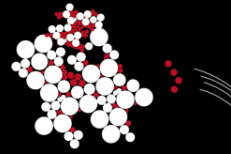


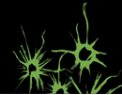
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HRK Konferenz:
Konzepte und gute Praxis für Studium und Lehre

Hans Vossensteyn
Hildesheim, 24 March 2011



Recommendations on the Future Sustainability of Dutch Higher Education

differentiation
for the sake of quality
and diversity in
higher education

**Threefold
differentiation**
for the sake of quality
and diversity in
higher education

**Threefold
differentiation**
for the sake of quality
and diversity in

Advice of the Veerman Committee, 2010

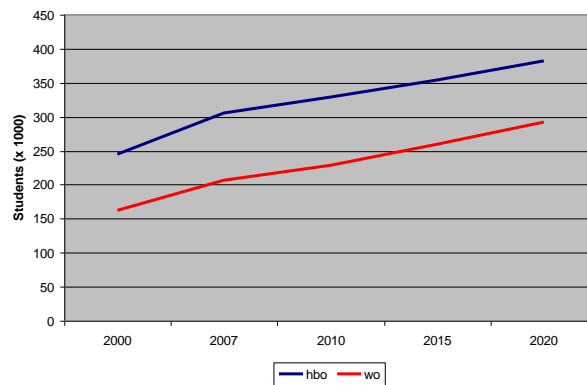


Analysis: The state of the art of HE in the NL

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Task of the Committee: is Dutch HE sustainable?



Can Dutch HE handle the expected growth? (FH 20% / UNI 40%)

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Objective of government: NL wants to be a top 5 knowledge economy

Diagram I.23: Global Competitiveness Index 2009-2010
Source: Schwab, 2009

Country/Economy	CGI 2009-2010		GCI 2008-2009
	Rank	Score	Rank
Switzerland	1	5.60	2
US	2	5.59	1
Singapore	3	5.55	5
Sweden	4	5.51	4
Denmark	5	5.46	3
Finland	6	5.43	6
Germany	7	5.37	7
Japan	8	5.37	9
Canada	9	5.33	10
Netherlands	10	5.32	8

... but dropped from 8th to 10th position

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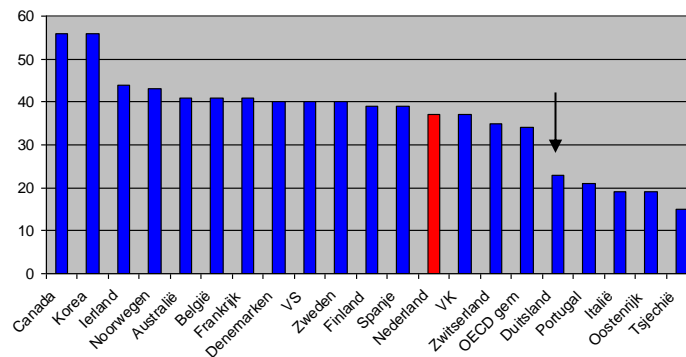
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5

Analysis: problems NL-HE: Participation

Growth, but 50% goal still far away

% HE educated in labour force 25-34 yrs



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6

Analysis: problems NL-HE: Participation

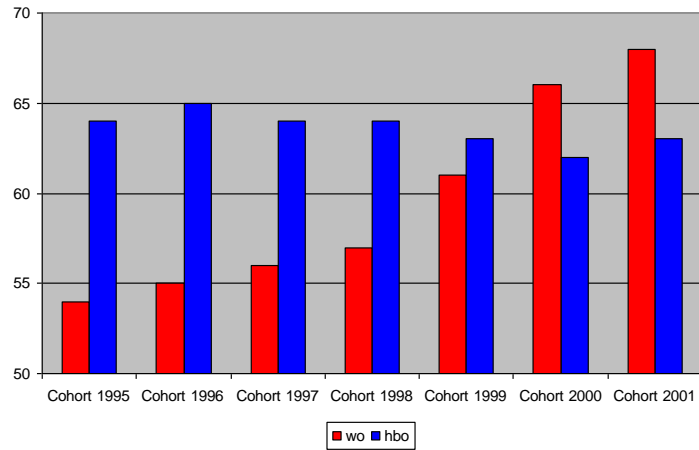
- Unequal participation (too few lower SES students)
- Lifelong learning does not function well
- Only 15% part-time students

Analysis: problems NL-HE: Quality of teaching

Basic teaching quality is good, but:

- too high drop-out rates, success rates too low
- talent insufficiently used
- no eye for excellence ('zesjes-cultuur')
- too little commitment: students – teachers – courses

STUDY SUCCESS (after 6 or 7 yrs)



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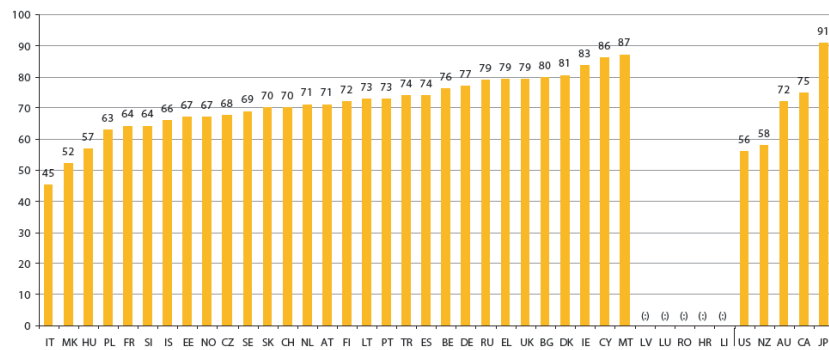
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9

STUDY SUCCESS (in international comparison)

Figure D.2c: Completion rates (%), ISCED 5A (at least first 5A programme) — 2005



Note: EL, ES, EI, CY, LT, MT, TR, MK: 2004 data.

Source: OECD.

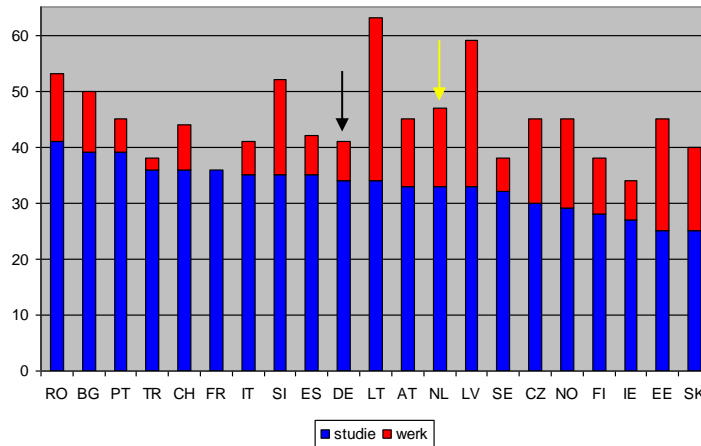
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10

STUDENTS DO NOT PERFORM MAXIMALLY



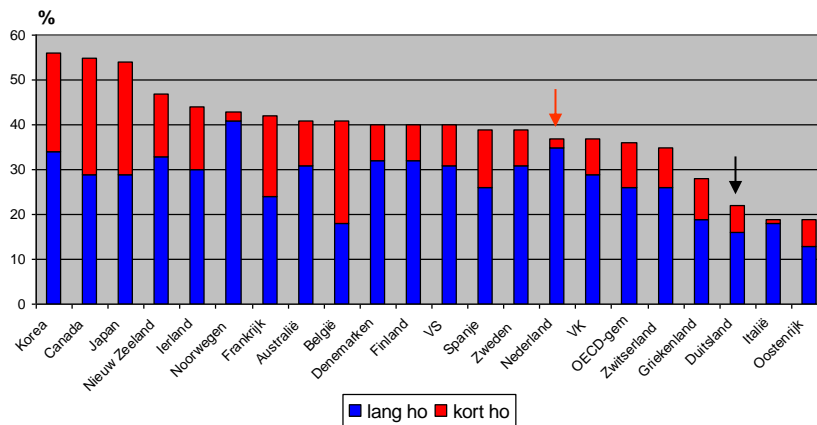
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11

DIVERSITY: Few short degree graduates in labour market



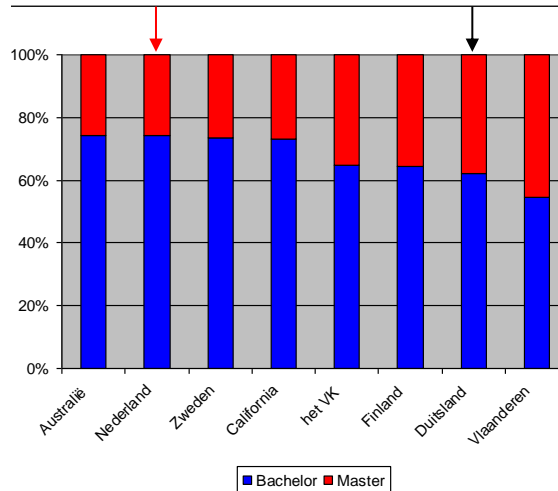
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12

