REICHERT CONSULTING
POLICY & STRATEGY DEVELOPMENT IN HIGHER EDUCATION

# Mapping Institutional Diversity in the European Higher Education Area

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# Three Dimensions of the European Higher Education Area

1. Bologna reform goals and process: vision of an area in which students and teachers and managers of HEI can make informed choices and move across borders freely and flexibly (incl. transparent and translatable structures, trusted translatable QA system)
2. Response to growing global competition. transparency of structures and quality labels only first step towards revealing room for improvements, improving efficiency, effectiveness and quality, increase attractiveness to students, teachers, researchers, partners, funders
3. Highly interrelated group of national systems which are increasingly osmotic and interdependent in their understanding and approaches to key issues of higher education policy

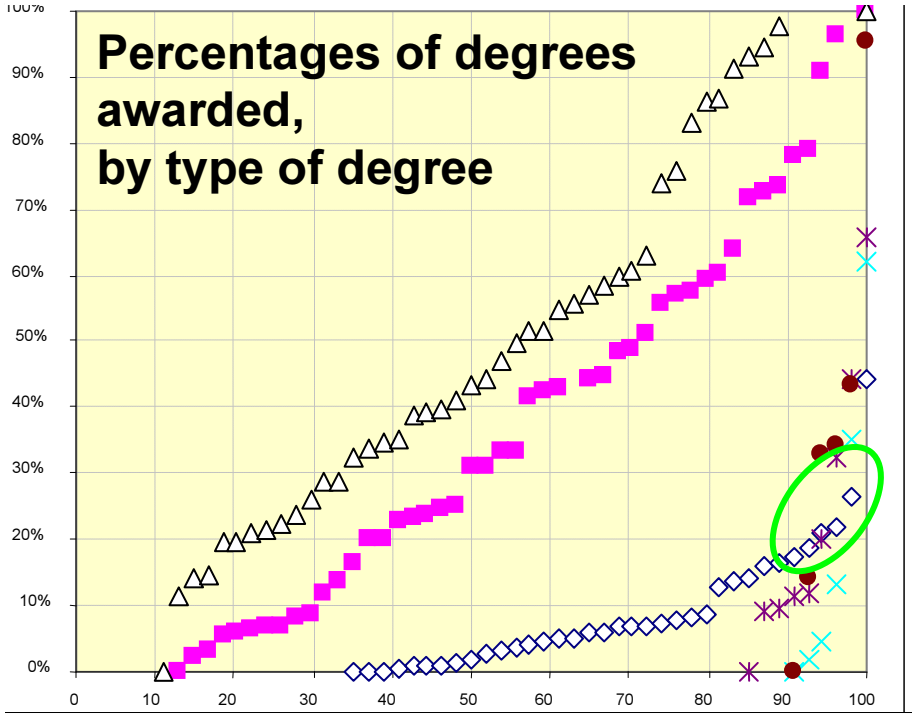
# What can the CEIHE classification contribute to the EHEA?

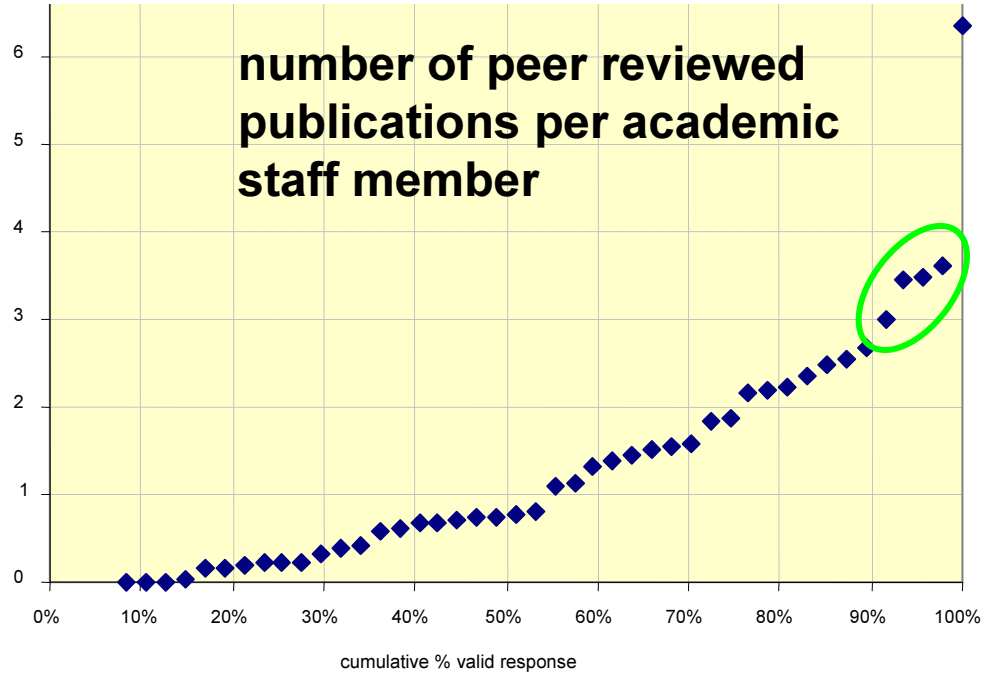
1. carries the logic of improved transparency and trustworthiness of trans-national information flows one step further: At heart, CEIHE seeks to render the diversity of Higher Education in Europe as transparent as an indicator-based approach could possibly make them.
2. provides strategically relevant comparative data on institutional performance (scope and level of activity) to help realistic advantageous institutional positioning
3. helps policy makers become aware of major systemic shifts in the HE landscape, in comparison with other systems

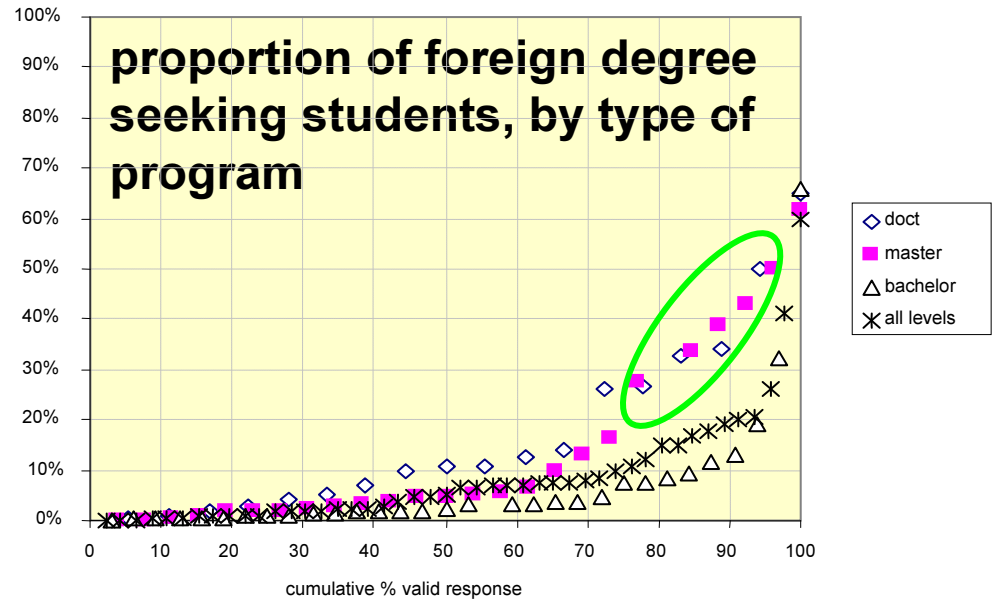
# Informing the **Choices of an Individual** about the Comparative Institutional Environment

