



CENTRUM FÜR
HOCHSCHULENTWICKLUNG

Multi-Dimensional, Global University Ranking (U-Multirank)

Sonja Berghoff

Unease with existing global rankings

Cultural and language bias

neglect teaching & learning

neglect non-university research

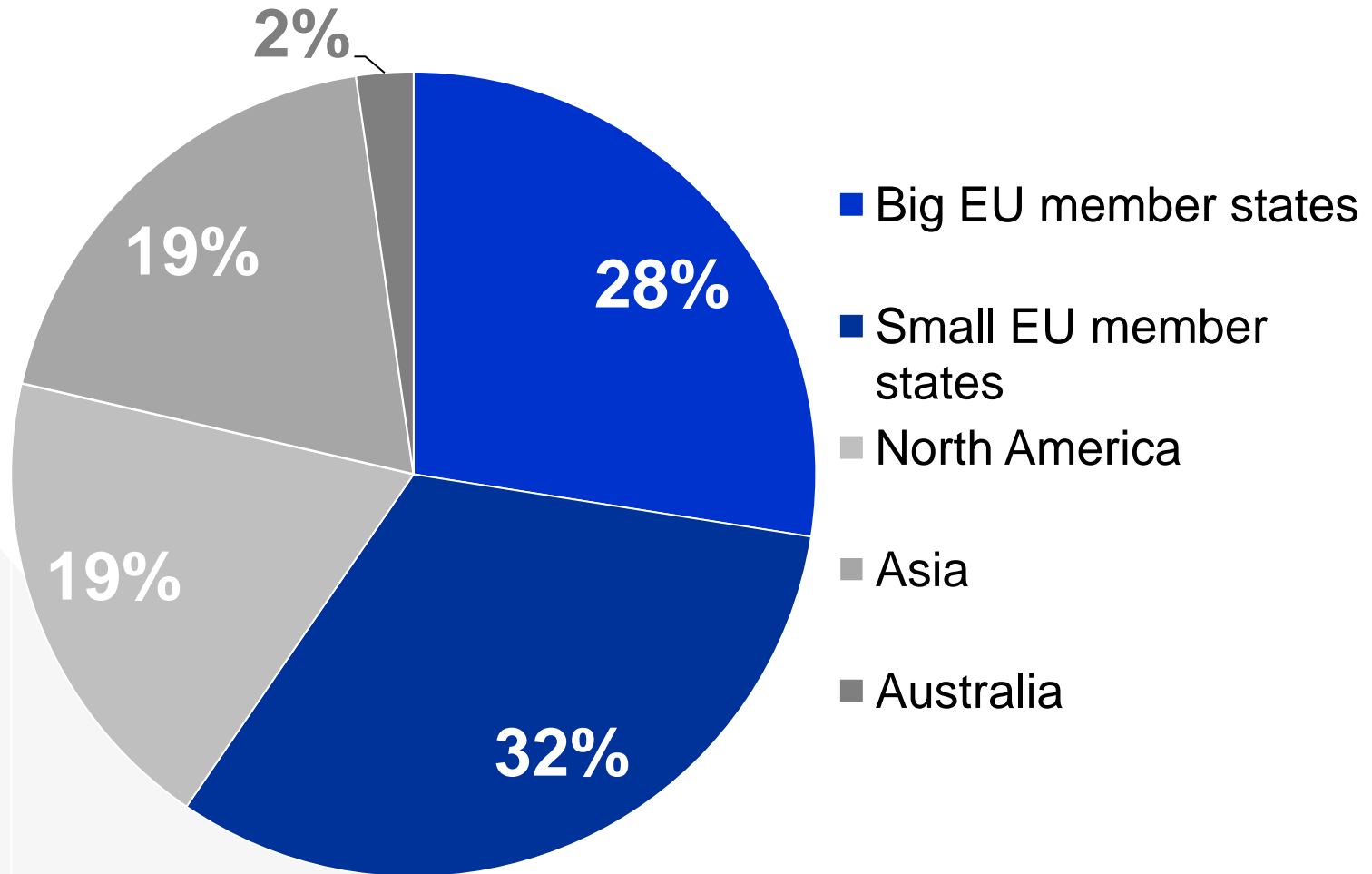
biased against humanities, social sciences

