
2nd Meeting of the International Rankings Expert Group „Methodology and Quality Standards of Rankings“



Evaluating Education for Sustainable Development

Challenges for value-driven and stakeholder-based Rankings

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Founded: 1987

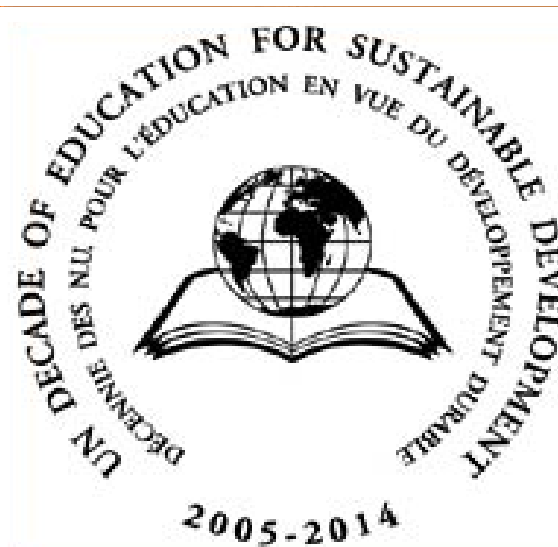
Chapters: 16 local chapters worldwide

Activities: Conferences, lectures, case writing award, award for student entrepreneurship, winter school, PhD academy, PhD fellowships, etc.

www.oikos-international.org

Mission Statement (excerpt):

- „To increase the students’ ability to analyse and actively implement solutions to ecological and social challenges“
- „To reach a higher integration of ecological and social issues into teaching and research of the faculties of Management and Economics worldwide“



Sustainability Rankings are a new type of **value-driven evaluation**.

Those schemes have an **underlying political agenda**, addressing specific educational **content** and **social values**.

Such rankings are dedicated to generate publicity and competition among business schools as **a mean to change curricula & faculty**.

How to

- define the relevant **contents** ?
- measure the **learnings** achieved in teaching those topics ?
- deal with value-based **bias** in subjective evaluations ?
- secure the **acceptance** of results by the addressees ?

Beyond Grey Pinstripes celebrates the top 30 schools among the 600 full-time MBA programs across six continents invited to participate in the survey.

Rankings	School	Location	Student Opportunity measures the number of courses with social and environmental content 25%	Student Exposure indicates the percentage of course time dedicated to considering social and environmental issues 25%	Course Content reflects the degree to which courses illustrate the value of integrating social and environmental considerations into business decisions 25%	Faculty Research indicates the number of relevant articles published in leading peer-reviewed management journals 25%
1	Stanford	USA	★★★★★	★★★★	★★★★★	★★★
2	ESADE	Spain	★★★★★	★★★★	★★★★★	★★★
3	York (<i>Schulich</i>)	Canada	★★★★★	★★★★★	★★★	★★★
4	ITESM (<i>EGADE</i>)	Mexico	★★★★★	★★★★★	★★★★★	★★
5	Notre Dame (<i>Mendoza</i>)	USA	★★★★★	★★★	★★★★★	★★★★★
6	George Washington	USA	★★★★★	★★★	★★★★★	★★★
7	Michigan (<i>Ross</i>)	USA	★★★★★	★★★	★★★★★	★★★★
8	North Carolina (<i>Kenan-Flagler</i>)	USA	★★★★★	★★★	★★★★★	★★★★
9	Cornell (<i>Johnson</i>)	USA	★★★★★	★★	★★★★★	★★★★
10	Wake Forest (<i>Babcock</i>)	USA	★★★★★	★★★★★	★★★★★	★★★

Based on **questionnaires** sent out to the administration of business schools, the schemes evaluates **four capacity bound categories** of criteria. Those criteria are **assessed qualitatively** by experts.

