

Рейтинговая лихорадка: симптомы, профилактика, лечение

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области образования»

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- В целом ряде стран предпринимаются попытки создать небольшое количество университетов мирового класса (Китай, Россия, Франция, Корея, Япония)
- Степень продвижения в решения этой задачи часто измеряется с помощью глобальных университетских рейтингов
- В ряде стран и университетов все чаще встречаются симптомы болезни, которые можно назвать рейтинговой лихорадкой

Ее симптомы проявляются в легкой и тяжелой форме

Основные глобальные рейтинги

- 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

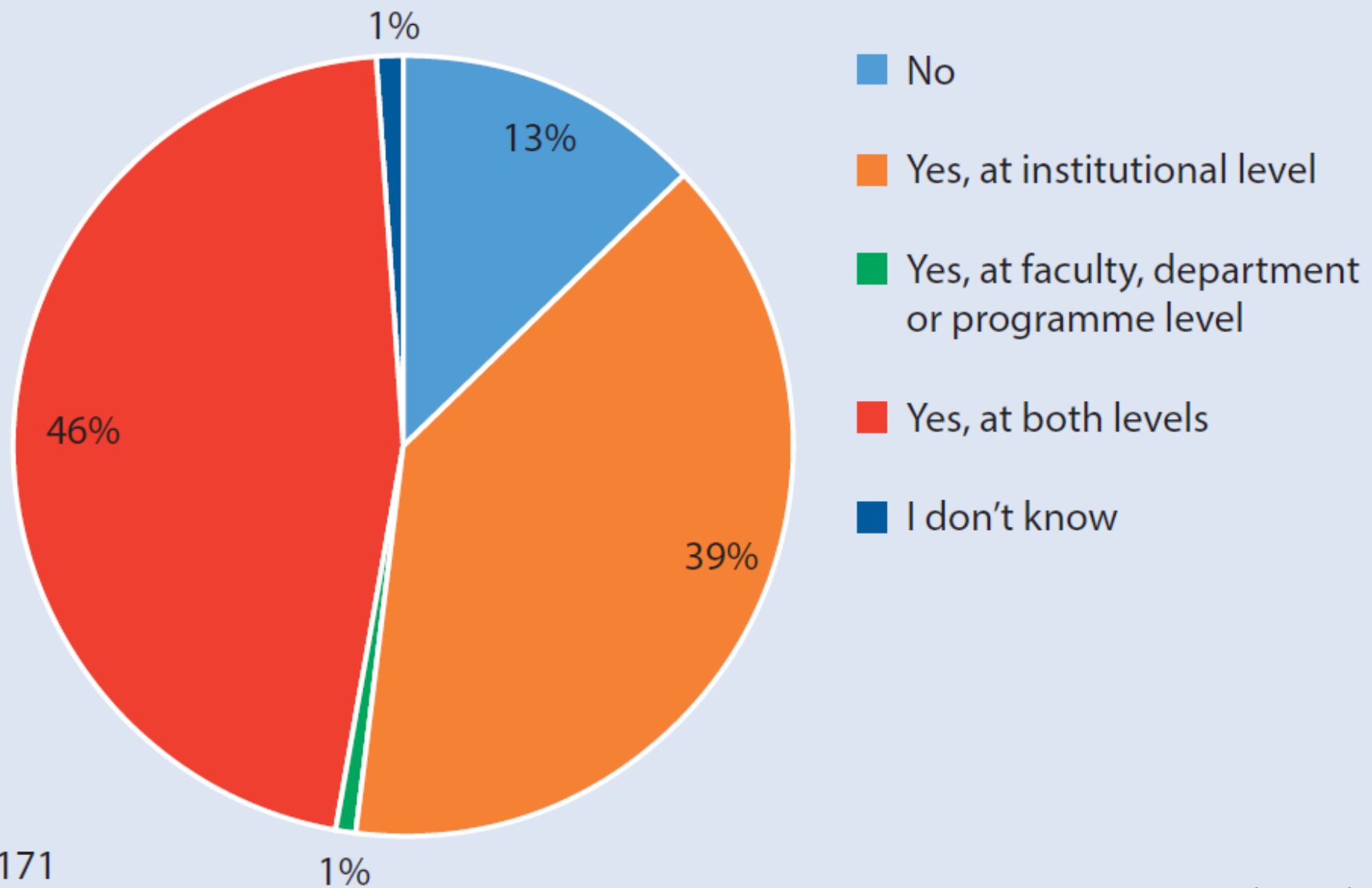
Рост интереса к рейтингам

2014 году:

- 83% опрошенных университетов были недовольных своими местами в рейтингах (по сравнению с 58% в 2006);
- 84% (76% в 2006) университетов отслеживают рейтинги университетов своей страны;
- 77%% (50% в 2006) отслеживают рейтинги университетов других стран;

