

THAILAND-EUROPEAN UNION
Policy Dialogues Support Facility

University classification systems

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Overview

- **Classifications**
- **Classifications and typologies**
 - **Carnegie classification (USA)**
 - **UK classification**
 - **System-wide classifications**
 - **U-MAP project**
 - **AHELO – OECD project**
- **Lessons learned from the models**
- **Proposals to consider**

Classifications - Definitions

- principles of **ordering** and **comparison** to analyse institutional profiles
- characterise similarities and differences among HEIs
- institutional profile is the set of positions of HEIs on the **dimensions** and **indicators** of the classification

Classifications - Rationale

The **rationale** for classification of HEIs has multiple dimensions:

- Diversity and transparency
- A stakeholders' perspective
- The relationship with quality assurance

Classifications - Diversity

Is one of the major factors associated with the positive performance of higher education systems

- is an important strategy to **meet student needs**
- **enhances social mobility**
- Is seen to **meet the needs of the labour market**
- **increases the level of effectiveness**
- **serves the political needs of interest groups**
- **permits the crucial combination of elite and mass higher education**
- is assumed to **offer opportunities for experimenting with innovation**

Classification – stakeholder needs

- Transparency for students (levels and programmes of studies)
- Transparency for business and other stakeholders (mutual partnership)
- Facilitate consortia formation between institutions (mobility, benchmarking, joint degrees)
- A basis for diversified policy approaches of the Government (different missions, granting specific programmes)
- A methodological and analytical tool for research on higher education (policy analysis, international comparative studies and benchmarking)

Classification - QA

A key dimension in the search for transparency is the link to **quality assurance**

- Transparency about the institutions providing quality assured programmes of study (international recognition of Thai qualifications)
- Transparency about the procedures of the Quality Assurance Agency (ONESQA) is even more crucial for the purpose of credential evaluators

Typology – Carnegie classification

- USA 1970: based on categorisation as an analytical tool for researchers
- It was developed as a sampling device providing various categories of HEIs
- Institutions are classified on the basis of their
 - research and teaching objectives,
 - levels of degrees offered,
 - size and
 - comprehensiveness.

1976 - 2005

- doctoral-granting institutions (subdivided into research universities I, research universities II, doctoral-granting universities I, and doctoral-granting universities II);
- comprehensive universities and colleges (subdivided into comprehensive universities and colleges I and comprehensive universities and colleges II);
- liberal arts colleges (subdivided into liberal arts colleges I and liberal arts colleges II);
- two-year colleges and institutes; and
- professional schools and other specialised institutions.

2005 – 2010 reforms

- In 2005 revised comprehensively
- **Three major innovations** were introduced:
 - instead of one single classification a ***set of multiple, parallel classifications***
 - a ***web-based tool*** has been developed to enable users to combine classification categories
 - ***elective classifications*** developed based on the ***voluntary participation*** of HEIs

Classification in the UK

Main characteristic: heuristic and based on history

Hallmarks in the development

- the emergence of polytechnics
- the abolishment of the binary system

Classification in the UK

Seven different types of higher education institutions in England
(excluding Scotland and Wales)

- Oxford and Cambridge
- University of London
- the old civic universities established in the Victorian period
- the “redbricks” founded in the late 19th and 20th century
- the new universities built on greenfield sites during the 1960s (plateglass universities)
- the technological universities and former colleges of advanced technology
- new universities (former polytechnics)
- Open University (my addition)

Classification in the UK

- Based on more recent data – particularly student numbers and to some extent research grant data – 6 categories of universities emerge:
- University of London
- Oxford and Cambridge
- civic institutions
- technological institutions
- campus universities
- unclassified institutions.

Classification at system level

Main characteristics: based on legal texts, defined by governments, (actually on historical basis)

- EHEA and Bologna process
 - More transparency (B – M – PhD)
 - Institutional and / or programme diversity

Boundaries became more blurred by associations, mergers and other types of cooperation

U – MAP project – EHEA - ERA

The concept of diversity became a focal point on the political agenda of Europe.

- Diversity triggered by EHEA and ERA .
- A better understanding of this diversity is needed.

History of U -MAP

- Stage 1 (2004-2005): Institutional Profiles
- Stage 2 (2006-2008): Mapping Diversity
- Stage 3 (2008-2010): U-Map
- Stage 4 (2010-2011): Implementation
- Stage 5 (2010-2011): U-Map in the Netherlands and the Nordic countries
- Stage 6 (2013 onwards): U-Map roll-out

