U Multirank AD 2015 na tle opinii o rankingach uczelni

Tomasz Szapiro

Szkoła Główna Handlowa w Warszawie

KOMISJA EUROPEJSKA

Bruksela, dnia 20.9.2011
KOM(2011) 567 wersja ostateczna

KOMUNIKAT KOMISJI DO PARLAMENTU EUROPEJSKIEGO, RADY, EUROPEJSKIEGO KOMITETU EKONOMICZNO-SPOŁECZNEGO I KOMITETU REGIONÓW

Działania na rzecz wzrostu gospodarczego i zatrudnienia – plan modernizacji europejskich systemów szkolnictwa wyższego

{SEK(2011) 1063 wersja ostateczna}

Komisja Europejska:

- **opracuje U-Multirank: nowe, opierające się na wynikach narzędzie do tworzenia rankingów i informowania, umożliwiające ustalenie profilu instytucji szkolnictwa wyższego** i mające na celu radykalne poprawienie przejrzystości sektora szkolnictwa wyższego. Pierwsze wyniki tego działania będą znane w 2013 r. Wykraczając poza zakres obecnych rankingów i wskaźników dotyczących wyników, które koncentrują się na badaniach naukowych, to niezależnie opracowane narzędzie ułatwi dokonywanie wyboru i podejmowanie decyzji przez wszystkie strony zainteresowane szkolnictwem wyższym;

2

28 maja (2103) osiągnięty został pierwszy cel etapowy europejskiego konsorcjum rankingowego U-Multirank: do udziału w projekcie zgłosiło się 500 uczelni

. **W tym aż 41 uczelni z Polski**! Zgłoszenia przyjmowane będą jeszcze do połowy czerwca.

- Z satysfakcją przypominamy, że **Fundacja Edukacyjna „Perspektywy" jest jedyną organizacją spośród nowych państw członkowskich Unii Europejskiej, która uczestniczy w pilotowanym przez Komisję Europejską projekcie nowego rankingu uniwersytetów U-Multirank.**„Perspektywy" są członkiem konsorcjum, które wygrało konkurs ogłoszony w ub.r. przez Komisję Europejską. Na czele konsorcjum stoją renomowane organizacje z Niemiec (**Centre for Higher Education**, CHE) i Holandii (**Center for Higher Education Policy Studies**, CHEPS). Fundacja „Perspektywy" została zaproszona do udziału w przedsięwzięciu w uznaniu jej wieloletniego doświadczenia w przygotowywaniu rankingów szkół wyższych.

- Projekt U-Multirank zakłada opracowanie nowego międzynarodowego rankingu akademickiego, który pozwoli określić silne i słabe strony uczelni w bardziej wszechstronny sposób niż robią to obecnie znane rankingi. U-Multirank ma umożliwić różnym zainteresowanym stronom: studentom, społeczności akademickiej pracodawcom czy politykom, tworzenie rankingów uczelni według kryteriów dla każdej z tych grup najważniejszych.

- Celem rankingu jest przedstawienie bardziej realistycznej i przyjaznej użytkownikom oferty akademickiej. W nowym „wielowymiarowym" rankingu uniwersytety będą oceniane w pięciu różnych obszarach. Liczyć się będą: renoma w zakresie badań naukowych, jakość nauczania i uczenia się, kontakty międzynarodowe, sukcesy na polu transferu wiedzy (np. partnerstwa z przedsiębiorstwami i start-upami) oraz zaangażowanie na szczeblu regionalnym. **Pierwsze wyniki klasyfikacji zostaną udostępnione na początku 2014 r.**

- http://umultirank.org

Odpowiedź podsekretarza stanu w Ministerstwie Nauki i Szkolnictwa Wyższego - z upoważnienia ministra - na interpelację nr 22556 w sprawie poziomu nauczania na polskich uczelniach

- *„…. aby przekazać osobom zainteresowanym, w szczególności studentom, dokładną informację na temat jakości kształcenia w danej uczelni, w tym na konkretnym kierunku studiów, **Polska zaangażowała się w europejski projekt U-Multirank**.*

- *W odróżnieniu od innych światowych rankingów U-Multirank da użytkownikowi szeroki zestaw wskaźników pozwalający na **ocenę realizacji różnorodnych misji uczelni**.*

- *Będzie on **dostępny on-line** - www.u-portal.org/u-multirank*

- *U-Multirank **umożliwi porównanie** uczelni o podobnych profilach zdefiniowanych poprzez: jakość kształcenia (w tym wyniki dotyczące zatrudnialności), wyniki w zakresie badań naukowych, transfer wiedzy, wymiar międzynarodowy oraz realizację misji regionalnej uczelni.*

- *Tym samym narzędzie to **umożliwi wyszukiwanie** uczelni odpowiadającej indywidualnym wymaganiom i oczekiwaniom osoby uczącej się....”*

Podsekretarz stanu,   Daria Lipińska-Nałęcz, Warszawa, dnia 30 grudnia 2013 r.

http://www.sejm.gov.pl/Sejm7.nsf/InterpelacjaTresc.xsp?key=4F2E6512

1 | Which university are you interested in?

Either search for a university by name or find it by browsing the cities listed below.

Search for a university by name

Select a university by city

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

Wageningen	Wellington	Windsor	Wollongong	Wuhan
Warsaw	Wiener Neustadt	Winnipeg	Worcester	Würzburg
Washington, D.C.	Wiesbaden	Winston-Salem	Wroclaw	
Waterloo	Windhoek	Witten	Wrocław	

Universities in Warsaw

University of Warsaw

Vistula University

University of Finance and Management in Warsaw

Warsaw University of Technology

Lazarski University

Medical University of Warsaw

Kozminski University

Warsaw University of Life Sciences SGGW-WULS

Military University of Technology in Warsaw

Teaching & Learning

	Score	
Bachelor graduation rate ?	—	
Masters graduation rate ?	—	
Graduating on time (bachelors) ?	77.98% ⚠	
Graduating on time (masters) ?	97.68% ⚠	
Relative BA graduate unemployment ?	—	
Relative MA graduate unemployment ?	—	
Relative graduate unemployment long first degree ?	—	
Graduating on time (long first degree) ?	—	
Graduation rate long first degree ?	—	

Research

Research

	Score		Other universities	better >

Citation rate	✕	
Research publications (absolute numbers)	35	1 60,567
Research publications (size-normalised)	0.006	0 14.74
External research income	—	0 502.54
Art related output	0	0 1.96
Top cited publications	✕	
Interdisciplinary publications	✕	
Post-doc positions	8.43%	0 100
Publication output	3	
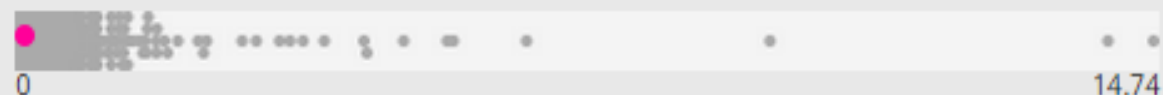
Siedem mitów i zapytań

1. Ranking jest obiektywny
2. Ranking ma tylko jednego użytkownika
3. Ranking to sprawa prosta
4. Ranking to zabawka – rodzaj rebusa
5. Ranking nie kosztuje
6. Ranking to nie biznes
7. Ranking to koniec a nie początek przygody

Gdzie można śledzić projekt?

- Chyba nie ma pytania „czy"
- Są pytania

kiedy ?

skąd wziąć na to pieniądze ?

http://www.u-multirank.eu

RANKINGS IN INSTITUTIONAL STRATEGIES AND PROCESSES:
IMPACT OR ILLUSION?

