

Policy learning in Higher Education and universities' governance

A case study of the 2008-2016 policy cycle in Romania

Section 5. Financing and Governance

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Research focus

- Governance profiles of Romanian HEIs – analysis of strategic documents of HEIs
- Broader policy context – policy learning cycle (strategic capacity building)

The policy learning cycle

- Systemic foresight exercise (10.000 stk and experts) (2008–2011)
 - Strategic Vision for the Romanian HE system in 2025
 - *personalized learning, transparency, and diversification* of HEIs mission and governance
- Institutional evaluation of 70 Romanian universities undertaken by the EUA (IEP) (2012-2014)
 - System evaluation report
 - 10 priorities, 30 recommendations
- The request of the ministry of education to publish updated institutional strategies (2016)

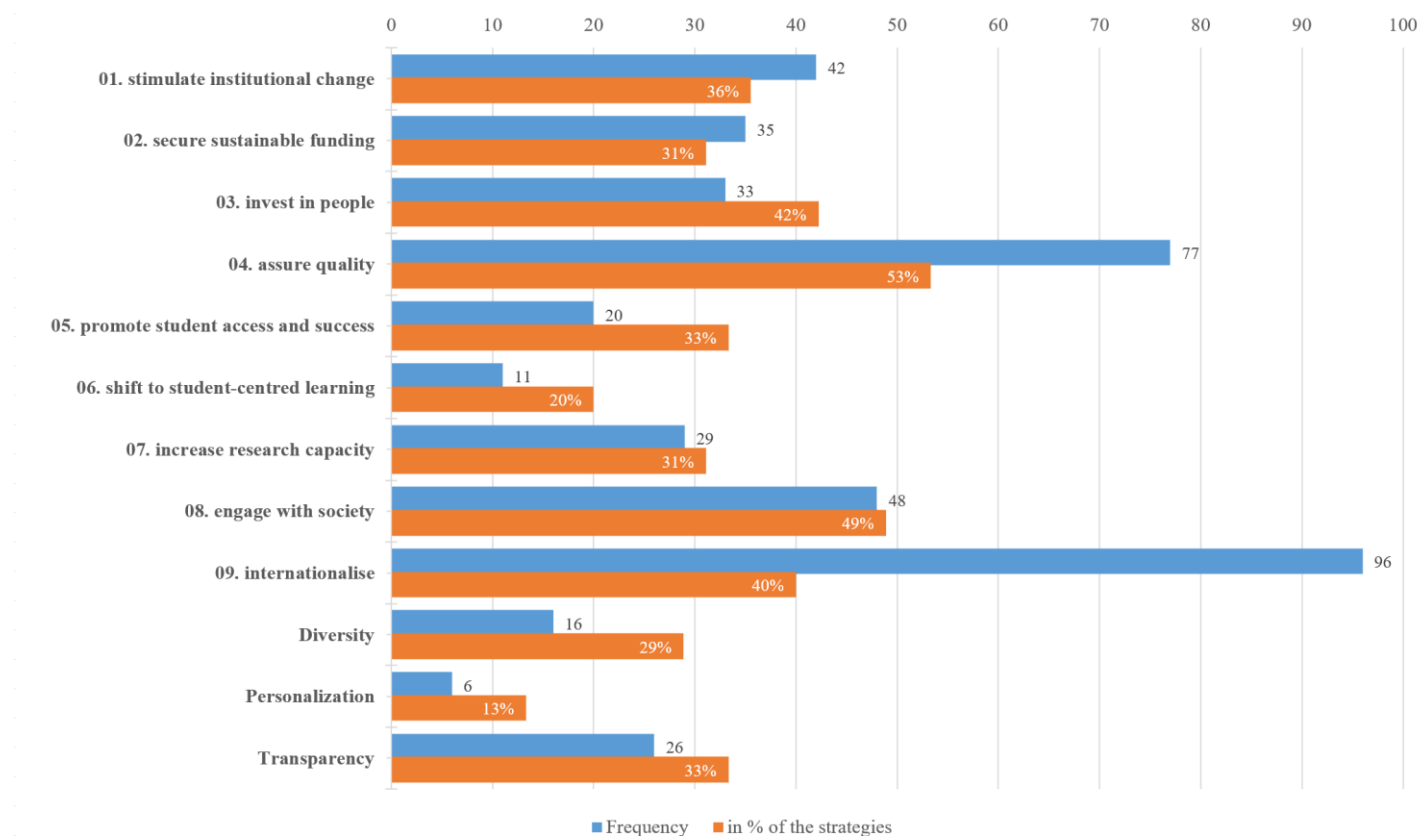
stimulate institutional change, secure sustainable funding, invest in people, assure quality, promote student access and success, shift to student-centred learning, increase research capacity, engage with society, internationalise, rethink the higher education landscape