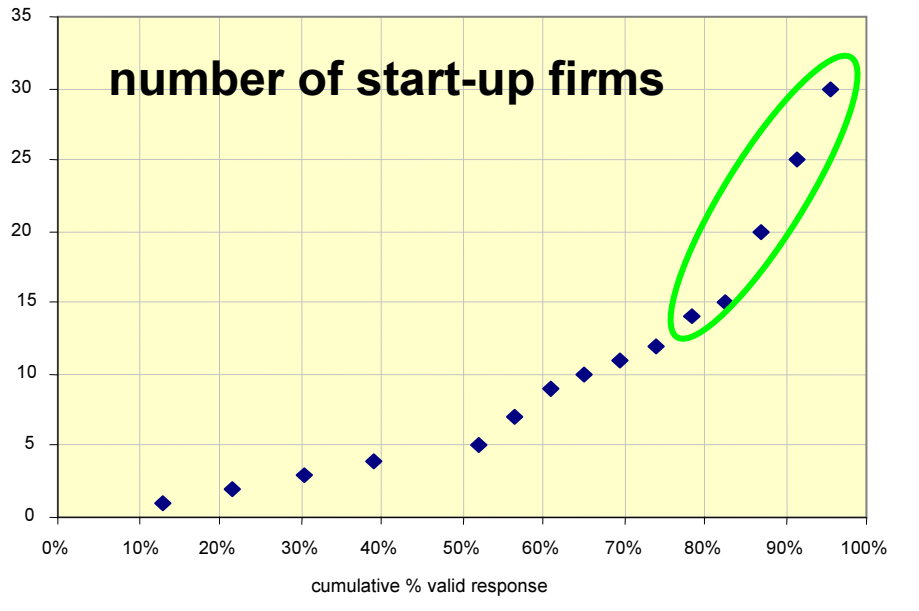
- For Students
- For Doctoral Candidates
- For Researchers/ Professors
- For Teachers/ Professors
- For Institutional Leaders
- For Administrators
- For Company Partners

