



A European Higher Education classification: the context

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Overview

- globalisation
- national innovation strategies
- the higher education reputation race
- diversity in higher education systems
- rankings and classifications in higher education
- the European classification of higher education institutions
- institutional profiles



Globalisation

- decreasing costs of communication
- leveling barriers for cross-border activities
- markets increasingly interconnected
- capital, labour and also knowledge increasingly mobile
- 'geo-regionalisation'



Globalisation and 'Geo-Regionalisation'

Trade volumes in billions dollars

| | 1990 | | 1995 | | 2000 | | 2005 | | 2007 | |
|----------|-------|------------|-------|------------|-------|------------|-------|------------|-------|-------------|
| | Total | % internal | Total | % internal | Total | % internal | Total | % internal | Total | % internal* |
| ECOWAS | 23 | 7 | 21 | 9 | 36 | 8 | 65 | 8 | 66 | 8 |
| SADC | 35 | 3 | 39 | 11 | 51 | 9 | 98 | 8 | 139 | 7 |
| MERCOSUR | 46 | 9 | 70 | 20 | 85 | 21 | 164 | 13 | 224 | 14 |
| NAFTA | 562 | 40 | 853 | 46 | 1.225 | 55 | 1.480 | 56 | 1.851 | 54 |
| ASEAN | 145 | 19 | 324 | 25 | 432 | 23 | 653 | 25 | 866 | 25 |
| ASEAN+3 | 560 | 27 | 1.048 | 35 | 1.333 | 35 | 2.294 | 35 | 3.165 | - |
| EU27 | 1.547 | 67 | 2.098 | 66 | 2.454 | 67 | 4.071 | 67 | 5.284 | 67 |



Historic Phases and Globalisation

First Phase (19th century):

- dominance U.K. in global trade system
- growth U.S. because of emigration from Europe
- increasingly intra-European trade

Second Phase (since 1945):

- leading role U.S.
- building up of international institutions (GATT, WTO, World Bank, IMF, UN)
- rise of Multinationals
- European Integration



Historic Phases and Globalisation

Third Phase (since 1980)

- quintupled world trade
- rise of new actors (China, India)
- integration former East bloc countries
- international segmentations production processes
- increasing mobility capital, labour, knowledge

Broadening of Globalisation

- increase share developing nations in world trade:
22% (1960) 32% (2005) 45% (2030)
- rise of new multinationals
(Samsung, Tata, Ping An)
- growth surpluses current accounts and valuta reserves in rapidly growing economies (valuta reserve China: 1.333 billion dollars)
- growing influence 'Sovereign Wealth Funds'





Deepening of Globalisation

- international segmentation business processes (off shoring, out-sourcing)
- also: administration, logistics, R&D
- reallocation headquarters



National and 'Geo-Regional' Specialisations

Looking for international comparative advantages:

- emphasizing location attractiveness
- attracting mobile production factors
- increasing innovation capacity



National Innovation Strategies

- focus on the creation, dissemination and application of knowledge
- higher education institutions as objects of policy
- more autonomy for and more competition between higher education institutions



The Higher Education Reputation Race

- market coordination in higher education?
- the market failure of imperfect information
- increased institutional autonomy → reputation race
- Bowen's law



Effects of Higher Education Reputation Race

- costs explosion
- Matthew effect
- uni-dimensional academic stratification (national, European, global)
- regional marginalisation (national and supranational)



Diversity in Higher Education Systems

- diversity and differentiation
- institutional and programme diversity
- horizontal and vertical diversity



Diversity in Higher Education Systems

- offers better access for a wider variety of students
- provides more social mobility through multiple modes of entry and forms of transfer
- better meets the diverse needs of the labor market
- is a condition for regional specialisation
- serves the political needs of larger number of interest groups (social stability)
- increases the effectiveness of higher education institutions (institutional specialisation)
- offers opportunities for experimentation



Higher Education System Dynamics

- dominance of traditional academic norms and values
- uniformity of environmental conditions

lead to:

- low level of institutional diversity



Policy Implications

Strategies to increase institutional diversity:

- diversification of governmental policy-contexts
- development of multiple reputation mechanisms