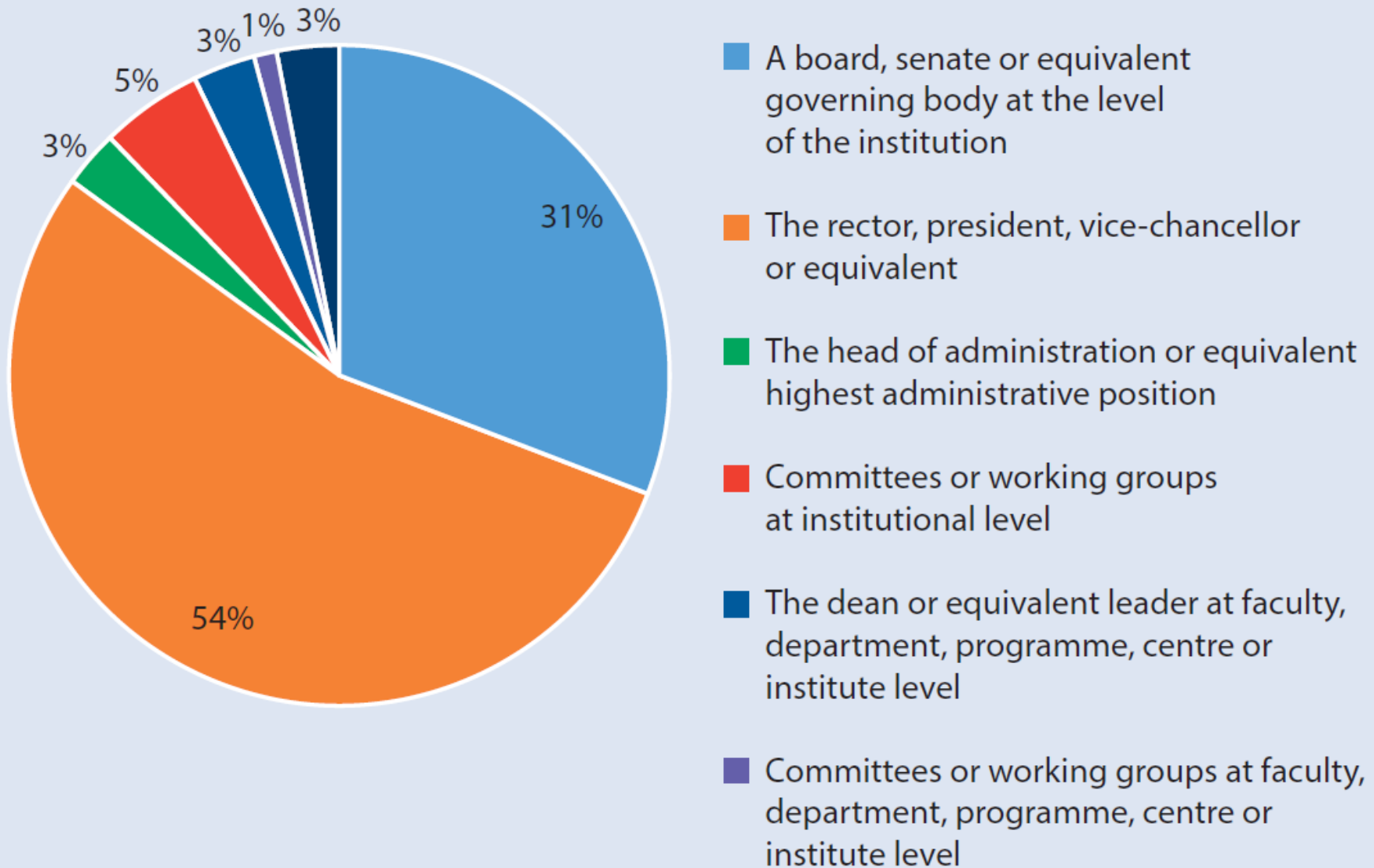
(опрос европейских университетов, Hazelkorn (2015))

Does your institution monitor its position in rankings?



Hazelkorn et al (2014)

When monitoring your rank, what is the highest level at which this review takes place?

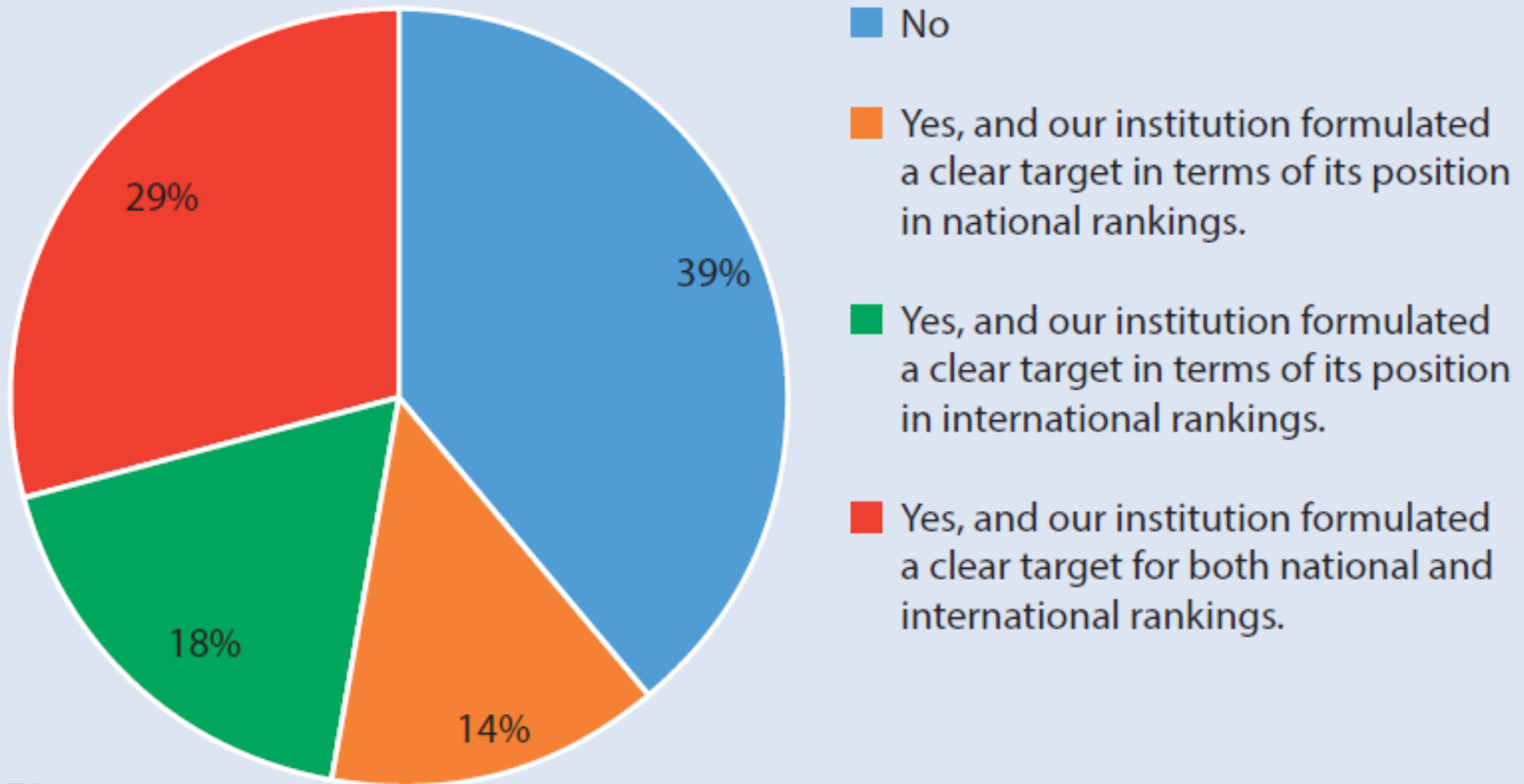


N = 147

Which of the following group(s) is/are influenced by rankings in their views, choices or decisions about your institution?