BY ELLEN HAZELKORN, TIA LOUKKOLA, THÉRÈSE ZHANG

Najważniejsze rankingi

- 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), Taiwan, 2007

- Leiden Ranking (Centre for Science & Technology Studies, University of Leiden), Netherlands, 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),[7] Belgium, 2014

Respondenci
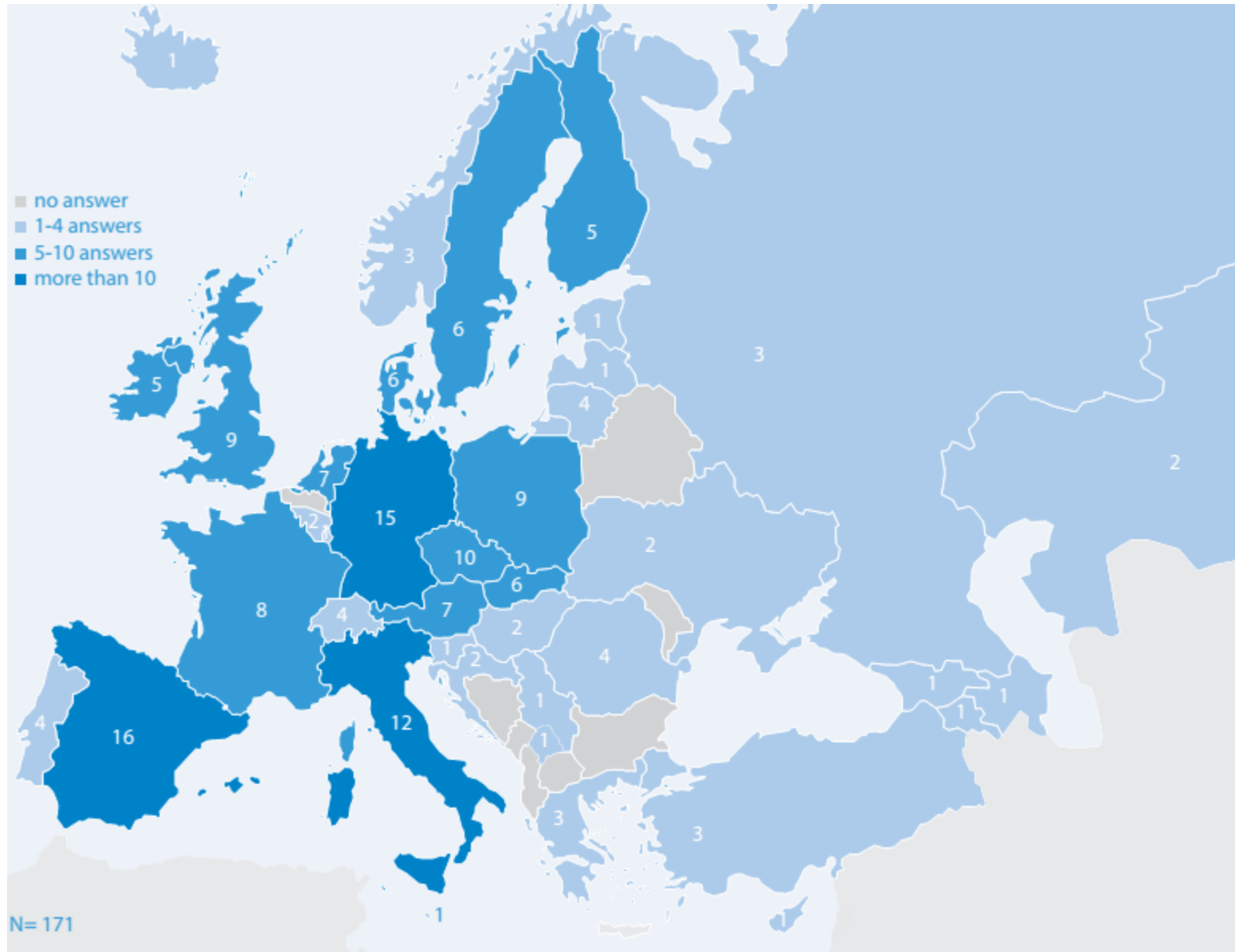
Wpływ rankingu na instytucję

QS Ranking World University Ranking — 52%
Times Higher Education (THE) World University Ranking — 50%
Academic Ranking of World Universities (ARWU) (Shanghai ranking) — 48%
National rankings and league tables — 42%
Discipline-specific rankings — 31%
Webometrics — 28%
Leiden Ranking — 21%
Professional programme rankings (e.g. law, medicine, business) — 17%
Topic-specific rankings (e.g. research, teaching and learning, engagement) — 16%
Scimago — 15%
Performance Ranking of Scientific Papers for World Universities by HEEACT — 10%
Other — 9%
None of the above — 9%

N = 171. This does not add up to 100% as respondents to this question could indicate multiple replies.

Monitorowanie swojej pozycji
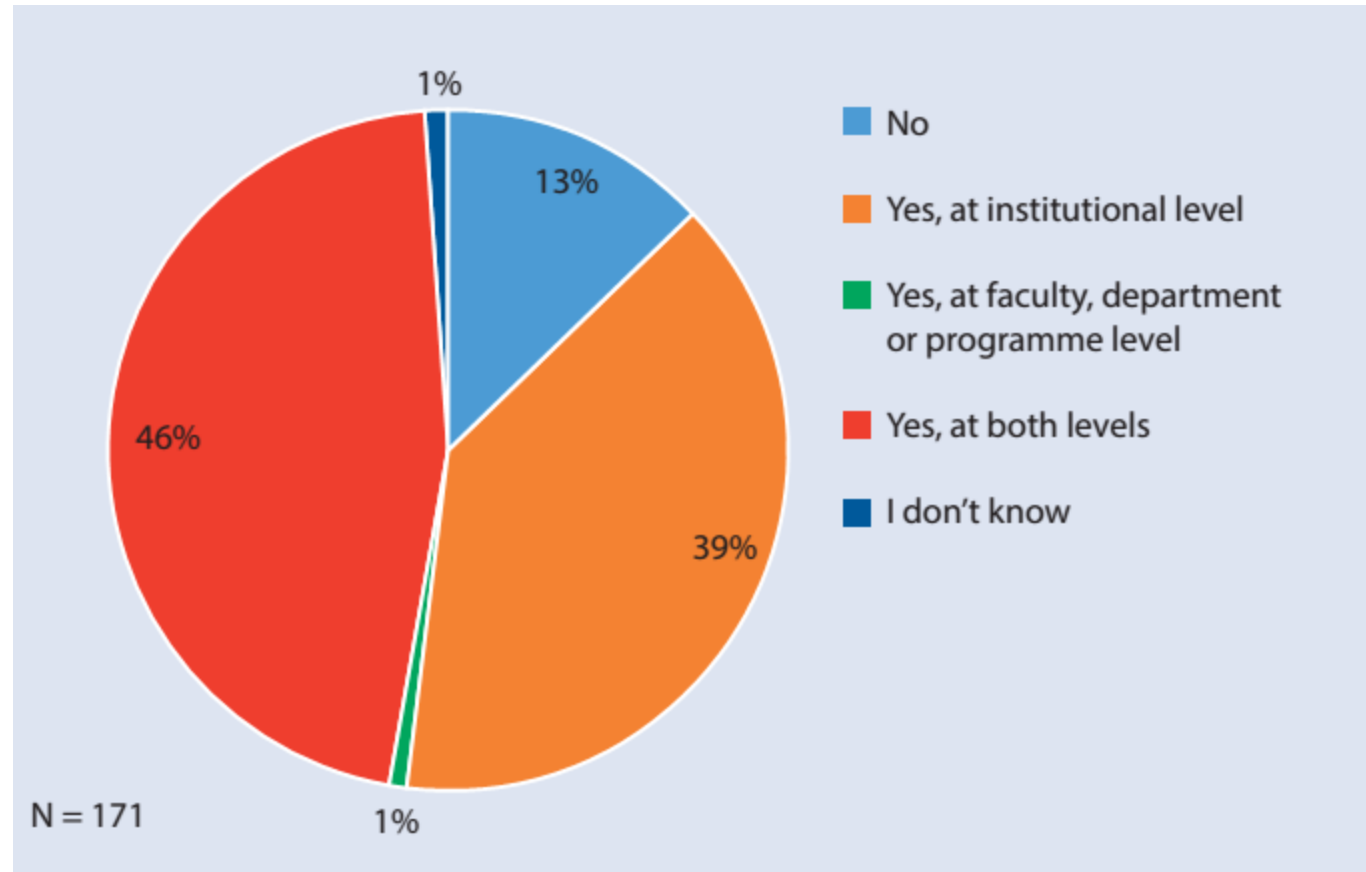
Sposób monitorowania

Process for monitoring rankings	
We have a specialist unit/section of the institution which monitors our position in the rankings regularly.	33%
We have one or several persons at institution level who monitor(s) our position in the rankings regularly.	54%
We have one or several persons at study field, department or programme level who monitor(s) our position in the rankings regularly.	12%
We occasionally look into rankings to inform strategic decisions or for precise purposes, but not in a systematic way.	23%
There are discussion platforms (committees, meetings…) organised at institutional level, where the issue of rankings is discussed on a regular basis.	26%
There are discussion platforms (committees, meetings…) organised at faculty, department or programme level, where the issue of rankings is discussed on a regular basis.	12%
Other	5%

N = 147. The results do not add up to 100% as respondents to this question could indicate multiple replies.

