

# Strategic planning in HE in the years to come – the Dutch case

OSLO

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Sijbolt Noorda

Chair Dutch Foundation for Education  
Boardmember European Univ. Assoc.  
President Research Universities Group  
former president Amsterdam University

# my theme

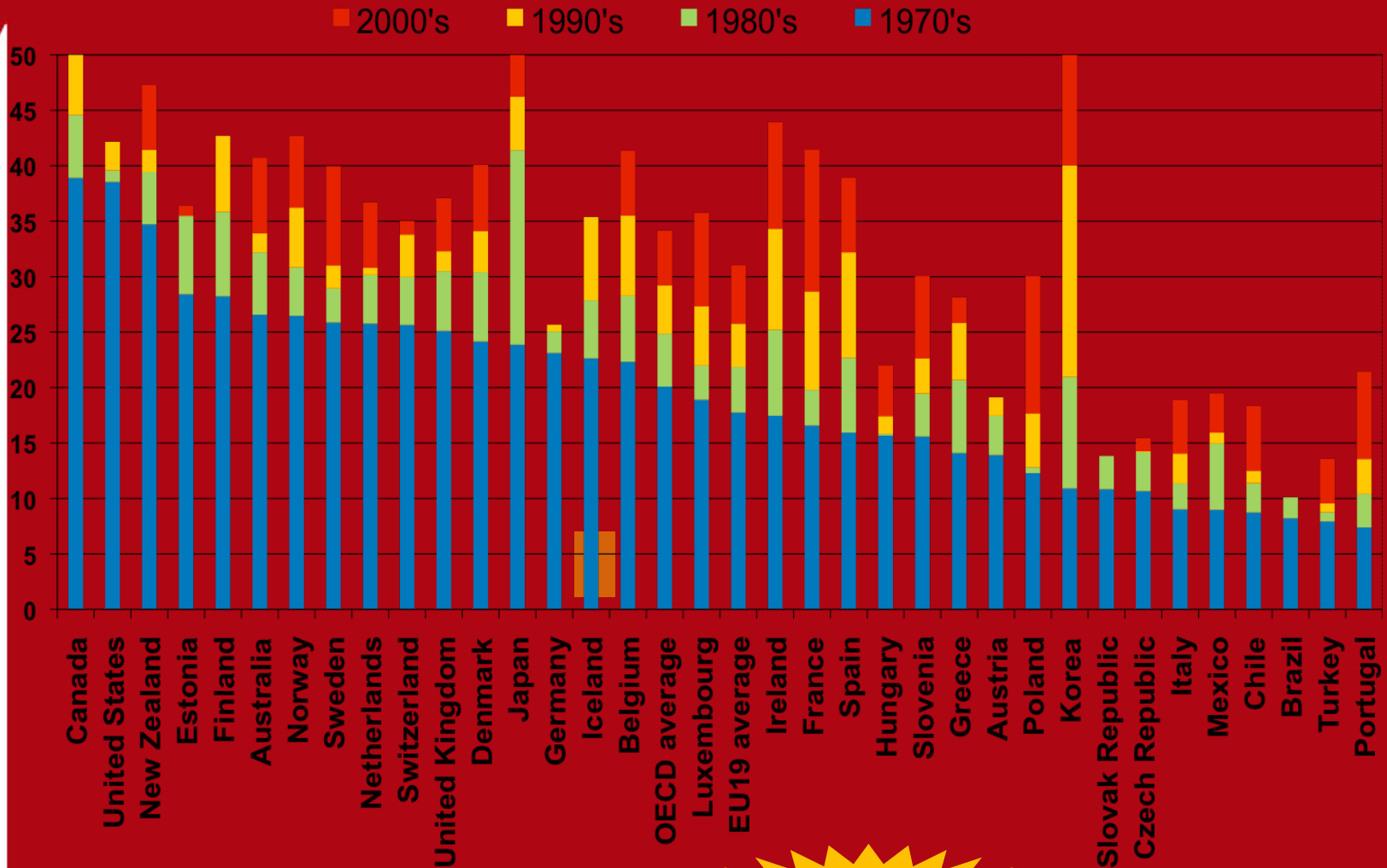
- is higher education healthy and sustainable?
- diagnosis: higher education suffers from mass production & delivery, and/or lack of variety
- we need more differentiation (rather than mainly replicating and standardizing)
- how can this be done? and why not? strategies for joint development?

# the OECD situation

- % of population with tertiary education is / has been growing
- highest % in countries with high proportion in short tertiary education (Canada, Japan, Korea, New Zealand etc)
- tertiary education is not any more the prerogative of a privileged part of society

# growth in university-level qualifications

Approximated by the percentage of the population that has attained tertiary-type A + B education (2007)

