

Ranking Evaluation for Dutch and German Universities: Does Differentiation Policy Pay in Higher Education?

Matthias Klumpp, Harry deBoer, Hans Vossensteyn

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1. Introduction

Background

- Excellence and ranking discussion in higher education (WCU)
- *Parallel development* of policy and management objectives of excellence (ranking positions?!) and efficiency
- System and institutional level for this research field

Specific Research Question

- Which *first insights and further research questions* into the system performance of HE (GER, NL) can be gained from THE and ARWU rankings in comparison with national policies regarding HE differentiation?

2. THE Ranking – GER and NL

- 11 German versus 12 Dutch Universities among the THE top 200 HEI

- NL: 92.3% of research universities and 23.1% of all HEI

- GER: 10.2% of research universities and 2.6% of all HEI

2012-13 WUR Ranking Position	Germany	Netherlands
48	U Munich	
64		U Leiden
67		U Utrecht
70	U Göttingen	
70		U Wageningen
72		U Rotterdam
77		TU Delft
78	U Heidelberg	
83		U Amsterdam
89		U Groningen
99	HU Berlin	
105	TU Munich	
114		TU Eindhoven
115		U Maastricht
127		U Nijmegen
128	FU Berlin	
140		VU Amsterdam
144	U Freiburg	
151	KIT Karlsruhe	
154	RWTH Aachen	
171	U Bonn	
187		U Twente
199	U Frankfurt	

2. THE Ranking – 2012 and 2010

2012-13 WUR Ranking Position	2010 WUR Ranking Position	Difference	Germany	Netherlands
48	61	+13	U Munich	
64	124	+60		U Leiden
67	143	+76		U Utrecht
70	43	-27	U Göttingen	
70	144	+74		U Wageningen
72	159	+87		U Rotterdam
77	151	+74		TU Delft
78	83	+5	U Heidelberg	
83	165	+82		U Amsterdam
89	170	+81		U Groningen
99	178	+79	HU Berlin	
105	101	-4	TU Munich	
114	114	0		TU Eindhoven
115	-	-		U Maastricht
127	-	-		U Nijmegen
128	-	-	FU Berlin	
140	139	-1		VU Amsterdam
144	132	-12	U Freiburg	
151	187	+34	KIT Karlsruhe	
154	182	+28	RWTH Aachen	
171	178	+7	U Bonn	
187	185	-2		U Twente
199	172	-27	U Frankfurt	
-	168		U Würzburg	
-	173		U Bielefeld	
-	186		U Konstanz	
-	189		U Tübingen	
100.4	149.4	Total +508	NL 12/10	
122.5	145.2	Total +88	DE 11/14	

3. ARWU Ranking – GER and NL

- ARWU 2003-2013:**
14 German & 8 Dutch U.
- NL: 61.5% of research universities and 15.4% of all HEI**
- GER: 13.0% of research universities and 3.3% of all HEI**

2013 ARWU Ranking Position	2008 ARWU Ranking Position	2003 ARWU Ranking Position	Germany	Netherlands
52	47	40		U Utrecht
61	55	48	U Munich	
54	67	58	U Heidelberg	
50	57	60	TU Munich	
74	76	78		U Leiden
92	101-151	84		U Groningen
101-150	90	91	U Göttingen	
-	-	95	FU Berlin	
101-150	101-151	102-151		U Amsterdam
151-200	152-200	102-151		U Rotterdam
100	97	102-151	U Freiburg	
151-200	152-200	102-151	U Köln	
151-200	152-200	102-151	U Hamburg	
101-150	96	102-151	U Bonn	
-	-	152-200	HU Berlin	
101-150	152-200	152-200		U Nijmegen
101-150	152-200	152-200		U Wageningen
101-150	101-151	152-200		VU Amsterdam
151-200	101-151	152-200	U Tübingen	
101-150	101-151	152-200	U Münster	
151-200	101-151	152-200	U Mainz	
151-200	152-200	152-200	U Kiel	
101-150	101-151	152-200	U Frankfurt	
151-200	101-151	-	U Würzburg	
-	152-200	-		TU Delft
Av. 129.6			14 DE	
Av. 111.6				8 NL

4. Policy Descriptions – GER and NL

- **Dutch higher education** as a binary higher education system, comprising 13 research-led universities and 39 Universities of Applied Sciences ('hogescholen') with two-thirds of higher education students, with several degrees programmes: 2-year Associate degrees (offered at UAS), 4-year Bachelor's degrees (UAS), 3-year Bachelor's degrees (universities), 1- and 2-year Masters degrees (mainly universities), and PhD-degrees (universities).
 - **Differentiation plans 1980s**
 - **2000 national strategic plan**
 - **2009 Veerman Committee**
1. In principle each institution should be given the right to select its students.
 2. Encourage institutional profiling (e.g. by application of the European multi-dimensional classification system) and reward performance; mission-based funding should (partially) replace student-based funding (see 3).
 3. Reduce the proportion of student-based funding at research universities. To define academic profiles universities should become less dependent on funding primarily based on student numbers.
 4. Invest in research, both for research universities and UAS.
 5. Ratify the introduction of Associate Degrees during the course of 2010.¹
 6. Expansion of the range of Master's programmes, including a structural embedding of professional Masters.
 7. Introduce unequivocal titles – simplifying the degree structure.
 8. Institutions and their departments should choose a distinct profile, e.g. focusing on one or more of the dimensions outlined in the European classification system.
 9. Give more attention to teaching as a core task of HE institutions.
 10. Invest in staff qualifications. For example, the UAS should pay more attention to research in staff career policies and universities could attach more emphasis on teaching performances and to provide opportunities for distinct career tracks.



