

Rankings and the Emergence of New Forms of Accountability

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Boston



Higher Education
Policy Research Unit

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Which are the Best Universities & Colleges?

Are the best universities those which best match the criteria established by the different rankings OR those that help the majority of students earn the credentials for sustainability living and employment?

Are the best universities those that contribute to new scientific discoveries and highly trained PhDs OR those that “emphasize the obligations students have to serve their communities and the nation at large”?

Are the best universities those that reinforce an elite knowledge society (where progress depends on the cutting-edge knowledge of the few) OR those that help build-up a mass knowledge society (where progress depends on the “wisdom of the many”)?

Should we define quality according to reputation/prestige, student satisfaction, salary level of graduates OR how students have been transformed by their educational experience, e.g. learning gain?

Themes

- Rankings and their Legacy
- New Forms of Accountability
- Implications for Higher Education

1. RANKINGS AND THEIR LEGACY



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Rankings' Legacy

- Global rankings have become a game-changer;
 - Immediately – and subsequently – attracted attention of policymakers and the academy:
 - Choice of indicators has set parameters for what constitutes quality;
 - Visible measure of global competitiveness and multi-polar character;
 - “Top 100” has transformed “world-class” into a strategy, a language, a topic of study;
 - Driven profound transformation of our HEIs and HE systems;
 - Placed HE/R&D investment high on political and policy agenda.
 - Today, less about student choice and more about geopolitical positioning.
- And in the process, a whole industry has been created.

World Order According to Rankings

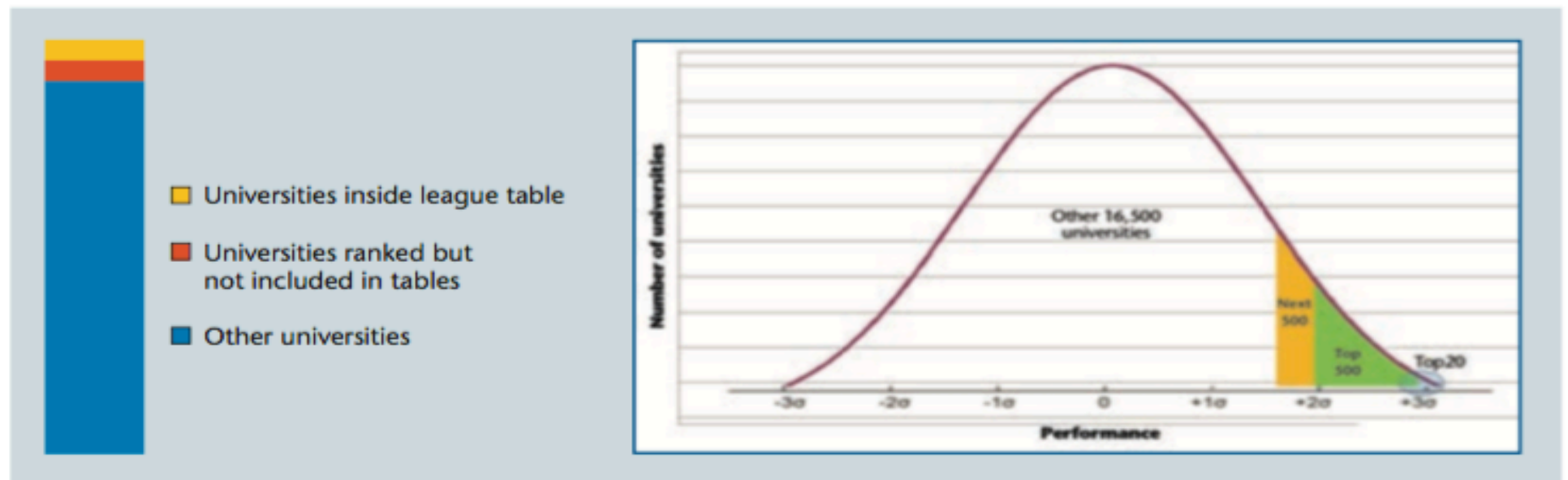
Top 100, 2004-2015

RANKING	YEAR	NORTH AMERICA	EUROPE (w Russia)	AUSTRALIA & NZ	ASIA (w India)	LATIN AMERICA	AFRICA	MIDDLE EAST
ARWU	2015	55	35	4	4	0	0	2
	2011	57	33	4	6	0	0	0
	2008	58	34	3	5	0	0	0
	2004	55	37	2	5	0	0	1
QS/THE-QS	2015	34	39	8	19	0	0	0
	2011	35	40	7	18	0	0	0
	2008	42	34	8	13	0	0	1
	2004	38	36	12	13	0	0	1
THE	2015	43	42	6	9	0	0	0
	2011	57	30	4	9	0	0	0
	2010	57	28	5	10	0	0	0
WEBOMETRICS	2015	64	20	4	10	2	0	0
	2011	73	16	2	7	2	0	0
	2008	71	21	1	5	2	0	0
	2004	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Measuring an Elite

- Over 18,000 HEIs world-wide, but global rankings focus on characteristics and performance of the top 100 universities;
 - less than 0.5 percent of total;
 - ~0.4 percent of total world population of 196m tertiary students (UIS, 2012).
- As demand for HE grows worldwide, selectivity is accelerating.

Proportion of universities considered by existing global rankings vs. the total number of universities in the world



Influence of Rankings

- Restructuring of national systems;
- Reshaping of national priorities;
- Refocusing of institutional priorities;
- Reorganising the HEI, institutional departments and hierarchy of disciplines;
- Emphasis on research vs. teaching; postgraduate vs. undergraduate – with implications for the academic profession;
- Changes in research practice: language, publication, orientation, basic/applied, etc.
- Influence on stakeholders – students, governments, business/employers, investors, public, etc.

Measuring Quality

- Despite all the criticism, rankings have succeeded in placing HE within a wider comparative and international framework;
- Quality and excellence are key differentiators in national/global market;
 - National geo-political *positioning and pride*;
 - Beacon to attract/retain *investment, business and talent*;
 - Institutional *reputation and status*;
 - Performance *assessment of scientific-scholarly research*;
 - Link between qualification and *career opportunities and life-style*;
 - Value-for-money and return-on-(public) *investment*;
- “All the things wrong with the rankings matter considerably less than the plain fact that the rankings matter” (Locke, 2011, 226)

Global Significance

Global economy critical to understanding significance and impact:

- Early years associated with tail-end of long period of economic growth driven by unregulated finance capital;
- Latter years marked by lingering effects of global economic crisis – and search for sustained recovery and economic growth:
 - Intensification of competition for a greater share of mobile capital and talent;
 - Noticeable shifts in “world order”;
 - Significant demographic changes;
 - R&D investment patterns and geographic imbalances;
 - HE is big business for nations and institutions;
 - Internationalisation
 - Deregulation of HE market: for-private/cross-border providers.