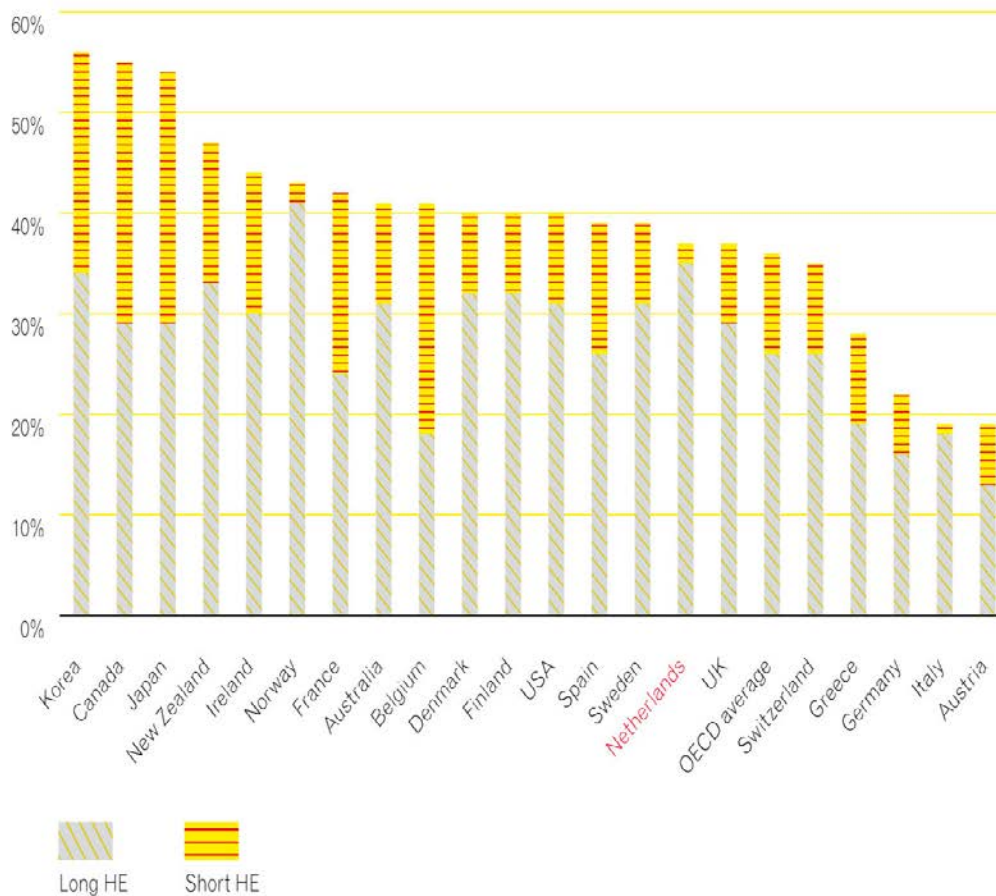


EAG 2009  
Table A1.3a

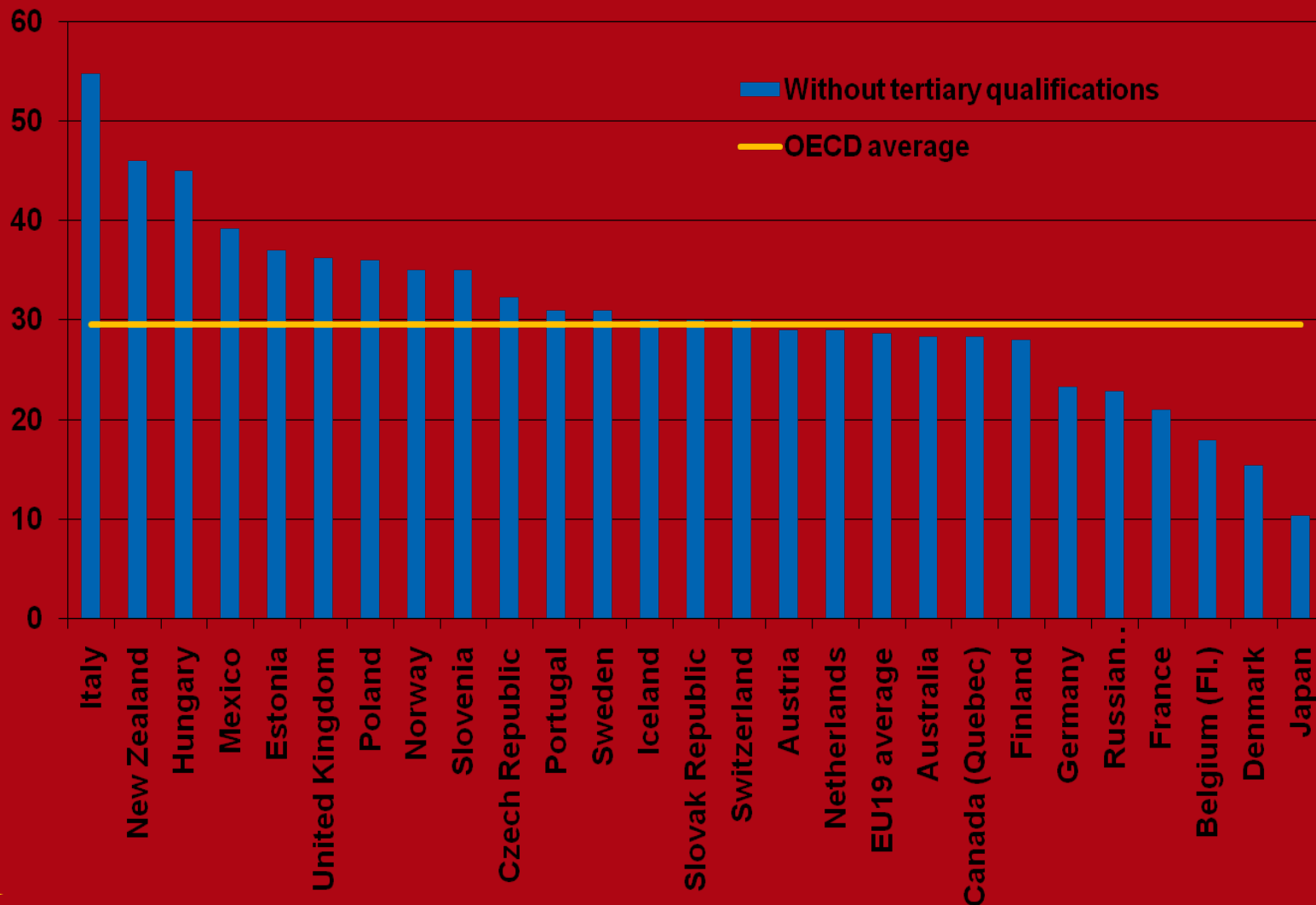


**Diagram I.32: Percentage of graduates (aged 25-34) of long and short HE programmes on the labour market**

Source: OCW, 2010



## Proportion of students who enter a tertiary programme but leave without at least a first tertiary degree (2005)



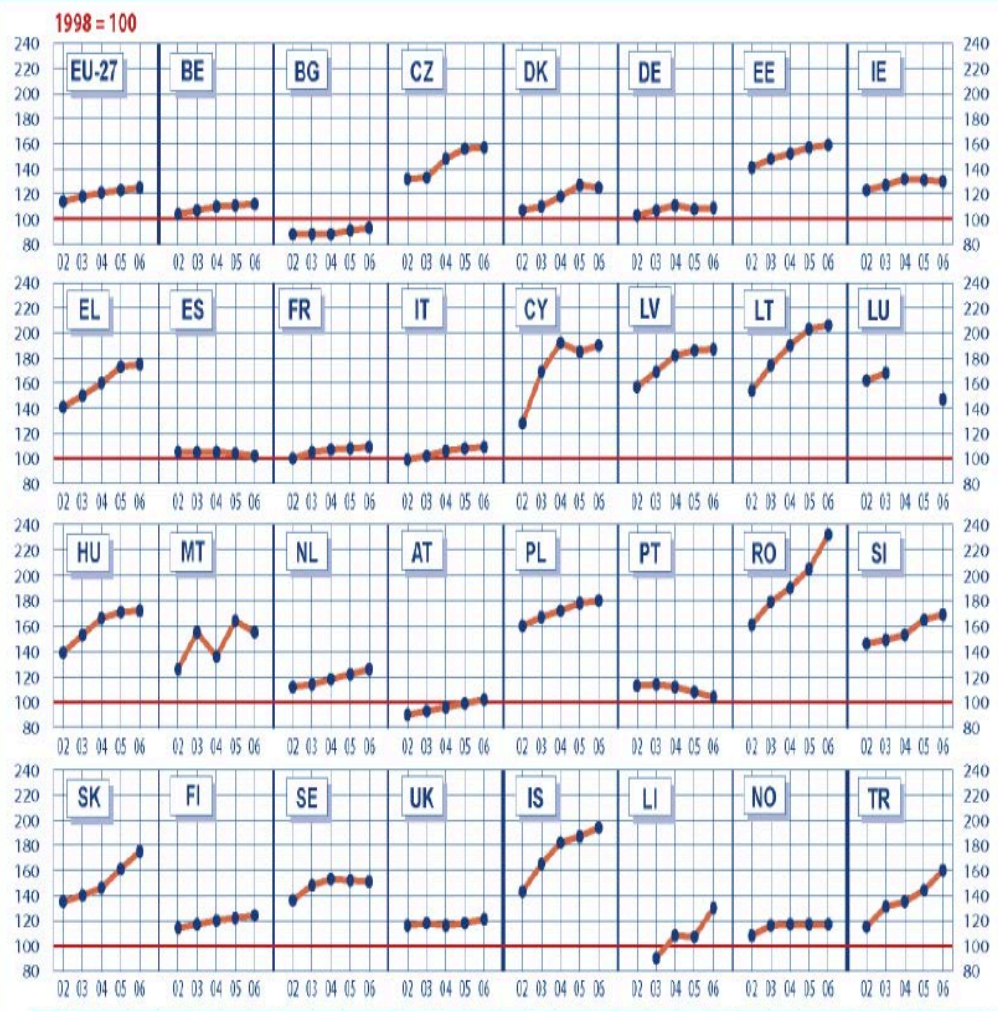
