



Mapping and Ranking:

**New higher education transparency
tools**

Frans van Vught

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

Context

- 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*'
 - French EU-presidency conference, Paris, November 2008
 - Bologna conference, Leuven, April 2009
 - UNESCO World conference, Paris, July 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

- Recently finished; three reports (2005, 2008, 2010); 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:

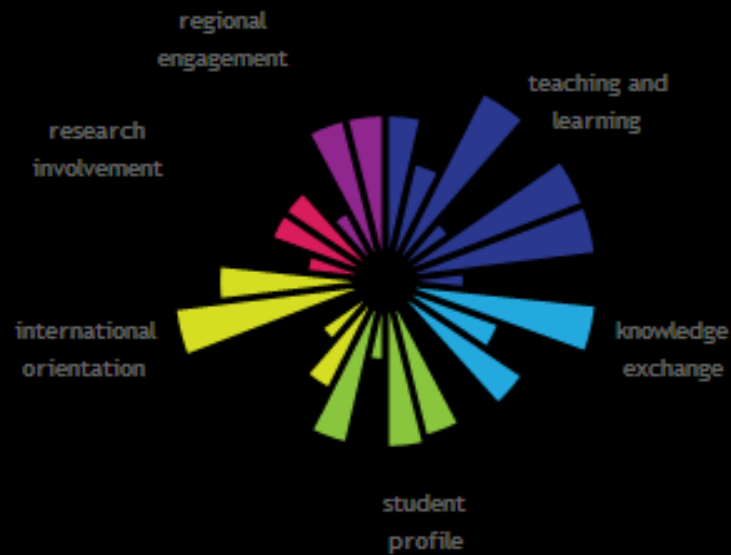
- based on empirical data
- based on a multi-actor and multi-dimensional perspective
- non-hierarchical
- relevant for all higher education institutions in Europe
- descriptive, not prescriptive
- based on reliable and verifiable data
- parsimonious regarding extra data collection

U-Map dimensions

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

Institutional Profiles

"University F"



"University K"



