Trends in higher education: An international perspective

Presentation for ECIU Strategy Directors
Enschede, University of Twente
4 November 2013
CHEPS: A RESEARCH GROUP ON HE POLICY

- **Director**
  - Hans Vossensteyn
  - Paul Benneworth
  - Leon Cremonini
  - Jon File
  - Ben Jongbloed
  - Frans Kaiser
  - Renze Kolster

- **Deputy Director**
  - Harry de Boer
  - Andrea Kottmann
  - Katharina Krug
  - Liudvika Leisyte
  - Don Westerheijden
  - Elke Weyer

- **Honorary Professors**
  - Frans van Vught
  - Guy Neave
  - Marijk van der Wende

- **Administrative staff**
  - Karin van der Tuin
  - Mirjam Vaanholt
  - Hilly ter Horst

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CHEPS’ RESEARCH PROFILE & THEME

- **Research Theme / Profile:**
  Higher Education for the Knowledge society
  Public Value Management: How does HE contribute to (technology) innovation, the knowledge society and the region? Networks matter
  Institutional theory: HEIs’ and system responses to “mission overload”.

- **Practical approaches:**
  - Policy analysis and evaluation
  - Design international benchmark tools and monitors
  - Interdisciplinary perspectives
  - Multi level/multi actor approaches
  - International comparative perspectives (large consortia)
SOME MAJOR RECENT PROJECTS

- International Fellowship Program evaluation (Ford Foundation, 2003-2013)
- Bologna Process Independent Assessment (DG-EAC + BFUG, 2008-2010, 46 countries)
- Higher Education Governance and Funding Reforms (DG EAC, 2008-2010, 33 countries)
- Transforming Universities in Europe (ESF/NWO, 2009-2013)
- HERAVALUE (HERA JRP / NWO, 2009-2013)
- U-Map (Lifelong Learning Programme, 2007-2011; CHEPS 2012 - …)
- U-Multirank (DG EAC 2009-2011; 2012-2016)
- International Higher Education Monitor (OCW, 1995-2013)
- Review Committee (Prestatieafspraken OCW, 2012-2016)
- ECIU Leadership Development Programme (2007 - …)

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TRENDS IN HIGHER EDUCATION

- Overview of topics:
  - Financial crisis: how does HE react?
  - Issues of access: cost-sharing
  - Issues of access: modes of delivery / new target groups
  - Quality: Institutional accreditation
  - Study success
  - Profiling and performance agreements
  - Classification and ranking
  - Regional impact of HEIs
  - Managerial capacity of universities
  - …
FINANCIAL CRISIS: HOW DOES HE REACT?

- Decreasing public education budgets in many countries
  - Except Belgium, Finland, Sweden, Iceland, ...

- Reduced teacher numbers
- Salary cuts
- Tuition fee increases
- Less student grants, more loans
- Closure or merger of education institutions
- Reduced maintenance of estate
- Increased emphasis on Continuing Professional Development and employability of graduates

Eurydice, 2013
ISSUES OF ACCESS: COST SHARING

- Growing demand for HE services (in many countries, not all)
- Decreasing funds available to pay for growth
- Students and parents to contribute more
PRIVATE and PUBLIC “RATES OF RETURN”