Kto monitoruje

A board, senate or equivalent governing body at the level of the institution — 31%

The rector, president, vice-chancellor or equivalent — 54%

The head of administration or equivalent highest administrative position — 3%

Committees or working groups at institutional level — 5%

The dean or equivalent leader at faculty, department, programme, centre or institute level — 3%

Committees or working groups at faculty, department, programme, centre or institute level — 1%

Other — 3%

N = 147

Komunikowanie społeczności

Wykorzystanie w promocji

Kto jest podatny na rankingi
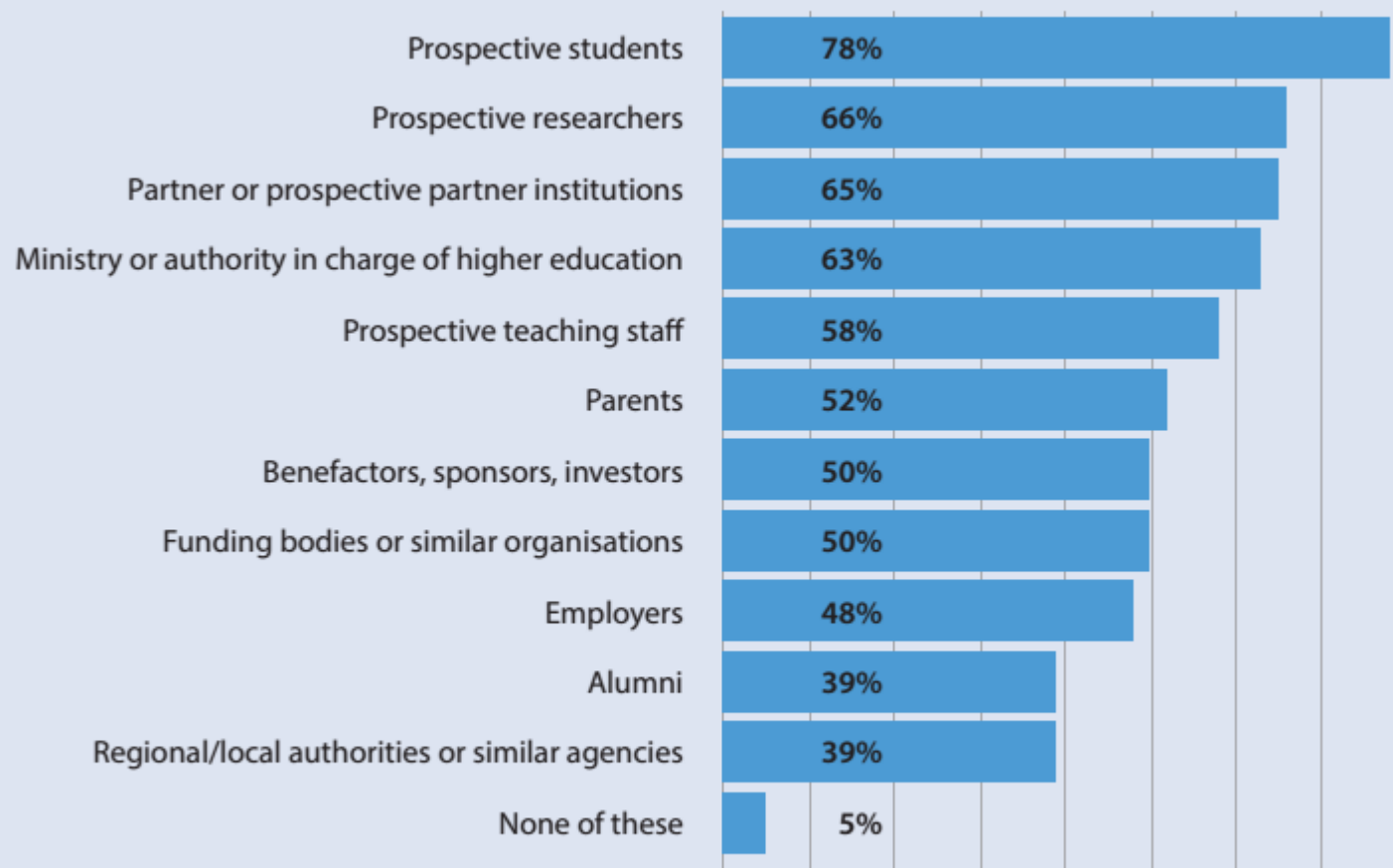
N = 171. The results do not add up to 100% as respondents to this question could indicate multiple replies.

Komu komunikujemy

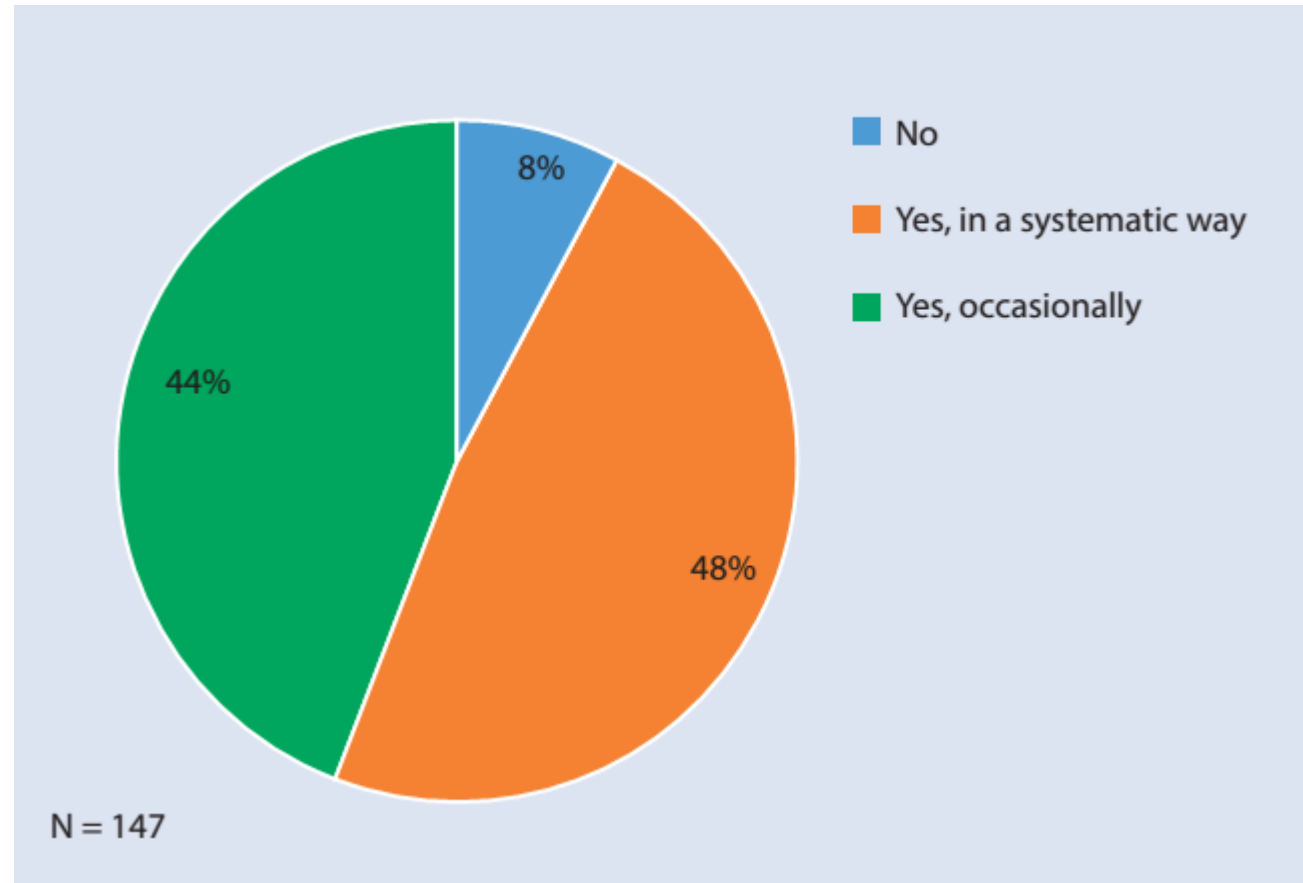|	Yes, in a systematic way	Occasionally	Only if our position has improved from previous editions	No	No answer
Ministry or authority in charge of higher education	23%	33%	4%	39%	1%
Funding agencies or similar organisations	18%	33%	2%	44%	3%
Regional/local authorities or similar agencies	15%	41%	3%	38%	3%
Future students	40%	32%	4%	23%	1%
Parents	30%	25%	3%	40%	2%
Employers	22%	37%	3%	36%	2%
Benefactors, sponsors, investors	22%	41%	5%	28%	4%
Partner institutions	21%	46%	4%	26%	3%
The media	32%	43%	7%	17%	1%
The local/regional community	20%	36%	5%	36%	3%
The wider public	20%	39%	4%	33%	4%
Other stakeholders or partners (hospitals, companies, NGOs…)	10%	37%	2%	44%	7%

N = 171. The results do not add up to 100% as respondents to this question could indicate multiple replies.

