

**The Global Ranking Regime and the
Reconfiguration of Higher Education:
Comparative Case Studies on Research
Assessment Exercises in Mainland China,
Hong Kong, Japan and the U.S.**

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The Global Ranking Regime

Core Criteria Indicators: 22 Weight: 600	Teaching 6 150	Employability 4 150	Research 5 150	Internationalization 7 150
Learning environment Indicators: 12 Weight: 200	Facilities 6 100	Online or Distance 6 100		
Specialist Criteria Indicators: 4 Weight: 200	Discipline ranking 2 150	Accreditation 2 50		
Advanced criteria Indicators: 14 Weight: 200	Arts & culture 3 50	Innovation 3 50	Social responsibility 4 50	Inclusiveness 4 50

Source: QS Stars Methodology.



The Global Ranking Regime

Compared – Times Higher Education World University Rankings

Criteria	13 Indicators	Weight
Teaching	Reputation survey (15%); Staff-to-student ratio (4.5%); Doctorate-to-bachelor's ratio (2.25%); Doctorates awarded-to-academic staff ratio (6%); Institutional income (2.25%)	30%
Research	Reputation survey (18%); Research income (6%); Research productivity (6%)	30%
Citations		30%
International outlook	International-to-domestic-student ratio (2.5%); International-to-domestic-staff ratio (2.5%); International collaboration (2.5%)	7.5%
Industry income		2.5%

Source: <https://www.timeshighereducation.com/news/ranking-methodology-2016>



The Global Ranking Regime

Compared – The *U.S. N & R* Best Global Universities Rankings

12 Indicators	Weight
Global research reputation	12.5%
Regional research reputation	12.5%
Publications	10%
Books	2.5%
Conferences	2.5%
Normalized citation impact	10%
Total citations	7.5%
Number of publications among the 10 percent most cited	12.5%
Percentage of total publications that are among the 10 percent most cited	10%
International collaboration	10%
Number of Ph.D.s awarded	5%
Number of Ph.D.s awarded per academic staff member	5%

Source: <http://www.usnews.com/education/best-global-universities/articles/methodology>



The Global Ranking Regime

Compared – The *Asahi Shimbun* Daigaku Ranking since 1994

Criteria	64 Indicators
Admission	13 (i.e., admittance ranking; geo-origin ranking; ranking of recruitment power, etc.)
Overall	5 (i.e., ranking from university presidents; ranking from principals; ranking from office directors; global university rankings, etc.)
Education	26 (i.e., rates of graduate student admission; ranking of learning environment; university library ranking; ranking of international students, etc.)
Research	6 (i.e., Hi-ci ranking; national funding ranking; citation ranking of Thomson Reuter papers, etc.)
Financing	2 (i.e., salary ranking of faculty, etc.)
Contribution to society	12 (i.e., media reporting ranking (institution/faculty); leadership ranking of graduates; athletics ranking of graduates, etc.)