# Ex: Diverse Environments for Doctoral Students



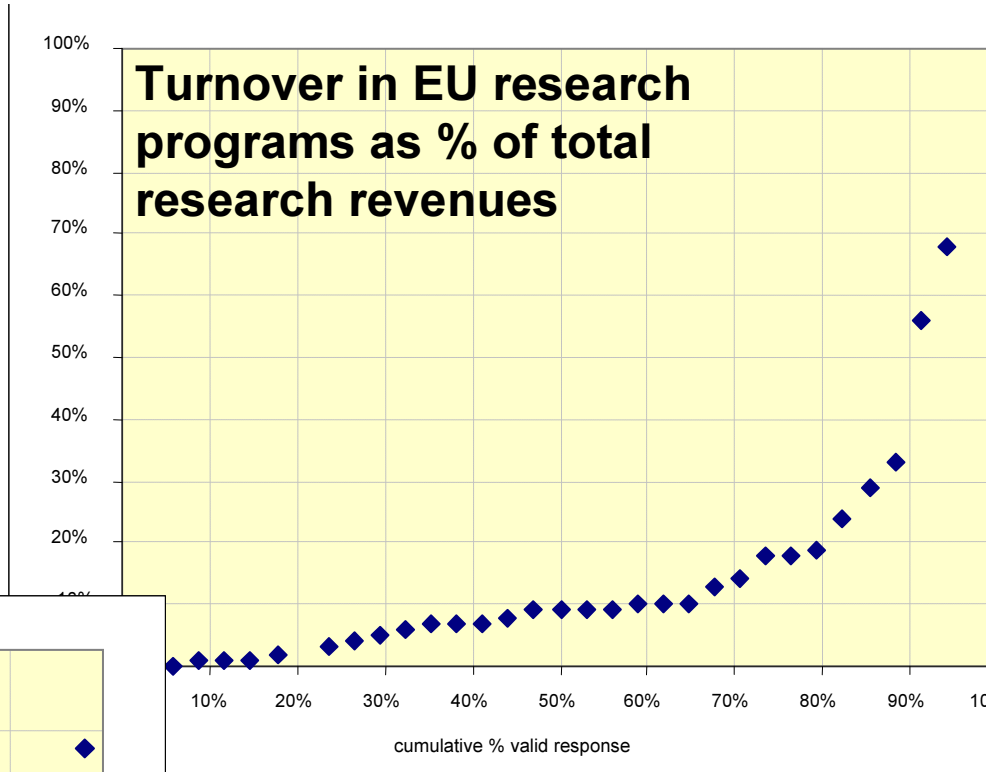



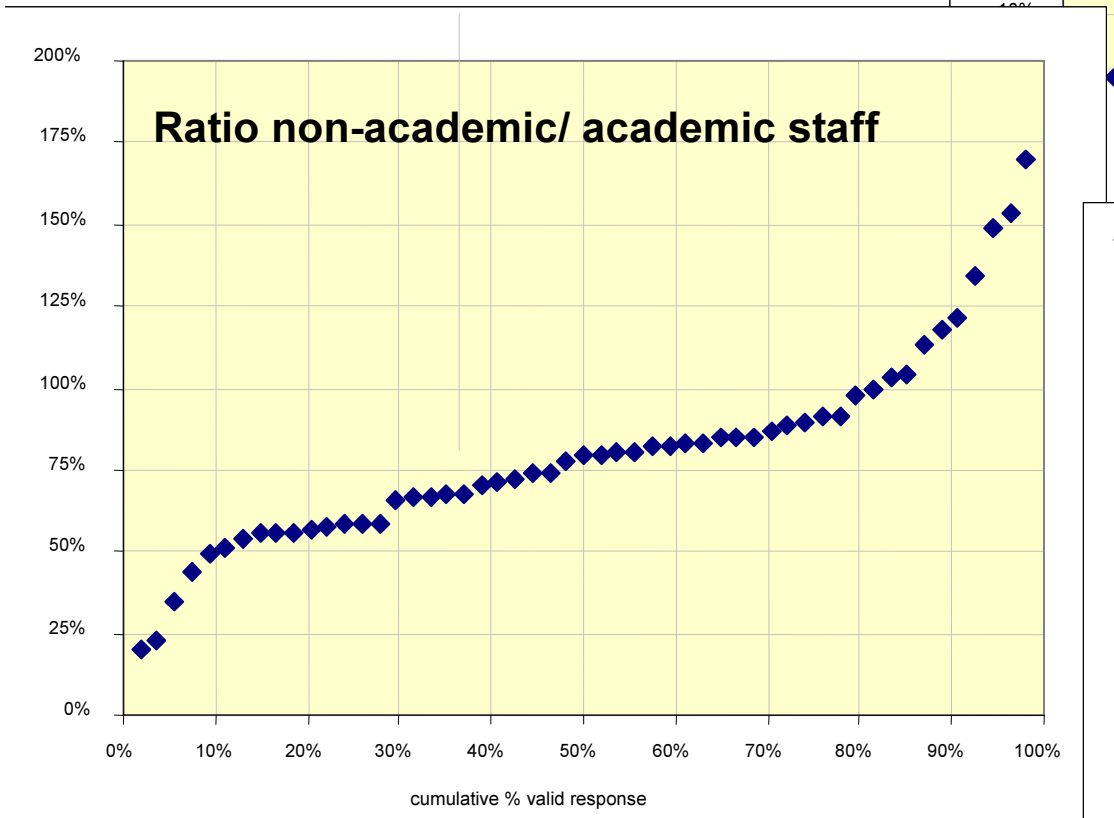



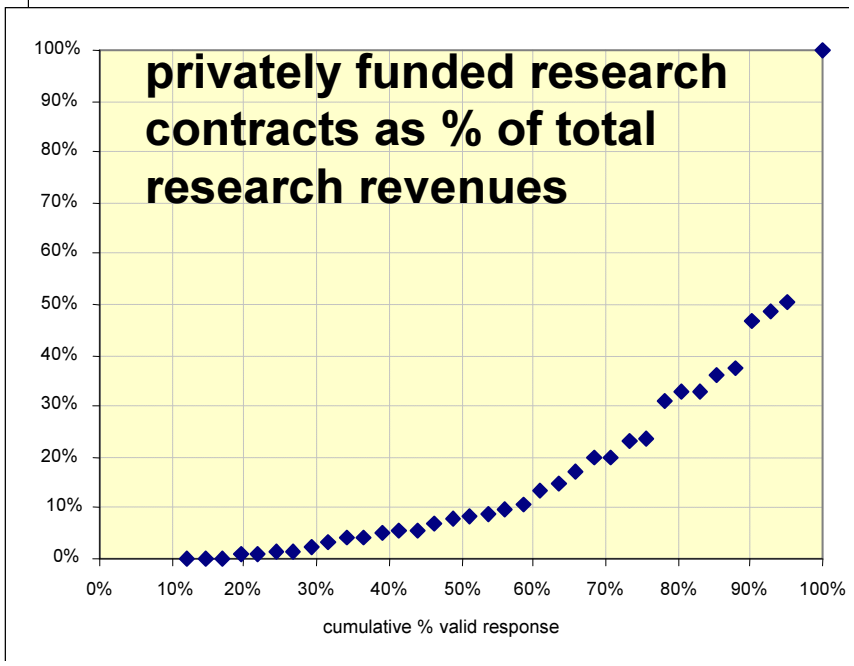



# Example: Diverse Institutional Environments for Researchers

**What do these differences