Following the Pioneer – BGP-style Evaluation Schemes



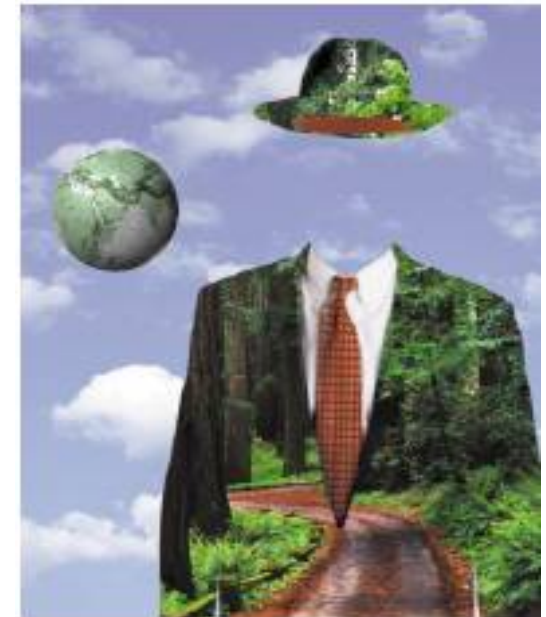
SECOND ANNUAL GUIDE TO BUSINESS EDUCATION: **KNIGHT SCHOOLS**

A guide to business schools for students who want to change the world

Since 2004: Capacity Evaluation
of **34 Canadian Business Schools**



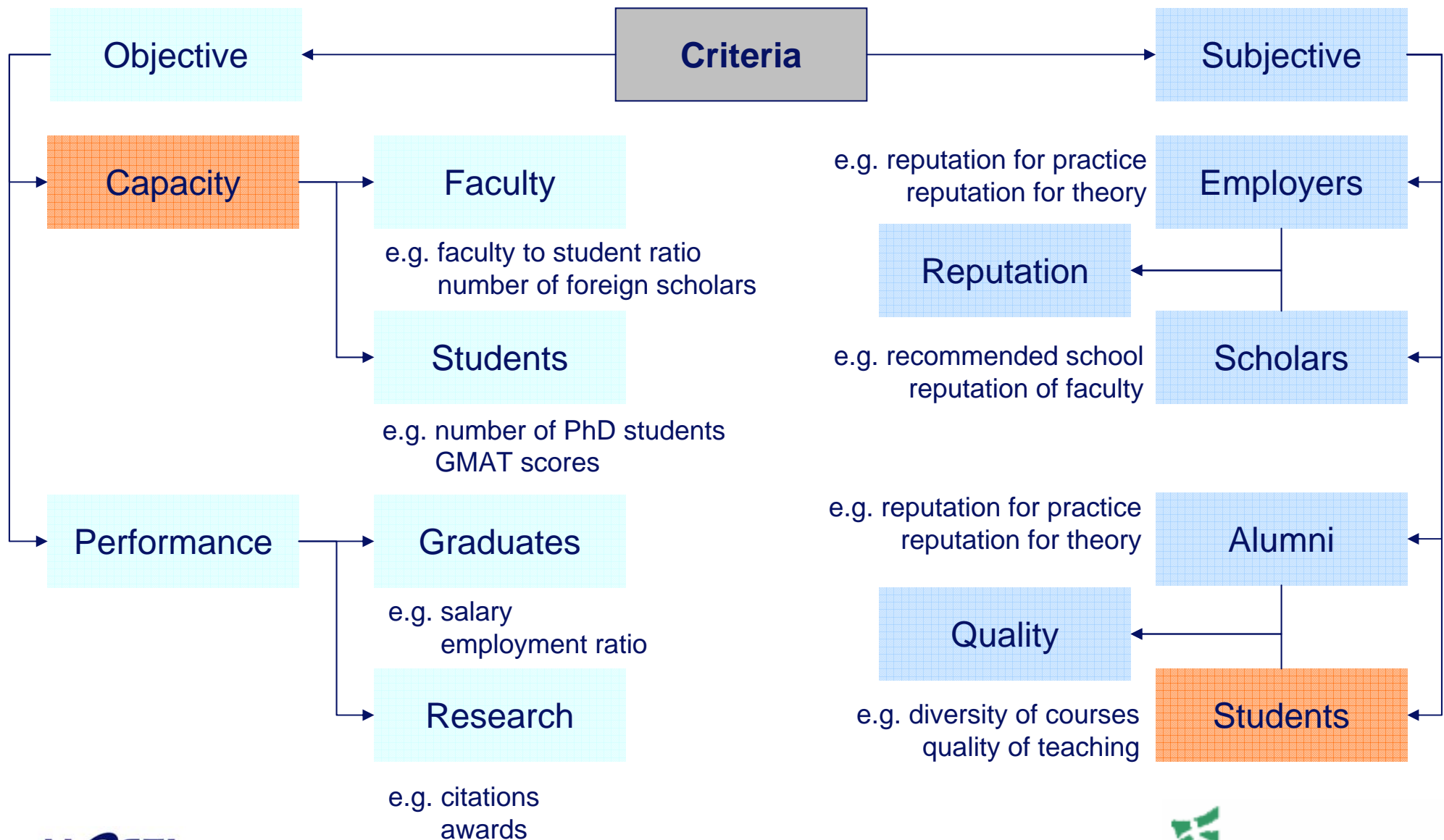
2005: **Benchmarking Australian Business Schools** against BGP