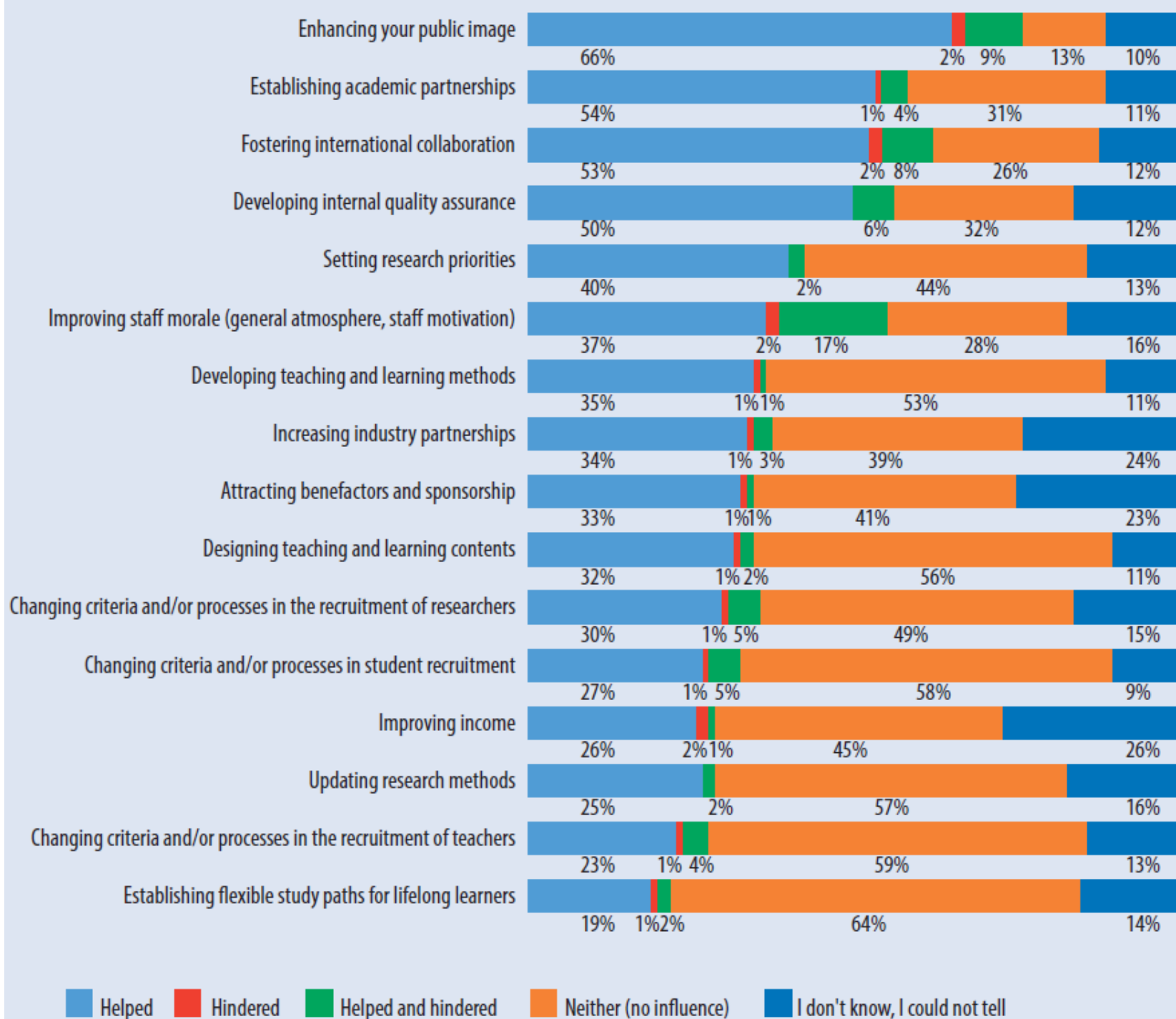
Groups influenced by rankings	N = nationally ranked HEIs (109)	N = internationally ranked HEIs (127)	N = all respondents (171)
Ministry or authority in charge of higher education	73%	64%	63%
Funding bodies or similar organisations	57%	48%	50%
Regional/local authorities or similar agencies	45%	38%	39%
Benefactors, sponsors, investors	54%	50%	50%
Prospective teaching staff	61%	62%	58%
Prospective researchers	67%	72%	66%
Prospective students	84%	82%	78%
Employers	57%	50%	48%
Parents	60%	53%	52%
Alumni	39%	42%	39%
Partner or prospective partner institutions	68%	70%	65%
None of these	2%	4%	5%

Do rankings play a part in your institutional strategy?



N = 171

Have the results of rankings or other transparency tools helped or hindered the following activities in your institution?

