

If ranking is the disease, is benchmarking the cure?

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Romania: Coalition for Clean Universities

- 2007 survey - 77% of students and 35% of lecturers consider high level of corruption
- **14 coalition members** from civil society, including students and professors associations



scoring sheet

- **administrative probity** **30 points**
- **academic probity** **20 points**
- **democratic governance** **35 points**
- **sound financial practice** **15 points**



integrity ranking

universities divided from 5 stars to 0

- no university received 5 stars
- 3 universities received 4 stars
- 18 universities received 3 stars
- 10 universities received 2 stars
- 5 universities received 1 star
- 6 universities received 0 stars (“you don’t want to study there!”)



meet my son Yacine...



outline of the presentation

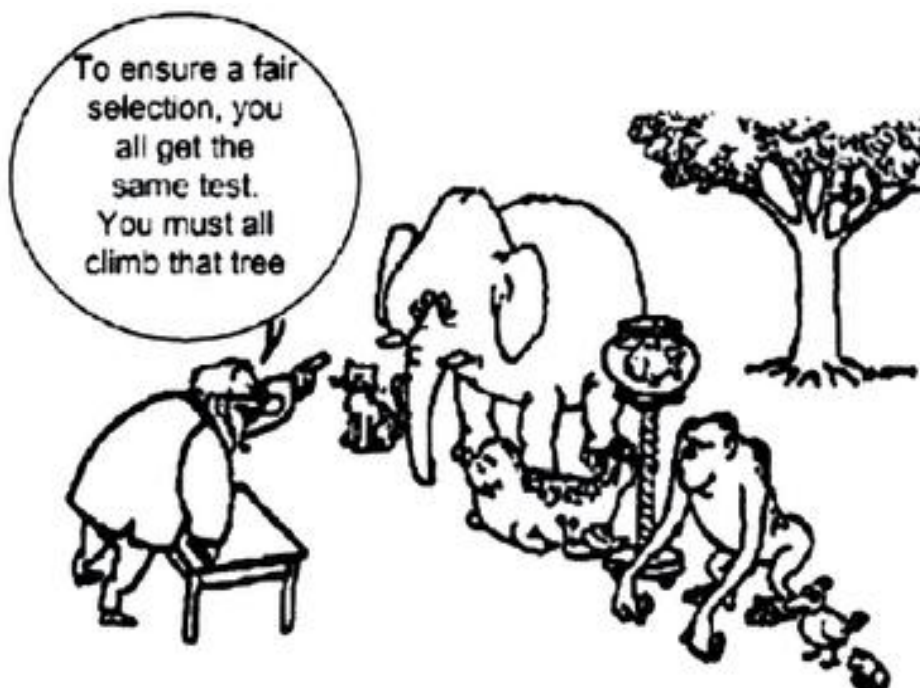
- what rankings fail to measure
- benchmarking of tertiary education systems



what do rankings tell us about an institution's performance?



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what do rankings measure?

- research?
 - quantity or relevance?
- quality of teaching and learning?
- equality of opportunities?
 - Oxbridge?
- engagement with the region?
 - technology transfer?
 - culture?
 - values?



Victoria University

- multi sector University
 - university (bachelors through PhD)
 - vocational education (technical and trades education)
 - further education (language, literacy numeracy; career support and planning; learning skills development)
 - 20.7% of enrolments from low SES
 - 1 in 2 students from non English speaking background
 - majority are first in family to attend tertiary study

