



ROMANIA
BABEŞ-BOLYAI UNIVERSITY, CLUJ-NAPOCA
1, Mihail Kogălniceanu St, 400084 Cluj-Napoca
Tel. (00) 40 – 264 – 40.53.00*; 40.53.01; 40.53.02; 40.53.22
Fax: 40 – 264 – 59.19.06
E-mail: staff@staff.ubbcluj.ro

ACADEMIC COUNCIL

No. 20.235 on April 26, 2004

**Decision regarding
indicators and guidelines for Quality Assurance
in Babeş-Bolyai University**

approved by the Babeş-Bolyai University Senate in the meeting on April 26, 2004

The economic, institutional and cultural development of societies is increasingly dependant on knowledge.

The universities are the main producer and distributor of knowledge in modern societies. The dependence of development on knowledge is so great today, that one can rightfully speak about an economy of knowledge ("economie du savoir"), and, moreover, about the knowledge-based society.

In 1998, the European Community Council adopted Recommendation 98/561, in which the need for emphasizing the quality of higher education through quality assurance measures and the cooperation of European countries was highlighted.

***The Bologna Declaration** (1999) of the European education ministers stipulated the creation "of the European Higher Education Area" through actions designed to increase the higher-university mobility, the restructuring of studies, the applying of the ECTS; all of which require the quality assurance of the higher education studies.*

***The Prague Communiqué** (2001) asked the authorities, the universities and the agencies specialized in quality assurance from different countries to establish a common reference framework in approaching the quality of university studies and to disseminate the best quality assurance practices.*

***The Berlin Communiqué** (2003) re-stated the crucial importance of quality assurance for university studies within the Bologna Process.*

*In 2002, the **European University Association** adopted the document entitled **Quality Assurance in European Universities**, which puts forward general quality evaluation criteria.*

*In 2003, the group of universities in the Latin countries of Europe within the **European University Association** drafted the document entitles **Assurance Qualite: Rejeretiel partage d'indicateurs et de procedures d'evaluation**, which was made public so as to foster comparative analyses (benchmarking) which could lead to the improvement of university performance, to the application of evaluation procedures shared among universities, to the use of objective activity indicators and of recognized evaluation criteria.*

*Preoccupation towards the quality assurance of education were recorded in Romania as well. In 1993 the **Law for the authorization and accreditation of universities** was adopted. In 1999, through the Romanian Government Decision 779, the **Council for Occupational Standards and Certificates** was set up. In 2000, through the Government decision 127, the national standards for evaluating the*

postgraduate education institutions were approved. Through Law 196/2000, the set up of the **Commission for Evaluation and Accreditation of Pre-university Education** was approved. Through the **Romanian Government Ordinance 59/2000** the application of the **Bologna Declaration** provisions regarding quality assurance in higher education was begun.

Assuming the responsibilities that belong to it, Babeş-Bolyai University drafted a concept regarding the quality assurance of its own activities and has consequently undertaken steps in that direction, especially providing the possibility for students and employers to offer their feedback. The **Quality Assurance** brochure, edited by Babeş-Bolyai University (1993), comprises the presentation of the university conception and actions.

Quality assurance in a university requires nowadays the transition towards systematic and all-encompassing actions at every level of the university organization, in agreement with the problems that need to be solved and with the best practices existing in the other European countries.

Taking into consideration the premises succinctly presented above, in order to increase the quality assurance actions, the efficiency and the relevance of education and learning, of scientific research, of the specialized services provided for the community, of the presence of Babeş-Bolyai University in the life of the society, the **Senate of Babeş-Bolyai University** decides:

- I. The actions of quality assurance of the university activities will become a **distinct chapter of the programmes** of chairs, departments, and faculties and of their evaluation. Each head of chair, head of department, college director and faculty dean assure the drafting, within the unit in his responsibility, based on a discussion with the members of the chairs and respectively with the members of the academic council, of a **programme of quality assurance** and its application. The lines of studies are responsible for drafting quality assurance programmes. **The Vice-rectors in charge with the studies at bachelor, master and doctoral level** coordinate and annually check the drafting in each unit chair, department, college, faculty - **of the quality assurance programme**.
- II. **The heads of chairs, the heads of departments, the college directors, the faculty deans** assure the drafting of quality assurance programmes stemming from the problems highlighted in their respective unit, from their own experience, from the views promoted at university level and from the international practices. The quality assurance programmes are approved at the respective level - chair, department, college, faculty - and are applied at that level.
- III. The common part, valid for the whole Babeş-Bolyai University, as far as the actions of quality assurance of university activities is concerned, is comprised in regulation below, which will be applied in all the chairs, departments, colleges and faculties.
- IV. **The principles of the quality assurance actions in the chairs, departments, colleges and faculties of Babeş-Bolyai University** are as follows:
 - a) there can be no competitiveness where there is no high level of quality;
 - b) a high level of quality implies a capacity of innovation and a commitment towards learning from the good practices and to improve, where needed, one's own organizations;
 - c) a high level of quality is confirmed by the competitions of our time, and especially in the competition of results on the market: academic qualifications, scientific research results, specialised services for the community, the presence of the University in the society;
 - d) the universities themselves - based on the autonomy provided by the **Magna Charta Universitatum** (1998) and strengthened by the **UNESCO World Conference on Higher Education** (1998), by the **Bologna Declaration** (1999) - are the main agents for quality assurance of one's own activities, and the quality assurance becomes an integral part of their functions;

