

# Mapping the Higher Education Landscape

# HIGHER EDUCATION DYNAMICS

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## VOLUME 28

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Frans A. van Vught  
Editor

# Mapping the Higher Education Landscape

Towards a European Classification  
of Higher Education

 Springer

*Editor*

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University of Twente  
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# Preface

This book is the result of a project focused on the development of an instrument able to create useful and effective transparency in the diversity of European higher education. The project has been undertaken by an international team of experts and has been sponsored by the European Commission. The book offers the conceptual, empirical and methodological frameworks relevant for the development of the transparency instrument. It finds this instrument in the theoretical and empirical literature about diversity in higher education systems. It places it in the contexts of the current supranational and national higher education policies in Europe. And it reports on the methodologies of design and research that have been applied.

Moreover, this book presents the first version of the instrument itself: the European classification of higher education institutions. In addition, it explores the potential use and applicability of such a classification, both at the levels of the European Higher Education and Research Areas (EHEA and ERA) and at the level of individual higher education institutions.

This book builds on two earlier reports. In August 2005 the report “Institutional Profiles” was published. This report is the result of the first phase of the project on the development of a European classification of higher education institutions. In general terms, the objectives of this first phase were:

- To assess the need for a European classification of higher education institutions
- To develop a conceptual model upon which such a classification could be based
- To propose an appropriate set of dimensions and indicators for such a classification

The first phase of the project resulted in a set of principles for designing a classification as well as a first draft of the components of such a classification (the draft classification). Both were produced in an elaborate process of consultation with identified stakeholders. A wide range of stakeholders showed interest in the project and contributed to a constructive and fruitful exchange of ideas and views regarding the classification.

At the end of the second phase of the project the report “Mapping Diversity” was produced (September 2008). The overall objectives of the second phase were:

- To test the draft classification developed in phase I and to adapt it to the realities and needs of the various stakeholders
- To explore and enhance the legitimacy of a European classification of higher education institutions

The second phase implied a set of empirical tests, resulting in an adapted second draft of the classification. In addition, a number of suggestions regarding its possible operational introduction were made.

This book contains the results of the first two phases of the project on building a European higher education classification. The classification presented in this book is a first version, which needs further analysis and fine-tuning. During the third and final phase of the project (which began in October 2008) a number of activities are undertaken that will eventually result in a firm proposal for a European classification of higher education institutions. The finalisation and implementation of this classification will be a major step in the further development of European higher education. It will create greater transparency and reveal the rich diversity of European higher education. In this sense it will map the European higher education landscape and help to create stronger profiles, of the system as a whole and of its many individual higher education institutions.

A process of stakeholder consultation and discussion has been the hallmark of this project since its inception in 2005. Many organisations have contributed to the development of the classification. We are thankful to all of them, but would especially like to mention the following organisations: Association Européenne des Conservatoires et des Académies de Musique (AEC), Association of Universities in the Netherlands (VSNU), Bologna Follow-Up Group (BFUG), Budapest Technical University, Coimbra Group, Compostela Group, Conference of Rectors of Academic Schools in Poland (CRASP), Conference of Rectors of Spanish Universities (CRUE), Council of Europe, European Association of Distance Teaching Universities (EADTU), European Association of Institutions in Higher Education (EURASHE), European Commission, European Consortium of Innovative Universities (ECIU), European Round Table of Industrialists (ERT), European Students’ Union (ESU), European Trade Union Committee for Education (ETUCE), European University Association (EUA), Fachhochschule Osnabrück, Fachhochschule Vorarlberg, Fontys Hogescholen, Free University of Amsterdam, Hochschulrektorenkonferenz, Hungarian Rectors’ Conference (MRK), International Association of Universities (IAU), International Research Universities Network (IRUN), League of European Research Universities (LERU), Norwegian Rectors’ Conference (UHR), Norwegian University of Science and Technology, Organisation for Economic Development and Cooperation (OECD), Platform Aangewezen / Erkende Onderwijsinstellingen Nederland (PAEPON), Rectors’ Conference of the Swiss Universities (CRUS), Rupert-Karls Universität Heidelberg, Royal College of Music (Sweden), UNESCO-CEPES, Universities of Applied Sciences (UAS), University of Calabria, University of Strathclyde, University of Twente, Universities UK.

