CHE Ranking

Approach, Presentation of Results, Adaptation to Spain

Gero Federkeil, Petra Giebisch
Madrid, 17/11/2010
Structure

Existing Rankings: Problems + Shortcomings

The CHE Ranking Approach

Adaptation to Spain

The CHE Ranking – Online Publication
The „DNA“ of rankings: rankings differ by...

- ...types of institutions that are doing rankings
- ...goals, target groups
- ...objects of ranking (universities, faculties, systems)
- ...objectives: information for prospective students (US News, CHE)
- ...goals, target groups
- ...information about global positioning (Shanghai Jiatong, THES)
- ...information for HE community (bibliometric “Leiden Ranking”)
- ...dimensions and indicators: teaching & learning, research, internationalisation, social impact etc.
The (probably) most popular ranking in Spain

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Can we rank universities like this? – Some do!

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Composite overall score

Even worse: Ranking of whole universities!

League table with clear rank positions!
Problems + shortcomings: the traditional ranking approach...

- does not show field profiles but presents only institutional averages
- ...is not focused on specific target groups
- ...is biased against other fields than hard sciences
- ...tends to disadvantage small universities
- ...exaggerates small differences in league tables
- ...uses composite indicators which are not robust
IREG Berlin Principle No. 2: Rankings should be "clear about their purpose and their target groups. Rankings have to be designed with due regard to their purpose."

CHE Principles

No ranking of whole institutions...

Universities are heterogeneous units; fields differ in their performance

Ranking of whole institutions gives misleading averages

... but field specific rankings

IREFG Berlin Principle No. 2: Rankings should be “clear about their purpose and their target groups. Rankings have to be designed with due regard to their purpose.”
As there is heterogeneity of preferences on indicators among target groups, rankings should leave decision about relevance of indicators to users.

No composite overall indicator...

Composite indicators blur profiles and strengths & weaknesses.

There are neither theoretical nor empirical arguments for specific weights for single indicators.

…but multi-dimensional ranking

As there is heterogeneity of preferences on indicators among target groups, rankings should leave decision about relevance of indicators to users.
No league tables…

Small differences in the numerical value of an indicator lead to big differences in league table positions

League tables tend to exaggerate differences between HEIs

… but group approach (top, middle, bottom)

Rankings should refer to groups / clusters rather than to single league table positions
About 15 years experience with rankings

- start with 2 fields (large, open, good data)
- more disciplines, work on acceptance
- work on methods, establishment of routines
- adaptation to Bologna-process
- „spin-offs“ with special focus (research ranking, special analysis of data)
- internationalization (A, CH, NL; European Excellence Ranking, U-Multirank)
CHE Ranking

- city, university
- students
- study outcome

- internationalisation
- teaching
- resources

- research
- labour market, employability
- overall assessment (students, professors)

Clear target: support student choice (+ help institutions to satisfy needs, identify strengths/weaknesses)

20 to 25 indicators + descriptive information
... from different data sources:

- publications / citations (bibliometric analysis)
- research grants (faculties/departments)
- research reputation (professors survey)
... facts as well as judgements:

- Average time to degree (fact)
- Student assessment of contact between students and professors
- Student assessment of course organisation

E.g. teaching
Existing Rankings: Problems + Shortcomings

The CHE Ranking Approach

Adaptation to Spain

The CHE Ranking – Online Publication
Development of Spanish Ranking

Basic Methodology of CHE ranking → Adaptation to Spanish HE system

Basic Model of Indicators → Identification of relevant indicators for Spain

Stakeholder consultation

- Stakeholder workshop: field experts
- Online survey on relevance of indicators
- Advisory Board
Development of Spanish Ranking

Basic Methodology of CHE ranking

Multi-perspective view (data sources)

Adaptation to Spanish HE system

Identification of best data sources for Spain

Expert Consultation

Experts from universities, bibliometrics etc.

Advisory Board
Development of Spanish Ranking within Europe

Set of joint indicators (D, NL, CH, A, E ...)

basis for international comparisons

Set of country specific indicators

Used in Spanish ranking only

U-Multirank
Structure

Existing Rankings: Problems + Shortcomings

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Adaptation to Spain

The CHE Ranking – Online Publication
Publication of CHE ranking today

analysis
DIE ZEIT

overview
5 indicators; „Study Guide“

all data + interactive ranking
www.das-ranking.de
CHE Ranking

Approach, Presentation of Results, Impact

Gero Federkeil, Petra Giebisch
Madrid, 17/11/2010