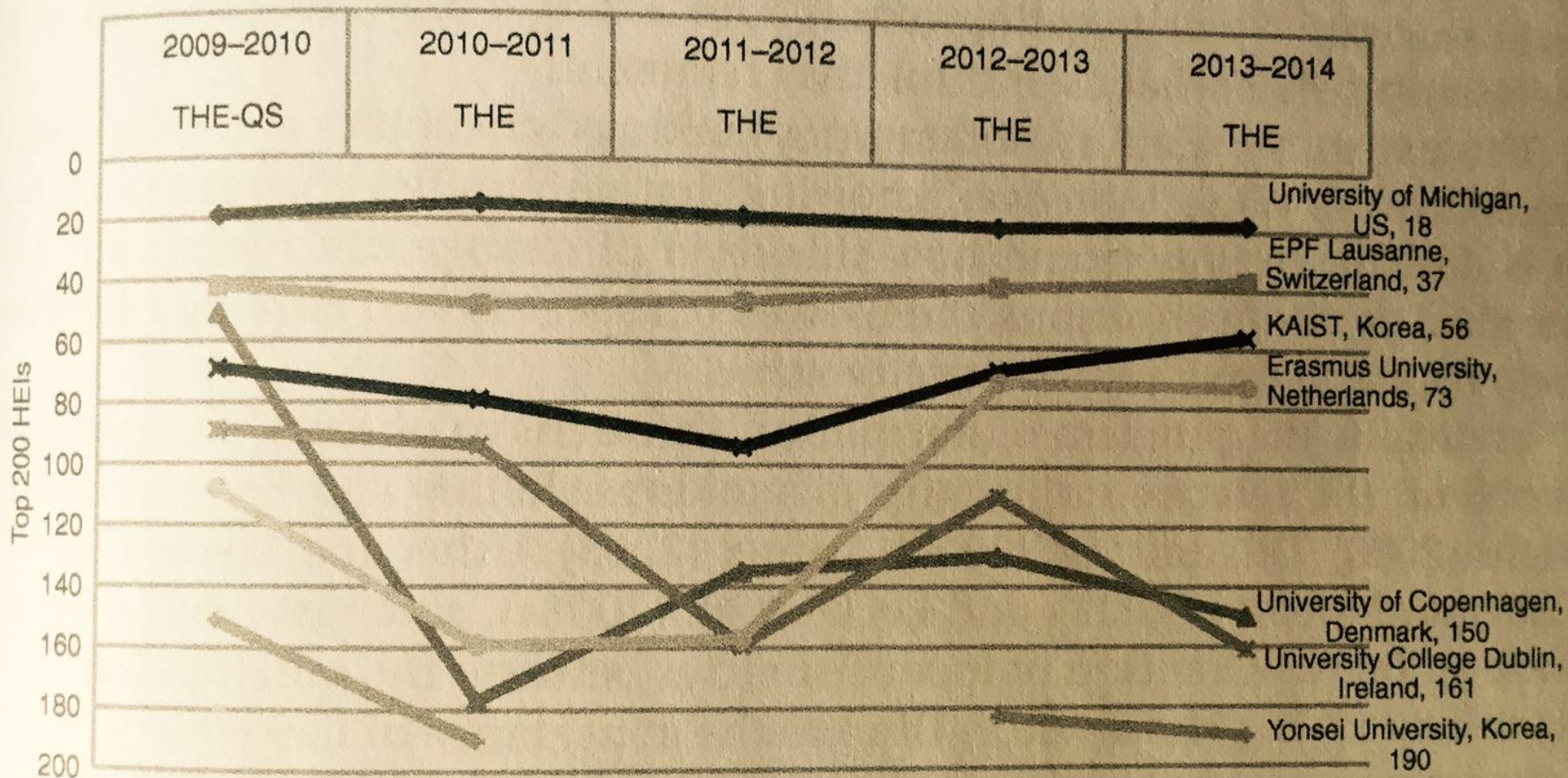


Что измеряют глобальные рейтинги и почему слишком опасны обобщения

- Фокус на исследовательской компоненте
- Проблемы учета национальной специфики
- Использование прокси-переменных
- Проблемы волатильности



Проблема волатильности





Рейтинговая лихорадка –
сведение задачи построения
университета мирового
класса к задаче формального
продвижения в глобальных
университетских рейтингах

Россия – один из пациентов?

- Совпадение во времени усиления вузовской ориентации на исследования и задач по вхождению в глобальные рейтинги: происходит «склейка» в сознании университетов и отдельных людей
- Программа «5-100»: жесткая привязка ресурсов к продвижению в рейтингах и к показателям, входящим в расчет рейтингов
- Краткосрочное планирование: «синдром Карлсона»

