Globalization and Higher Education
Lecture for a class in PPG 2008 - Globalization, Internationalization and Public Policy

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School of Public Policy and Governance
University of Toronto
November 1, 2013
Fitting into the PPG2008 Syllabus

Course Description:
This is an ambitious, interdisciplinary survey course that covers much of the world and its regions in order to examine, through dynamic comparison, how different countries and regions (specifically, governments) of the world approach national strategy – that is, the framing, planning and execution of major national projects (ends) through the mobilization of key national means – across a number of policy sectors – from war and peace to education, immigration and energy policy – in the context of a hyper-globalized world.

Key lines of enquiry for the course include:
• How do countries determine their national interests? How do they mobilize resources and capabilities in order to advance these national interests in policy?
• How effective or coherent is the planning function in different states around the world? On what is this effectiveness or coherence (or its absence) dependent? Do federations plan differently than unitary states?
• How do major countries in different parts of the world frame major public problems, and what are the decision-making considerations and stakes for states in specific policy areas (e.g. economics, national security, foreign affairs, the environment, education, energy, health care, etc.)?

Learning Objectives:
• To understand, in a hyper-globalized context, the strategic traditions, opportunities and constraints of different countries and regions in relation to the alignment of ends and means in different policy fields
• To acquire a working capacity to actively compare major strategic policy issues across a number of states or jurisdictions
### Policy issues and concepts in the higher ed sector

#### SELECTED POLICY ISSUES

- Global competition for talent and innovation
  - Role of international cultural norms and mobility of talent
  - Impact on compensation, costs
- Policy strategies using selectivity, status and institutional competition
  - Meritocracy and elites vs social democratic values
  - Equality of opportunity vs equality of outcome
  - Performance-based funding
  - Producer capture and politics
  - International comparisons

#### SELECTED CONCEPTS

- Human capital
- Returns to education
- Education as consumption
- Credentials as economic signals
- Division of labour and specialization
- Differentiation
- Mission creep
- Accreditation
- Disruptive innovation
Outline

• Why nations care: cognitive performance and economic growth
• Implications of two implicit university roles: talent-sorting and status-conferring
• International forces
• International comparisons of university systems
• International rankings
• Policy concerns about quality and cost-effectiveness
• Incentives and actors in higher education reform
• A plea for more data and transparency
• Policy innovation – teaching (e.g., MOOCs)
• Policy innovation – research funding (open data for assessment)
Cognitive performance and economic growth
Income and education

- years of education, credential, spending
- but how much is due to innate ability and signalling effects?

- years of education, degrees, spending
- but how much is due to consumption and status effects?
The report was written by Prof. Eric A. Hanushek from the Hoover Institution at Stanford University and CES ifo and by Prof. Ludger Woessmann from the Ifo Institute for Economic Research, CES ifo, and the University of Munich, in consultation with members of the PISA Governing Board as well as Andreas Schleicher, Romain Duval and Maciej Jakubowski from the OECD Secretariat. The report was produced by the Indicators and Analysis Division of the OECD Directorate for Education and is published on the responsibility of the Secretary-General of the OECD.

Notes: Added-variable plot of a regression of the average annual rate of growth (in percentage) of real GDP per capita in 1960-2000 on the initial level of real GDP per capita in 1960, average test scores on international student achievement tests, and average years of schooling in 1960 (mean of the unconditional variables added to each axis). OECD countries are labeled by country codes for better readability and non-OECD countries by symbols only. Own depiction based on the database derived in Hanushek and Woessmann (2009).
Cognitive skills and economic growth

Figure 6
Educational performance and economic growth across world regions

Notes: Added-variable plot of a regression of the average annual rate of growth (in percentage) of real GDP per capita in 1960-2000 on the initial level of real GDP per capita in 1960 and average test scores on international student achievement tests (mean of the unconditional variables added to each axis). Own depiction based on the database derived in Hanushek and Woessmann (2009).
Cognitive skills and economic growth

Figure 8
Trends in educational performance and trends in economic growth rates

y = 0.1339x - 0.0539

Notes: Scatter plot of trend in the growth rate of GDP per capita from 1975 to 2000 against trend in test scores for countries whose test scores range back before 1972. Own depiction based on the database derived in Hanushek and Woessmann (2009).
Measuring cognitive performance at university

The Collegiate Learning Assessment

– critical thinking
– complex reasoning
– written communication

Sample CLA Performance Task

You advise Pat Williams, the president of DynaTech, a company that makes precision electronic instruments and navigational equipment. Sally Evans, a member of DynaTech’s sales force, recommended that DynaTech buy a small private plane (a SwiftAir 235) that she and other members of the sales force could use to visit customers. Pat was about to approve the purchase when there was an accident involving a SwiftAir 235.

Your document library contains the following materials:
1. Newspaper article about the accident
2. Federal Accident Report on in-flight breakups in single-engine planes
3. Internal Correspondence (Pat’s e-mail to you & Sally’s e-mail to Pat)
4. Charts relating to SwiftAir’s performance characteristics
5. Excerpt from magazine article comparing SwiftAir 235 to similar planes
6. Pictures and descriptions of SwiftAir Models’ 180 and 235

Sample Questions: Do the available data tend to support or refute the claim that the type of wing on the SwiftAir 235 leads to more in-flight breakups? What is the basis for your conclusion? What other factors might have contributed to the accident and should be taken into account? What is your preliminary recommendation about whether or not DynaTech should buy the plane and what is the basis for this recommendation?
Academically adrift?

“Growing numbers of students are sent to college at increasingly higher costs, but for a large proportion of them the gains in critical thinking, complex reasoning, and written communication are either exceedingly small or empirically nonexistent.

“At least 45 percent of students in our sample did not demonstrate any statistically significant improvement in Collegiate Learning Assessment (CLA) performance during the first two years of college. [Further study has indicated that 36 percent of students did not show any significant improvement over four years.]

“While these students may have developed subject-specific skills that were not tested for by the CLA, in terms of general analytical competencies assessed, large numbers of U.S. college students can be accurately described as academically adrift. They might graduate, but they are failing to develop the higher-order cognitive skills that it is widely assumed college students should master.”

