

Perspectives on institutional evaluation & change



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Outline

- Key questions
- A changing environment for higher education
 - Drivers, impact
- Evaluation & measurement in higher education
 - Sources, focus, methods
- The Change agenda
- QA & institutional change
- Future prospects?

Key Questions

- What are the drivers of change in HE?
 - General & country-specific
- What are we evaluating & measuring?
- Are we measuring what matters?
- What changes are being sought in HE?
- Are evaluation systems aligned & appropriate as drivers of institutional change?
 - Models of change
- What kinds of approaches do we need in future?

Drivers of change in HE

- Economic competitiveness in a knowledge economy (quality & innovation)
- Social & cultural development: social cohesion, access & mobility, employability, social justice
- Globalisation & internationalisation
- European (& other regional) development
- Technological change (convergence & speed)
- Financial stability & sustainability
- Big global (& local) challenges



International higher education challenges

- **USA** – cost of HE, student progression & success
- **Australia** – cost of HE, economic change, internationalisation, technology developments
- **Brazil, Indonesia** – research quality and competitiveness, economic & social development
- **Japan** – demographic change & internationalisation
- **KSA** – research development, HE expansion
- **Malaysia** – developing nation status by 2020
- **UK** – cost & efficiency of HE, research & innovation, international competitiveness
- **South Africa** – social transformation, quality enhancement

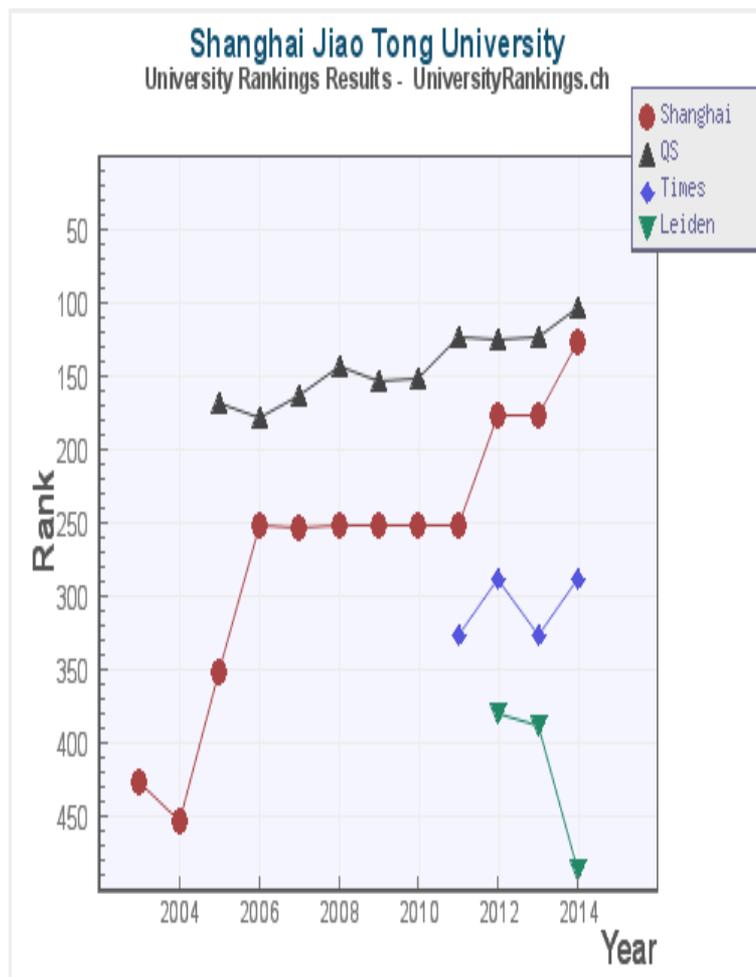
Policy developments

- Funding changes (Australia, UK)
- HE expansion – public & private sectors (China, Middle East, Asia)
- Enhancing research (Germany, Brazil, KSA)
- Enhancing teaching & learning (US, UK, Hong Kong, Europe)
- Enterprise & Entrepreneurship (US, UK, Australia, Europe)
- Governance & management (Scotland, Wales)
- ?? Community engagement & development