Source: http://publications.asahi.com/ecs/detail/?item_id=15843



The Global Ranking Regime

Compared – The SHJT Academic Ranking of World Universities

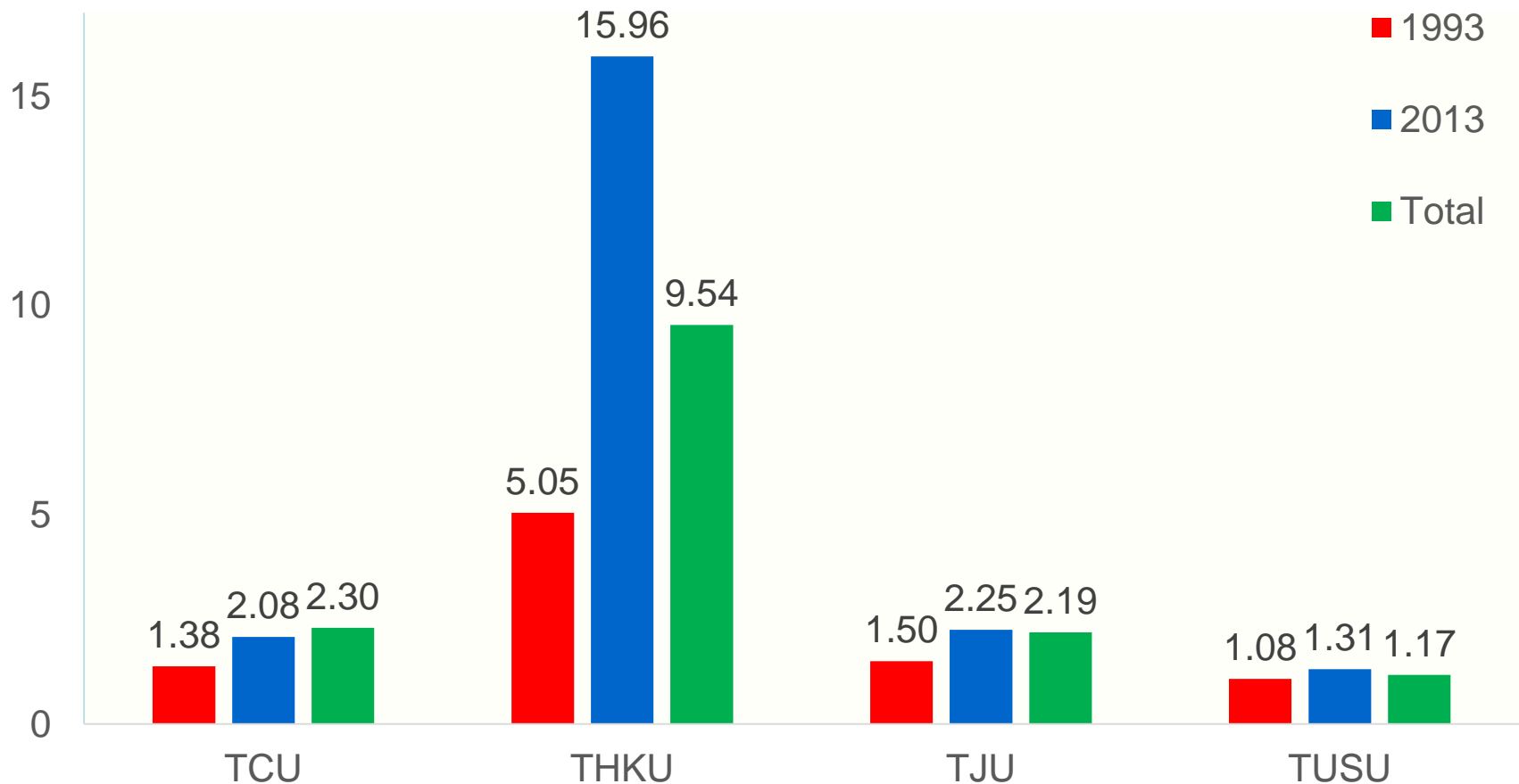
Criteria	6 Indicators	Code	Weight
Quality of Education	Alumni of an institution winning Nobel Prizes and Fields Medals	Alumni	10%
Quality of Faculty	Staff of an institution winning Nobel Prizes and Fields Medals	Award	20%
	Highly cited researchers in 21 broad subject categories	HiCi	20%
Research Output	Papers published in <i>Nature</i> and <i>Science</i>	N&S	20%
	Papers indexed in SCle and SSCI	PUB	20%
Per Capita Performance	Per capita academic performance of an institution	PCP	10%

Source: <http://www.shanghairanking.com/ARWU-Methodology-2015.html>



Comparative Findings on Research Assessments

Fig. 1 Statistical Trends of Journal Articles Published per Faculty Member (1993-2013)



Comparative Findings on Research Assessments

Research assessments highly affected TCU, THKU and TJU, except for TUSU, and differs in the following aspects:

- **Juniors:** *I have to be focused on research so that I can publish more papers in the coming years, or I will otherwise risk losing my position from my university.... The job competitiveness is fierce and my university has a high expectation for everybody. If I lag behind I will surely lose my job... Therefore, I have led my personal life simply like this: coming to my office every day from my rented apartment at 6:30am in the early morning and going home from my office in the late evening – sometimes very late until mid-night. I was lucky that my commute time is not that long every trip – it's just less than one hour.*