5. Research Hypotheses

Comparative view regarding ranking impact of German and Dutch higher education systems – what can we learn and what question to be asked?

(A) Ranking development of Dutch and German HE systems very different

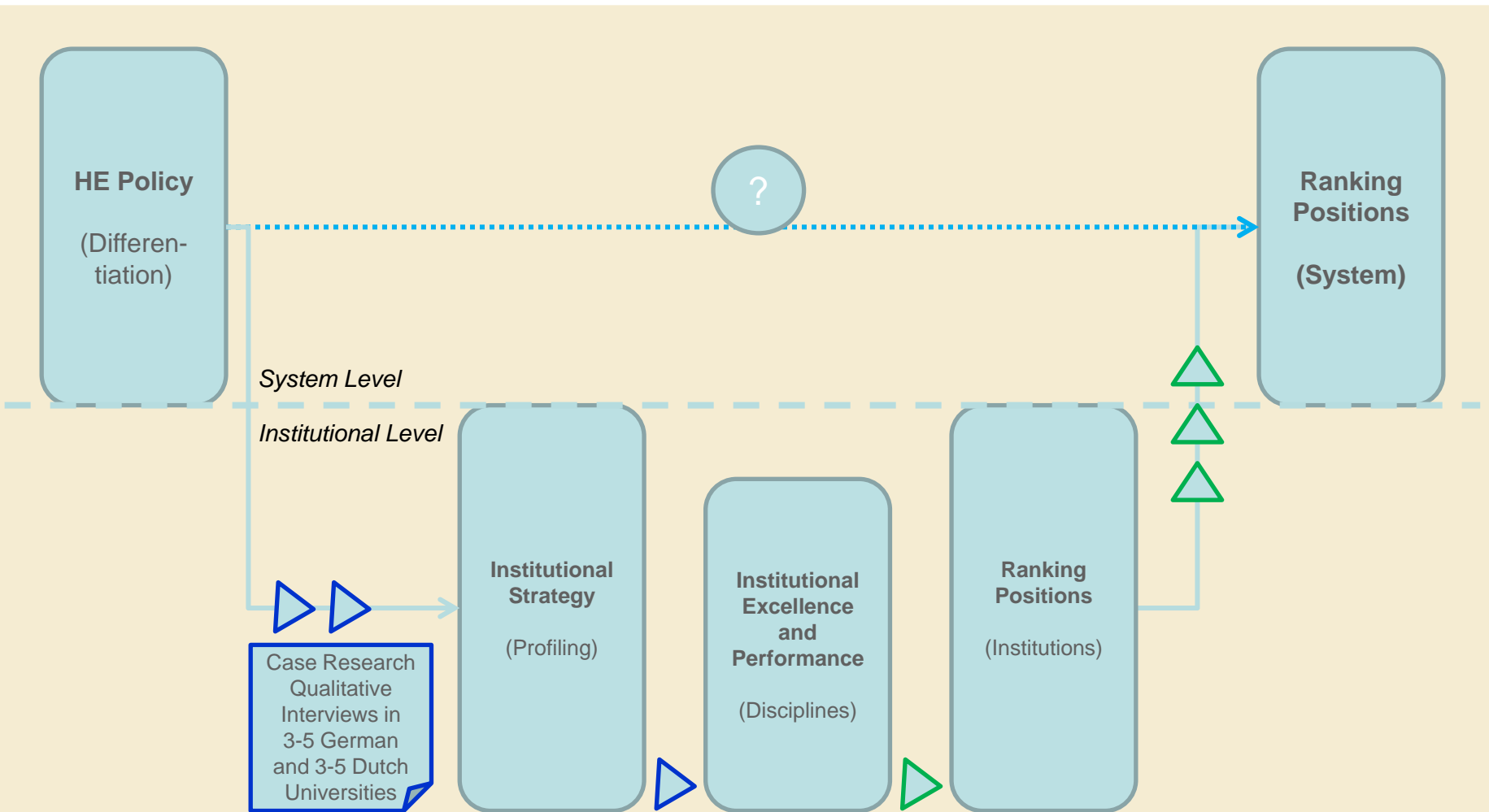
(B) Also, differences especially in the timeframe of differentiation policy can be described (“latecomer” Germany with Excellence Initiative)

(C) Research hypotheses:

(i) Policy does matter for institutional strategies, profiling and excellence → ranking positions;

(ii) there is a significant time lag in policy implementation and institutional reactions and impacts.

5. Research Proposal



Thank you for your attention!

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