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

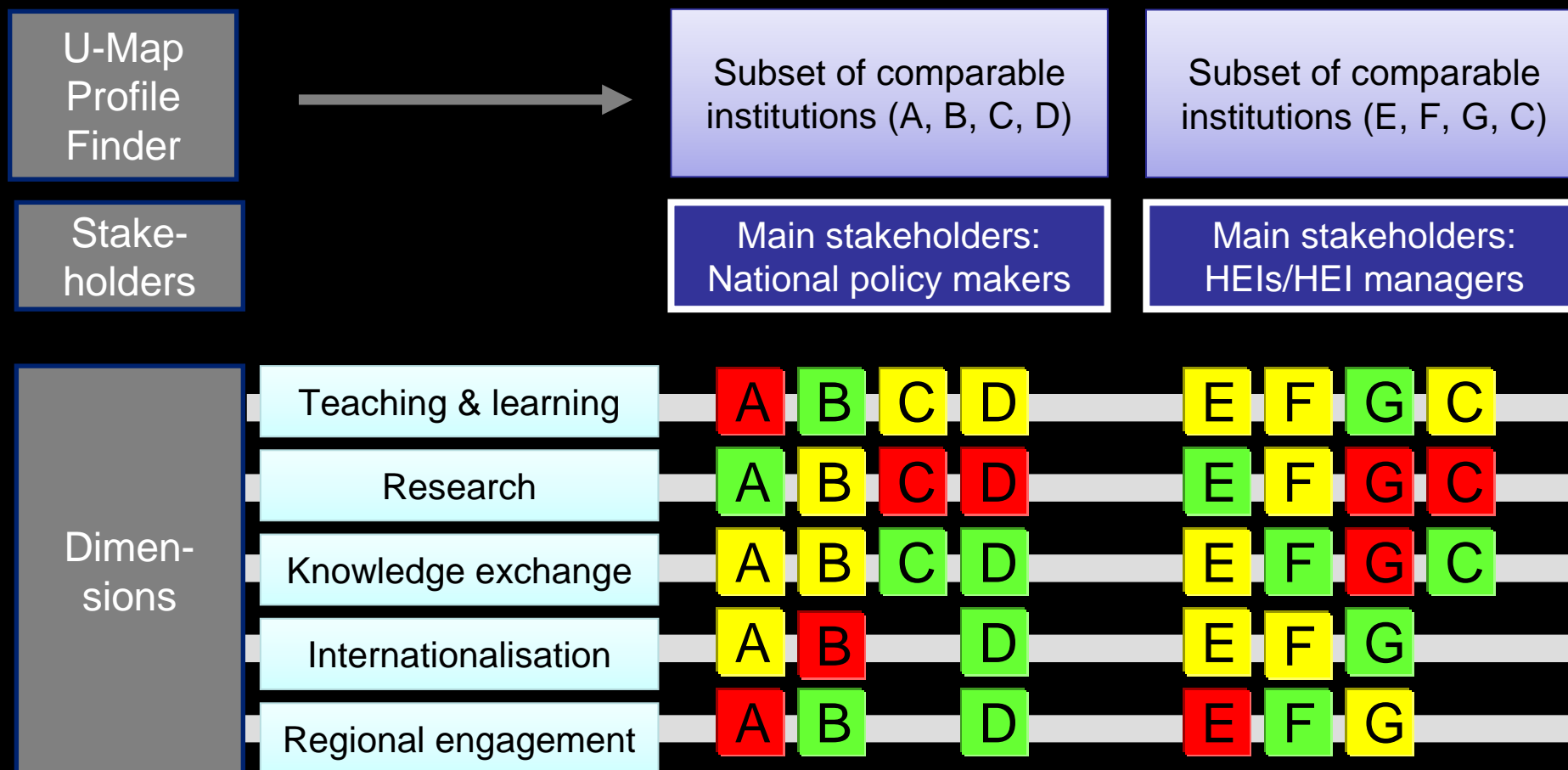


performance profiles *of each dimension*,
no aggregated institutional rankings

to be called: Focused Institutional Rankings



Pilots focused institutional rankings *(150 HEIs)*



U-Multirank Logic of field-based rankings



descriptive institutional profiles
on six dimensions

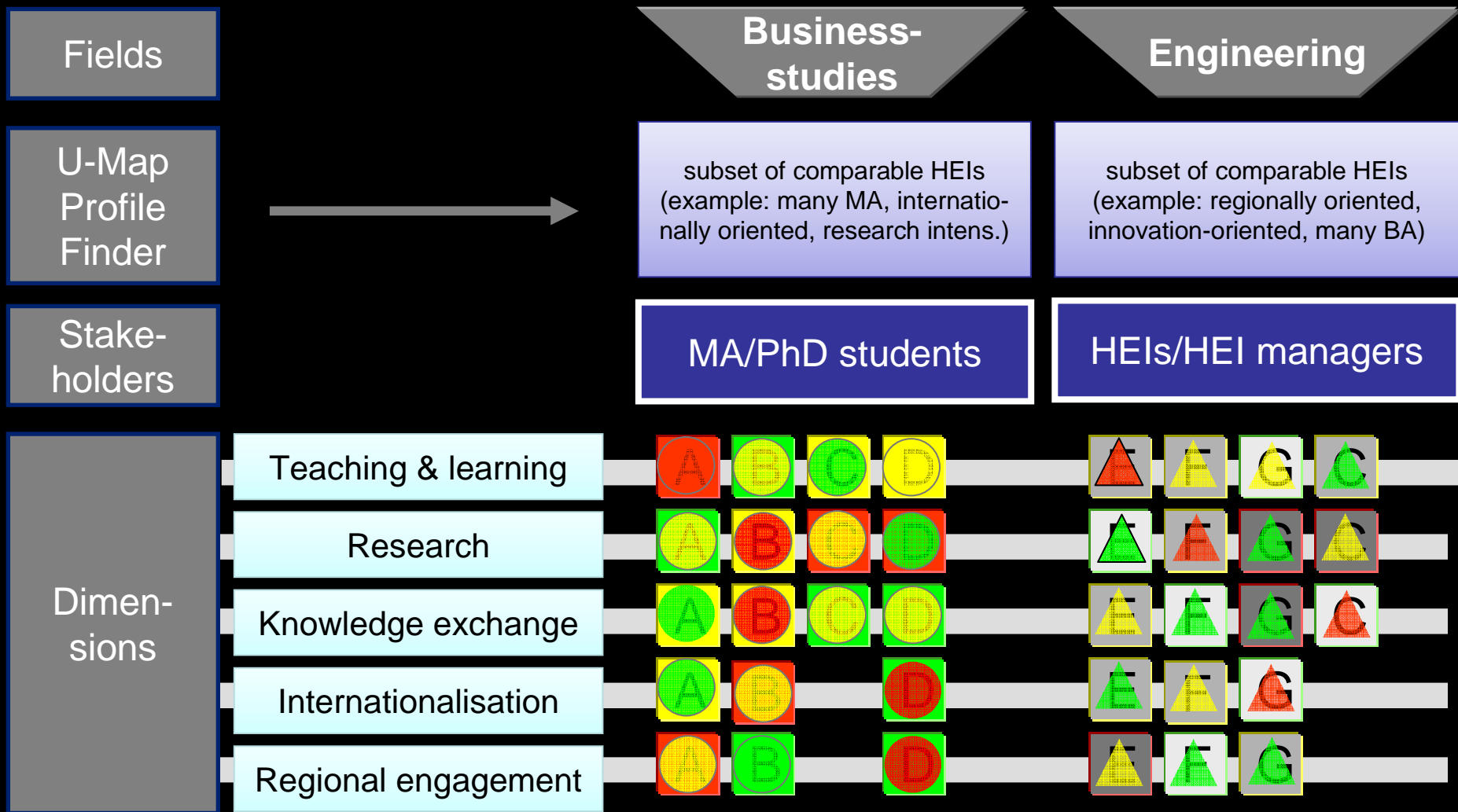


performance profiles *of specific field*
in institutions with *comparable profiles*

to be called: Field-based Rankings



Pilots field-based rankings





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'multiple excellences'