Quality now a Geopolitical Issue

- As globalisation accelerates and market principles intrude further, growing need, arguably out of necessity, to regulate the marketplace;
 - Supra-national governments, national governments/US states, HE agencies, commercial media, HE organisations;
 - Global intelligence business leading to common international data set;
 - In global labour market, quality credentials are essential for international recognition.
- Greater government involvement either directly in the process and/or use of outcomes in policy and decision making;
 - Signals extent to which HE is losing role as primary guardian of quality (Harman, 2011, 51; Dill and Beerkens, 2010, 313-315).
 - Explains why global rankings have assumed such significance at a geopolitical level.

2. NEW FORMS OF ACCOUNTABILITY



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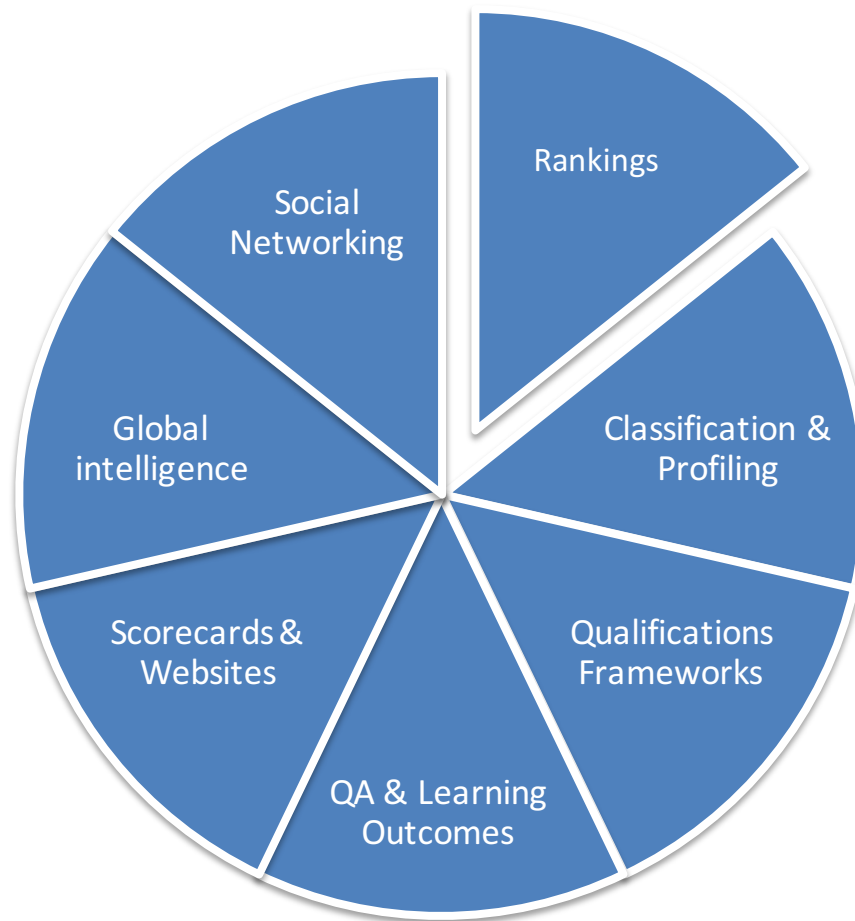
Alternative Rankings/Alternatives to Rankings

- Rankings have been the dominant instrument but there are a range of other tools being developed:
 - Alternative rankings by competitors, as new products and services;
 - Alternatives to rankings by governments, agencies, HE, and others.
- Traditionally, quality was measured in **input** (e.g. student entry, academic qualifications, budget/income, library resources) and reputation;
- As the “private” and “public” good roles of higher education come under increasing scrutiny, the focus has shifted to **outputs, outcomes, impact, benefit and relevance**;
- Shows different ways to measure quality.

