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Education and Culture

Socrates

Classifying European Institutions of Higher Education (CEIHE)

Frans Kaiser / Hans Vossensteyn

Osnabrücker Kolloquium zum Hochschul- und Wissenschaftsmanagement:
Klassifizierung, Typologie –
Eine neue Ordnung für das Hochschulsystem?

FH-Osnabrück 5 M·a·r·c·h 2·0·0·8

Fachhochschule Osnabrück
University of Applied Sciences
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Functions of typology

- Tool for research: facilitate policy analysis, comparisons, benchmarking
- Transparency instrument (for system, students, business, others)
- Base for governmental policies: no *"one size fits all"* approach
- Instrument for institutional strategies (profile, mission, consortia)

Methodological issues

- A priori or a posteriori classification?
- Mono or multi-dimensional?
- Hierarchical or non hierarchical?
- Reliability of data?
- Eligibility of institutions (relationship with accreditation)?

CEIHE I (2004-2006)

- A stakeholders approach (students, higher education institutions, business and industry, governments)
- Exploration and interactive discussions
- Result: a set of basic design principles and a first set of schemes and indicators as a basis for a classification

Basic design principles

- Inclusive for all European HEIs
- To be based on a posteriori information
- Multi-dimensional
- Focus on objective data
- Not prescriptive and rigid
- Limited regarding data-needs

CEIHE II (2006-2008)

Goals

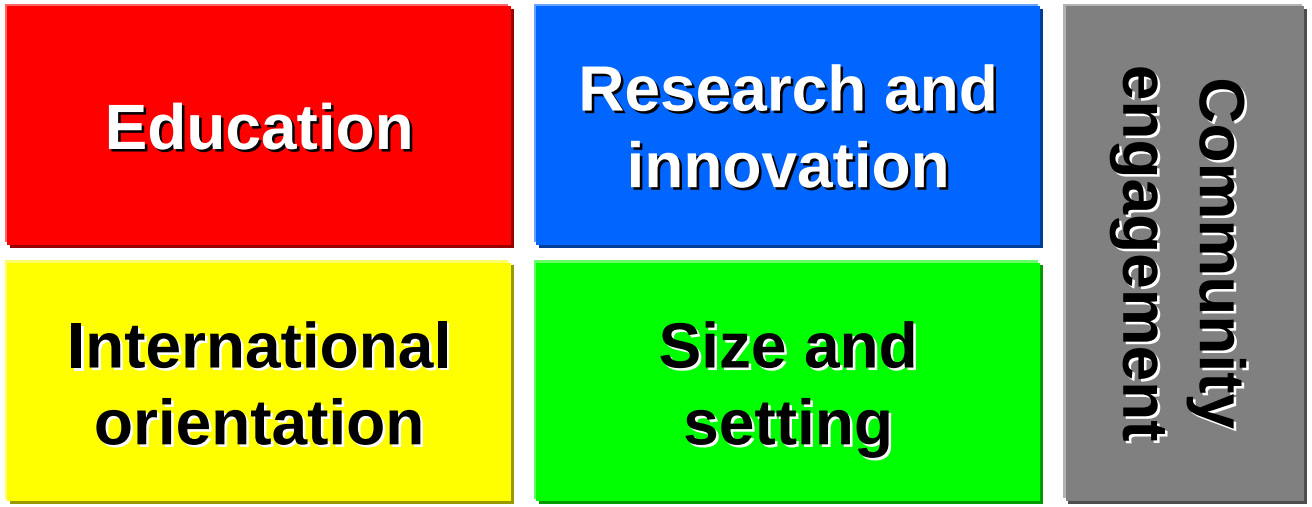
- Testing the schemes and indicators
- Communication with stakeholders (Conferences, Advisory Board, Stakeholders Group)
- Drafting the typology
- Offering suggestions for its operational implementation

CEIHE II (2006-2008) Methods

- Analysis of existing data sources
- In depth case-studies of different types of institutions
- Survey to assess the mechanism
  - Relevance of schemes (how important for profiling?)
  - Validity (valuation of indicators for schemes)
  - Reliability (how good are the data?)
  - Feasibility (how time intensive, easy/difficult?)

CEIHE II (2006-2008)

Schemes



- In total 14 schemes

CEIHE II (2006-2008)

Education

- Highest degree offered (degree level)
  - *highest degree level offered*
  - *degrees/diplomas granted per level (as % of total degrees: PhD 9%, Ma 58%, Ba 22%, PG dipl 6%)*
- Subject mix
  - *9 ISCED related disciplinary fields*
- Orientation of programs
  - *number of programs offered for licensed professions as % of total programs*
- Involvement in LLL
  - *number of mature (> 30 years) students as % of total enrollment (5 age groups asked, feasibility low: difficult information)*

CEIHE II (2006-2008)

Research and innovation

- Research intensiveness
  - peer reviewed publications per academic staff
  - scientometric ‘crown’ indicator (official statistics)
- Innovation intensiveness
  - Financial volume privately funded research as % of total financial volume (mean 18%; 0% - 50%)
  - Number of start-ups (average over last 3 years)
  - Number of filed patents (average is 8)
  - Income from licensing (little up to €27 Mi, or up to 9% of total income)

CEIHE II (2006-2008)

International orientation

- Teaching and staff
  - international degree seeking students as % of total number of students (PG 32%, PhD 28%, Ma 14%)
  - incoming international/European exchange students as % of total number of students (PhD 25%, Ma 12%)
  - outgoing international/European exchange students as % of total number of students (PhD 15%, Ma 21%, Ba 12%)
  - joint international programmes as % of total number of programmes offered
  - programmes offered abroad (offshore: 14% average)
  - fte international academic staff as % of total academic staff (0%=30%; up to about 30%)

CEIHE II (2006-2008)

International orientation

- Research
  - Financial turnover in EU research programmes as % of total financial research volume (18% on average, ranging from 0% - 70%)

CEIHE II (2006-2008)

size and settings

- Size
  - Total number of students (per degree level)
  - Total number of fte's academic staff
  - Total financial turnover per year

  CLASSIFY
- Mode of delivery
  - distance learning programs as % (0% - 88%)
  - Part-time programs/students as % (0% - 100%)
- Public/private character
  - Income from government sources as % of total income (0 = 7%; 100% = 2%; make clusters)
  - Income from tuition fees (0% - 93%)
- Legal status (public 82% - private 18%)

CEIHE II (2006-2008)

Community engagement

- Cultural engagement
  - *Number of concerts (as % of acad. and total staff)*
  - *Number of exhibitions (as % of acad. and total staff)*
- Regional engagement
  - Graduates in the region (difficult to measure)
  - Extra-curricula courses for regional companies (#)
  - Turnover in EU structural funds (insign-significant and dynamics in this)
  - Importance of regional income (insign-significant and dynamics in this)

Issues under discussion

- How to incorporate service and ‘community engagement’?
- How to incorporate ‘interdisciplinarity’?
- Limit number of indicators
- Limit burden for institutions
- Validation of data provided?

Thank you for your attention !

Frans Kaiser
f.kaiser@utwente.nl

Hans Vossensteyn
j.j.vossensteyn@utwente.nl

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