Monitorowanie innych uczelni

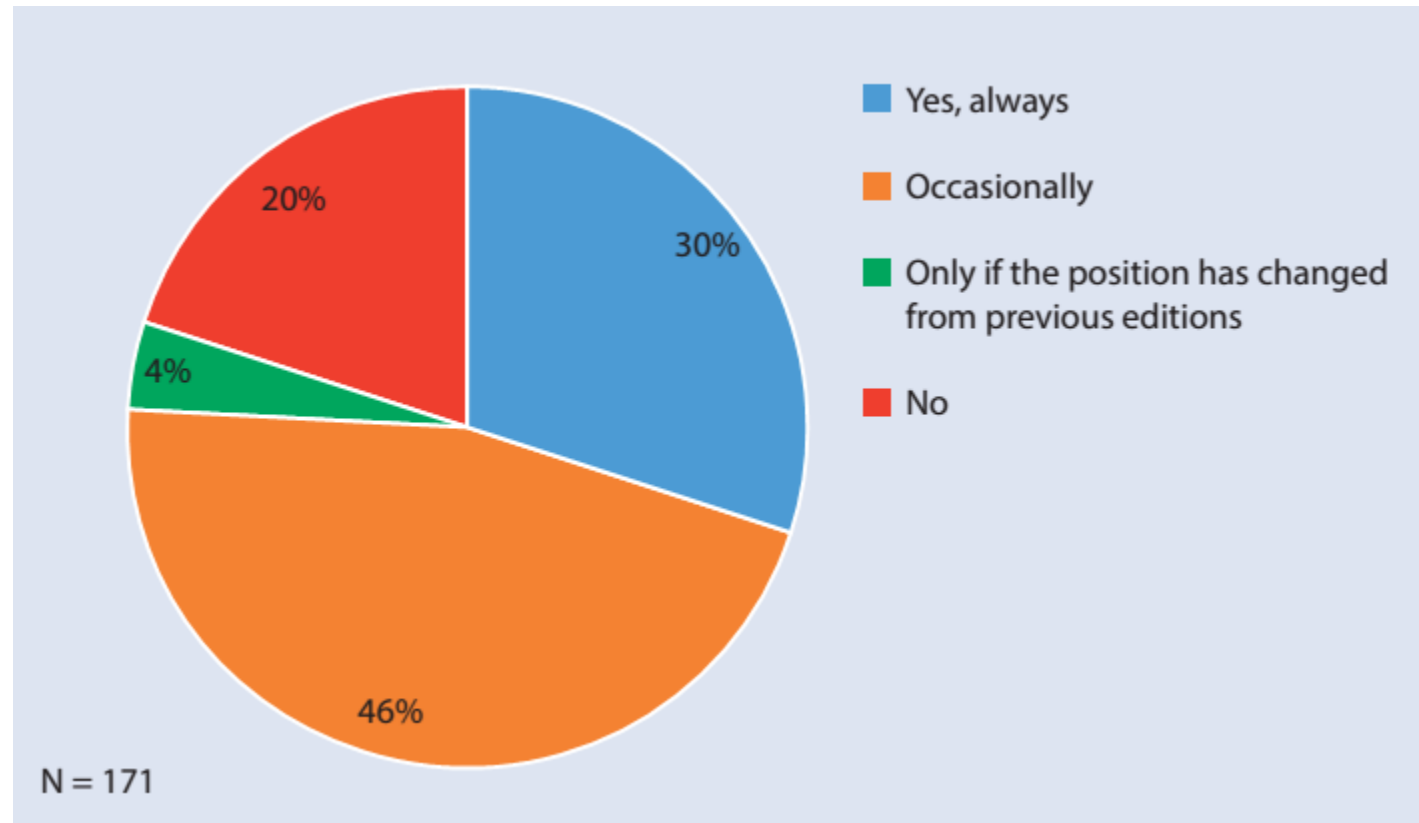# Ranking a strategia

No

Yes, and our institution formulated a clear target in terms of its position in national rankings.

Yes, and our institution formulated a clear target in terms of its position in international rankings.

Yes, and our institution formulated a clear target for both national and international rankings.

39%

29%

18%

14%

N = 171
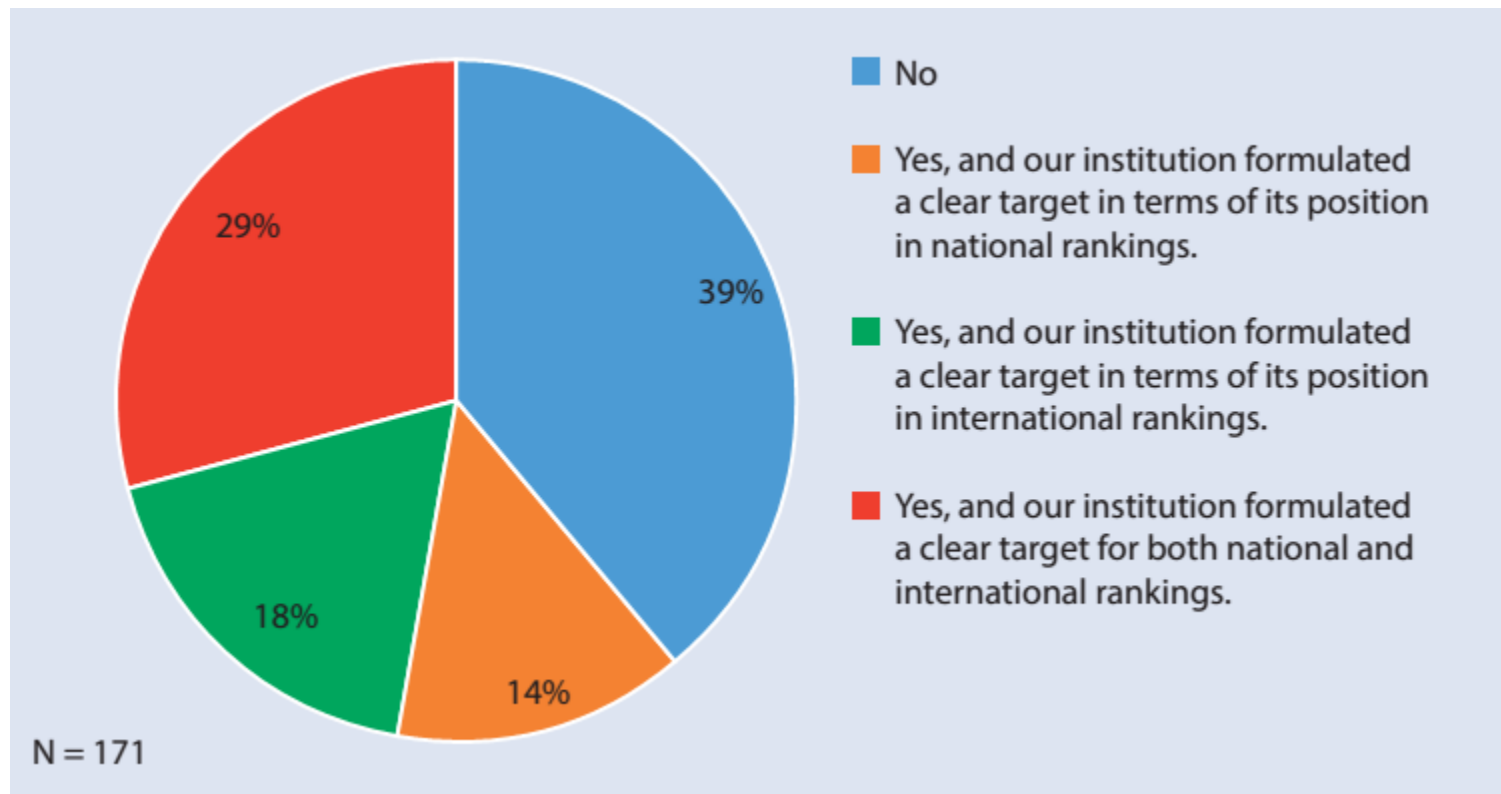
Wykorzystanie rankingów
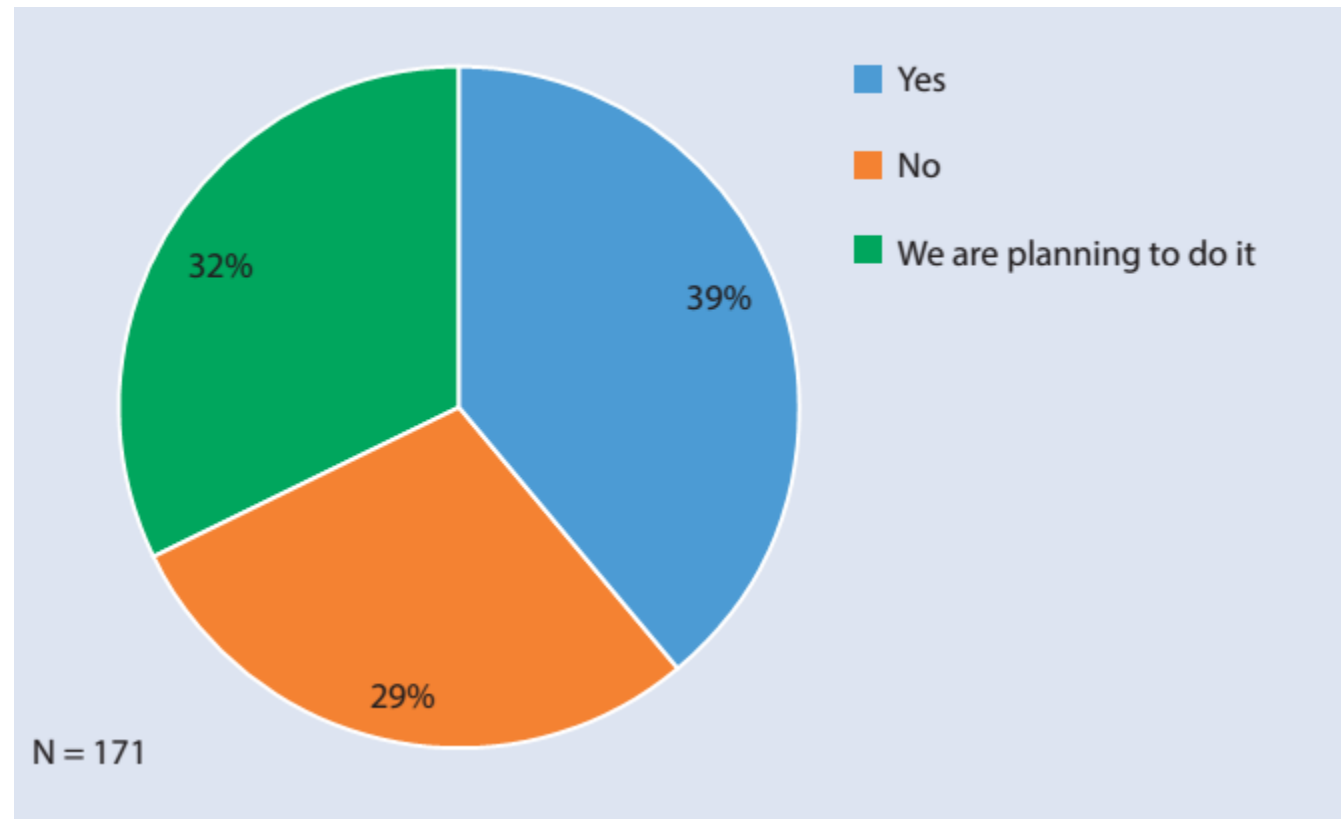
Wpływ rankingu na decyzje wewnętrzne