International Rankings: position, reputation



Rankings - International

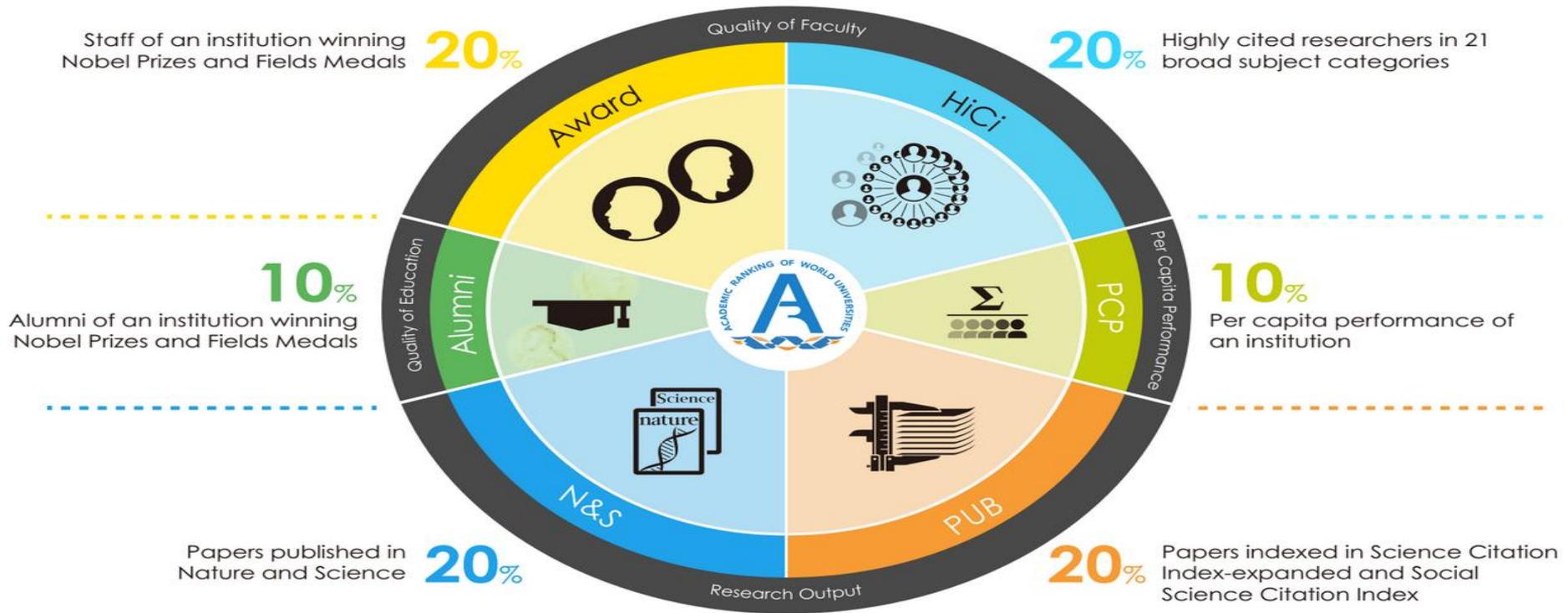


World Rank	Institution*	Region	Regional Rank	Country	National Rank
1	Harvard Univ	Americas	1	USA	1
2	Stanford Univ	Americas	2	USA	2
3	Univ California - Berkeley	Americas	3	USA	3
4	Univ Cambridge	Europe	1	UK	1
5	Massachusetts Inst Tech (MIT)	Americas	4	USA	4
6	California Inst Tech	Americas	5	USA	5
7	Columbia Univ	Americas	6	USA	6
8	Princeton Univ	Americas	7	USA	7
9	Univ Chicago	Americas	8	USA	8
10	Univ Oxford	Europe	2	UK	2
11	Yale Univ	Americas	9	USA	9
12	Cornell Univ	Americas	10	USA	10
13	Univ California - Los Angeles	Americas	11	USA	11
14	Univ California - San Diego	Americas	12	USA	12
15	Univ Pennsylvania	Americas	13	USA	13
16	Univ Washington - Seattle	Americas	14	USA	14
17	Univ Wisconsin - Madison	Americas	15	USA	15
18	Univ California - San Francisco	Americas	16	USA	16
19	Tokyo Univ	Asia/Pac	1	Japan	1
20	Johns Hopkins Univ	Americas	17	USA	17
21	Univ Michigan - Ann Arbor	Americas	18	USA	18
22	Univ Coll London	Europe	3	UK	3
23	Kyoto Univ	Asia/Pac	2	Japan	2
24	Swiss Fed Inst Tech - Zurich	Europe	4	Switzerland	1
24	Univ Toronto	Americas	19	Canada	1
26	Univ Illinois - Urbana Champaign	Americas	20	USA	19
27	Imperial Coll London	Europe	5	UK	4
28	Univ Minnesota - Twin Cities	Americas	21	USA	20
29	Washington Univ - St. Louis	Americas	22	USA	21

What are we measuring?

Ranking Methodology

Indicators and Weights for ARWU



For institutions specialized in humanities and social sciences such as London School of Economics, N&S is not considered, and the weight of N&S is relocated to other indicators.

What are we measuring?

WEIGHTING SCHEME FOR RANKINGS SCORES

International mix – staff and students

Ratio of international to domestic staff	3%
Ratio of international to domestic students	2%

Industry income – innovation

Research income from industry (per academic staff)	2.5%
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Research – volume, income and reputation

Reputational survey – research	19.5%
Research income (scaled)	5.25%
Papers per academic and research staff	4.5%
Public research income/total research income	0.75%

Teaching – the learning environment

Reputational survey – teaching	15%
PhD awards per academic	6%
Undergraduates admitted per academic	4.5%
Income per academic	2.25%
PhD awards/bachelor's awards	2.25%

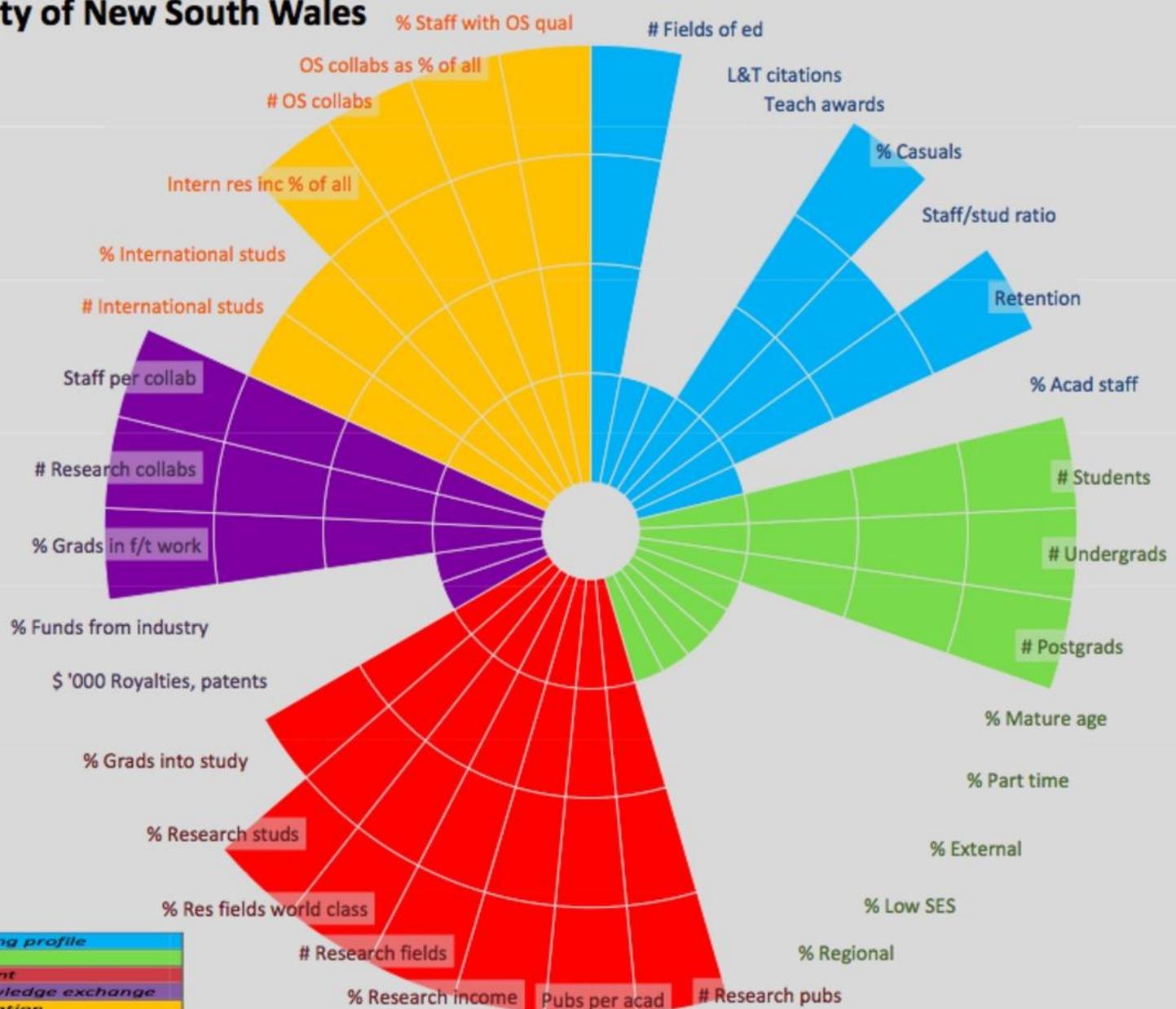
Citations – research influence

Citation impact (normalised average citations per paper)	32.5%
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What are we measuring?

