

Evidence-based policies in HE: data analytics, impact assessment and reporting

A comparative study on cost-sharing in higher education – Using the case study approach to contribute to evidence-based policy, *Dr. Dominic Orr (Deutsches Zentrum für Hochschul- und Wissenschaftsforschung, Hannover, Germany)*

Higher Education Research in Europe, *Ulrich Teichler (International Centre for Higher Education Research, University of Kassel, Germany)*

Does research influence educational policy? The perspective of researchers and policy-makers in Romania, *Georgeta Ion (Universitat Autònoma de Barcelona / University of Bucharest, Romania), Romita Iucu (University of Bucharest, Romania)*

Using evidences and impact evaluation in optimizing the higher education reform in the Republic of Moldova, *Ana-Maria Stăvaru, Nicolae Toderaş (National University of Political Studies and Public Administration, Bucharest, Romania)*

Changed Academic Relationship between Professors and Students at Uni Potsdam: Impact of Bologna 2011-12, *Christen Cullum Hairston (Educational Enhancement Department, American University of Antigua)*

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As an example of a study, which aims to support the use of evidence-based policy in decision-making, the paper will present a study on cost-sharing, which was commissioned by the European Union. The study had the task of reviewing the impact study on changes to the balance of higher education costs between public grants and private revenues through case-study research (Orr, Wespel, & Usher, 2014a, 2014b). The purpose of the study was to provide a basis for open discussions on reforms to higher education funding and their consequences.

Higher Education Research in Europe, Ulrich Teichler (International Centre for Higher Education Research, University of Kassel, Germany)

Higher education research has remained up to the present a relative small academic field at institutions of higher education in Europe with altogether about 1,000 – 2,000 scholars involved. HER was a quantity negligible in Europe up to the 1960s, experienced some growth around 1970s in response to the discourse on educational expansion and economic growth and the students' critique of the traditional university, and grew further since the 1990s in the wake of new modes of governance and management as well as the spread of evaluation and other assessment activities. The institutionalisation of HER, however, turned out to be uneven across European countries, and also the thematic focus varied substantially. HER gained some visibility through undertaking comparative analyses on graduate employment, the academic profession, governance in higher education, student mobility, and the impact of European policies. HER at institutions of higher education in Europe has remained small, though, in recent decades as compared to the growth of other professionals involved in the production of more or less systematic information on higher education, e.g. 'institutional researchers', 'policy researchers', 'higher education professionals' involved in quality management, careers, HE planning, etc., 'consultants' and 'reflective practitioners'. This stimulates both competition and collaboration in analyses relevant for policy and practice, but also challenges academic HER at higher education institutions to sharpen its specific profile in terms of using ambitious theories and methods, and of surpassing the reflective horizon of their various 'applied' neighbours.

Does research influence educational policy? The perspective of researchers and policy-makers in Romania, Georgeta Ion (Universitat Autònoma de Barcelona / Universiy of Bucharest, Romania), Romita Iucu (Universiy of Bucharest, Romania)

The aim of the paper is to analyze the relationship between educational research and its use in the policy-making process in Romania. We examine the ways in which research influences educational policy, the mechanisms by which this influence operates and whether it can be improved. We focus firstly upon research production, looking to identify the researchers' perception regarding the quality and the potential of their research with respect to the policy-making process. Secondly we analyze policy makers' opinions regarding research and its incorporation into policy-making. Finally we discuss the obstacles and opportunities presented by the transfer of research into policy making, and make some suggestions as to how this can be improved. We used qualitative methods based on in-depth

interviews with researchers and policy-makers in Romania. The results show that, in general, policy makers are not using research results, and we identify the causes of this situation. We identify different types of causes, from the quality and visibility of research activity to the structural and institutional obstacles which research activity and transfer have to face. The implications are discussed at three different levels: the micro level represented by the individual researcher, the mezzo level, represented by the organization and the macro level – the systemic context. The conclusions offer researchers and policy-makers opportunities to consider opportunities and constraints, in order to improve the relationship between the educational research and its potential users.

Using evidences and impact evaluation in optimizing the higher education reform in the Republic of Moldova, Ana-Maria Stăvaru, Nicolae Toderăș (National University of Political Studies and Public Administration, Bucharest, Romania)

After a series of at least five attempts to change the national higher education legal framework, a new legislative framework convergent in a greater extent with the principles of the Bologna Process is now in the process of entry into force. Thus, on the one hand, when Moldova joined the Bologna process, changes made in the legislative and regulatory frameworks were developed rather mimetically and through fragmented transposition of procedures and principles governing the Bologna Process. On the other hand, the adjustments made were not substantiated through studies, analysis and comprehensive evaluations of the system.

Are the recent changes in higher education in the Republic of Moldova accomplished on the basis of arguments related to deepening participation in the Bologna Process? Only in the last two years, changes in the legal framework of higher education refer to studies, analyses and policy proposals (see the strengthening of the autonomy of higher education institutions, the change of the funding mechanism etc.). However, the use of evidence in policy grounding is still at an early stage. Therefore, we try to explain and analyse, based on semi-structured interviews with decision-makers, the use of evidences and impact evaluations in policy making which draw the current structural reform in higher education in the Republic of Moldova.

Changed Academic Relationship between Professors and Students at Uni Potsdam: Impact of Bologna 2011-12, Christen Cullum Hairston (Educational Enhancement Department, American University of Antigua)

The University of Potsdam (Uni Potsdam), a research-intensive university situated in former East Germany, is no stranger to the major German and European policy reforms that have transformed the German higher education system over the past decade and a half. Uni Potsdam's rich regional past, young institutional history, and low state funding present a remarkable context of reform. This case study analyzes the perceptions of 25 professors amid Bologna and national reforms and found significant changes to the structure of faculty work, teaching and learning, and interaction between professors and students. This paper focuses on one thread of these findings: the ways in which the Bologna Process has changed the academic relationships between students and professors at Uni Potsdam 2011-12.