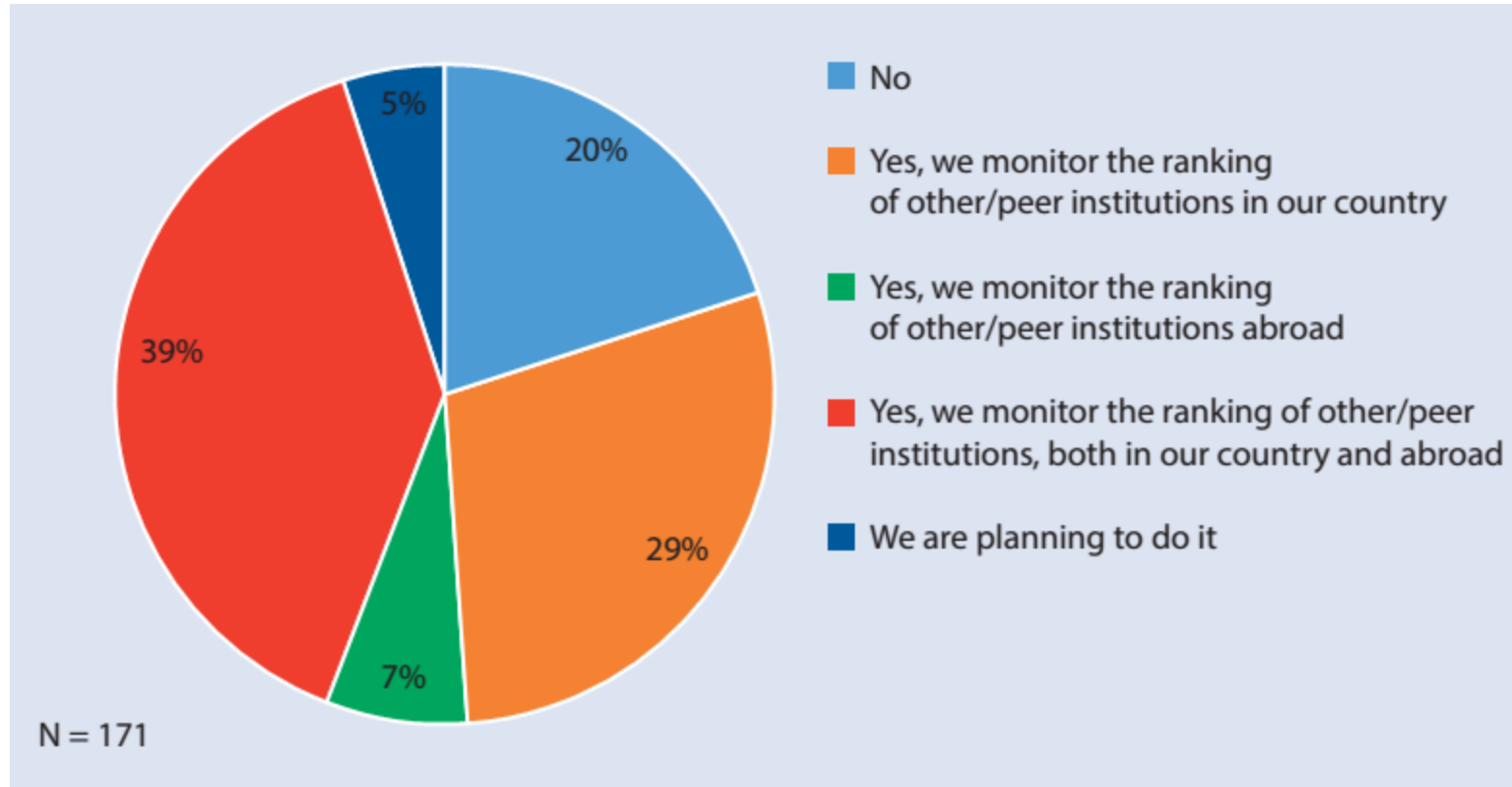| Strategic, organisational, managerial or academic actions taken	
There was no influence.	31%
Policies have been revised.	27%
Formal procedures remained the same, but a new focus was given to specific features.	26%
Some research areas have been prioritised.	23%
Recruitment and promotional criteria have been changed.	21%
Formal procedures have been revised.	17%
Resource allocation switched/changed.	14%
I believe it happens, but cannot really tell how.	14%
Some departments/entities/programmes have been established.	11%
Student entry criteria have been revised.	9%
Some departments/entities/programmes have been closed or merged.	8%
There was a merger with an external entity (other HEI, research institute…).	5%

N = 171. The results do not add up to 100% as respondents to this question could indicate multiple replies.

Wpływ rankingu na decyzje wewnętrzne II

Institutional decisions taken because of rankings	N = nationally ranked HEIs (109)	N = internationally ranked HEIs (127)	N = all RISP respondents (171)
Formal procedures have been revised.	17%	18%	17%
Formal procedures have remained the same, but a new focus has been given to specific features.	28%	29%	26%
Policies have been revised.	33%	31%	27%
Some research areas have been prioritised.	28%	22%	23%
Resource allocation has switched/changed.	20%	16%	14%
Some departments/entities/programmes have been closed or merged.	10%	7%	8%
Some departments/entities/programmes have been established.	13%	9%	11%
Recruitment and promotional criteria have been changed.	21%	21%	21%
Student entry criteria have been revised.	14%	11%	9%
There was a merger with an external entity (other HEI, research institute…).	6%	4%	5%
I believe it happens, but cannot really tell how.	16%	13%	14%
There was no influence.	21%	29%	31%

