



IREG 2019 CONFERENCE

***RANKINGS: A CHALLENGE
TO HIGHER EDUCATION?***

www.ireg-observatory.org

ORGANIZERS:



ALMA MATER STUDIORUM
UNIVERSITÀ DI BOLOGNA

IREG

IREG Observatory on Academic
Ranking and Excellence

SPONSOR:



ELSEVIER

9-10 May, 2019

IREG Executive Committee

(Term in Office 2018-2022)



Waldemar Siwinski
IREG Vice President
Perspektywy Education Foundation
Poland



Luiz Claudio Costa
IREG President
Brazil



Mirko Degli Esposti
Università di Bologna
Italy



Habib M. Fardoun
King Abdulaziz University
Saudi Arabia



Dmitry Grishankov
Expert RA
Russia



Birte Hornemann
Aalborg University
Denmark



Nian Cai Liu
Shanghai Ranking Consultancy
China



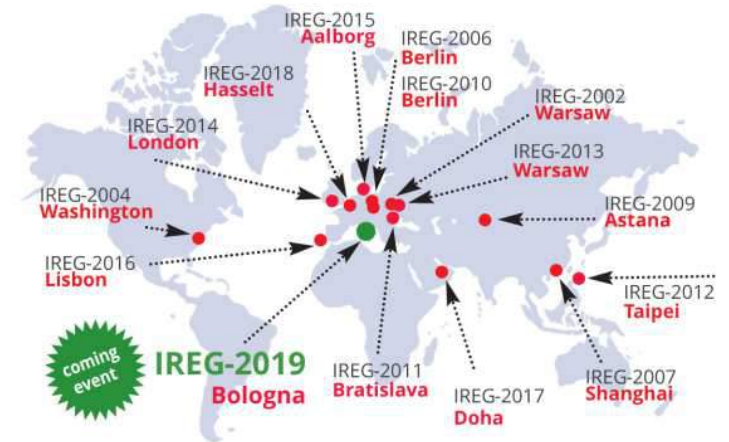
Robert J. Morse
U.S. News & World Report
USA



Ben Sowter
QS, Great Britain

IREG

IREG Observatory
on Academic Rankings & Excellence



IREG 2019

Conference

*Rankings: A Challenge
to Higher Education*

BOLOGNA / ITALY 9-10 May 2019

www.ireg-observatory.org

IREG 2019 Conference

KEYNOTE, 9:30 – 10:00



Jarosław Gowin
Deputy Prime Minister
and Minister of Science and
Higher Education of Poland
(Poland)

iREG



Rankings: A Challenge to Higher Education?





“Rankings: A Challenge to Public Policy? Reflection from Poland’s Perspective”

**IREG
2019**

Conference

*Rankings:
A Challenge to Higher
Education?*



Jaroslav Gowin (1):

„An essential prerequisite for ensuring the high quality of any ranking is the **high quality of the input data**. We observe positive changes regarding the quality of rankings. (...) Above all, rankings reflect the research output which can be relatively easily measured and internationally compared. Research is, by all means, at the core of academic work. However, the mission of universities is far more complex. **Ranking organisations face a real challenge of finding proper ways of measuring also the quality of teaching as well as collaboration between academia and industry.**”

Jaroslav Gowin (2):

„The next issue I would like to touch upon is **a reputation assessment** which plays a significant role in some academic rankings. This assessment is based on the results of surveys amongst researchers. I once tried to find out in which countries the respondents worked, what their research areas were, what criteria a researcher must meet to be selected to the survey, or what the survey response rate was. Unfortunately, **I couldn't find answers to these questions and I ended up with the feeling – I am sorry to say that – that the reputation assessment was not very transparent.**

Jaroslav Gowin (3):

„**The way data are obtained is also an issue.** Universities report many data on their activities to national statistical authorities or other public institutions. However, they are also required to report similar information to ranking organizations, which entails additional administrative burdens and may undermine the quality and comparability of data. **Reusing the data already submitted to statistical authorities would make rankings more reliable.** This would not only allow to avoid this extra burden for universities, but would also mean that we obtain the data that were already verified and meet certain standards imposed by international organisations and institutions such as the European Commission, OECD or UNESCO.

Jaroslav Gowin (4):

„The position of Polish universities in the rankings is by no means satisfactory, even though we observe progress in so-called rankings by subjects – in the case of several disciplines, our universities are ranked in the top hundred. However, **the position in institutional rankings, which are still the most influential, is definitely below the potential of Polish science.**

A higher position in rankings is not a goal in itself, however we believe the changes will directly or indirectly help Polish universities to improve their **international visibility.**

Jaroslaw Gowin (5):

„I am convinced that the reform of science and higher education will contribute to the improvement of the quality of Polish universities. However, better positions in rankings should be a side effect of those qualitative changes. The public in Poland would notice such a positive shift. This might then be a strong argument in favour of securing a further increase of expenditure for research and higher education. On the other hand, **if such a change in rankings does not happen, it would be much more difficult to convince the public and my fellow ministers that spending even more on universities is still justified.**



Impact of rankings on higher education and public policy

Speaker:



Ellen Hazelkorn
Partner, BH Assoc.,
Education Consultants
(Ireland)

*“In Pursuit of Prestige or Quality?
The Influence of University
Rankings”*



18,000 HEIs aim for top 100, 50, 20

“The ambition of the institute is ... to be within the top one hundred “Young” Universities by 2030.”

The India IOE (Institute of Eminence) policy aims to have “selected Institutions...in top 500 of the world ranking in 10 years and in top 100 of the world ranking eventually overtime”

“Within my three-year tenure as vice-chancellor, I want Universiti Kebangsaan Malaysia (UKM) to be in the top 100 in the world, particularly in the QS World University Rankings. UKM is now ranked 184th in the world. Entering the top 100 is possible, it is very possible.”

