

U-Map Nordic Countries Dissemination Seminar

22 October 2012, Copenhagen (Denmark)

The U-Map Nordic Countries dissemination Seminar was organized on Monday 22 October 2012 in Copenhagen. At this seminar the preliminary outcomes of the U-Map project for the Nordic countries were presented and discussed for an audience of 80 participants in the room ca. 100 participants following the seminar on the live stream. Participants included the contact persons and rectors of the participating institutions, representatives of the ministries of education and other stakeholders organisations. The program of the day is shown in the box below.

Program

- 11:00 Welcome (Jacob Fuchs, Ministry of Science, Innovation and Higher Education, Denmark and Frans van Vught ,U-Map Team)
- 11:15 Presentation of the results of the U-Map project in the Nordic Countries (Frans van Vught and Frans Kaiser)
- 12:30 *Lunch*
- 13:30 Workshop: classifying higher education institutions in the Nordic Countries (Frans van Vught, Frans Kaiser, Elisabeth Epping and Wieke Boonstra)
- 15:00 *Break*
- 15:30 Panel discussion: different user-perspectives on U-Map as a university profiling tool
- 17:00 Closing the seminar (Frans van Vught and Ingvild Larsen Marheim, Nordic Coordinator U-Map)

The seminar was moderated by the following members of the U-Map Team: Frans van Vught (HERI-Projects), Frans Kaiser (CHEPS), Elisabeth Epping (CHEPS), and Wieke Boonstra (HERI-Projects). The online support and moderation was done by the U-Map Team members Ben Jongbloed (CHEPS) and Lars Rengersen (HERI-Projects).

This seminar was organised together with the Nordic Council of Ministers and follows up on the technical workshops that took place in Spring 2012. All background information is available on the Intranet: [http://projects.u-map.eu/nordics/Dissemination%20Seminar%20\(22.10.12\)/](http://projects.u-map.eu/nordics/Dissemination%20Seminar%20(22.10.12)/)

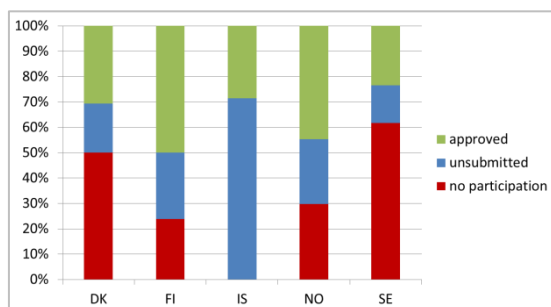
Welcome

The seminar was opened by Mr Frans van Vught (U-Map Team) who welcomed the audience in the room as well as those following on the live stream and introduced the programme of the day and the U-Map team. Frans van Vught gave the floor to Mr Jacob Fuchs, who represented the Nordic Council of Ministers. Jacob Fuchs (Ministry of Science, Innovation and Higher Education) welcomed the audience and thanked the CHEPS U-Map team for carrying out this U-Map exercise considering the short time frame and the number of institutions included. He also expressed his gratitude to the participating higher education institutions. Mr Fuchs stressed the importance of transparency in the higher education sector and emphasized that not all institutions can be in the top 10, yet the aspiration should be that higher education institutions are excellent in their niche. The Nordic Council supported the implementation of the U-Map tool in the Nordic Countries, as it is considered to be a vital instrument for putting excellence on the forefront and enhance transparency. He expressed his hope that the higher education institutions will use their profile and get insights in their own institution as well as in the Nordic higher education landscape. Mr Fuchs wished everyone a successful and productive workshop and hoped that the results will lead to interesting discussions.