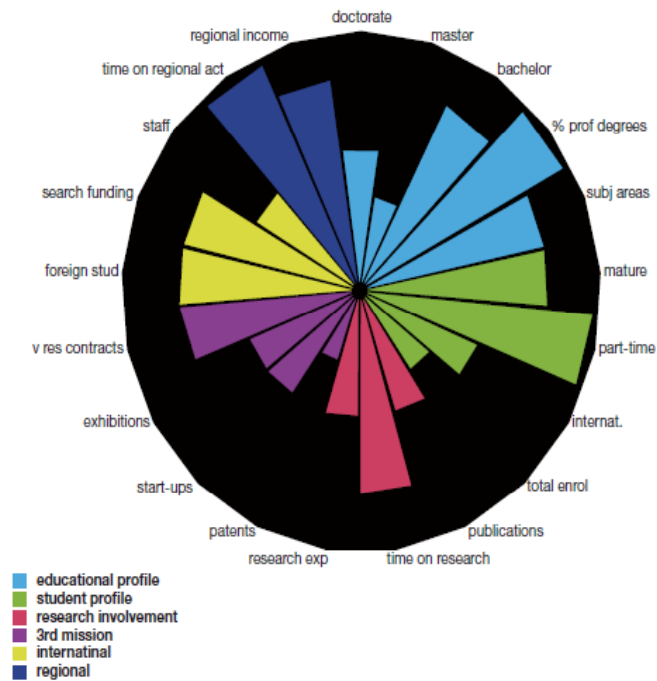
Guidelines and design principles

- The classification is based on empirical data
- The classification is based on a multi-actor and multidimensional perspective
- The classification is non-hierarchical
- The classification is relevant for all higher education institutions in Europe
- The classification is descriptive, not prescriptive
- The classification is based on reliable and verifiable data
- The classification is parsimonious regarding extra data collection

U-Map dimensions and indicators

| Teaching and learning profile | Student profile | Research involvement |
|---|--|---|
| Degree level focus | Mature students | Peer reviewed academic publications |
| Range of subjects | Part time students | Professional publications |
| Orientation of degrees | Distance learning students | Other research output |
| Expenditure on teaching | Size of student body | Doctorate production |
| | | Expenditure on research |
| Involvement in knowledge exchange | International orientation | Regional engagement |
| Start-up firms | Foreign degree seeking students | Graduates working in the region |
| Patent applications filed | Incoming students in exchange programmes | New entrants from the region |
| Cultural activities | Students sent out in exchange programmes | Importance of local/regional income sources |
| Income from knowledge exchange activities | International academic staff | |
| | Importance of international income sources | |

University profiling tool



AHELO project of OECD

Related to quality assurance

- OECD Directorate of Education 2006
- AHELO: Assessment of Higher Education Learning Outcomes
- **Problem: there is no reliable information that enables comparative judgements about the competences of students in different countries and different institutions, or about the quality of teaching.**

AHELO project of OECD

Three instruments were tested for international validity and reliability

- asses generic learning outcomes
- two for discipline-specific (engineering and economics) learning outcomes

Move beyond the assessment of inputs and processes and deepening the appraisal of outcomes.

A step from intended to achieved learning outcomes is seen as possible.

A method to measure the value added .

Classification in Thailand

Higher education institutions categorized into 4 groups:

Group A: Community colleges

- graduates below the ***Bachelor*** degree level
- offer education that matches ***local needs***
- manpower for the actual ***production sectors of communities***
- opportunities for lifelong learning (***LLL***)

Group B: Institutions focusing on Bachelor degrees

- graduates at the ***Bachelor*** degree level
- development and changes at the ***regional level***
- may also provide graduate studies (**Master**)

Classification in Thailand

Group C: Specialized institutions

- graduates in *specific fields of study* (
 - developing actual *production* in both the *industrial* and *service sectors*
 - *may place emphasis* on
 - a) thesis writing or research,
 - b) production of graduates with knowledge, capabilities, skills, and proficiencies required for *professional occupations*, or
 - c) both.
- *Two classes*
 - **C1**: institutions **focusing on the graduate studies levels** and class
 - **C2**: institutions **focusing on the Bachelor degree level**.

Classification in Thailand

Group D: Institutions focusing on advanced research

- graduates at the *graduate studies levels*, especially the *doctoral level*
- Graduates will be *leaders of the nation*
- HEIs move Thai higher education to an *internationally leading position*
- theoretical knowledge and novel academic discoveries

Dimensions and KPIs

- type and level of graduations awarded (graduate diploma, bachelor, graduate diploma, master, higher graduate diploma, doctorate);
- labour market orientations of the graduates (communities, region, country);
- professional orientation of the studies;
- research activities.

Key performance indicators (KPI) used for the classifications are numerous, defined and controlled by different organisations and are not harmonised among them

Lessons and implications

2 typologies for classifications; the approaches :

- that result from **more or less clear conceptual distinctions** (usually *government-driven, prescriptive and often defined by law*)
- and those defined on the basis of the **actual conditions, behaviour and performances of institutions** (*analytically categorise institutions on the basis of empirical similarities and differences*)

Lessons and implications

- **Take into account the interests of all stakeholders**
- **Take into account the following principles:**
 - The classification should be based on **empirical data**
 - The classification should be based on a **multi-actor** and **multidimensional perspective**
 - The classification should be **non-hierarchical**
 - The classification should be **relevant to all higher education institutions in Thailand**
 - The classification should be **descriptive, not prescriptive**
 - The classification should be **based on reliable and verifiable data**
 - The classification should be **parsimonious regarding extra data collection**

Implementation plan

- Basic steps
 - **The first step** is to identify what entities are to be classified
 - **The second step** is to identify the relevant and adequate grouping criteria; **dimensions** (in terms of stakeholders interests)
 - **The third step** is to identify and define **the indicators** (feasible and valid measures)
 - **The fourth step** is to collect **data** (reliable and timeliness)
 - **The final step** is to determine the position of the entities classified on the dimensions.

Sustainable classification needs to create validity, legitimacy and feasibility.

Thank you for your attention
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