mean in terms of opportunities and obstacles for individual academics?**

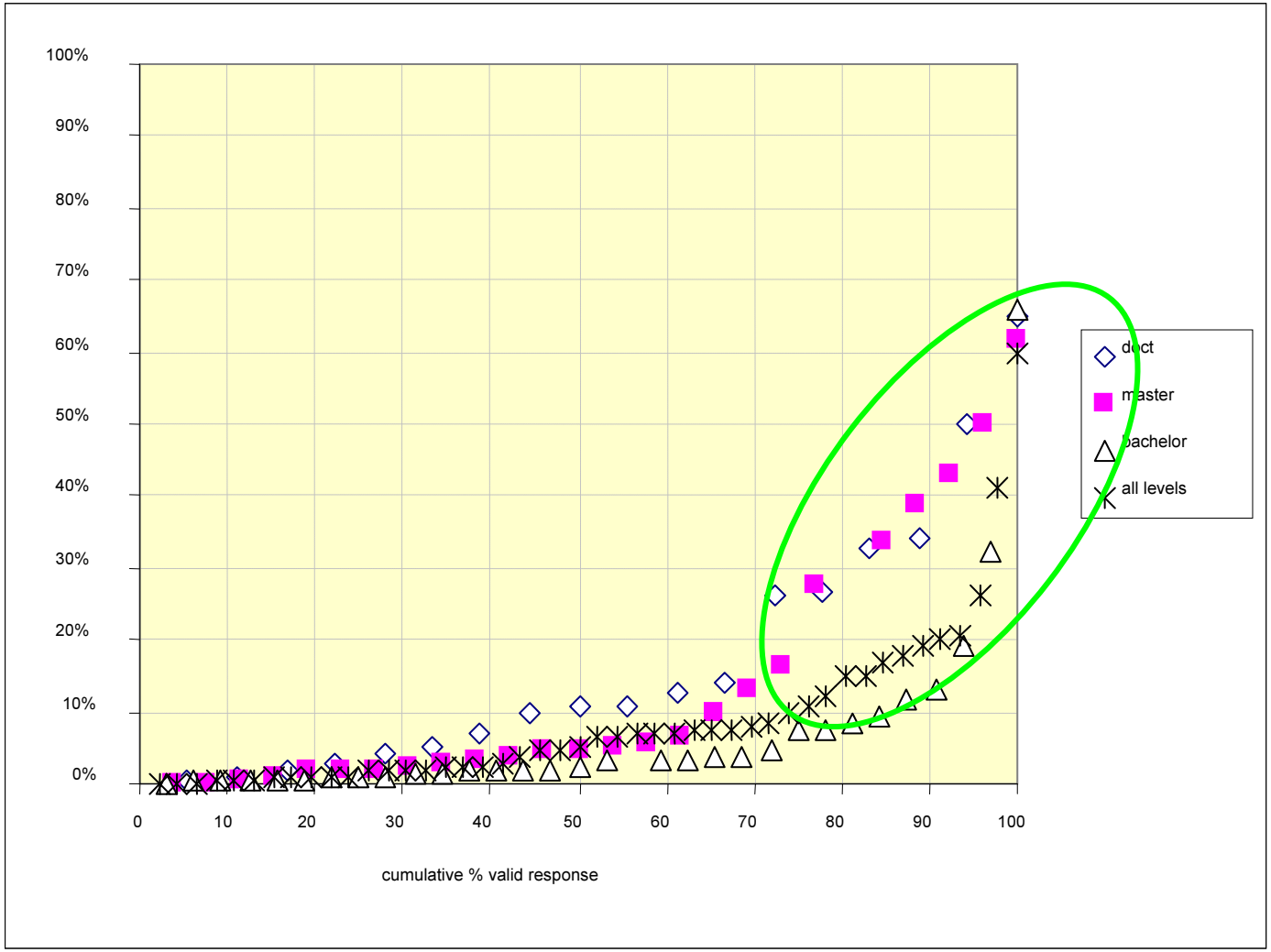


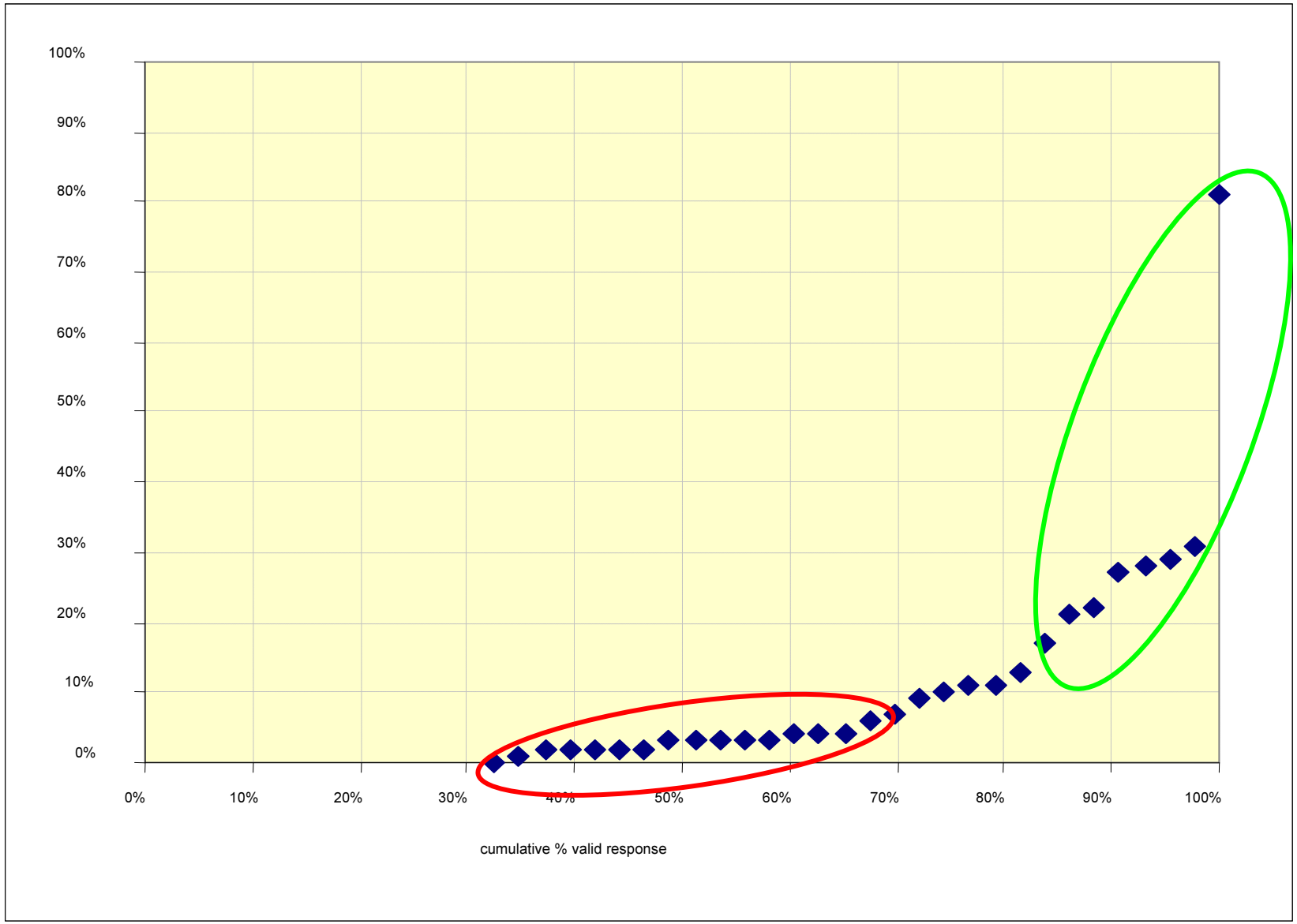
# Ex. of Institutional Leader or Dir. of Intern. Rel. Who want to inernationalise further: Big gap between Institutions