EAG 2009  
A3.4

# the European situation

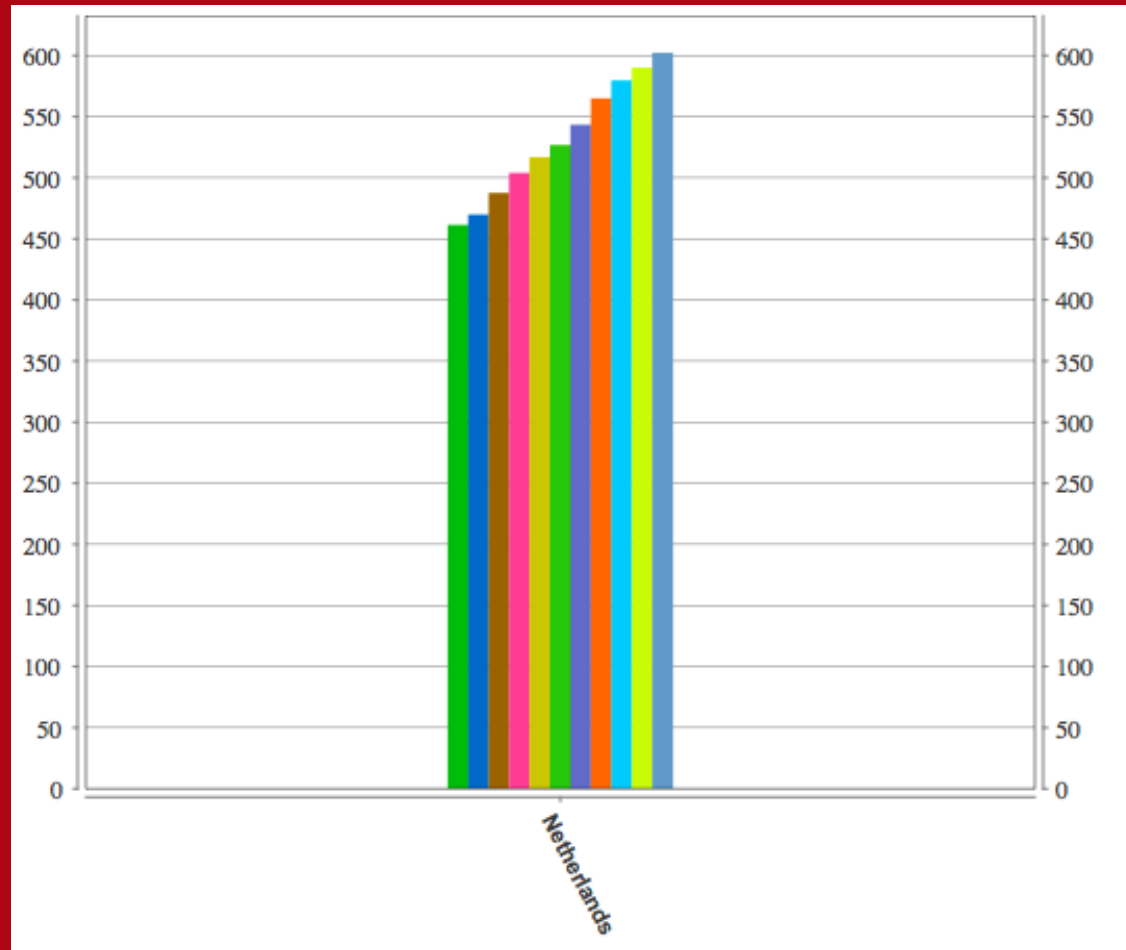
## climbing enrollment figures

- 1999 15.569.000
- 2008 19.040.000
  
- N 183.000 → 212.700
- NL 469.900 → 602.300
- (source: Eurostat)

Figure C13: Trends in the index, of student numbers  
in tertiary education (ISCED 5 and 6), 2002-2006 (compared to 1998)