Wskaźniki istotne

Number of international students — 91%
Student satisfaction — 90%
Research income earned — 88%
Retention rate and/or dropout rate — 86%
Number of doctorates awarded — 85%
Peer review publications — 84%
Mission and/or institutional profile — 82%
Number of research active staff members — 82%
Time to degree — 77%
Employment rates after graduation — 75%
Citation impact factor and/or other research impact indicators — 74%
Teacher/student ratio — 74%
Patents and licenses, commercialisation activity — 71%
(Other) external income earned — 70%
Number of industry or community partnerships — 68%
Number of international staff — 66%
Investments in campus facilities — 66%
Access/participation by socio-economic status — 46%
Size of library collection — 45%
Reputation among employers — 37%
Employer satisfaction — 36%
Number of Nobel or similar prizes — 32%
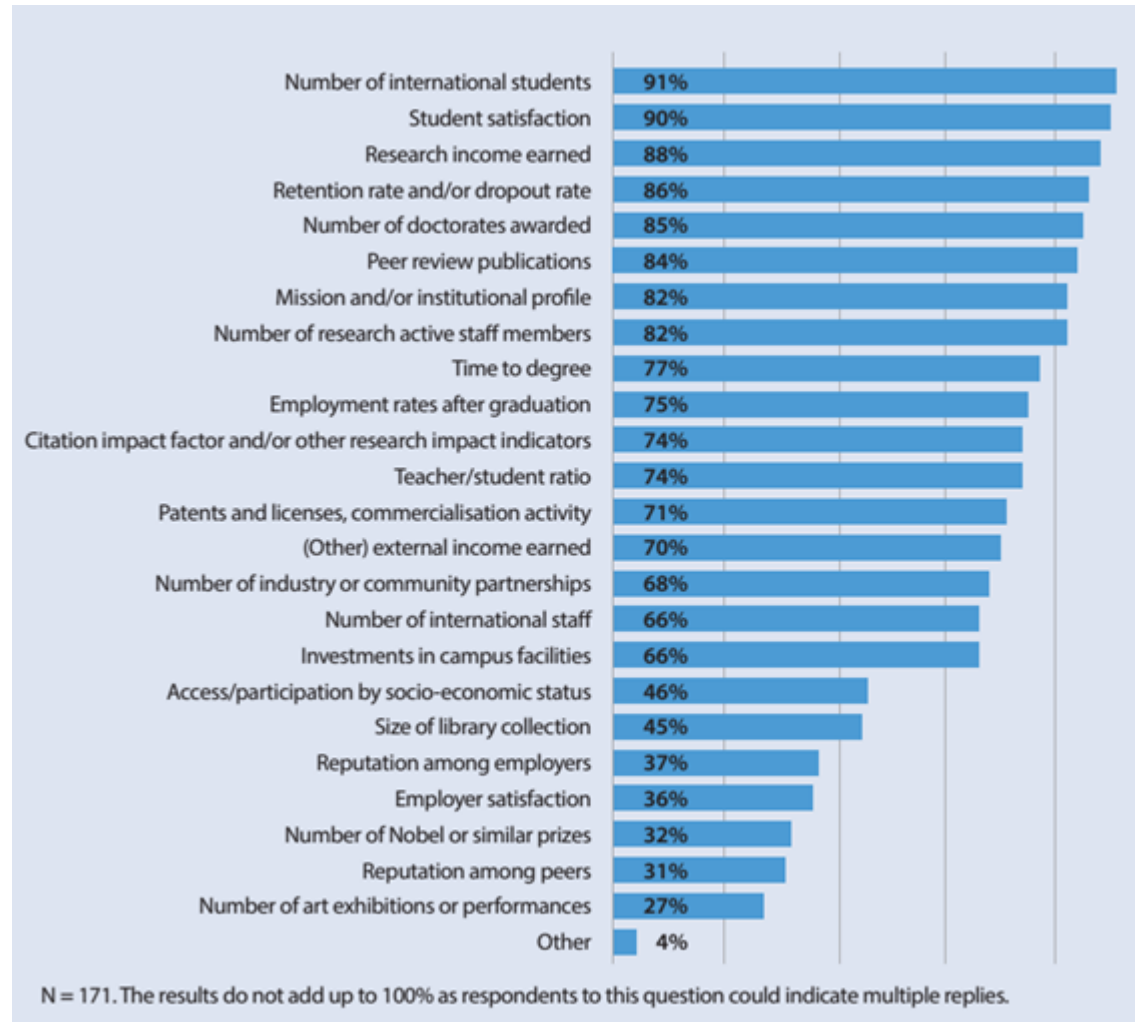Reputation among peers — 31%
Number of art exhibitions or performances — 27%
Other — 4%

N = 171. The results do not add up to 100% as respondents to this question could indicate multiple replies.

EUA MEMBERS' PARTICIPATION IN U-MULTIRANK:

EXPERIENCES FROM THE FIRST ROUND
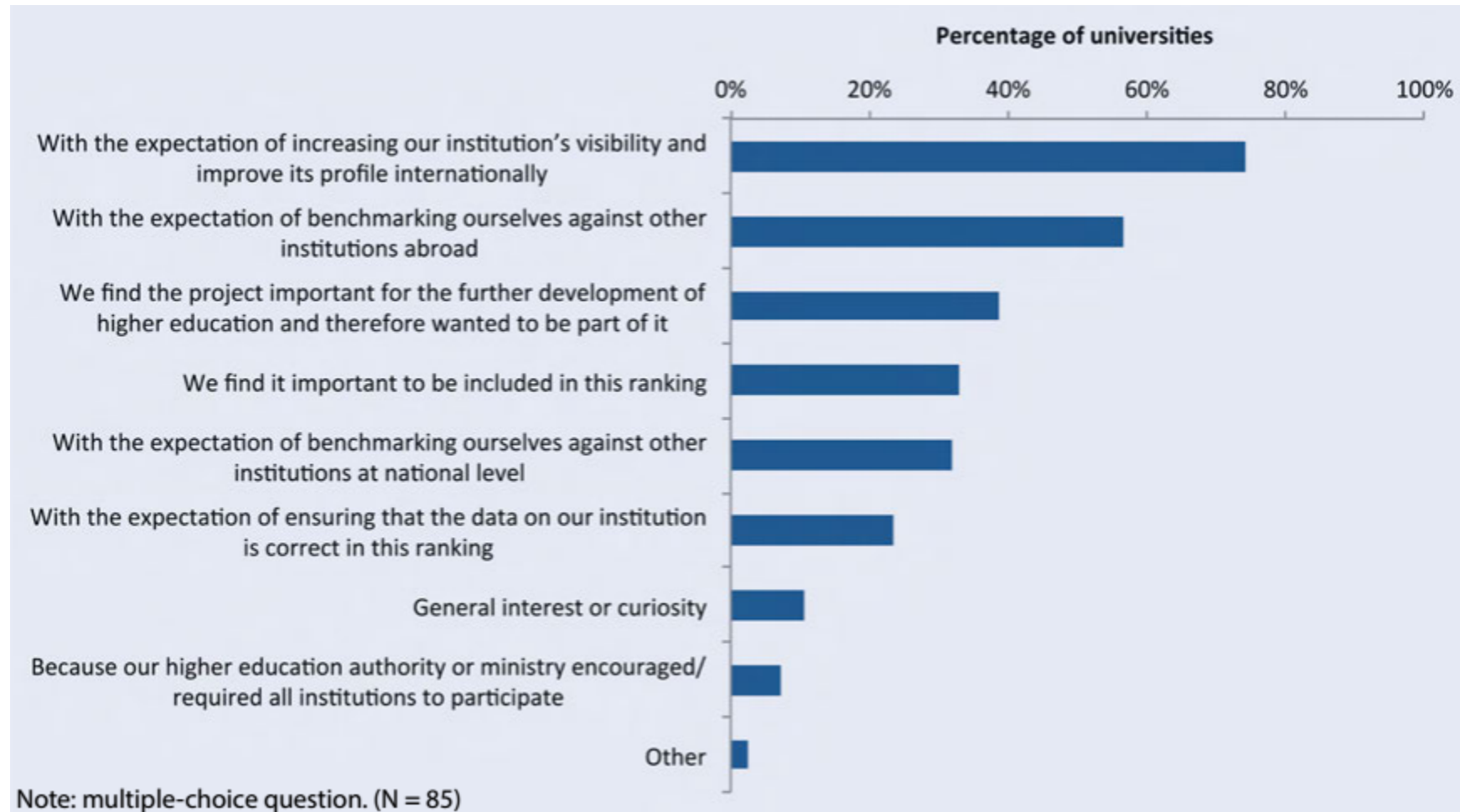
BY TIA LOUKKOLA AND RITA MORAIS

Preliminaria

- UMR is a multi-dimensional ranking of higher education institutions developed by a consortium led by the Centre for Higher Education (CHE) and the Center for Higher Education Policy Studies (CHEPS) at the University of Twente. Other partner organisations include the Centre for Science and Technology Studies from Leiden University (CWTS), Catholic University Leuven, Elsevier, Bertelsmann Foundation, Push and Folge 3 (UMR website).