Since the beginning of the project (in 2005) many persons have contributed to the design of the European classification of higher education institutions. Several of them have contributed to this book. The following individuals have been or still are member of the international project team: Jeroen Bartelse, David Bohmert, Nadine Burquel, Jindra Divis, Jon File, Christiane Gaehtgens, Saskia Hansen, Jeroen Huisman, Ben Jongbloed, Frans Kaiser, Rolf Peter, Sybille Reichert, Jim Taylor, Frans van Vught (project leader), Marijk van der Wende, Peter West, Don Westerheijden. Rose-Marie Barbeau and Ingrid van der Schoor have been invaluable in the production of this book.

As was indicated, the project has been funded with support from the European Commission, through the Lifelong Learning Programme (Socrates). This publication reflects the views of the authors and the Commission cannot be held responsible for any use which may be made of the information therein.

For more information on the European higher education classification, see: [www.u-map.eu](http://www.u-map.eu)

Brussels, December 2008

Frans van Vught

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**Frans Kaiser (MA)** is senior research associate at the Center for Higher Education Policy Studies (CHEPS). His background is in public administration. He has over a decade's experience in large comparative studies in higher education, both from a qualitative and a quantitative perspective. Mr Kaiser is an expert in international comparison of higher education systems and policies, as well as in the design and use of indicators for international comparison and has conducted several international studies and projects and published on comparative issues, indicators, funding and governance in higher education.

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**Dr Rolf Peter** holds a Ph.D. degree in Social Sciences from the University of Mannheim, Germany. His career includes intensive research in International Relations and European Integration Studies at the Mannheim Centre for European Social Research and the Center for European Integration Studies, Bonn. Working in the International Department of the German Rectors' Conference (HRK) since 2005, he is currently in charge of the section "Academic Reforms in Europe". He has also been coordinator of and expert consultant to several international consulting

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**Dr. Sybille Reichert** holds a Ph.D. from Yale University (1994). She has been head of strategic planning at the ETH Zürich. Since 2004 she has headed her own consultancy firm, specialising in policy and strategy studies and development projects in higher education for European organisations, national ministries, rectors' conferences and individual universities. She has undertaken several large studies, including the European University Association's Trends III and IV reports (2003, 2005) which looked at the implications of the Bologna reforms for institutional development in Europe. In addition Dr Reichert has conducted strategy coaching projects for several universities and participates frequently in university evaluations at faculty, institutional, network or system level.

**Professor Dirk Van Damme** is Head of CERI (Centre for Educational Research and Innovation) at OECD in Paris. He holds a Ph.D. degree in educational sciences from Ghent University and has also been also professor of educational sciences at that university (since 1995), as well as part-time professor in comparative education at the Free University of Brussels (1997–2000) and visiting professor of comparative education at Seton Hall University, NJ, USA (2001–2008). Professor van Damme has been professionally involved in educational policy development as deputy director of the cabinet of Flemish Minister of Education Luc van den Bossche (1992–1998), general director of the Flemish rectors' conference VLIR (2000–2003), expert consultant on the implementation of the Bologna Declaration for Flemish Minister of Education Marleen Vanderpoorten (2002–2003) and director of the cabinet for Flemish Minister of Education Frank Vandenbroucke (2004–2008). Prof van Damme has served as an expert advisor on international higher education policy, quality assurance and accreditation issues for several international organisations.

**Professor Marijk Van Der Wende** is professor of higher education at the Free University of Amsterdam and a visiting professor at the Centre for Higher Education Policy Studies (CHEPS) at the University of Twente. Her research focuses on innovation in higher education, the impact of globalisation on higher education and related processes of internationalisation and Europeanisation. She published widely on how these processes affect higher education systems, their structure and governance, institutional strategies, curriculum design, quality assurance methods, and the use of technology. Marijk is the President of the Governing Board of the Programme on Institutional Management in Higher Education (IMHE) of the OECD (2005–2009). She is the founding dean of Amsterdam University College, an international liberal arts & science college established jointly by the Free University of Amsterdam and the University of Amsterdam.

**Professor Frans Van Vught** leads the project on the European higher education classification. He was the founding director (1984–1996) of the Center for Higher Education Policy Studies (CHEPS) and President and Rector of the University of Twente (1997–2005). He is currently President of the European Center for Strategic Management of Universities (ESMU), Chairman of the Board of the Netherlands'

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