# CHANGING LANDSCAPE OF HE IN ROMANIA : TOWARDS A GROWING INSTITUTIONAL DIFFERENTIATION

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**Performance in Research, Performance in Teaching Quality, Diversity and Innovation in Romanian Universities" Project – ID 123120**
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- **Outline**

I. Where are we now?

II. History matters

III. A newly emerging HE landscape

IV. Institutional differentiation

- ## I. Where are we now?

- The implementation of the 2011 Education Law:  new institutional charts; a new pattern of institutional governance and management; re-configuration of internal structures; new approaches to QA; a new system of HE public funding ; new rules of public accountability.

- Right now - until April 2012 - there is the time of academic elections and of internal institutional debates. Busy time!

- **Existing Types of HEIs**

- **An apparently unitary system**: all HEIs are universities carrying out teaching and research

- **Existing diversification axis**: (1) public/private axis; (2) disciplinary axis: comprehensive; technical and engineering; medical; agricultural; social sciences; arts; military; (3) degree awarding powers: LMD; LM; L.

- **However, so far, the dominant forces generated mostly similar institutional configurations**

- **II. History matters:**

- **1990-1995** : **Post-communist reparatory changes**

- **1995-1999**: **Emerging a new HE system**
  - ➢ *Changing the legislation: a new law on education and on accreditation*
  - ➢ *Institutional diversification on public/private axis and on study programme axis*
  - ➢ *Passing from elite to mass HE*

- **1999-2010**:
  - ➢ ***Implementing Bologna principles and objectives***
  - ➢ ***A new, formula-based, funding mechanism***

- **2010 -  Re-configuring the system and institutions:**
  - ➢ *2010: Evaluating the state of HE and identifying new options for HE development*
  - ➢ *2010: Concluding  a "National Pact on Education and Research" of all parties represented in Parliament and of various  stakeholders*
  - **2011: Adopting a new law on education**

- **Facts and Figures (1)**
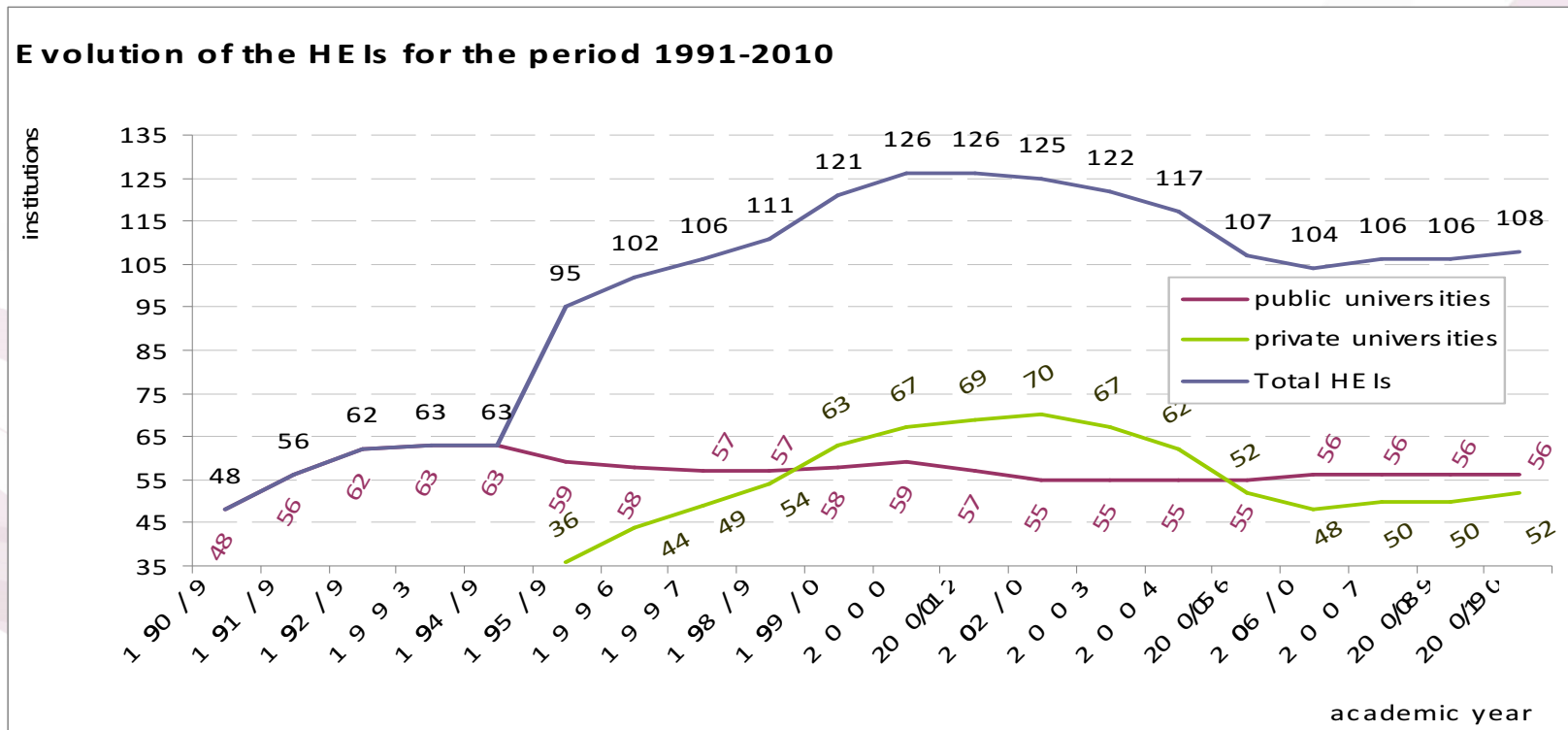
Evolution of the HEIs for the period 1991-2010