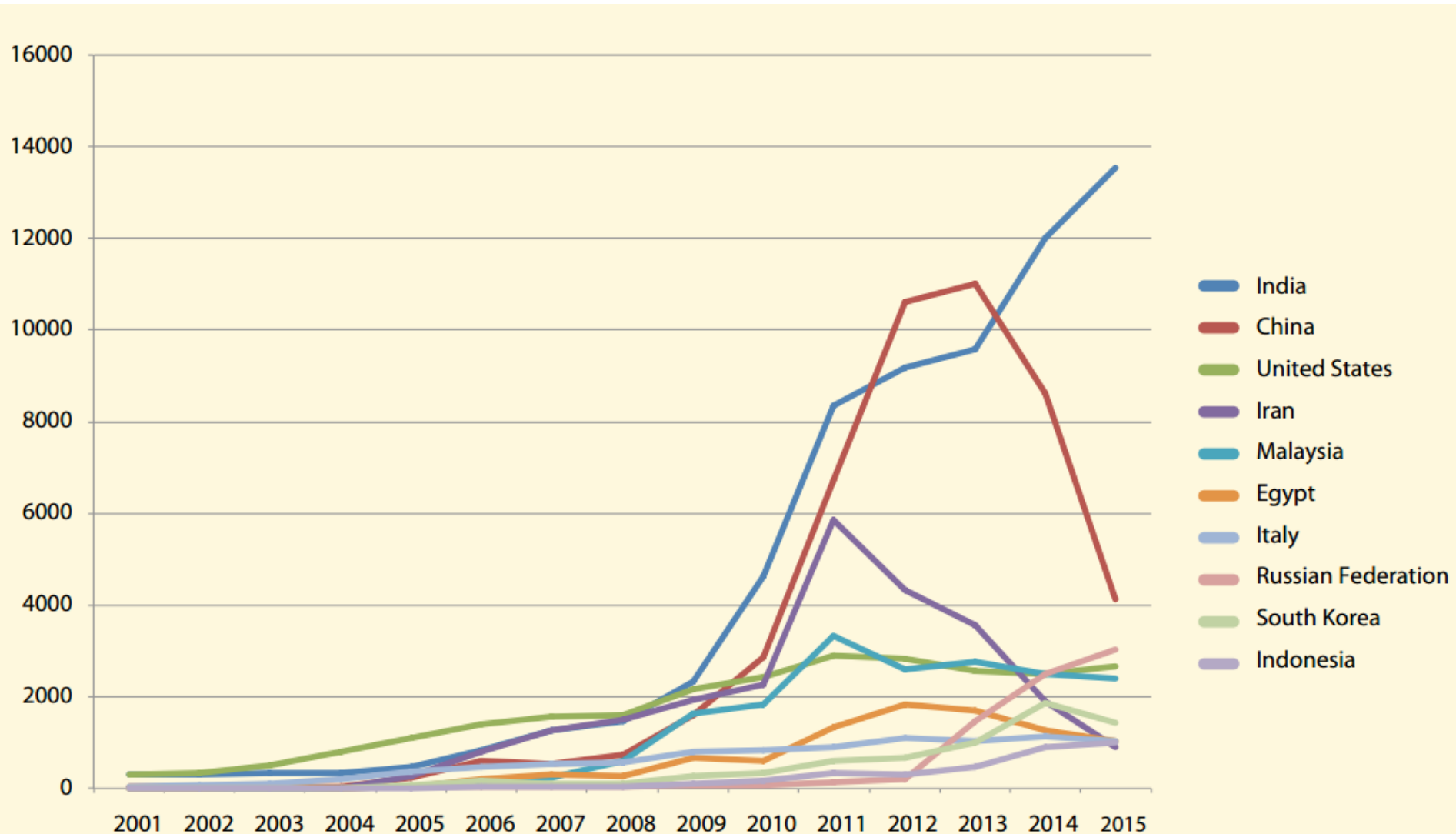


Области проявления симптомов.