only international research universities

High international acceptance of approaches like CHE ranking

- Development of concept *and* feasibility study
- *Global* ranking (not only European)
- Multi-dimensional ranking
 - teaching & learning, incl. employability
 - research
 - internationalisation
 - community outreach
- Field-based *and* institutional rankings
- Universities and non-university HEIs
- Inclusion of non-university research institutions
- information for multiple stakeholders: students, HEIs/HEI managers, politics, employers

Sample for feasibility study, about 150 institutions:



One common ranking including all ~4.000 European HEIs irrespective of their missions, structures and fields does not make sense for any group of stakeholders

Identifying *comparable* institutions that can be ranked in one ranking

CLASSIFICATION

Description of horizontal diversity



Types/profiles

+

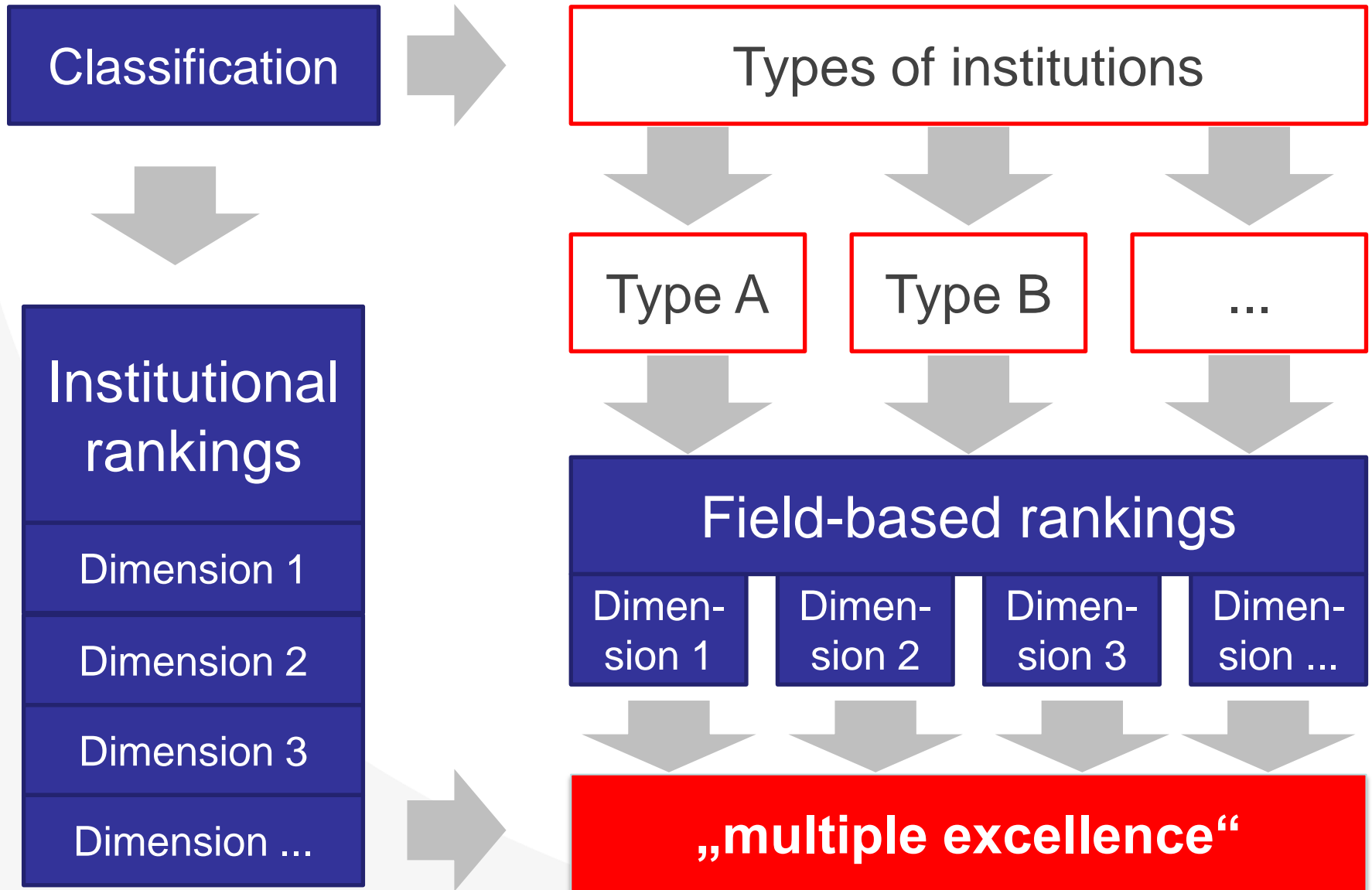
RANKINGS

Assessment of vertical diversity

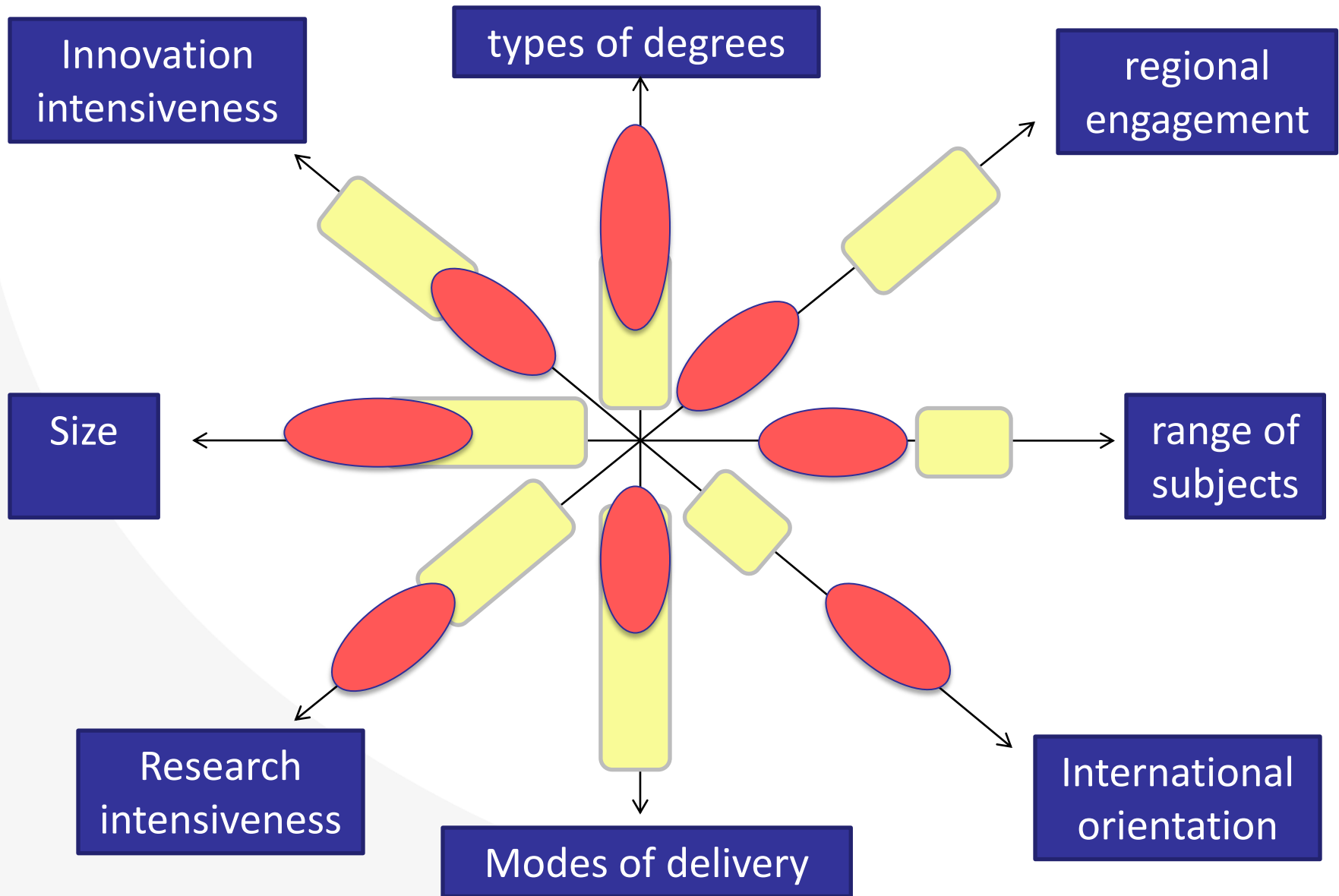


Performance

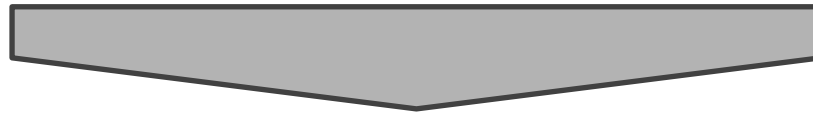
Complementary instruments of transparency:
Mapping diversity



Basic ideas: example of two different profiles



General set of indicators (database) for international rankings



Selection according to field / type of institution / target group



Multitude of specific rankings

Methodological approach of CHE rankings

Multi-Dimensional

- no composite overall indicator
- multi-dimensional view on profiles
- personalised ranking (web tool)

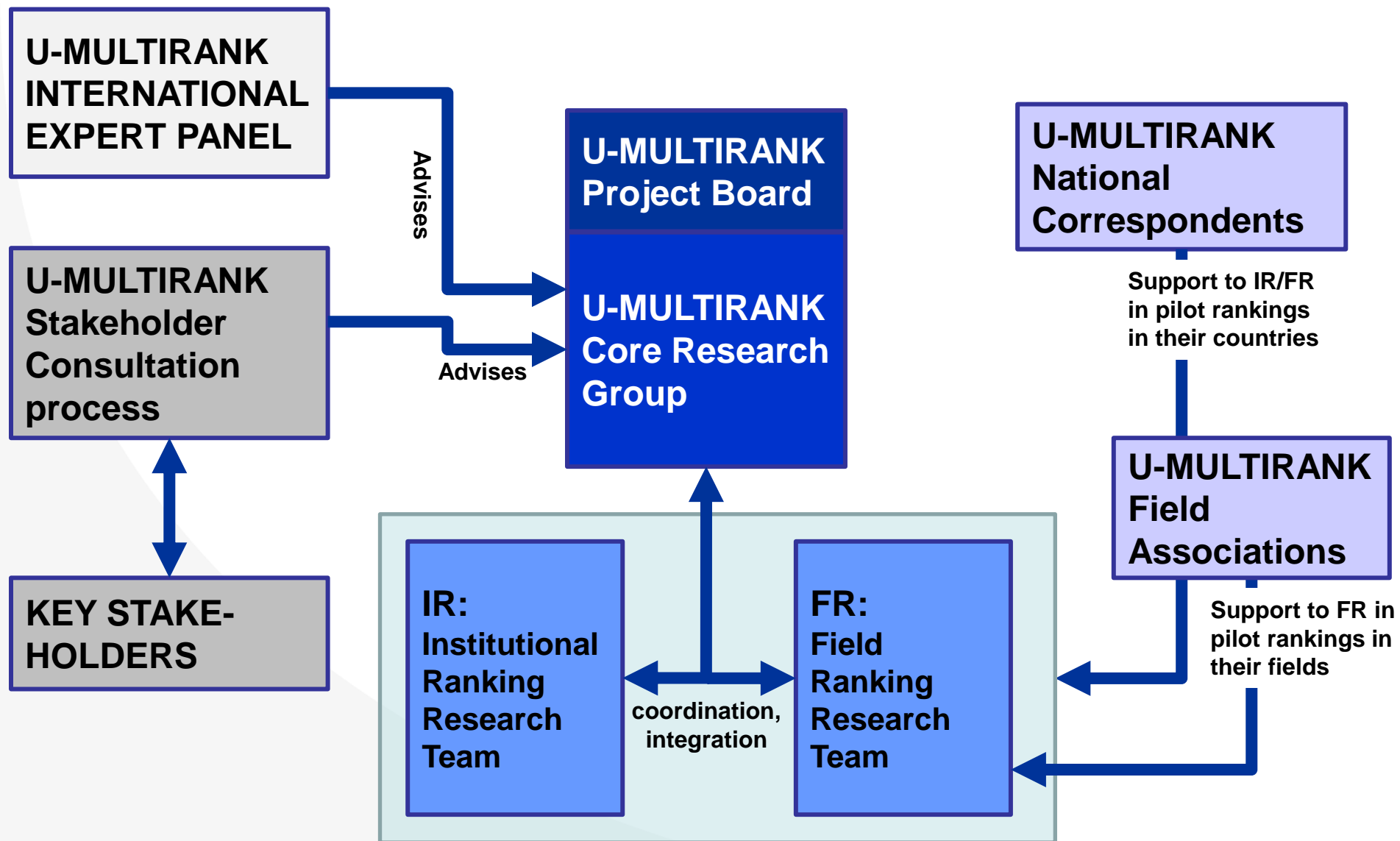
Group approach

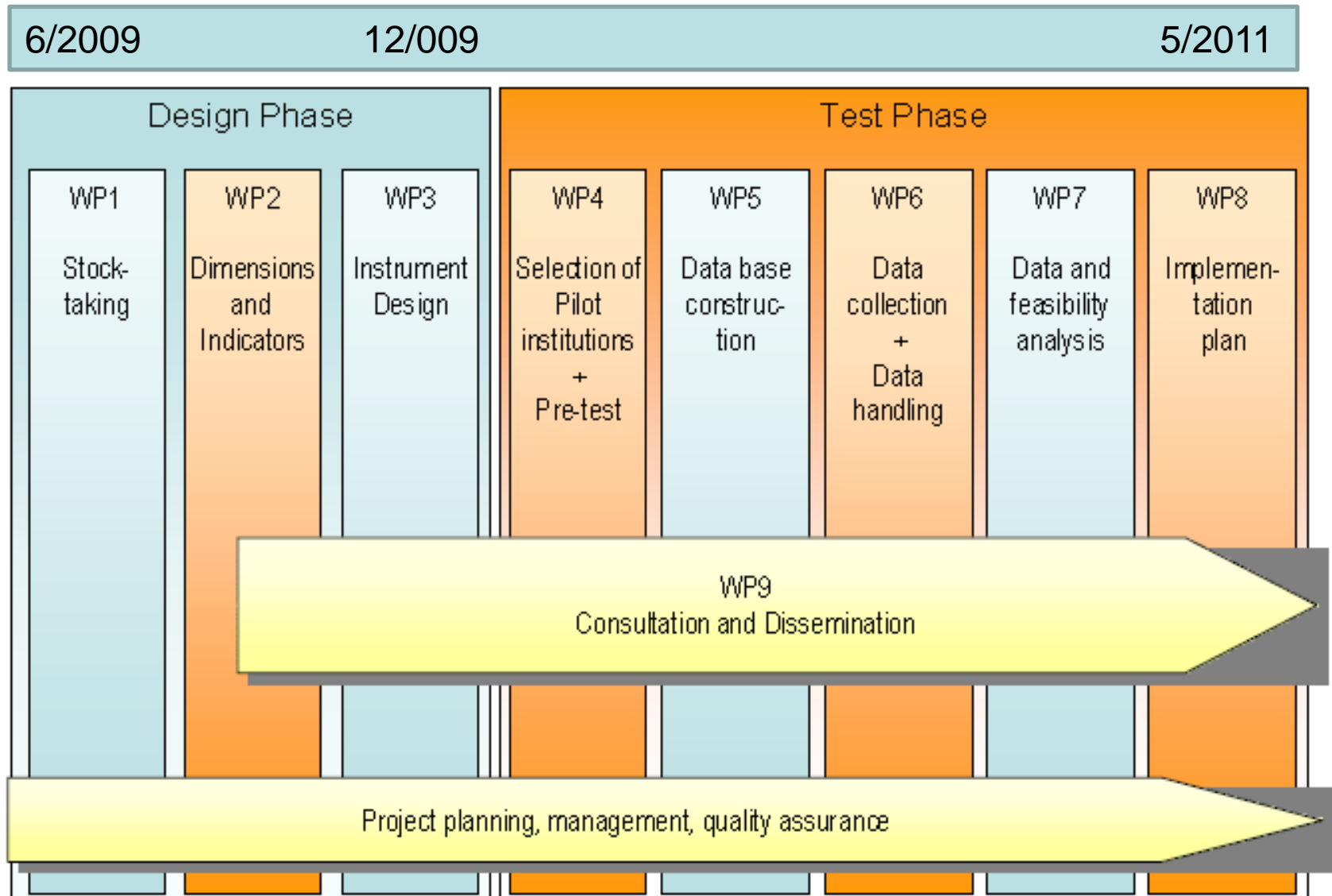
- avoiding false impressions of exactness resp. differences between HEIs given by league tables

Field-based

- Most target groups (e.g. students, researchers) are interested in results about fields
- aggregation across fields blurs profiles

Structure of the project





there has to be the focus on dimensions, which are the basis for the classification and the rankings

results of U-map project are used to identify dimensions (trade off: capture the profiles and tasks of universities, but keep it simple enough to be transparent)