Interview data from TJU



Comparative Findings on Research Assessments

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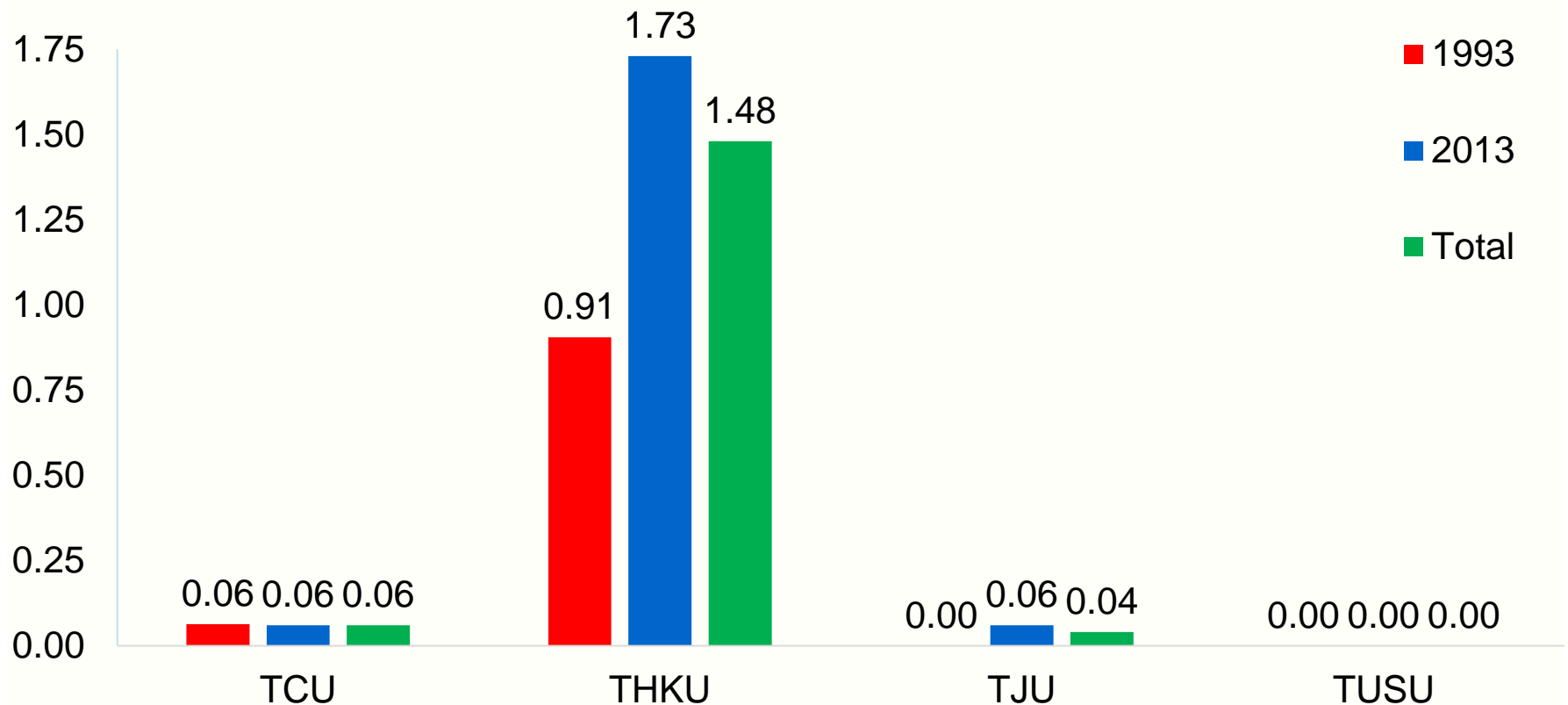
Q: Was there in any explicit contract, when you were working for the management analysis center, that you had to publish research articles?

A (Education): No, nothing at all, because it was the faculty-staff joint venture. [Publishing] was looked on favorably.... I am not sure, I am assuming it factored into the overall evaluation which would lead to year-end bonus... I have no idea how much that played into that or not, and that's not why I did it. Why I did do it? It was something that I think was encouraged. No, “encouraged” is the wrong word.... It was modeled by the faculty and so I took [publishing] as a good thing to do.