- UMR was launched at the initiative of the European Commission. Following a feasibility study finalised in 2011 (van Vught 2011), the Commission explained the rationale behind U-Multirank as follows: *a new performance-based ranking and information tool for profiling higher education institutions, aiming to radically improve the transparency of the higher education sector, with first results in 2013. By moving beyond the research focus of current rankings and performance indicators, and by allowing users to create individualized multidimensional rankings, this independently run tool will inform choice and decision-making by all higher education stakeholders (EC 2011).*

- UMR received a total of €2 million in EU funding from the Lifelong Learning Programme in 2013-15, with the possibility of a further two years of seed-funding in 2015-2017. However, during this period, in addition to further developing and implementing the UMR the consortium is also expected to devise a long-term business plan that would allow an independent organisation to run the ranking thereafter (UMR website).
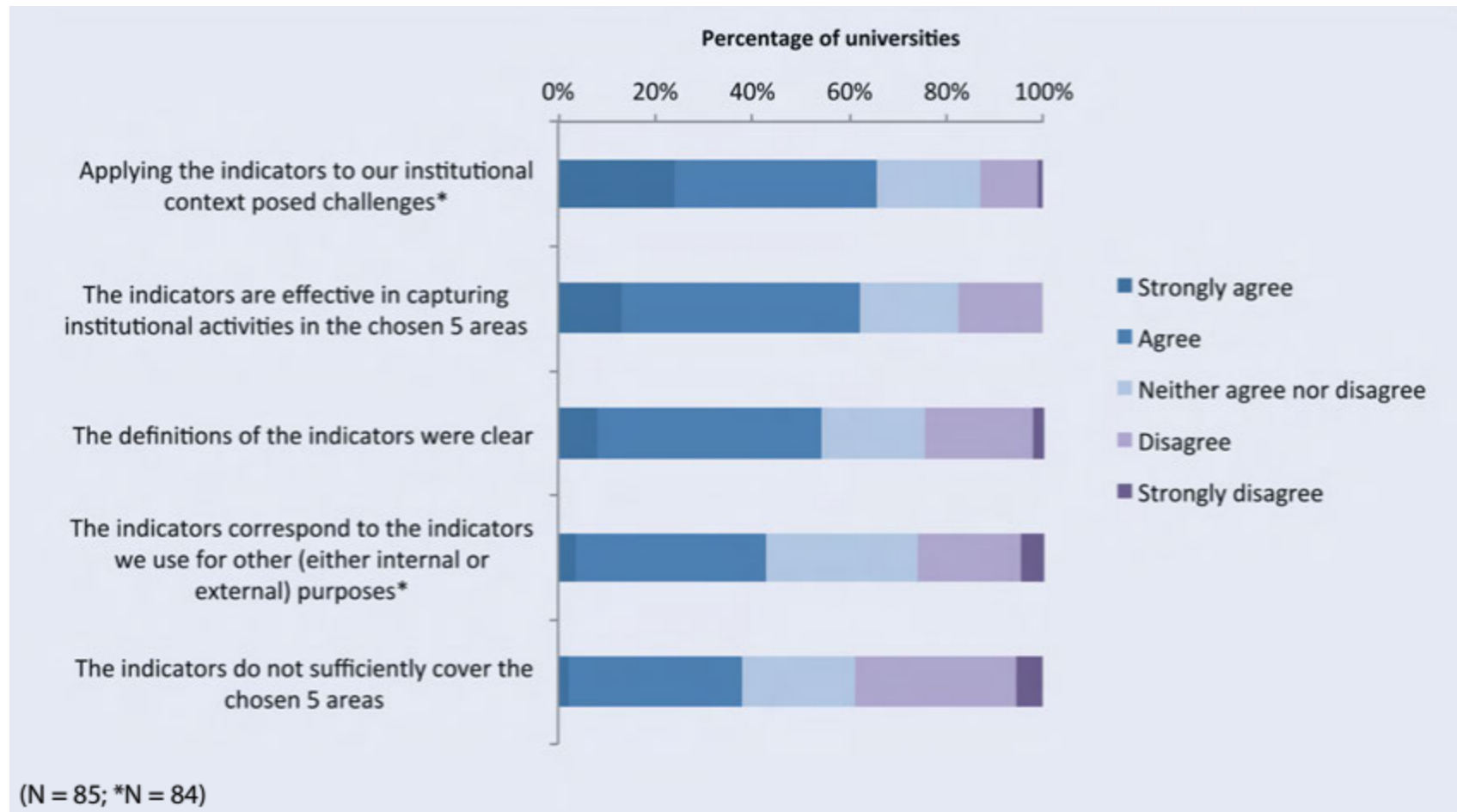
Metodologia

- With regard to the methodology of the ranking, the aim is to reflect the multi-dimensional nature of a higher education institution and so UMR's indicators cover 5 areas: teaching and learning, research, knowledge transfer, international orientation and regional engagement.

- In addition, there is some general information related to the size and age of the institution (UMR website).

- The data included in UMR are drawn from the following sources: provided by the institutions directly, international bibliometric and patent databases and student surveys (completed by students at participating institutions) (UMR website).

- The 2014 UMR edition included the following fields: business studies, electrical engineering, mechanical engineering and physics. In 2015, UMR will be expanded to cover psychology, computer science and medicine (UMR website).

- 879 higher education institutions from Europe and beyond were included in the 2014 edition of UMR. While over 70 countries are present in the UMR, around 62% of the institutions are from Europe. Over 500 of the institutions actively provided data for UMR in its first round. The rest are included in UMR only through bibliometric and patent data that have been drawn from publicly available sources. Bibliometric

- data included are based on the Thomson Reuters database (UMR website).

- Comparison between the universities included in the UMR published in May 2014 and EUA members shows that just less than half of higher education institutions (42%) included in the first results of UMR are EUA members. On the other hand, taking only into account the EUA membership, almost half of EUA members (47.1%) are included in UMR, whether by actively providing data or through publicly available data. Out of these institutions, 77.5% actively provided data to UMR, while 22.5% were included through publicly available.

Dlaczego U Multirank

Percentage of universities

Reason	
With the expectation of increasing our institution's visibility and improve its profile internationally	
With the expectation of benchmarking ourselves against other institutions abroad	
We find the project important for the further development of higher education and therefore wanted to be part of it	
We find it important to be included in this ranking	
With the expectation of benchmarking ourselves against other institutions at national level	
With the expectation of ensuring that the data on our institution is correct in this ranking	
General interest or curiosity	
Because our higher education authority or ministry encouraged/required all institutions to participate	
Other	

Note: multiple-choice question. (N = 85)

Ocena wskaźników

Percentage of universities

(N = 85; *N = 84)

Nakłady i czas

Number of individuals in the institution involved in data collection for UMR	Count (n)	Percentage
< 5	10	12.0%
5 – 10	23	27.7%
10 – 15	23	27.7%
15 – 20	10	12.0%
20 – 25	10	12.0%
≥ 25	7	8.4%

N = 83

Time spent (days) in collecting data for UMR	Count (n)	Percentage
< 10	17	20.7%
10 – 20	31	37.8%
20 – 30	10	12.2%
30 – 40	11	13.4%
40 – 50	7	8.5%
≥ 50	6	7.3%