24 universities
2,322 students
CLA fall 2005, spring 2007, spring 2009
And closer to home…

When Green and Riddell compared the literacy scores of university-educated Canadians in the two surveys they found that university-educated 26-34 year olds in 2003 had lower scores than the comparable cohort had in 1994. This cannot be explained by increased university participation rates because a statistically significant decline is found at the upper end of the literacy scores, among Canadians who would have attended university regardless of overall participation rates.

After determining ageing effects – the declines in literacy of any cohort over a nine-year period – Green and Riddell were able to estimate the literacy levels of preceding “synthetic cohorts” of 26-34 year olds, in effect estimating the scores that the cohort would have achieved if comparable literacy surveys had been conducted in 1985 and 1976. They conclude that the literacy levels of high-literacy, university-educated, 26-34 year olds in Canada has climbed more or less continuously from 1976 to 2003.

The Green and Riddell findings do not prove conclusively that over time Canadian universities have been providing lower quality in undergraduate education. Some might argue that the trends have changed since 2003. Others might suggest that there are additional factors such as declining academic rigor in high schools and a less literacy-friendly socio-economic environment that have contributed to the decline in literacy scores. Still others might argue that universities (or other parts of the education system) are providing more of some skills (e.g., digital skills, team work) at the expense of literacy skills. But I think that most Canadians concerned about education quality would agree that research demonstrating that each decade’s graduates from our universities have poorer learning outcomes than the previous decade’s graduates should serve as a wake-up call for policy-makers and university educators alike.

Evidence of declining literacy among Canadian university graduates lends urgency to academic reform - Ian D. Clark

Tags:

At HEQCO’s November Learning to Earning Conference, UBC labour economist Craig Riddell presented the results of his research with David Green on literacy skills, recently published as "Aging and Literacy Skills: Evidence from Canada, US and Norway." The findings are alarming and support the concern that David Trick, Richard Van Loon and I expressed in Academic Reform, that lower faculty-to-student ratios, lower faculty teaching loads, and lower student engagement are likely to be reducing the quality of Canadian undergraduate education.

We have not been alone in expressing this worry. As Robert Campbell, president of Mount Allison University, said: "We all feel and know that the character of the undergraduate experience has deteriorated in our lifetimes, especially so in the last decades. And we know in our heart of hearts that this experience can and should be much better." But other academic administrators have challenged the contention that undergraduate education quality has been declining.

Evidence to the contrary is provided by the Green and Riddell study. It found that undergraduate learning outcomes have been declining over time in Canada, at least since the 1970s. Literacy skills were measured by scores on the 1994 International Adult Literacy Survey and the 2003 International Adult Literacy and Life Skills Survey. These surveys assess, according to Green and Riddell, "skills used in daily activities – at work, in the home, and in the community. In other words, these are basic cognitive skills used in daily life."
SORTING AND STATUS
Attributes that make universities attractive

... but aren’t necessarily related to learning

- **Sorting**: the challenge of being admitted to a university and surviving to graduation performs a sorting function that employers and others use as a convenient signal of innate ability and future potential
- **Credentialing**: near-monopoly providers of credentials that are either absolutely required or strongly recommended for entrance into a variety of professions and careers
- **Networking**: relationships made during these formative years often last a lifetime, and become the basis of valuable professional and social networks
- **Branding**: continued reputation associated with the credential
“Today, the rich don’t exploit the poor, they just out-compete them.”

David Brooks, New York Times, October 6, 2005

“Poor people are an endangered species in elite universities not because the universities put quotas on them … and not even because they can’t afford to go to them (Harvard will lend you or even give you the money you need to go there) but because they can’t get into them. Hence the irrelevance of most of the proposed solutions to the systematic exclusion of poor people from elite universities, which involve ideas like increased financial aid for students who can’t afford the high tuition, support systems for the few poor students who manage to end up there anyway, and, in general, an effort to increase the “cultural capital” of the poor.

“The entire U.S. school system, from pre-K up, is structured from the very start to enable the rich to out-compete the poor, which is to say, the race is fixed. And the kinds of solutions that might actually make a difference – financing every school district equally, abolishing private schools, making high-quality child care available to every family – are treated as if they were positively un-American.”

Walter Benn Michaels, The American Prospect, August 13, 2006
Status and signaling
Toronto elites

Wente’s Elite-O-Meter test

• Your degree is from:
  An American Ivy League university or Stanford (Score: +40)
  Queen’s, McGill, U of T, Western or UBC (+20)
  University of Ottawa or other (-20)

• Toronto voting:
  None of your friends voted for Rob Ford (+20)
  One of your friends voted for Rob Ford (0)
  You voted for Rob Ford (-20)

• What do these initials stand for?
  NPR (+10 if you know)
  MMA (-20 if you know)
INTERNATIONAL COMPARISONS OF UNIVERSITIES AND SYSTEMS
Global forces and international trends

- Globalization forces government focus on competitiveness (and fiscal sustainability)
- Universities seen as instruments of state economic development
  - “knowledge society”
  - “innovation agenda”
  - “brain gain”
- Instrumentalism: “useful” training and “useful” research
  - privileging STEM disciplines (science, technology, engineering, mathematics)
- Competition for the best faculty and best students
- Rankings and performance measurement
- Quality assurance and curriculum standardization
  - Bologna process in Europe
- International education as a market opportunity
International rankings

• Four of the rankers

• One of the users
## International university rankings on research

<table>
<thead>
<tr>
<th>Country</th>
<th>HERD percent</th>
<th>Shanghai Top 20</th>
<th>Shanghai Top 100</th>
<th>Taiwan Top 20</th>
<th>Taiwan Top 100</th>
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</thead>
<tbody>
<tr>
<td>United States</td>
<td>49.1</td>
<td>17</td>
<td>56</td>
<td>16</td>
<td>61</td>
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<tr>
<td>Japan</td>
<td>11.7</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Germany</td>
<td>7.0</td>
<td></td>
<td>6</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>United Kingdom</td>
<td>6.0</td>
<td>2</td>
<td>11</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Canada</td>
<td>5.3</td>
<td></td>
<td>4</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>France</td>
<td>5.1</td>
<td></td>
<td>4</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Italy</td>
<td>3.7</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Spain</td>
<td>2.6</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Australia</td>
<td>2.3</td>
<td></td>
<td>2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Netherlands</td>
<td>1.9</td>
<td></td>
<td>2</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Sweden</td>
<td>1.6</td>
<td></td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Switzerland</td>
<td>1.2</td>
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<td>3</td>
<td>3</td>
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<tr>
<td>Belgium</td>
<td>1.0</td>
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<td></td>
<td>1</td>
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<tr>
<td>Finland</td>
<td>0.7</td>
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<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Denmark</td>
<td>0.7</td>
<td></td>
<td>1</td>
<td>1</td>
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</tbody>
</table>