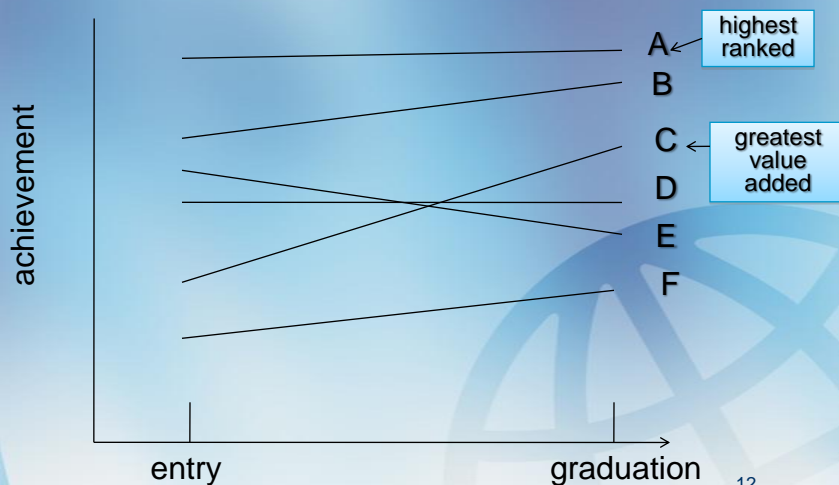


Victoria University and its region

- VU has a commitment
 - to serve Western Melbourne enshrined in its Foundation Act
 - to engage in research and education that “makes a difference” to peoples’ lives
 - to work-based and community-based learning for 25% of every students course



absolute achievement and value added



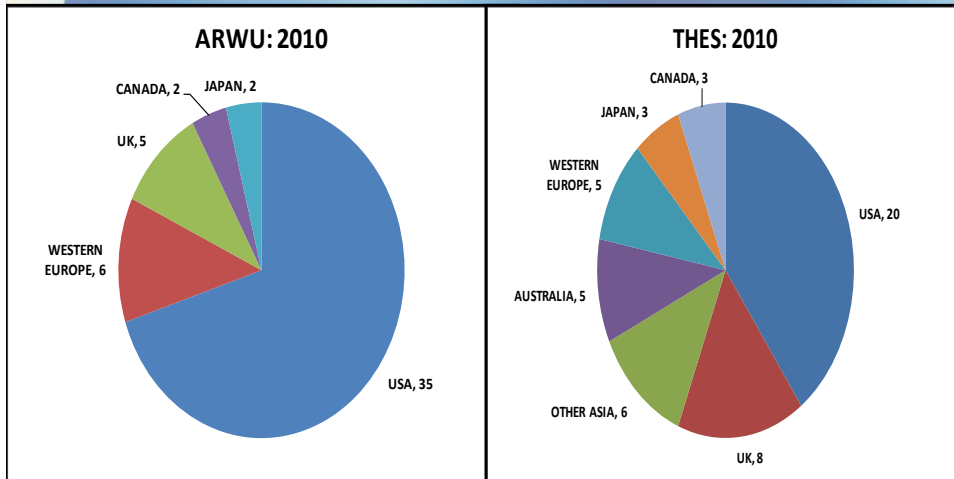
multi-dimension comparisons enriches the diagnosis



what do rankings tell us about a country's performance?



top 50 universities (2010)

