



***BRAND, ACCREDITATIONS AND RANKINGS IN
POLISH HIGHER EDUCATION***

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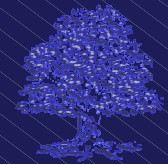
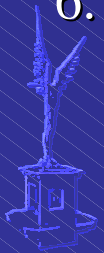
Rector Nowy Sącz School of Business and Higher School of Business in Tarnów, Poland

*Workshop On The Use Of Evaluative
And Comparative Information
In The Management Of Tertiary Education Systems
Bratislava, June 17, 2005.*

The presentation offers a short selection of issues prepared for the participants of the Bratislava Workshop: *“Brand of a higher education institution, quality of education and its measurement in a mass-access higher education system on the example of Poland”*.

Paper contents:

1. Brand of a higher education institution
2. Accreditations, concessions, rankings
3. Top Polish rankings
4. Importance of rankings and accreditations for the School management
5. Myth and facts in the debate about higher education quality that emerge during the analysis of accreditations and rankings
6. Influence of accreditation on the quality of a higher education institution and its international position.

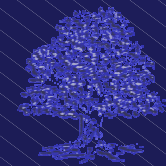
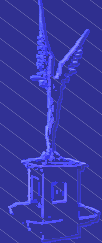


Brand of a higher education institution is the perception of quality held by the primary stakeholders, quality of educational programmes which stems from lecturer quality, level of undertaken research as well as the level of infrastructure and its organization.

Brand – a sum of impressions, emotions, facts and experiences, which a particular university has created in the public conscience.

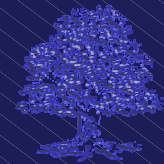
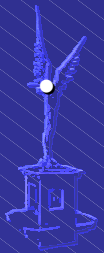
Brand – a sum of PROMISES and TRUST.

Stakeholders – founder, students and their families, graduates, potential and real employers, faculty, local environment, institutional partners.



12 factors affecting the development of a strong brand

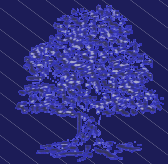
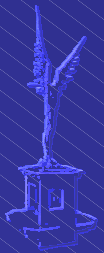
- Trust towards the School as an institution;
- High quality of offered programmes;
- Academic standing of employed faculty within the community;
- Quality of alumni education;
- Ease in finding employment by alumni and a negligible percentage of unemployed among them;
- Opinion held by potential and real employers;
- Opinion held by academic peers about the status of the institution;
- Extracurricular offer, which affects the quality of student life;
- Satisfaction from studying at a particular institution;
- Position held in rankings;
- Study conditions (quality of academic infrastructure and equipment, social and sports facilities, etc);
- Cooperation in terms of programmes and people with important international partners.



Four vital factors that assist in the decision-making process when it comes to school selection:

- Opinions about the School passed by its current students.
- Information collected from the Internet (websites).
- Positions in rankings.
- Articles about the School and interviews with the Rector.

In the case of private institutions, the dependence on rankings is especially strong.



Państwowa Komisja Akredytacyjna in Poland serves as a concession-awarding commission, i.e. allows new institutions and new programmes to function in the public system (state diplomas).

PKA – sets the lowest common acceptable standards (number of professors, minimal programme requirements, etc.).

PKA – evaluates only formal matters (documentation).

For the quality of a higher education institution, the most important is the membership in voluntary accreditation associations (in the case of business schools the leading ones are: American AACSB, European EQUIS, CEEMAN).

In Poland the first accreditation association was Stowarzyszenie Edukacji Menedżerskiej FORUM, created over 10 years ago, which accredits only 24 private schools out of over 250 offering business programmes.

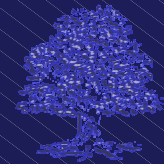
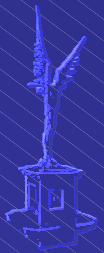


Another form of quality measurement are rankings - an external measurement of schools and their programmes that takes under consideration the public opinion.

Controversial (but true) theory – ranking value increases in line with their independence from the academic community and its opinions.

An extremely pragmatic quality measurement – average value of the alumni's first pay check compared to his/her income after 5 years (possible only in a country with a stable economy).

The importance of rankings comes through in the research conducted at WSB-NLU: 53%-83% responders (1995-2000) who learned about WSB-NLU did so through the ranking of Wprost, a leading Polish weekly political/economic/social magazine



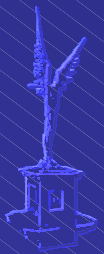
Categories of rankings in Poland

- Of entire schools (Rzeczpospolita/Perspektywy, Wprost).
- Of the most popular programmes/degrees (Polityka, Wprost).
- Intra-industry (Home&Market, Newsweek).

Types of rankings:

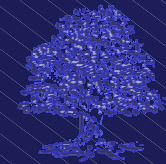
- Academic (focus on interests of faculty);
- Market-based (focus on interests of students)

Criteria, categories and their weight - by their appropriate selection and value-setting it is possible to rearrange the places occupied by the leading institutions.



Ranking by *Rzeczpospolita/Perspektywy*

- Ranking of entire schools, most prestigious in the academic community, defends interests of state-funded schools, doesn't consider the interest of then students
- Ranking of academic HEI's: 20 categories divided into 3 groups— institution prestige (3 categories, 50%), scientific strength (5 categories, 30%), study conditions (12 categories, 20%).
- Ranking of private HEI's that award MA's: 28 categories divided into 3 groups—institution prestige (2 categories, 30%), intellectual potential/strength (11 categories, 40%), study conditions (16 categories, 30%).



