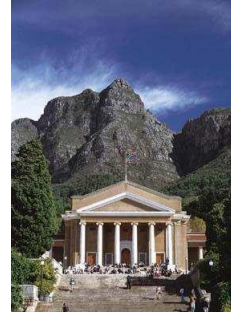




Framework for engagement with international ranking: Case study from a University in the global South



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Monitoring and Evaluation

Topics *not* covered

- Pro's and cons of the ranking systems
- Way in which institutions in the global South are disadvantaged
- Bias towards the SET disciplines
- Bias towards English speaking universities
- Bias towards well resourced global 'North'

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Topics covered

- UCT's 'Framework for engagement'
- Using the ranking challenge as an opportunity
- Structured re-think of evaluation practice at unit level
- Catalyst to crystallize a set of goals
- Informed new research concept paper
- Drives monitoring and evaluation practice

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ONE-DAY SYMPOSIUM (2008)

- Profile of participants
- ARWU and THE world university rankings
 - rationale for existence
 - value of some indicators
 - disadvantages – especially for the global South
- Reminder of national and institutional priorities
- Debate on how UCT should position itself
- Culminated in 'Framework for Engagement'
- Purpose is to stimulate re-think of M&E at unit level
- Feedback required, with time-lines

ARWU – Academic Ranking of World Universities [Jiao Tong, Shanghai]
THE – Times Higher Education World University Rankings

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ONE-DAY SYMPOSIUM

Context for discussion

“League tables use a wide range of indicators to measure the system’s setup (input variables), function and efficiency (process variables), and productivity and impact (output variables) – relative to the performance of other universities and programs.”

[Jamil Salmi and Alenoush Saroyan
International Higher Education, 2007]

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Criteria	Indicator	Weight
Quality of education	Alumni of an institution winning Nobel Prizes & Fields Medals	10%
Quality of faculty	Staff of an institution winning Nobel Prizes & Fields Medals	20%
	Highly cited researchers in 21 broad subject categories	20%
Research output	Articles published in Nature & Science*	20%
	Articles in 3 citation indices (SCIE, SSCI, AHCI)	20%
Size of institution	Academic performance with respect to the size of an institution	10%
Total		100%

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Region	Top 20	Top 100	Top 200	Top 300	Top 400	Top 500
Americas	17	58	99	136	163	190
Europe	2	34	79	124	168	210
Asia-Pacific	1	8	22	41	68	100
Africa				1	2	3

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Times Higher Education | Ranking criteria & weights

Criteria	Indicator	Brief Description	Weight
Research quality	Peer review	Composite score drawn from peer review (which is divided into five subject areas)	40%
	Citations per faculty	Score based on research performance factored against the size of the research body	20%
Graduate employability	Recruiter review	Score based on responses to recruiter survey	10%
International outlook	International faculty	Score based on proportion of international faculty	5%
	International students	Score based on proportion of international students	5%
Teaching	Student	Score based on	20%



Local position

	% World population	% Global GDP	% universities in top 500
USA	4.6%	27.2%	31.6%
Britain	0.9%	4.9%	8.3%
China	20.5%	6.6%	6.0%
South Africa	0.7%	0.5%	0.6%

Source: University World News, Africa Edition, 18 Aug 2008

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In brief...

“University rankings are powerful” – compel public attention and shape behaviour of universities and policy makers. They encourage the flow of doctoral students, elite researchers, corporate and philanthropic funding.

But also “capricious and destructive”.

[Source: Marginson, 2007]

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Outcome of deliberation on ranking systems

Mandate to engage with the ranking organizations (IREG and Survey Platform Group)

A *'framework for engagement'* whereby we use the lessons learnt to inform our M&E:

- From numbers to quality (indicators that show impact)
- Be selective about where, and with who, we publish
- Focus on quality of graduates (produce 'global citizens')
- Re-think ways in which disciplines can best evaluate the impact and visibility of research
- Time-line for feedback to central University Research Committee

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Responses from the Faculties

- Focusing the mind on impact
- No 'one size fits all' way of measuring and evaluating outputs across all disciplines
- Identify indicators appropriate to field and context of application
- International benchmarking partners ('apples with apples')

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More responses

- Renewed awareness of link between research excellence and strategic international collaboration
- Strengthen the link between cutting-edge research and social responsiveness by
 - Not missing opportunities for social innovation
 - Not wasting resources by doing what NGO's can do
 - Find societal solutions *through the agency of research*

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Catalyst to crystallize goals and evaluation practice:

- Increased **focus**
- Increased **international** collaboration
- Increased **visibility**
- Increased **support**

Time-lines, milestones, indicators,
benchmarking partners

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INTERNATIONAL RANKINGS AS CATALYST TO CRYSTALLIZE GOALS

Increased *focus*, in the areas where we can offer the world something unique, and thus create intellectual hubs that draw both students and researchers to UCT.

Evaluation of UCT modalities for focusing research

- signature themes
 - research chairs
 - centres of excellence
 - top-down initiatives
 - Select partnerships
 - accredited research units, centres and institutes
- through international peer-review based on a self-evaluation portfolio and site visit, using quantitative and qualitative indicators.

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INTERNATIONAL RANKINGS AS CATALYST TO CRYSTALLIZE GOALS

Increased *international co-operation*, in view of direct correlation with global impact.

Evaluation

- nature of our collaboration
- diversity of student body and scholars
- tracking trends in collaborative projects and co-authored publications published in international journals
- uptake of mobility grants
- assessment of outputs that result from these grants and fellowships abroad.

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INTERNATIONAL RANKINGS AS CATALYST TO CRYSTALLIZE GOALS

Increased *visibility*, both to researchers worldwide and to communities who could benefit from our research, through the power of the internet.

Evaluation

- Evaluation of our dissemination strategies (also open access publications)
- New research portal that provides interactive access to research and researchers
- Usage of the 'science shop'^[1] model of engagement with communities.

[1] See <http://www.scienceshops.org/new%20web-content/framesets/fs-about-faq.html>

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INTERNATIONAL RANKINGS AS CATALYST TO CRYSTALLIZE GOALS

Increased *support* to all levels of researchers

Evaluation

- Quantitative and qualitative indicators of outcome of research development initiatives such as the Emerging Researcher Programme and the Supervision training Programme
- New mechanisms to support large international grants
- Review of policy frameworks that enable and support large-scale cross disciplinary collaboration
- Audit of the current state of our laboratories and research infrastructure to measure against international accreditation criteria.

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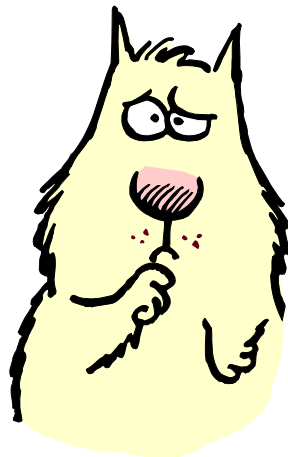
CONCLUSION

Rather than blindly investing its resources and energy to achieve excellence as defined by the league tables, the University is using its understanding of the rankings to focus on the principles that – specifically for a university in the global South – enable excellence in an increasingly globalised and competitive world.

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THANK YOU! Questions & Comments



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