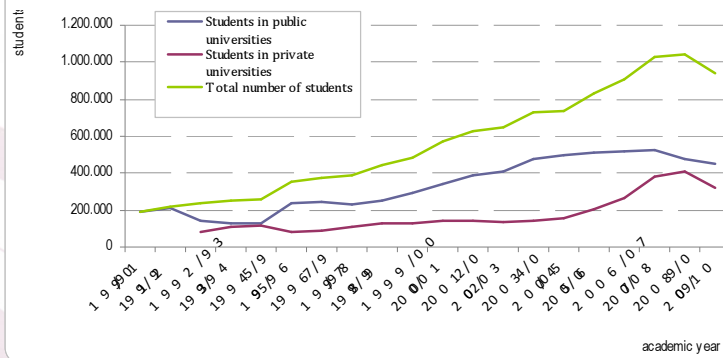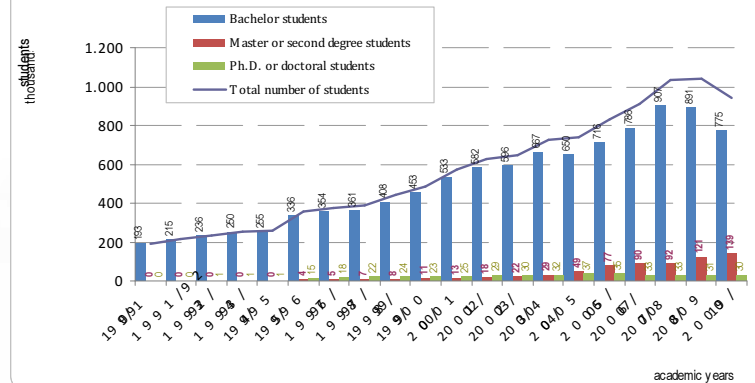# • **Facts and Figures (2)**



Evolution of the total number of students in the period 1990-2010



Evolution of total number of students, by study cycles, in the period 1990-2010

# Facts and Figures (3)

Evolution of the total number of teaching staff (full-time employed by the univerities) for the period 2002-2010



Evolution of the students to teaching staff ratio, for the period 2002-2010
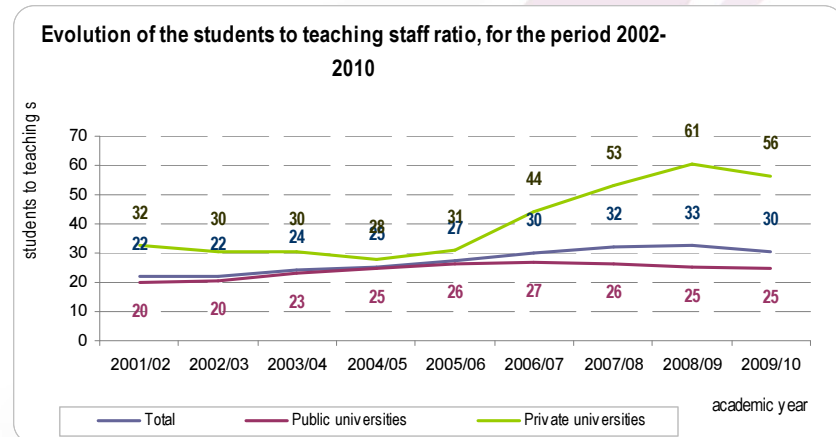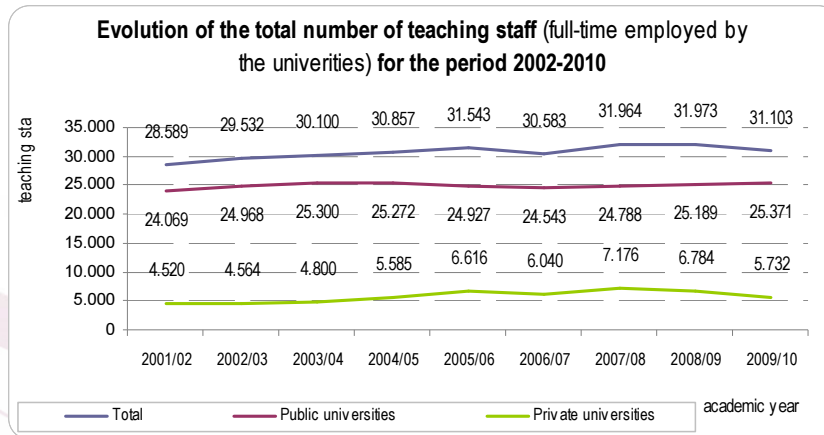
- ## Configurations (1)