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



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'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)

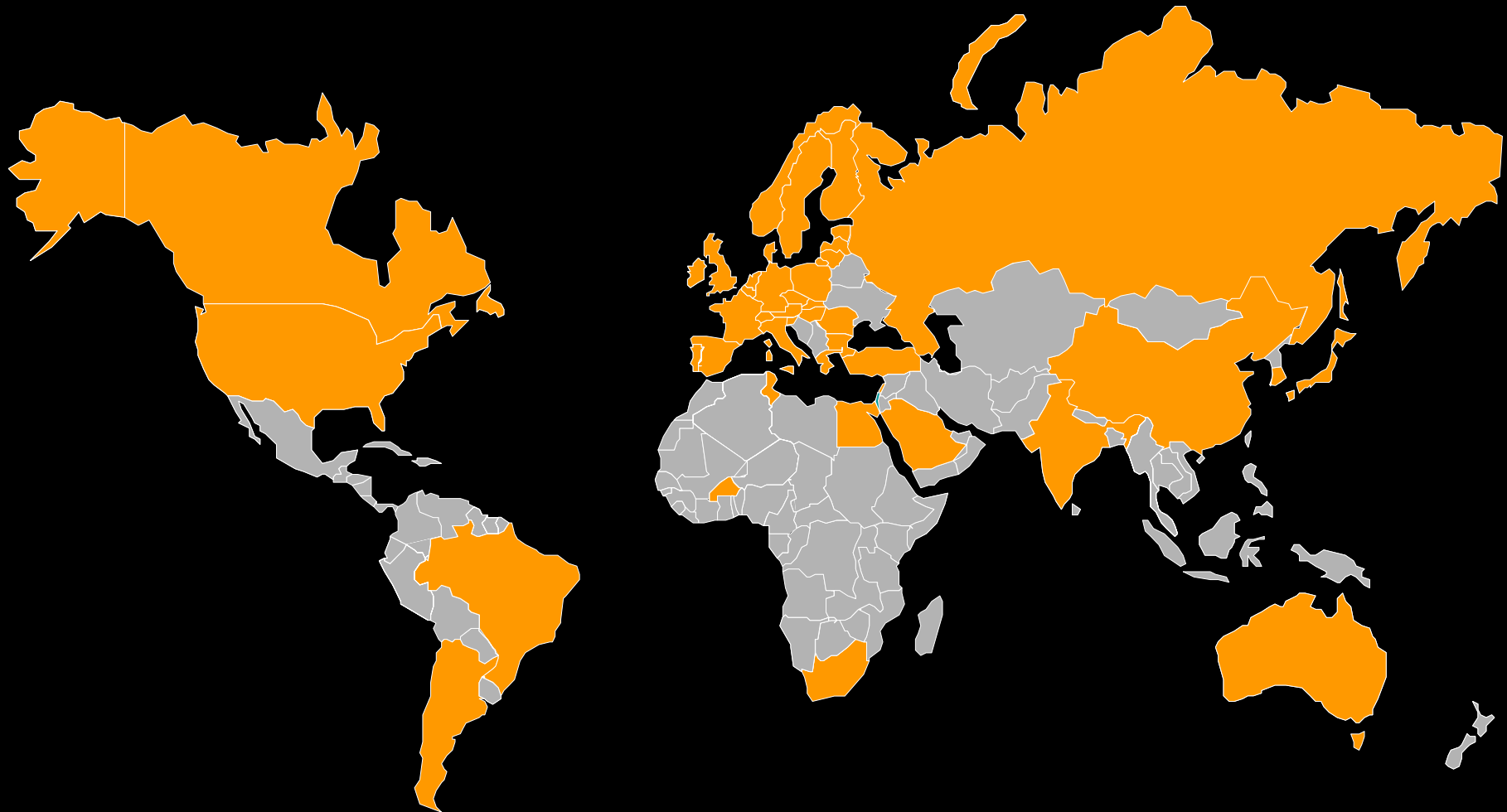
Indicators dropped

Indicators amended



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Worldwide pilot test:





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U-Multirank Pilot

Plan

150 institutions

Focus on feasibility analyses

Starting October 2010, ending Spring 2011

U-Map

Publications

- **F.A. van Vught, F. Kaiser a.o. (2010) U-Map, the European classification of higher education institutions, CHEPS, Enschede**
- **F.A. van Vught (ed.) (2009), Mapping the higher education landscape, Towards a European classification of higher education, Springer**



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Publications

- **CHERPA-Network (2009) U-Multirank Interim Progress Report I, Design Phase of the Project 'Design and Testing the Feasibility of a Multi-dimensional Global University Ranking'**
- **CHERPA-Network (2010) U-Multirank Interim Report II, Selection of instruments and institutions**

Thank you for your attention!



www.u-map.eu



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