teaching, learning

research

knowledgetransfer

internatio-
nalisation

community
outreach

objectives

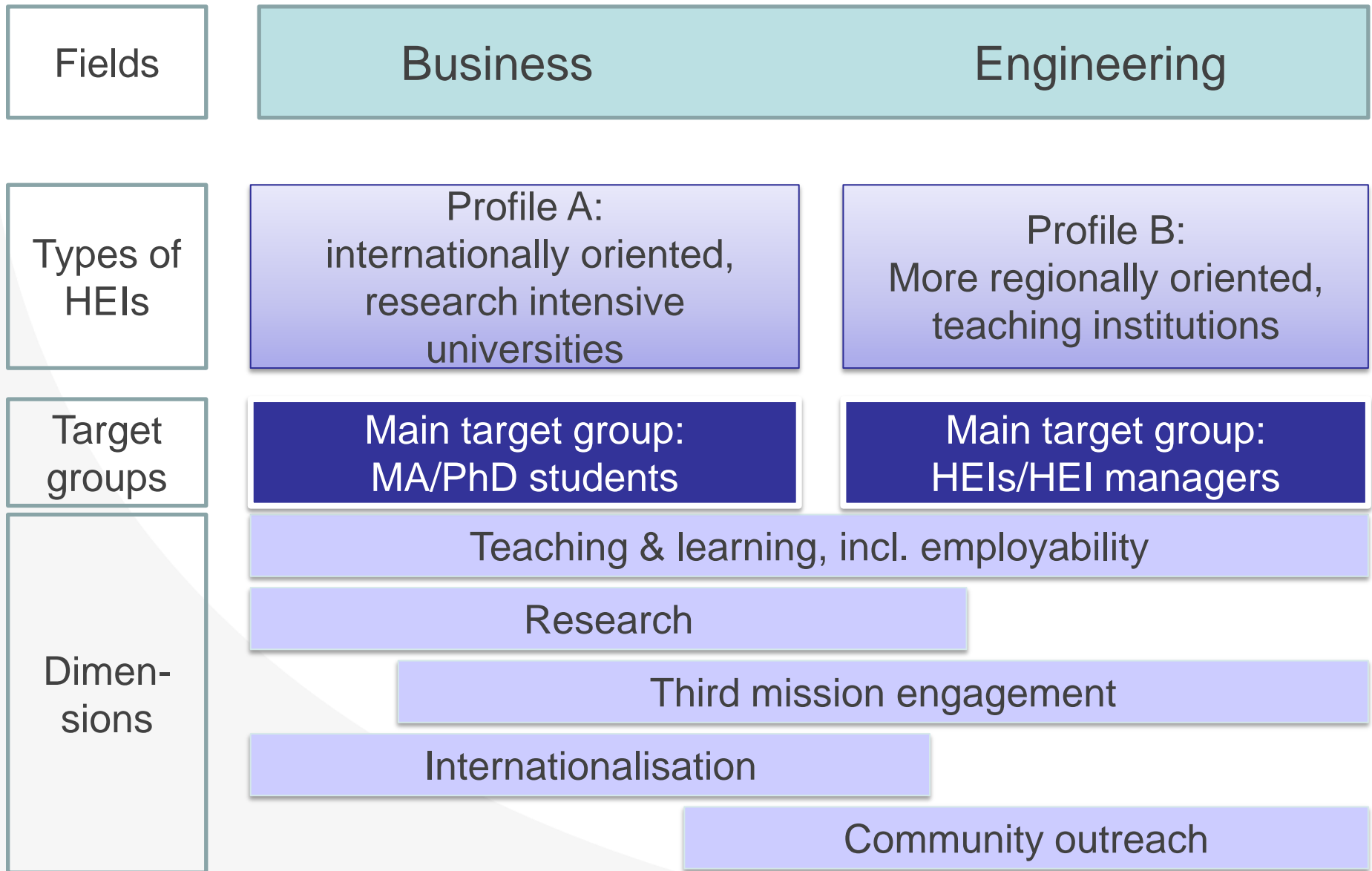
- (1) support student choice
- (2) Support quality-oriented institutional decision-making

