissertation about "The Globalisation of the CEMS master and the impacts on its performance". He started his professional career as a salesperson of educational products at The Southwestern Company in the USA(2004) and a sales manager at Office Universitaire de Presse in France(2005). Currently he follows a graduate programme at TUI Travel PLC.

A Rating of Research Performance of German Universities

Elke Lütkemeier

Coordinator Research Rating, German Science Council (DFG), Cologne, Germany

Abstract

At the request of the German federal government and the states (Länder) governments, the Wissenschaftsrat (German Council of Science and Humanities) has developed the concept for a new subject-specific, multidimensional research rating which stands out by a number of unique characteristics:

- Research quality is assessed by informed peer review on the basis of an extensive, comparative analysis of quantitative and qualitative data.
- Criteria and data are defined in a discipline-specific manner by experts from the individual fields of research.
- Research quality is assessed at the level of research units, making it possible to make transparent differences in research quality within individual institutions.
- The institutions are assessed by six different criteria which are not aggregated to an overall result. Thereby, the assessments reflect the institutions' different profiles and missions.

Beyond that the inclusion of non-university research institutions in the research rating exercise is one of the great advantages of this procedure over existing national and international ranking schemes. In many subject areas non-university institutions contribute an important share of the volume and quality of German research achievements. The best non-university institutes can even serve as a benchmark for international research quality, and thus help to calibrate the assessment scale. The question how the characteristics of non-university research institutions, in particular the organization as multidisciplinary facilities, can be taken into account in the rating procedure requires further examination. After assessing the German research performance in chemistry and sociology the Council decided in May 2008 to continue the research rating with two more subjects – one from the technical sciences and one from the humanities - in order to improve its methodology.

Speaker Info

Elke Lütkemeier studied psychology at the University of Göttingen from 1989 to 1995. Since 1996 she was a research assistant and lecturer of psychology at the University of Greifswald, where she obtained her Ph.D. in 2000. In 2001 she started to work for the German Council of Science and Humanities as a programme manager responsible for institutional accreditation of private universities. Since 2008 she is coordinating the pilot study for a research rating in engineering and humanities.

To Better Measure Social Sciences Performance: A Review of Existing Ranking Indicators

Ying Cheng
Center for World-Class Universities, Shanghai Jiao Tong University, Shanghai, China:

Abstract

Universities' excellence in social sciences and humanities are often underestimated or even neglected in institutional rankings from the point of view of the indicators they use. The study analyzes a number of indicators used in major ranking systems and tries to reveal the inherent difference in performance indicators across fields based on experiential evidences. The findings suggest when using indicators at institutional level, the field difference cannot be simply ignored even for non-research indicators. Recommendations on data collection and process to rankers and other statistical agencies are made accordingly.

Speaker Info

Ying Cheng, Dr. is a lecturer and the Executive Director of Center for World-Class Universities at Graduate School of Education, Shanghai Jiao Tong University (SJTU). He entered SJTU in 1996. There he obtained his bachelor degree in Polymer Science and Engineering (2000) and his doctoral degree in S&T and Education Management (2007). From 2007 to 2008, he went to Paris as a postdoctoral fellow attached to Ecole des Hautes Etudes en Sciences Sociales (EHESS) but conducted his studies at the Observatoire des Sciences et des Techniques (OST). He has worked full time at Office of Planning and Graduate School of Education (formerly Institute of Higher Education) of SJTU since 2000. His current research interests include the benchmarking, evaluation and ranking of universities, and the use, analysis and design of scientometric indicators and methods for supporting decision-making. He is responsible for the annual update and new development of the Academic Ranking of World Universities.