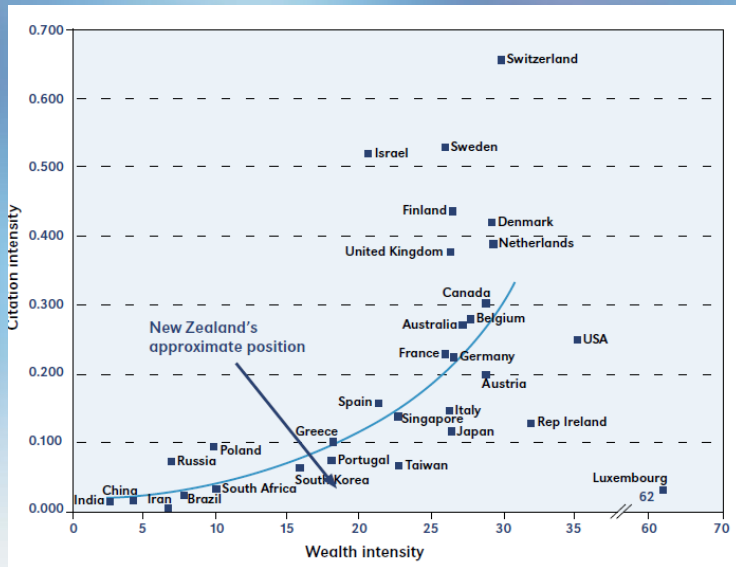


well-performing economies without world-class universities

WEF	WB K4D	SJTU
USA	Denmark	US (1)
Switzerland	Sweden	UK (4)
Denmark	Finland	Japan (19)
Sweden	Netherlands	Switzerland (24)
Singapore	Norway	Canada (24)
Finland	Canada	France (42)
Germany	Switzerland	Denmark (45)
Netherlands	UK	Netherlands (47)
Japan	USA	Sweden (51)
Canada	Australia	Germany (55)



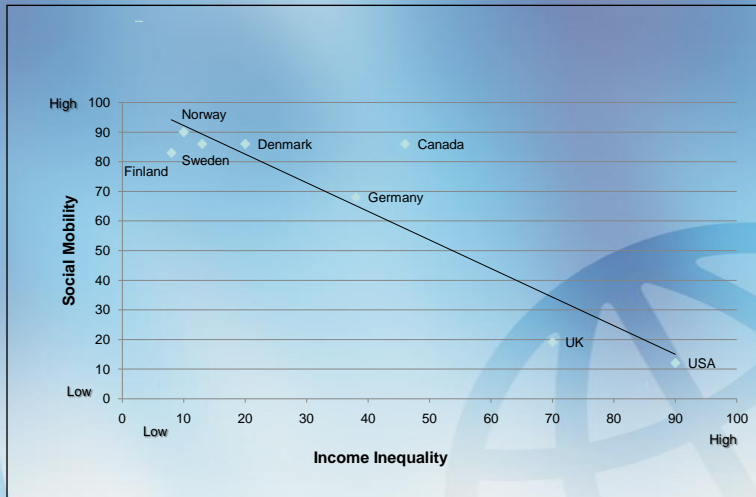
size effect



ARWU ranking related to population

Country	No. Top 500s	population (000s)	people required to produce each top 500 U
Ireland	3	4,451	1,484
Denmark	4	5,565	1,391
Australia	17	22,327	1,313
Norway	4	4,883	1,221
Austria	7	8,382	1,197
Switzerland	7	7,790	1,113
Israel	7	7,577	1,082
Finland	6	5,363	894
New Zealand	5	4,371	874
Sweden	11	9,394	854

social mobility and inequality



what the rankings lens does not allow us to see

- overall performance of tertiary education systems
- access and equity
- quality and relevance
- contribution to local economic and social development

'The United States doesn't have a world-class higher education system because it has many world-class universities; instead it has world-class universities because it has a world-class higher education system.'
(Birnbaum, 2007)



outline of the presentation

- what rankings fail to measure
- **benchmarking of tertiary education systems**



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what is benchmarking?

- comparing the performance of one's tertiary education system to that of other systems
 - competitors
 - good practices



purpose

- improving performance
 - diagnosis (identification of areas for improvement)
 - definition of specific corrective interventions



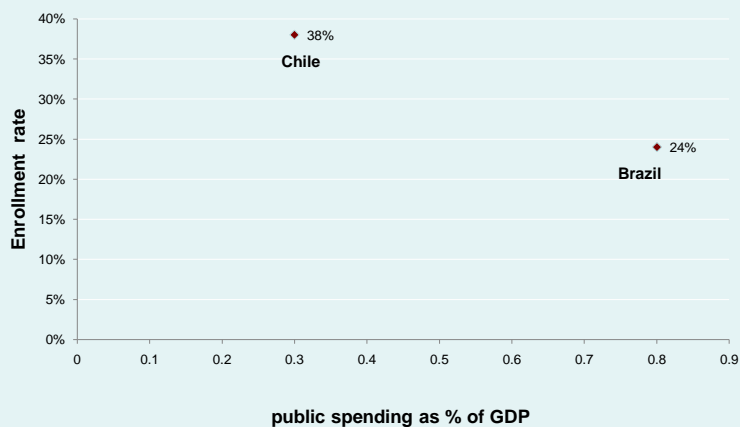
purpose (II)