**Proportion of foreign degree seeking students, by type of program**



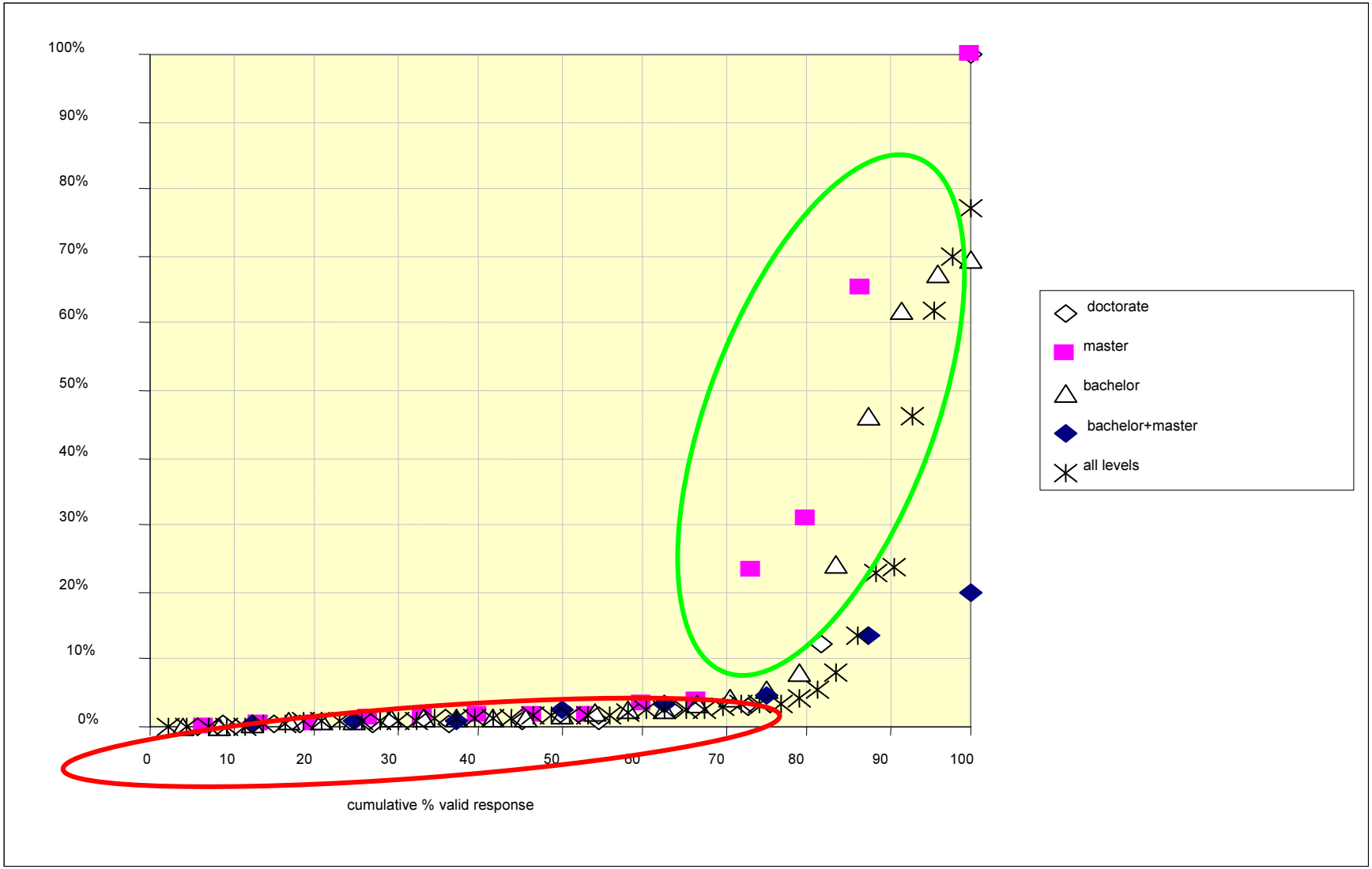
# International Orientation

## Percentage of international academic staff



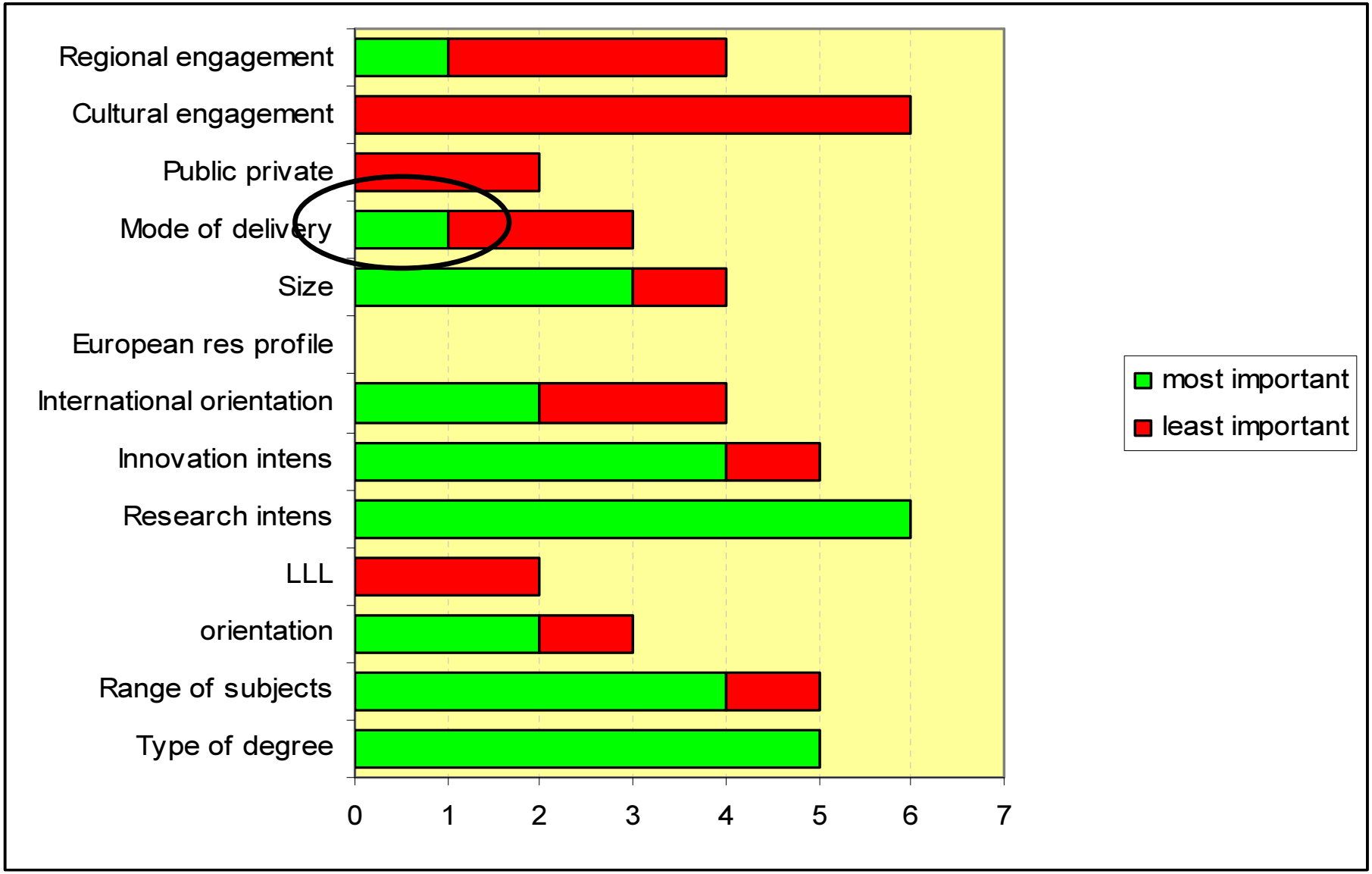
# International Orientation

## Percentage of EU outgoing exchange students, by type of degree



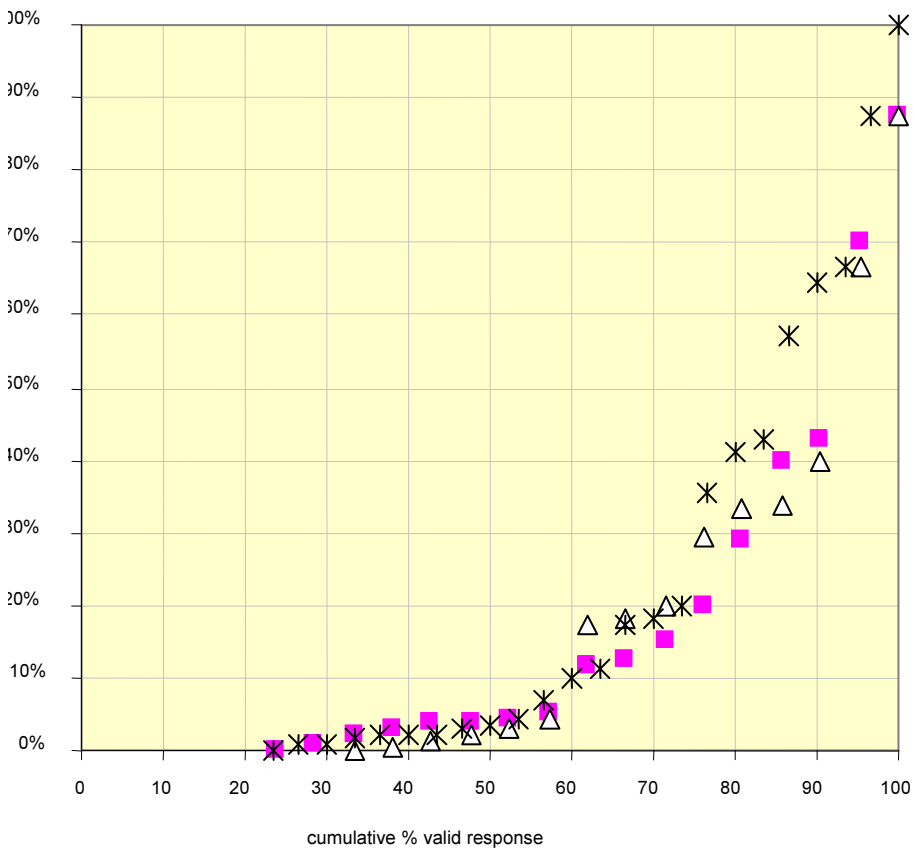
# Institutional Profile

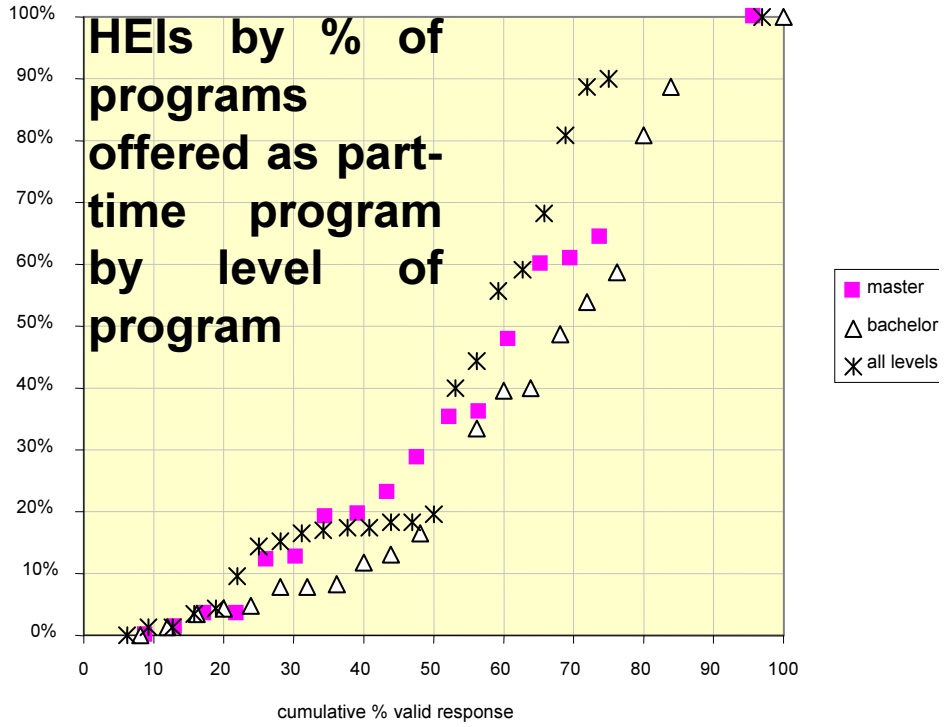
**Scores on the three 'most important' and the three 'least important' schemes**

