Romanian Higher Education Human Resource Management And IT Revolution

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Abstract: - Using ICT in faculty member’s self-education is more and more popular. Education via Internet is necessary in age of Lifelong Learning and global education. Blended learning and e-learning in Romanian higher education system are on stage of intensive development and probably each month, year and other period will bring new achievements in this field. Many universities managers have said: ”People are our most important asset.” People determine the success and failure of organizations and projects. In order to give justice to the use of the equipment, the personnel are to be motivated and are to have a high morale. In addition, they are to be functionally well-trained and are to have good leadership and managerial qualities when in those positions. This paper highlights the various impacts of ICT on Romanian higher education system and explores potential future developments. The paper presents the role of ICT in transforming Romanian teaching and learning process and seeks to explore how this will impact on the way programs will be offered and delivered in the Romanian higher education system.

Key-Words: human resource management, higher education, ICT, research and innovation.

1 Introduction
The most recent and significant innovation introduced in education refers to the use of ICT for teaching, learning, assessment, and for administrative tasks complementing the education process. Due to the complexity and continuous advancement of the technologies, this innovation remains a part of everyone’s life from the first years of schooling and continuing with professional activities and self-development. It is a cycle of development, with increasingly faster frequency: the improved formal education context raises creativity and autonomy of graduates. Therefore, better prepared human resources innovate and push further the (technological) limits, and consequently the new technologies and methods are incorporated in the education system, helping new generations to become innovators.

The term technology as applied to the process of education “includes ways of organizing events and activities to achieve educational objectives as well as the materials and equipment involved in the process”. With these definitions, we can theoretically distinguish technology as a product; This distinction makes it possible not only to consider technology as an intellectual process but also to draw attention to the dynamics of the process rather than the physical product alone.

To clarify the various interpretations, we will try to present and explain educational technology as seen from the general point of view before identifying from this global notion the aspects that makes it possible to distinguish between technology as a product and technology as a process geared towards education.

2 The impact of technological development over Romanian higher education human resources
The advancement of science and technology, especially the revolution in information technology-which has significantly reduced the costs of processing and disseminating knowledge-has dramatically changed the world economy and higher education. Along with the evolution of the world economy toward a knowledge-based system, higher productivity and economic growth rely increasingly on the successful integration of innovation, processing, dissemination, and application of knowledge. As knowledge-based institutions, universities, through their teaching, research, and various services to industries and societies, can play this integrating role. Information technology is the science of collecting, storing, processing, and transmitting information. Information and communication technology (ICT) is a force that has changed many aspects of Romanian higher education system. If one was to
compare such fields as medicine, tourism, travel, business, law, banking, engineering and architecture, the impact of ICT across the past two or three decades has been enormous. The way these fields operate today is vastly different from the ways they operated in the past. But when one looks at Romanian higher education system, there seems to have been an uncanny lack of influence and far less change than other fields have experienced.

In recent times, factors have emerged which have strengthened and encouraged moves to adopt ICTs into classrooms and learning settings. These have included a growing need to explore efficiencies in terms of program delivery, the opportunities for flexible delivery provided by ICTs; the capacity of technology to provide support for customized educational programs to meet the needs of individual learners and the growing use of the Internet and WWW as tools for information access and communication. Figure 1 gives us a better understanding of the contribution of new IT&C technologies to the teaching & learning process. Four forces (horizontal and vertical dimensions) are involved in realizing the teaching & learning act, represented by the intersection of the two dimensions.

Research and innovation in Romanian universities

3 Research and innovation in Romanian universities

Systems of innovation may have varied scope and may have different organizational and institutional components: organizations are formal structures that are consciously created with an explicit purpose, and are thus the principal players involved; institutions can be defined as frameworks of norms, rules, legislation and routines which constitute the rules of the game. According to the UNESCO Report Forum on Higher Education, Research and Knowledge 2001-2009 there are a total of ten critical activities occurring in these systems have been identified in time as following:

- Provision of R&D investment to create new knowledge, primarily in engineering, medicine and the natural sciences;
- Capacity-building to create a highly skilled group in the labor force to be used in R&D;
- Establishment of new product markets;
- Quality assurance mechanisms;
- Encouraging creative organizations which promote entrepreneurship and enhance the infrastructure to boost innovation;
- Networking through markets and mechanisms with interactive learning amongst the institutions involved;
- Creating enabling institutions which facilitate innovation;
- Incubation activities to foster innovative projects;
- Financing of innovative processes to facilitate the commercialization of knowledge;
- Consultancy services for technology transfer (including the legal and commercial aspects of innovative activities).