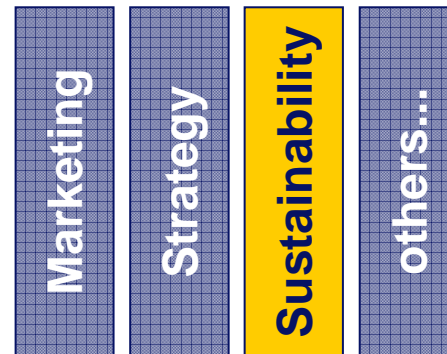


Beyond Grey Pinstripes 2003
PREPARING MBAs for SOCIAL and ENVIRONMENTAL STEWARDSHIP

Since 1998:
Inviting 600 MBA
programmes globally.
130 participating
programmes in **2005**

Locating the existing BESD Rankings Criteria





Specialisation



Mainstreaming

Ranking capacities is suitable to monitor specialisation

But there is much difficulty to measure capacities which can not be identified by key words such as „social impacts“, „environmental impacts“, „sustainability“, „CSR“ etc. in the syllabus.

Evaluating BESD from a students perspective

Mapping the value-bias

By developing a typology of students based on their perceptions and behaviours, the value-bias is explicitly handled.

Asking the appropriate question

By asking representative samples of students on their subjective perception valid response can be secured.

