

This article was downloaded by: [University of Duisburg Essen]

On: 12 November 2013, At: 02:07

Publisher: Routledge

Informa Ltd Registered in England and Wales Registered Number: 1072954 Registered office: Mortimer House, 37-41 Mortimer Street, London W1T 3JH, UK



Comparative Education

Publication details, including instructions for authors and subscription information:

<http://www.tandfonline.com/loi/cced20>

Comparing national policies on institutional profiling in Germany and the Netherlands

Matthias Klumpp^a, Harry de Boer^b & Hans Vossensteyn^b

^a Faculty of Economics and Business Administration, University of Duisburg-Essen, Institute for Production and Industrial Information Management, Essen, Germany

^b School of Management and Governance, Center for Higher Education Policy Studies, University of Twente, Enschede, The Netherlands

Published online: 04 Oct 2013.

To cite this article: Matthias Klumpp, Harry de Boer & Hans Vossensteyn, Comparative Education (2013): Comparing national policies on institutional profiling in Germany and the Netherlands, Comparative Education, DOI: 10.1080/03050068.2013.834558

To link to this article: <http://dx.doi.org/10.1080/03050068.2013.834558>

PLEASE SCROLL DOWN FOR ARTICLE

Taylor & Francis makes every effort to ensure the accuracy of all the information (the "Content") contained in the publications on our platform. However, Taylor & Francis, our agents, and our licensors make no representations or warranties whatsoever as to the accuracy, completeness, or suitability for any purpose of the Content. Any opinions and views expressed in this publication are the opinions and views of the authors, and are not the views of or endorsed by Taylor & Francis. The accuracy of the Content should not be relied upon and should be independently verified with primary sources of information. Taylor and Francis shall not be liable for any losses, actions, claims, proceedings, demands, costs, expenses, damages, and other liabilities whatsoever or howsoever caused arising directly or indirectly in connection with, in relation to or arising out of the use of the Content.

This article may be used for research, teaching, and private study purposes. Any substantial or systematic reproduction, redistribution, reselling, loan, sub-licensing, systematic supply, or distribution in any form to anyone is expressly forbidden. Terms &

Conditions of access and use can be found at <http://www.tandfonline.com/page/terms-and-conditions>

Comparing national policies on institutional profiling in Germany and the Netherlands

Matthias Klumpp^{a*}, Harry de Boer^b and Hans Vossensteyn^b

^aFaculty of Economics and Business Administration, University of Duisburg-Essen, Institute for Production and Industrial Information Management, Essen, Germany; ^bSchool of Management and Governance, Center for Higher Education Policy Studies, University of Twente, Enschede, The Netherlands

The concepts of differentiation and profiling are cornerstones in discussions about the organisation of contemporary higher education systems, following the trends of massification and global competition. This contribution provides a system-level description and comparison of the German and Dutch higher education systems regarding these topics, and points to possible interactions and development concepts connecting differentiation, strategic profiling of universities and excellence. Though both higher education systems started from very different positions and with differing policies towards differentiation, the global trends and national aspirations for the systems, as well as individual universities in Germany and the Netherlands, are comparable. A look into the resulting ranking positions of German and Dutch universities generally shows a more successful development for the Dutch higher education institutions in the last few years – which could possibly indicate a crucial time lag in the effects of differentiation policies in higher education as the German excellence and differentiation efforts fundamentally took hold more than 10 years after the Dutch initiatives in this field.

1. Introduction

As in many other countries, in Germany and the Netherlands we observe discussions on system diversity and differentiation in higher education and, as the result, government initiatives with respect to institutional profiling (e.g. Beerkens et al. 2010). *Profiling*, here defined as a process of putting on characteristic features, usually to make (further) distinctions between organisations or to sharpen the contours of institutions, supposes to enhance system diversity and is easily bracketed with excellence, which is only one part of it. Endeavours such as the European U-Map project classify the profiles of universities and discuss the role of profiling in higher education politics and management (van Vught 2009, van Vught et al. 2010). In general, discussions about *university rankings* and the ‘World Class University’ (WCU) are shaping the range of national policy actions more and more – as well as the strategies and impacts inside individual universities’ walls (Cheng and Liu 2008; Horstschräer 2012; Marginson 2010; Morris 2011; Saisana, d’Hombres, and Saltelli 2011; Shin and Totkoushian 2012). This again is fuelled by the rising importance (at least in policy perceptions) of the higher education and science systems for the general innovation, economic growth and wealth paths of societies (Altbach 2013; Nusche 2008; Teichler 2003).

*Corresponding author. Email: matthias.klumpp@pim.uni-due.de