Research is one of the principal missions of the Romanian universities. Intensive research universities are the main agents for basic research; they have the capability to be dynamic and effective engines for the development of knowledge society and economy, and a magnet for international talents. Universities seem to be the most suitable institutions for developing integrated activities of higher education, research, and innovation, and therefore they should be the main destinations of new public and private funds devoted to development.

Innovation synthesizes very well the need of new approaches, new solutions, and new educational targets because is necessary to innovate in every field: technology, social sciences, politics, organization, etc. To innovate we Romanian universities have to develop in all these fields research activities, and to educate more and more students to have an active role in research, in research transfer, and in exploitation of research results.

4 The Importance of higher education human resource management

Romanian higher education, in my opinion, should be focused in developing primarily the "core competences",...
i.e. the skills necessary to live in a complex, very interacting, and continuously changing society. Some of these "core competences" are the capability of learning, listening, interacting, communicating, being active and proactive, solving problems, understanding other cultures and religions, etc. This implies for example to be able to manage the information and communication technologies, to speak and understand other languages, to be aware of one’s own cultural identity. Curricula and the teaching methods need to be changed and shaped for the new objectives. A greater flexibility in curricula is necessary, as well as more personalized interactions between students and teachers. A multidisciplinary approach to the problems should also be encouraged. Romanian Universities should also present to the students models of behavior, how to build up their own personality, and how to strengthen their own independence.

This recognition of the importance of higher education is also reflected in the continuous expansion of the sector at the Romanian national level, and worldwide. Higher education is not only seen as a key to national or regional competitiveness; it is a key to individual success as well.

Romanian higher education human resource management is a strong component of Romanian higher education system and increasingly is open to influences from outside the system (figure 2).

Figure 2. The relationship between Romanian Higher Education Human Resources Management and Romanian Higher Education System

Making access to higher education available in an equitable and fair manner to all groups in society is an important goal of public policy in many countries, though the capacity to fulfill that goal and even the political will to do so, vary greatly.

In our era of knowledge society and a knowledge economy, it is clear that universities have a major role to play. That means the universities are faced with a challenge to better create and disseminate knowledge to society. In other words, universities do not exist as single entities. Romanian universities are a part of our society through engaging in teaching, research and community service. As a result, universities may be required to pool their resources in terms of human expertise, skills and competencies to achieve their goals. In the present information and knowledge era, knowledge has become a key resource. The success of Romanian higher education system depends on their ability to utilize information and knowledge of its human resources to better serve the needs of the students.

Romanian higher education system must organize its human resources for increased responsiveness to, and engagement with, Romanian society’s core challenges. These are challenges requiring new alignments of Romanian higher education’s capacities, as well as commitments of Romanian public policy and financial resources comparable to those of any previous age. Given these societal changes, Romanian higher education has two fundamental responsibilities to help ensure the continued well-being of the Romanian nation today:

- to provide graduates and the nation at large with the skills needed to be effective in a global, increasingly competitive economy, in which corporations reach across nations and geographical divides in search of new markets, more efficient production, and less costly labor;
- to close the achievement gap between those students in this Romania who are advantaged - educationally, culturally, and economically - and those who are not.

Romanian higher education human resources management information system objectives are described in figure 3.

Figure 3. Romanian higher education human resources management information system objectives
4.1 Romanian faculty members re-training
The whole teaching philosophy on which faculty members operated in their teaching styles was based on transmission. Difficult though it may be, this challenge has to be recognized, questioned, and confronted. There is a new distribution of roles in novel environment: the faculty member has to re-conceptualize his/her role from content feeder to content manager; from being the center of class to a person who can lead for a while, then begin to vanish, from a class master to an activity orchestrator, from an authoritative figure to a facilitator, from a sole judge to a participatory manager.

Romanian student mentality
Just as the faculty member needed to rethink their role, Romanian students were trained and reared into the being an empathy receptacle destined to be filled. Learning to become an active member of a community of learners is not self-evident in a learning ethos where only the professor has knowledge. So, from faculty member dependent persons, students have to relearn to be researchers and producers it the making; from obedient note takers, they had to transform into knowledge creators and communicators, and from a peripheral element in the learning process to pivotal driving force.