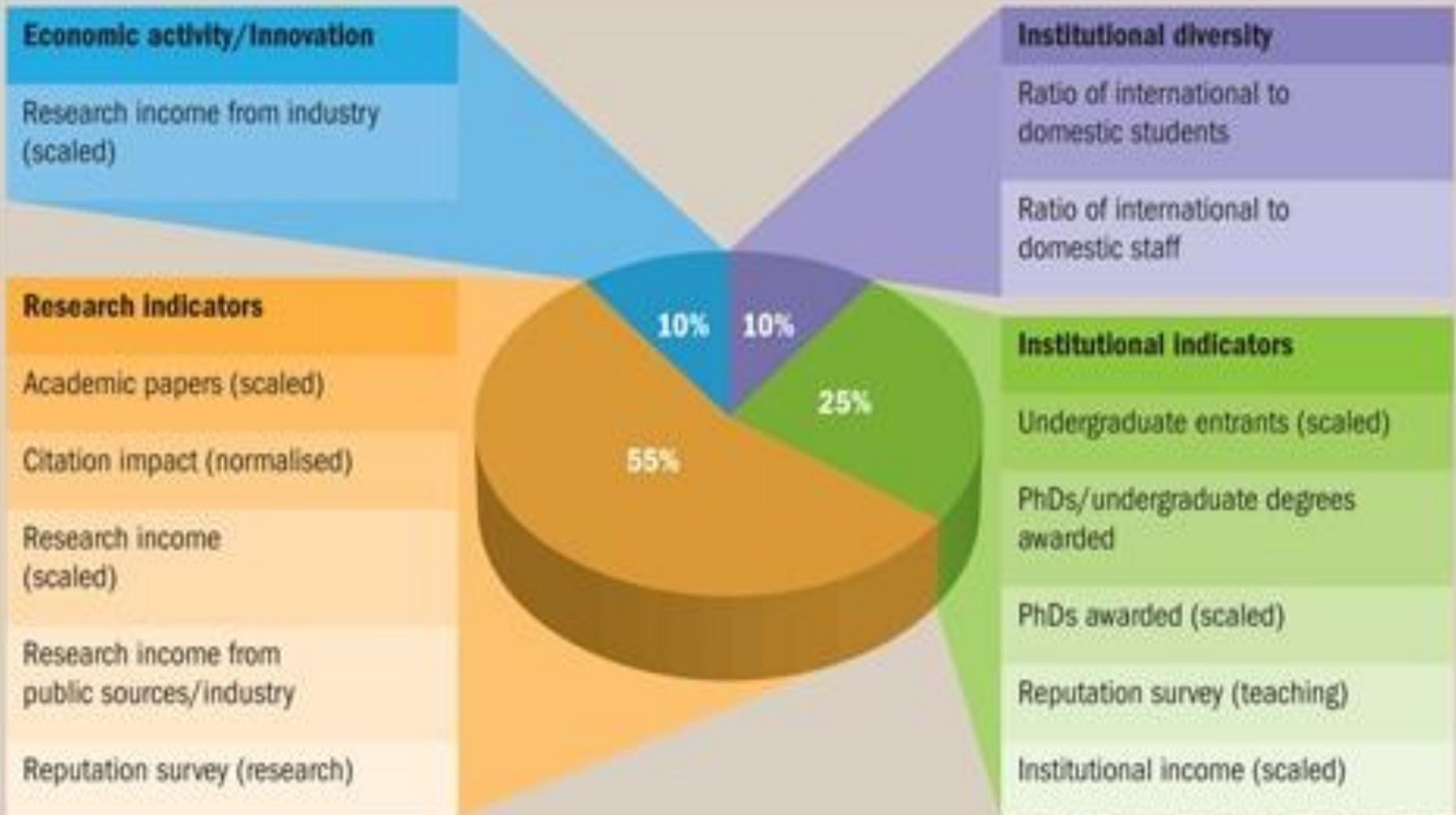
The University of New South Wales



Teaching and learning profile
 Student profile
 Research involvement
 Involvement in knowledge exchange
 International orientation

What are we measuring?