DIVERSITY: NL FEW MASTER GRADUATES



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13

SYSTEM: INSUFFICIENT DIFFERENTIATION

- Too little variety in typen of programs (ba, ma, associate degree, prof. master, honours, residential programs, ...)
 - Too little flexibility in learning routes (pillarised education, limited transitions, pre-masters/bridging courses, recognition problems...)
 - Too little profiling
 - Too few selection possibilities
- } Get the right student
at the right study place

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14

RESEARCH: PERCEIVED PROBLEMS NL-HE

Research excellent, but:

- too few PhD candidates and researchers, particularly in science and engineering
- too little research in UAS
- research not well used and applied (valorisation)

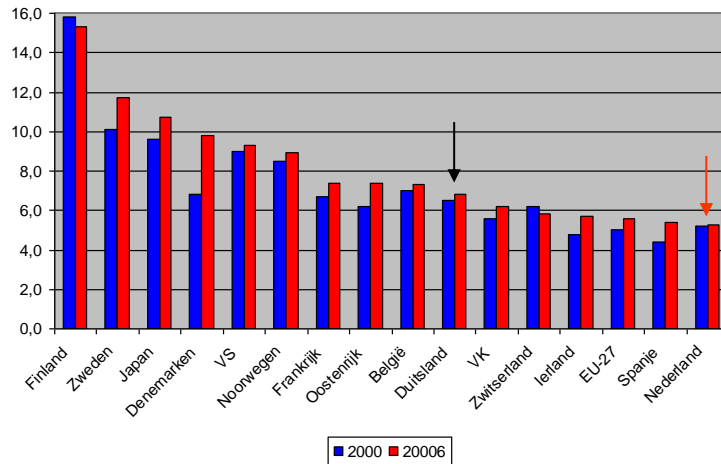
RESEARCH EXCELLENT

Figuur 1.20: Impact scores van wetenschappelijk onderzoek
Bron: NOWT, 2010

	Impact 1993-1996	Impact 2003-2006	Impact 2005-2008
Zwitserland	1.43	1.41	1.46
Denemarken	1.13	1.33	1.35
VS	1.44	1.37	1.34
Nederland	1.19	1.34	1.33
België	1.09	1.20	1.27
VK	1.19	1.24	1.26
Ierland	0.88	1.17	1.25
Zweden	1.10	1.20	1.24
Canada	1.14	1.22	1.23
Noorwegen	0.93	1.22	1.22

NL was top-3 maar DK ons voorbij

NUMBER OF RESEARCHERS PER 1000 EMPLOYEES



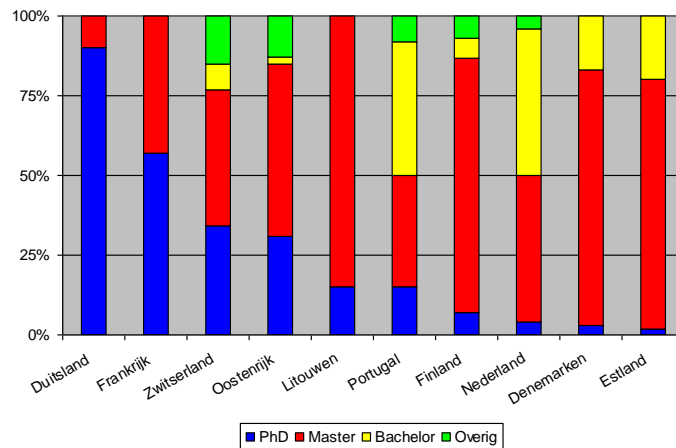
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17

QUALIFICATIONS OF UAS STAFF



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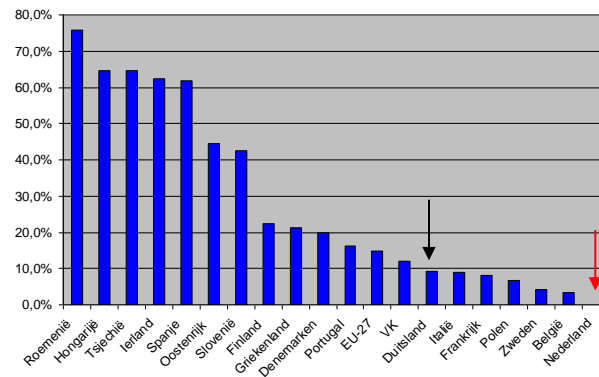
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18