Transparency & Accountability Instruments



Rankings

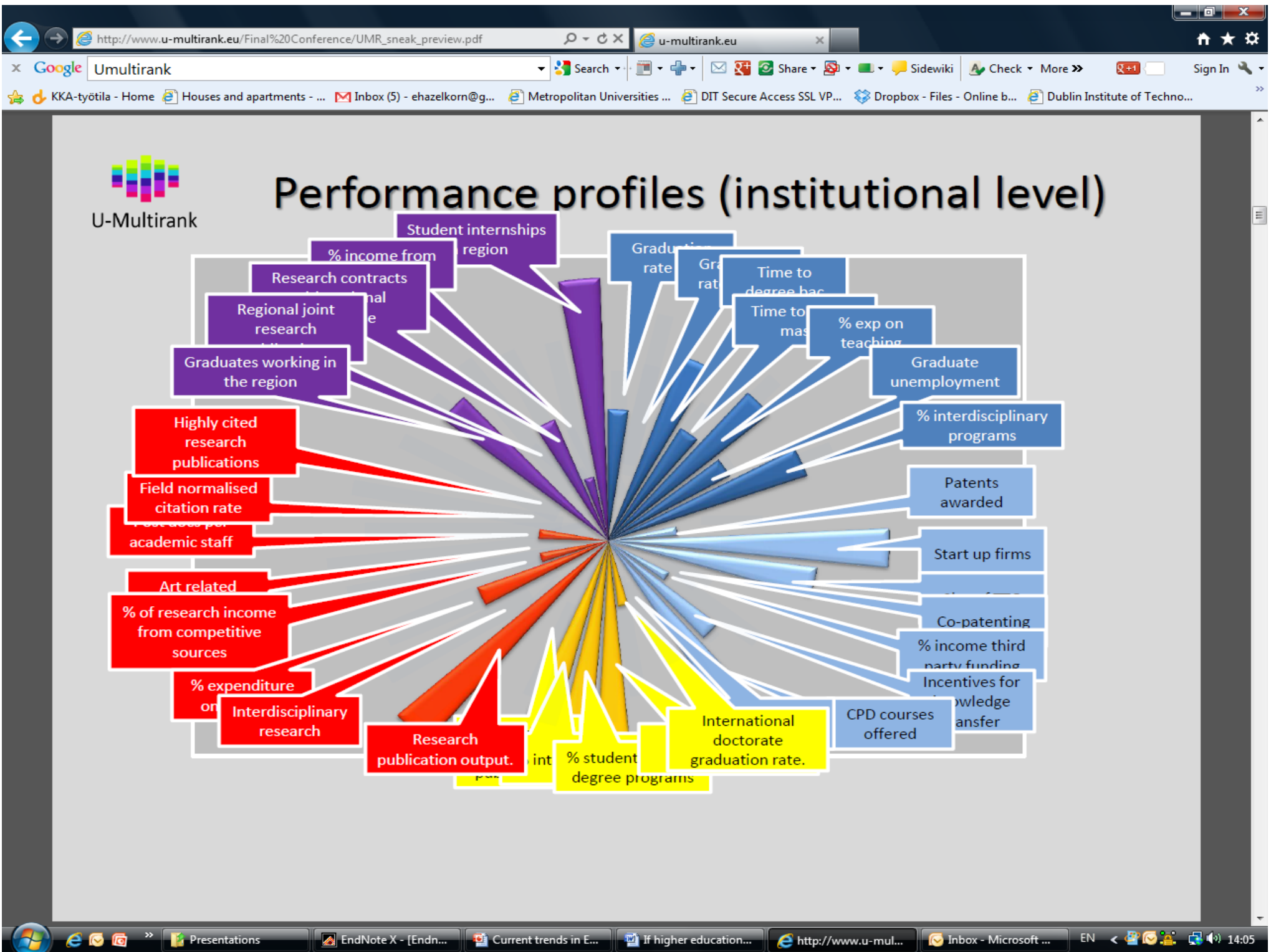


Global Rankings

- Academic Ranking of World Universities (ARWU) (Shanghai Jiao Tong University, China), 2003
- **Webometrics (Spanish National Research Council, Spain), 2004**
- National Taiwan University Rankings (formerly Performance Ranking of Scientific Papers for Research Universities, HEEACT), 2007
- Leiden Ranking (Centre for Science & Technology Studies, University of Leiden), 2008
- SCImago Journal and Country Rank (SJR) (Spain), 2009
- University Ranking by Academic Performance (URAP) (Informatics Institute of Middle East Technical University, Turkey), 2009
- **QS World University Rankings (Quacquarelli Symonds, UK), 2010**
- **THE World University Ranking (Times Higher Education, UK), 2010**
- **U-Multirank (European Commission, Brussels), 2014**
- **Best Global Universities rankings (USNWR, US), 2014**

Select National Rankings (red = government sponsored)

INSTITUTIONAL	DISCIPLINE/ SUB-CATEGORIES	SPECIALIST
<ul style="list-style-type: none"> • University Ranking System (Bulgaria) • CHE-HochschulRanking (Germany) • Expert University Ranking (Russia) • Good University Guide (Australia) • Guardian University Guide (UK) • University Rankings of Islamic Countries (Iran) • Higher Education Commission Rankings (Pakistan) • La Repubblica Grande Guida Università (Italy) • Maclean's On Campus (Canada) • National Rankings of Best Universities (Kazakhstan) • Netbig Chinese University Ranking (China) • Nigeria Universities Commission Ranking • OHEC (Thailand) • Perspektywy University Ranking (Poland) • Ranking U-Sapiens (Colombia) • Sunday Times Good University Guide (Ireland) • Times Higher Education University Guide (UK) • Top 200 University Rankings (Ukraine) • URANK-rank (Sweden) • US News and World Report (USNWR) College Rankings (US) 	<ul style="list-style-type: none"> • Dataquest (India) • India Today (India) • Outlook (India) • Le Nouvel Observateur (France) • Sherif Magazine (Iran) • National Research Council Ranking of Doctoral Programmes (US) • Toplawschools.com (US) • American Universities Admission Programme: Undergraduate American Universities Rankings for International Students (US) • US News and World Report (USNWR) Top Med Schools (US) • WPROST MBA (Poland) 	<ul style="list-style-type: none"> • CollegeNET Social Mobility Index Ranking (US) • Georgetown Public Policy Review Placement Efficiency Ranking (US) • Metroversities (US) • New York Times Most Economically Diverse Top Colleges (US) • Online Study Australia Online University Ranking List (Australia) • Princeton Review (US) • Saviours of Our Cities (US) • Social Mobility Index (CollegeNet and Payscale, US) • Washington Monthly College Guide (US) • Washington Monthly Ranking of Community Colleges (US)





EDUCATION AT A GLANCE 2013: OECD INDICATORS

Key findings



theLisboncouncil

Policy Brief

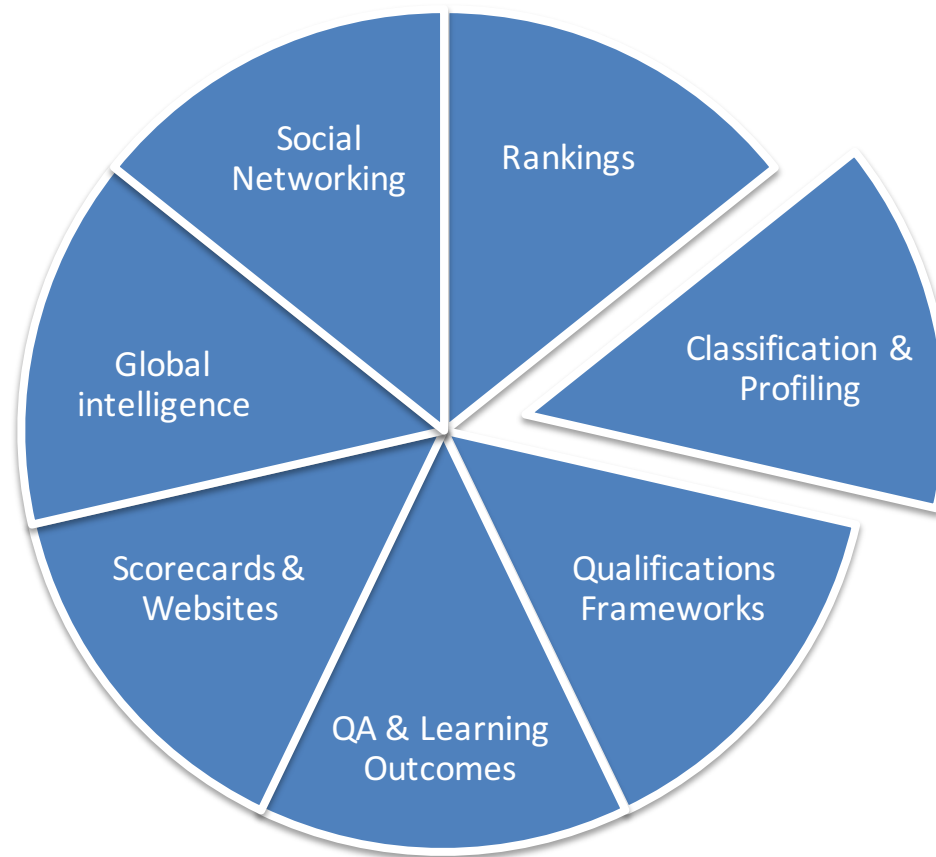
University Systems Ranking:
Citizens and Society in
the Age of the Knowledge