5 Romanian state politics in the field of higher education human resource management
In order to improve Romanian higher education human resources performances, Romanian Ministry of Education has issued in 2006 the Sectorial Operational Programme Human Resources Development, for 2007-2013. In this respect, the document mentioned above, is focused on two directions as follows:
1. University education to support knowledge-based society;
- Support and assistance to develop and implement tools and resources at the system level and education providers (certification and validation of prior learning, development of credit systems transfer etc.);
- Support and assistance for faculty members development and to develop and implement quality assurance means and tools at the system level and education providers;
- Support for the development of tools and faculty members to improve knowledge and university governance;
- Ensure a quality higher education based on competences (relevant to Romanian labor market);
- Development of post-licensing studies;
- Development of programs and doctoral schools;
- Promoting use of ICT and development ADL;
- Valuing university research results in university education offers and in the frame of Romanian state coherent education policy;
- Development of networks and partnerships between universities, R&D and community business (e.g. knowledge transfer and facilitate the use of research outcome in teaching activities).
2. Competitive human capital in education and research:
- Continuous training of Romanian higher education human resources;
- Continuous training of Romanian research and education human resources;
- Promotion of “outreach” programs and intersectoral mobility for training and development of research and education human resources;
- Support for integrated programs for teachers’ professional retraining (guidance and counseling, extracurricular activities, business activities, etc.);
- Support for career debut in teaching and research;
- Entrepreneurial and managerial skills development for young researchers in order to support future initiatives of “spin off” and “spin out”.

Romanian higher education institutions are challenged by the changes affecting the system itself. Let us mention a few: the increased competition for talent (teachers and students) within Europe and Worldwide; the increasing cost of research, as well as of training master’s and PhD students; the over-regulation and under-funding of universities by the Romanian State; the difficulty for universities in making changes; the difficulties in implementing Bologna process requirements.

5 Connecting institutional (university) ambition with performance
The model identifies the connection between institutional (university) ambition and performance. The model identifies the higher education human resource challenge as hard-wiring the connection between ambition, people (faculty members) strategy, line communication and university leadership (figure 4). It is considered that clarity and connection of these elements lead to staff (faculty members administrative personnel) engagement and loyalty. In turn, staff engagement and loyalty delivers research performance, service performance and teaching performance - ideally still in line with institutional ambition. Completing the model we can look at the outcomes of research, service and teaching performance and see how they combine as institutional performance.
Figure 4. The connection between ambition, people (faculty members) strategy, line communication and university leadership.

Research performance in Romanian universities delivers research productivity. Service performance ensures user engagement and endorsement. Here we mean users in the broadest sense - from students to conference delegates; everyone who comes into contact with the university. And teaching performance delivers student engagement and endorsement. The outcome is grouped together as university performance. And Romanian higher education human resource management has a key part to play in all elements. Institutional reputation comprises employer (university) reputation. Student reputation and funding reputation maintain the existence of funding bodies and sponsors. These together may influence institutional ambition as should both internal and external change (market forces).

In an ideal world every element of people strategy and personnel practice, from recruitment marketing to training and development is focused on staff retention and performance management should be aligned with the direction of the Romanian universities. The principal challenge for the sector is how to drive a change in attitudes to Romanian higher education human resource management and performance throughout each higher education organization.

6 Conclusion

Individualization of educational process using ICT learning systems is a strong point of interest of Romanian faculty members and researchers. Recognizing individual style of learning of user and offering proper activities and strategy of teaching are the first steps on the way to building learning environments adaptive to user's needs. Work on idea of reusable learning objects and its' repositories is the next problem for researchers and specialists in informatics; working out such repositories would make creating e-courses easier and faster. The use of ICT in educational settings, by itself acts as a catalyst for change in this domain. ICTs by their very nature are tools that encourage and support independent learning. Students using ICTs for learning purposes become immersed in the process of learning and as more and more students use computers as information sources and cognitive tools, the influence of the technology on supporting how students learn will continue to increase. The emergence of ICTs as learning technologies has coincided with a growing awareness and recognition of alternative theories for learning.

In the past, the conventional process of teaching has revolved around teachers planning and leading students through a series of instructional sequences to achieve a desired learning outcome. Typically these forms of teaching have revolved around the planned transmission of a body of knowledge followed by some forms of interaction with the content as a means to consolidate the knowledge acquisition. Contemporary learning theory is based on the notion that learning is an active process of constructing knowledge rather than acquiring knowledge and that instruction is the process by which this knowledge construction is supported rather than a process of knowledge transmission.

The Romanian universities will continue to be one of society's most valued institutions. The coming decade will, nonetheless, be one of considerable tension and challenge. For those who value the role that the universities have played during the twentieth century, the direction of contemporary change does not generate much optimism for Romanian society.

Creating repositories of reusable learning objects is strongly connected with methods of knowledge management, so in this moment it is necessary to apply interdisciplinary approach to research on topics that are interesting from modern learning point of view.

References:


