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Debate
Are there any win-win situations
in medical school ranking game?

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International Ranking Expert Group (IREG)
founded 2004 by
UNESCO European Centre for Higher Education (UNESCO-CEPES)
and
Institute for Higher Education Policy, Washington DC, USA

Berlin - 20 .05. 2006

Berlin Principles on Ranking of Higher Education Institutions
www.che.de/downloads/Berlin_Principles_IREG_534.pdf

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Ranking can be focused on all or either/or

- **Education Program**

- **Research Program**

- **Patient Care Program**

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According the US News' ranking (2007) of the top graduate schools are

Top 10 medical schools (research)	Top 10 medical schools (primary care)
1. Harvard University	1. University of Washington
2. Johns Hopkins University	2. Oregon Health & Science University
3. Washington University in St. Louis	3. University of California San Francisco
4. Duke University	4. Mich. State U. Coll. of Osteopathic Medicine
5. University of Pennsylvania	5. University of Minnesota Duluth
6. University of California San Francisco	6. University of California San Diego
7. Columbia U. College of Physicians and Surgeons	7. University of New Mexico
8. Stanford University	8. University of Wisconsin Madison
9. University of Michigan Ann Arbor	9. University of Iowa
10. Yale University	10. University of Minnesota Twin Cities University of Rochester

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Ranking Serves Many Purposes

- **Demands from Consumers**

- **Stimulate Competition Among Institutions**

- **Provide Rationale for Allocation of Funds**

- **Differentiate among different Types of Institutions, Programs, Disciplines**

- **Contribute to the Definition of "Quality"**

- **Part of Framework of National Accountability**

- **Part of Quality Assurance Process**

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Many nations (politicians) are likely to see the development (use) of rankings in the future

! VERY IMPORTANT !

Ranking and League Tables

hold themselves accountable

for Quality in their

Own Data Collection, Methodology and Dissemination

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FEATURES OF RANKING AND LEAGUE TABLES

1. **Purposes and Goals**

2. **Design and Weighting of Indicators**

3. **Collection and Processing of Data**

4. **Presentation of Ranking Results**

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1. Purposes and Goals

- Be one of a number of diverse approaches to the assessment of inputs, processes and outputs

- Be clear about the purpose and target group

- Recognize the diversity of institutions and take the different missions and goals of the institutions into account

- Provide clarity about the range of information sources and the messages each source generates

- Specify the linguistic, cultural, economic, and historical contexts of the education system being ranked

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2. Design and Watching of Indicators

- **Be transparent regarding the methodology used for creating the ranking**

- **Choose indicators according to their relevance and validity**

- **Measure outcomes in preference to inputs whenever possible**

- **Make the weights assigned to different indicators prominent and limit changes to them**

- **No accepted and standardized indicators – criteria for good teaching *(impact factor, grant money)* available**

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3. Collection and Processing of Data

- **Pay the attention to ethical standards and the good practice recommendations articulated in the principles**

- **Use audited and verifiable data whenever possible**

- **Include data that are collected with proper procedure for scientific data collection**

- **Apply measures of quality assurance to ranking processes themselves**

- **Apply organizational measures that enhance the credibility of rankings**

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4. Presentation of Ranking Results

- **Provide consumers with a clear understanding of all the factors used to develop a ranking, and offer them a choice in how rankings are displayed**

- **Be compiled in a way that eliminates or reduces errors in original data, and be organized and published in a way that errors and faults can be corrected**

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5. Target Groups for Rankings

➢ **Students (Parents)**
(hidden curriculum, profile, real length of study,
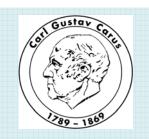grades in national exams, job probability, expense,..)

➢ **Teachers (Researchers)**
(hidden curriculum, career, ..)

➢ **Politicians**
(output *vs* input, prestige,..)

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Ranking in Germany *(Austria, Switzerland)*

CHE UNIVERSITY RANKING

- **Most comprehensive ranking to date
(1998: 280 universities, 250.000 students, 31.000 professors)**

- **Detailed analysis rather than general ranking
(not best university, multidimensional ranking)**

- **Groups but not league positions
(top-middle-bottom group)**

- **Subject Specificity
(schools/faculties - not universities)**

- **Methodological Diversity
(student, teacher, faculty – professor, business people)**

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5 categories *(from left)*
Overall study situation
Counsseling
Provision of beds
Scientific publications
Professors´tip

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● **top**   ○ **middle**   ● **final**

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Tip for students

CHE UNIVERSITY RANKING

Type A
Students with purposeful behavior
good teachers, fast study, fun, ..

Type B
Student researchers
good research, good thesis, ..

DIE BESTEN
HOCHSCHULEN
FÜR JEDEN TYP

Für zwei Studenten-Typen
haben wir aus den Ranking-
Ergebnissen die passenden
Hochschulen ausgewählt

Typ A: Der Zielstrebige
– gut betreut und schnell stu-
dieren. Diese Studenten möch-
ten von ihren Profs nicht nur
belehrt, sondern auch beraten
werden. Die Uni soll Spaß ma-
chen, aber auch nicht zu lange
dauern. Deshalb ist ihnen ein
zügiges Studium wichtig.
Studientipp:
**TU Dresden, Uni Greifswald,
Uni Jena, Uni Magdeburg,
Uni Regensburg**

Typ B: Der Forscher
– studieren, wo die Wissen-
schaft spitze ist. Medizinische
Forschung wird vor allem an
solchen Universitäten geleis-
tet, die viele Forschungsgelder
einwerben. Für Studenten gibt
es an solchen Hochschulen in
der Regel gute Promotions-
möglichkeiten und die Chance,
wissenschaftlich auf dem
neusten Stand zu bleiben.
Studientipp: **Uni Freiburg,
Uni Heidelberg, Uni Tübingen**

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A brief overview of the overall result of the CHE university ranking

Medicine: Good study conditions in the new German Länder

According to student ratings there are generally good study conditions in Medicine in the new German Länder.

When it comes to their overall study situation and the contact to professors/academics, students from the universities **Dresden, Greifswald, Halle, Magdeburg and Jena** are particularly satisfied.

For Medicine students, there is, in terms of figures, an ideal ratio of professor to student at the **Private Universität Witten-Herdecke** and the **Swiss universities of Geneva, Bern, Lausanne, Basel and Zürich.**

Bern and Zurich are also highly estimated among professors.

In Germany, the departments of **Freiburg, Heidelberg and LMU München** enjoy a good reputation

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Make Your Personal Ranking
(choose out of 90 items)

Curriculum (10 items)
Organization/Assessment (8 items)
Patient-oriented learning (6 items)
e-learning (3 items)
Evaluation (3 items)
Care/Contact by/to staff (15 items)
Care/contact by/to students (5 items)
Relation to job market (6 items)
Resources (21 items)
Library (13 items)

MATCH THE INDIVIDUAL PERFORMANCE TO THE MEDICAL SCHOOL

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PRO - SUMMARY

RANKINGS ARE USEFUL

HOWEVER

- ➢ EVIDENCE- AND RESEARCH- BASED
  - ➢ DIFFERENT TARGET GROUPS
- ➢ DIFFERENT METHODS AND PURPOSES
  - ➢ MAKE YOUR PERSONAL RANKING
- ➢ MATCH THE INDIVIDUAL PERFORMANCE
  TO THE MEDICAL SCHOOL