By Peter Ederer, Philipp Schuller and Stephan Willems

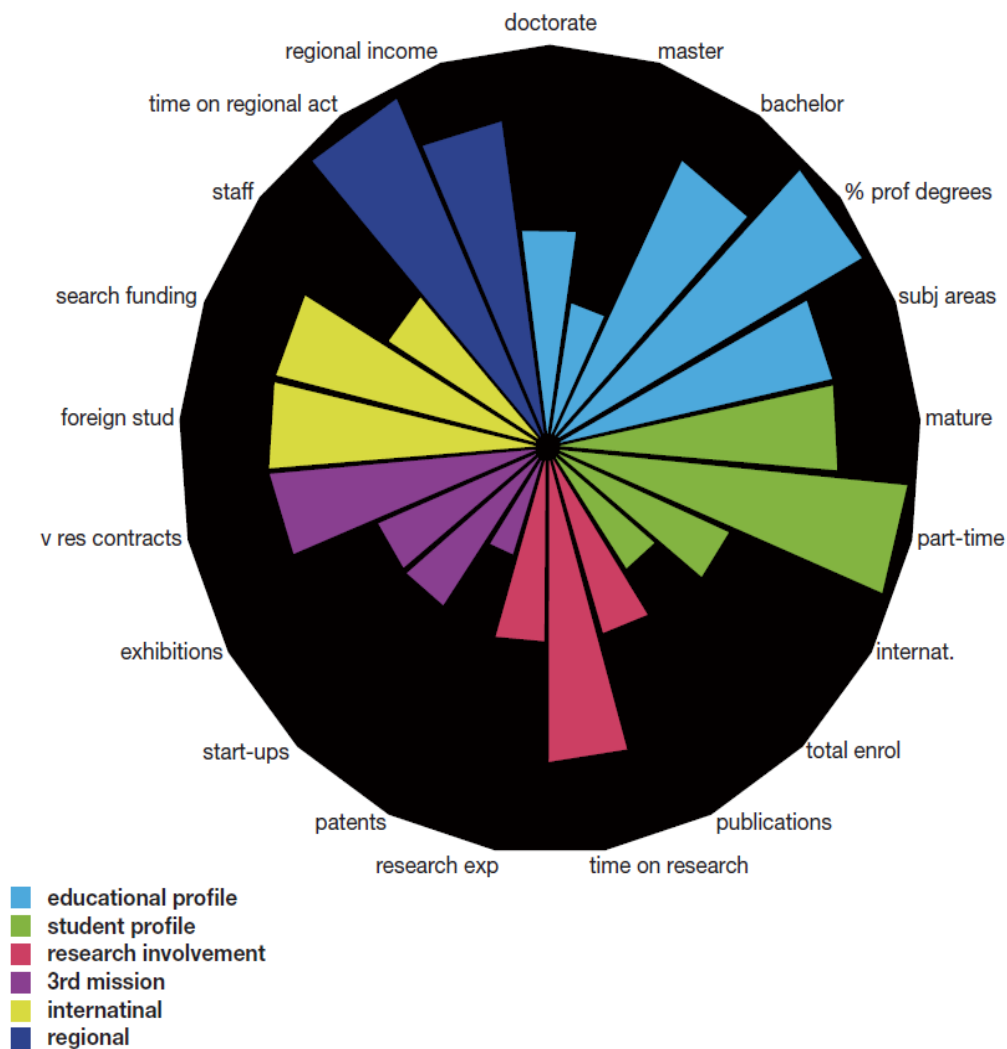
Knowledge Economy
Sustainability
Growth and Jobs
Innovation and Human Capital

education quality performance
universities ranking output
higher data systems national
research countries international
Universtas 21
international measure
funding broad Canada world
rank academics population
indicator environment government
private funding students
regulatory Australia good UK
institution Ireland Chile resources
highest