- e) the contemporary competitive university provides a superior level of education, performant learning, relevant scientific research, specialized services for the community, contributions to the rationalization of activities in society;
- f) globalisation requires the universities to be creative, this being a condition for competitiveness;
- g) the quality of university activities can be evaluated based on a reference framework shared by the universities themselves, containing indicators and evaluation procedures;
- h) a university assures the quality of its activity by acting in such a way that the chairs, departments, colleges and faculties comprising it are able to draft and apply their own programmes for quality assurance;
- i) since there is no synthetic indicator for the quality of the activities in a university, its global indicator is in fact a combination of indicators to be formulated and used in relationship with the didactic and epistemic specifics of the disciplines, with the university activities as a whole and with the mission and functions assumed by the respective university and by its components;

V. The performance indicators used in the chairs, departments, colleges and faculties of Babeş-Bolyai University are:

1. With regard to the training of the students and the quality of the teaching:

- a) the level of training of the students upon enrolment;
- b) recruiting students from different social groups and environments;
- c) attracting students from other countries;
- d) the competition for entrance places;
- e) the graduation rate;
- f) specific measures for familiarizing the newly-enrolled student with the conditions of university training;
- g) the average duration of the study cycles;
- h) the insertion of the graduates on the local labour force market;
- i) achievements of the students and graduates in national and international professional competitions;
- j) the linguistic training of the students;
- k) the IT training of the students;
- l) familiarizing the students with critical thinking, with perceiving knowledge as a means for problem-solving;

2. With regard to the quality of the academic body and of the study programmes:

- a) the selection of the academic staff through competitions based on professional criteria;
- b) open competitions for applicants from different universities and countries;
- c) the periodic evaluation of the academic body based on their main contributions in scientific research, on their preoccupations for training students and on the students' opinion;
- d) the capacity of the academic body to solve problems raised by the technologic, economic, administrative and cultural environment;
- e) having academic staff from comparable universities in other countries in one's own study programmes;
- f) studies in prestigious foreign universities and the mobility as visiting professor, of one's own academic staff;
- g) the participation of one's own academic staff in joint programmes based on international cooperation;

- h) the linguistic competencies of the academic staff;
- i) the rate of the members of the academic staff with a PhD degree, or with a PhD degree obtained in a prestigious foreign university;
- j) the rate of full-time academic staff;
- k) the methodic and pedagogical training of the academic body;
- l) the level of involving first-rank specialists in one's own programmes;
- m) the development of interdisciplinary programmes;
- n) the technological equipment existing in the didactic laboratories;
- o) the teaching and the seminars held in widely-spoken foreign languages;

3. With regard to the quality of scientific research:

- a) the level of involvement of one's own academic staff in the actual scientific research;
- b) the level of scientific research in the respective unit;
- c) the index of quotation in the international specialized literature;
- d) studies and volumes published in specialized reviews and publishing houses;
- e) the presence in the international specialized literature with studies and volumes published in widely-spoken foreign languages and in other languages;
- f) research contracts per professor;
- g) research contracts per member of the academic staff;
- h) certificates per member of the academic staff;
- i) prizes and professional distinctions;
- j) own specialized reviews internationally recognized;
- k) international scientific reunions organized by a certain unit;
- l) the number of full-time PhD students in the respective unit;
- m) research funds per member of the academic staff/ researcher;
- n) research funds per member of the academic staff or researcher attracted from the outside;
- o) level of endowment of the scientific laboratories;

4. With regard to the quality of specialized services for the community:

- a) the contracts assumed in relationship with the economic, administrative, cultural environment;
- b) contributions to solving the problems arising from the environment;
- c) the presence in consulting and expert boards;
- d) public interventions for problem-solving;

5. With regard to the quality of the resources allocated for the higher education activities:

- a) the number of students per teaching position;
- b) the percentage of administrative staff in the total number of staff;
- c) financing per student;
- d) budget allocation per student;
- e) didactic space per student;
- f) computers per student;
- g) laboratory space per student
- h) student access to the Internet
- i) facilities for the academic body and for students
- j) the diversification of the financing resources in order to include the budget allocation: grants and scientific research contracts; contributions of the economic and administrative environment ; proceeds from tuition fees for foreign citizens;

tuition fees; grants and research contracts obtained abroad; donations and sponsorships;

k) the situation of the infrastructure (buildings, equipment) in the respective unit;

l) facilities provided for students, academic staff, researchers, auxiliary staff;