# continuous growth in NL (and predicted up to 2020)



## the European situation (2)

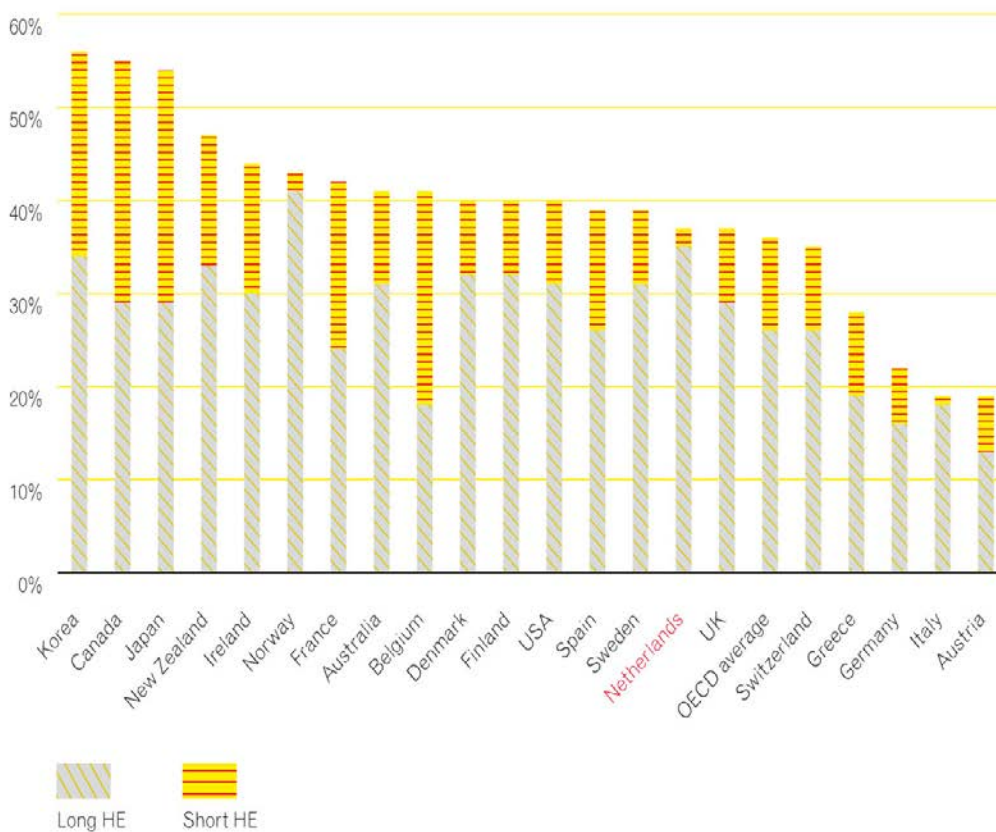
- with higher overall enrollment rising comes a growing variety of first year students in terms of qualifications and competences
- HE ( $\approx$ ,  $\neq$ ,  $<$  tertiary education) by entrants perceived as one large railroad yard, with too few directions, and unclear road signs & switches

