Accreditation and the Ranking Discussion – Illustrated by U-Multirank

Prof. Dr. Frank Ziegele | ASIIN International Conference 2016
Berlin, May 4, 2016

The relationship between ranking and accreditation / QM is unclear

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„We have accreditation and quality assurance we don´t need rankings."

„Rankings do not help to move forward"

Do they really have the same function?

data form rankings might be usable for QM

„We are number 10 in the world, this already proves our quality"

„QM/accreditation could inform stakeholders better than rankings"

What about teaching quality in research- and negotiation-driven rankings?

only experts understand peer reports

„Accreditation refers to universities' goals, but rankings refer to the world-class-excellence-research-monoculture"

True for traditional league tables, but a good ranking might be able to capture the diversity of profiles

As this discussion seems to be a mess: Let´s try to clarify some of the issues

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What are the roles of accreditation / QM and rankings? Overlapping or distinctive?

How could rankings learn from accreditation / QM – are there common good practices?

If the design of a good ranking has learned from QM / accreditation – which relations between the instruments emerge?

Instruments dealing with quality assessment could be categorized as…

… internally oriented (inside HEI) or externally oriented (system level)
… focussed on accountability/compliance or enhancement

	Institutional/internal	external	
accountability compliance	▪ Accreditation	▪ Ranking ▪ Accreditation	→ **does not give reasons** → **does not give recommendations**
enhancement	▪ Quality Management ▪ Peer Review ▪ Benchmarking ▪ Evaluation	▪ Audit	

Ranking and accreditation are both accountability instruments, but still their functions and methods are different

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accreditation

ranking

accreditation		ranking
information about minimum standards	⟺	information about positioning
avoid wrong student choices	⟺	support student decision-making
looks at quality processes	⟺	looks at performance
assesses specific institution	⟺	makes comparisons
has an internal + external focus	⟺	has a clear external focus
peer review-based	⟺	indicator-based
regulatory consequences	⟺	consequences on markets

Rankings and accreditation play different roles. They can´t replace each other. Both have their specific functions in systems of transparency.

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Existing league tables are not necessarily able to play their role adequately

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they can´t help with „consumer choice" if information hides behind a composite score

the overall pervormance of a university might not say much about the subject level

they lead to wrong choices if research performance is taken for overall perfor-mance

rankings determining immigration policies or scholarships have gone beyond their decent role

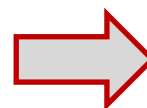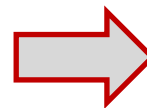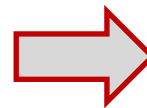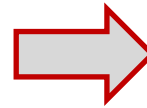# Good practice for rankings could learn (and has learned) from accreditation / QM

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standards from QM

lessons learnt for rankings

quality measurement refers to the different core functions of the university	rankings should be multi-dimensional, not only focus on research
understanding of quality is related to goals / strategies / profiles of universities	ranking should integrate and show the diversity of profiles
QM / accreditation uses perspectives of stakeholders	rankings should be user-driven (flexible rankings according to needs of stakeholders)
QM / accreditation in learning + teaching has a focus on subjects / programs	rankings should include information on subject level

rated by U-

U-Multirank has learned these lessons

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U-Multirank measures performance in five dimensions.

U-Multirank Sunburst: Performance Indicators

www.umultirank.org
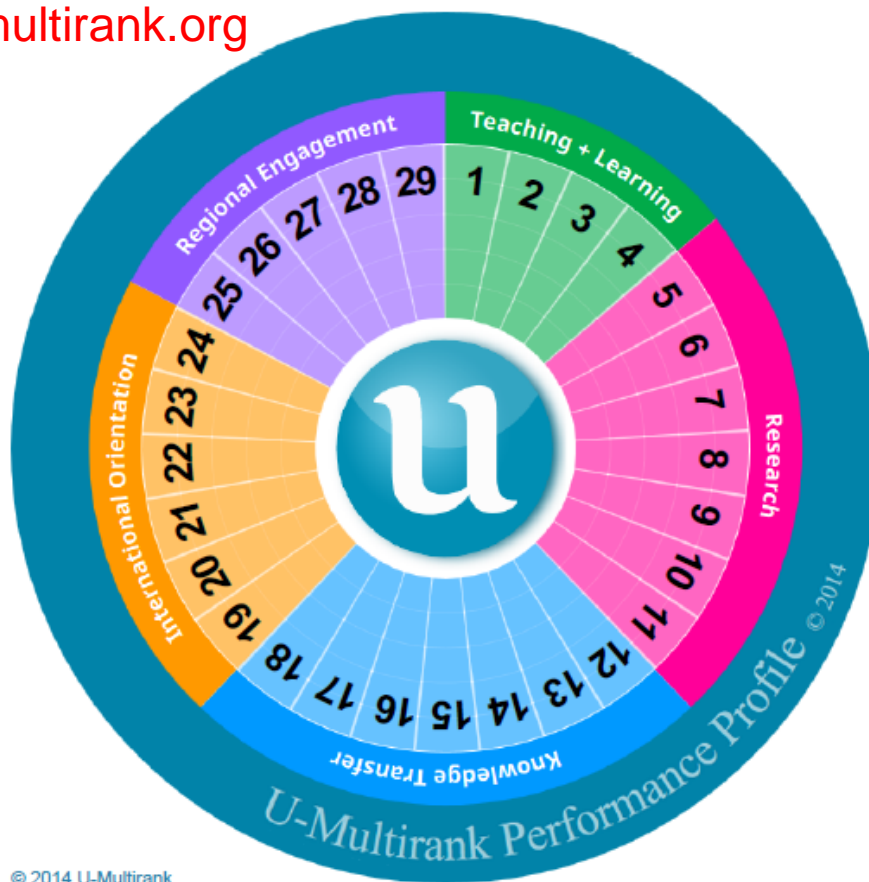
Teaching + Learning
1 Bachelor graduation rate
2 Masters graduation rate
3 Graduating on time (bachelors)
4 Graduating on time (masters)

Research
5 External research income
6 Research publications (size-normalised)
7 Art related output
8 Citation rate
9 Topcited publications
10 Interdisciplinary publications
11 Post-doc positions

Knowledge Transfer
12 Income from private sources
13 Co-publications with industrial partners
14 Patents awarded (size-normalised)
15 Industry co-patents
16 Spin-offs
17 Publications cited in patents
18 Income from continuous professional development

International Orientation
19 Foreign language bachelor programmes
20 Foreign language master programmes
21 Student mobility
22 International academic staff
23 International doctorate degrees
24 International joint publications

