

Indicators for the strategic management of Higher Education Institutions: the experience of the OEU

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Why such an undertaking?

- Take hold on one major institutional transformation:
In science, "evaluations have become a major factor
in the management of organisations" (Hansson,
2006)
- And be proactive, while taking into consideration
Bradley & Schaffer's warning (1996):
"Modellers should carefully determine what is
important enough to measure before trying to
measure it"

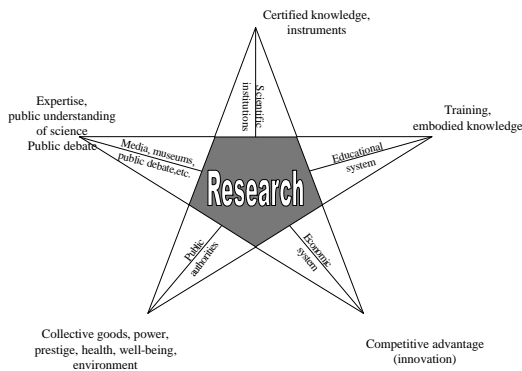
Preliminary considerations

- Why more indicators on universities?
 - when multiple rankings produced --> ONE SIDED
 - when most states multiply data-based monitoring /
evaluation --> NOT CONTROL, STRATEGY MAKING
- Why focus on research?
 - ample knowledge from scientometrics
 - The now established Shanghai ranking
 - Multiple 'national' rankings (see DfG...)
 - > LIMITED COVERAGE OF RESEARCH ACTIVITIES

Multiple Research Activities

- Classical model
 - basic/fundamental research produces new knowledge
 - transfer activities organise its circulation (to industry, public services and society)
- Key words about science-innovation link:
 - tacit/codified --> need for direct cooperation in research
 - from basic/applied divide to 'problem-solving' research
 - from 'technology assessment' to 'public debates' about what to research and how to research it (GMO, stem cells..)
- Thus need to consider a "vector of outputs" (e.g. research compass card)

The research compass card



PRIME five choices

1. Develop indicators and descriptors of the variety of outputs and the configurations they build
2. Adopt a progressive / pragmatic approach coupling researchers and "lead user" HEI
3. One clear 'bottom-up' objective: help University decision makers in strategy making
4. Keep aggregative capacities for defining "key configurations" (and helping bottom-up based comparisons)
5. A practical output: a "methodological guide", using university examples

The Observatory of the European University is a shared experiment aiming at producing indicators supporting the strategic management of research by Universities

Dynamics of the project

- The project has run for 2,5 years (2004-2006)
- It has mobilized 16 research groups and 15 Universities --> see list
- Intensive exchanges: 6+2 collective meetings
- Organised in 4 researchers' working groups: 2 on means mobilised (personnel and funding) and 2 on outputs (Academic and others -so called 3rd mission)
- Added one WG on governance
- First stage = developing given dimension of indicators on a subset of universities, to test interest of indicators, and feasibility (as well as data gathering options)

- ADIS / Univ. Paris Sud
- CERIS / CNR
- CIPES / Univ. Aveiro
- CSO / FNSP & CNRS
- FEEM
- IADE / Univ. Auton. Madrid
- IKU / Corvinus U. Budapest
- IPTS
- IREDU/ U.Bourgogne & CNRS
- ISI / Fraunhofer G.
- LATTIS / ENPC & CNRS
- LEM / SSS
- OSPS / Univ Lausanne
- OST
- STSS / Maastricht Univ.
- UPC / CSIC

- ENPC
- U. de Aveiro
- U di Bologna
- U. de Bourgogne
- Budapest University
- Dortmund University
- U. de Granada
- U de Lausanne
- Maastricht University
- U. A. de Madrid
- U. de Marne La Vallée
- Ludwig Maximilian U München
- U Paris Sud
- U de Szeged
- U. Ca' Foscari Venezia

General Meetings

- Pisa 16-18 July 2004
- (Manchester, January 2005)
- Lausanne, February 10-11, 2005
- Madrid, April 7-9, 2005
- Paris, October 14, 2005
- Budapest, December 1-2, 2005
- (Paris, February 2006)
- Paris, June 6-7, 2006

Outputs of the project

- **A template** organising indicators along 5 dimensions and 5 strategic issues --> see presentation on OEU strategic Matrix
- **A set of indicators** (with data collection proposals) on each of the 5 dimensions (funding, Human resources, academic outcome, third mission and governance) --> see thematic presentations
- A proposal for a public & periodic **Intellectual Capital Report** produced by Universities to "position" themselves internationally
- All this summed-up in a **methodological guide** (the OECD way) in order to enable universities to self-produce indicators --> see available book

Next Steps (hoped for)

- Progressive full implementation by voluntary universities (e.g. those asking for EUA evaluation services)
- Learning from experience and periodic updating the methodological guide
- Studying "key configurations" (requires to have a subset of at least 100 universities)

AND PRIME ready to organise update and treatment for identifying key configurations

BUT Need for a Champion at European level

Lugano's addition thanks to Miguel Barcelo

- We must recognise what we are doing:
 - *"My work is not a representation but a reconstruction"*
 - *"I do not want to illustrate things, I want to make them"*
- But we should not forget the following
*"the renaissance notion of perspective ... has hidden the reality of **painting-as-place**. Instead a painting was said to represent the **view of a place**"*