# institutional variety in EU?

- university dominated countries (like Austria: 95% university)
- binary HE (like in Norway and Netherlands [HBO & WO])
- diverse HE, including *short* cycle HE (like in Switzerland, Flanders and Danmark)
- positions and profiles of various types of HE different and often unclear
- hiring preferences and rankings are petrifying the status quo

**Diagram I.32: Percentage of graduates (aged 25-34) of long and short HE programmes on the labour market**

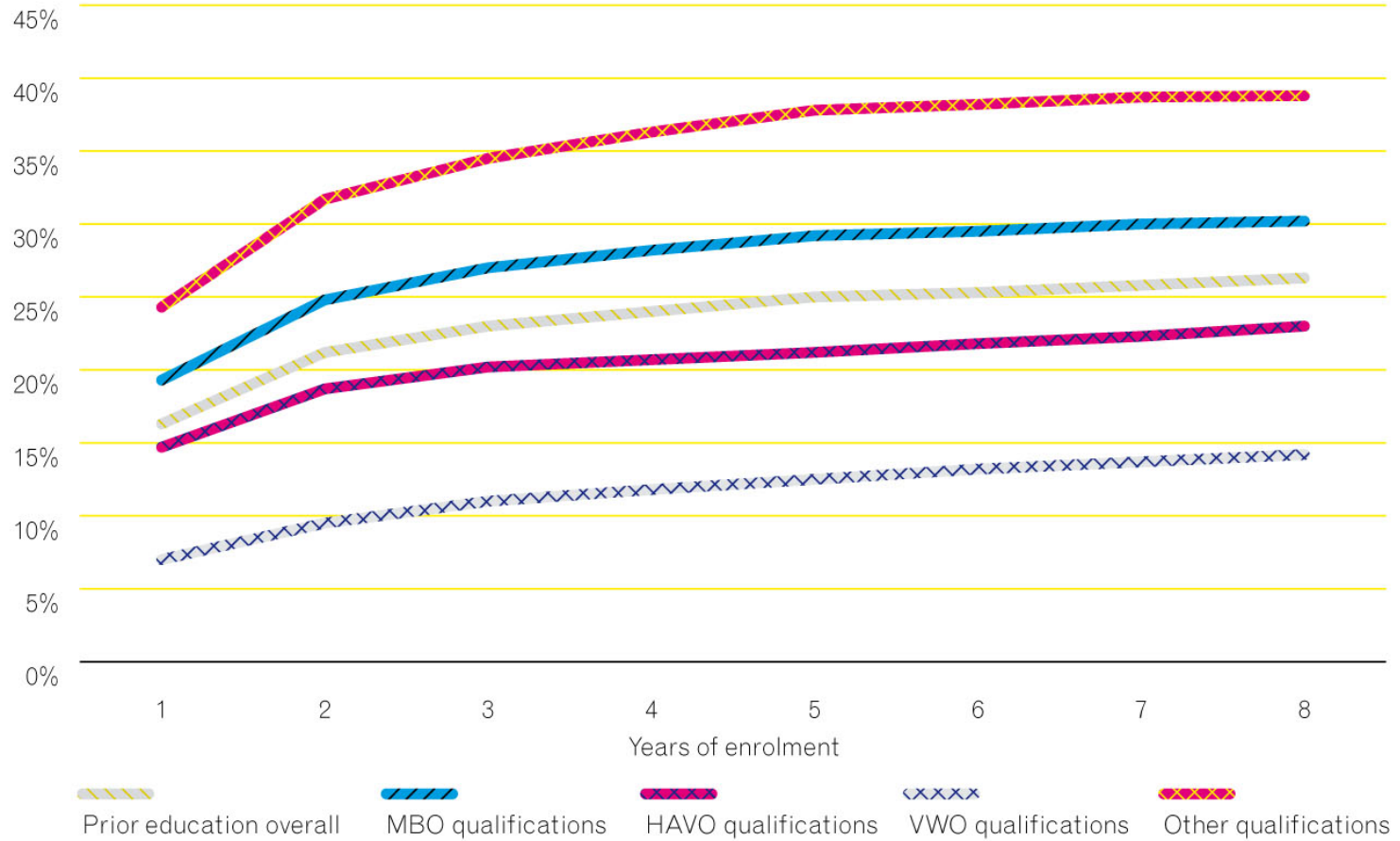
Source: OCW, 2010



# the Dutch case

- 13 research universities [WO], 1 open university, and 41 professional *hogescholen* [HBO]
- ± 500.000 undergraduate students (30% university, 70% hogeschool)
- graduate students 95% university, PhD students 100% university
