Mapping and Ranking: New higher education transparency tools

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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
• European (supranational) policies regarding higher education and research
  - European Research Area (ERA)
  - Bologna Process
  - European Higher Education Area (EHEA)
• ‘diversity’ as a major strength
• wish to increase ‘transparency of diversity’
  - Bologna conference, Leuven, April 2009
  - Belgian EU-presidency, 2010
The rise of global rankings

- **Academic Ranking of World Class Universities (ARWU)**  
  Shanghai Jiaotong University, since 2003
- **Times Higher Education Supplement World Rankings (THE)**  
  Times Higher Education, since 2004
- **Higher Education Evaluation and Accreditation Council of Taiwan Ranking (HEEACT)**, since 2007
- **The Leiden Ranking (LR)**  Leiden University, since 2008
Critique of existing rankings

- focus on ‘whole institutions’ (ignoring internal variance)
- concentrate on ‘traditional’ research productivity and impact
- focus on ‘comprehensive research universities’
- aggregate performance into composite overall indicators
- use constructed ‘league table’
- imply cultural and language biases
- imply bias against humanities and social sciences
Designing an alternative: the EC Call for Tender (2009)

- development of concept and feasibility study
- global ranking (not only European)
- multi-dimensional
  - teaching and learning (incl. employability)
  - research
  - knowledge transfer
  - internationalisation (incl. mobility)
  - community outreach
- institutional and field-based (disciplines)
- all types of higher education and research institutions
- multiple stakeholders
Project partners

Center for Higher Education Development (CHE) www.che.de

Center for Higher Education Policy Studies (CHEPS) www.utwente.nl/cheps

Centre for Science and Technology Studies (CWTS) www.cwts.nl

International Centre for Research on Entrepreneurship, Technology and Innovation Management (INCENTIM) www.incentim.com

Observatoire des Sciences et des Techniques (OST) www.obs-ost.fr

European Foundation for Management Development (EFMD) www.efmd.org

European Federation of National Engineering Associations (FEANI) www.feani.org
Conceptual approach

- one common ranking of all higher education and research institutions worldwide does not make sense for any group of stakeholders
- identify institutions that are comparable
- use the *U-Map classification* tool to find comparable ‘*institutional profiles*’
- apply ranking instrument to sets of comparable institutions or fields
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
- instrument for 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

- Interactive design process (stakeholders approach)
- Basic design principles
- Tests on validity, reliability, feasibility

- See: www.u-map.eu
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
<table>
<thead>
<tr>
<th>U-Map dimensions</th>
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<tbody>
<tr>
<td>1. Teaching and learning profile</td>
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<td>2. Student profile</td>
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<td>3. Research involvement</td>
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<td>4. Knowledge exchange</td>
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<td>5. International orientation</td>
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<td>6. Regional engagement</td>
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</tbody>
</table>
Institutional Profiles

"University F"
- regional engagement
- research involvement
- international orientation
- knowledge exchange
- teaching and learning
- student profile

"University K"
- regional engagement
- research involvement
- international orientation
- knowledge exchange
- teaching and learning
- student profile
Institutional Profiles

- sets of ‘scores’ on the dimensions and indicators
- actual institutional activities, not performance
- full or partial institutional profiles
- information for external stakeholders
- instrument for strategic institutional management
- base for benchmarking, for inter-institutional cooperation, for effective communication and profiling
U-Map website

www.u-map.eu
U-Multirank Design principles

- Multidimensional
- Multilevel
- Comparing comparable institutional profiles
- Stakeholder driven
U-Multirank Dimensions

- Teaching and learning
- Research
- Knowledge transfer
- International orientation
- Regional engagement
U-Multirank Logic of institutional rankings

U-Map ➔ descriptive institutional profiles on six dimensions

U-Multirank ➔ performance profiles of each dimension, no aggregated institutional rankings

to be called: Focused Institutional Rankings
Pilots focused institutional rankings (150 HEIs)

- **U-Map Profile Finder**
- **Stakeholders**
- **Dimensions**
  - Teaching & learning
  - Research
  - Knowledge exchange
  - Internationalisation
  - Regional engagement

**Subset of comparable institutions (A, B, C, D)**
- Main stakeholders: National policy makers

**Subset of comparable institutions (E, F, G, C)**
- Main stakeholders: HEIs/HEI managers
U-Multirank Logic of field-based rankings

U-Map → descriptive institutional profiles on six dimensions

U-Multirank → performance profiles of specific field in institutions with comparable profiles

to be called: Field-based Rankings
Pilots field-based rankings

Fields
- U-Map Profile Finder
- Stakeholders
- Dimensions
  - Teaching & learning
  - Research
  - Knowledge exchange
  - Internationalisation
  - Regional engagement

Business-studies
- subset of comparable HEIs (example: many MA, internationally oriented, research intens.)

Engineering
- subset of comparable HEIs (example: regionally oriented, innovation-oriented, many BA)

MA/PhD students

HEIs/HEI managers
U-Multirank

‘multiple excellences’

- multidimensional perspective of ‘institutional profiles’
- no overall ‘league tables’
- no composite institutional indicators
- two-level analysis (institutional and ‘field’)
- stakeholders driven approach
U-Multirank

'Pilot project'

• Identification and selection of relevant indicators per dimension
• Pre-test of instruments
• Two-level pilot test (150 institutions worldwide)
U-Multirank Pretest

Pre-test results

9 institutions (three full version; six light version)

Indicators dropped

Indicators amended
Worldwide pilot test:
U-Multirank Pilot

Plan

150 institutions

Focus on feasibility analyses

Starting October 2010, ending Spring 2011

F.A. van Vught (ed.) (2009), Mapping the higher education landscape, Towards a European classification of higher education, Springer
U-Multirank

Publications

Thank you for your attention!

www.u-map.eu  www.u-multirank.eu