



# How to make visible the diversity of excellence?

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## Increasing transparency of diversity

- Quality and diversity in the institutional landscape of the Nordic countries
- How to document the quality of higher education which is neither research intensive nor research based?

# Three fundamental questions

1. For **whom** - who are the students?
  - Enrolment/student profil
2. **What** is taught?
  - BA instruktural programmes
  - MA and Doctoral instruktural programmes
3. What is the setting or **how** is the university organised
  - Size and setting (organsation)

## The landscape in higher education (1/4)

The mission of the universities of applied sciences is

- (1) to provide professional higher education geared to the requirements and development of working life
- (2) to support one's professional development, and
- (3) to carry out research and development that serves the education, the work life, regional development and industry and commerce of the region.

## The landscape in higher education (2/4)

In Finland since the mid of the 1990's

### The dual university system in Finland

- Universities (UNI, today 16)
- Universities of Applied Sciences (UAS/Polytechnics, today 25)

=> *Internationally confusing*

### Differences between UNI and UAS in terms of output

**UNI:** BA, MA and Doctoral degrees

Scientific Research *and Innovations*

**UAS:** BA and MA

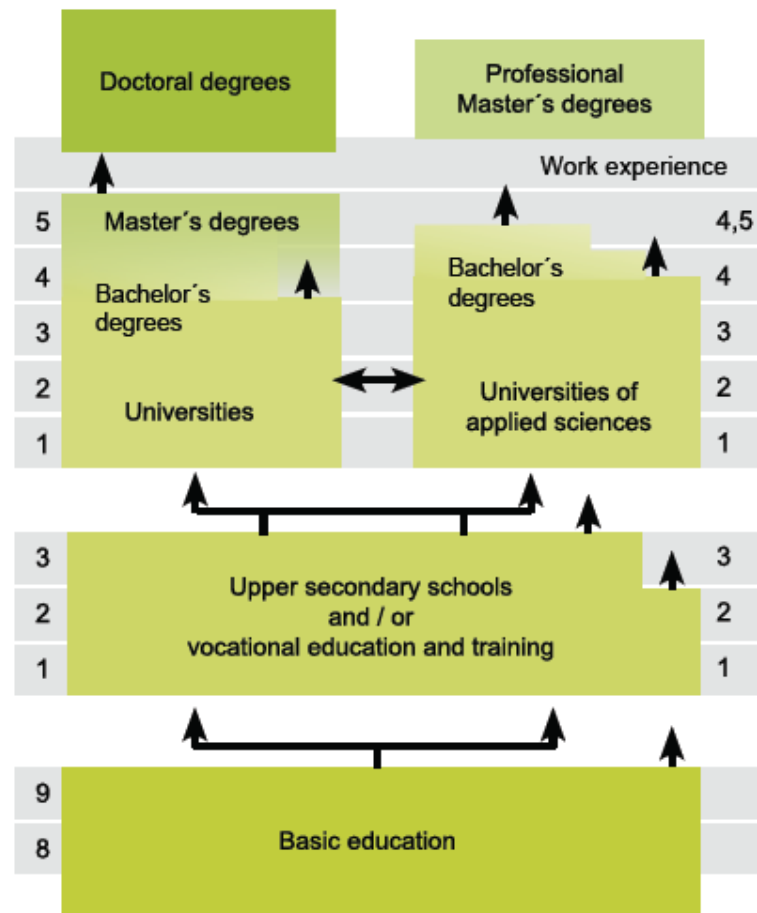
Research, Development *and Innovations* (RDI)

- "We create Finnish welfare and competitiveness – user oriented RDI is our strength, 2009" (*Arene, Rectors Conference of UAS in Finland, www.arene.fi*)

=> *A good basis to increase diversity*

## The landscape in higher education (3/4)

### The Finnish Education System



SIDA 6

## The landscape in higher education: stakeholders (4/4)

In the **operating licenses** issued by the government are determined the fields of study, the number of study places and the locations of operating units.