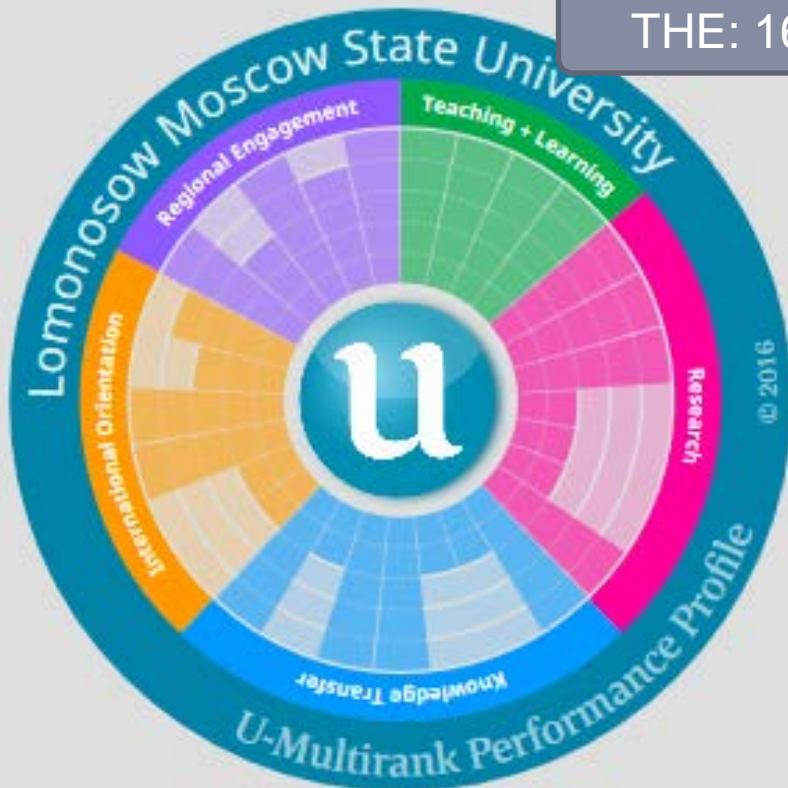**Regional Engagement**
25 Bachelor graduates working in the region
26 Student internships in the region
27 Regional joint publications
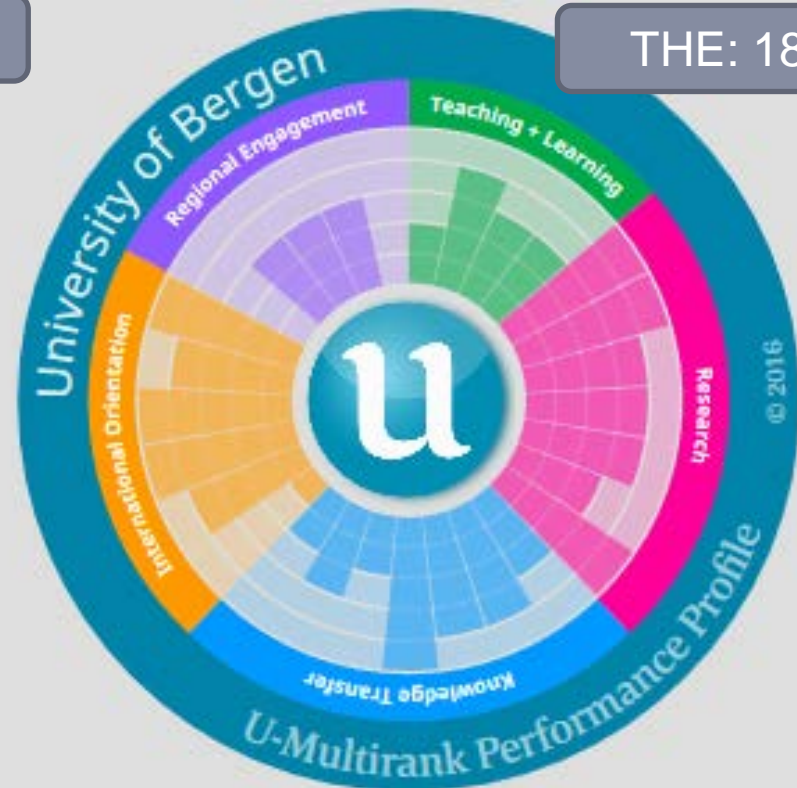28 Income from regional sources
29 Master graduates working in the region