Presentation of the results of the U-Map project in the Nordic Countries

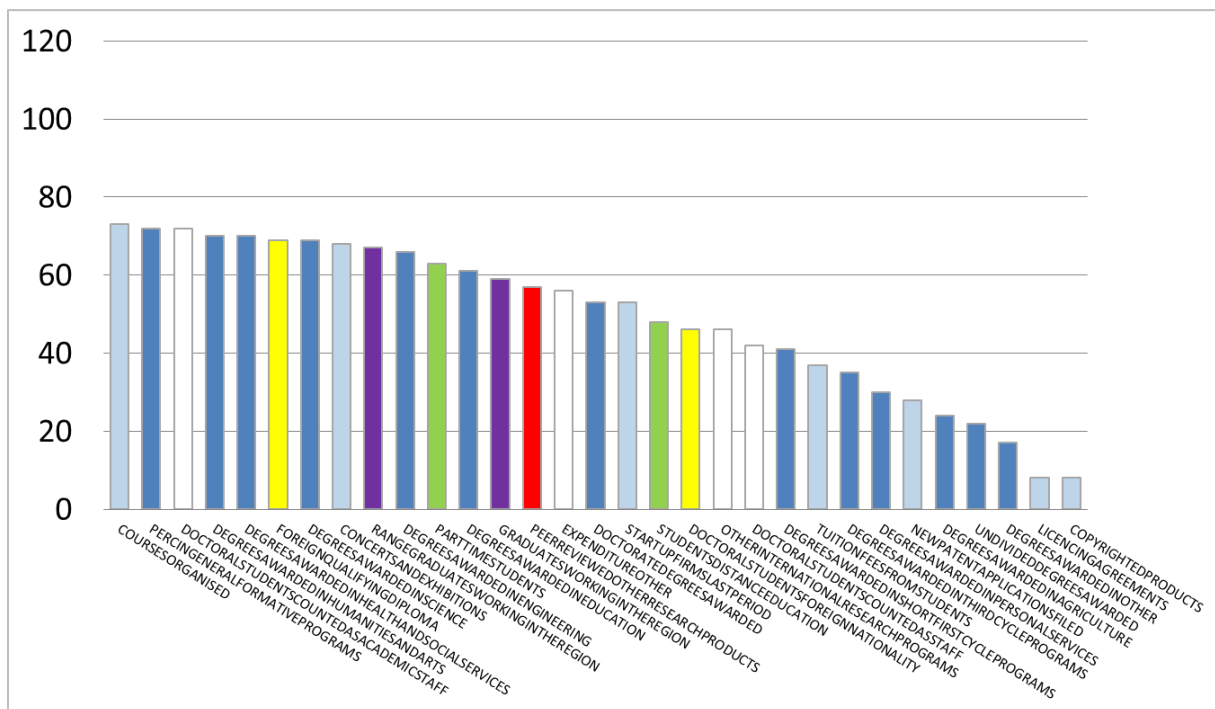
The U-Map team continued and presented the results of the U-Map project in the Nordic countries. Mr Frans van Vught introduced the participants to the global challenges of contemporary higher education, stressing the idea of transparency and introducing U-Map as an institutional profiling tool facilitating this. Yet, he clearly distinguished between activity profiles (description of actual activities) and performance profiles (evaluative presentations of actual performances) and placed emphasis on institutional activity profiles, which are meant to reflect the mission of an institution.

Mr Frans Kaiser reflected on the U-Map process in the Nordic countries, presenting once more the conceptual design of U-Map and the different steps that were taken on the way. In total 179 institutions were invited to participate in the U-Map Nordic countries project: 36 from Denmark, 42 from Finland, 7 from Iceland, 47 from Norway and 47 from Sweden.



The participation rate differed by country. Particularly in Sweden and in Denmark quite a number of institutions invited did not participate or dropped out of the project at a certain stage. Attempts are made to include more Swedish institutions in the project (particularly smaller

Graph 2 Number of institutions showing value >0 for given data element (total number=107)



The graphs show a mixed picture for different categories. For research-related items (colour code: red) most institutions have quite some data as well as on internationalisation indicators (colour code: yellow). Whereas for categories like enrolment (colour code: green) and degree-related items (colour code: dark blue) the picture is mixed: some data is available, other data not.

