Higher education and the public good? Can we create an indicator?

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Conceptualizing public good and HE

Education *as* a public good

Education *for* the public good

(Locatelli 2017)

Availability

Accessibility

Horizontality

(McCowan 2016)

Indicators: the challenge posed

Why rank?

Paradox of contextualisation and comparison

Indicators, indexes and rankings

Indicators for social justice: “a recognition of the need to get on the metric bus, but also a wish to change the direction that bus is going” (Unterhalter 2018)

Negative capability

Dangers and perverse consequences

Rankings

Global university rankings: Shanghai; THE; QS; Webometrics; Leiden; Taiwan etc.

Critiques:

- Mathematical
- Overall focus; choice of indicator
- Context-blind
- Ranking *per se*
- Impact (on HEIs, HE policy making, students and staff)

  [Enders, Hazelkorn, Marginson, Kehm & Stensaker, Locke, Morley]

Institutional vs. systems rankings

Basic information: global

UNESCO Institute of Statistics: HE indicators:

Enrolments:

- Gross enrolment ratio
- Gross graduation ratio
- Distribution of tertiary graduates by field of education (by male/female)
- Distribution of enrolment by programme orientation

Expenditure:

- Expenditure on education as % of GDP (from government sources)
- Expenditure by level of education as % of total government expenditure on education
- Expenditure on education as % of total government expenditure (all sectors)

Mobility:

- Inbound internationally mobile students by region of origin
- Outbound internationally mobile students by host region
- Net flow of internationally mobile students

Rankings: global

	Teaching	Research	Community engagement	Other
Shanghai (2003)	10% Alumni Nobel prizes	90% Staff Nobel prizes Highly cited researchers Papers in Nature and Science Papers in SCI and SSCI Per capita performance		
Times Higher (2004/2009)	30% Reputation survey Staff-to-student ratio PhD-BA ratio PhD-staff ratio Institutional income	60% Reputation survey Research income Research productivity Citations (30%)	2.5% Industry income	7.5% International outlook: International-to-domestic-student and staff ratio International collaboration
QS (2004)	30% Faculty/Student ratio Employer reputation	20% Citations per faculty		Academic peer review (40%) International student and staff ratio (10%)

Times Higher Education Latin America Ranking

Latin Am. rank 2017	Latin Am. rank 2016	World rank 2016-17	University	Country
1	2	401-500	State University of Campinas	Brazil
2	1	251–300	University of São Paulo	Brazil
3	3	401–500	Pontifical Catholic University of Chile	Chile
4	4	501–600	University of Chile	Chile
5	10	501–600	University of the Andes	Colombia
6	8	501–600	Monterrey Institute of Technology	Mexico
7	Not ranked	601–800	Federal University of São Paulo (UNIFESP)	Brazil
8	5	601–800	Federal University of Rio de Janeiro	Brazil
9	6	601–800	Pontifical Catholic University of Rio de Janeiro	Brazil
10	9	501–600	National Autonomous University of Mexico	Mexico

Basic information: national

Brazil

- Censo da educação superior

UK

- HESA

Evaluations: national

Brazil:

- Sinaes
- Capes

UK:

- Research Excellence Framework (REF)
- Teaching Excellence Framework (TEF)

Alternatives

U21 ranking of national systems:

- System level
- Areas: resources, environment, connectivity and output

U-Multirank (European Commission)

- User driven
- No composite scores
- Areas: teaching & learning, research, knowledge transfer, international orientation and regional engagement

Carnegie Foundation for Advancement of Teaching: Elective Classification

- institutional identity and culture, institutional commitment, outreach and partnerships, and curricular engagement