10

U-Multirank has learned these lessons

There are performance profiles, but there is no such thing as the best university in the world.
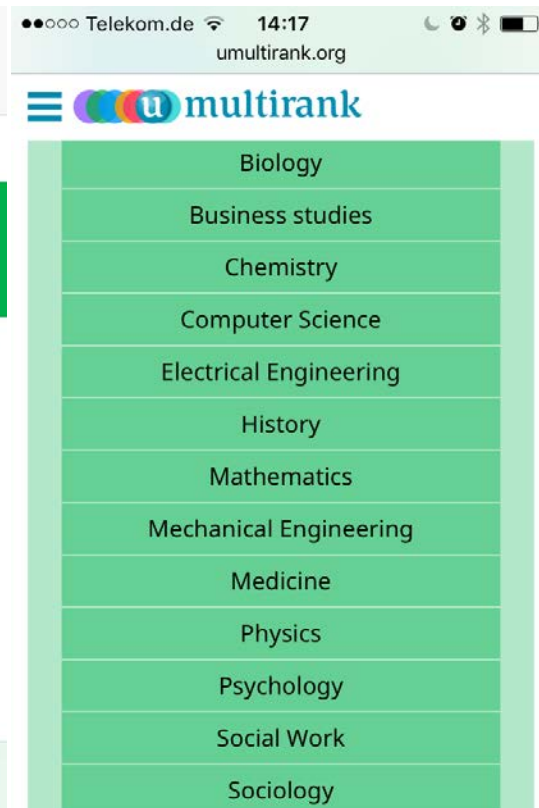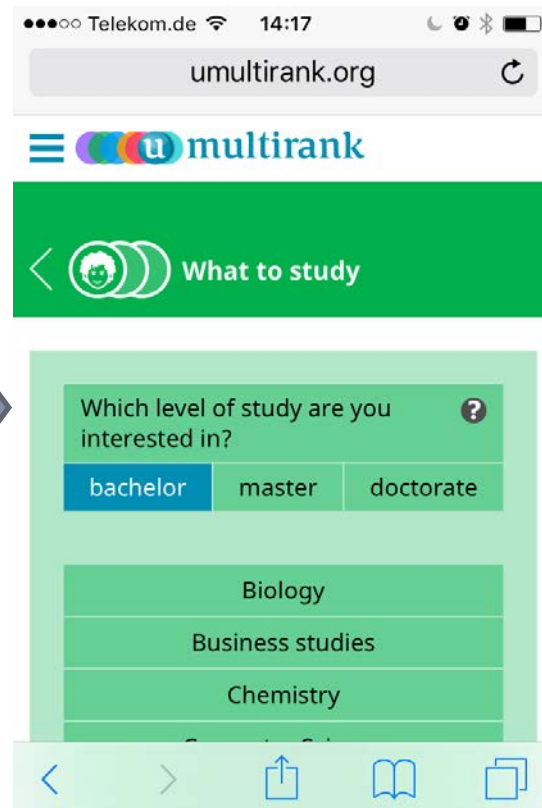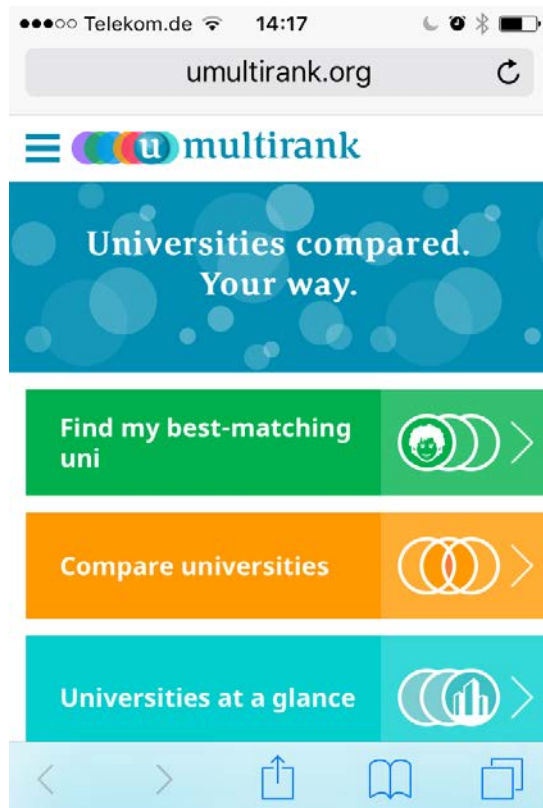

THE: 161 — Lomonosow Moscow State University

THE: 182 — University of Bergen

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Looking at top performance per indicator also proves the need to make diversity transparent.

Indicator	Top 3 Performers
Top Cited Publications	Rockefeller U, MIT, Stanford U
Interdisciplinary Publications	Tallaght IoT, China Medical U, Taipei Medical U
Co-Publications with Industrial Partners	Reutlingen UAS, Nuremberg IoT, Munich UAS
Student Mobility	IESEG School of Management Lille, U of Management Varna, WHU School of Management
Regional Joint Publications	Hanze UAS, Moscow Institute Physics+Tech, Polytechnical Institute Lisbon

U-Multirank has learned these lessons

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The webtool allows users to make their own personal rankings.