Classification & Profiling

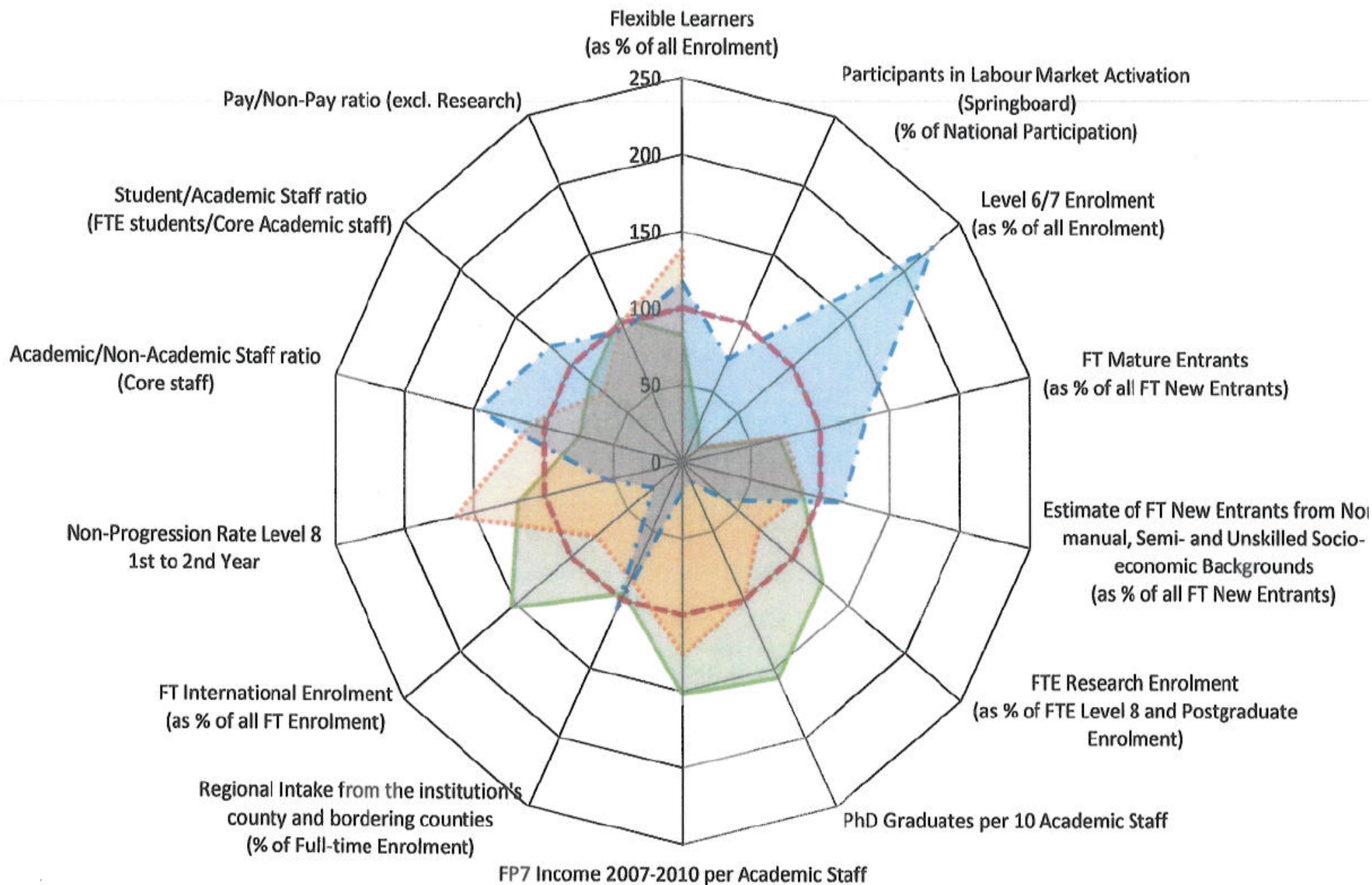


U-Map

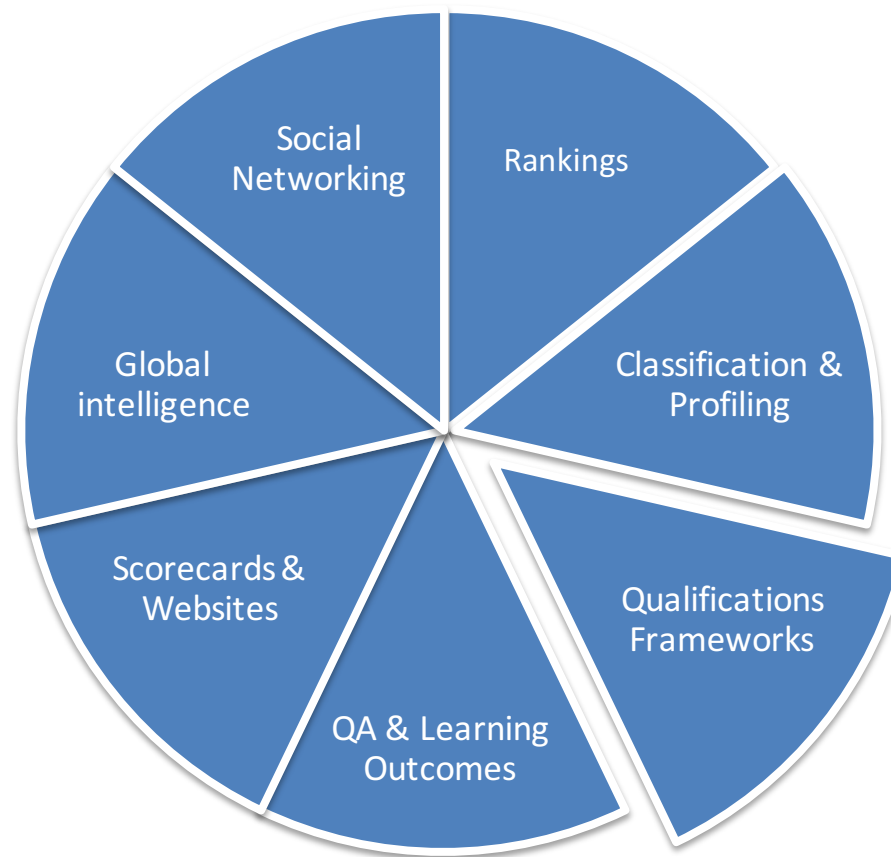


- Profiling tool to facilitate easy comparison between different institutions and inform student choice or strategic decision making by institutions or governments.
- Similar initiatives have been developed by Norway, Ireland, Australia

■ Unis
 ■ Colleges
 ■ IoTs
 ■ All HEA-Funded



Qualifications Frameworks



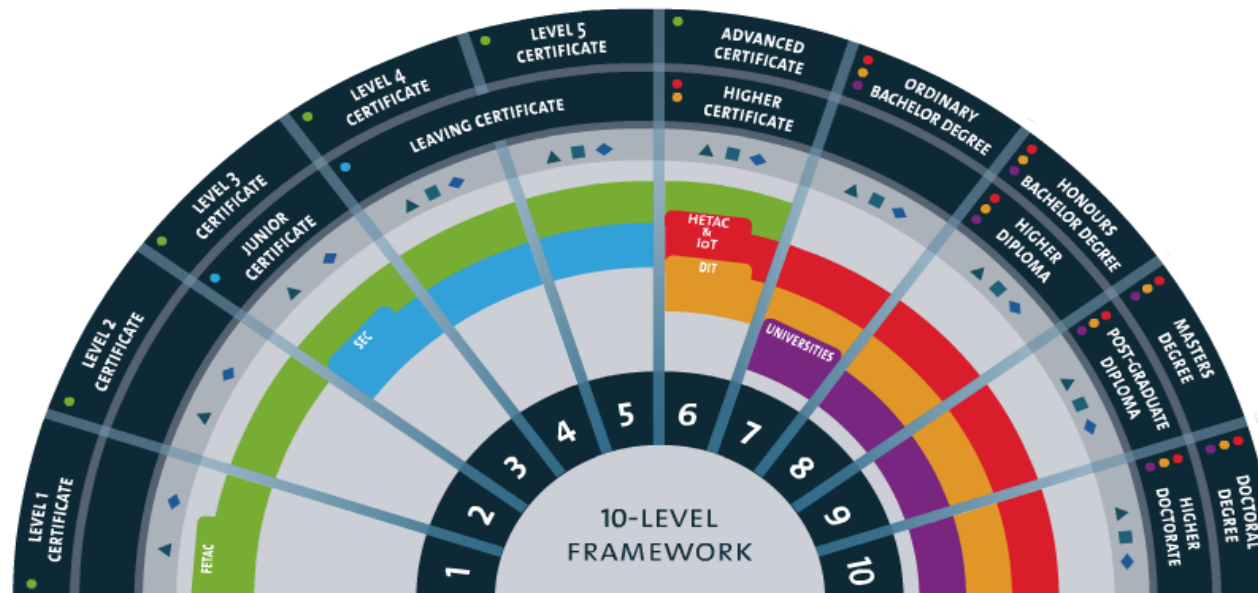
NATIONAL FRAMEWORK OF QUALIFICATIONS



WHAT ARE THE FRAMEWORK LEVELS?

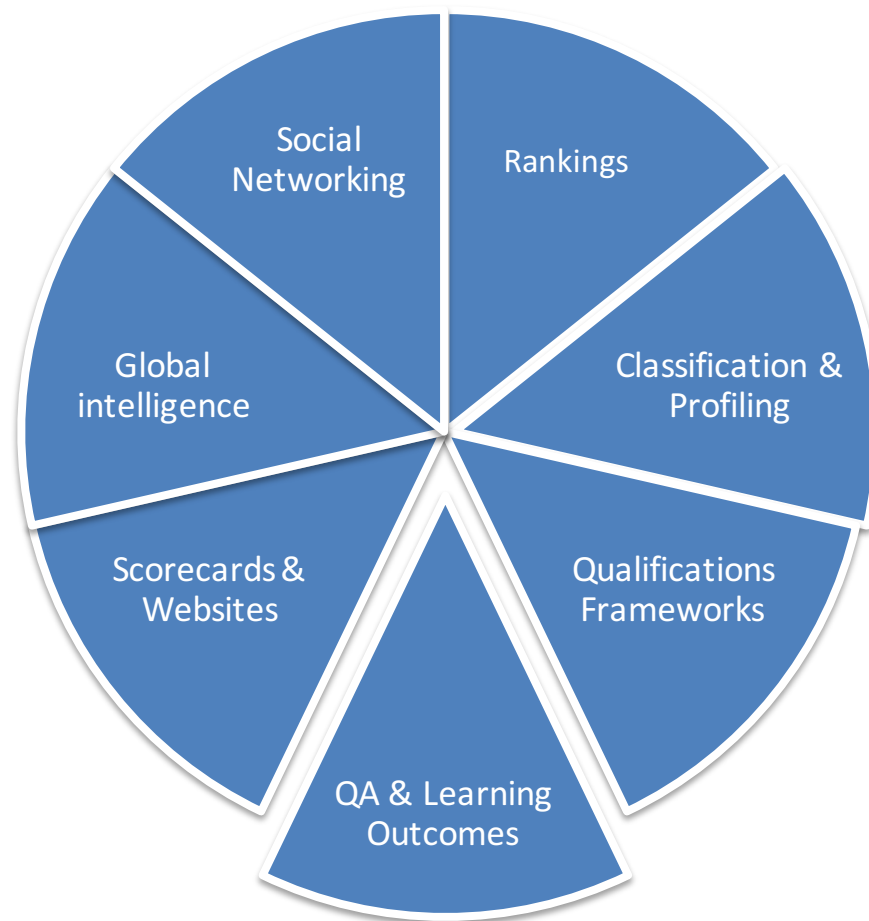
WHAT IS AN AWARD-TYPE?