Note. Sources for column 2, HERD in 2005 (OECD, 2007b); column 3 (Shanghai Jiao Tong University Institute of Higher Education, 2007); column 4 (Higher Education Evaluation and Accreditation Council of Taiwan, 2008)

from George Fallis, *Benchmarking Canada’s University-based Research*, submitted for publication, October 2010
University research and competitiveness

<table>
<thead>
<tr>
<th>GERD as % GDP</th>
<th>BERD as % GERD</th>
<th>HERD as % GERD</th>
<th>HERD as % GDP</th>
<th>Tertiary Education as % GDP</th>
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</thead>
<tbody>
<tr>
<td>Sweden (3.9)</td>
<td>Japan (76.4)</td>
<td>Canada (36.4)</td>
<td>Sweden (0.81)</td>
<td>United States (0.9)</td>
</tr>
<tr>
<td>Finland</td>
<td>Sweden</td>
<td>Italy</td>
<td>Canada (0.72)</td>
<td>Denmark</td>
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<tr>
<td>Japan</td>
<td>Switzerland</td>
<td>Spain</td>
<td>Finland</td>
<td>Australia</td>
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<td>Germany</td>
<td>Germany</td>
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<td>Denmark</td>
<td>Belgium</td>
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<td>France</td>
<td>Denmark</td>
<td>Switzerland</td>
<td>Australia</td>
<td>Switzerland</td>
</tr>
<tr>
<td>Canada (2.0)</td>
<td>France</td>
<td>Belgium</td>
<td>United Kingdom</td>
<td>Japan</td>
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<td>Belgium</td>
<td>United Kingdom</td>
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<td>France</td>
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<td>Finland</td>
<td>Belgium</td>
<td>Belgium</td>
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<tr>
<td>Netherlands</td>
<td>Canada (53.9)</td>
<td>France</td>
<td>Germany</td>
<td>Italy</td>
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<td>Spain</td>
<td>Spain</td>
<td>France</td>
<td>Italia</td>
<td>Spain</td>
</tr>
<tr>
<td>Italy (1.1)</td>
<td>Italy (50.4)</td>
<td>Japan (13.4)</td>
<td>Spain (0.33)</td>
<td>Italy (0.9)</td>
</tr>
</tbody>
</table>

Average (2.3) Average (64.3) Average (23.3) Average (0.5) Average (1.5)

Note. Sources for columns 1 to 4: OECD (2007b); column 5: OECD (2008). Missing data points for 2005 were calculated as 2004 times the OECD average growth rate.

from George Fallis, Benchmarking Canada’s University-based Research, submitted for publication, October 2010

GERD: Gross expenditure on R&D
BERD: Business Enterprise expenditure on R&D
HERD: Higher Education expenditure on R&D
## University systems

<table>
<thead>
<tr>
<th>Country</th>
<th>Public Universities</th>
<th>Privates</th>
<th>Tuition</th>
<th>Key Government</th>
<th>Structural Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada</td>
<td>90+ (130+ colleges)</td>
<td>very few</td>
<td>40-50%</td>
<td>regional (province)</td>
<td>low</td>
</tr>
<tr>
<td>United States</td>
<td>4000+ postsecondary</td>
<td>40%</td>
<td>0-100%</td>
<td>regional (state)</td>
<td>low</td>
</tr>
<tr>
<td>Germany</td>
<td>121 (plus 197 Fachhochschulen)</td>
<td>very few</td>
<td>very low</td>
<td>regional (Lander)</td>
<td>high</td>
</tr>
<tr>
<td>Australia</td>
<td>37</td>
<td>2</td>
<td>ICLRP system</td>
<td>central</td>
<td>high</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>116</td>
<td>very few</td>
<td>ICLRP system</td>
<td>central</td>
<td>high</td>
</tr>
</tbody>
</table>
Accreditation of MPP and MPA programs
POLICY CONCERNS ABOUT HIGHER ED QUALITY AND COST EFFECTIVENESS
End of American pre-eminence in higher ed?

• Fees rising faster than ability to pay
  – Median household income has grown by a factor of 6.5 in the past 40 years
  – Cost of attending a state college has increased by a factor of 15 for in-state students and 24 for out-of-state

• Productivity declining
  – In 1961 full-time students spent 24 hours a week studying; that has fallen to 14
  – In US, only 40% of students graduate in 4 years

• Professors not particularly interested in students’ welfare
  – Advancement depends on published research, not teaching

• Administrative bloat
  – Spending on university bureaucrats rose much faster than on faculty
Research university model under strain

Public Policy and Governance Review

A Brief History of Everything You Wanted to Know (About Professors and University Students)

By John Blattler
University of Toronto

Some time ago, Professor Clark at the School of Public Policy and Governance, University of Toronto, asked me to put together a snapshot history of student and professor life inside the university. Considering that the Western tradition of higher education stretches back 2000-plus years, this is no easy chore. The following survey is notably brief and does not harbor pretensions as to comprehensiveness. At times it
University of Victoria raises tuition, cuts staff in bid to erase deficit

LINDSAY KINES / TIMES COLONIST
APRIL 11, 2013

Frustrated Alberta students, faculty protest education cuts
Students told to expect significantly fewer classes due to cuts
BY EVA FERGUSON, CALGARY HERALD
APRIL 10, 2013

Tuition limit to cost U of W $20 million

Don Lepine, The Windsor Star
| Apr 09, 2013 | Last Updated: Apr 09, 2013 - 6:13 UTC

A three per cent ceiling on tuition increases set by the province will cost the University of Windsor $10 million over the next four years and force immediate additional spending constraints on the cash-squeezed institution.