Analysis: problems NL-HE: Funding

Years of underinvestments

% growth in R&D expenditure as % of GDP (2000-2006)



Give direction threefold differentiation



1. In structure
2. Between institutions
3. In education offerings

Recommendations for the Government



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1. **Profiling:** Stimulate and reward strong profiling
2. **Make universities more academic:** Increased attention for academic teaching, less quantity
3. **Invest in research:** Research investment funds for universities and UAS
4. **Selection:** Enable entrance selection

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Recommendations for HEI's



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5. **Choose profile:** HEI's and program to choose profiles based on proven or desired and distinct strengths
6. **More attention to teaching:** More broad programs, intensify teaching methods, address different target groups
7. **Invest in staff:** Develop teachers' competences and teaching styles; strengthen qualifications; more equal career opportunities between teaching/research

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PROFILING: DUTCH DISCUSSION

- Increased differentiation for a more diverse student population and labour market

- But how to differentiate?
 - Indicators or performance agreements?
 - Dimensions for diversity?
 - U-MAP (teaching profile, student profile, research, valorisation, internationalisation, regional embeddedness)
 - Thematic (disciplinary), didactical approaches, internships, ...

- Who in charge? Ministry or HEIs?

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23

PROFILING: OBSERVATIONS FROM ABROAD

- Many countries struggle to find a right steering mechanism to enhance quality, diversity, profiling and performance
 - Difficult to balance between national and institutional priorities and objectives
 - A strong state steering position helps on clarity and “role adherence”

- Quality-related funding
 - Quality important theme in many countries but linked to funding in only a few
 - Tension between a transparent monitoring and evaluation framework and validity of performance indicators
 - But development towards more nuanced quality indicator-sets though achievements not always in control of institutions
 - Groups of institutions try to manipulate the situation
 - Sweden and Finland relate quality outcomes to funding

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24

PROFILING: OBSERVATIONS FROM ABROAD

- Performance agreements and profiling
 - Performance agreements (or contracts) in quite a number of countries
 - Contracts serve many purposes: performance, quality, priority-setting
 - Often a multitude of dimensions and indicators: all institutions have opportunities to be good
 - Generic indicators make all develop in same direction
 - Only exceptions Hong Kong (own criteria) and Australia (past performance)
 - Voluntary mechanisms are slow
 - Contracts / agreements not always effective, but a way to have more transparent dialogue about institutional identities

SELECTION

- **Open entrance – matching**
 - At system level: open access
 - At program level: matching “*the right student at the right place*” →
Better motivated students = Better performing students
- **How to select?**
 - Study choice interviews, intake interviews (for all students?)
 - Motivation letters
 - Selection based on average grades
 - Selection for specific “profiling”-programs?
 - Clear information: “*if you come to study here then we expect you to ...
... and you can expect from us the following ...*”

SELECTION: OBSERVATIONS FROM ABROAD

- Expansion of student populations a common trend. Selection often used to tackle this problem
- Overall, the question of “matching” not the greatest prominence. Ensuring access for minorities or the socially disadvantaged is the main concern
- High School grades and/or state examinations mostly used for admission and are considered the best predictors of college success
- Institutions can set up additional requirements which might outweigh the role of grades or central exams
- Personal interviews are said to be very costly and are an exception rather than the rule. However, the relevance of “soft mechanisms” is acknowledged

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24/03/2011

36

SELECTION: OBSERVATIONS FROM ABROAD

- Central admission agencies limit emphasis on institutional admission testing. Reliance on institutional admission produce more costs, labour and complexity
- Countries that implement or designing major reforms in their selection rules often meet intense debates because of the financial implications for tertiary providers
- The use of aggregate information like high school grades and the weight such information should have in selection processes is relevant for successful “matching”

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37

IMPLICATIONS FOR INSTITUTIONS: TEACHING

Students

- Profile: what is distinctive characteristic of a program/institution? (Classification)
- What do students want to study?
- Do we want to select? Based on what? (content, quality, didactics, ...?)
- Study succes: how to support and challenge students?
- Lifelong learning: target groups, teaching methods