rankings as
decision-support
systems

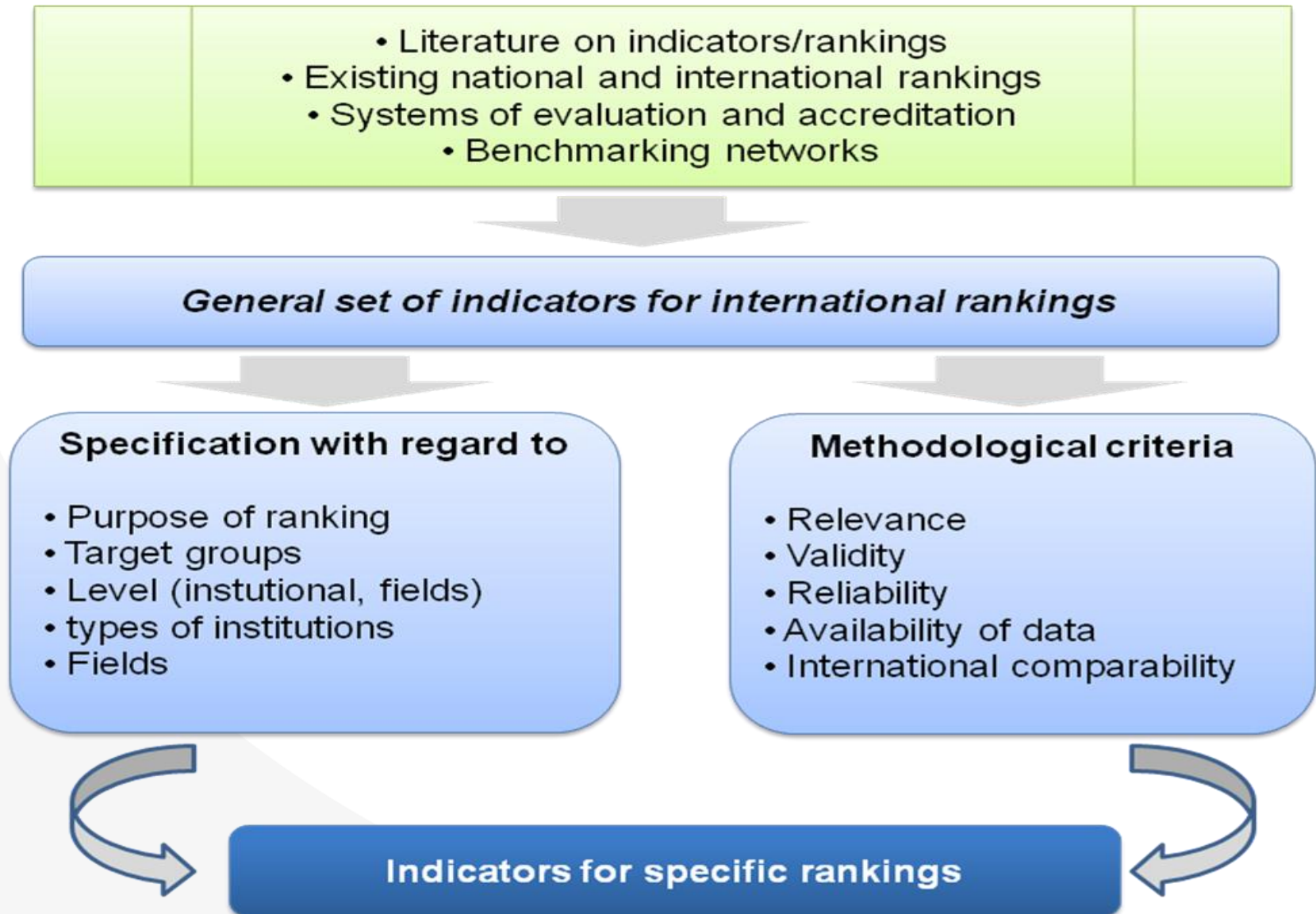
realisation

cover the different requests of the Commission by consistent combination of field, university type and major target group

Model: Pilots field-based rankings



| | | overall | students | institutions | policy makers |
|----------------|----------------------------|------------------|----------|--------------------|---------------|
| Context | Stages | Enabling | | Performance | |
| | | Input | Process | Output | Impact |
| | Functions audiences | <i>Functions</i> | | | |
| | Education | | | | |
| | Research | | | | |
| | Knowledge Transfer | | | | |
| | | <i>Audiences</i> | | | |
| | International Orientation | | | | |
| | Regional Engagement | | | | |



Intense consultation with stakeholders on relevance of indicators

1. Online-Survey: Rating of relevance of indicators by stakeholders
2. Stakeholder workshop: Delphi method
3. Post-workshop survey
4. Written stakeholder consultation (selected institutions)
= This is where we are now

- What is feasible?
- Global or European?
- Field-based and/or institutional rankings?
- How to ensure clearly defined/separated role of classification and rankings?
- Who can be the „owner“ of an international ranking?
- Can there be a valid global ranking showing excellence beyond the international research university?



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