- to understand the determinants of performance in complex systems and situations
 - no consensus on what countries should do to improve their performance
 - wide variations in system performance with similar funding levels and common country characteristics



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comparing Brazil and Chile



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elaborating the theoretical framework

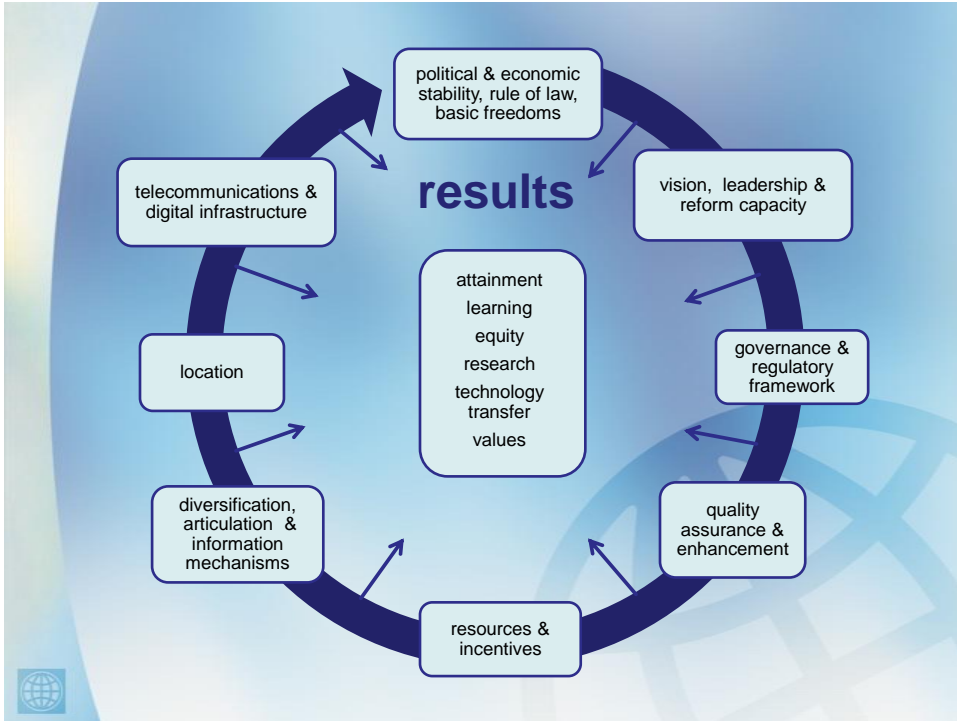
- distinction between performance (results) and health of system (determinants)
 - how good are the system's actual outcomes?
 - does it operate under conditions known to lead to high performance?
 - informed by empirical evidence



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drivers of performance

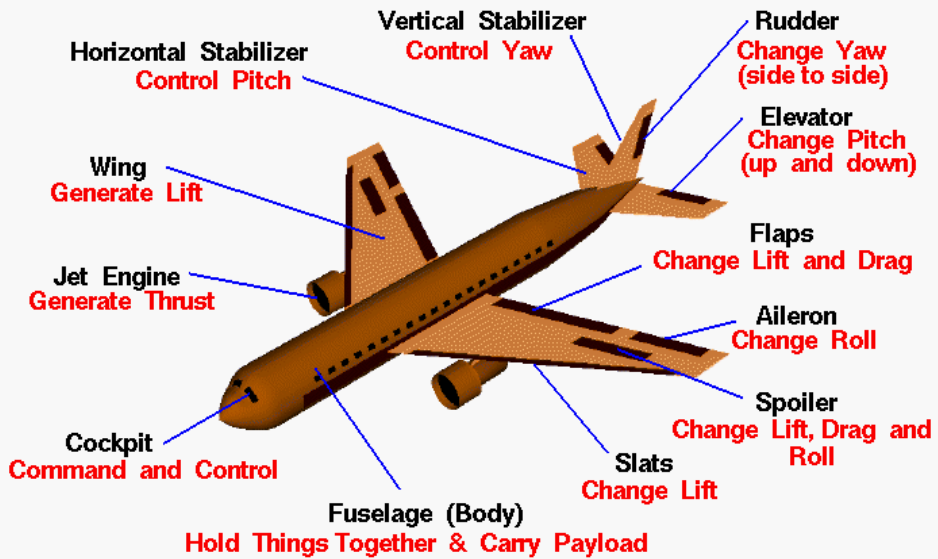


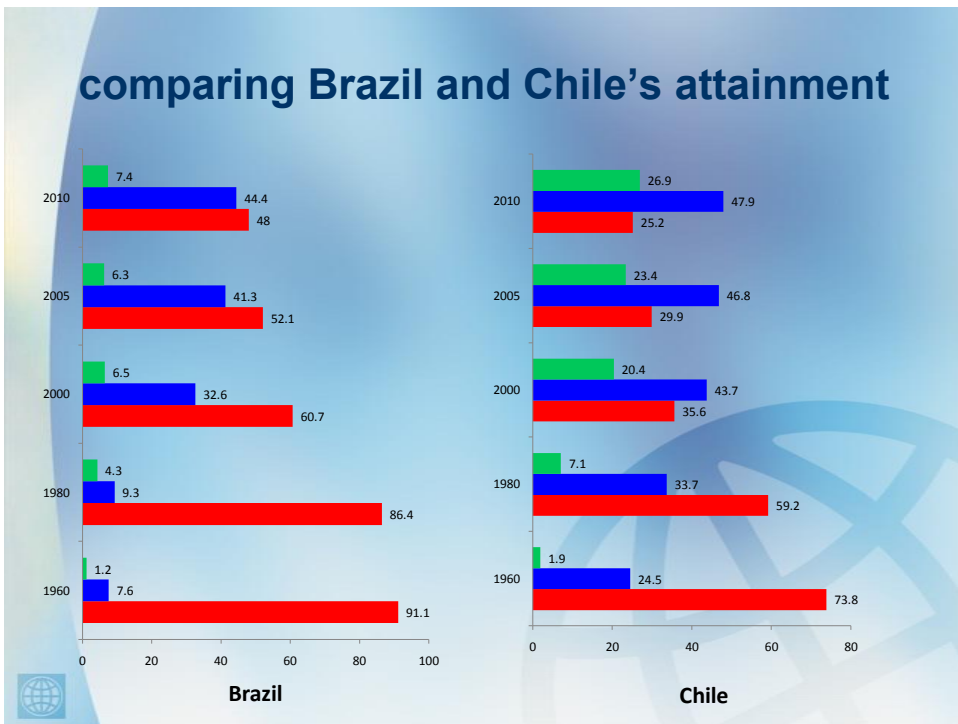
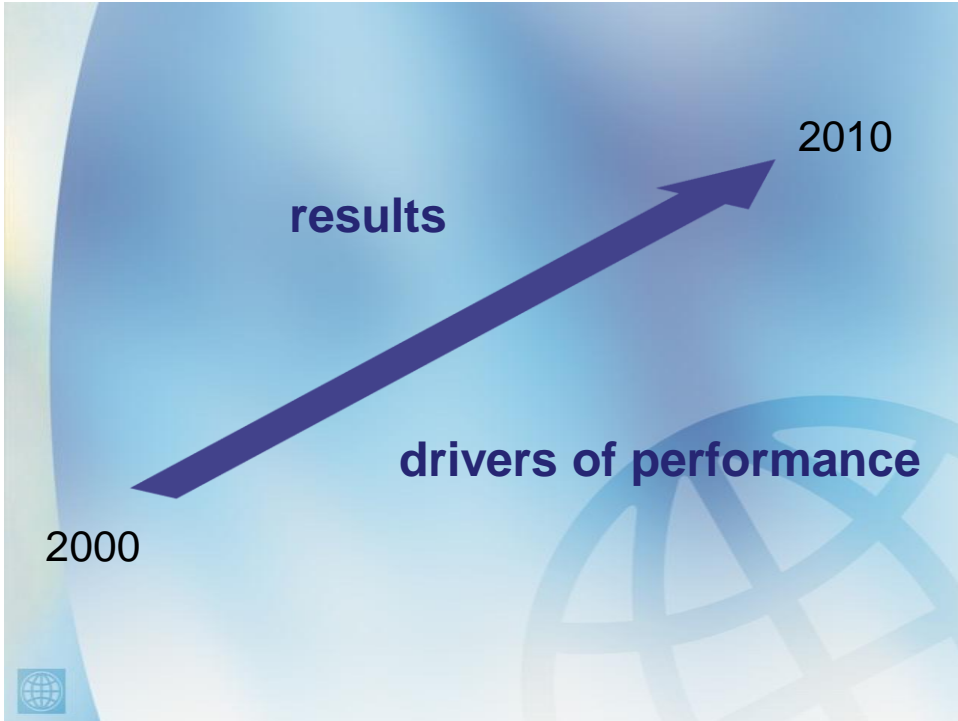




Airplane Parts Definitions and Function

Glenn
Research
Center

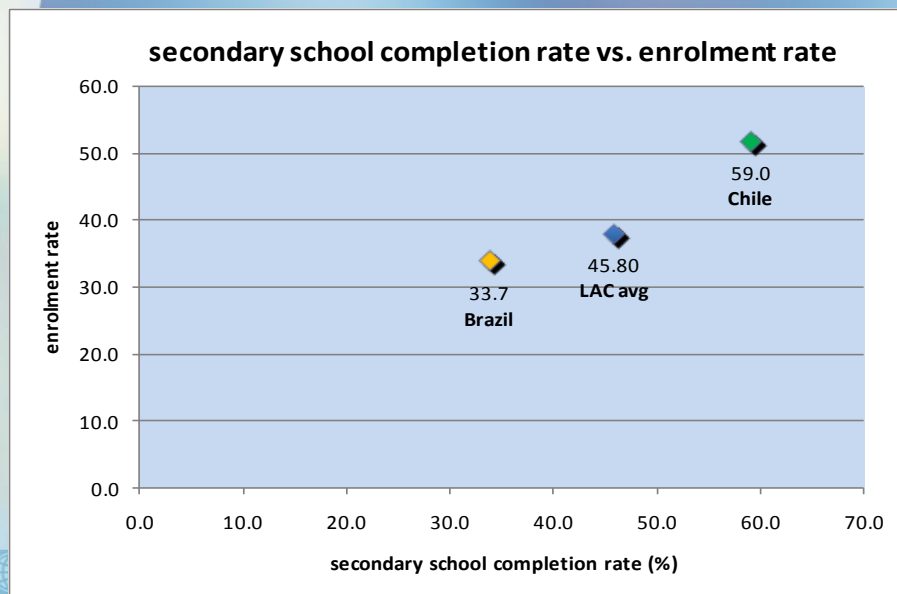




key drivers of enrolment

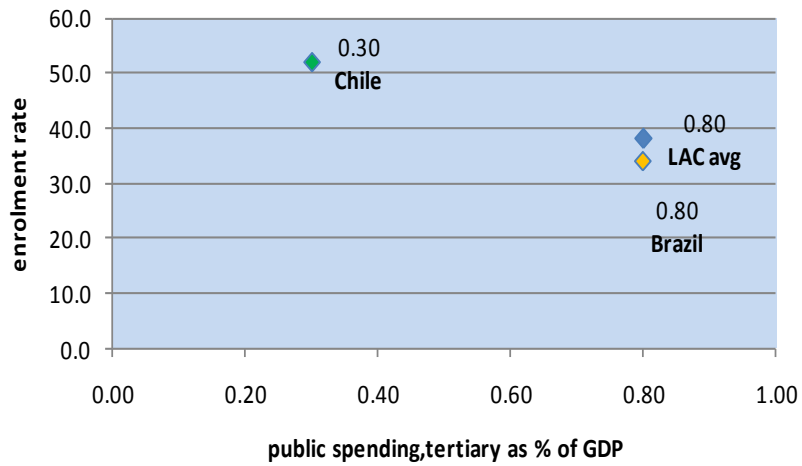
No.	Driver
1	secondary education completion rate
2	public and private spending on tertiary education as a percentage of GDP
3	share of private spending as a proportion of total spending on tertiary education
4	proportion of public spending, tertiary on total student aid (loans plus grants)
5	private enrolment share, tertiary (%)
6	proportion of students studying at non-university institutions (open university, polytechnics. etc) (%)

secondary school completion rate

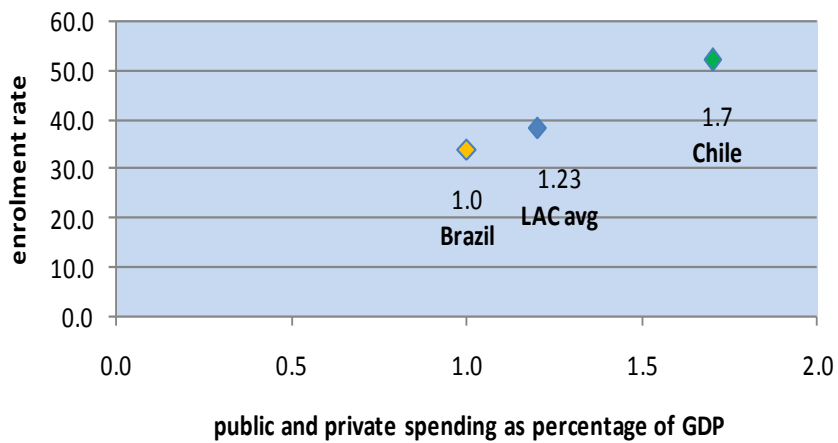


public spending

public spending vs. enrolment rate

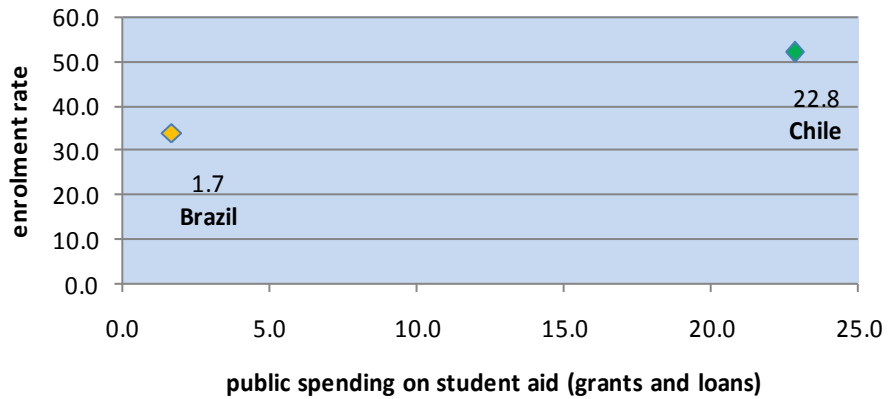


public and private spending as % of GDP vs. enrolment rate



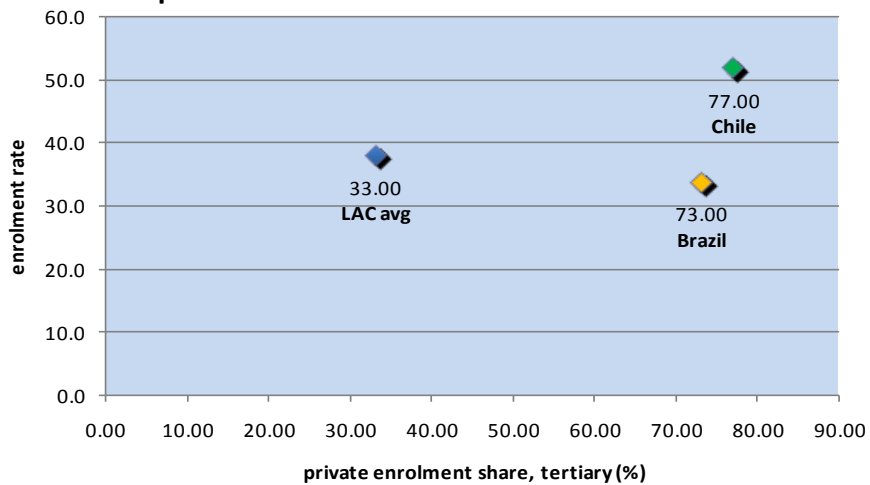
student aid

public spend on student aid vs. enrolment rate

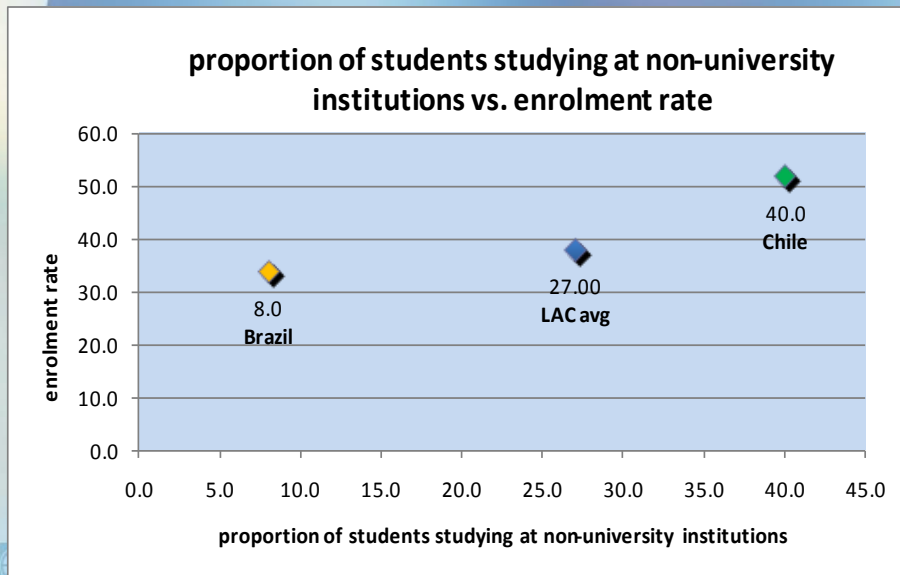


private enrolment

private enrolment share vs. enrolment rate



enrollment in non-university institutions



suggestions

- Brazil to increase secondary education output
- Brazil to invest in non-university institutions
- Brazil to increase student aid
- Chile to contribute much more public resources to tertiary education



conclusion



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lessons

- thirst for information and accountability
- national and international comparisons help to assess strengths and areas for improvement
- rankings = one among many QA and accountability instruments



lessons (II)

- to be meaningful, institutional rankings must be multi-dimensional
- to assess strength of tertiary education **systems**, need for benchmarking approach



benchmarking

- different type of analysis
 - system-wide rather than institutional
 - multi-dimensional
 - alignment of key dimensions (of performance and system health)
- actionable policy levers
 - informed decisions
 - avoiding complacency (like rankings)