Ranking by *Wprost* – oldest and most popular

- Separation of state and private institutions (universities, technical universities, medical, economic, farming, teaching, physical education, artistic) and 2 categories of private institutions (business and non-business) and a common ranking of MBA programmes.
- Unique ranking “Where to study” for the 9 most popular programmes/degrees, where the quality of study is compared as is the market value of the resulting diplomas. Common for state and private institutions (clearly aimed at the candidates and their families).
- For state institutions: 4 categories—intellectual capital (60 points), learning process evaluation (20 points), chances for employment evaluation (15 points), study conditions evaluation (5 points);
- For private institutions: 3 categories—intellectual capital evaluation (40 points), learning process evaluation (40 points), chances for employment evaluation (20 points).

Clear accent on market value of a diploma, prepared by people from outside the academic community.



Ranking by *Rzeczpospolita* 2004-2005

Location of academic institutions in the ranking

Year					
2004			2005		
Place	School	Points	Place	School	Points
1	Uniwersytet Jagielloński	100	1	Uniwersytet Warszawski	100
2	Uniwersytet Warszawski	99,89	2	Uniwersytet Jagielloński	99,97
3	Politechnika Warszawska	79,67	3	Politechnika Warszawska	78,09
4	UAM in Poznan	71,99	4	SGH	74,19

Prestige categories for private schools

Prestige category	Year			
	2004		2005	
	School	Points	School	Points
Prestige in eyes of professors	WSPiZ	100	WSPiZ	100
	WSB-NLU	29	WSB-NLU	30
Prestige in eyes of employers	WSB-NLU	100	WSB-NLU	100
	WSPiZ	77	WSPiZ	89

Ranking by Wprost 2004-2005

University ranking

Year					
2004			2005		
Place	School	Points	Place	School	Points
1	UAM in Poznan	94,75	1	UAM in Poznan	94,75
2	Uniwersytet Jagielloński	94,5	2	Uniwersytet Jagielloński	94,5
3	Uniwersytet Warszawski	94,25	3	Uniwersytet Warszawski	94,25
4	Uniwersytet M. Kopernika in Torun	92,5	4	Uniwersytet M. Kopernika in Torun	32,5

Where to study business?

Year					
2004			2005		
Place	School	Points	Place	School	Points
1	WSPiZ	91	1	WSPiZ	91
	WSB-NLU	91		WSB-NLU	91
2	SGH in Warsaw	90	2	WSBiU in Warsaw	90
	WSUiB in Warsaw	90		WSZ – The Polish Open University in Warsaw	90
3	WSZ – The Polish Open University in Warsaw	89	3	Akademia Ekonomiczna in Krakow	89
				Akademia Ekonomiczna in Poznan	89
				Uniwersytet Warszawski	89
4	Akademia Ekonomiczna in Krakow	88	4	Uniwersytet Lodzki	87
				WSZiB in Krakow	87

Commentary to the rankings

- By selecting the criteria and their weight it is possible to arrange the top schools in any order;
- Rankings have no effect on medium and weak schools, that recruit students from local markets;
- Who should design a ranking? Should the academic community be its own judge and jury?;
- Is the evaluation of academic prestige for professional schools (business, medical, legal, technical) really important?;
- How to manipulate the criteria?;
- No ranking is backed by the presence of on-site visiting teams, which could and would check the information submitted to the ranking.



Myths and facts in the debate about higher education pt. I

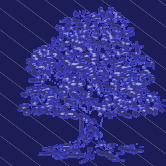
Myth I – The quality of an institution is defined by the number of employed professors.

Percentage of hours, during which the student contacts different groups of faculty
(data from WSB-NLU programmes)

Type of faculty	Business studies	Political studies
Professors	13,13	10,23
PhD's	31,66	38,07
Assistants (MA's)	18,15	38,07
Language instructors	37,06	31,82

Pensum:

Professor – 120 h; PhD – 270 h; MA/MSc – 400 h; language instructor – 690 h



Myths and facts in the debate about higher education pt. II

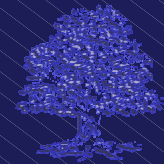
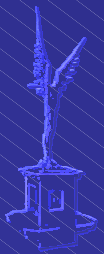
Myth II - The ranking location and prestige are determined by scientific research conducted in the institution.

Myth III – A direct indicator of attractiveness and quality of a given programme is the number of candidates applying for each available place

- Tuition-based and tuition-free studies

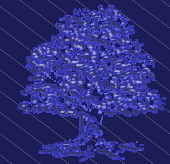
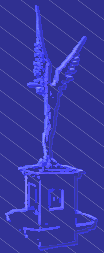
Myth IV – The selection of a university among candidates is strongly influenced by the presence of “big professor names” employed in the institution

- True, but only for some candidates



Importance of accreditations and rankings to School management pt. I

1. The correct selection of accreditation systems undertaken by the school management is an effective tool in the long-run management of processes focused on constant quality improvement for a school with small-number of programmes or in the case of a faculty in a large university.
2. Case of WSB-NLU:
 - After winning the *Wprost* ranking to justify the success in the community, accrediting with SEM FORUM
 - Preparing for opening onto international markets, accrediting with the American NCA.
3. Role of *peer review* in the discovery of own weaknesses by *faculty* and School management.

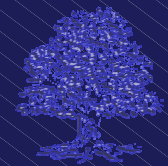
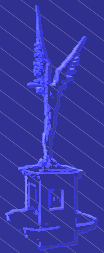


Importance of accreditations and rankings to School management pt. II

4. Problem of state-set and accreditation association-set programme minimums for each degree.
5. State accreditation systems – giving concessions and assuring a minimal, acceptable quality of offered programmes.

Voluntary accreditation systems – highlighting the best programmes and Schools.

6. Importance of accreditations and rankings in the process of globalisation and internationalisation of higher education.





Thank you for your attention

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