WHAT IS AN AWARDBODY?



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QA & Learning Outcomes





Korkeakoulujen
arviointineuvosto



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

TEQSA Reform agenda



Institiúid Teicneolaíochta Átha Cliath
Dublin Institute of Technology

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Home > Quality Assurance and Academic Programme Records > Academic Quality Assurance Committee

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Quality Assurance and Academic Programme Records

- Academic Council
- Academic Quality Assurance Committee
- Handbook for Academic Quality Enhancement
- Quality Assurance Forms
- Quality Review Reports and Responses
- Programme and Module Catalogue
- QQI
- Placement of DIT Awards in National Framework
- NQAI Review
- Student Assessment Regulations
- External Partnerships
- Contact

Quality Assurance Committee

The Academic Quality Assurance Committee shall be appointed by Academic Council and shall have general responsibility to Academic Council for developing and monitoring the implementation of the Institute's procedures for the validation, review and approval of programmes and programme modules.

Terms of Reference

The Academic Quality Assurance Committee is a sub-committee of Academic Council established having the following responsibilities in relation to taught courses and other programmes:

- advising Academic Council on matters related to academic standards having regard to section 11 (3) sub-sections (a) and (b) of the DIT Act (1992);
- being responsible to Academic Council for monitoring all matters relating to the standards of taught programmes, their quality, and the academic environment in which they operate;
- keeping under review all academic quality assurance procedures of the Institute, as described in this handbook;
- keeping under review procedures for ensuring the appropriateness of various forms of academic association with external organisations including the franchising of DIT courses and the accreditation of courses offered by other organisations;
- considering reports from College Boards in relation both to annual monitoring reports on programmes and the monitoring and implementation of quality improvement plans in this respect;
- liaising with other committees of Academic Council in relation all programmes;
- carrying out such other functions as are considered appropriate subject to the approval of Academic Council;
- preparing and submitting an annual report on its work to Academic Council.



EUA-Institutional Evaluation Programme

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EUA MEMBERSHIP & SERVICES

INSTITUTIONAL EVALUATION
PROGRAMME (IEP)

INSTITUTIONAL EVALUATION PROGRAMME

- Home
- Types of evaluations
- Participating in IEP
- Who has participated?

HOME

Print

Higher education institutions today face a number of challenges as they strive to fulfil their critical role in society. These include increased autonomy, competition for staff and students, internationalisation, declining public investment, additional activities and curriculum reforms. The Institutional Evaluation Programme (IEP) offers institutions support as they face these challenges, manage institutional change and enhance quality.

IEP has provided external evaluation services to higher education institutions in the context of their own aims and profiles since 1994. To date, IEP evaluation teams have carried out around 300 evaluations and follow-up evaluations of diverse higher education institutions in 45 countries worldwide. On request of local stakeholders in higher education (ministries, national rectors' conferences, NGOs), IEP also conducts coordinated evaluations at the national or regional level.

The Institutional Evaluation Programme (IEP) is an independent membership service of the European University Association (EUA). IEP is a full member of [ENQA](#) (the European Association for Quality Assurance in Higher Education) and is listed in [EQAR](#) (the European Quality Assurance Register for Higher Education).



Download the Institutional Evaluation Programme [Informational brochure](#) (2012)

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Lessons from Bologna

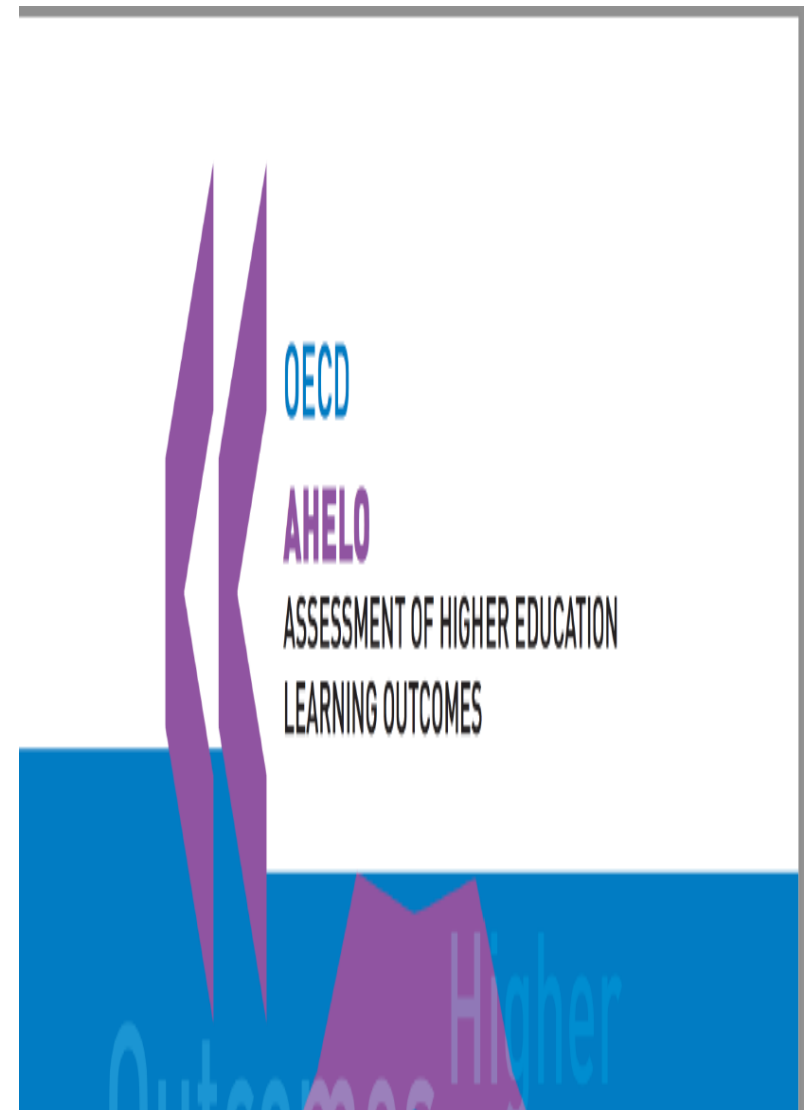
- Bologna places quality within broader educational framework;
- *Big idea* is the “accountability loop”:
 - Qualification framework *facilitates flexible learning paths* and sets out clear statement of what students must demonstrate at each qualification level
 - “Tuning” *aids (re-)design, development, implementation, evaluation and enhancement* of quality degree programmes within context
 - Formalized concept of *learning outcomes rather than measuring inputs* (e.g. credit hours, classroom teaching, entry grades)
 - QA systems sets evaluation standards and guidelines for *institutional self-assessment and quality processes, and external monitoring*
 - Diploma Supplement provides *description of academic career and the competencies acquired*

Measuring & Comparing Achievements of Learning Outcomes

- CALOHEE is a EU funded project drawing on the Tuning experience beginning 2017;
- Seeks to study whether students enrolled in HE around Europe develop the appropriate competences by looking at study programmes, and whether they deliver their promises;
 - Unlike AHELO which looks at institutional level, this project looks at the programme level
- Will focus on 5 domain: Engineering (Civil Engineering), Health Care (Nursing), Humanities(History), Natural Sciences (Physics), and Social Sciences (Education).