"We aspire to be the best state in America... To that end, ... [Kansas will] continue pushing its institutions up in the rankings of services that examine higher education”

Network of European Universities: “10 out of the 50 top universities from the 2018 World University Rankings are in the EU.”

Government policy & actions

Exact relationship between rankings, policymaking and strategic decision-making had to identify;

BUT prestige maximisation is primary. Quality *may be* an indirect outcome.

Evident in choice of actions and alignment with particular indicators:

- Selectivity of student entry;
- Recruit faculty “stars”, e.g. HiCi;
- Faculty and graduate salaries;
- Int’l students/faculty
- Mergers to enhance critical mass

AND foremost: Proclamations around being/becoming world-class.

Policy failure and academic conformity

Perversion and failure of public policy, and the academy itself, leading to:

- Concentration of benefit and resources – yawning gap opening up beyond top-200 (Usher & Ramos 2018);
- Shifting priorities towards global research “excellence” rather than place-based strategies;
- Spill-over effects insufficient; universities collaborating w/ int’l (business) partners with “low/no growth” locally (Hazelkorn & Tijssen, 2018; Barra et al, 2019);
- Wealthy elite universities in global metropolises able to maximise “absorptive capacity” in contrast to lower status institutions in sub-regional areas;
- Restricting membership to "clubs": Go8, Ivy League, AAU, LERU, Oxbridge, etc.
- Academics focused on being gatekeepers rather than good citizens and neighbours.

Where else does responsibility lie?

Governments and universities not innocent victims.

BUT – do the ranking organisations themselves bear any responsibility given that their real intent is to sell magazines/newspapers and/or consultancy?

- Recent years have seen increasing global integration between academic publishing, big data and rankings;
- Yet, there is little transparency or accountability.

Rankings are not simply providing information but they are playing on and amplifying structured inequalities within society and globally – and “selling” solutions.

Its no longer good enough to talk about universities’ corporate social responsibility –

Isn’t it time we talked about the CSR of the ranking organisations themselves?



Daniel J Guhr
Managing Director,
Illuminate Consulting Group
(USA)

Future of Rankings - from bibliometrics to Global Performance Metrics

Rankings vis-à-vis Data Lakes: Navigators Please

Wycinek prostokątny

- The amount of data points rankings offer has increased notably.
- Yet more relevant is the sheer volume of underlying data elements which total many billions (e.g., journal papers or patents can entail well more than 100 data elements).
- Data points and elements have become easily accessible, resulting in vast data lakes – which does not even include internal data.
- Who will navigate through these data lakes – rankers, data providers, consultants, institutional analysts, tech firms, others?

Demand for new services, technology solutions, and jobs are emerging

Tactical Implications for Universities: Global Performance Metrics

Wycinek prostokątny

- Universities will have to rapidly move on from basic rankings analytics to a much more sophisticated approach – Global Performance Metrics.
- Global Performance Metrics encapsulate the mash up of internal and external data – which requires significant conceptual, technical, and analytical efforts to facilitate actionable intelligence.
- Leadership is key – institutions which are moving to an evidence-based, competition-informed decision-making approach will eventually outperform institutions which make decisions based on belief.
- Expert data governance will become a key operational lever – with many questions of “how to” not being clear or obvious so far.

Global Performance Metrics will create a success/failure demarcation line

Strategic Implications for Universities: Analytical Hyper-competition

Wycinek prostokątny

- **Artificial intelligence-driven analytics** – sitting on top of tripple-digit billions of data elements – will start to upend the global university landscape in less than a decade from now.
- **Critically, universities will not just be able to become much more self-aware, but will also be able to understand and compete against other universities in unprecedented detail.**
- **The result – analytical hyper-competition – will offer unprecedented opportunities for improving the key missions of a university: Better research, better teaching, and more effective resource deployment.**

The future: Analytical hyper-competition

Impact of rankings on higher education and public policy

Speaker:



Mikhail Strikhanov
Rector, National Research
Nuclear University MEPhI
(Russia)

*“Rankings and Their Influence on
University Competitiveness”*



21 leading Russian universities

The goal of the Project 5-100 (2013-2020) is to maximize the competitive position of a group of leading Russian universities in the global research and education market

KEY INDICATORS OF PROJECT 5-100:

- Positions in global rankings: QS, THE, ARWU
- Number of publications in Scopus and WoS per faculty
- Number of citations in Scopus and WoS per faculty
- Average USE score of the enrolled students
- Share of international faculty
- Share of international students
- Share of income from non-budgetary sources

RANKINGS' INDICATORS:



- Publication activities

- Internationalization



- Education (quality, demand)



- Research (reputation, financing)

- Cooperation with the industry

PROJECT 5-100
TOTAL SCORE
(position)

=





21 leading Russian universities

The goal of the Project 5-100 (2013-2020) is to maximize the competitive position of a group of leading Russian universities in the global research and education market

KEY INDICATORS OF PROJECT 5-100:

- Positions in global rankings: QS, THE, ARWU
- Number of publications in Scopus and WoS per faculty
- Number of citations in Scopus and WoS per faculty
- Average USE score of the enrolled students
- Share of international faculty
- Share of international students
- Share of income from non-budgetary sources

RANKINGS' INDICATORS:



- Publication activities



- Internationalization



- Education (quality, demand)
- Research (reputation, financing)
- Cooperation with the industry

PROJECT 5-100
TOTAL SCORE
(position)

=

Performance in
Overall and Subject
Rankings

+

Project 5-100
Indicators

+

Council evaluation

3

*Dziękuję za uwagę
Zapraszam na konferencję
IREG 2020 w Pekinie*



Ireg-Observatory.org