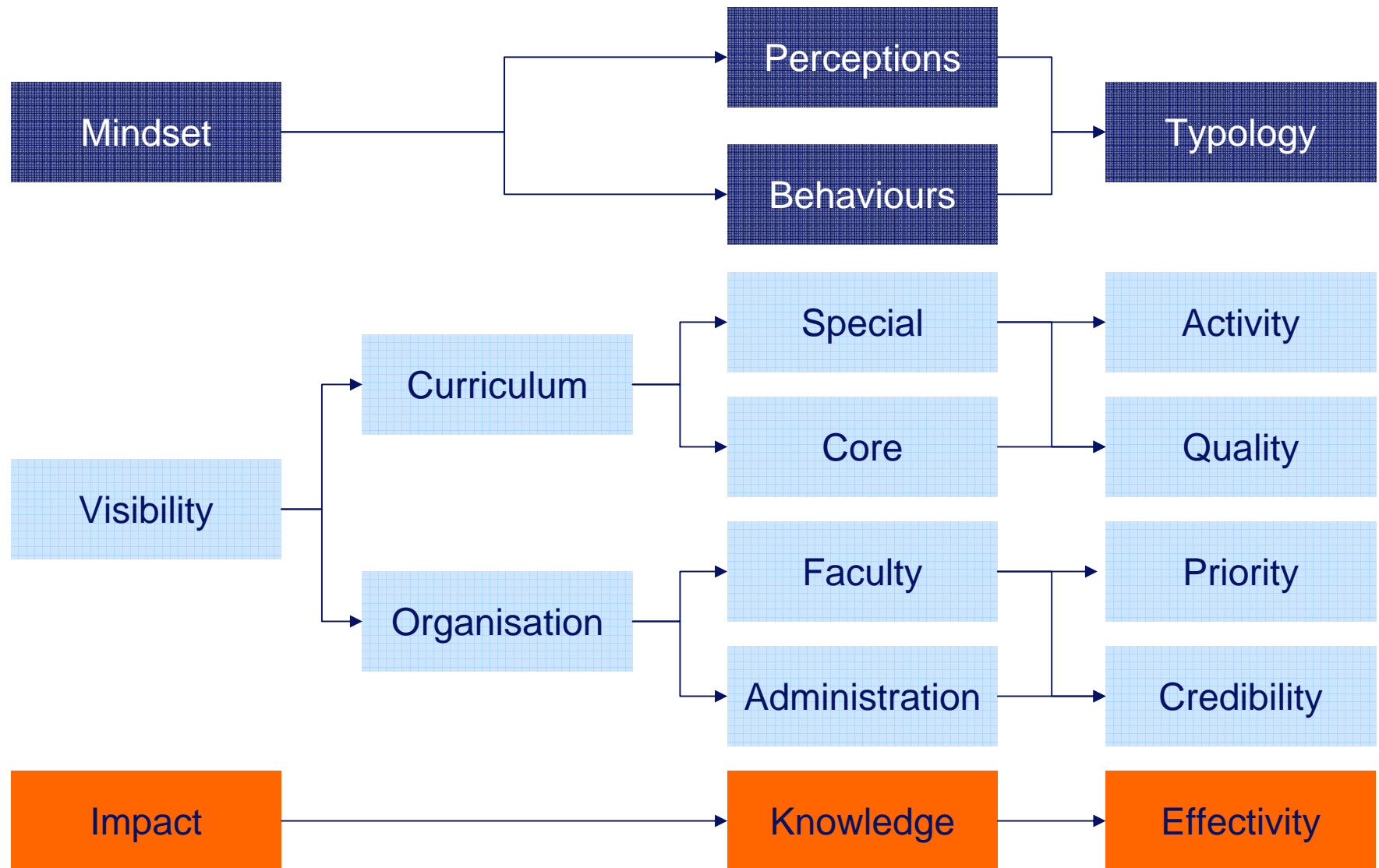
Coining the sustainability concept

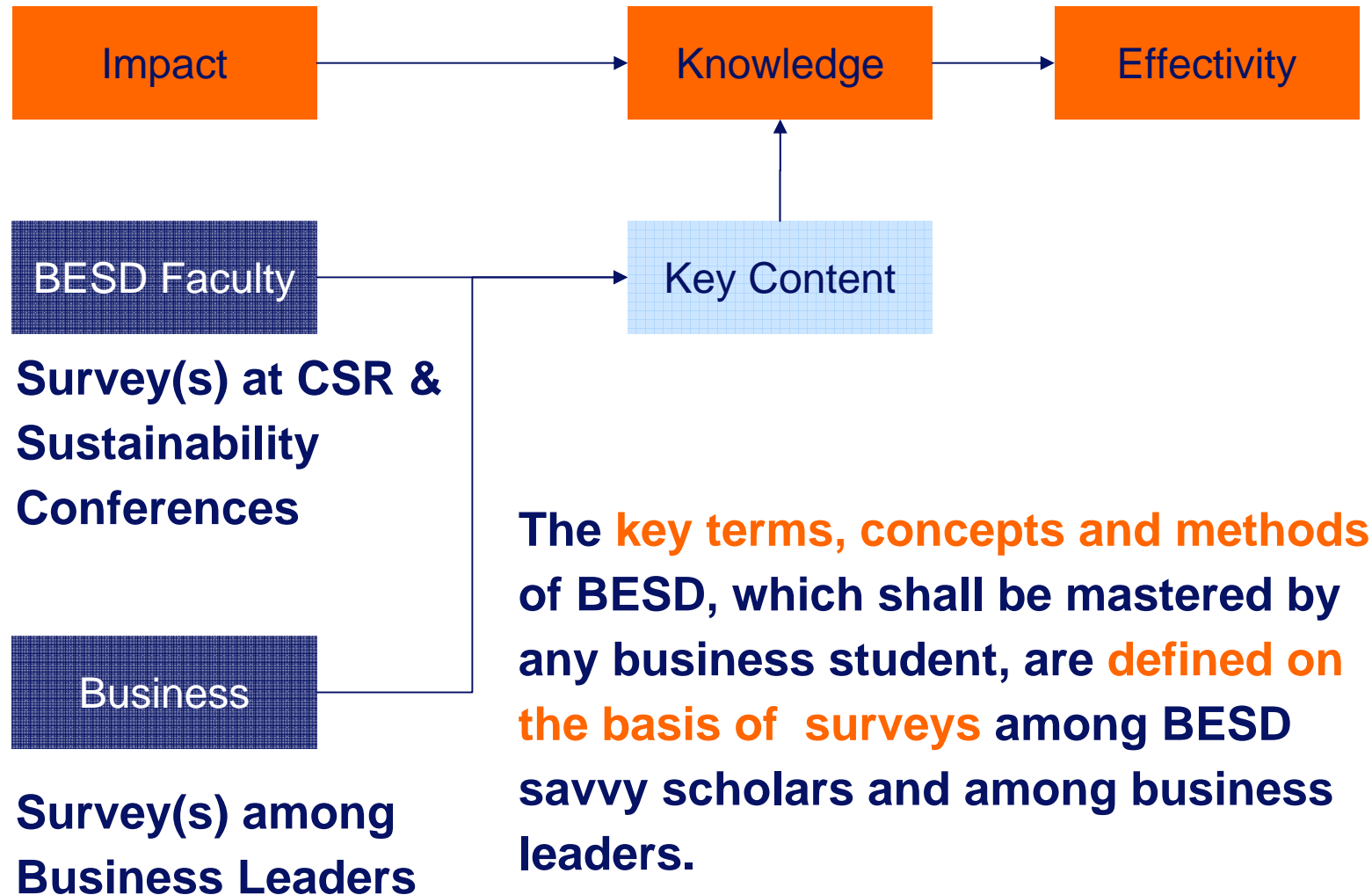
By involving key stakeholders of BESD (experts from faculty & business) to define the essential learnings, BESD knowledge can be tested.

Securing acceptance

By entering a scientifically based stakeholder dialogue with the addressees of the ranking within the universities

Model of BESD Evaluation by students

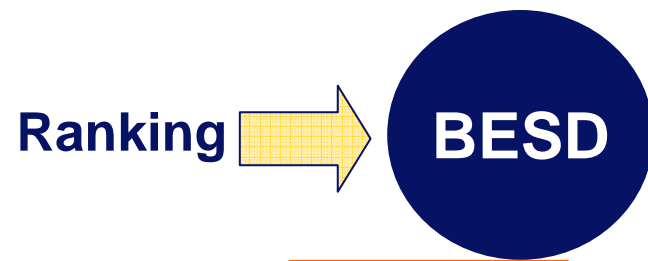




The Ranking shall **secure acceptance** within universities **by**

- **Involving** **BESD experts** when designing and refining the concept & methodology.
- **Involving business leaders** advocating BESD as to demonstrate the importance of BESD from an employers perspective.
- **Allowing** participating universities to **review and comment** their specific results before publication.
- Involved faculty and deans are invited to a **scientific conference on BESD** where results are discussed and best practice of BESD is presented

Summary: Value-driven Rankings require Legitimacy



Rankings offer a leverage for BESD

Current BESD rankings are limited by their methodological scope

A stakeholder-based method shall reveal the perception of students as a mean of evaluation and foster the mainstreaming of BESD