AHELO

- **Assessment of Learning Outcomes** developed by OECD in response to criticism of rankings;
- Attention on outputs of learning,
 - **Generic skills** common to all students (such as critical thinking, analytical reasoning, problem-solving, and written communication).
 - **Discipline-specific skills** in economics and engineering
 - **Contextual questionnaires** are also being given at the student, faculty and institution level to link the data to student backgrounds and learning environments.



Teaching Excellence Framework (UK)

- TEF will replace QAA;
- New Office of Student (OfS);
- Spotlight on teaching, and encourage excellent teaching;
- Provide extensive information to students and employers;
- Metrics:
 - Teaching quality
 - Learning environment
 - Student outcomes and learning gain
- Institutions which perform against TEF can raise tuition fee;
 - Institutions which do not - will fail.

FULFILLING OUR POTENTIAL

Teaching Excellence, Social
Mobility and Student Choice

NOVEMBER 2015

Scorecards & Websites



The official website for comparing UK higher education course data

Includes official data for undergraduate courses on each university and college's satisfaction scores in the National Student Survey, jobs and salaries after study and other key information for prospective students.

Course assistant

Which course features are you interested in?



Subject

View courses by subject



Qualification

Qualification type



Study mode

Full-time, part-time, distance learning



Location

Where would you like to study?



Characteristics

Sandwich year, foundation year, year abroad

Universities & colleges

A-Z

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z				

Google™ This page is in Catalan. Translate it using Google Toolbar? [Learn more](#) Not in Catalan? [Help us improve](#)

Translate Always translate Catalan

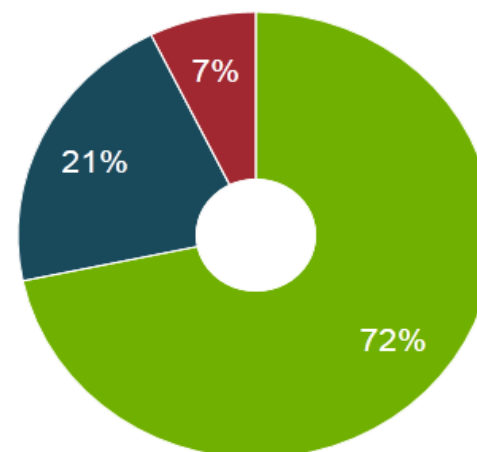
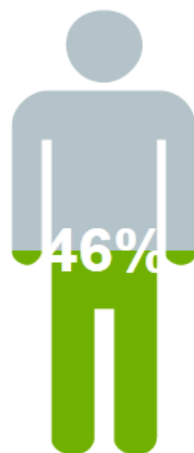
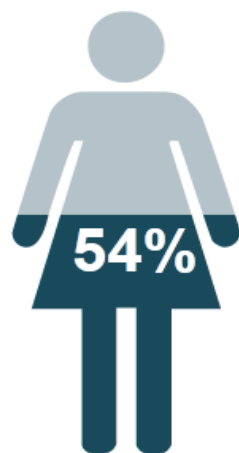


Catalunya Universitats Estudis i a-z

Totes les universitats Universitats públiques Universitats privades

244,263 Alumnes

Dades del curs acadèmic 2009-10



- Matrícula dels estudis anteriors a l'EEES
- Matrícula de Graus
- Matrícula de Màsters Oficials



Alumnes que marxen	5,330
Alumnes que vénen	7,399

72,864
alumnes de nou ingrès

39,842
titulats

	Dones	Homes	Total
Estudis anteriors a l'EEES	91,977 / 10,281	83,185 / 12,134	175,162 / 22,415
Graus	29,677 / 22,405	21,683 / 16,249	51,360 / 38,654
Màsters	9,469 / 6,392	8,272 / 5,403	17,741 / 11,795

alumnes matriculats / alumnes de nou ingrès

PAS		PDI	
Dones	6,374	Dones	6,673
Homes	3,376	Homes	11,200



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Quality Indicators for Learning and Teaching (Australia)

- Purpose built website known as QILT (www.qilt.edu.au).
 - Replaces My-Uni
- Helps students and families make informed choices;
- Data on:
 - Overall satisfaction of current students
 - Overall satisfaction of recent graduates
 - Outcomes of students moving into full-time employment after graduation
 - Median salary received by recent graduates.