- A high number of institutions for a rather small number of students and for the demographic size of the country

- A high number of study programmes in social sciences and humanities in private universities and most study programmes in technical and professional areas in public universities

# • **Configurations (2)**

- A decreasing demand for higher education degrees associated with a sharp demographic decline

- A small number of teaching and research staff and a high student/staff ratio

- A continuous shrinking of public funds made available for public HE and research

- A rather low research output internationally relevant and competitive

# • **Configurations(3)**

- A high institutional isomorphism in terms of assumed missions and with reference to structures, governance and organization of curricula; thus a reduced institutional differentiation in the system and a growing gap between the stated mission and its realization

- Encountering difficulties in concentrating resources and demonstrating local, regional or national relevance of HEIs

- III. **Promoting a new HE landscape.** 1. **Criteria:**

*Structural and functional re-configuration, at system and institutional levels, in terms of* :

➢ **Quality** - focused on outcomes

➢ **Relevance** - for the market demands and students' personal development

➢ **Competitiveness** - both nationally and internationally

- **2. Systemic Actions:**

- Increase **university autonomy** while also taking into account **public accountability**

- **Generating a higher institutional differentiation** through university classification and programme ranking

- **Introducing a new funding formula:** public funding dependent on teaching and research outputs and on real costs

- **2. Institutional Actions**

- **Heirs governing structures:** HEIs to make an option for either a more collegiate or a more managerial type  of governing structures

- **Re-structuring institutional missions and  internal organization:** HEIs to set up their own internal structures in line with the prospects of a new mission and its successful realization

- **Diversifying financial sources:** allowing universities to set up commercial companies and foundations

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- ## 3. Institutional and systemic actions

- **New approach to quality assurance**: more emphasis on learning and research outcomes

- **Innovating curricula and teaching quality:** provide public financial incentives for innovations and for staff recruitment and promotion

- Providing new incentives for **increasing research outputs** and for the **re-organization of doctoral and master programmes**

- (Cont.) **Institutional and systemic actions**

- **Develop qualifications tracer studies**: this is to increase  HEIs outputs relevance for market demands and student personal development

- **Intermediary collegiate bodies - UEFISCDI:** set up and/or strengthen buffer collegiate bodies, under the umbrella of an executive agency – UEFISCDI - meant to provide national and international information on HE and increase inter-institutional communication: CNATDCU, CNCS, CNFIS

- **IV. Institutional differentiation**

- **This is a key institutional and systemic collaborative action**

- **Means of differentiation**: (1) classification (not ranking) of universities in 3 classes: research intensive (LMD), research and teaching (LM)and teaching focused universities (L); (2) programme ranking at national and institutional levels

- Relating classification with : (1) degrees awarding powers; (2) financial incentives

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- **Classification procedures**

❖ **Initial evaluation: 2011**

➢ Data collection

➢ Data processing

➢ First classification

❖ **External evaluation: 2011-2013 – national selection of an international agency for making the external evaluation**

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- **Data collection**

- **(1)** invite –via EUA - a group of experts to advise on data collection and approaches to classification;

- **(2)** define a set of indicators for structuring the information on institutional outputs related to teaching, research, relations with environment, institutional capacity;

- (**3**) invite universities to report their outputs;

- **4**) make the information available on an open public web-site.

- **From data collection to data processing**

- An acceptable range of indicators that are indicative of institutional outputs

- Weightings for each indicator to allow for an overall assessment of institutional outputs

- Data to populate each indicator that is sufficiently comparable across institutions to allow "fair" national comparisons

- Work out formulas and weightings for identifying university classes

- **Finalizing the 1ˢᵗ stage of university classification**

- Benefiting from the assistance of EUA in establishing university classes

- Reporting on the provisional results:

I. 48 teaching focused universities

II. 22 teaching and research universities

III. 8 teaching and artistic creation universities

IV. 12 research intensive universities (out of which: 3 comprehensive; 4 technical; 3 medical; 1 agricultural; 1 social sciences)

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- **Looking forward: external evaluation - 2011-2013**

❖ EUA –IEP acting as the agency responsible for the external evaluation of universities by classes

❖ Planning and implementing the institutional evaluations

❖ Having institutional and cluster reports

❖ Finalizing with a policy relevant system report on the institutional differentiation within the Romanian HE system

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**Thank you!**