U-Multirank has learned these lessons

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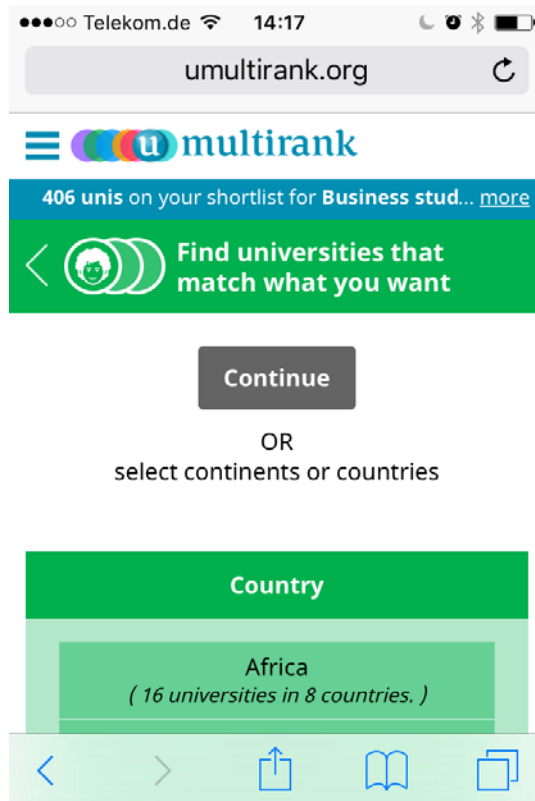**The webtool allows users to make their own personal rankings.**

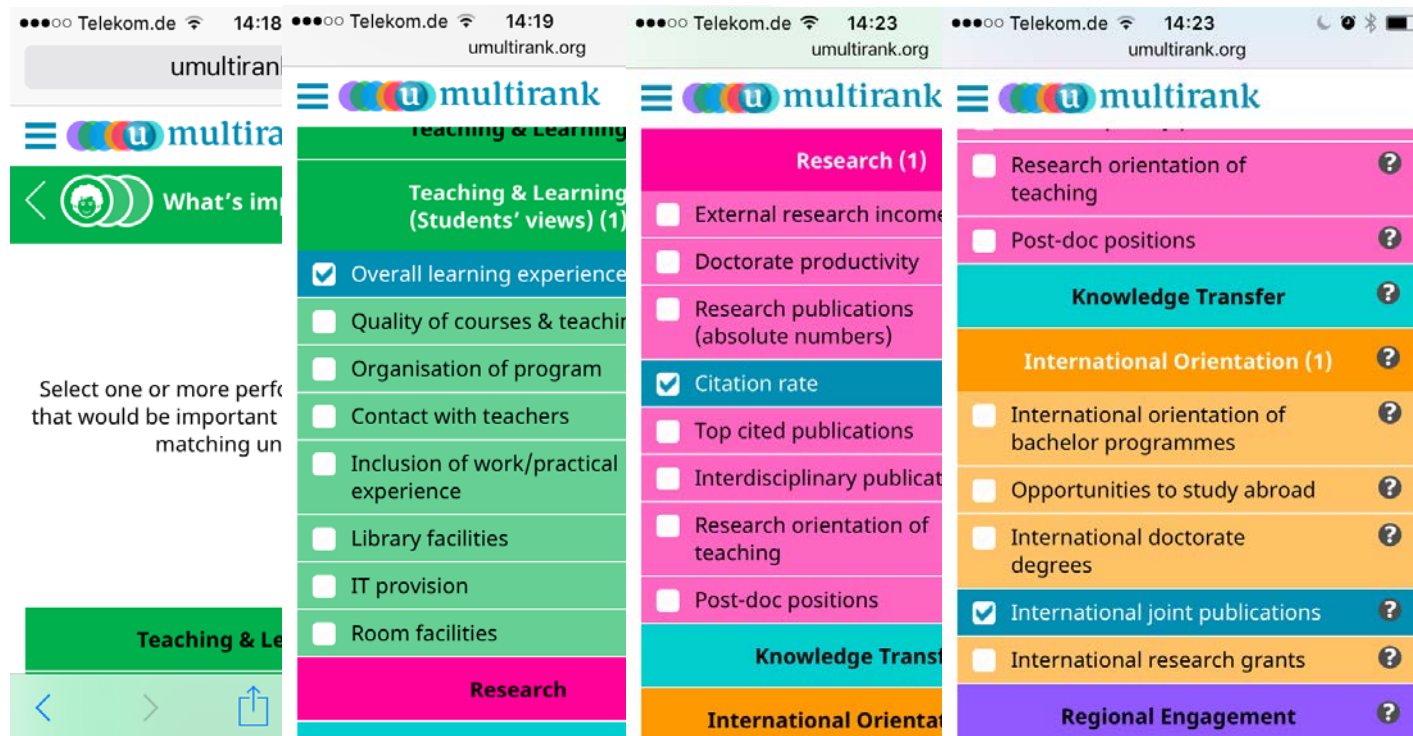# U-Multirank has learned these lessons

The webtool allows users to make their own personal rankings.