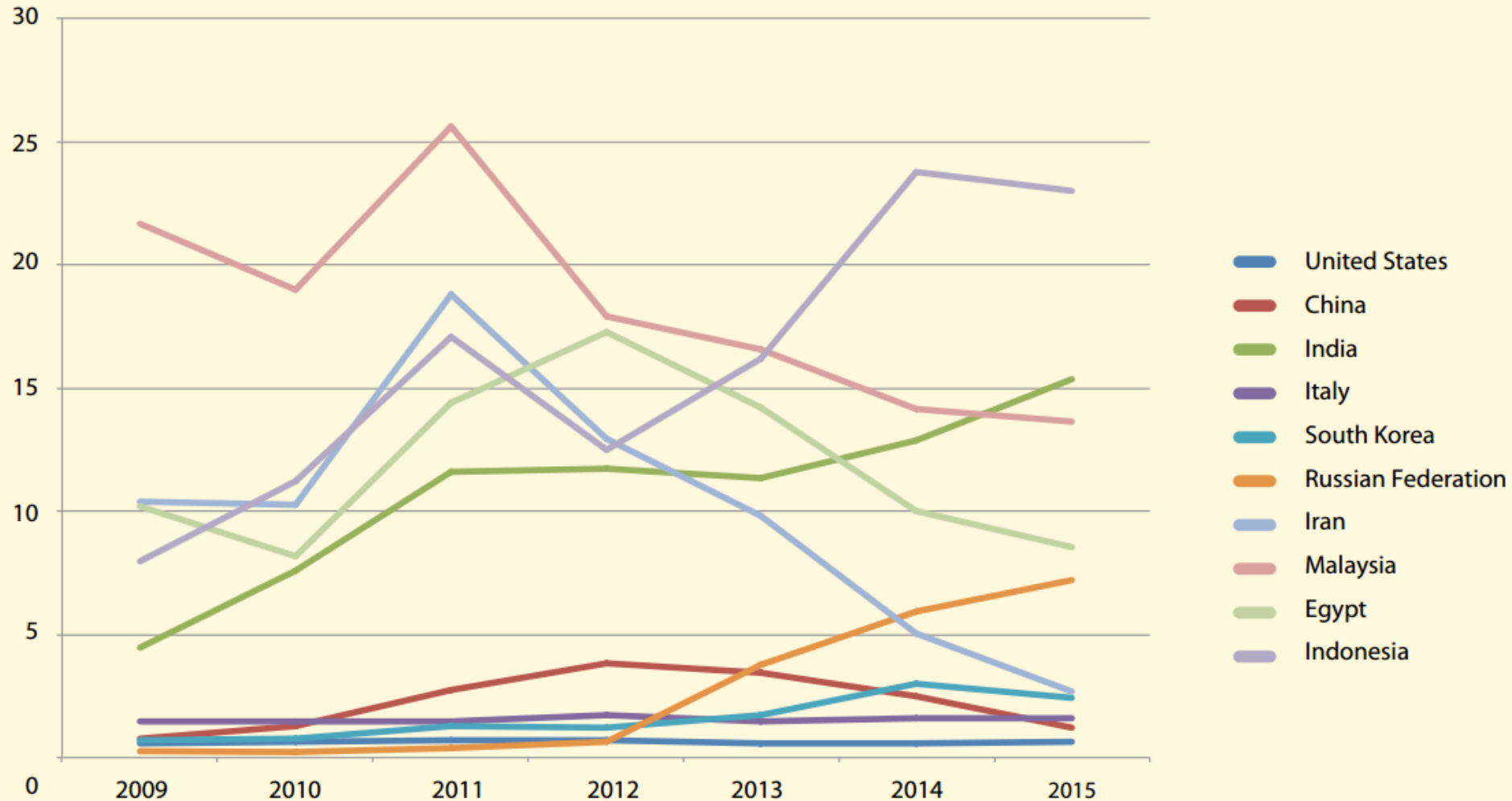
Публикации

Take our academics in the faculty of law. They have manuscripts published in the *Malaysian Law Journal*, which is not Scopus-indexed or ISI-indexed. But it is a highly-ranked journal in Malaysia, but zero from the global ranking perspective, because global ranking only includes [the] Scopus-indexed or ISI-indexed system. They do not include journals that are very important to us—in the Malaysian context. The Faculty of Islamic Studies also has their important journal that is not ranked. But the journal is important in the Malaysian Islamic context. This is where sometimes it is not fair because they say, “Hey, I’m doing good work here, I’m publishing in a journal that is important in my area, my field, to my country but nobody can capture this. Whatever system that is existing for global ranking, they are not perfect either.

The number of articles and reviews in 531 “predatory” journals in Scopus by country (shown here are top 10 countries in 2015)



The share of articles and reviews (%) in “predatory” journals amongst all articles and reviews indexed in Scopus



Области проявления симптомов.

Академическая свобода и административное давление

(The rankings) are causing a situation where (weak) deans have abandoned their academic strategy simply to improve their ranking. For example, if I lowered my average age to 23, all female and all US citizens, stopped entrepreneurship and ended my civil servant contract, fixed my advisory council and replaced with only females from Falkland Islands (!), then my ranking would improve by 40 positions (*sic*) (Quoted in Wedlin, 2004, 127–128).

This new regulation or new criteria to be fulfilled, it made the system go haywire. It is a setback [demotivating], emotionally. I'm emotionally stressed because when I'm being forced to do something, I will be rebellious. I don't want to do that. It is hard for me. At the end of the day I will be suffering.

I think the university needs to calm down. We've had two career panic days; they are like Communist training sessions where everyone has to stand up and say what they are doing to improve their career (Professor of Law, post-1970 public research informed university, Australia).

This is the difference I see between Malaysian and Australian universities. In Australia, administrative work is done by the executive dean who is an administrator. An academic becomes a dean, but this dean focuses on academic and research matters. Administrative work is carried out by the executive dean, who handles human resource, finance, support staff, etc. That's how it works in Australian universities. In Malaysia, the dean is an academic and at the same time, the administrator and manager.

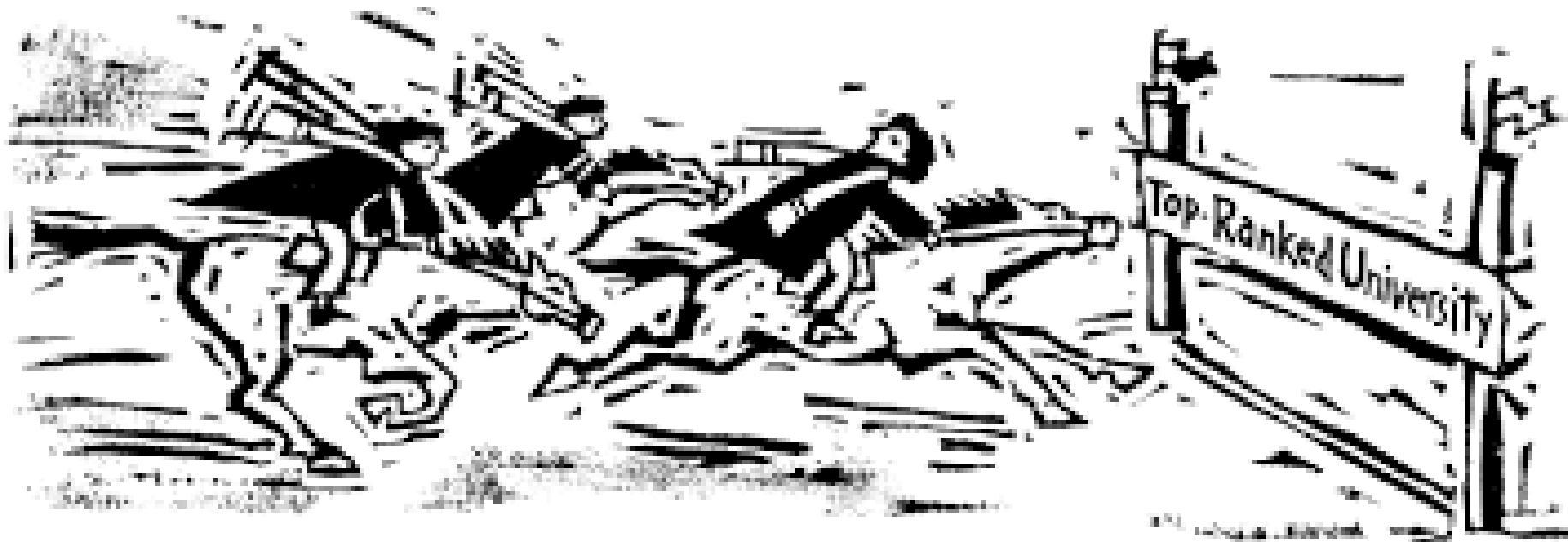
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Восприятие рейтингов внутри вуза

- Рейтинги как «игры администраторов»?
- Рейтинги как «символическая» причина роста требований к академикам?
- Рейтинги как выражение формального подхода к оценке и давление формальных индикаторов?
- Рейтинги как предмет институциональной и дисциплинарной гордости?