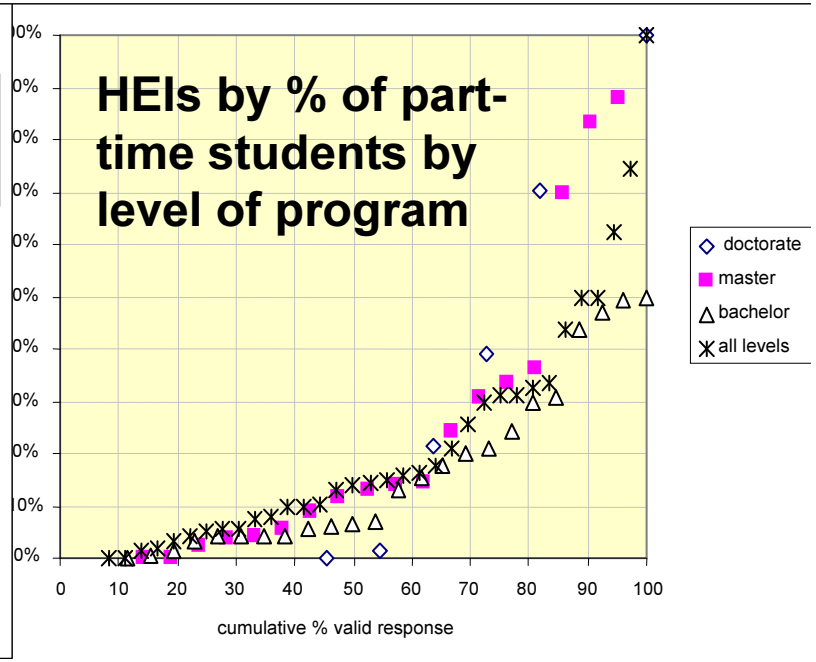


# Distance and part-time course offering

## % of programs offered as distance learning program by level of program



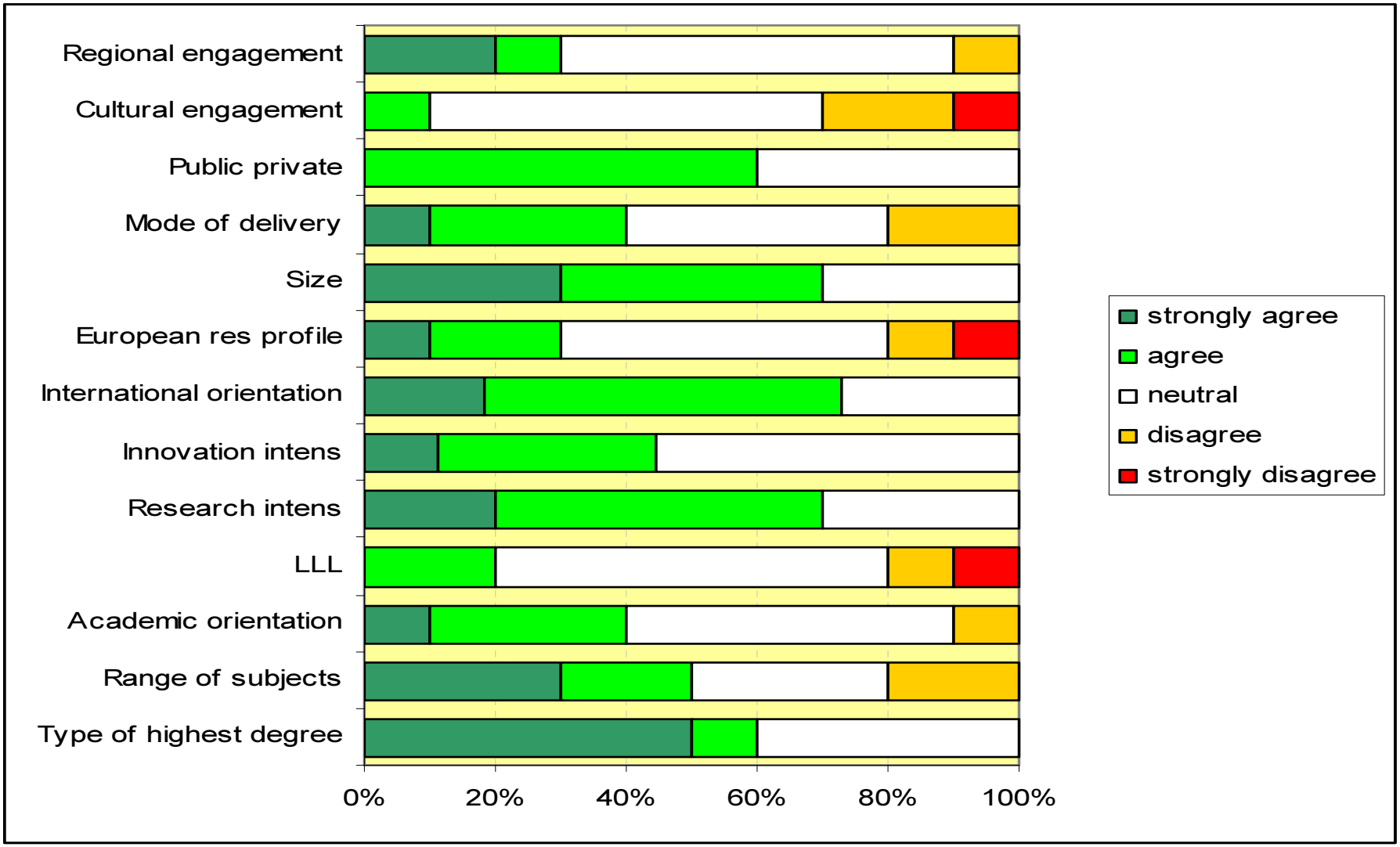



# Strategic Information for Institutions

- Provides comparative sense of their own position
- Highlighta strengths that institutions may have been insufficiently aware of (international comparisons hitherto limited to research performance)
- shows what it takes to approach the most active in a given dimension of activity
- Reveals different emphases of different institutions
- Allows more realistic setting of targets
- Facilitates monitoring progress over time