U-Multirank has learned these lessons

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U-Multirank has learned these lessons

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The performance of different subjects within a university differs (example: University Duisburg-Essen).

INTERNATIONAL ORIENTATION OF BACHELOR:

Mechanical engineering A
Mathematics E
Computer Sciences B
Biology C

CONTACT WITH TEACHERS:

Mechanical engineering D
Electrical Engineering B

INCOME FROM PRIVATE SOURCES:

Electrical engineering E
Mathematics B
Medicine A
Physics E

Learning from QM improves the quality of rankings and increases their usefulness. U-Multirank has learned these lessons.

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Ranking data could be used for enhancement tools and accreditation

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multi-dimensional rankings offer a variety of data

⬇

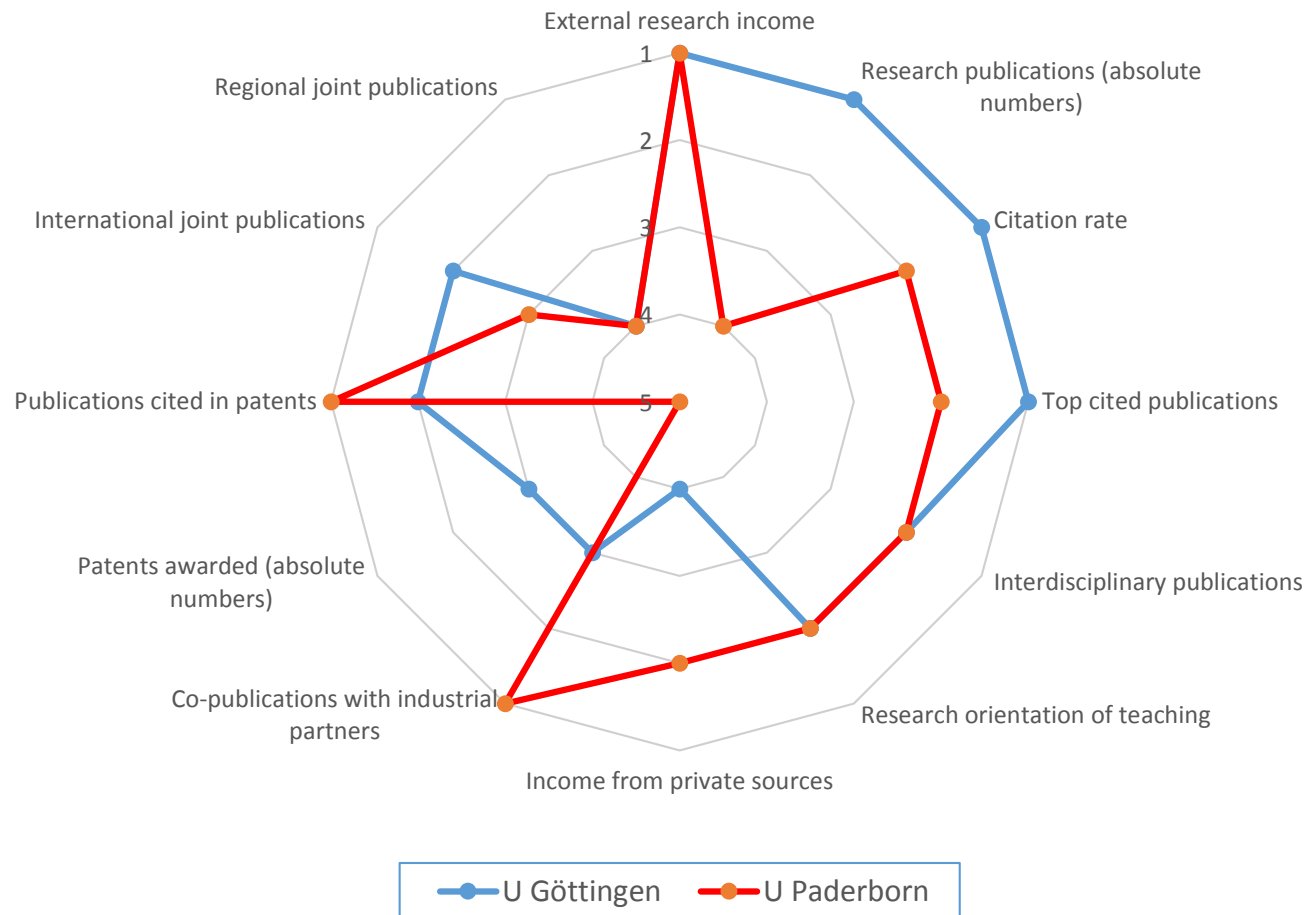data analysis can´t replace processes for quality improvement