Figure 2. Private and public rates of return to investment in higher education

Source: OECD (2008), Tables A10.2 and A10.6.
STUDENT FINANCING: AN OVERVIEW

<table>
<thead>
<tr>
<th>Costs</th>
<th>AU</th>
<th>CAN</th>
<th>ENG</th>
<th>GER</th>
<th>NZ</th>
<th>NO</th>
<th>SWE</th>
<th>USA</th>
<th>NL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (and other fees €)</td>
<td>3,600 - 7,500</td>
<td>1,900 - 4,980</td>
<td>10,500</td>
<td>Up to 1,000</td>
<td>2,850 - 3,160</td>
<td>140</td>
<td>No</td>
<td>Aver. 6,625</td>
<td>1771</td>
</tr>
<tr>
<td>Student income/expenditure p.m. (€)</td>
<td>+/- 1,500</td>
<td>650</td>
<td>1,037</td>
<td>850 p.m**</td>
<td>Unknown</td>
<td>1,023</td>
<td>832</td>
<td>1,040</td>
<td>797</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic grants (to most)</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>495</td>
<td>341</td>
<td>No</td>
</tr>
<tr>
<td>Other grants p.m. (means tested, €)</td>
<td>Aver. 540</td>
<td>75 - 188</td>
<td>Up to 375</td>
<td>320</td>
<td>520</td>
<td>No</td>
<td>No</td>
<td>Aver. 367</td>
<td>Up to 245</td>
</tr>
<tr>
<td>(Other) grants (% recipients)</td>
<td>Up to 30%</td>
<td>Up to 30%</td>
<td>20%</td>
<td>25%</td>
<td>22%</td>
<td>80%</td>
<td>80%</td>
<td>50%</td>
<td>30%</td>
</tr>
<tr>
<td>Loans (€ p/a)</td>
<td>Up to 7,500</td>
<td>Aver 3,880</td>
<td>Up to 5,500</td>
<td>3,850 - 7,800</td>
<td>Up to 7,750</td>
<td>7,437</td>
<td>7,470</td>
<td>Aver 6,700</td>
<td>5179</td>
</tr>
<tr>
<td>Loans (% recipients)</td>
<td>80% or over</td>
<td>40%</td>
<td>75% - 85%</td>
<td>25% + 6%</td>
<td>74%</td>
<td>90%</td>
<td>80% - 90%</td>
<td>70%</td>
<td>50%</td>
</tr>
<tr>
<td>Indirect support (to parents)</td>
<td>No</td>
<td>High</td>
<td>No</td>
<td>High</td>
<td>Limited</td>
<td>No</td>
<td>No</td>
<td>Middle</td>
<td>No</td>
</tr>
<tr>
<td>Support in kind</td>
<td>Limited</td>
<td>No</td>
<td>No</td>
<td>Middle</td>
<td>Limited</td>
<td>Limited</td>
<td>Limited</td>
<td>Limited</td>
<td>Middle</td>
</tr>
<tr>
<td>% income/expenditure subsidised</td>
<td>Up to 30%</td>
<td>Up to 60%</td>
<td>Up to 30%</td>
<td>Up to 60%</td>
<td>Middle</td>
<td>Up to 50%</td>
<td>40%</td>
<td>Up to 40%</td>
<td>Up to 65%</td>
</tr>
</tbody>
</table>
OVERALL FINDINGS & TRENDS

- In general growing emphasis on tuition fees & student loans
  - Tuition increases, differentiation
  - Special tuition (re)payment mechanisms
  - Some tuition limits or abolishing
  - Loans increase in importance (numbers and amounts), ICL
  - Grants more targeted at poorer students

- Impact on access
  - No serious responses to tuition increases and loans (Human Capital expectation)
  - Worries / debt aversion (Behavioural economics expectation) but … no hard negative impacts
"Wow! You must be really well educated!"
WHAT DOES IT MEAN FOR HEIs?

- Increasing demand for quality services

- Time pressure: study progress becomes more important
  - Less time for extracurricular activities
  - Less time and resources for study abroad
  - More complaints about study delays caused by …
ISSUES OF ACCESS: MODES OF DELIVERY

- Demographic trends and knowledge economy → new target groups

- Strong call for more flexible higher education:
  - Part-time programmes
  - Recurrent education (dual learning routes)
  - Continuing education
  - Professional development programmes
  - Short cycle HE programmes
  - Distance education, OER / MOOCs

- Obama: “countries that out-teach us today, will out-compete us tomorrow”
ISSUES OF ACCESS: MODES OF DELIVERY

- Participation in part-time education (% of total)

Source: Eurostat; ISCED 5 en 6,
ISSUES OF ACCESS: MODES OF DELIVERY

- Participation in part-time education (2002 = 100)

Source: Eurostat; ISCED 5 en 6,
ISSUES OF ACCESS: MODES OF DELIVERY

- Proportion higher educated in population 25-34 yr (%)
ISSUES RELATED TO MODES OF DELIVERY

- More people higher educated: maintenance instead of education
- More flexibility demands:
  - Modularisation: Combine to what? Who confers degrees?
  - Transparency, transferability: offering, price, quality, civil effect
  - Influence of professional field on education
  - Role of government for LLL
QUALITY: INSTITUTIONAL ACCREDITATION

- From programme accreditation to institutional evaluation
- England, Germany, Netherlands / Flanders, ...