Compare Study Areas

Tables

Charts

Experience of current undergraduate students

Overall quality of educational experience ⓘ

Teaching quality ⓘ

Learner engagement ⓘ

Learning resources ⓘ

Student support ⓘ

Skills development ⓘ

Experience of newly qualified higher education undergraduates

Employment outcomes

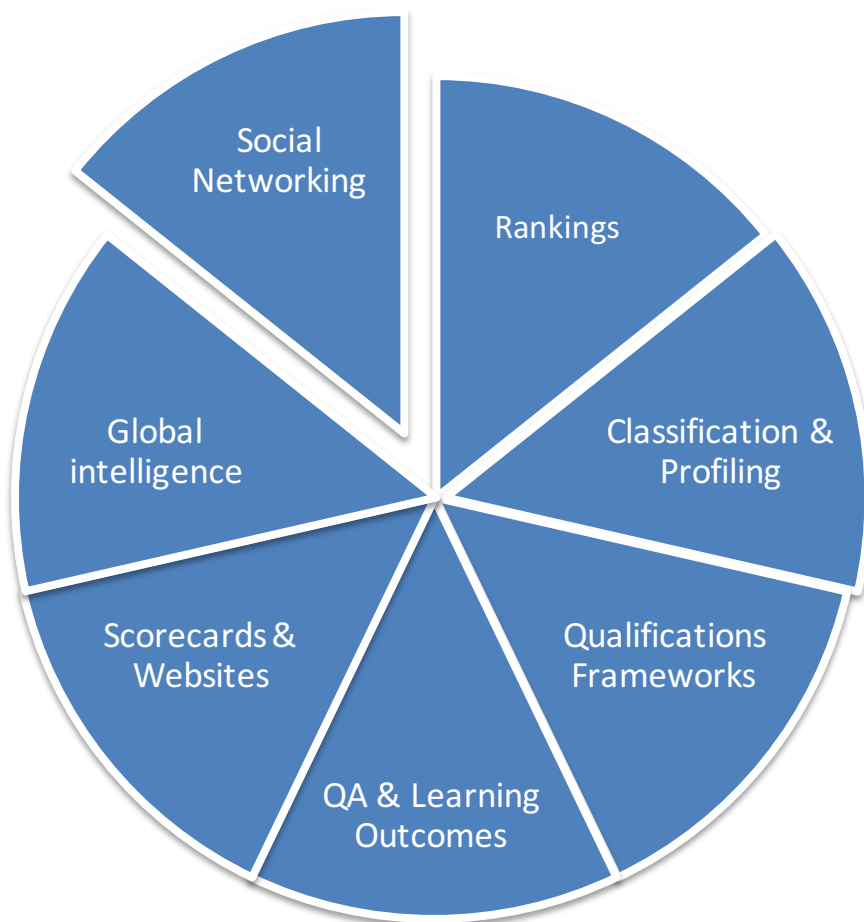
Global Intelligence



Global Initiatives

- *Global Institutional Profiles Project – Thomson Reuters*
 - Data profiles of 700+ globally significant institutions, combining reputational assessment, scholarly outputs, funding levels, faculty characteristics and much more in one comprehensive database.
- *Global Research University Profiles (GRUP) – ARWU*
 - Comprehensive database and benchmarking tool covering 1200 research universities across 40 indicators, allowing users to learn about performance of local and international peers for various purposes.
- *Times Higher Education Global Profiles Project – THE*
 - Previously association with TR, now with Scopus – plans to develop its own global database.
- *European Tertiary Education Register (ETER) – European Union*
 - Database of European HEIs, 36 countries and 2,673 HEIs; under headings e.g. staff and students, subject domains, research activity and expenditures.

Social Networking



Student “TripAdvisor”

WILD 'N OUT

SEASON FINALE SMACK DOWN!

TOMORROW 11/10c





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Search for Schools

Find Schools, Rankings or within distance of city

16,000 Alumni review their Majors

28,000 Tips on Getting In

A Sample College Review

10y Top Earning Majors

Twenty Most Reviewed Universities

Submitted Articles

Feedback

3. IMPLICATIONS FOR HIGHER EDUCATION

Shape of Things to Come

Brief survey of recent developments shows what is coming down the track – what is happening internationally, and puts US experience in broader context.

- HE has always been competitive, but it must now learn to survive in this more complex, and globally competitive environment in which:
 - Quality and Excellence are key mantra;
 - Greater public scrutiny and transparency are normalised;
 - National prominence is no longer sufficient;
 - Survival no longer guaranteed.
- There is likely to be a “savage sorting of winners and losers” (Sassen, 2011)

Would the Debate Happened Otherwise?

- Academy has been slow to engage meaningfully in discussion about quality;
 - Efforts at obfuscation, “gaming” and boycott have not helped;
 - Too much emphasis on process;
 - Complaints about excessive bureaucracy, form-filling, and cost of compliance;
 - Pointed to the l’Oreal factor: because we’re worth it;
- Information deficit has created opportunities for the public and governments – and commercial interests – to define quality for their own purposes.

Be Careful What You Ask For

- Public discourse in recent years has focused attention on:
 - Meeting needs of national economies,
 - Concerns about graduate employability and affordability
 - Response to concerns about value and impact;
- Noticeable shift to measuring teaching and learning outcomes that allow public to judge whether graduates have the threshold qualities expected;
- Rankings initially filled this gap but they focus too narrowly on elite universities and research;
- Arguably – many of the new developments are a response to the over-emphasis on research rather than T&L.

Start Driving the Bus

- Institutional and country-based evaluations are rapidly being overtaken by international efforts.
- Public/political support for universities and colleges only maintained by assurances of quality because society, students and others have a right to know whether the institutions are capable of meeting expectations.
- Little doubt that determining and measuring quality is complex;
 - Lots of “good practice” but no agreed definition;
 - Difficult to compare diverse institutions across jurisdictions;
- BUT – however worthy, criticisms of government/international efforts are
 - they miss the ‘politics’ of the situation.
- Challenge is how does HE respond? Can we afford to wait?

If don't cook own dinner – don't complain what's served to you.



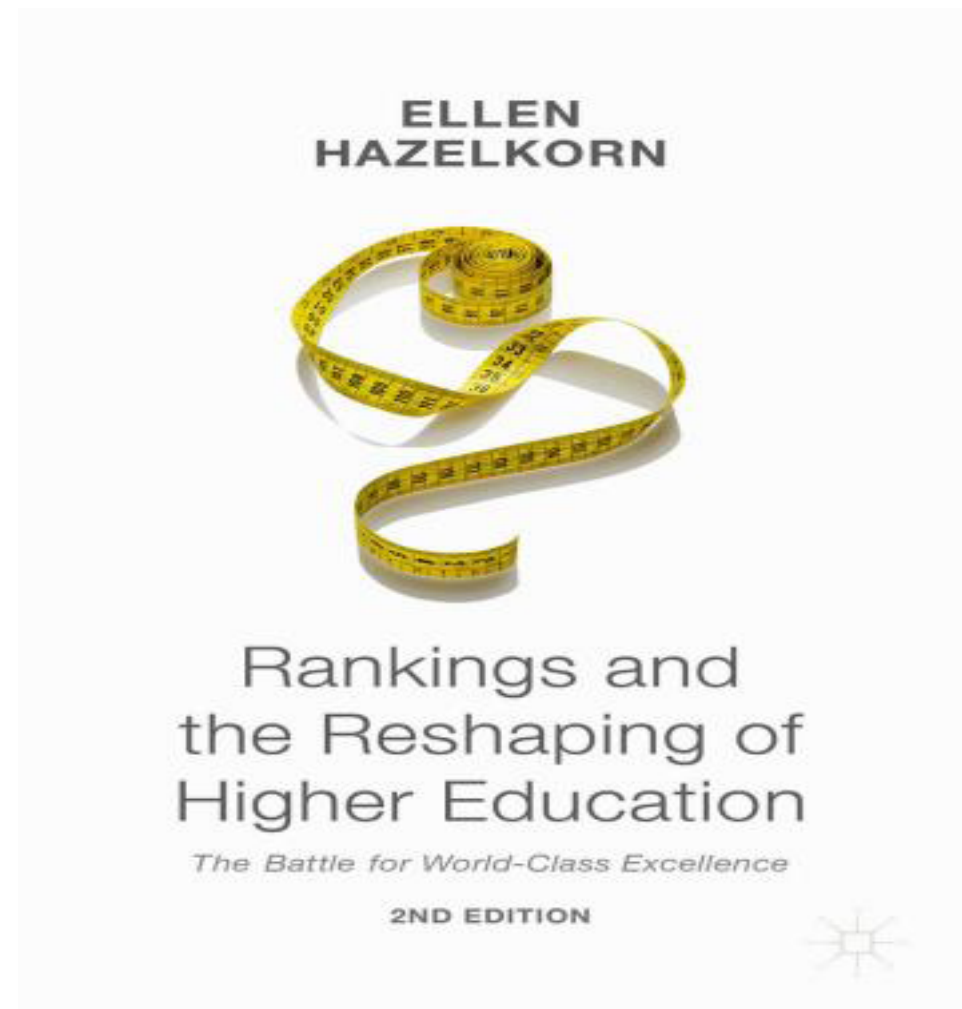
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e/Ellen_Hazelkorn](https://www.researchgate.net/profile/Ellen_Hazelkorn)



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