⬇

but data can be used in the process, evidence-based discussion and decision-making

**examples from
U-Multirank**

Research evaluation in physics uses comparative data (to derive strategies)

Forschungsprofile - Beispiel Physik

Benchmarking exercise looks for best practice in industry relations

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Computer Science Which level of study are you interested in: bachelor, master

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Universities compared. Your way.
2.5.2016   www.umultirank.org

Show symbols

		Teaching & Learning		Teaching & Learning (Students' views)	Knowledge Transfer				Regional Engagement	
		Contact with work environment (bachelors)	Contact with work environment (masters)	Inclusion of work/practical experience	Income from private sources	Co-publications with industrial partners	Patents awarded (absolute numbers)	Publications cited in patents	Student internships in the region	Regional joint publications
Pantheon-Sorbonne U	FR	B	A	A	A	A	E	E	-	A
Nagoya Inst. Tech	JP	E	D	C	A	A	A	A	x	A
Yokohama National U	JP	D	-	C	A	A	A	A	-	A
Tech U Berlin	DE	-	-	C	A	A	A	A	-	A
Nara Inst. Sci & Tech	JP	-	-	C	A	A	A	A	-	A
Yokohama National U	JP	-	D	D	A	A	A	A	-	A
U Erlangen-Nürnberg	DE	C	D	C	A	A	A	A	-	B
U Zagreb	HR	D	D	C	A	A	E	A	A	B
ENS Paris	FR	D	C	B	A	A	E	A	D	A
Polytech. U Milano	IT	C	D	C	D	A	A	A	C	A

For reaccreditation a student survey is required

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Teaching & Learning (Students' views)