Comparative Findings on Research Assessments of English Publications

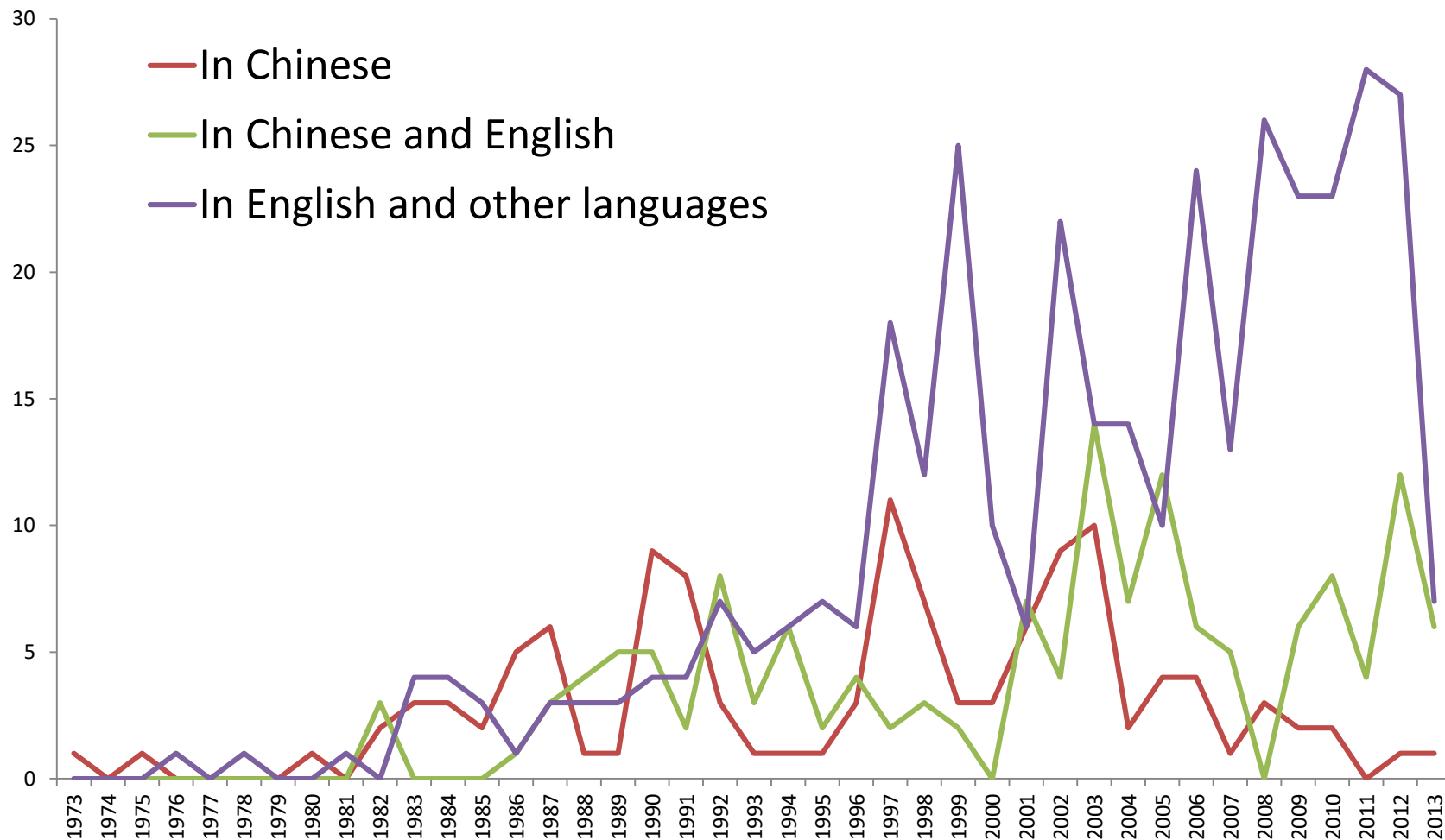
Fig. 2 Ratio Trends of Journal Articles Published in English/International Languages and Native Languages (1993-2013)



Note. Data excluding those that were published in bilingual journals or other local languages.