Students for Mount Royal University rally outside Alison Redford’s nearby constituency office Wednesday recalling to protest looming cuts to university budgets.

MORE ON THIS STORY
- Thomas Lukaszuk defends strategy for post-secondary overhaul
- Redford plunges in latest Canada-wide approval ratings (with graphic)
- MRU students face registration delays after funding cuts
- Lukaszuk should ‘protect advanced education, not destroy it,’ says Edmonton mayor
Principles of frugal public management

• Results-oriented measures and objectives
  – State objectives in ways that make it possible to construct performance measures that can form the basis for appropriate incentives and funding mechanisms

• Performance-related incentives for individuals and institutions
  – Think through what behaviour you want from individuals and institutions and create funding and regulatory environments that encourage that behaviour

• Efficiency-related concentration and specialization
  – Centralize processes where average cost falls as scale is increased; concentrate where efficiencies are gained through specialization
MPP student contributions to Academic Reform

- MPP 2009
- MPP 2010
- MPP 2011
- MPP 2012
- MPP 2013

ACKNOWLEDGEMENTS

Although this book is, in some respects, a sequel to Academic Transformation: The Forces Reshaping Higher Education in Ontario, there are several differences. For one thing, the cast of authors has changed. Richard Van Loon moves from being a principal advisor to a co-author, and Greg Moran and Michael Skolnik move from being co-authors to principal advisors. The second difference is the role played by the Higher Education Quality Council of Ontario, the agency that sponsored the research for Academic Transformation. The aim of Academic Reform—to provide specific policy options for an Ontario government interested in improving the quality and cost-effectiveness of undergraduate education in the province—goes beyond the agency’s research funding mandate. Indeed, some of our options are directed at the role of the agency itself. Although this project has not been financially supported by the Higher Education Quality Council of Ontario, we would like to thank its staff, particularly Ken Norrie, for pointing to relevant findings from the agency’s sponsored research.

We have been assisted and encouraged by our many friends and colleagues in Ontario’s universities, in student and faculty associations, and in government ministries. We would like to thank the following people who, along with Moran, Norrie, and Skolnik, responded to early drafts of the text: Nicholas Barr, Bahram Behradnia, Bob Christie, Marjorie Clark, Ben Eizen, Michael Gallagher, Mary Catherine Lennon, Sheldon Levy, David Lintern, Rob Richmond, and Mark Stockle.

We would like to thank John Blattler and Meaghan Coker for their research and editorial assistance, along with their fellow students and recent graduates from the School of Public Policy and Governance at the University of Toronto. We are grateful to Richard Clapham, James Clark, Phil Donnelly, and Nancy Kekula. Finally, we would like to thank the editorial team at School of Policy Studies and McGill-Queen’s University Press for very useful comments.

Any errors or omissions are solely the responsibility of the authors.

IDC, DT, BVL
September 2011
Universities recognize need for reform:
- Compelling critiques (1)
- Inexhaustible interest (2)
- Distracted engagement (3, 4, 9)
- Tantalizing technology (5)
- Unaffordable inflation (6, 7, 8)

Government impetus is needed because the system is predisposed to retrench:
- Competition over status (9)
- Teaching-research orthodoxy (10)
- Reluctance to differentiate (11)
- Distorted labour markets (6, 12, 13)
- Skepticism of other models (14)
- Conservative decision processes

California Publics (UC + CSU) relative to Ontario Universities
- California average faculty salary 15% lower than Ontario
- California average teaching load 32% higher than Ontario
- California students get 55% more teaching from full-time faculty
- California spends 21% less on faculty time for research but has 5 universities in THE’s Top 40, and has had 27 Nobels since 1995
MORE DATA, MORE TRANSPARENCY
If the Australians can publish crucial data...
…so could Ontario
Unistats in the UK – direct comparisons

Overview

Click on each of the headings across the screen to see more detailed university and college statistics.

<table>
<thead>
<tr>
<th>Overview</th>
<th>UCAS points &amp; entry info</th>
<th>Student Breakdown</th>
<th>National Student Survey</th>
<th>Degree class &amp; progression</th>
<th>Employment prospects</th>
<th>Uni details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) UNIVERSITY OF CAMBRIDGE: Economics (LL, LL)</td>
<td>36%</td>
<td>81%</td>
<td>77%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) THE UNIVERSITY OF NORTHAMPTON: Social studies (LL, LL)</td>
<td>91%</td>
<td>60%</td>
<td>80%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) OXFORD UNIVERSITY: Economics (LL, LL)</td>
<td>75%</td>
<td>88%</td>
<td>53%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Employment prospects (visit the Employment prospects section for more)

<table>
<thead>
<tr>
<th>Employment prospects</th>
<th>96%</th>
<th>81%</th>
<th>77%</th>
</tr>
</thead>
<tbody>
<tr>
<td>% with a job or gone further study</td>
<td>91%</td>
<td>60%</td>
<td>80%</td>
</tr>
<tr>
<td>% of employed with grad job</td>
<td>75%</td>
<td>88%</td>
<td>53%</td>
</tr>
</tbody>
</table>

Graduate Salary Data (visit the Employment prospects section for more)

<table>
<thead>
<tr>
<th>Graduate Salary Data</th>
<th>The Institution’s Median Salary (6 months)</th>
<th>All universities and colleges of higher education Median Salary (6 months)</th>
<th>All universities and colleges of higher education Median Salary (40 month)</th>
</tr>
</thead>
<tbody>
<tr>
<td>£35,000</td>
<td>£25,000</td>
<td>£32,000</td>
<td>£24,000</td>
</tr>
</tbody>
</table>
Unistats - employment and salary outcomes

What were students doing 6 months after graduating?

1) UNIVERSITY OF CAMBRIDGE: Economics (LL.B., B.A.)
2) THE UNIVERSITY OF NORTHAMPTON: Social studies (LL.B., B.A.)
3) OXFORD UNIVERSITY: Economics (LL.B., B.A.)