The universities of applied sciences are **maintained** by a local authority, a municipal consortium, an organisation or a foundation.

The maintaining organisations of the universities of applied sciences under the Ministry of Education are divided as follows:

- a municipal consortium 7
- one municipal 4
- company with a majority of municipal-ownership 9
- privately-owned company or foundation 5

# Performance-based criteria in Finnish UAS today – not far away from U-Mapping?

- (1) Number of full time equivalent students (FTE) /teacher
- (2) Graduates/teacher
- (3) Publications/ full time faculty
- (4) Total number of credit points in RDI-related projects/ FTE
- (5) Teacher exchange (for at least 1 week) / full-time faculty
- (6) Number of graduates/ new enrolment 5 years earlier
- (7) Percentage of students with at least 45 credit point/ FTE
- (8) Number of graduates/(number of graduates+number of drop-outs) during an academic year
- (9) Research funding/total funding of the UAS
- (10) Income from services/total income (turnover)
- (11) Employed graduates/employed+unemployed graduates per year

# A need for classification of HE-institutions that reflects strategic choices

- Strategic management needs to be key (mission/vision based) in order to increase diversity. Diversity increases innovations.
- Individual competences more important than general degrees, focus on competitive advantages
- Transfer/exchange of knowledge needs to be as direct as possible and user-driven, research is key in every HE-institution
- Identify key institutional activities: U-Mapping makes sense
  - Educational profile
  - Student profile
  - International orientation
  - Research involvement
  - Knowledge exchange
  - Regional/local engagement

## Profiling an UAS in the knowledge economy - RDI is key (1/2)

- The shared European vision of a competitive knowledge-based societal change asks for a broad scope and a rich diversity of research activities
- The diversified competencies in the [traditional] universities and the universities of applied sciences (UAS) are both needed to contribute to innovation-driven economic growth in Europe
- Professional knowledge and requirements are decisive for the formulation of research tasks. The UASs carry out demand-driven research in co-operation with stakeholders in the SMEs, business and public sector. In this way research is embedded in clear professional contexts and the transfer of knowledge is as direct as possible.

## Profiling the UAS in the knowledge economy - RDI is key (2/2)

- Joint research activities with end-users, producers, universities etc., enable the UASs to gain good insight into what competences the UASs need to provide in their Bachelor- and Master Programmes
- Graduates from the UAS will thus be reflecting practitioners with relevant professional qualifications for the [labour] markets, enabling them to develop their line of profession on a daily basis and bringing about innovations through their intra- and entrepreneurial activities.

## RDI-activities to meet the global challenges (1/2)

### *(1) A broader view on knowledge production*

Today's society should be adequately equipped to face the challenges of a globally intertwined economy and corresponding effects. As innovation is the most important recognized factor for the preservation and generation of wealth, both on a regional and global scale, a reflection is in place on ways to bring about innovations that are in line with the developments in modern society.

A broad and diversified knowledge base supports innovation activities. The UAS as 'hubs' in innovation networks can contribute by inviting stakeholders (entrepreneurs, SMEs, business, public sector) to join their research activity and to enhance innovation activities in co-production. This contextualized research approach also plays a significant role in translating fundamental research results to a wider range of society.

## RDI-activities to meet the global challenges (2/2)

### *(2) A strong regional connection combined with an international outlook*

Strong ties to regional stakeholders could play a vital role in bringing about thematic connections between UAS and professions across European regions. The connections could be achieved in targeted areas against clear national or regional economic and social innovation strategies. Together with their partners in regional networks, the UAS offer the potential to get diverse regional networks to cooperate on a European level, and therewith linking the expertise of several regions.

### *(3) Close ties to SMEs, industry and the public sector*

UASs are important partners in modern networks that bring about social and economic innovations. Strongly rooted in their regions, UASs is often the natural partners to turn to with practical innovation demands. Moreover, the companies need qualified personnel who can contribute to the improvement of professional practice and to entry into new business activities.

**THANK YOU FOR YOUR ATTENTION!**

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