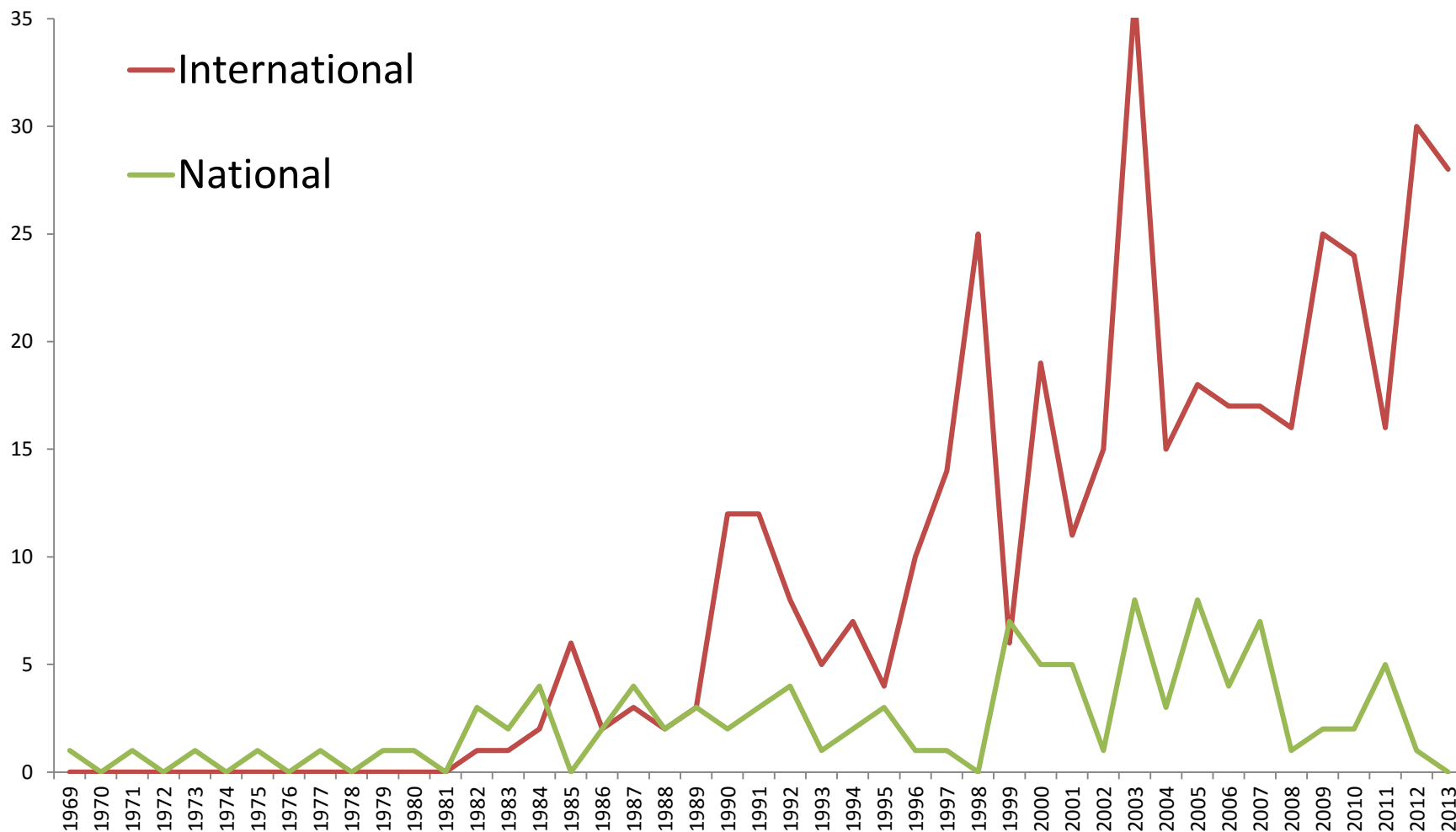
Findings from THKU

Language of Journal Articles by Year



Findings from THKU

Geographical Distributions of Journals by Year



A Real Story from THKU

Storylines:

- A quite female senior colleague, in terms of service.
- A handful journal publications in local journals (with some of them are on the top).
- Not short of English publications.
- Still struggling for full professorship.
- The situation can be totally different, probably up-side down, if the publication list is the opposite in terms of language (i.e., mainly in English rather than in Chinese).

Consequence: Reallocated to teaching track.