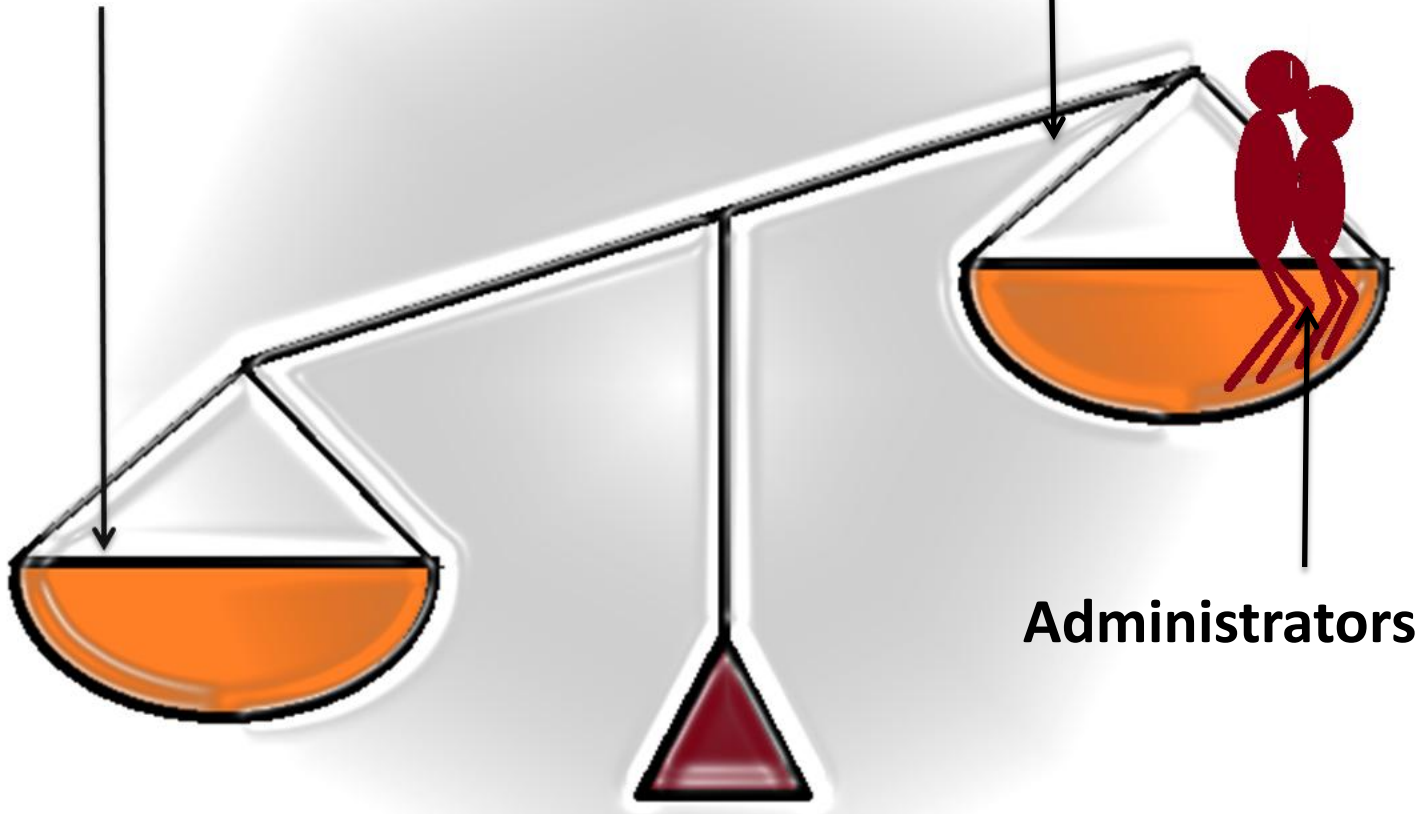
Последствия для различных дисциплин

- Разный «вклад» в рейтинги
- Разные «польза и вред» от рейтингов
- Формирование символических барьеров между администраторами и академиками