- *almost no short cycle HE*
- admission based on school type
- ideal of open choice for students, limited capacity management

**Diagram I.17: HE drop-out rates for students who start out in HBO (full-time)**  
 Source: CBS



**Diagram I.18: HE drop-out rates of students who start out in WO (full-time)**

Source: CBS

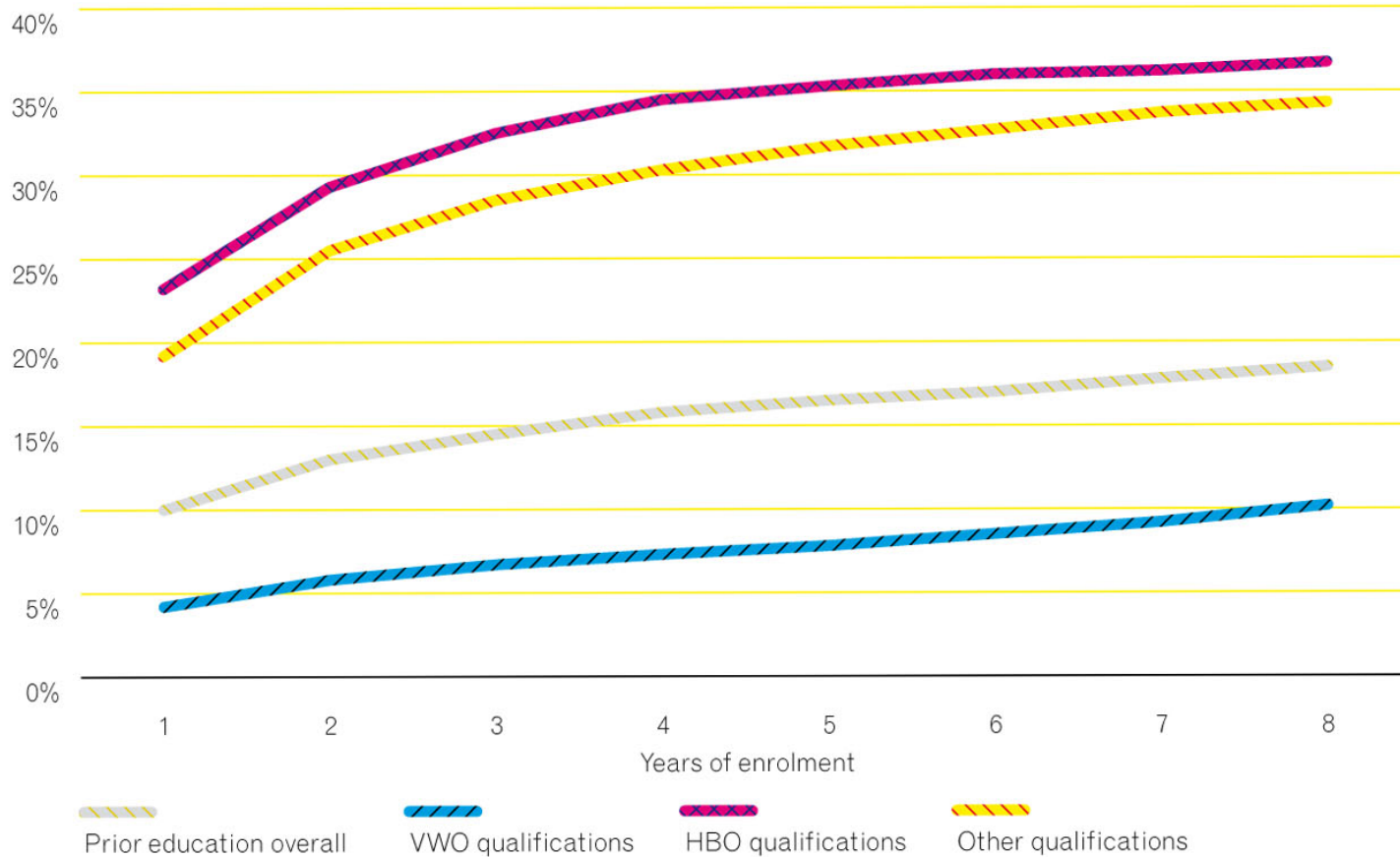
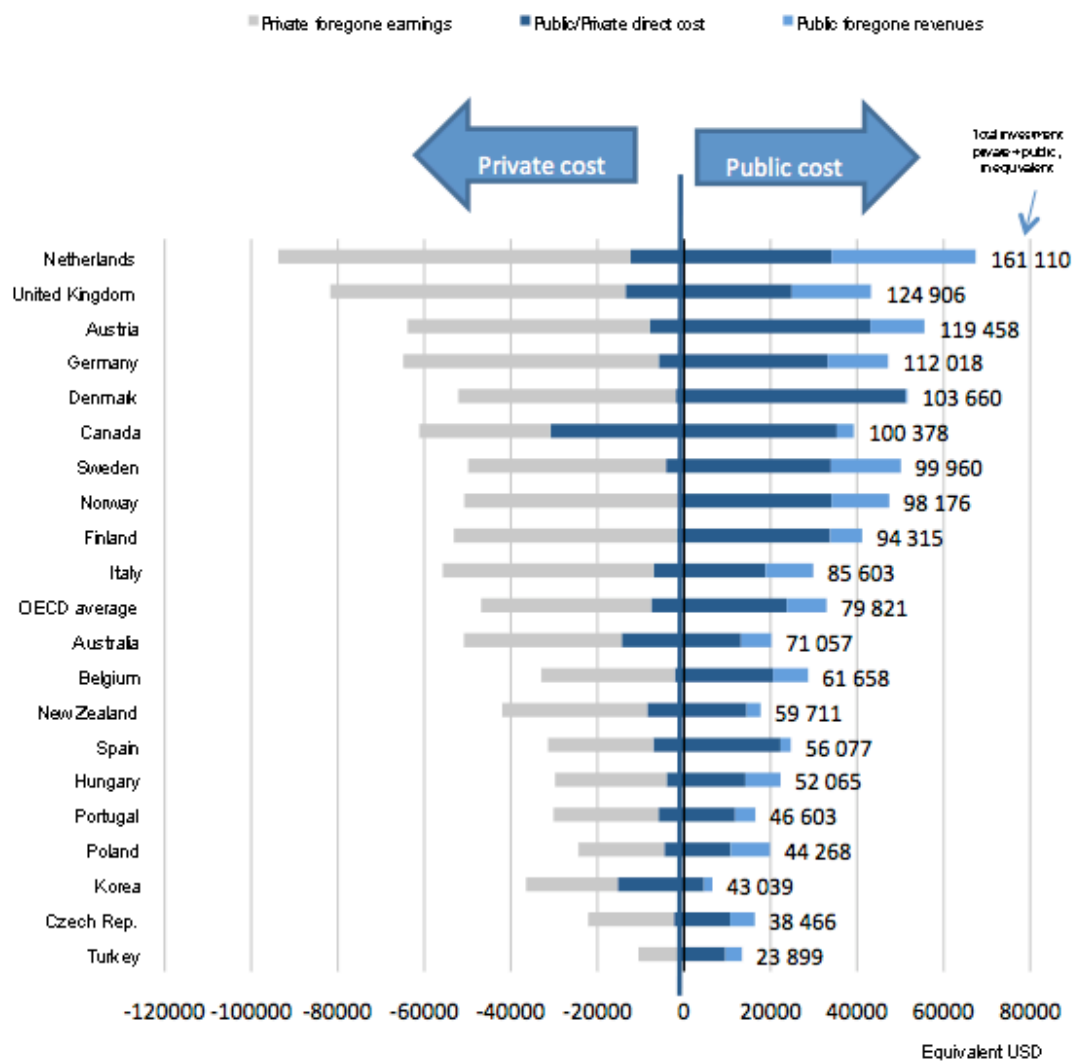