- What role and value added?
  - Next to programme accreditation or instead of?
  - If next to: what is done where?
  - Focus on process & structure instead of quality of content
  - Rethink institutional processes
  - Communication within the institutional community
  - Better documentation, but more accountability / administration
  - Higher costs and administrative burden
QUALITY: STUDY SUCCESS

- Increasing attention for study success:
  - Dropout
  - Study progress
  - Completion

- How to make HE more efficient and improve quality?

- Develop better indicators to capture study success
QUALITY: STUDY SUCCESS

Study success

1. Definitions and measures
2. Education system
3. National HE policy
4. Financial support
5. Institutional diversity, policy and culture
6. Learning, teaching and assessment
7. Generic and targeted Student support services
8. Student characteristics and diversity
QUALITY: STUDY SUCCESS

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PROFILING & PERFORMANCE AGREEMENTS
INTERNATIONAL TRENDS

Strengthening diversity; performance contracts; emphasis on national priorities; transparency & accountability

- United States: Degree Qualifications Profiles
- Australia: Mission-based compacts
- Germany: Ziel- und Leistungsvereinbahrungen; Excellence Initiative
- Hong Kong: Performance and Role-related Funding Scheme
- Ireland: Institutional Profiles
- Finland, Denmark, Netherlands: Performance agreements/contracts
- European Commission: U-Map; U-Multirank
- OECD: AHELO
PERFORMANCE AGREEMENTS: NL

- Performance agreements with all individual institutions
- 7% of teaching budget (up to €310 mln. in 2015) assigned to ‘quality and profile’ (20% in 2020?)
  - 5% Education quality and Study success
  - 2% Selective budget for profiling and concentration
- Review Committee assesses results in 2016
Seven indicators in three categories:

1. Performances
   - Dropout
   - Switch
   - BA success rate (after 4 years)

2. Quality & excellence
   - National Student Survey assessments, OR
   - Students in programs with NVAO score Good / Excellent, OR
   - Students in Excellence trajectories (e.g. honours, University Colleges)

3. Actions / Action lines
   - Education intensity (teaching hours), Teacher quality, Overheads
OTHER INDICATORS
AND EXTRA INFORMATION

- Institutions allowed to use alternatives for the 7 indicators
- Institutions are invited to present additional indicators / information
  - research, valorisation, internationalisation, entrepreneurship education, etc.
CLASSIFICATION AND RANKING: CREATING TRANSPARENCY IN HE

What does a HEI do?

How well does a HEI perform?
CHEPS leading in developing (with several research partners):

- **Methodology**
  - Multi-actor/ stakeholder driven
  - Multidisciplinary
  - Multilevel
  - Multidimensional

- **Indicators**

- **User interfaces**

- **Webbased reporting and dissemination**
University of Southern Denmark - SDU

Location
Odense, DK

Founding Year
1908 (Oldest part founded: 1965)

Website
http://www.sdu.dk

Legal Status
Statsfiskeriet selvejende institution (Public)

Mission Statement
The Mission Statement of the University of Southern Denmark is to deliver research, teaching and the dissemination of knowledge to the very highest standard - as a shared endeavor - on the basis of a strong academic environment that is highly respected for its interdisciplinarity and innovative qualities. The ultimate goal of the University of Southern Denmark is to be the university of choice for students, staff and collaborating partners at both national and international levels. We aim to achieve this by ensuring the highest possible standards: - Our students develop academic competencies and personal skills in an inspiring and innovative learning environment. Teaching is of the highest quality in terms of both academic level and pedagogical methods. Our degree programs are revised and upgraded on an ongoing basis to reflect national and global requirements. - Our collaborating partners know that graduates from the University of Southern Denmark are exceptionally well-qualified to further and understand social development and change. We are a university which researchers from within Denmark and abroad wish to cooperate with. - Our staff is highly qualified in their respective fields of expertise. Together they create what is recognized as an energetic and innovative working environment. A community characterized by a strong sense of reciprocal trust, all University staff is committed to pursuing excellence in research, teaching and dissemination practices.