Поиск баланса и укрепление механизмов академического самоуправления

Ranking pressure

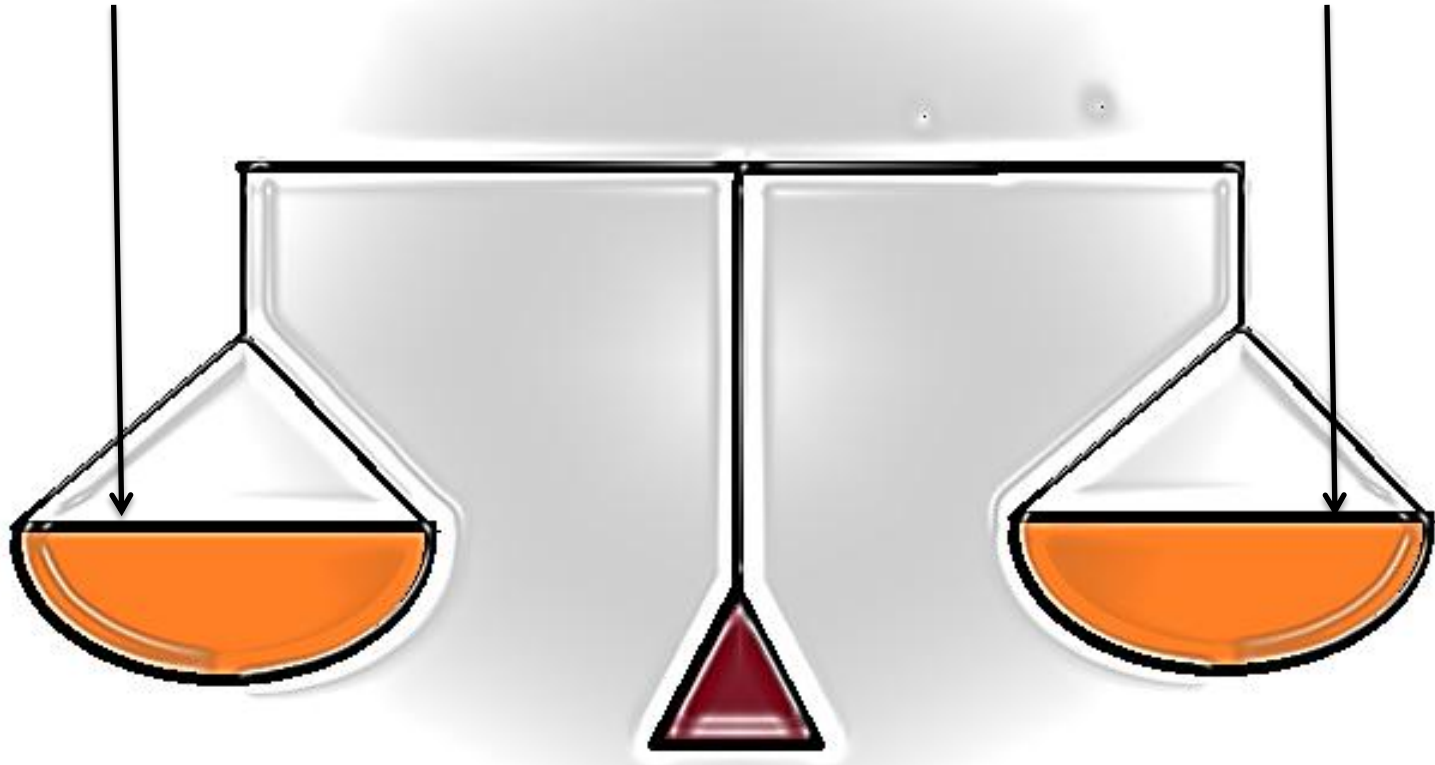


Administrators

Keeping balance?

Ranking pressure

Internal response



Диверсификация источников финансирования

Although there aren't many indicators reflecting the relationship between the university and the society in global rankings, we cannot ignore it in operating the university, since it is almost impossible for the construction of the world-class universities if only relying on the government. In addition to the financial support from the government, the university has to obtain more resources from other sources, such as through the transformation of technological products, etc. I believe that it is indispensable for a university to do so in constructing world-class status (L. Ding, personal communication, August 11, 2014).

Укрепление национального академического рынка

- Усиление локальной конкуренции
 - Повышение эффективности
 - Балансированное развитие культуры конкуренции на рынках преподавателей и студентов
- Уточнение национальной миссии
- Развитие сильных сторон, связанных с национальными особенностями академической системы

Корректировка ожиданий.

Пример Tsinghua University

1993:

To build a world-class institution in China

2011:

By 2020, the university will strive to achieve that “some advantageous academic disciplines will cross into or remain in the advanced ranks in the world, the main schooling index will further narrow the gap with the world’s top universities” (Tsinghua Centennial Celebration, 2011).

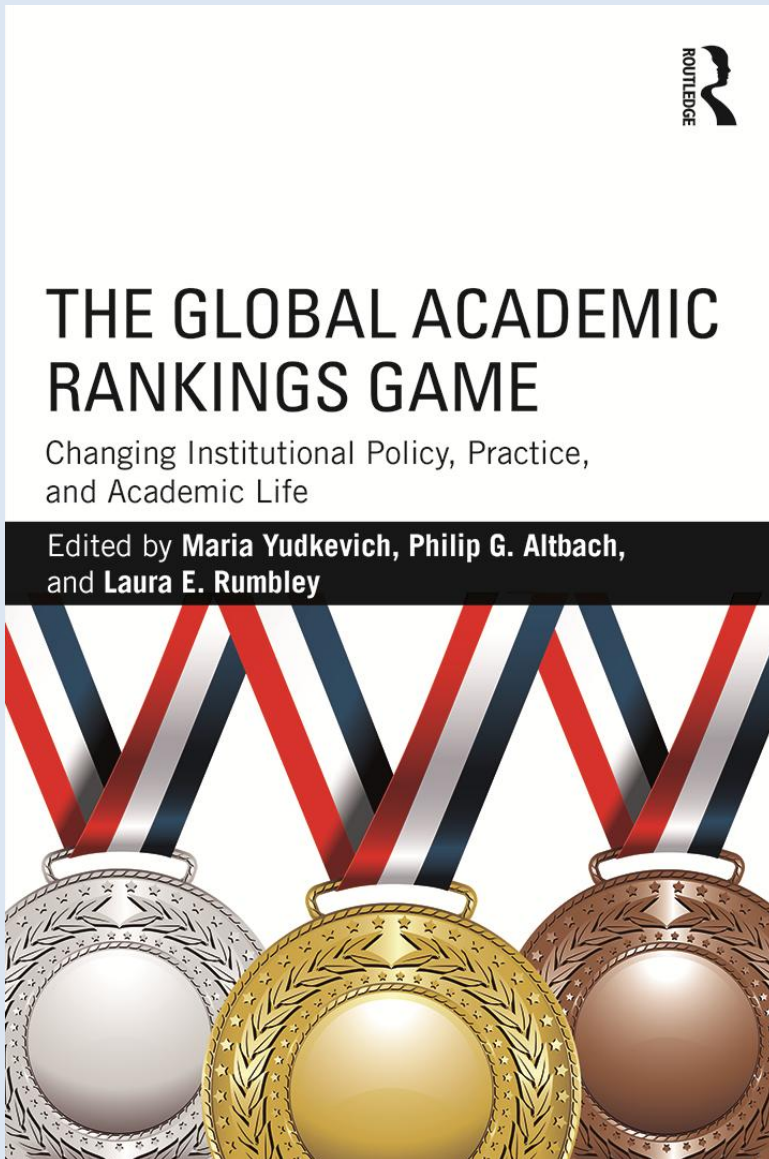
Вместо заключения

Быстрый рост на начальных этапах создает
завышенные ожидания

Парадокс Стокдейла: о вреде оптимизма

Мы не выйдем отсюда к Рождеству

Подробнее



- Yudkevich, M., P. Altbach, and R. Rumbley (eds.) *The Global Academics Rankings Game. Changing Institutional Policy, Practice and Academic Life*. Routledge.
- Pavlyutkin, I., and M. Yudkevich (2016) *The Ranking Game on the Russian Battlefield: The Case of the Higher School of Economics*

Book also includes cases from:

- US, Australia, Turkey, Poland, Chile, Germany, Malaysia, Netherlands, UK, China