Chart A8.4. Public versus private investment for a male obtaining tertiary education (2006)



Note: Korea refers to 2003, Spain to 2004, Australia, Belgium and Turkey to 2005. All other countries refer to 2006.

Cash flows (components) are discounted at a 3% interest rate.

Countries are ranked in descending order of the total cost private + public.

Source: OECD. Tables A8.2 and A8.4. See Annex 3 for notes ([www.oecd.org/edu/eag2010](http://www.oecd.org/edu/eag2010)).

# new national HE plan (2010) 1

- to make mass higher education healthy:
- create more variety of institutional profiles and study tracks
- expand *short* HE, differentiate undergraduate professional study programs [HBO] and enhance research in undergraduate university programs [WO]
- introduce capacity regulating & funding in research university sector

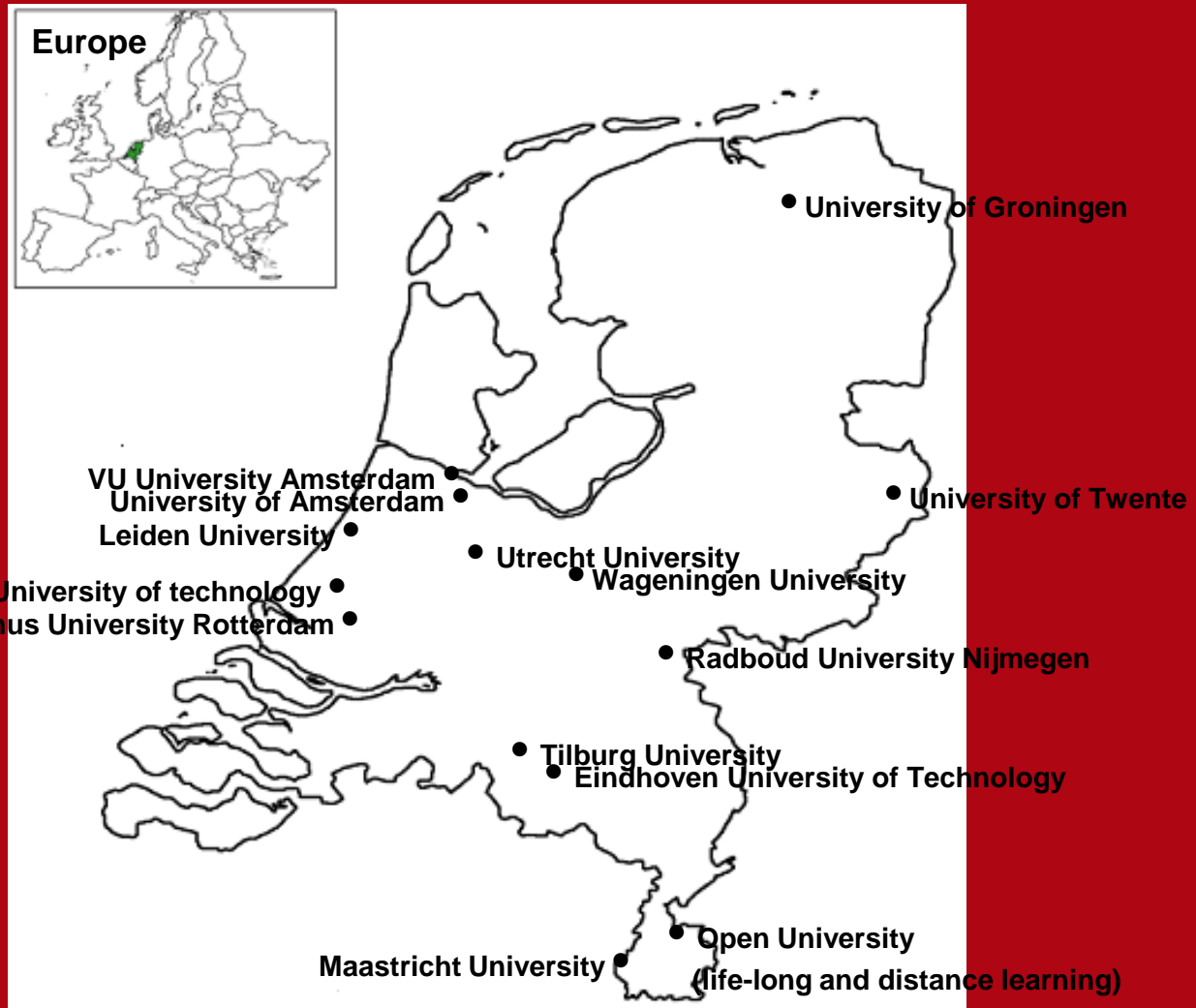
# new national HE plan (2010) 2

- to make things better:
  - initial student choice [now in HBO 40% regrets after first year]
  - study program selection [in terms of work style and length]
  - student performance [in terms of speed of progress and academic level]
  - successful graduation [complete short HE rather than fail long HE]

# new national HE plan (2010) 3

- expected complications:
  - it's *new* for students and labour market [in a context where proven value is everything]
  - it's *counterintuitive* for schools who love an upgrade [enhancing their reputation by following established leaders of the pack]
  - it takes time to implement
  - it costs money before it saves money

# Research Universities in the Netherlands



# more cooperation between HEIs to handle complexities

- e.g. *the Amsterdam case*
- Universiteit van Amsterdam  
(research intensive university,  
>30000 students)
- Hogeschool van Amsterdam  
(professional HE, 40000)
- Amsterdamse Hogeschool voor de  
Kunsten (fine arts academy, 3000)

## the Amsterdam case (2)

- since 1995 gradually intensifying cooperation
- to strategically *protect* profiles
- to help students find their s-spot
- to academically enhance performance
- to share facilities, specialised staff and services

## the Amsterdam case (3)

- meanwhile also growing cooperation between both Amsterdam research universities (in graduate programs, research strengths and joint facilities )
- recently creating a joint undergraduate Amsterdam University College

# the Amsterdam case (4)

- how was it done? (steadily and carefully: merging institutional leadership & strategies, while keeping schools [faculties] separate and granting them more latitude)
- benefits? (HE conceived as a networked range of types rather than as a hierarchy of ranks, under the umbrella of a shared reputation)

# the Amsterdam case (5)

- more benefits to come?
- a lot of marketing noise has disappeared
- more successful student traffic from A to B and B to A (better guidance, fewer frictions)
- development of new study tracks
- cooperation in applied research
- better and affordable facilities

# conclusions?

- HE solutions are not portable
- but they can be inspirational (or a warning)

*PS: although I have mostly been talking about the outside of things, one shouldn't forget or undervalue what's going on inside*