REF impact cases

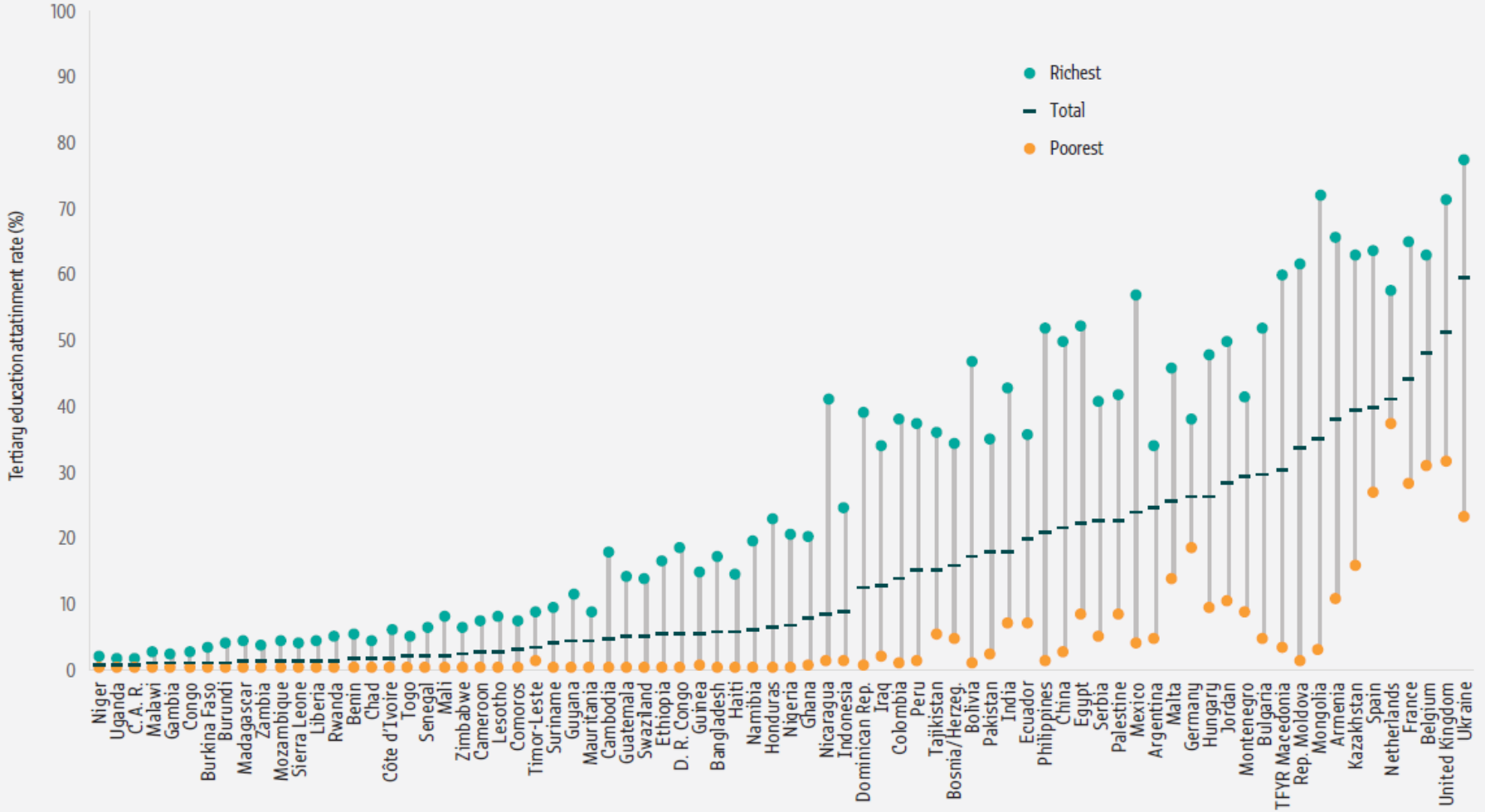
'Dashboard' model

McMahon and the calculation of non-market benefits

FIGURE 2:

Vast differences exist in higher attainment between the poor and the rich

Percentage of 25–29 year olds who have completed at least four years of tertiary education, by wealth, selected countries, 2008–2014



Source: GEM Report team analysis of household survey data.

Missing elements (*as* a public good)

Equity of access

- Disaggregated gross enrolment ratio, completion and throughput rates: gender, race/ethnicity; socio-economic background; rural/urban
- Stratification

Deliberative space

- Academic freedom
- Appointment of officials
- Representation (governing councils etc.)
- Student participation
- Dialogical pedagogy

Missing elements (*for* the public good)

Graduate destinations

- Disaggregated rates of employment, types of employment, public and private sectors and income
- Social enterprise / entrepreneurship / other destinations
- Tax contribution
- Political participation and civic engagement
- Capabilities (Sen)

Knowledge production

- Public good orientation of research activity
- National / local / open access publications
- Concentration/diffusion of knowledge production
- Research impact (by stakeholder)

Community engagement

- Number and type of outreach projects
- Students in service learning
- Community representation on university bodies
- Courses for public
- Public communication of research
- Community use of university facilities

Challenges and questions

Gaps and silences

Existence and reliability of data

Comparable vs. contextualised

Local, national and global

Combining qualitative and quantitative

Counterfactuals

Simplicity is influence

Counterproductive?