Graduate Salary Data

This data indicates the salaries graduates earned 6 months after graduating. It also gives regionally adjusted salaries graduates earned 6 and 40 months after they graduated for all institutions. You can compare the six-month figure across different universities and colleges – but bear in mind this is a very early point in careers.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Median Salary (6 months)</th>
<th>Median Salary (40 months)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This Institution's Data</td>
<td>£35,000</td>
<td>£23,000</td>
</tr>
<tr>
<td>All universities and colleges of higher education Data</td>
<td>£32,000</td>
<td>£24,000</td>
</tr>
</tbody>
</table>
VSA and College Portrait in the United States

College Portrait of Undergraduate Education
No rankings, no spin... just the facts!

College Portraits  About College Portraits  Find Colleges  Contact

Which college is right for you?
Picking the right college is a big decision.
The first step is finding the right information to help you make a good choice.

Search for Colleges

FAQ’s
Why was the College Portrait Created?
College Portrait is a source of basic, comparable information about public colleges and universities presented in a user-friendly format.

Voluntary System of Accountability Program
Undergraduate Education Reports

Voluntary System of Accountability
Undergraduate Education

The VSA Online
The Voluntary System of Accountability (VSA) is an initiative by public 4-year universities to supply clear, accessible, and comparable information on the undergraduate student experience to important constituencies through a common web report – the College Portrait.

Start by using the Guide.

Is the News...
VSA Summer Newsletter Here
Read about all the latest VSA outreach and events 1.87 MB (6/8/2011)

NEXT WEBINAR: Register here for FREE Multiple Student Learning Outcomes.

School of Public Policy & Governance
UNIVERSITY OF TORONTO
Undergraduate success and learning outcomes

**Undergraduate Success and Progress Rate**

- **First Time Full-Time Students Starting**
  - 4 Years Later: 93%
  - 6 Years Later: 80%

- **Full Time Transfer Students Starting**
  - 4 Years Later: 92%
  - 6 Years Later: 90%

A 93% four-year success and progress rate means that 93% of students starting in Fall 2004 either graduated or are still enrolled at a higher education institution four years later.

Counts for the Fall 2004 entering class shown in the graph above.
- 7,262 First-Time, Full-Time Students
- 1,467 Full-Time Transfer Students

**Retention of Fall 2009 First-Time, Full-time Students**

First-time students in Fall 2009 that returned for their second year: 91%

**Student Learning Assessment at Slippery Rock University**

**Results from the Collegiate Learning Assessment**

The Collegiate Learning Assessment (CLA) measures critical thinking, analytic reasoning, problem solving, and written communication using a performance task and an analytic writing task. The scores from the tasks are reported separately below.

- Test Administration Process
- Test Information

**Performance Task Results for First-time, Full-time Students**

The increase in learning on the performance task is above what would be expected at an institution testing students of similar academic abilities.
- Freshman Score: 1028
- Senior Score: 1157
- CLA score range: 400 to no maximum score.

**Analytic Writing Task Results for First-time, Full-time Students**

The increase in learning on the analytic writing task is above what would be expected at an institution testing students of similar academic abilities.
- Freshman Score: 1040
- Senior Score: 1186
- CLA score range: 400 to no maximum score.

Average SAT scores for tested students
- Freshman Score: 1103
- Senior Score: 1058
Making research materials publicly accessible

Best Practices in Public Management

History, Theory and Application

This page describes a research project entitled Best Practices in Public Management: History, Theory and Application, funded by Canada’s Social Sciences and Humanities Research Council, led by Leslie A. Pal (Carleton University) and Ian D. Clark (University of Toronto). The project will have three principal outputs: the Atlas of Public Management and two monographs, with the working titles, Channels of Influence: Canada, the OECD, and Best Practices Advice and The Pedagogy of Governance: Curricular Content of the World’s Best MPP and MPA Programs (see outlines by clicking on images above).

The primary interest of the project is in the diffusion of policy ideas on public sector reform and practice. In the last twenty years the "public sector" has become a target of consistent reform efforts, driven primarily by financial crises, global competition, and the now accepted principle that strategic advantage comes from an effective and efficient public sector. Moreover, there is a remarkable synchronicity in these reform efforts. Ideas like public-private partnerships, or anti-corruption strategies, become subjects of global conversations among international agencies, governments, NGOs, and think tanks. Ideas spread quickly, and are diffused through dense as well as extensive networks of actors.

This project probes this diffusion process in detail. The current phase is an analysis of advice provided by international agencies like the OECD, the World Bank and the UNDP (among others), on “best practice.” These organizations are a key source of advice to governments.
Faculty websites and research information

Ian D. Clark

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www.iandclark.ca | @iandclark9
Cell 416.727.1206 id.clark@utoronto.ca

Current Projects
- Teaching and Professional Development at the School of Public Policy and Governance: Co-teaching, with Karim Bardeesy, Leading Change and Getting Things Done (IPUG 2014) and acting as faculty advisor for the Public Policy and Governance Review.

Public Management Research: With Professor Leslie A. Pal, leading an SSHRC-funded project on Best Practices in Public Management: History, Theory and Application. The project will have three principal outputs: the Atlas of Public Management and two monographs, with the working titles, Channels of Influence: Canada, the OECD, and Best Practices Advice and The Pedagogy of Curricular Content of the World’s Best MMP and MAP Programs.


Departmental Audit Committees (DACs): Chairing the DAC for Aboriginal Affairs and Northern Development Canada and participating as a member of the DAC for Health Canada.

Books


- Selected Presentations
  - "Re-thinking the Traditional University Model: Stay the Course or Radical Change?" Sidebars for a Panel Discussion, 2013 Annual CAU&O Conference, Nipissing University, June 17, 2013.
  - "University Governance in Canada: Challenges and Opportunities," Ian D. Clark, at the seminar on Advanced Training in Democratic Governance for University Leaders organized by the Institute on Government, Toronto, June 13, 2013.


- "What Do the Next Ten Years Hold for Canadian Universities?" Ian D. Clark and Ken Coates, A Public Debate sponsored by the Johnson-Shoyama Graduate School of Public Policy, Regina, October 19, 2012. <video> <View More>

- Selected Articles and Posts


Should universities re-organize professorial teaching duties to take advantage of publicly available MOOCs, and similar online resources?

**Policy Innovation - Teaching**
Peter Drucker
Interviewed in 1997
(at age 87!)

Innovation and structure
Will on-line innovations become disruptive?