Analysis of strategic documents of HEIs

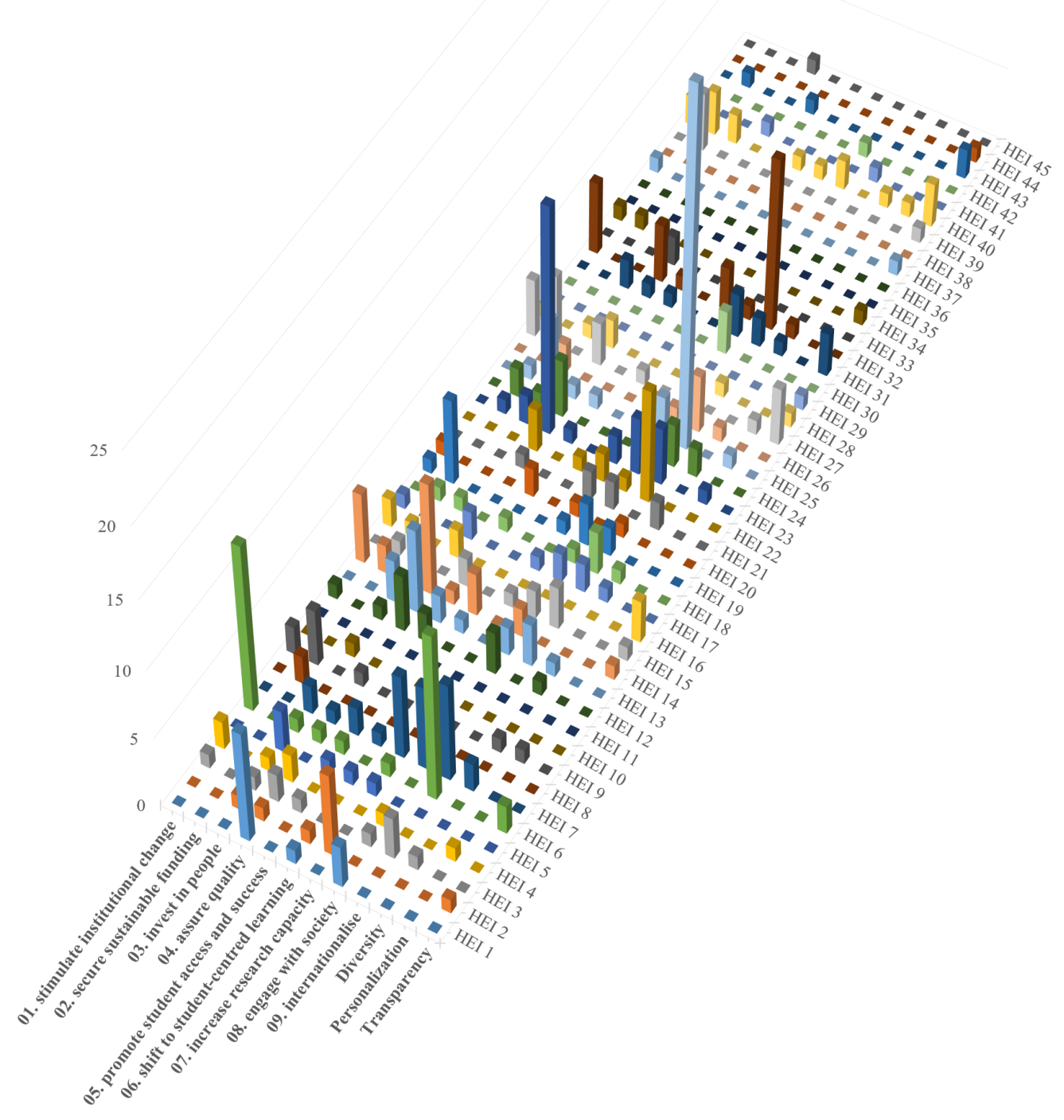
- *Blending **semantic** and network analysis (open source)*
- 45 updated institutional strategies (80% of the public HEIs)
- preparing (cleaning, formatting) the documents
- building and refining a **semantic dictionary** (RO)
 - *12 semantic references/ classes* (9+3)
 - 34 semantic subclasses (corresponding to the actual recommendations)
 - 271 keywords

Results/ analysis

- **average of 34% coverage**
- focus on: (no. 9) *internationalise* and (no. 4) *assure quality* (in more than half of the documents)
- rather marginally addressed: *personalization*, (no. 6) *shift to student-centred learning*



- **rather heterogeneous ‘strategic landscape’**
- *internationalise* (no. 9) is found only in 40% (18) of the institutional strategies - half of the 96 references -> 3 of the 45 HEIs
- each of the 45 HEIs fails to address at least 4 priorities
 - 8 HEIs address only 1 priority, 4 HEIs do not address any (25%)
- differences in frequencies → strategic focus
- lack of critical mass and consistence of the strategic discourse



- 12 classes + some of the 34 subclasses
- colours - modular classes i.e. thematic subnetworks of references with strong connections among them
- **Low number and weight of edges**
- links:
 - *Internationalisation* <-> “governance” (semantic decomposition / determinant of priority no. 1 - *stimulate institutional change*)
 - *investment in people* <-> “research culture”
 - *assuring quality* <-> “regional development” (*engage with society*)
- *Transparency, diversity, (personalization)* - placed to some extent outside the strategic discourse encompassing the 9 thematic priorities



Further analysis

- Focus on each institutional strategy and external evaluation report respectively
- Further improve the semantic dictionary

Thank you!