	Score	Other universities	better >
Overall learning experience	1.63		
Quality of courses & teaching	2.21		
Organisation of program	2		
Contact with teachers	2.14		
Inclusion of work/practical experience	2.22		
Library facilities	2.05		
IT provision	2.42		
Room facilities	1.71		
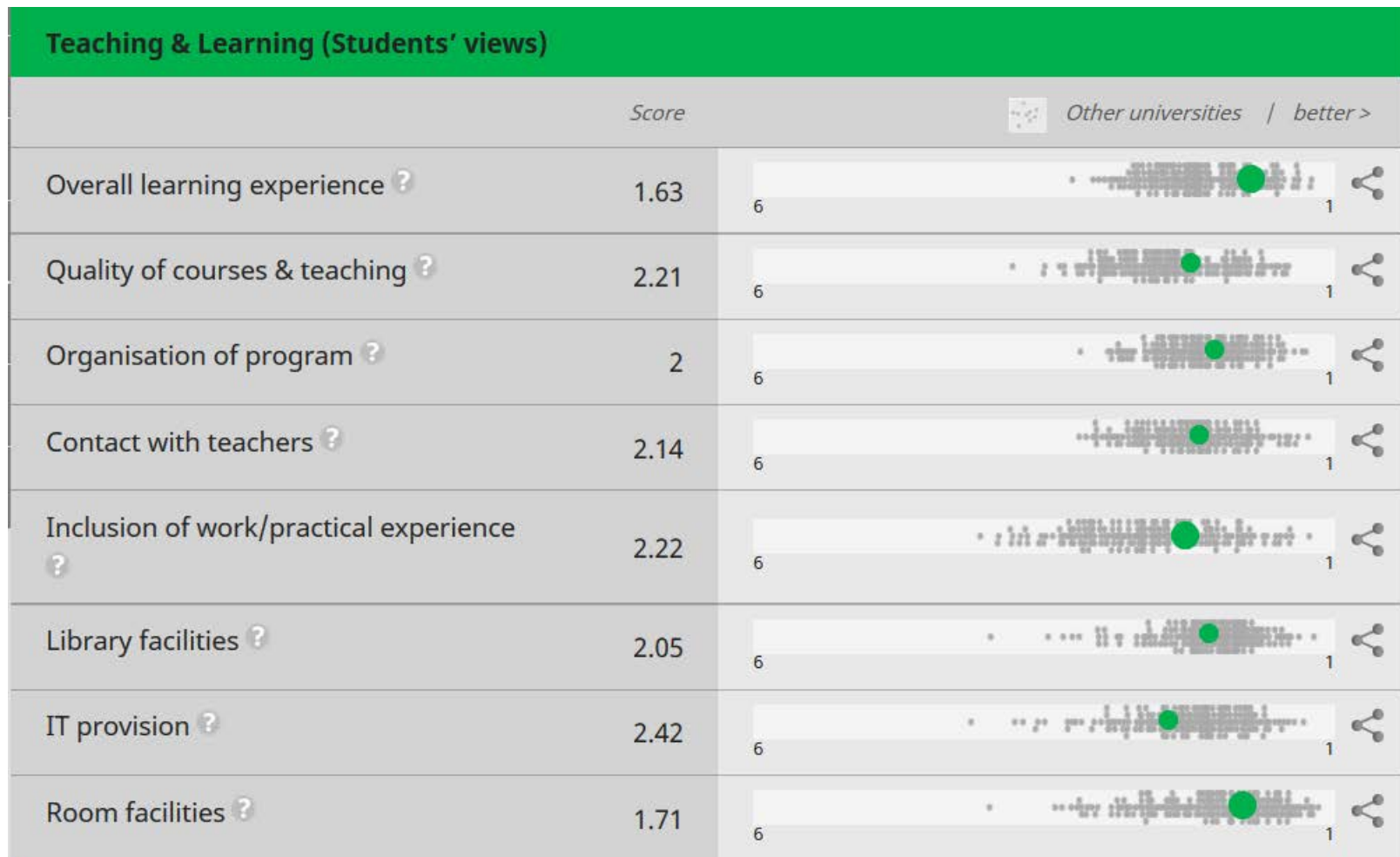
Teaching quality circles use data on teaching + learning to reveal problems to be addressed

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Psychology

Teaching & Learning

	Score	Other universities	better >
Student-staff ratio ?	14.59	149.13	1.06
Graduating on time (bachelors) ?	100%	0	100
Graduating on time (masters) ?	82.71%	0	100
Academic staff with doctorates ?	76.09%	4.65	100
Contact with work environment (bachelors) ?	5/9	0	9
Contact with work environment (masters) ?	5/9	0	9

Teaching & Learning (Students' views)

	Score	Other universities	better >
Overall learning experience ?	2.15	6	1
Quality of courses & teaching ?	2.26	6	1
Organisation of program ?	2.03	6	1
Contact with teachers ?	2.01	6	1
Inclusion of work/practical experience ?	2.73	6	1
Library facilities ?	1.84	6	1
IT provision ?	2.8	6	1
Room facilities ?	2.28	6	1

Use data for quality dialogue, analyse reasons, take actions, monitor effects

Accred

The use of U-Multirank for QM creates mutual benefit: The ranking learns from QM methods, and QM becomes more evidence-based and includes external benchmarks and comparsions. Peer review could develop into informed peer review.

Remaining question: Could accreditation/ QM be used within rankings?

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student-oriented ranking could integrate descriptive information (accreditation yes/no, by whom)

students could be asked for existence of / satisfaction with quality assurance in student survey

→ **problem:**
the fact of being „accredited" could mean very different things, no (inter)national comparability of accreditation reports and standards

Thank you for your attention!

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