The Profile Finder & Viewer: Subsequently the ‘live’ demonstration of the U-Map profiles published on the (protected) U-Map website took place. Thereby the new website was introduced, which be open to the public, more functional and be launched in the beginning of 2013. The new website will keep the key element of the U-Map system, assisting users to compare and analyse institutional activity profiles: the Profile Finder and the Profile Viewer. Until the new website will be launched, institutions which approved their profile for publication can access the Nordic countries profiles at www.u-map.org/nordics/finder.shtml

The Profile Finder identifies specific subsets of institutions from the entire set of institutions included in the U-Map database. Users are able to select a group of institutions to compare based on dimensions and indicators of particular interest to them. Only those institutions that match these user-defined selection criteria are included in the comparison. The Profile Viewer provides the opportunity to ‘drill down’ into the activity profiles of the selected group of institutions and to compare the dimensions and indicators of up to three institutional profiles simultaneously in an efficient and ‘eyecatching’ way. The user can inspect more closely the activity profiles of two (or three) out of the institutions found by the Finder. He/she may ‘zoom in’ on the individual indicator scores of the institutions – for instance comparing their activities in terms of generating income from the region and creating start-up firms.

The next steps include the completion of the data collection and verification, the complete approval of all profiles for publication, the launch of the new website (including updating of profiles already in the system) and final project report.

Workshop

Workshop in Copenhagen: After the lunch break it was time for the participants in the room and online, to get familiar with the U-Map tool and the diversity in the Nordic higher education landscape by clustering activity profiles. Participants were grouped among 10 tables and received a set of “U-Map cards” showing the coded U-Map profiles in the form of sunburst chart for half of the Nordic universities having approved their profiles. The purpose of the exercise was to find three interesting groups of Nordic institutions. Each table was given a primary U-Map dimension for the grouping exercise. Subsequently participants were asked to identify three interesting groupings of institutions (high/medium/low engagement) according to the

primary U-Map dimension (the dimension student body was excluded). Within each of the three groups participants were asked to look for institutions that share similar profiles on other dimensions/indicators. After 35 minutes the participants shared the table’s interesting groups with those of an adjoining table who have been given the same primary dimension to start with but have the other half of the “U-Map cards” to work with. Finally the two tables integrated their groups into four interesting groups of institutions. At this



stage the U-Map team distributed a list of all codes and institutions in order to enable participants to identify the institutions they have grouped together. The participants were given the opportunity to get their hands (and minds) working on how U-Map can be used to compare and group the different institutions. Below an overview of the results, enabling institutions to see how they were grouped by different tables starting from five different primary dimensions.

Table 1 Results of Classification Exercise

Group	Label/ Definition of the identified group	Institutions belonging to this group
Primary Dimension: Teaching and Learning (Group 1&2)		
Group1	High Achievers: High on doctorate and master degrees awarded; high research; high number of peer-reviewed publications	160, 074, 073, 163, 157,136, 075, 048, 076, 116, 033
Group 2	Regional institutions: Low research engagement; high regional engagement	071, 101 ,24 ,060 ,056
Group 3	International Money-makers: High percentage of international income sources	038, 085, 055, 048, 145
Group 4	Life-long Learning institutions: High regional engagement, high part-time students	82, 113, 83, 139, 114, 94, 13

Primary Dimension: Knowledge Transfer (Group 3&4)		
Group1	Short cycle programs for regional purposes	82, 11
Group 2	Regional engagement and high knowledge transfer	38, 43, 55, 61, 85, 101
Group 3	Research intensive and high income from knowledge transfer	92, 93, 95, 113, 116, 148
Group 4	Research intensive and general high knowledge transfer	36, 39, 48, 73, 74, 76, 89, 86, 160
Primary Dimension: International Orientation (Group 5&6)		
Group1	High percentage non-national academic staff; peer reviewed publications, high activity internationalisation	020, 103, 073, 158, 049
Group 2	High percentage mature/part-time/ distance students; low number of exchange students	088, 130, 032, 099, 094, 140, 139, 116, 025
Group 3	High percentage of students from the region; high number of exchange students	055, 061, 052, 043
Primary Dimension: Research Involvement (Group 7&8)		
Group1	High on peer reviewed publications, doctorate degrees and high research expenditure	039, 076, 086, 108, 157, 116, 163, 103, 073, 046, 092, 049, 162
Group 2	Medium on peer reviewed publications, high on Master degrees	080, 084, 085, 146, 091, 160
Group 3	Medium on Peer reviewed publications, high on professional publications	112, 126, 110, 107, 099, 111, 146
Group 4	Low on peer reviewed publications, high on start-up firms and patents	028, 060, 062, 177
Primary Dimension: Regional Engagement (Group 9 & 10)		
Group1	High regional engagement, low on R&D	034, 052, 126, 028, 151, 145, 050, 013, 077, 022, 011, 071, 043, 056, 054,
Group 2	Medium on regional engagement, medium on scope	049, 108, 039, 033, 061, 062, 04,
Group 3	Medium level on regional engagement, medium level student body	129, 130, 124, 086, 146, 162
Group 4	Low regional engagement	029, 092, 086, 032, 110, 049, 163, 053, 157