THE PROPOSED NEW RANKINGS METHODOLOGY



Final weightings will be determined after consultation

Subject accreditations

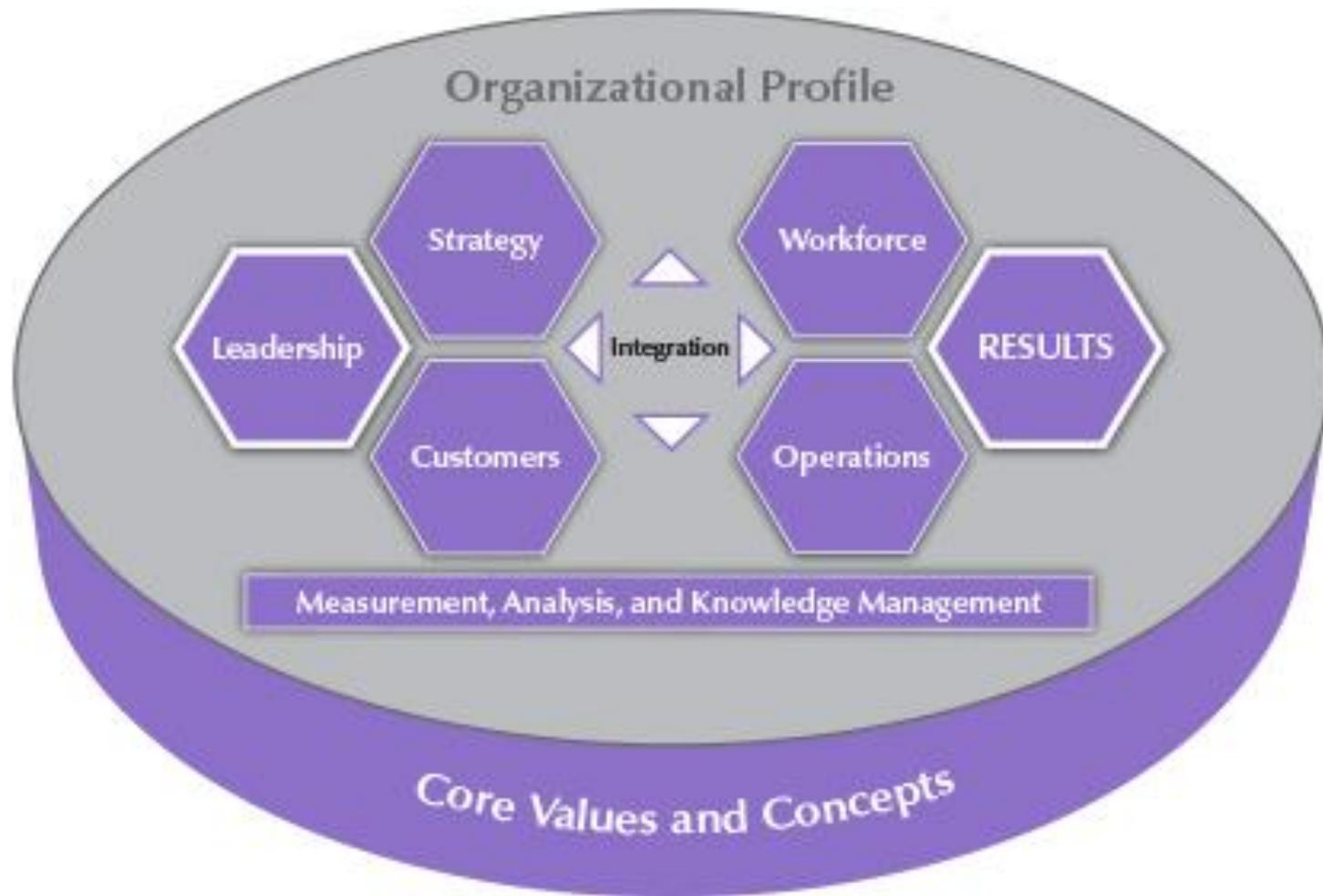


The Academy of
Business in Society

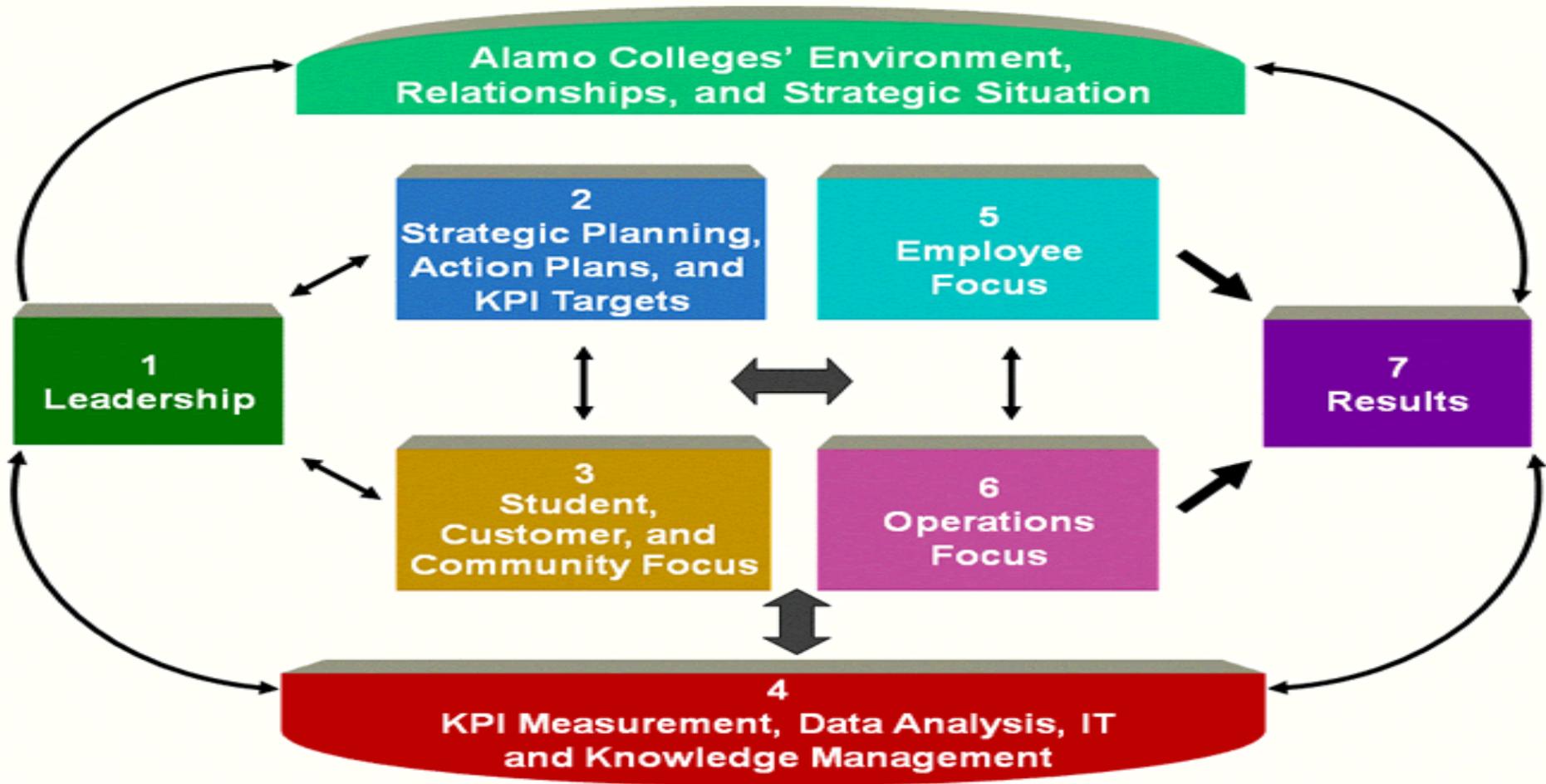


PRME Principles for Responsible
Management Education

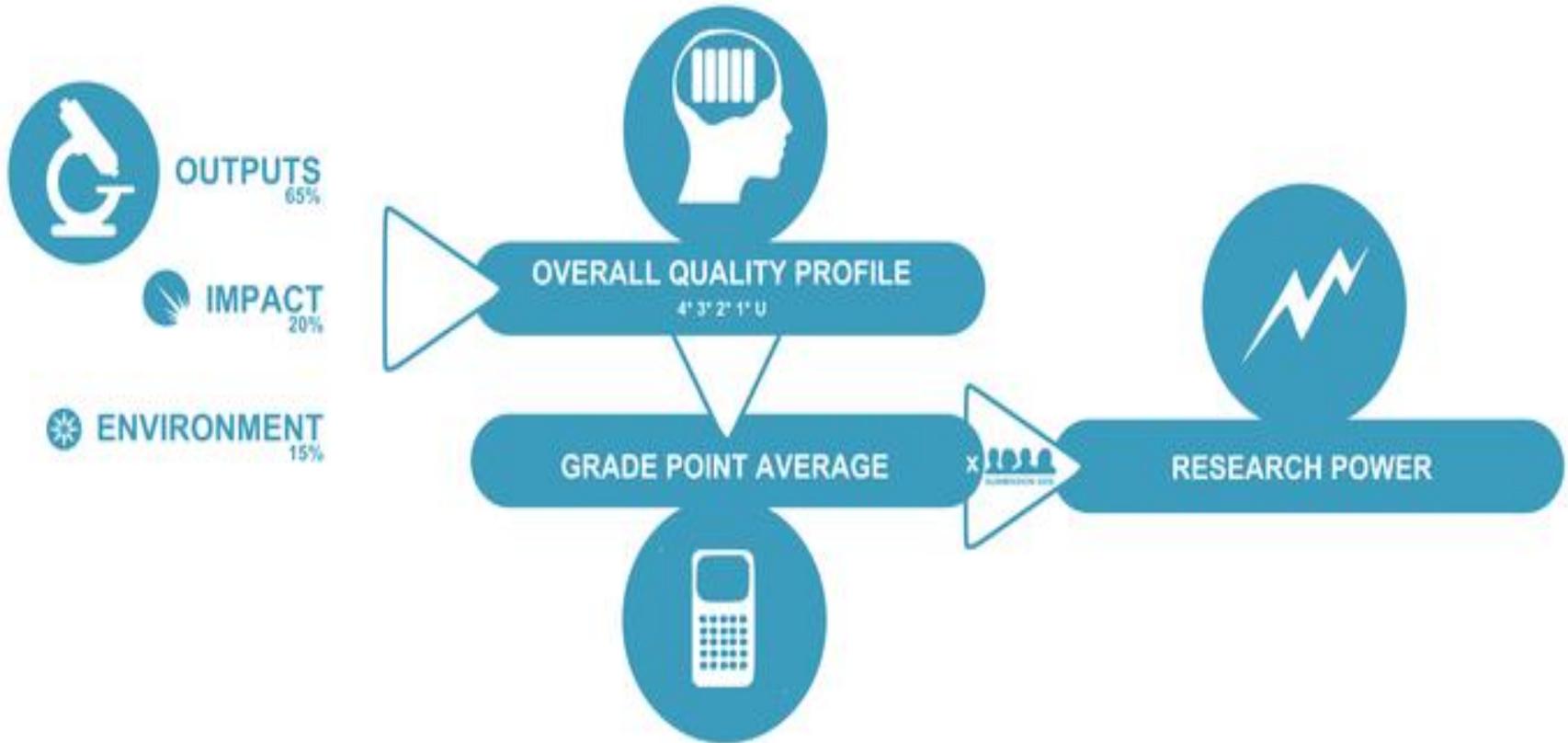
Evaluating management



Evaluating management



Evaluating research



Evaluating research

REF2014
Research Excellence Framework

The research of **154**
UK universities was assessed



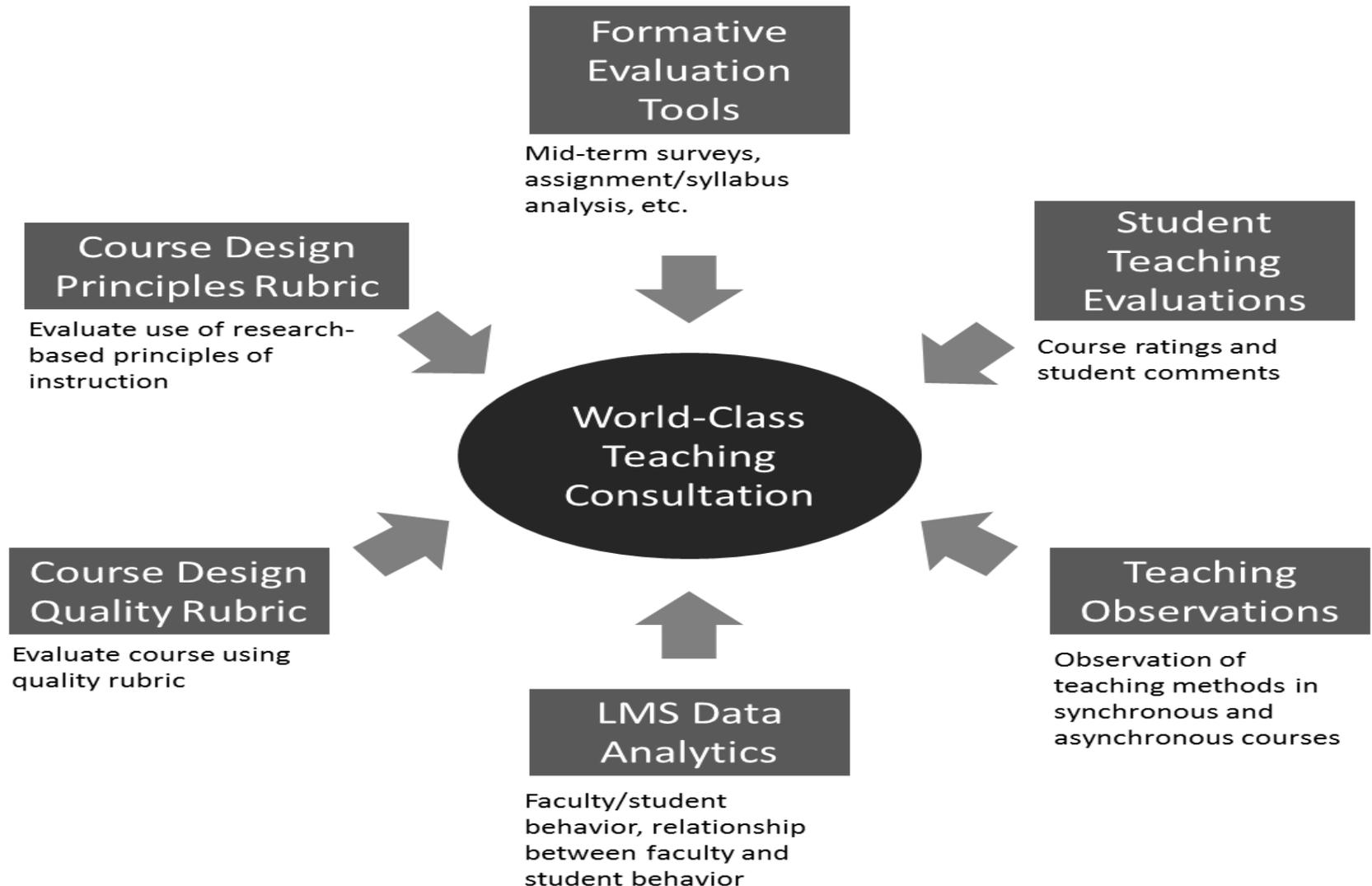
They made **1,911** submissions including:

- **52,061** academic staff
- **191,150** research outputs
- **6,975** impact case studies

The **overall quality** of submissions was judged, on average to be:

- ★★★★ **30%** world-leading (4*)
- ★★★ **46%** internationally excellent (3*)
- ★★ **20%** recognised internationally (2*)
- ★ **3%** recognised nationally (1*)

Evaluating teaching & learning



Evaluating teaching & learning

- **Institution-wide QA policies**
 - Developing a quality culture at HEI level
- **Programme monitoring**
 - Measuring design, content & delivery of programmes
- **Teaching & learning support**
 - Continuing education for faculty, pedagogy enhancement, support for student learning

(OECD/IMHE 2008)

Principles of good practice in undergraduate education

- Student-faculty contact
- Co-operation among students & influential interactions with other students
- Active learning & time on task
- Prompt feedback to students
- High expectations
- Quality of teaching received
- Respecting diverse talents and ways of learning

(Gibbs, 2010)

Are we measuring what matters?



Change agendas: EU Modernisation of HE

7 flagship initiatives



Education and Culture DG

Smart Growth	Sustainable Growth	Inclusive Growth
Innovation « <i>Innovation Union</i> »	Climate, energy and mobility « <i>Resource efficient Europe</i> »	Employment and skills « <i>Agenda for new skills and jobs</i> »
Education and employment « <i>Youth on the move</i> »	Competitiveness « <i>An industrial policy for the globalisation era</i> »	Fighting poverty « <i>European platform against poverty</i> »
Digital society « <i>A digital agenda for Europe</i> »		



EU change agenda for teaching & learning

High Level Group on the
Modernisation
of Higher Education



REPORT TO THE EUROPEAN COMMISSION ON
**Improving the quality
of teaching and learning in
Europe's higher education institutions**

JUNE 2013

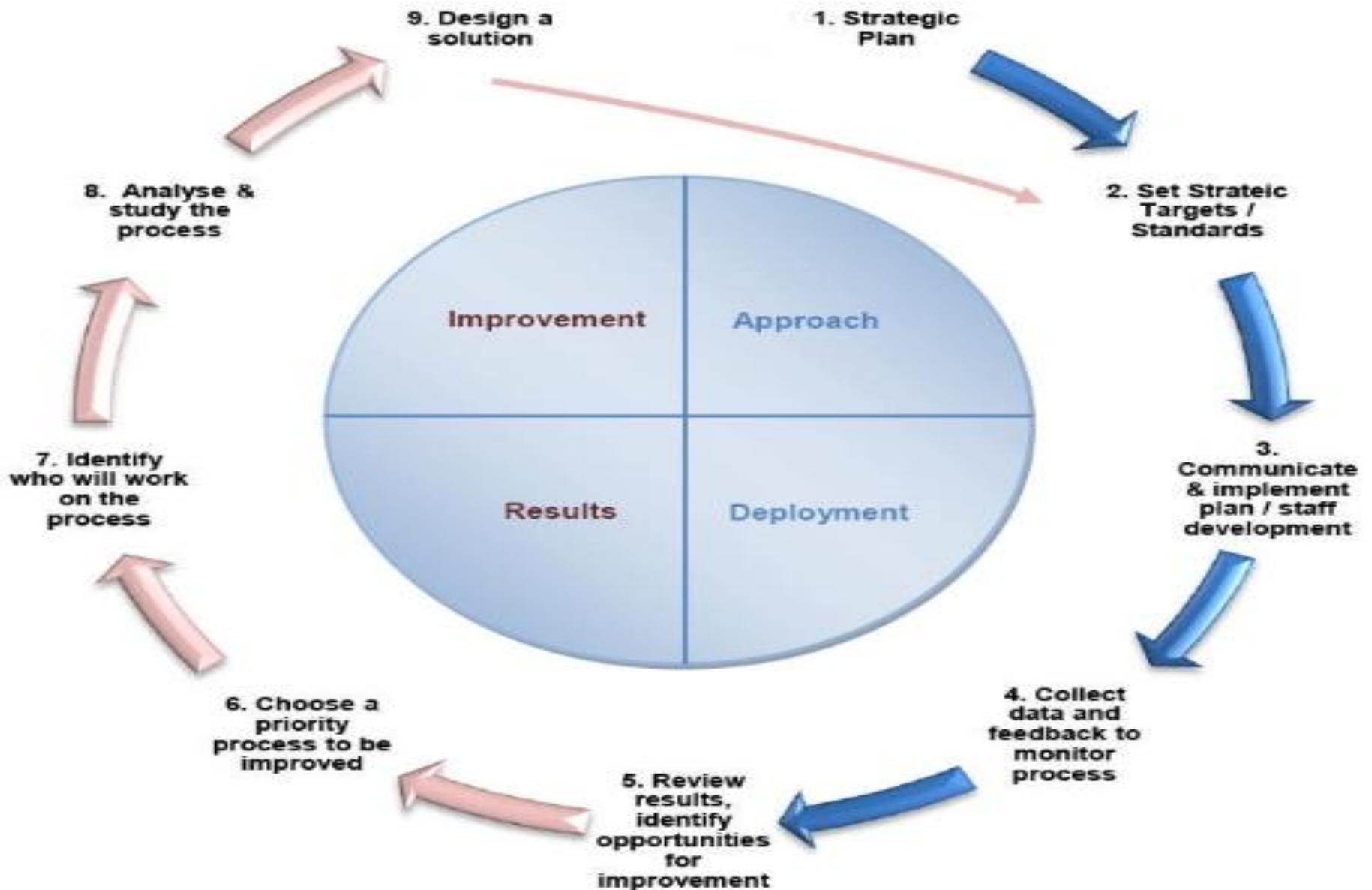
High Level Group on the
Modernisation
of Higher Education



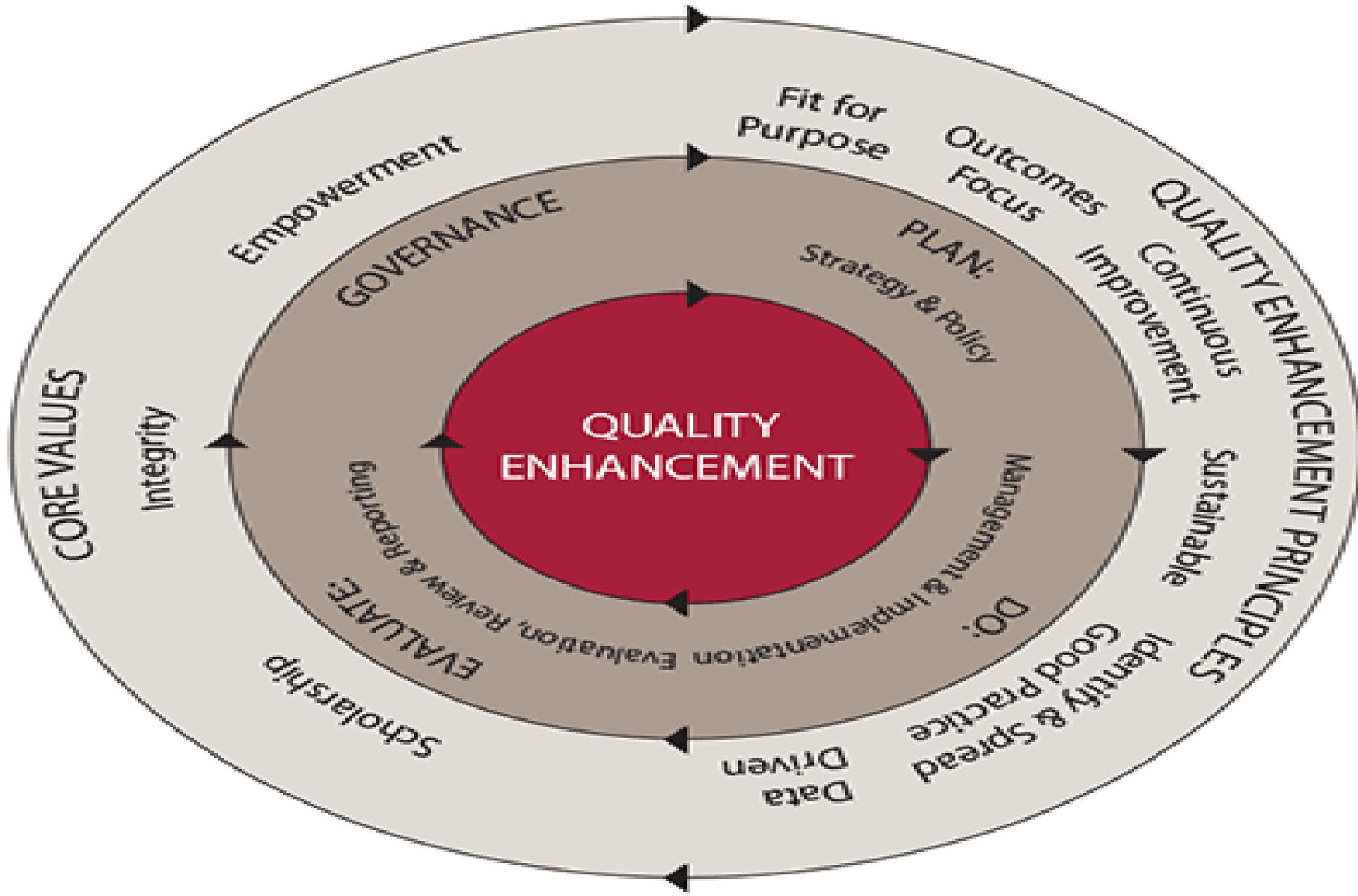
REPORT TO THE EUROPEAN COMMISSION ON
**New modes of learning and
teaching in higher education**

OCTOBER 2014

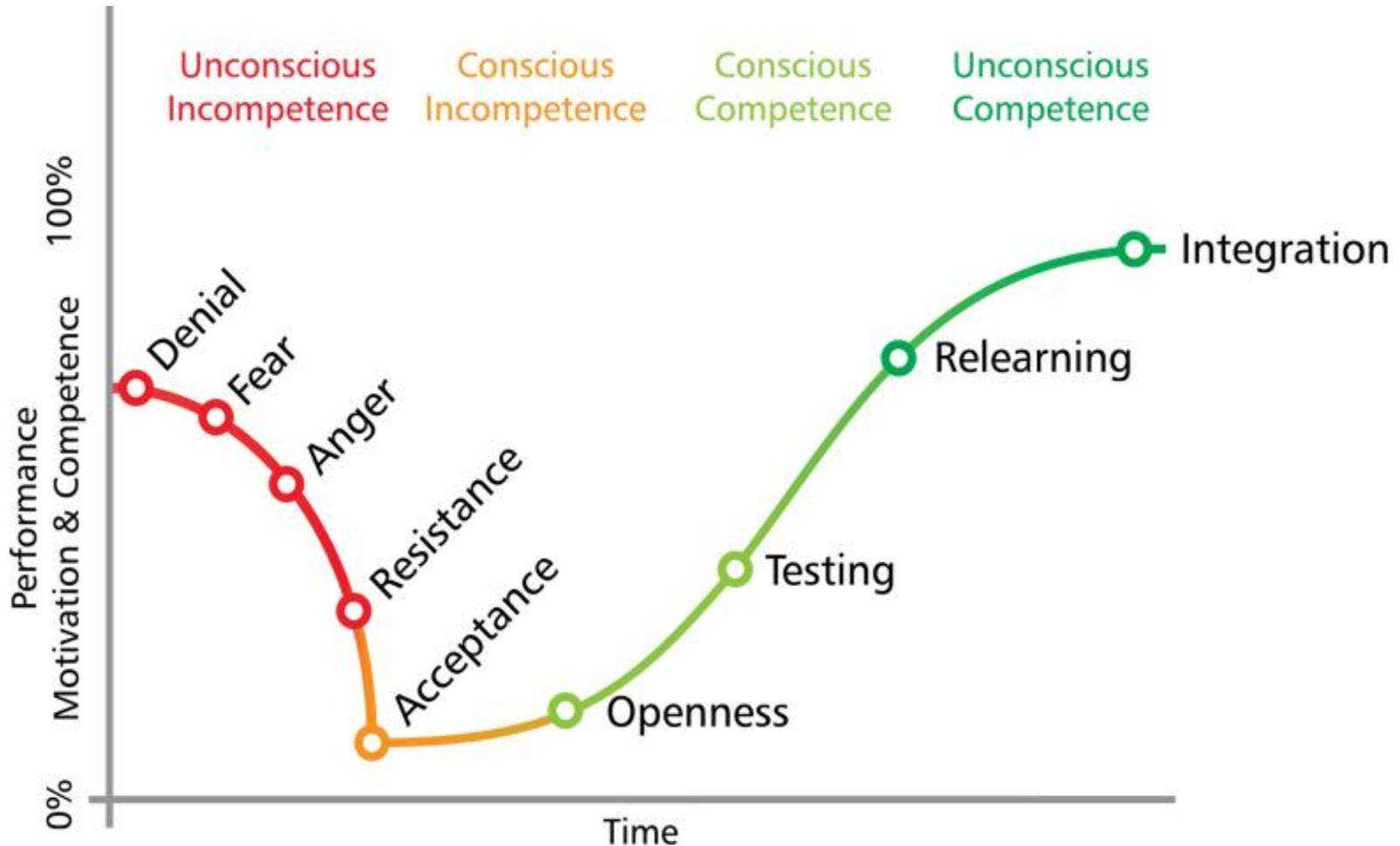
Change models - 1



Change models - 2

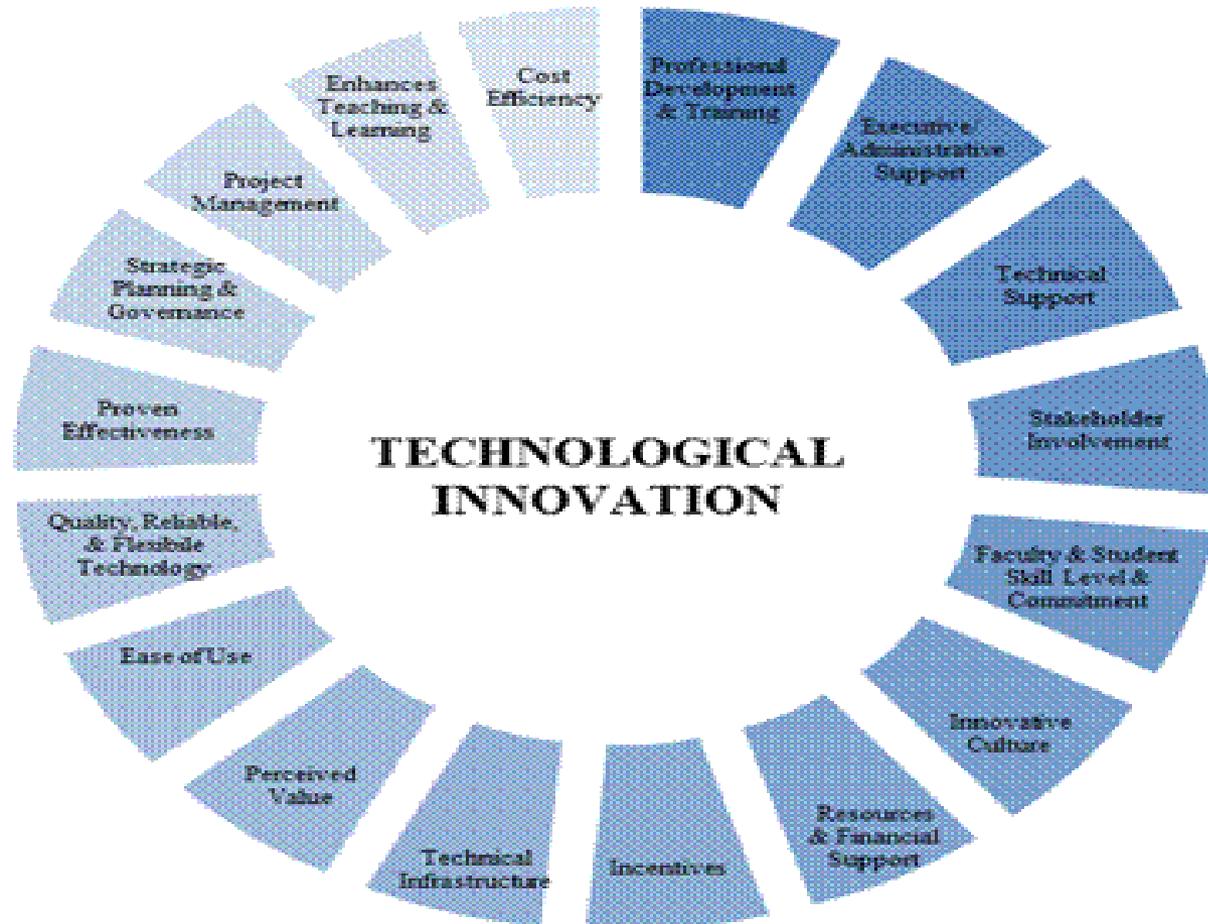


People & the change cycle



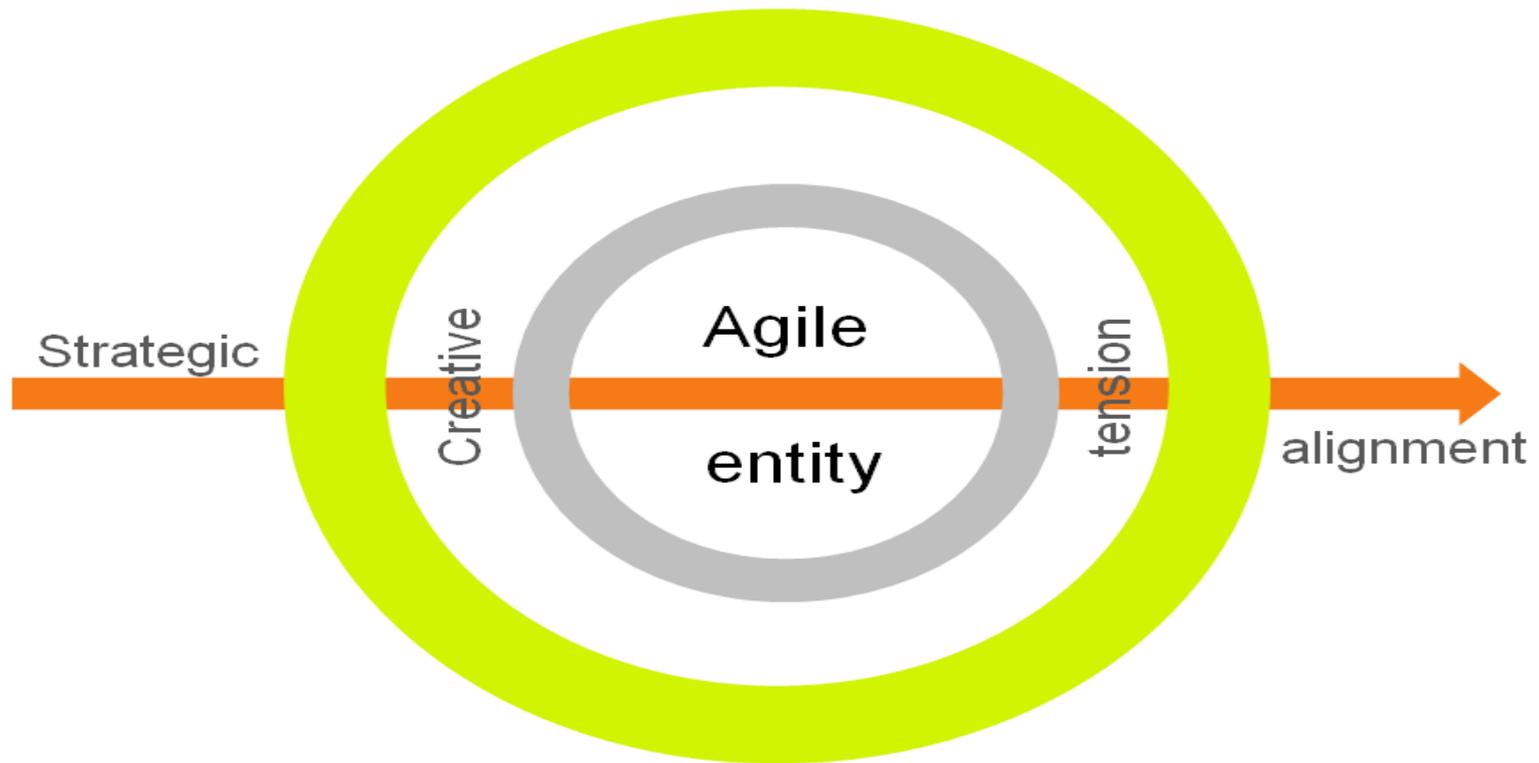
Innovation - 1

Critical Success Factor Innovation Model

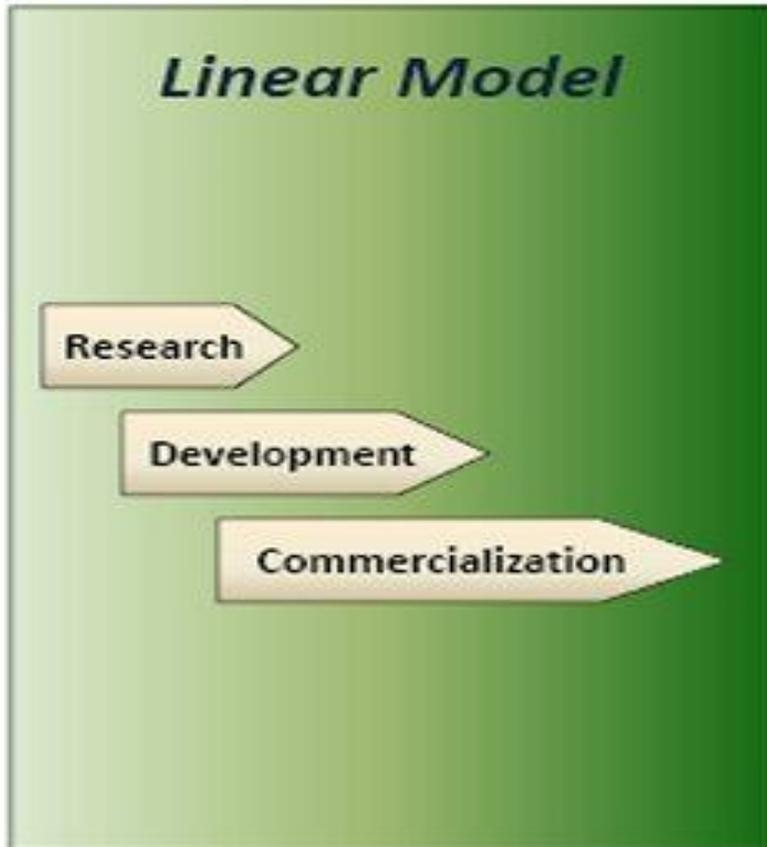


Innovation - 2

Rapid Innovation Model

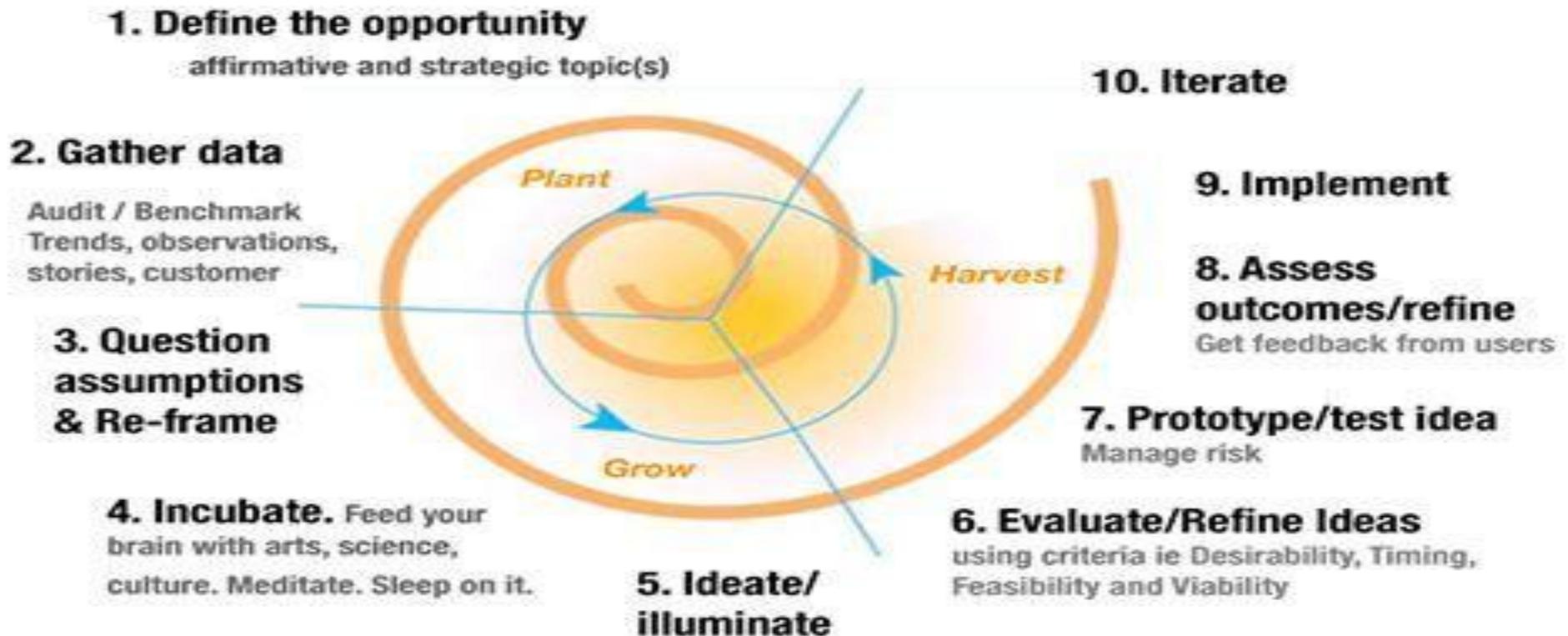


Looking to the future...



Looking to the future...

A Framework for Creativity & Innovation



Assemble multi-disciplinary group. Use diverse stimuli for ideation. Be visual. Co-create.

In conclusion, what matters is....

Innovation & creativity...

The higher education ecosystem which involves collaboration & partnerships...

Transformational change
(doing things differently &
doing different things) not
just doing more of the
same or doing the same
things better...



...& don't forget the problems with measurement!

The first step is to measure whatever can be easily measured. This is OK as far as it goes. *The second step* is to disregard that which can't be easily measured or to give it an arbitrary quantitative value. This is artificial and misleading. *The third step* is to presume that what can't be measured easily really isn't important. This is blindness. *The fourth step* is to say that what can't be easily measured really doesn't exist. This is suicide.

[Daniel Yankelovich](#) "Corporate Priorities: A continuing study of the new demands on business." (1972)