Graduates by educational field

- Education
- Humanities and arts
- Social sciences, business, and law
- Science
- Engineering
## RANKING: COMPARING LIKE WITH LIKE

### Compare universities

List of universities that match the profile you defined

<table>
<thead>
<tr>
<th>Research</th>
<th>Teaching &amp; Learning</th>
<th>Knowledge transfer</th>
<th>International Orientation</th>
<th>Regional Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of publications</td>
<td>Research orientation of teaching</td>
<td>Graduation rate</td>
<td>Indicator 1</td>
<td>Indicator 2</td>
</tr>
<tr>
<td>Indicator 3</td>
<td>Induction of work experience</td>
<td>Internships</td>
<td>Indicator 1</td>
<td>Indicator 2</td>
</tr>
</tbody>
</table>

Amsterdam  
Antwerp  
Genoa  
Leiden  
Moscow State  
München (LMU)  
Oxford  

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VALORISATION & REGIONAL IMPACT OF UNIVERSITIES

- **Valorization**: creation of value-added from university knowledge in society

- Effective valorization must create benefits for university

- “Productive Interactions” (Spaapen et al., 2011)
  - Interaction indicates society finds it useful
  - Productive: brings resources back into university

- Beyond purely monetary resources
  - Knowledge, legitimacy, students, awareness, status…
VALORISATION & REGIONAL IMPACT OF UNIVERSITIES

- Contract research
- External Ph.D.s
- Public lectures
- Popular science pieces
- Public life activity

Social partner/user

Knowledge Exchange

University

- Answer to problem
- Work-ready students
- Improved services
- Better Strategies
- Media Content

- Research
- Better teaching courses
- Supportive partners
- Supportive regulators
- Media Presence

New societal capacity

The ‘Productive Interaction’

More/better university outputs

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KEY MESSAGE:
UNIVERSITIES VERY ENGAGED AND PRODUCTIVE

- Large absolute number of contacts
- Diversity in types of contacts/users
- Diversity of engagement modes/mechanisms
- Diversity of benefits to university
- Diversity of opportunities for engagement between disciplines and faculties
- Diversity of scale of engagement
MANAGERIAL CAPACITY OF UNIVERSITIES

- The Transforming Universities in Europe (TRUE) project addresses the Governance and Steering Topic in the EUROHESC call for proposals (ESF)

  how do steering and governance affect essential organisational characteristics of HEIs and in turn how does this affect the differentiation of the European HE landscape?

- Do universities today exercise a greater degree of control over their knowledge production process?

- 8 individual Research Council projects in different European countries
CAN THE TRANSFORMATION OF UNIVERSITY BE EXPLAINED AS TRANSITION IN ARCHETYPES?

H

Degree of management control over knowledge production

I

Hollow University
“incomplete organisation”

Managed University
“complete organisation”

Real situation

Introduction of NPM

t=0

t=1
RESEARCH DESIGN

- Exploring transition through the **analysis of decision-making practices and processes** in three areas through which research can be (in)directly steered
  - Research Portfolio
  - Research Evaluation
  - Resource Allocation

  Which actor decides what, when and how? What are the consequences of this decision?

- Comparative case study analysis

- **Qualitative evidence** (interviews, documents)
EXAMPLE: RESEARCH PROFILE BUILDING AT DUTCH UNIVERSITIES

University

Faculty

Research unit leaders/Researchers

Outcome

U1

U1 Hum

U1 Sci

U1 Hum

U1 Sci

Purely thematic recontextualisation

Thematic and financial prioritisation
PRELIMINARY FINDINGS

- **University Managers** do not control knowledge production even if there is increased managerial steering on research content via portfolio choices.

- Much more prominent role of **(Inter-) National Funding Agencies** in funding university research than 30 years ago → this has content implications as well.

- The knowledge production process remains heavily dependent on the input of **Scientific Communities**.

- **Academics** still enjoy considerable freedom with respect to their selection of research topics, but they must adhere to broader themes.
THANK YOU FOR YOUR ATTENTION!

Contact information:
Prof. dr. Hans (J.J.) Vossensteyn
University of Twente
Center for Higher Education Policy Studies (CHEPS)
PO Box 217
7500 AE ENSCHEDE
The Netherlands

tel: +31 - (0)53 489 3809
e-: j.j.vossensteyn@utwente.nl
inet: www.utwente.nl/cheps