- INFORMATION to potential students

IMPLICATIONS FOR INSTITUTIONS: TEACHING

Programs

- Broader programs (liberal arts), more intense (shorter)
- Minors, bridging programs (recognition)
- More involvement and commitment of teachers and students
- More attention for competencies / learning outcomes
- Selection? How?
- Professional masters versus research masters
- Modules, flexible transitions
- Joint and/or double degrees
- International accreditation

STUDENTS: THINK BEFORE YOU CHOOSE

- Study often differs from what was expected

- Students have to better inform themselves about future studies
- Better motivate why one chooses for a particular study
- Students must be better supported/supervised in their choices
- Study choice interviews / welcoming talk
- Better (use of) information prevents problems

- Create commitment: choose profile, select (softly) and monitor

QUALITY: MANY DIMENSIONS

<p><u>Mission and Profiling</u></p> <ul style="list-style-type: none"> - Institutional mission, profiling and strategy - ... <p><u>Modernisation & openness</u></p> <ul style="list-style-type: none"> - Governance structures - Regional cooperation - ... <p><u>Internationalisation</u></p> <ul style="list-style-type: none"> - Internationalisation policies - Setting internationalisation objectives and targets - ... <p><u>International networks and partnerships</u></p> <ul style="list-style-type: none"> - Initiate and participate in networks at institutional level - Stimulate network activities at academic level - ... <p><u>Quality assurance and staff development</u></p> <ul style="list-style-type: none"> - Quality assessment policies, unit and guidelines - ... 	<p><u>Student services</u></p> <p>Central services</p> <ul style="list-style-type: none"> - Libraries, IT services, housing, international office, student health services, sports facilities and offerings <p>Informational services and orientation</p> <ul style="list-style-type: none"> - Welcome information package and orientation - ... <p>Administration</p> <ul style="list-style-type: none"> - Institutional grants/scholarships to students - Implementation of ECTS - ... <p>Student life</p> <ul style="list-style-type: none"> - <i>Information on student life</i> - <i>Student activism</i> - ...
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QUALITY: MANY DIMENSIONS

I Teaching and learning

Curriculum design and content

- New curricula, modules and courses
- Substantial curriculum revision and innovation
- Learning outcomes / competencies (Tuning)
- Integrate foreign language studies in the curriculum
- Integration of international perspective in teaching
- Revision of degree qualifications (competencies)
- Introduction of communication skills / soft skills
- Cultural knowledge and understanding
- Internationalisation officer at the faculty/department level
- Interdisciplinary elements between programs

Teaching methods

- Language of instruction
- Joint programs
- Mode of instruction (lectures/laboratory/self work/working groups/problem based learning,...)
- Course materials (text books, readers)
- Teaching team
- New learning technology (blackboard, E-learning, distance learning, etc.)
- Modes of examination (multiple choice / open questions / oral / assignments ...)
- Grading system and scales
- Major / minor structure

Quality assurance / professionalisation

- Course evaluation (teacher evaluation)
- Training for teachers (preparation for international classroom)
- Seminars to prepare teachers for internationalisations
- Foreign language proficiency of teachers
- Curriculum review, academic audit
- Teaching skills

Academic learning environment

- Academic counselling for students
- Accessibility of teaching staff (office hours/ appointment...)
- Exposure to international experiences in the classroom
- Involvement in extra-curricular activities of students

Student services

- Student counselling
- Information meetings for mobile students
- Implementation of a diploma supplement
- Information availability (study guides, website, syllabi)
- Language of information provision

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24/03/2011

42

QUALITY: MANY DIMENSIONS

II Research

Networks and cooperation

- Participation in research networks
- International cooperation in terms of joint publications, projects, proposals
- Conference organisation
- Conference attendance

Research performance

- Integrating international perspective in research
- Development of new expertise areas
- Participation in international research projects
- Strengthening the quality of research
- Economic and social impact of research
- International project acquisition (grant funding)
- Orientation towards international publications

III Openness and modernisation

- Internationalisation policy
- Regional cooperation
- Cooperation with industry
- Disseminating knowledge to a broader public

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24/03/2011

43

TRANSITIONS AND TRUST

- Transition students (ba-ba, ba-ma) and mobile students often meet recognition problems
 - Sceptic academics; detailed prescriptions; ...
 - Bridging programs; skills and knowledge deficiencies; ...
- But ... 70% of graduates work in complete different field 3-5 years after graduation
- But labour market needs more diversity and innovative capacity / multidisciplinary, so ... why make students' life so difficult?

THANK YOU FOR YOUR ATTENTION !

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