Workshop online: Parallel with the workshop in Copenhagen, there was a special workshop/assignment for the online audience. Participants were asked to make a list of five institutions they were interested in based on their job function using the new U-Map website. Also here, participants started doing the exercise with coded institutions and at the same moment the coding list was distributed in Copenhagen, the website was reloaded to show the actual names of the institutions together with the codes.

This allowed people to identify the actual institution they had put on their list. Two of the online participants shared their list and role with us:

1.Role: Unit looking for student exchange partners. The Goal was to identify institutions that had: A good number of exchange students and also quite good percentage of master degrees

2.Role: Advisor. The Goal was to identify institutions with many foreign exchange students and many cultural activities - and a narrow scope.

Panel Discussion

After the workshop the usefulness of U-Map as a university profiling tool was discussed in a panel discussion. The panel was chaired by Frans van Vught (U-Map Team) and consisted of:



- Anders Flodström (KTH Stockholm)
- Claes Hagn-Meincke (Ministry of Science, Innovation and Higher Education)
- Frans Kaiser (U-Map Team)
- Kim Orlin Kantardjiev (European Students Union)
- Ole-Jacob Skodvin (NOKUT)
- Birgitta Vuorinen (Ministry of Education, Finland)

Each of the panellists presented a different perspective on U-Map, highlighting whether U-Map is useful, what it can offer, and what aspects would need to change.

Brief reflection from different perspectives usefulness of U-map:

Mr Anders Flodström: The U-map tool is absolutely useful, for the Nordic countries as well as for Europe and globally. It helps to learn more about your own university. It provides information in an effective way: a profile. This profile can be compared to other profiles but not in terms of ranking.

Mr Claes Hagn-Meincke: U-map provides new knowledge, this knowledge could be used for policy decisions in the future. In the first place, U-map provides transparency among the Nordic countries. Furthermore, different profiles fit to different societies, U-map is not a ranking or limits the number of parameters.

Ms Birgitta Vuorinen: There is a market needed for the new transparency tool for higher education. By collecting all this data we have to think about the next step. "How does the audience find U-map, and how does U-map find the audience?"

Mr Kim Orlin Kantardjiev: U-map can be very helpful for students. Although it is descriptive, it one way it is actually prescriptive. The advantage is that the prescription is made on own criteria, selected by the user. Moreover, U-map might be useful to compare different kind of systems and how they affect diversity.

Mr Ole-Jacob Skodvin: U-map enables to compare institutions and furthermore universities are mirrored by this tool. U-map is a nice first move toward U-Multirank.

Seminar: an online impression

People could also join the dissemination seminar online. A video of the speakers, the slides and audio were available to the online audience. Furthermore the video stream was supported with a live-chat where people could ask question, interact and react on the seminar in Copenhagen. The live telecast video of the morning session of seminar had 102 views and the number of views for the recorded video was 126. The afternoon video has been viewed 20 times and the live telecast of the afternoon had 91 views. The videos are still accessible via <http://www.hdvideocenter.dk/> (user: DGI password: DGI). Overall the video stream worked very good and enabled quite a number of people to follow the seminar online. Some people made active use of the live-chat and asked questions that were passed on to the speakers and the panel.



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