6. With regard to the quality of teaching and learning:

6.1. The quality of Teaching

- **The preparation and organization of teaching**
 - a) the clarity of the objectives (presented in the analytical curriculum) and of the objectives of each teaching topic;
 - b) the organization of the material (the internal logic of teaching a course, the organization of the material within a time unit);
 - c) the frequency of using methods facilitating learning (examples, mock presentations, applications, other methods specific for each discipline);
 - d) adapting the course to the feed back received from the students;
- **The comprehensive knowledge of the course topic**
 - a) the scientific correctness of the information presented;
 - b) the relationship of the information taught with other courses and its transfer to other related disciplines;
 - c) the integration of the recent research results and of one's own research into the course taught;
 - e) adequate answers to the students' questions
- **Communication abilities**
 - a) the clarity of the presentation from the point of view of the one receiving the information;
 - b) adequate rhetoric
- **The commitment towards teaching the course**
 - a) the enthusiasm and the dynamism with which a certain topic is taught or the new research results are integrated;
 - b) the ability to motivate the students and to stimulate their intellectual curiosity;
 - c) the course is perceived by the students as an intellectual challenge, as a major learning experience
- **The internationalization of the course**
 - a) the development and the offer of courses in widely-spoken foreign languages
 - b) the development of joint teaching programmes with professors from other universities;
 - c) teaching courses in universities abroad;
 - d) references from external evaluators regarding the quality of the courses taught;

6.2. The quality of the relationships with the students

- availability and punctuality for the tutoring sessions;
- honesty and positive attitude in relationship with the students
- using the comments made during the seminars, in the written papers, the dissertation papers, the practical works;

6.3. The quality of examining the students' performance

- the correctness of the evaluation;
- using adequate methods for evaluation (tests during the semester; final tests; subjects in accordance with the topics studied; the degree of acceptability in terms of duration and difficulty);
- the relatively Gaussian distribution of marks;

6.4. The quality of the teaching materials

- the quality of the course notes; · editing course notes;
- the quality of the bibliography;
- proofs of the effort of curricular innovation;
- indicators of the academic performance of the students, indicators of the professional success of the graduates;

6.5. The involvement in professional development programmes

- the regular evaluation of courses and teaching;
- the participation in professional development programmes;

6.6. The quality of the curriculum

- the structure and the content;
- methods of teaching used in relationship with the objectives and the contents put forward;
- the quality of the examination methods;
- references from external evaluators;

6.7. Promoting excellency in teaching

- the involvement of the teaching staff in professional development programmes and the pedagogical methodic
- the regular evaluation of the didactic performance;
- the existence of a reward policy for teaching excellency;

6.8. The existence of a policy for recognizing and rewarding excellency in teaching

- allocation of funds for didactic improvement programmes;
- awarding special prizes, merit-based salaries for excellency in teaching;
- grants for course development;
- the recognition of the academic staff with special merits in teaching and their involvement in tutoring activities;

7. With regard to the quality of management:

- a) the drafting and explicit formulation of the mission and the functions of the university and of the activities designed for carrying them out;
- b) the specialization of the offices for project drafting, strategies, policies, regulations, administration of implementation, supervision of regulations;
- c) the method of composing and the components of the decision-making bodies
- d) the representation of the academic body and the provision of adequate feed-back;
- e) the representation of the researchers and the provision of adequate feedback
- f) the representation of the staff and the provision of adequate feed-back
- g) the representation of the students and the provision of adequate feed-back
- h) the relationship with the economic, administrative, cultural environment in the decision-making bodies;
- i) the application of the distinction and correlation among vision, strategy conception and budget drafting;
- j) mechanisms and allocation criteria for the budgetary resources;
- k) methods for obtaining extra-budgetary resources, for their distribution and use;
- l) the capacity of drafting new programmes in the context of internationalization and globalisation;
- m) the opening towards the problems of the economic, administrative and cultural environment;
- n) the opening towards the problems of contemporary society;
- o) internal accreditation mechanisms for programmes;

- p) self evaluation and external evaluation methods of one's own programmes and activities;

VI. The quality evaluation procedures used in the chairs, departments, colleges and faculties of Babeş-Bolyai University are:

- a) self evaluation of what was done at the respective level - individually chair, department, college, faculty, university - in the years following the **Bologna Declaration (1999)**, identifying the strengths, the weaknesses and the explicit drafting of measures designed to correct the weaknesses;
- b) providing specialized external evaluations and concerting the results in action programmes;
- c) including external evaluators in one's own processes of decision-making;
- d) discussing the results of the external evaluations with those involved at the respective level and adopting appropriate measures;
- e) showing one's own advantages in the competitions in which the university institutions are involved;

VII. The Statistics Office of the Babeş-Bolyai University General Secretariat and those with charge with statistical data in the secretariats of the faculties provide the necessary data for the actions stipulated in the present regulation.

VIII. The Rector's Office in Babeş-Bolyai University will issue the implementation measures for the provisions in the present regulation with a view to institutionalizing the quality assurance mechanisms. **The Vice-Rector in charge of quality** has the responsibility of applying the present regulation.

IX. Since the institutionalization of the quality assurance measures is an ongoing process in the European countries, the present regulation will be reexamined after two years and will be developed in relationship with the newly-highlighted problems;

X. The coordination of the application of the present regulation is the responsibility of the Vice-Rector in charge of quality.