“not your parents’ online learning, nor your grandparents’ correspondence courses.” Fiona Deller, HEQCO (February, 2012)

- WGU Model: competency-based assessment and self-directed learning with course requirements tailored to each student and courses contracted to best providers
  - Western Governors University (1997)

- Free, open courseware
  - MIT OpenCourseWare (2002)
  - Khan Academy (2006)
  - The Faculty Project (2012)

- Free (almost) credential
  - University of the People (2009)
  - MITx (2012)
The University of Toronto is joining Coursera — a platform for offering massive open online courses through partnerships with leading international universities — to launch a new suite of online courses that will be accessible to anyone.

The initiative will enable hundreds of thousands of people world-wide to learn the latest in such areas as neural networks, mental health and Aboriginal education from U of T faculty who are leaders in their fields.

These pilot courses build on Open.UToronto, where members and faculty can share openly licensed content, resources and courses. Open.UToronto community has a growing catalogue of lectures and open access digital collections, journals, a research repository, learning objects and more.

The University of Toronto is joining edX, a US-based platform for massive open online courses that is accessible to students of all ages and means around the world.

"The University of Toronto is extremely pleased to join edX," said Cheryl Misak, U of T vice-president and provost. "This is the latest move in our ongoing efforts to provide an opportunity for people worldwide to have access to outstanding educational materials and to enhance the learning experiences of our own students."

Professor Dilip Soman’s course on behavioral economics will be offered through edX this fall.

University of Toronto joins Harvard, MIT online learning platform

Laurie Stephens

Founded by Harvard University and the Massachusetts Institute of Technology, edX is designed to improve education, both online and on campus, while conducting research on how students learn. To date, edX has more than 675,000 subscribers. Its goal is to educate one billion people worldwide in the next 10 years.
ABOUT ER22X

Justice is a critical analysis of classical and contemporary theories of justice, including discussion of present-day applications. Topics include affirmative action, income distribution, same-sex marriage, the role of markets, debates about rights (human rights and property rights), arguments for and against equality, dilemmas of loyalty in public and private life. The course invites students to subject their own views on these controversies to critical examination.

The principal readings for the course are texts by Aristotle, John Locke, Immanuel Kant, John Stuart Mill, and John Rawls. Other assigned readings include writings by contemporary philosophers, court cases, and articles about political controversies that raise philosophical questions.

COURSE INSTRUCTOR

Michael J. Sandel

Michael J. Sandel is the Anne T. and Robert M. Bass Professor of Government at Harvard University, where he teaches political philosophy. His course "Justice" has enrolled more than 15,000 Harvard students. Sandel's writings have been published in 21 languages. His books include What Money Can't Buy: The Moral Limits of Markets (2012); Justice: What's the Right Thing to Do? (2009); The Case against Perfection: Ethics in the Age of Genetic Engineering (2007); Public Philosophy: Essays on Morality in Politics (2005); Democracy's Discontent (1996); and Liberalism and the Limits of Justice (1982; 2nd ed., 1998).
Welcome to Justice!
COURSE OUTLINE

Lecture 1 - Doing the Right Thing
Release date: March 12

Lecture 2 - The Lifeboat Case
Release date: March 12

Lecture 3 - Utilitarianism: Jeremy Bentham
Release date: March 19

Lecture 4 - Utilitarianism: J.S. Mill
Release date: March 19

Quiz 1
Release date: March 19

Lecture 5 - Libertarianism: Free-market philosophy
Release date: March 25

Lecture 6 - Libertarianism: Do we own ourselves?
Release date: March 25

Lecture 7 - John Locke: Property rights
Release date: April 2

Lecture 8 - John Locke: Individual rights and majority rule
Release date: April 2

Lecture 9 - Markets and Morals: Military service
Release date: April 9

Lecture 10 - Markets and Morals: Surrogate motherhood
Release date: April 9

Quiz 2
Release date: April 9

Lecture 11 - Immanuel Kant: What is freedom?
Release date: April 16

Lecture 12 - Immanuel Kant: The supreme principle of morality
Release date: April 16

Lecture 13 - Immanuel Kant: A lesson in lying
Release date: April 23

Quiz 3
Release date: April 23

Lecture 14 - The Morality of Consent

Lecture 15 - John Rawls: The case for equality
Release date: April 30

Lecture 16 - Distributive Justice: Who deserves what?
Release date: April 30

Quiz 4
Release date: April 30

Lecture 17 - Arguing Affirmative Action
Release date: May 7

Lecture 18 - Aristotle: Justice and virtue
Release date: May 7

Lecture 19 - Aristotle: The good citizen
Release date: May 14

Lecture 20 - Aristotle: Freedom vs. fit
Release date: May 14

Quiz 5
Release date: May 14

Lecture 21 - Justice, Community, and Membership
Release date: May 21

Lecture 22 - Diplomas of Loyalty
Release date: May 21

Lecture 23 - Debating Same-Sex Marriage
Release date: May 28

Lecture 24 - Conclusion: Justice and the good life
Release date: May 28

Final Exam
Release date: May 28

All graded work (the five quizzes and the final exam) must be completed by June 4th at 7 pm EDT (Eastern Daylight Time).

Earning a certificate of mastery

To receive a certificate of mastery, students must take five short quizzes each consisting of 5 multiple-choice questions and a final exam consisting of 25 multiple-choice questions. Each quiz counts for 20% of the overall grade with the final exam accounting for the remaining 75%. A total score of 60% or higher overall qualifies as a passing grade for the course. While you are encouraged, throughout the semester, to discuss the topics of the course with your friends and fellow students, you must do the quizzes and the final exam on your own, without consulting others. We strongly recommend that students take the five short quizzes in sequence, to assess their progress. For those who want to earn a certificate of mastery, all graded work (the five short quizzes and the final exam) must be completed by June 4th at 7 pm EDT (Eastern Daylight Time).
QUESTION 2

One key difference between Bentham's and Mill's respective versions of utilitarianism is that ...

- a) ... Bentham draws a distinction between higher and lower pleasures while Mill does not.
- b) ... Mill believes that the principle of utility applies both to the actions of individuals and government policies while Bentham believes that it applies only to the actions of individuals.
- c) ... Bentham believes that the principle of utility applies both to the actions of individuals and government policies while Mill believes that it applies only to the actions of individuals.
- d) ... Mill draws a distinction between higher and lower pleasures while Bentham does not.
- e) ... Bentham but not Mill believes that morality requires the maximization of aggregate happiness.