N = 82

Współpraca z Konsorcjum

Percentage of universities

(N = 85; *N = 84)
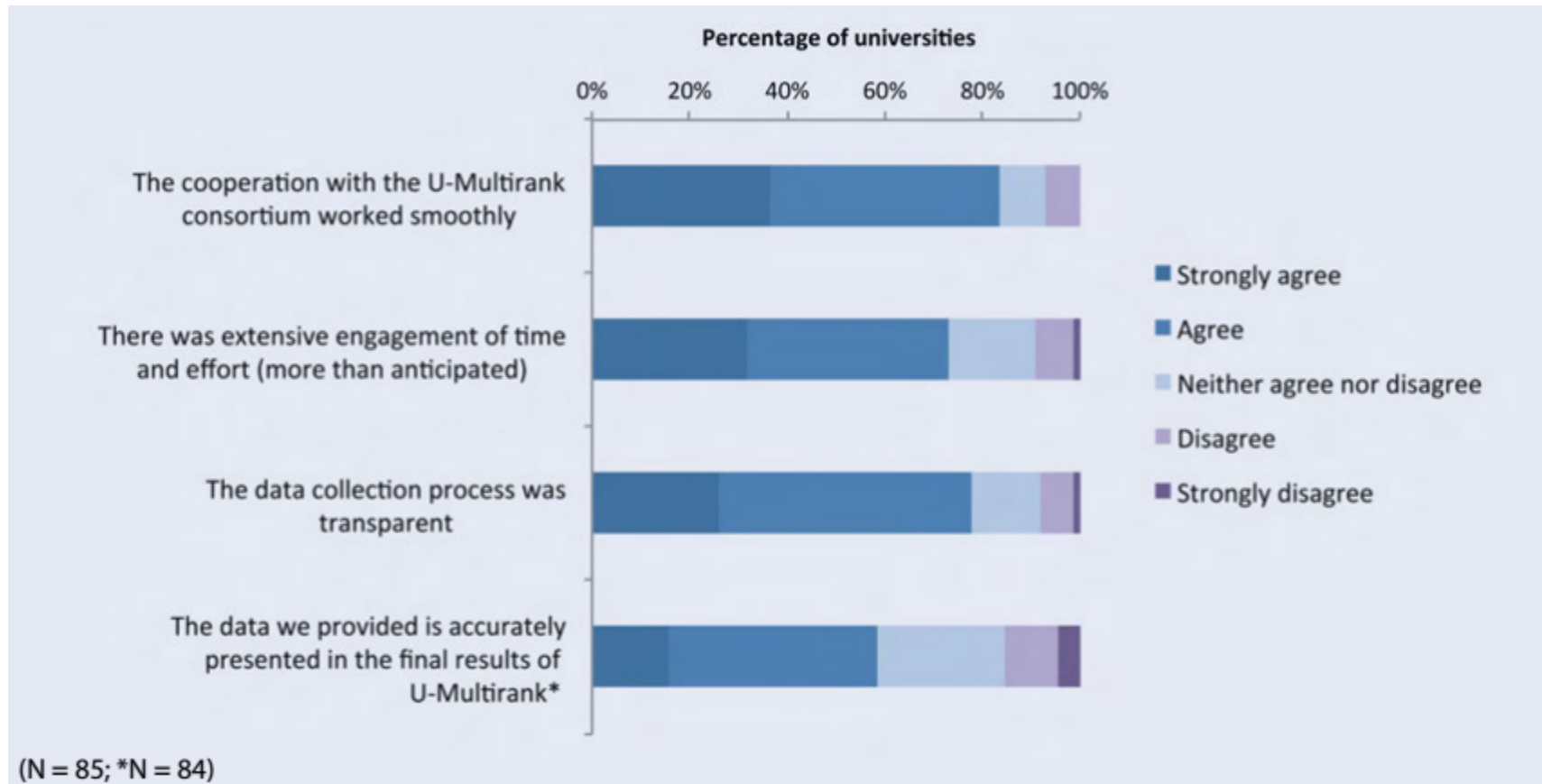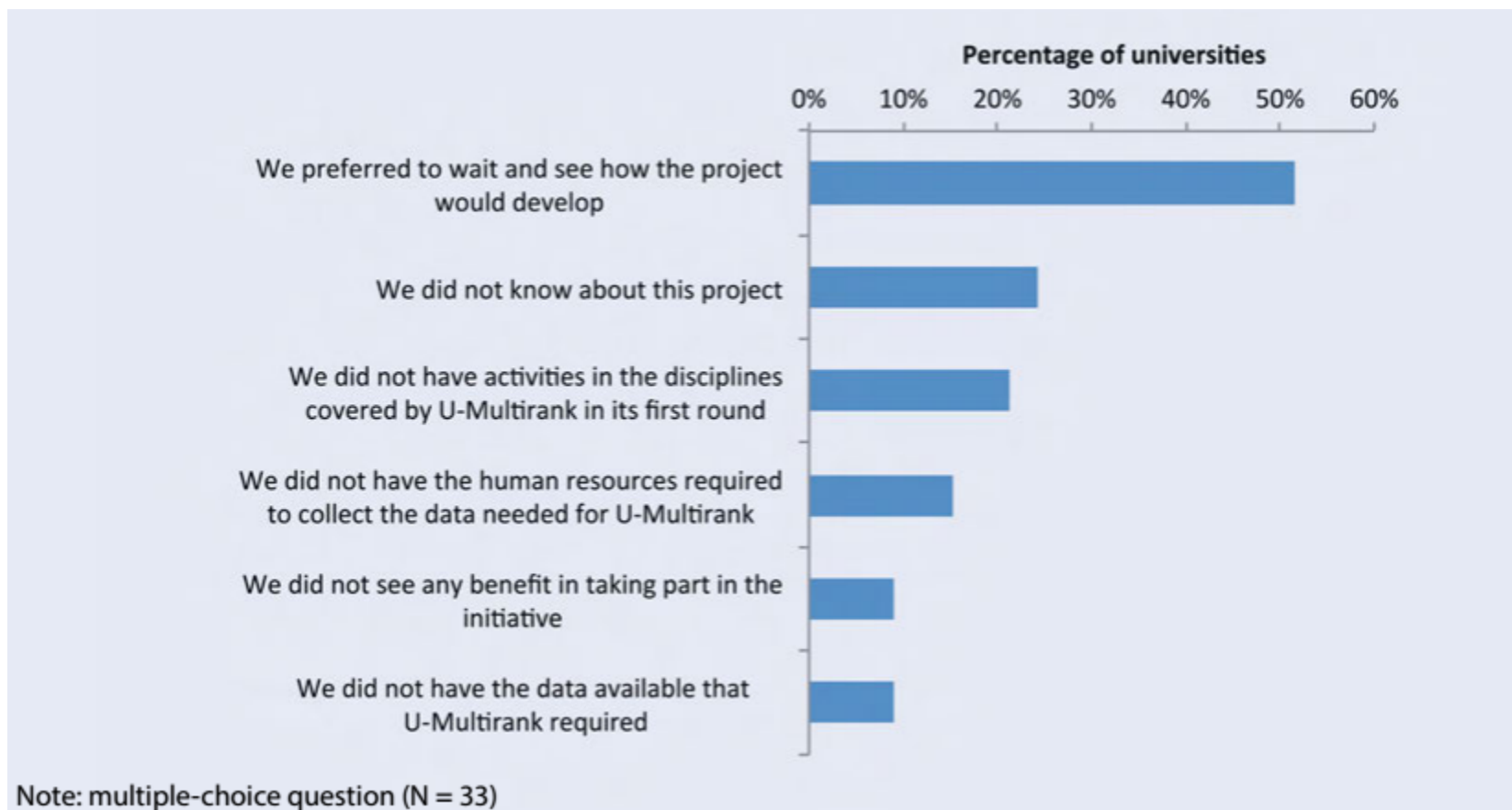
Pożytki

We do not use or are not planning to use the results for anything specific	9	10.7%
We do not know yet	25	29.8%
We are already using or planning to use the results	50	59.5%

Note: multiple-choice question (N = 50)

Przyczyny odmowy

Percentage of universities

	0%	10%	20%	30%	40%	50%	60%

We preferred to wait and see how the project would develop

We did not know about this project

We did not have activities in the disciplines covered by U-Multirank in its first round

We did not have the human resources required to collect the data needed for U-Multirank

We did not see any benefit in taking part in the initiative

We did not have the data available that U-Multirank required

Note: multiple-choice question (N = 33)

Cytaty z ankiet

- "(…) we feel that there is a need for a balanced assessment of universities in terms of different activities (education, research, innovation etc.) which e.g. QS and THE cannot give. U-Multirank has the potential to fill this need." (University from Sweden)

- "The benefits of U-Multirank over other more traditional rankings are that it is a multidimensional, transparent and more user-friendly tool."(University from Norway)

- "Data Collection is a heavy burden. Data for many indicators are not available in our regular reports. We have doubts about the consistency of data (…)" (University from Hungary)

- "The field data collection process is very time consuming. There were some difficulties in interpreting some definitions and to adjust them to the national context." (University from Portugal)

- "Some main indicators do not correspond with the internal logics of national university systems or show major methodical weaknesses (e.g. graduation rate does not take into account international semesters)." (University from Germany)

- "The process of collecting data for the survey was too long. Some data was difficult to generate (i.e. division of funds spent for science transfer of knowledge, etc.). A lot of data in the survey could only be estimated. (…) Data collection and reporting at the university level is not [in line with]Multirank expectations." (University from Poland)

Key findings

- About one-third of EUA members contributed actively to the first round of UMR. However, many others are clearly waiting to see how the initiative develops and are considering joining in the future.

- Whether a university took part in UMR or not, all expressed major concerns regarding the interpretation of the UMR indicators across different institutions and countries and thus the validity of the data provided. This concern is backed up by the response from those actively providing data about challenges in collecting the data in the format requested.

- Collecting data for UMR required considerable resources and the amount of work surprised many of those providing data for UMR. The adequacy of the indicators in different institutional contexts was a concern.

- Cooperation with the UMR consortium worked smoothly although a small minority was not happy with the way their data was presented in the final results.

- The benefits of participation for an individual university are still rather unclear: four in 10 universities have no plans to use the results of UMR or do not yet know how they would do so.

Wnioski

- Poglądy na temat rankingu U Multirank są zróżnicowane.
- Potwierdza się, że rankingi mają wpływ na procesy kształtowania planów i strategii, ale wpływ ten ma spontaniczny charakter.
- Proces zbierania i analizy danych to jest kluczowy dla korzystania z wyników, nie zawsze dane są wiarygodne.
- Warto podjąć debatę o celowości budowy międzynarodowej bazy danych (i zestawu wskaźników) zamiast korzystania różnych zestawów w różnych rankingach.
- Wskaźniki nie zawsze są prawidłowo powiązane z jakością procesu kształcenia.