# Institutional Definition

**Responses to the statement**
**'this scheme is essential for the profile of our institution'**

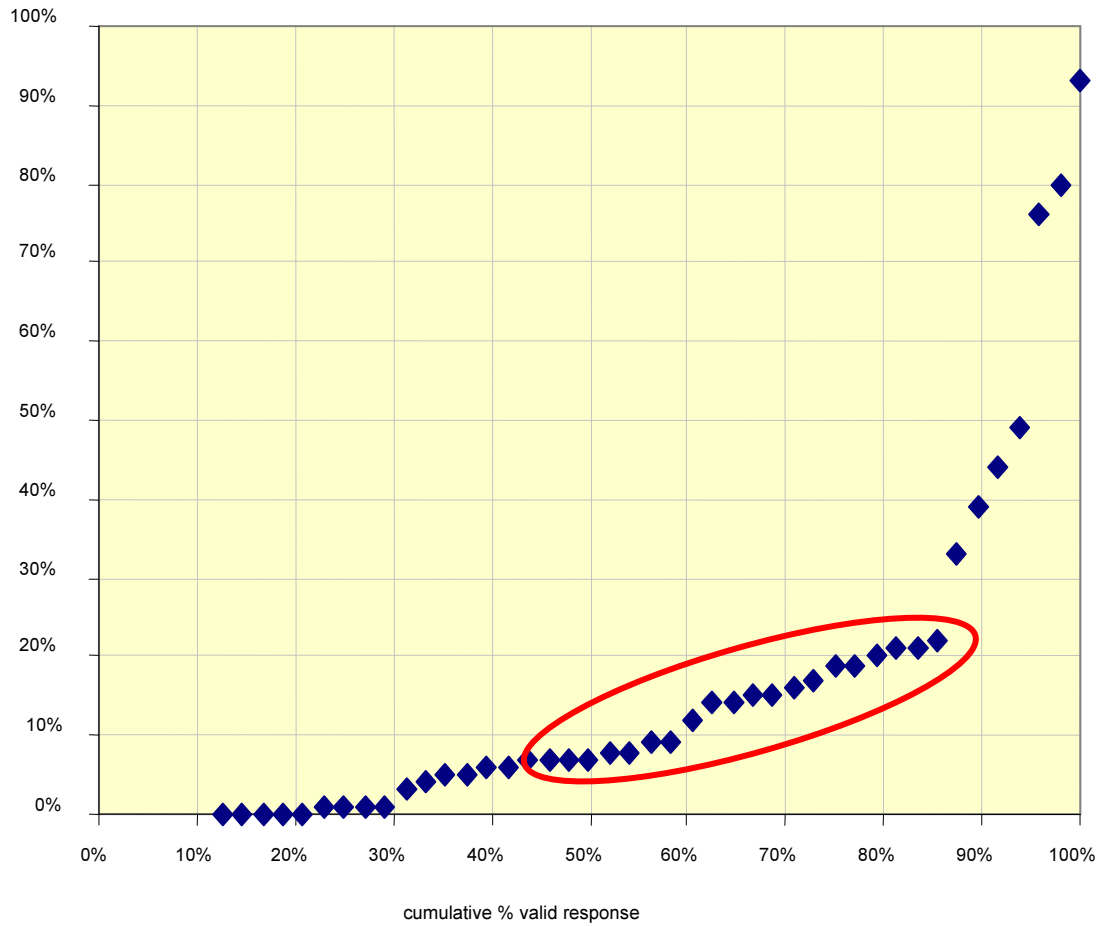


# The System View: Could CEIHE help Policy Makers and Policy/ HE Analysts Reassess Preconceptions?

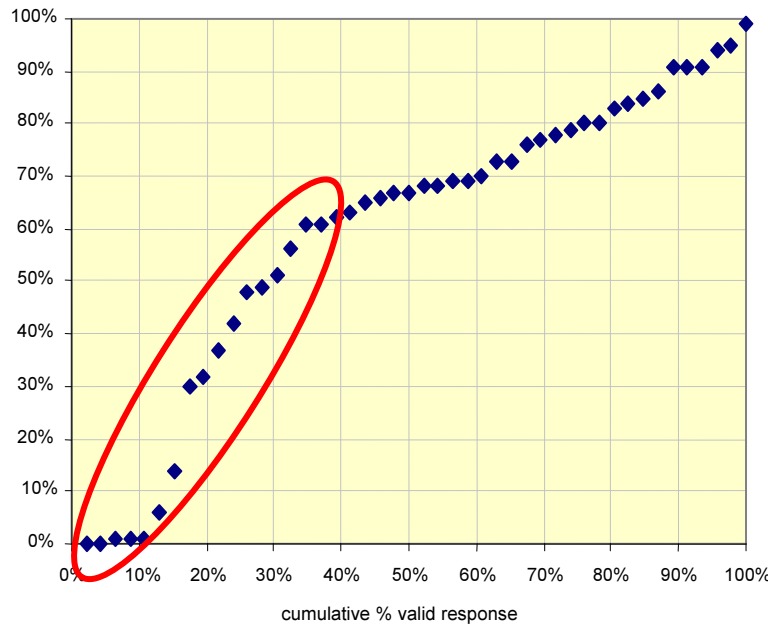
- How much private money sustains public HE in Europe?
- How active are universities in innovation activities?
- How important are alternative modes of delivery to HEIs?
- Are high levels of innovation intensity and regional engagement usually correlated?
- Are regional engagement and international orientation assets of different types of institutions or are they often associated?
- Are LLL an

# Example:
# Public / Private Revisited

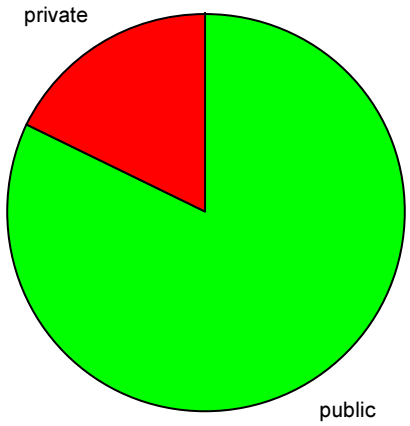
**Figure 37: Higher education institutions by tuition fee income as % of total income**