QUESTION 3

According to Bentham, ...

- a) ... every person has a natural right to life, liberty, and property.
- b) ... every person has an unalienable natural right to life, liberty, and property.
- c) ... the idea of natural rights is essential to understanding the idea of social justice and moral rightness.
- d) ... the idea of natural rights does not make sense.
- e) ... the idea of natural rights is central to utilitarianism.

QUESTION 4

According to Mill, ...

- a) ... individuals have natural rights.
- b) ... the ideas of justice and individual rights are central to common sense morality and utilitarianism can account for that status.
- c) ... utilitarianism is a doctrine for swine.
- d) ... the idea of maximized aggregate happiness is incoherent.
- e) ... all pleasures are qualitatively equal.
University of Toronto

Established in 1827, the University of Toronto has one of the strongest research and teaching faculties in North America, presenting top students at all levels with an intellectual environment unmatched in depth and breadth on any other Canadian campus.

Statistics: Making Sense of Data
Apr 1st 2013

Introduction to Psychology
May 6th 2013

Learn to Program: The Fundamentals
Sep 24th 2012

Neural Networks for Machine Learning
Oct 1st 2012

Aboriginal Worldviews and Education
Feb 25th 2013

Learn to Program: Crafting Quality Code
Mar 26th 2013
Statistics: Making Sense of Data

Alison Gibbs and Jeffrey Rosenthal

This course is an introduction to the key ideas and principles of the collection, display, and analysis of data to guide you in making valid and appropriate conclusions about the world.

Current Session:
Apr 1st 2013 (8 weeks long)  
Sign Up

Workload: 6-8 hours/week

About the Course

We live in a world where data are increasingly available, in ever larger quantities, and are increasingly expected to form the basis for decisions by governments, businesses, and other organizations, as well as by individuals in their daily lives. To cope effectively, every informed citizen must be statistically literate.

This course will provide an intuitive introduction to applied statistical reasoning, introducing fundamental statistical skills and acquainting students with the full process of inquiry and evaluation used in investigations in a wide range of fields. In particular, the course will cover methods of data collection, constructing effective graphical and numerical displays to understand the data, how to estimate and describe the error in estimates of some important quantities, and the key ideas in how statistical tests can be used to separate significant differences from those that are only a reflection of the natural variability in data.

About the Instructors

Alison Gibbs
University of Toronto

Jeffrey Rosenthal
University of Toronto
Announcements

Week 2 of Statistics: Making Sense of Data

Statistics: Making Sense of Data is now running at full steam with over 45,000 students. Wow!

Congratulations to everyone who has made it through the week 1 material! We’ve been enjoying engaging with you on the Discussion Forums and we’re pleased to see all the friendly and helpful comments and resources students have been sharing with each other on both the Discussion Forums and the Course Wiki.

If you haven’t yet completed the quiz for week 1 (whose Recommended Deadline has just passed), you still have 13 days until the Hard Deadline (since we made the Hard Deadline for the week 1 quiz longer to accommodate late-comers), and you will still get full credit if you complete it by the Hard Deadline. For the week 2 quiz, the Recommended Deadline is this coming Sunday evening (EDT), and the Hard Deadline is also 13 days from today.

If you haven’t yet completed the pre-course survey and background knowledge questionnaire, please do so now as we’ll be closing them at midnight Tuesday April 9 (EDT, UTC-4). Some of you have noticed that the pre-course survey warns you about the number of submissions, and may even have given you a score. Surveys in Coursera are set up using the same tools as quizzes, and sometimes they behave like quizzes when they shouldn’t. You can safely ignore any “score”; it is meaningless.

Many of you have discovered that you get new quiz questions on different attempts. Feel free to use the quizzes as both practice and your course evaluation. Their purpose is to help you gauge your mastery of the material. Remember that your highest quiz score is the one counted for evaluation purposes.

In addition to the videos, those of you who also like to learn from written notes should check out the various free on-line textbook links under Course Logistics (which are also a great source of practice problems). You might also wish to save screenshots of the video lectures, or perhaps read the “subtitles” text provided next to each video, or perhaps simply take your own lecture notes by pausing the video when required. Some of your classmates are sharing some of their notes and screenshots on the Course Wiki, which is also great.

Before posting on the discussion board, please try searching to see if there is already a thread about the topic you want to discuss or question you want to ask. You may find that the answer to your question is already there! Or you can contribute to a discussion that is already taking place.

You may have noticed two new links we’ve added to the course web page:

- There is a list of all the dates for the course, including when new material will be posted and when everything will be due here. Please note that, as requested by a student, we have changed all the deadlines starting with Quiz 2.

Upcoming Deadlines

Quizzes

- Week 2 Quiz
  Sun 14 Apr 2013 8:52 PM PDT -0700

New Lectures

- 2.1 Relationships Between Quantitative and Categorical Variables (11:17)
- 2.2 Examining Relationships Between Two Categorical Variables (12:42)
- 2.3 Relationships Between Two Quantitative Variables (9:49)
- 2.4 Data Collection - Sampling (11:24)
- 2.5 Data Collection - Observational Studies (9:34)
- 2.6 Data Collection - Experiments (15:50)
- R tutorial for 2.1 Relationships Between Quantitative and Categorical Variables (4:45)
- R tutorial for 2.2 Examining Relationships Between Two Categorical Variables (8:69)
- R tutorial for 2.3 Relationships Between Two Quantitative Variables (2:34)
Week 1 Quiz

The hard deadline for this quiz is Sun 21 Apr 2013 5:01 PM PDT -0700.

Now that you've watched the videos for this week, here is a chance to demonstrate what you've learned.

For this quiz and all of the other weekly quizzes there is a due date and a hard deadline. We recommend that you complete each quiz before the due date which is at the end of the week that it is published. However you have until the hard deadline to complete it, and you will not receive any late penalties if you submit your answers by then. If you submit any time after the hard deadline, you will not receive credit for that quiz.