Rankings and Classifications

- the rise of (global) rankings
- rankings amplify the reputation race
- rankings are mainly uni-dimensional
- need for multiple rankings reflecting multiple reputation profiles
- classifications: precondition for rankings



Critiques of Rankings

- 'the methodologies of ranking are judged to be simplistic and lack transparency' (OECD, 2007)
- 'with increasing competition between institutions... it is likely that rankings will continue to grow in importance...'
- Further consideration and acknowledgement of wider factors (than in a single league table only) should be considered so that the diversity of institutional mission and focus is taken into account' (HEFCE, 2008)
- '...the simplicity of the use [of rankings] can be highly misleading... ' (JRC-EC, 2008)



Critical Issues Regarding Ranking

- rankings capture reputation rather than performance
- selection of indicators is related to definition of relevance
- uni-dimensional and aggregated rankings hide significant differences
- rankings trigger strategic behaviour



Classifications in Higher Education

- instruments to group higher education institutions
- and to characterize similarities and differences
- based on the actual conditions and activities of institutions



Functions of Classifications

- transparency tool (various stakeholders)
- instrument for institutional strategies (mission, profile)
- base for governmental policies
- tool for research
- allows better ranking



US Carnegie Classification

- initial objective (1973): improve higher education research
- over time several adaptations: 1976, 1994, 2000, 2006
- labels and categories
- impacts on higher education system dynamics
- multi-dimensional approach (2006)



European Classification

- work in progress; two reports (2005, 2008); book (2009)
- interactive design process (stakeholders approach)
- basic design principles
- tests on validity, reliability, feasibility
- see: www.u-map.eu



Design Principles

U-map is:

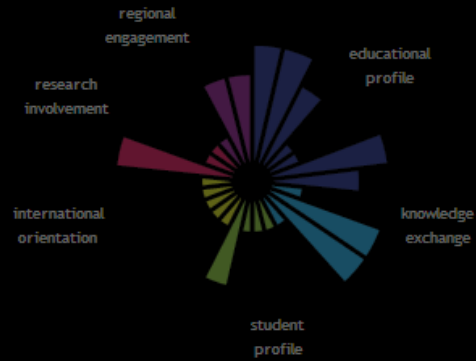
- based on empirical data
- based on a multi-actor and multi-dimensional perspective
- non-hierarchical
- relevant for all higher education institutions in Europe
- descriptive, not prescriptive
- based on reliable and verifiable data
- parsimonious regarding extra data collection



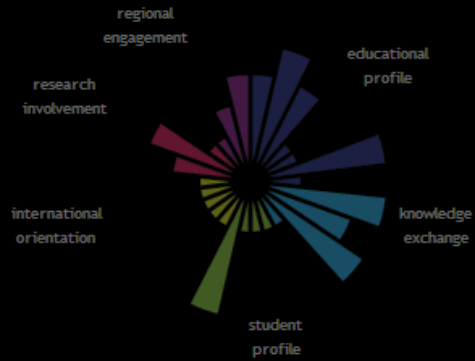
U-Map Dimensions

1. Educational profile
2. Student profile
3. Research involvement
4. Knowledge exchange
5. International orientation
6. Regional engagement

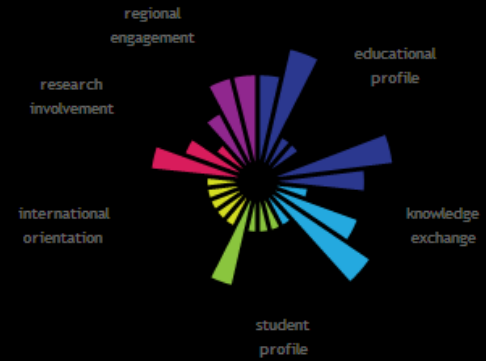
University Y



University P



University AU





Institutional Profiles

- sets of 'scores' on the dimensions and indicators
- actual institutional activities, not performance
- information for external stakeholders
- instrument for strategic institutional management
- base for benchmarking, for inter-institutional cooperation, for effective communication and profiling



U-Map

- an instrument to create transparency of diversity
- a tool offering information to external stakeholders
- an instrument for strategic institutional management
- a new tool for communication in European higher education



Thank you for your attention.

www.u-map.eu

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