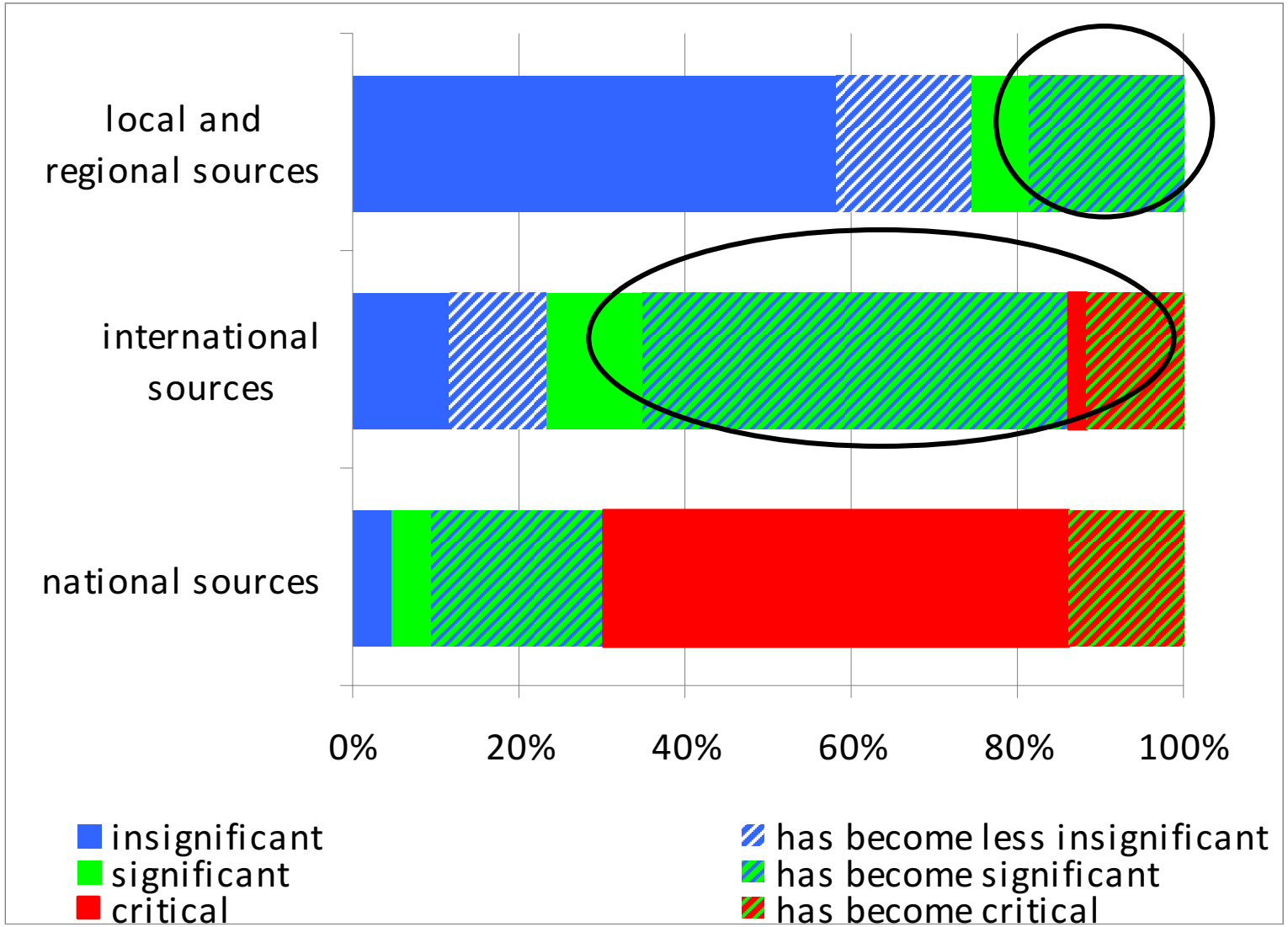

**Higher education institutions by % of government funding**




**Legal status**

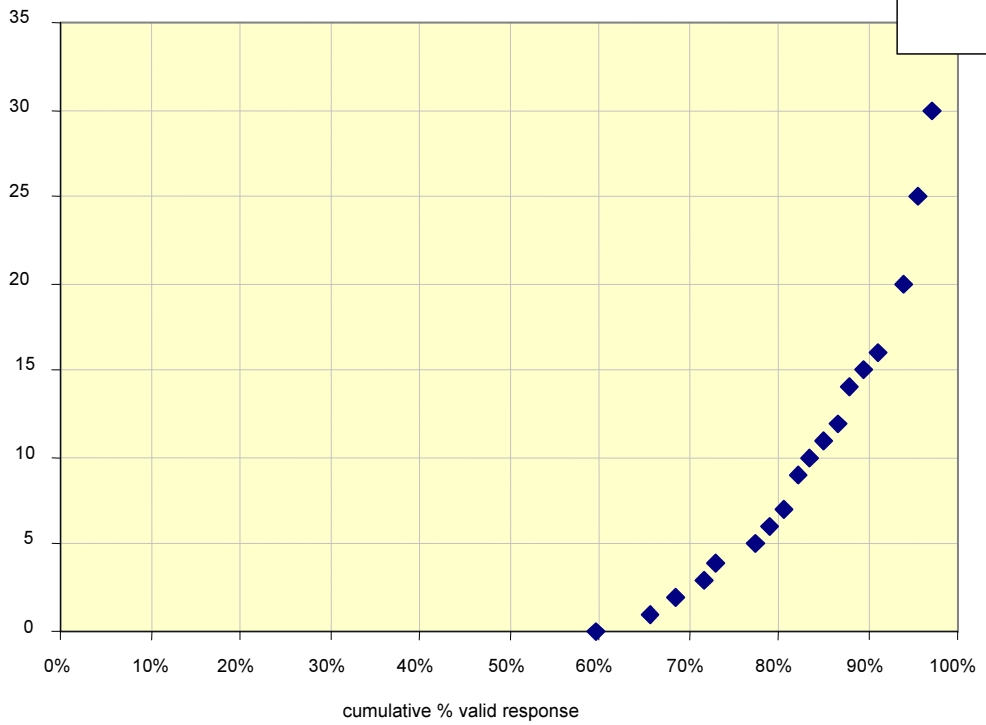


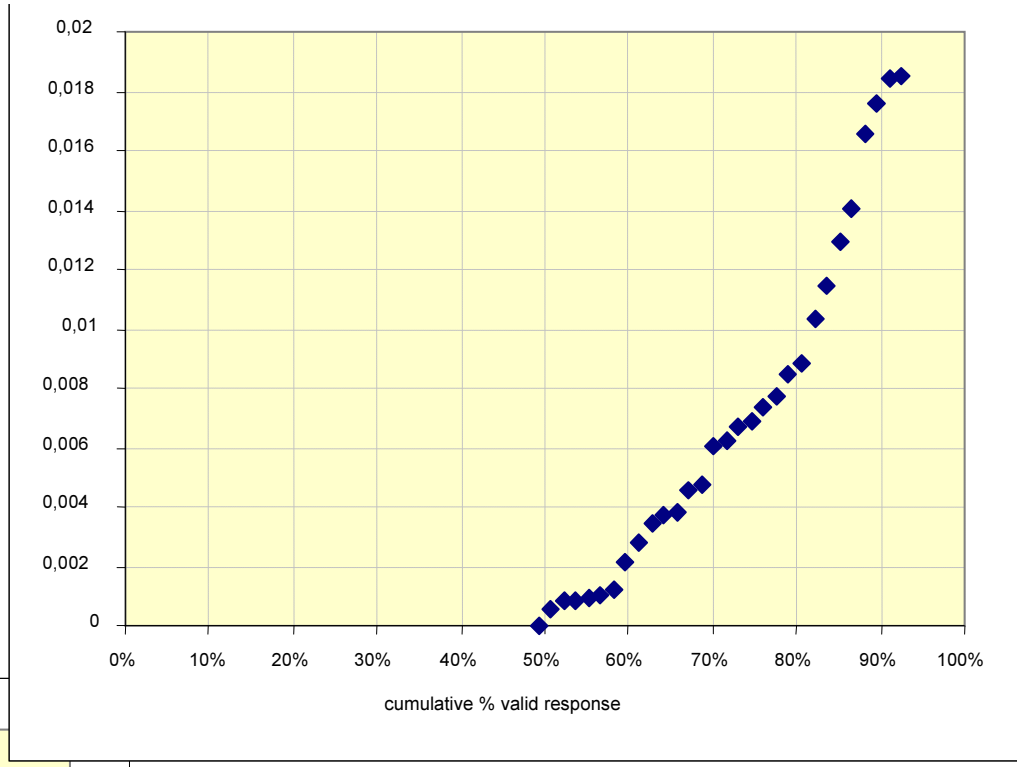
# Income: increasing importance of international and even regional sources



# Innovation at HEI: widely varied distribution?

**Number of start-up firms (annual average over last three years)**




**Patent application per fte academic staff**

# CEIHE Opportunities and Limits

- As an indicator-based scheme it seeks to reflect the measurable volume of activity in as many dimensions of institutional activities as possible
- ⇨ cannot achieve more than provide a quantitative picture of institutional provision, i.e. cannot pretend to reflect quality. While volume may be related to quality, the two are not necessarily related.
- ⇨ deeper qualitative judgements that are necessary to guide institutional and individual behaviour
- CEIHE does not want to replace these qualitative judgements. Instead it helps prepare these judgements by providing a wider quantitative insight into institutional profiles which allows the formulation of helpful questions. In this way, CEIHE may be a first step in a strategy formulation process.

# Some Open Questions

- By monitoring and improving performance across many dimensions of HE provision and thus increasing transparency with respect to institutional diversity, will institutions really be moved to increasing diversity of provision?
- Only if their values (academic and public values) and those of users (some groups) associate different dimensions of activity with relative parity of esteem.
- Rewarding the less rewarded dimensions helps: example of increased attention to teaching performance in hiring criteria at research universities, or confident alternative self-descriptions and strategies of institutions that do not seek to become international research universities but pursue different aims and different measures of excellence. -- Here, policy makers have a role to play!