You have up to 100 attempts to take a quiz on this week's material. If you have difficulty with any of the questions, go back and re-watch the relevant video(s) and then try a quiz again. We want to give you the opportunity to show that you've mastered the material. Each time you attempt the quiz, we'll record a score out of 10. Your effective score will be the highest score of all of your attempts submitted before the hard deadline. Please note that any submissions after the hard deadline will receive a score of zero.

Each quiz is worth 10% of your final course grade.

Good luck!

Question 1

The practice of statistics involves:

- collecting data
- summarising data
- analysing data
- all of the above

Question 2
Class Central is a free online course aka MOOC aggregator from top universities like Stanford, MIT, Harvard, etc. offered via Coursera, Udacity, edX, Canvas Network, & others.

Recently started or starting soon (65)

### Course Name
<table>
<thead>
<tr>
<th>Intro</th>
<th>Course Name</th>
<th>Instructor(s)</th>
<th>Stream</th>
<th>Start Date</th>
<th>Length</th>
<th>Initiative</th>
</tr>
</thead>
</table>
| ![YouTube](https://www.youtube.com) | Human-Computer Interaction  
**Stanford University** | Scott Klemmer     | Computer Science     | 31st Mar, 2013  | 9 weeks | Coursera   |
| ![YouTube](https://www.youtube.com) | Principles of Macroeconomics  
**University of Melbourne** | Professor Nils Olekans | Business & Management | 31st Mar, 2013  | 8 weeks | Coursera   |
| ![YouTube](https://www.youtube.com) | Synapses, Neurons and Brains  
**Hebrew University of Jerusalem** | Idan Segev        | Humanities           | 31st Mar, 2013  | 9 weeks | Coursera   |
| ![YouTube](https://www.youtube.com) | Educational Technology  
| ![YouTube](https://www.youtube.com) | Introduction to Logic  
**Stanford University** | Michael Genesereth | Computer Science     | 1st Apr, 2013   | 8 weeks | Coursera   |
Dear Ian,

There just might be something to humanities courses on a massive open online scale, according to Coursera officials. See our featured story for more on the future of humanities MOOCs, and check out our coverage of the push for more interaction in MOOCs, the question of MOOCs as corporate welfare, and how the experimental online courses could forever change the college transcript.

Read this week's headlines on MOOCs:

- Coursera creates learning hubs, with eye on interaction
- MOOC master's degree of places on-campus programs
- Open Universities Australia MOOCs attract 100,000 students
- Need about MOOCs? We're missing the point
- March hyper MOOCs maneuver toward version 2.0
- MOOCs: Corporate welfare for profit
- Students issue report card on MOOCs
- Can MOOCs revolutionize the college transcript?

Toward MOOC 2.0

MOOC platforms have certainly seen the same research and are moving to address it. The question is, can they up the educational ante and protect the profit margins that keep all but the non-profit edX in business?

Coursera has quietly moved to shorter courses to reduce dropouts, a shift that will have negligible effects on its margins. edX is exploring more radical changes to the existing MOOC model. Specifically, it's begun offering SPOCs, or small, private online courses. Students had to apply for a law school course offered in the format, demonstrating commitment and competence in English. Five hundred students were accepted — still many more than could fit in a brick-and-mortar lecture hall, but far fewer than participated in Thrun’s groundbreaking MOOC.

Another experimental practice involves scheduling some live discussions, where students who are interested can dial in to a teleconference, Kennedy said.

Online lecture material has been shown to work very well in conjunction with in-person classes — so-called "blended learning." But this format, too, cuts into the potential profits of MOOCs.

"Blended learning is shown to be highly effective — as good as conventional face-to-face learning — but it's not cheaper. You still have to pay faculty and graders,” Martin said.
Should governments use publicly available research performance metrics, like those provided by Google Scholar, to allocate part of the university operating grant?
Using research metrics for funding

- H-index for 21 associate professors of political science in three Ontario universities: 16, 14, 10, 10, 7, 9, 9, 6, 6, 5, 5, 5, 4, 4, 4, 2, 2, 2, 1, 1, 0
- This suggests a power law distribution – indeed, a plot of these h-index values raised to the 1.5 power closely matches a 70-30 distribution where 70 percent of the research contributions are produced by 30 percent of the professors
Gains from specialization

California Publics (UC + CSU) relative to Ontario Universities
- California average teaching load 32% higher than Ontario
- California students get 55% more teaching from full-time faculty
- California spends 21% less on faculty time for research but has 5 universities in THE’s Top 40, and has had 27 Nobels since 1995

Scenario A: All faculty spend same amount of time on research and teaching (40-40-20)

Scenario B: The 30 percent most research productive faculty shift 50 percent of teaching time to research (20-60-20) and remaining faculty shift 50 percent of research time to teaching (60-20-20)
H-index scores vary by field

Leslie Pal, Political Science
H-index = 16

Meric Gertler, Economic Geography
H-index = 35

David Naylor, Epidemiology
H-index = 70
Indices generated by Google Scholar

Any researcher can generate (in ~ 1 hour) and make public his or her Google Scholar Citations

Note: The **g-index** (equal to or higher than the h-index) is a variation that gives more weight to highly cited works

*the highest rank such that the top g papers have, together, at least g² citations
Challenges, inequities and perverse incentives

- Publishing traditions in different fields
- Publishing in languages other than English
- Multiple authors
- Inadequate weighting of books and articles in influential but non-peer-reviewed publications like *Foreign Affairs*, or *Policy Options*
- Reduced Canadian focus
- ....
Thank you

Follow the discussion at:
www.academicreform.ca

Find this presentation at:
www.ian-clark.ca
Policy issues and concepts in the higher ed sector

SELECTED POLICY ISSUES

• Global competition for talent and innovation
  – Role of international cultural norms and mobility of talent
  – Impact on compensation, costs

• Policy strategies using selectivity, status and institutional competition
  – Meritocracy and elites vs social democratic values
  – Equality of opportunity vs equality of outcome
  – Performance-based funding
  – Producer capture and politics
  – International comparisons

SELECTED CONCEPTS

• Human capital
• Returns to education
• Education as consumption
• Credentials as economic signals
• Division of labour and specialization
• Differentiation
• Mission creep
• Accreditation
• Disruptive innovation