ROMANIA
"Babeş-Bolyai" UNIVERSITY, CLUJ-NAPOCA

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INTERNAL INSTITUTIONAL EVALUATION REPORT
BABEŞ-BOLYAI UNIVERSITY

Domain A. INSTITUTIONAL CAPACITY

Criterion A.1. INSTITUTIONAL, ADMINISTRATIVE AND MANAGERIAL STRUCTURES

Standard A.1.1. MISSION, OBJECTIVES AND ACADEMIC INTEGRITY

1. Mission and Objectives

Brief historical overview of the institution

The setting-up of the University in Cluj-Napoca is the result of endless efforts to create a settlement in Transylvania to be dedicated to higher education – an attractive region for Western Europeans and, in the beginning, a religious battleground which later on turned into a political one as well, in matters pertaining to the history of our continent.

In 1581, Ştefan Bathory set up a College in Cluj, under the control on the Jesuits, closed down later on. The Catholics were the ones to take a new initiative and, in 1688, they set up an academy in Cluj, under Jesuit supervision. In her effort to reach confessional conciliation, in 1776, Empress Maria Theresa founded a university in German in Cluj which, by order of Joseph II, was later on replaced with the Piarist Highschool, where courses were taught in Latin.

In the context of the 1848 change, heated debates aroused around the issue of a university in the national language. The Romanians, the majority population in Transylvania, asked for a university in Romanian. Among the then Hungarian leaders, the Minister Eötvös came up with the proposal in 1868, to set up a 3-study line university in Cluj, meaning the Hungarian, the Romanian and the German languages, and part of the then Romanian elite supported his proposal. But, in 1872, the authorities established the University of Cluj, with courses being taught exclusively in the Hungarian language, which brought about criticism from the part of the Romanian majority.

In the aftermath of World War I, against the background of the Great Unification, the university in Cluj was taken over by state authorities and became an institution of the unified Romania. On May 12th, 1919, the Romanian University of Cluj was set up and on November 3rd, 1919, Vasile Pârvan inaugurated its courses with a lecture in the Romanian language on "The Duty of Our Life". On September 12th, 1919, the Romanian University in Cluj is set up by Royal decree further on published in the Official Journal of Romania on September 23rd, 1919, and on the 1st of February, 1920, it is solemnly proclaimed by King Ferdinand I. The newly-formed university receives "recognition for its status as a legal entity of public law", "its birth certificate", on grounds of Law no. 243 of November the 2nd, 1924, published in the Official Journal of Romania (Annex *A.1.1.1.a.*).

Following the 1940 territorial revision imposed by Germany and Italy over Transylvania, the Romanian University was moved to Sibiu and Timişoara, and the Hungarian University was brought from Szeged to Cluj. After World War II, once the Vienna Dictate was abrogated, the Romanian University returned to Cluj and soon took the name of "Victor Babeş". In 1945, the Romanian authorities set up the "Janos Bolyai" Hungarian University in Cluj. In 1959 the two universities merged under the name of **Babeş-Bolyai University**[1].

Accounting for the history

Starting with the year 2001, BBU adopted a systematic policy with the aim of making the most of a many a century long and tremendously rich heritage of the higher education in Cluj, the activity of professors and students working in or attending different faculties, but especially making the most of the added value brought to the world cultural and scientific heritage by Transylvanian scholars. These efforts reflect the EU directives and those of international academic bodies (European Universities Association (**EUA**), Danube Rectors Conference (**DRC**), Association of Carpathian Region Universities (**ACRU**)), regarding the retrieval and promotion of the European academic heritage.

On the initiative of the BBU Rector's Office, it was decided, by decision of the Executive Board no. 1279 of January 31st, 2001, the setting up of the **BBU University Museum**. The organisation of the museum began in April 2001, and in June of the same year the museum was open for the public.

The BBU Museum is of one the few academic museums in Romania, being index-linked in the data base of the International Committee of Museums (ICOM), within the international committee of University Museums and Collections (UMAC), at http://publicus.culture.hu-berlin.de/collections/detail.php?dsn=1767. The BBU is the only Romanian University having part of its museums index-linked in the UMAC data base (**The University Museum, The Mineralogy Museum, the Zoological Museum**), together with **the Botanical Garden** and **the Astronomical Observatory**.

The collections of **the University Museum** currently preserve original items and facsimiles (student grade books, student directories, academic handbooks, documents, diplomas, postal cards, photos, several scientific devices, medals, etc.), that illustrate the history and activity of all colleges, faculties and universities that followed one after another in Cluj-Napoca, starting with the 16th century (in 1581, **the Jesuit College** was established, under the authority of the rector and monk Antonio Possevino) up to the present day.

A special section of **the University Museum** is dedicated to representative personalities in Cluj academic world who, during the years, contributed greatly both to the development of this academic institution, and to scientific and cultural advances: Emil Racoviţă, Hermann Oberth, Lucian Blaga, Petre Sergescu, Augustin Maior, Eugen Speranţia and others.

The University Museum has a very diverse range of exhibitions. Throughout the years, many theme events have been organised besides the main exhibition: " Two Hundred Years from the Birth of Janos Bolyai" (2002), "Cluj and Its Scientists" (2003), "Emmanuel de Martonne and the University of Cluj" (2005), "425 Years from the Establishment of the Jesuit College of Cluj" (2006) etc. Recently, **the Museum** began to work on its section dedicated to discoveries and the history of technique.

[1] Hereinafer referred to as **BBU**

Throughout the years, **the University Museum** was visited by most important national and international personalities, such as: King Mihai I of Romania, Bronislaw Geremek – Polish historian, Quinton Quayle – the ambassador of Great Britain, Szogi Laszlo, PhD – the Director of the Academic Library in Budapest, Jean-Marie Lehn – Nobel Prize laureate, Cardinal Zenon Grocholewski and other world famous personalities and is recognized nation-wide and abroad.

In 2006, **the Park of Academic Scholars** was inaugurated in the interior court of the central building of the University. In this park, one can find busts of scientists who marked Transylvanian science through their discoveries and/or taught in the University of Cluj over the years, such as: Victor Babeş (biologist), Janos Bolyai (mathematician), Lucian Blaga (philosopher), D.D. Roşca (philosopher), Eugeniu Speranţia (sociologist and philosopher), Gyula Farkas (physicist), Augustin Maior (physicist), Herman Oberth (physicist). **The Park of Academic Scholars** shall host other first rank personality busts and effigies, among which that of Virgil Vătăşianu (arts historian), Florian Ştefănescu-Goangă (psychologist), Alexandru Borza (biologist) and others.

The BBU accounts for its past through **inscriptions of the academic history** as well – the public display of inscriptions to express peaks in the long multicultural history of the university. For example, in 2006, after 425 years from the foundation of **the Jesuit College of Cluj** (May 12th, 1581) by order of prince Báthory Istvan, on the building of the Academic College in Cluj, a commemorative plaque was unveiled, containing the text of the official document by which it was decided to establish the afore mentioned college.

In 2009, numerous **papers on Cluj academic history** shall be issued on the occasion of the 90th anniversary of the Romanian University of Cluj. Starting with May and up until December 2009, Cluj will host **the Academic Forum**, a good opportunity to remind and look into the nine decades of academic history from a modern perspective.

Recent rectors of the BBU have published **papers to underline the importance of the academic history of Cluj** within the European context, nation-wide and abroad.

Functioning and legal provisions

The institution operates based on **the Charter of Babeş-Bolyai University** (of 1995, 2000), updated in 2003 (*Annex A.1.1.1.b.*), which regulates that the BBU is guided by the principle of academic autonomy, understood as a specific manner of self-management in agreement with the legal framework defined in the Romanian Constitution and the Law of Education no. 84 of 1995, republished, in other laws, as well as in compliance with Law no. 87 of April 10th, 2006, for the passing of the governmental emergency Ordinance no. 75 of 2005 regarding quality assurance in education, and by internal decisions and regulations.

BBU explicitly endorses “The Lima Declaration on Academic Freedom and Autonomy of Institution of Higher Education” (1988), “The Magna Charta of European Universities” (Bologna, 1988), it has joined the Association of European Universities, the International Association of Universities and, depending on its status, BBU may be a subscriber to, a member of, or a signatory party to an association.

The Charter of Babeş-Bolyai University was drafted in compliance with the institutional reform measures undertaken after 1989, and it became effective after having been passed by departments, students, Professors’ Councils within faculties, as well as after its assessment by the University Senate. The content of the Charter became familiar to the members of the academic community both through its drafting and approval procedure, and through its user-friendly format, electronic or on paper.

Mission and objectives

Through its mission, already explicitly stated in its **Charter**, Babeş-Bolyai University:

- promotes education and research in agreement with the demands of a knowledge-based society, through initial training, ongoing education and integration in the circuit of international values;
- provides a framework for multicultural, multi-linguistic and inter-confessional contacts; it offers equal training opportunities in Romanian, Hungarian and German;
- contributes to the local, regional and national development from a social, economic, cultural and political point of view, by becoming involved in current affairs, according to the needs of the community.

The mission is carried out in the following manner:

- development of a strategic management and of an efficient planning process;
- a global and well-balanced development of the University;
- achievement of a balance between democracy, collective participation and transparency, on the one hand, and efficient, well-reasoned decision making, on the other;
- adoption of the quality principle both in the activity of the University and in the evaluation of this activity.

The mission and functions of the institution have been conceived by BBU experts during international debates (for further information, please check Andrei Marga, **Die Mission und die Funktionen der Universität heute**, in Wilfried Böhm, Martin Lindauer, **Die Universität in der Gesellschaft**, Ernst Klett, Stuttgart, 2003). Conceived as an institution dedicated to qualitative education and efficient learning, a centre for competitive scientific research, a centre for training qualifications in order to apply knowledge, a centre for technological innovation and specialized consultancy, a centre to reflect society and to promote the values of democracy, the BBU has imposed itself, through its experience, in the public consciousness.

The multilingual, multicultural and multiconfessional character

Public access to higher education in minority languages was laid down in the 1995 **Babeş-Bolyai University Charter**, the University providing full educational programmes in Romanian, Hungarian and German. In 1997, major decisions were taken, through which the academic community and the Babeş-Bolyai University Senate decided to reorganize Babeş-Bolyai University along three lines of study (Romanian, Hungarian, German), in keeping with the historical and cultural structure of Transylvania. The then Rector's Office worked in close cooperation with the academic staff and the university students – Romanians, Hungarians, Germans, Jews, and others, of various languages and nationalities – and also got involved in the democratic elements in Romania as well as in international organizations in an attempt to reorganize BBU and turn it into a modern, fully functional, innovative European institution. The Rector's Office presented, in the international literature (see Andrei Marga, **Experiencing Multicultural Organisation: The Case of Babeş-Bolyai University**, in "Higher Education in Europe", 1, 1998; Andrei Marga, **Reforming the Post-communist University** , in "Journal of Democracy", Washington DC, 2, 1997 etc.) the steps that had been subsequently taken and their outcome. The structure of the university, with lines of study, was laid down through the new 2003 **Charter** and was subsequently recognized de facto in documents issued by the Romanian state authorities.

In the last decade, BBU was subjected to at least three highly competent international evaluations (**The OSCE High Commissioner on National Minorities**, 2000; **European University Association**, 2001; **the Salzburg Seminar**, 2002), the results of which were made public (see the volume **International Evaluations at Babeş-Bolyai University,** Cluj University Press, 2004) and received, every year, the visit of more than 600 professors and experts from various countries. The results of these evaluations were positive.

BBU manages one of the most diverse linguistic systems and modern, classical, European and Asian languages learning programmes in Europe, each student having the freedom of choice of his/her language of study (Romanian, Hungarian, German or other international languages). BBU

embodies **the implementation of international regulations** regarding education in the mother tongue, multilingualism and interculturalism, of internationally recognized rights of ethnical minorities.

The lines of study

In BBU, according to **the Charter**, the lines of study (Romanian, Hungarian, German) are organized at each level (department, faculty, university) and represented at all levels. The autonomy of the study lines lies in the right to choose own representatives at all university levels; the right to draft own curriculum in line with European criteria; the right to hire own academic and research staff; the right to decide upon the student admission procedure; the right to decide upon own scientific research programmes; the right to initiate own international collaboration endeavours; the right to publish and set up own publications; the right to have inscriptions in the language of the study line, in compliance with legal provisions in force; the right to take part in the BBU decision making process. The aforementioned rights are reasserted in the **University Charter** (2003), which roots a rational, modern and balanced structure that best combines the unity of the higher education institution and its internal differences.

The multiconfessional, ecumenical character

Another dimension of the BBU is multiconfessionalism, in keeping with Transylvanian realities. After 1989, religion was reintroduced in educational programmes, in Central and Eastern European countries and, in many universities, religion has gained once again its long-lost place. Thus, within BBU, since as early as 1991, **the Faculty of Orthodox Theology** has become an integral part of the university. One year later, **the Faculty of Greek Catholic Theology** was founded. **The Faculty of Protestant Theology** was established during the period 1993-1994. **The "Dr. Moshe Carmilly" Institute for Hebrew and Jewish History** was set up in 1995. **The Faculty of Roman Catholic Theology** was set up in 1996, following an agreement between the BBU and the Roman Catholic Archiepiscopacy of Alba Iulia. **The Centre for Biblical Studies** (2004) was organized at the level of the university, with the aim of bringing in the limelight the rare crossings between intellectual forces representing the Christian and Hebrew historical denominations. **The Centre for Ecumenical Studies** was founded in 2006. Both centres received international recognition, issue publications and organize significant theological reunions. The organisation of **the Centre for Canon Law** is an undergoing project.

The consequence of such mergers and establishments is the fact that BBU currently operates with four theological faculties, representative of seven historical churches in Transylvania, as well as with the most successful **Institute for Hebrew Studies** in the country, allowing for qualified information being generated on the grounds of our civilization. BBU is among universities offering the most solid and consistent theological education on the continent. Through reunions and endeavours undertaken in Romania and abroad, the theological faculties and the Institute for Hebrew Studies put across the message of a thorough understanding of the need for ecumenism within the great Hebrew-Christian tradition, the corner stone of today's civilized world.

Linguistic policy

BBU does not count only among the most complex European universities from a theological perspective. The university is – by means of its lines of study in Romanian, Hungarian, German, its programmes targeted at the three classical languages (Hebrew, Greek, Latin), its study of great modern languages, its study of Asian languages (Chinese, Japanese, Korean), its study of another thirteen languages – one of the most complex universities on the continent, from a linguistic point of view.

Having multiculturalism as one of its core pillars and promoting intercultural openness through the study of most diverse languages, cultures and civilizations, makes BBU have the necessary leverages by which it fosters a cultivated mentality, prone to experiencing otherness and modern times.

In the rapid integration process into the European and international academic environment, undertaken by BBU after 1989, the university paid special attention to **language-based programmes** and **skills** acquired hereby. The following principles are valid for language-based programmes: language-based programmes benefit from operational autonomy, within BBU regulations; language-based programmes do not overlap with the BBU lines of study, the status of the latter being clearly defined by **the University Charter** and subject to change, depending on the evolution of the legislation in force. Nonetheless, this separation of concepts does not rule out the possibility for a line of study to host the organisation of a language-based programme, especially one targeting a highly used international language; each language-based programme must be sustainable from the following points of view: infrastructure; availability of qualified academic teaching staff; student-appealing; ensuring availability of financial resources; language-based programmes develop their linguistic component through their very nature, encouraging adjacent components as well, such as economic, historical and other components.

Linguistic competences

Acquiring communication skills in an international language is a prerequisite of the BBU. **The linguistic policy of the institution** (2001) focuses on the development of skills and competences and the awarding of language certificates in at least two international foreign languages for each student. Since employers are interested in them, such skills would improve the graduates' chances of accessing the labour market. BBU is perceived as being one of the few universities to have an **explicitly developed linguistic policy**.

The Foreign Language Departments, The Romanian as a Foreign Language Department, The Alpha Centre and **The Lingua Centre**, as well as the new **Orientalia Centre** (2008), have the authority to award language certificates following internationally recognized language tests. The university departments inflict the necessary criteria upon tests, so that they are internationally recognized. Language competence certificates in an international foreign language are a criterion for further enrolment on an MA, a PhD Programme and for sitting the open competitions for academic teaching staff and research positions within BBU.

BBU organizes comprehensive studies in modern international languages, in a number of specialties. Linguistic competence is a pre-condition for joining such studies.

In operating its linguistic policy, the university implements the principles endorsed through **the Sorbonne Declaration** (1998), **the Bologna Declaration** (1999), **the Salamanca Message** (2001), **the Prague Communiqué** (2001) as well as the other existing regulations in the field, issued by the European authorities (*Annex A.1.1.1.b. Chapter VI. Diplomas, certificates, awards*). BBU is involved in the most specialised European programmes and actions in the sphere of multilingualism and in the sphere of communication skills development.

Colleges

The BBU involvement in social matters derives first of all from its highly trained graduates, forming a labour force ready to contribute to the economic and social development.

Through its colleges, BBU strengthens its involvement in the society by fulfilling the following objectives: making higher education available for young people coming from social vulnerable groups; promoting the settlement of highly qualified labour force in underdeveloped areas; increasing the percentage of highly qualified labour force in the poor areas of Transylvania.

The BBU mission in terms of colleges translates into a six-core option development strategy: depending on their academic performance, all college graduates benefit from the possibility to continue their studies to upper levels; through their specialist graduates, colleges support local development policies from an economic, social and cultural point of view; the colleges support the community development programmes within the counties of the region and the development of higher education in the mother tongue; in order to ensure their basic infrastructure (buildings, facilities),

colleges collaborate with local authorities; the BBU colleges are part of the BBU faculties and benefit from assistance to organize themselves in such a manner, so that students and the academic teaching staff benefit from all study conditions and access to information; the BBU colleges have operational autonomy and subsequent responsibilities.

Colleges resulted from the transformation of former university colleges established by the BBU (starting with 1996) and which were the first in Romania from a chronological point of view, are nowadays a modern solution to cater for specialists trained in higher education programmes for undergraduate and postgraduate university degrees, and to give an extra chance to young people from different regions in Transylvania. The existence of colleges allow for many young people to have access to studies without bearing the high living costs of big urban areas. The possibility to study in colleges – at bachelor and master level – allows for many students to get involved in the active life and, at the same time, to go on with their studies, to express their interests in scientific research in their very hometowns. Moreover, in those urban areas hosting colleges, the qualified academic body which ensures the students' academic preparation along three lines of study, consolidated gradually. Through its colleges, the University becomes a significant presence in the most important Transylvanian urban areas. From this point of view, BBU becomes an attractive partner, respected by local cultural and arts institutions and by the citizens.

The colleges operate in compliance with legal provisions foreseen in the Law of Education, the Law on the status of the teaching staff, the Law no. 288/2004 regarding the organization of higher education, the "Babeş-Bolyai" University Charter (2003), with regulations in force and guided by the principle of operational autonomy.

By operational autonomy of the BBU colleges, it is meant that colleges have the freedom to implement their own managerial functions in terms of forecast, organization, supervision and control, as well as operative functions pertaining to didactic, scientific research and administrative activities.

The promotion of the operational autonomy, in line with the decentralization process supported by the BBU starting with 1995, together with an increased liability of the units, wraps up in a comprehensive, time consuming process, which evolves gradually, alongside with the college network consolidation, the asset development and better professional competences for managers and teaching staff. The operational autonomy also involves a tight collaboration with the University faculties, departments, research and consultancy units, and administrative services.

The colleges provide education along three lines of study (Romanian, Hungarian, German) and operate in compliance with **The Regulations for the Functioning of University Colleges** no. 20.292 of October 25th, 2005 (*Annex B.1.2.1.1.* and *Annex B.1.2.1.m.*).

The university colleges organized by the BBU are located in: **Bistriţa, Gheorgheni, Miercurea Ciuc, Odorheiu Secuiesc, Satu Mare, Sfântu Gheorghe, Sighetu Marmaţiei** and **Zalău**. They constitute organic part of the faculties' academic structures and have their own infrastructure (*Annex B.1.2.1.m.*).

The colleges in Bistriţa, Gheorgheni, Satu Mare, Sighetu Marmaţiei are already equipped with **state-of-the-art video conference systems**, for distance learning. Steps were taken in order to create appropriate **libraries** in all locations. The sustainability policy is applied for each college (in terms of personnel, infrastructure, financing).

Such elements and objectives of the promoted institutional culture distinguish BBU among European Higher Education Systems, through an **original, innovative institutional development, valued both nationally and internationally.**

2. Academic Integrity

BBU never ceased to follow the message of the founding fathers of the Romanian University in Cluj, according to which academic freedom, social accountability and moral and intellectual integrity are reciprocal. The university elaborated and implemented **ethical codes** inspired by

American and European universities and urged by real matters having occurred throughout the years and the university took action against the violation of moral and intellectual integrity.

Any member of the academic community may draft complaints or suggestions. In this respect, an **appropriate technical system for observations and complaints** was set up in 2003.

A new **Ethical Code of Babeş-Bolyai University** was adopted in 2005 (*Annex A.1.1.2.a.*), based on the following values: academic freedom, competence, integrity, loyalty, accountability. Complying with the provisions foreseen in the Ethical Code, represents a responsibility that lies first and foremost with each member of the academic community, but the institution has the leverages to ensure and control their due implementation. The institutional structure responsible with the monitoring of the due implementation and the compliance with the provisions included in this code is the **Ethics Commission of the "Babeş-Bolyai" University** (*Annex A.1.1.2.b.*), which is appointed by and operates under the mandate of the Senate. Through reports forwarded to the Senate, the Commission acknowledges the implementation of ethical principles and regulations. These reports contain the analyses of all self notifications and notices received from any natural person, legal body or entity that noted a breaching of the ethical rules in case of any member of the academic community. The analysis of notices received by the Commission is done according to the **Complaint solving procedure** (*Annex A.1.1.2.d.* and *A.1.1.2.h.*). Notices of breaching of the ethical rules shall be made public through informative publications (the BBU Info).

The Ethical and Deontological Code of Babeş-Bolyai University Researchers and Teaching Staff regarding Research and Scientific Publications was adopted in 2008 (*Annex A.1.1.2.g.*). The Code regulates the ethical rules of the research – development – innovation activity of the University, under all aspects. The Code is grounded on the moral principles and the procedures to respect them, wrapped up in the ethical and deontological code for professionals in research and development, issued by the state authority for research and development.

Complying with the provisions foreseen in the ethical and deontological code regarding research and scientific publications, represents a responsibility that lies first and foremost with each member of the academic community, but the institution has the leverages to ensure and control their due implementation. The institutional unit responsible with the monitoring of the due implementation and the compliance with the provisions included in this code is **the Ethics Commission of the Council for Scientific Research** (*Annex A.1.1.2.j.*).

Among other rules that set the framework for BBU specific activities, there is **the "Babeş-Bolyai" University Internal Rules and Regulations** (*Annex A.1.1.2.c.*), to set guidelines regarding the behaviour of the personnel and the job descriptions, as well as the **Rules and Regulations for the Legal Office** (*Annex A.1.1.2.e.*) to set guidelines regarding the defence of lawful rights and interest of the University in relation with third parties, natural persons or legal bodies, of public law or of private law, regarding any legal relation the BBU becomes part of.

3. Public Accountability and Responsibility

Through **the Decision regarding Indicators and Guidelines for Quality Assurance at "Babeş-Bolyai" University** (no. 20.235 of April 26th, 2004) (*Annex C.1.1.1.i.*), the university is accountable for the services it offers, it protects the interests of the society according to a number of quality standards, it guarantees efficient institutional structures that support and improve the quality of academic programmes, it guarantees service transparency, it advocates for diversity and innovation.

Each structural unit of the institution (faculty, department, headquarters) elaborates its internal self-assessment report. The document containing the internal quality assessment is drafted annually, at the faculty level, by the management and the staff in charge with quality assurance at this level.

In accordance with the provisions of the law regarding quality in higher education and the **Procedure for Internal Quality Assessment at "Babeş-Bolyai" University** no. 20591 of November

24th, 2006 (*Annex A.1.1.3.a*.), the evaluation of the academic activity shall follow the three domains of quality assurance: institutional capacity, educational effectiveness and quality management.

The Office for Internal Public Audit coordinates an ongoing internal audit programme at the level of BBU. Each faculty and administrative service has benefited from the launch of a methodological and internal auditing programme with a view to coordinating staff qualified in the field of auditing.

In 2008, on the basis of international benchmarks for competitiveness, the BBU developed **the criteria for faculty and specialization competitiveness** following three main criteria: scientific production per capita, care for students, value of the BBU graduates.

Standard **A.1.2. MANAGEMENT AND ADMINISTRATION**

1. The Management System

The organization and structure of the institution is regulated in accordance with effective legal provisions stated in **the "Babeş-Bolyai" University Charter** (*Annex A.1.1.2.b. II. The Structure and Organization*). *Annex A.1.1.1.c*. illustrates **the Organization Chart** of the institution. **The "Babeş-Bolyai" University Internal Rules and Regulations** (*Annex A.1.1.2.c.*) sets guidelines regarding the behaviour of the personnel and the job descriptions of the institution, and complies with rules and regulations in force (*Annex A.1.1.2.c. article 5., article 6.*).

The Methodology regarding the organization and unfolding of academic elections at "Babeş-Bolyai" University, illustrating the mechanisms of election for university management positions (*Annex A.1.2.1.a.*) was adopted in 2007.

The "Babeş-Bolyai" University Charter, together with **the BBU Student Status** (*Annex A.1.2.3.j.*), clearly and transparently state the election mechanisms for students' representatives within the Professors' Councils, the Senate College, granting students the right to represent and be represented.

As they benefit from an electronic system of dissemination, normative acts may be accessed online, unrestrictedly, on the University web page and on the websites of the faculties. Since 1994, BBU has been publishing **the Rector's Office News Bulletin**, containing all decisions taken and decisions to be debated, and starting with 2008 the university publishes **the BBU Official Journal**, which contains the BBU regulations. These publications reach all departments, institutes, faculties.

The BBU Institutional Policies (multiculturalism, curriculum, scientific research, infrastructure and so on) are given a monographic shape and made public.

The University Senate

The University is managed by the **University Senate**, made up of faculty representatives (teaching staff and students), college representatives, the head of the Administrative Division, the Administrative Deputy-Director, the Director of the Financial – Accountancy Division, the Director of the Central University Library, the Director of the Botanical Garden, the Director of the Centre for Ongoing Education and Distance Learning, the Director of the Department of Teacher Training and the Representative of Research Units. In order to ensure the managerial competence transfer, the programme continuity and a competitive administration – within the organizational charts established for departments and faculties – heads of departments, as well as deans, become members of the Professors' Council, and the vice-rectors, the rector and the general chancellor become members of the Senate in the legislature to follow. Membership according to such procedure shall be granted once only, and it becomes ineffective on the date of retirement and is applicable only to persons in office at the date of elections.

The University Senate is organized in **Councils** and **Commissions**. Councils and Commissions are established by decision of the Senate, depending on necessities (*Annex A.1.2.1.g.*). A member of the Senate College shall chair the Commissions. The BBU Senate holds monthly ordinary sessions, according to the meetings agenda set at the beginning of each academic semester, and extraordinary sessions, on request of the Rector, the College Senate or at least 1/3 of the BBU Senate registered members.

The study line groups are formed within the BBU Senate and are responsible for the decision making process and the due implementation of decisions regarding each line of study, in accordance with general decisions and regulations.

All **documents to be debated in a Senate meeting** are made available for senators at least three days prior to the session in question. The **monitoring system of the implementation of decisions** is under the authority of the **General Chancellor**, who is responsible for the control of the due implementation.

All activities undertaken in BBU are bound by the legislation in force and by the Senate decisions and regulations.

Student Representation

Student representation at the level of university managing board complies with the Law of Education, the Law on the status of the teaching staff, the University Charter, the Functioning Regulations for the Administrative Board and the BBU Student Status. **The "Babeş-Bolyai" University Charter** (2003) rules that the University Senate is formed of teaching staff and students, and the Election Rules at the level of the university, adopted by the Senate on November the 7th, 2007, acknowledges for the 25% student participation in the structure of the Senate. In compliance with legal provisions hereby, the leader of students' representatives in the University Senate and the Board of Administration shall be **the Students' Prefect**, appointed on the basis of **the Students' Elections Regulations at the level of the University**. These regulations are endorsed by students' structures and function according to **the Regulations regarding the Professional Activity of Students at the "Babeş-Bolyai" University** (*Annex A.1.1.2.i.*).

Either **the students' Prefect** or a **Subprefect** participates de facto in the meetings of the **Board of Administration** and is fully entitled to vote, according to title 2, pgh. 1, letter e. in the University Charter and according to article 4 stated in the Regulations for the Organization and Functioning of the Board of Administration (*Annex A.1.2.1.h.*). Again, according to abovementioned BBU internal rules and regulations, other representatives of the students' associations which are founded and recognized within the University, may take part in the meetings, as special guests, and benefit from the right to a consultative vote.

At the faculty level, in compliance with **the Law on the status of the teaching staff** and **the University Charter** (title 2, pgh. 2, letter a and b), students, through their elected representatives for every year of study, become members of the Faculty Council, and benefit from a 25% membership in this structure. **The students' Chancellor** is elected at faculty level, from among the students' representatives for every year of study. The students' Chancellor becomes a de facto member of the faculty College of Professors' Council, alongside the Dean, the Vice-Deans, the faculty Chancellor and the Heads of Departments.

Students' representation at the level of faculty and university managing boards complies with legal provisions, the democratic decision making process at academic level and encourages students to be responsible to the extent of understanding the necessity to formulate initiatives regarding the improvement of the quality of the teaching process and a better student life and, at the same time, helps students co-determine the elaboration of strategic development plans for the university.

2. Strategic Management and Operational Management

Strategic Management

The Academic Council was established through the **Charter** (2003), as a result of the increased importance in strategic planning, in order to develop policy drafts and BBU development strategies in all the fields of activity of the university. The policy and strategy drafts have to be approved by the Senate College and, lastly, by the University Senate. The Academic Council ensures the international, specialized evaluation of the BBU organization and functioning through **the International Advisory Board**, an advisory body organized by the university in 2003.

The BBU strategic plans were drafted starting with 1998 and targeted the following periods of time: 1998-2003, 2004-2007 (*Annex A.1.2.2.f.*), respectively 2008-2011 (*Annex A.1.2.2.a.*). In 2003, in Romania and abroad, the BBU launched **the Manifesto for a Successful and Competitive University**, adopted by the Senate (no. 20.645/2004), as main strategy. **The Strategic Plan for 2008-2011**(*Annex A.1.2.2.a.*) was drafted by **the Commission for the Strategic Plan of the BBU**, appointed by decision of the BBU Rector and made up of 21 members, and it was adopted during the BBU Senate meeting on July the 7th, 2008. This strategic plan is also available online, in electronic format on the University web page, and was also printed in hundreds of copies disseminated to faculties, departments, centres and institutes.

The actions undertaken by **the Academic Council** between 2004-2007 are recorded in a volume signed by Wolfgang Breckner and Eunicia Trif (editors), **Strategic and Operational** (*Strategic şi operaţional*), Cluj University Press, 2007, 419 p., which brings a real contribution to today's national and international debate on academic development.

Operational Management

The operational management is the responsibility of **the College Senate** (CS) and **the Board of Administration** (BAdm), which hold weekly meetings.

The Senate College has as its members the rector, vice-rectors, the general chancellor, the president of the Academic Council, vice-presidents, the general administrative director, deputy directors, the students' prefect and vice-prefects.

The Board of Administration is made up of the CS, deans and heads of services. During the CS meetings, strategic documents, policy drafts and the BAdm decisions are debated. The BAdm adopts decisions relative to current issues in the university: the structure of the academic year, admission exams, education programmes, the curriculum, financial issues, infrastructure-related matters, student life problems.

The Student Prefect's Office formulates proposals for decisions pertaining to student issues: studying conditions, accommodation, scholarships. During the Senate meetings, when a certain point on the agenda is reached, the Student Prefect's Office forwards the students' opinion on university developments in a special session called **The Student's Voice**.

On a yearly basis, **the "Babeş-Bolyai" University Operational Plan** is drafted and implemented, together with **the "Babeş-Bolyai" University Operational Plan Evaluation** for the last year (*Annexes A.1.2.2.b,c,d*), in keeping with the faculties' annual plans (each faculty having its own operational plan which is subsequently evaluated) and the research on the organization's internal and external environments.

The University Operational Plan is drafted for one calendar year, must receive the approval of the University Senate and is published in the weekly internal bulletin, **the BBU Info**, a brochure disseminated to all administrative units within the University. The Operational Plan is also available online, on the University web page (http://www.ubbcluj.ro/ro/despre/po.html). The operational plan evaluations are done during the first two months of the following year.

The Faculty Operational Plan is drafted annually and, following its approval by **the Faculty Council**, is disseminated to all faculty departments and units. The Faculty Operational Plan is also posted on the web page of each faculty. The implementation or failure of proposed actions is

monitored at the level of each faculty by an appointed person, in charge with the strategic management, who raises such issues during the ordinary sessions of the faculty managing board.

The Centre for Academic Development (CAD) was established in 1999 and operates under **the Academic Council** (*Annex A.1.2.2.m.)*. This centre operated initially under the name of the Centre for Strategic Development and Management (CSDM). The CAD Mission is to carry on studies for grounding the decision making process of the University top management. The CAD carried on financial analysis on cost centres, the first quality management programmes. The CAD drafts the analysis of graduates' insertion into the labour market on a regular basis. Also, the CAD organizes management training sessions for all management levels in the university (heads of departments, heads of services, deans, vice-deans, vice-rectors, rector). The CAD publishes **the Journal of University Development and Academic Management** – the academic management magazine of the BBU (which, from 2004, is the only such magazine published by a Romanian university). Also, on a monthly basis, the CAD publishes a **Newsletter** on academic management, which is disseminated to all departments and can also be accessed online (http://www.cdu.ubbcluj.ro). During the years in which the BBU Rector is the chairman of **the Danube Rectors Conference** (2005 to present), the Centre publishes the news bulletin of this notorious regional association of universities.

3. Effective Administration

The BBU has a solid, efficient administrative system, organized in accordance with the Law of Education no. 84/1995, with all due amendments, with Law no. 53/2003, with all due amendments and complies with provisions stated in the 2003 "Babeş-Bolyai" University Charter.

The academic organization chart of the university (*Annex A.1.1.1.c.*) is adapted so that it facilitates a successful management.

The technical administration reports to **the Board of Administration**, **the Senate College** and **the BBU Senate.**

Through its staff, trained in different fields of activity (social and economic, administrative and technical), **the General Administrative Division**, organized according to the organization chart (*Annex A.1.2.1.v.*), coordinates the entire administrative, technical and financial-accountancy activities of the University. Being organized on the basis of the principles for a flexible and efficient management, **the General Administrative Division** ensures continuity, novelty and flexibility in the evolution of the university, by setting priorities and finalizing established objectives by proposed deadlines for the entire administrative, technical and financial-accountancy activity of the University.

The headcount and staff qualification in administration is optimum (*Annex C.4.1.1.c.*) and vacancies are advertised according to university needs and financial status. Vacant positions are advertised for competition and the procedure complies with legal provisions in force (*Annex A.1.1.2.f., A.1.1.2.k.*). In order to ensure the efficiency of the administrative personnel, the university provides the division with necessary tools, such as computers and specific software, as well as professional trainings for its employees. On an annual basis, employees are professionally assessed by their direct superiors and receive qualifiers (*Annex C.4.1.4.j., Evaluation sheet for the administrative staff*).

The Administrative Division only approves operations that comply with legal provisions, time provisions and respect the limits of dully approved loans, with the due seal for preventive financial control, and the seal of **the Legal Office**.

The division for **Internal Administrative Control** coordinates all control bodies at university level, which are set up by the managing board, in line with its objectives and legal provisions, so that the university funds are economically, efficiently and effectively managed.

The Division for Internal Public Audit assesses the activity of administrative services and its conclusions are stated in **Activity Reports** (*Annex A.1.1.3.i., Annex A.1.1.3.j., Annex A.1.1.3.k.*). The BBU Senate evaluates the administrative division's activity on a yearly basis.

The administrative activities are automatically assisted by **ManageAsist**, the integrated IT system (*Annex A.1.2.1.u.*) developed within the BBU IT Department. The objectives of the ManageAsist integrated system are to process BBU administrative activities and to provide different managerial assistance tools at different levels. *Annex A.1.2.3.u* gives a detailed look on the system tools, and the guidelines for the current operational modules is presented in *Annex A.1.2.1.u.*

The BBU Administration is part of **different administrative divisions' collaboration networks at European level.**

Criterion **A.2. ASSETS**

Standard **A.2.1. PATRIMONY, ENDOWMENT, ALLOTTED FINANCIAL RESOURCES**

1. Facilities for Education, Research and Other Purposes

Depending on didactic, research and administrative objectives, BBU may provide education and research facilities that correspond to safety principles and hygienic and sanitary demands from the point of view of surface, endowments, technical and volume quality.

The BBU inherited infrastructure is significant, previously organized mainly by Florian Ştefănescu-Goangă, the university rector in the 30s, and during 1993-2008, the BBU **made the biggest investments in infrastructure in Cluj academic history**. According to European and American experts, the current infrastructure is one of the most developed among existing ones.

BBU has an **explicit investment policy**, constantly and rigorously monitored from a technical, financial and administrative point of view.

Remarks on infrastructure developments during 1989-2009

One condition for having a successful educational process is the existence of appropriate infrastructure in terms of space indicators, appropriate endowments in terms of technical utilities and good maintenance.

Taking into account the BBU structural development (with three lines of study, 21 faculties, more than one hundred departments, various colleges, research institutes and so on), the need to ensure new education premises became a priority. As a consequence of research programmes launched by BBU in partnership with higher education institutions from the European Union, the USA and Asia, the urge for new research units led to the construction of new facilities.

New premises meant: new buildings – 44.033 square meter-worth education facilities and 25.435 square meter-worth student accommodation facilities; the University gained some of its old properties – 6.087 square meter-worth education facilities; cession of right to use a number of education facilities from the part of the local authorities or certain secondary education institutions – 18.245 square meters; acquisition of buildings from extra-budgetary revenues – 16.839 square meter-worth education and research facilities.

The 1989 University patrimony in Cluj-Napoca municipality counted 93.741 square meters for education facilities and 63.826 square meters for boarding houses and student cafeterias. In 2009, the patrimony counted 178.945 square meter-worth education facilities and 89.261 square meter-worth student accommodation facilities. Thus, the number of education facilities increased by 91% and the number of student accommodation facilities increased by 40.41%.

Outside Cluj-Napoca, the University currently owns 3 internship facilities, in Beliş, Arcalia and Baru Mare, where, besides 4.185 square meter-worth accommodation facilities, it owns 2.361 square

meter-worth education facilities for specific purposes (conferences, workshops). Moreover, the university colleges have raised the University patrimony to 12.395 square meter-worth education and accommodation facilities.

Among the BBU existing education facilities, there are 40 amphitheatres, 69 lecture rooms, 211 seminar rooms and 405 labs (*Annex A.2.1.1.c.*). A number of 6.138 accommodation vacancies (*Annexes A.2.1.1.d,e.*) are available for the 40.687 students who attend fulltime undergraduate and postgraduate courses (approximate, average figure, according to reference years). Other facilities available for students and teaching staff include a sports park (fields and sports halls), printing houses and bookstores, museums, internship and leisure facilities, **the Astronomical Observatory**, **the Botanical Garden**, cafeterias, student restaurants (*Annexes A.2.1.1.f,g,h,i,j.*).

The 67 existing research centres operating within the faculties or autonomously, under the authority of the Rector's Office, support the didactic and research activity.

In order to exemplify **the BBU infrastructure expansion during 1993-2009** (in terms of buildings and major investments):

I. New buildings:

1. The Faculty of Physical Education and Sport (str. Pandurilor nr. 7) - 1995
2. The Faculty of Economics and Business Management (str. T. Mihali nr. 58-60) - 1999
3. Universitas International Student House (str. Pandurilor nr. 7) - 2002
4. Economica I – Student Boarding House (str. T. Mihali nr. 59) - 2006
5. Economica II – Student Boarding House (str. T. Mihali nr. 59) - 2009

II. Buildings gained with property rights:

6. The Faculty of European Studies (str. I.C. Brătianu nr.22) - 1999
7. The Center for Ongoing Education and Distance Learning (str. I.C. Brătianu nr. 20) - 2000
8. The Psychology Institute (str. Gh. Bilaşcu nr. 37) - 2001

III. Buildings allotted by central institutions:

9. The Faculty of Sociology and Social Work (Bd. 21 Decembrie 1989 nr.128) - 2000
10. "Beliş" Facility - 1999
11. "Blăjoaia" Facility - 2002

IV. Building acquisition on behalf of BBU from own resources:

12. Bistriţa University College (Bistriţa, str. A. Mureşanu nr. 35) - 2000
13. The Institute for Interdisciplinary Experimental Research (str. T. Laurian nr.42) - 2000
14. The Faculty of Political, Administrative and Communication Sciences (str. T. Moşoiu nr.71) - 2001
15. The Faculty of Psychology and Science of Education "Pedagogica" (str. Sindicatelor nr.7) - 2001
16. The Faculty of European Studies (str. A. Iancu nr. 21) - 2002
17. The Faculty of Geography; The Faculty of Letters; The Faculty of Business; The Faculty of Protestant Theology (str. Horea nr.7) - 2002
18. Hebrew Studies; the History of Science, Cultural Anthropology Studies (str. Croitorilor nr. 13) - 2002
19. The Faculty of Mathematics and Computer Science, "Matematicum" (str. Ploieşti 23-25) - 2004
20. The Faculty of Sociology and Social Work (str. Plugarilor 36) - 2007

21. “Raluca Ripan” Institute for Chemistry (str. Fântânele nr.30) - 2007
22. The Internship Facility from Baru Mare, county of Hunedoara - 2008

V. Capital modernization:

1. The Athletic Stadium (str. Pandurilor nr.7) - 1996
2. The Academic College Restaurant (str. Em. De Martonne nr.1) - 2001
3. The Academic College Club (str. Em. De Martonne nr.1) - 2000
4. The Academic College “Pyramid” (str. Em. De Martonne nr.1) - 2002
5. The Faculty of Law (str. A. Iancu nr.11) - 2001
6. The Faculty of Chemistry (str. A. János nr. 11) - 2002
7. The Faculty of Biology and Geology (str. Gh. Bilaşcu nr.44) - 2001
8. The “Arcalia” Conference and Symposium Center - 2000
9. The British Cultural Centre (str. A. János nr. 11) - 2000
10. Universitas Student House (str. Pandurilor nr.7) - 2002
11. The Olympic Swimming Pool (str. Pandurilor nr.7) - 2009
12. Juventus Student House (str. Pandurilor nr.7) - 2001
13. Student Boarding House XIV (Haşdeu Student Campus) - 1996
14. The Faculty of Geography (str. Clinicilor 5-7) - 1996
15. The Faculty of Political, Administrative and Communication Sciences (str. T. Moşoiu nr. 71) - 2002
16. The Institute for Interdisciplinary Experimental Research (str. T. Laurian nr.42) - 2002
17. Hebrew Studies; the History of Science, Cultural Anthropology Studies (str. Croitorilor nr. 13) - 2003
18. The Faculty of Psychology and Science of Education “Pedagogica” (str. Sindicatelor nr.7) - 2003
19. The Psychology Institute, Fl. Ştefănescu-Goangă Building (str. Gh. Bilaşcu nr. 37) - 2001
20. The Faculty of Mathematics and Computer Science, “Matematicum” (str. Ploieşti 23-25) - 2004
21. The Botanical Garden – The old Botanical Institute (str. Gh. Bilaşcu) - 2004
22. The Geography Institute (str Clinicilor 5-7) - 2004
23. The Faculty of Theatre and Television (str. Kogălniceanu nr.4) - 2007
24. The Sighetu-Marmaţiei College (str. Iuliu Maniu nr.67) - 2008
25. The Sighetu-Marmaţiei College (str. Avram Iancu nr.6) - 2008
26. The Sfântu Gheorghe College - 2009

VI. Cafeterias for students and teaching staff:

1. “Liliacul” Cafeteria at the Faculty of Chemistry - 2001
2. ”Geoclub” Cafeteria at the Faculty of Geography - 2002
3. The Faculty of Law Cafeteria - 2002
4. “Economica” Cafeteria at the Faculty of Economics - 2002
5. The Students’ Restaurant in “Haşdeu” Student Campus – modernized - 2004

During 1993-2009, BBU added another 22 buildings to its patrimony, and undergone 31 capital modernizations, having in total 53 buildings that function at modern standards, along with the patrimony inherited in 1989, which, throughout the years, was subjected to modernization and technological advances.

The Development Plan for Education, Social and Leisure Facilities foresees a continuous expansion and modernization for teaching facilities, the building or expansion of “Babeş-Bolyai”

University Libraries (all branch libraries shall operate on a free access to shelf system), a better cultural and sports life for students, quality services in student houses and cafeterias.

Having set such targets, in 2009 the university finalizes the following objectives: Economica II Student House; Sfântu Gheorghe Student Campus; The indoors swimming pool – "Iuliu Haţieganu" Sports Park; Sighet Student Campus; Baru Mare Internship Facility. At the same time, the investment projects foreseen for 2009-2011 shall be finalized in 2009: Gheorgheni Student Campus; The Olympic Sport Facility "Iuliu Haţieganu" Park; The Faculty of Psychology and Science of Education; The Faculty of Mathematics and Computer Science, the Faculty of Geography, the Faculty of Orthodox Theology, "Sportul XXI" Student House.

In its prospects, BBU included investments from structural funds in Lomb area, meaning a 2.500-place student campus, a students' hall for cultural events, the theatre hall of the Student Theatre, as well as the installation of a cyclotron.

Again for the period 2009-2010, BBU envisages the rehabilitation and modernization of A2 and A4 Student Houses.

The Investment Plan for 2009-2011 is presented in *Annex A.2.1.1.m.*, *BBU Development*.

2. Endowment

2.1. Didactic and research labs

BBU has a wide range of didactic and research labs. Each faculty is provided with lecture and seminar rooms endowed with media equipment: computers, video projectors, overhead projectors, projection screens, flipcharts, sound equipment and so on, and all these are described in the faculty evaluation files. All students have free access to state-of-the-art language labs (Tanberg, state-of-the-art labs) for the teaching and learning of foreign languages.

The sources for endowment funds are the budget allocation, own revenues and research grants. Recent allocations for endowments per fund source can be seen in *Annexes A.2.1.3.f.*, *the Own Revenues Endowment List for 2008*, *A.2.1.3.h., the List of research state-of-the-art equipment purchased in 2008*, respectively in *A.2.1.3.i., the List of research state-of-the-art equipment purchased in 2007*.

The BBU drafted and rigorously monitors its **systematic policy for a competitive endowment of own labs**.

Didactic Labs

Investments in **didactic labs** were done ever since 1993, when special fund allocations were made from the Rector's Office funds. The university held yearly open competitions for lab endowment projects for amounts rising to an average of 100.000 Euros.

Annex A.2.1.2.a. present all existing didactic labs at the end of 2008. Most of these labs were developed through massive investments in 2005. The 2007 investment breakdown for didactic labs is presented in *Annex A.2.1.2.c.,* and *Annex A.2.1.2.b.* contains investments made in didactic labs at "Babeş-Bolyai" University in 2008.

Research Labs

Many students get involved in research projects and have therefore access to state-of-the-art equipment in BBU labs. *Annex A.2.1.2.d.* presents the state-of-the-art equipment available in BBU **research labs.**

In order to ensure an appropriate research environment, the University provides high standard facilities (research institutes based in buildings conceived for such purposes, such as the Institute for Interdisciplinary Experimental Research or "Raluca Ripan" Institute for Chemistry, alongside with research labs based in faculties).

Starting with the year 2000, research funds obtained through national open competitions and used for purchasing equipment was supplemented with the University's own financial contribution (during the first years, the BBU contribution amounted to approximately 30% of the total value of the purchased equipment, decreasing gradually as the financing from national projects increased). In 2006, the University purchased research equipment amounting to approximately 1.2 mil Euros (3.9 mil RON), while in 2007 the amount exceeded 1.5 mil Euros (6 mil RON). In 2008, as a result of undertaking certain projects on Capacities – Module I, the University invested approximately 4.5 mil Euros (20 mil RON) in research equipment *(Annexes B.3.1.2.a,b.).* Therefore BBU could clearly benefit from a research base that ensures all necessary conditions for top level research in certain fields competitive world-wide, providing the grounds for achieving University objectives in terms of Research Chapter. The ongoing BBU strategic project on "Capacities" amounts to 15 mil Euros and is aimed at supplying endowments so that the University has fully equipped research labs and it also facilitates new approaches in interdisciplinary experimental research.

IT Labs

Each faculty has **IT labs**, with computer networks connected to the Internet through the RoEduNet network. The total number of PCs in the university exceeds 7.000, out of which 1838 alone were installed in the IT labs through the 2007-2008 endowment programme (*Annex A.2.1.2.e.).* Software licences purchased in 2008 by the University are presented in *Annex A.2.1.2.f.* The licence purchase policy was oriented towards multi-user licences for public use software. Faculties are the ones to purchase the necessary software for their specialized IT labs. The modern BBU e-learning platform (Portal ID) ensures a user-friendly learning environment, student-oriented, forming a flexible, top quality electronic tool with the help of which the BBU distance learning, online education and lifelong learning programmes are developed (*Annex A.2.1.2.t.)*.

At the same time, **every member of the teaching staff and every member of the BBU administrative staff has a PC at the office, connected to the Internet**, and appropriate office automation (photocopiers, printers, scanners etc.).

A distinct measure was adopted by the administration and the Rector's Office in 2008, in that **each student has the possibility to create his/her own Email address**.

In light of above mentioned facts, it is certain that lecture and seminar rooms, didactic and research labs are endowed in line with the current stage of scientific discoveries and raise to the level of endowments in developed, higher education institutions in the world.

2.2. BBU ICT Infrastructure. The BBU Network

Already from 1995-1996, BBU created its IT unit, in order to implement a **dynamic policy in IT** and has compiled a **thorough compatibility programme** with key universities by massively injecting own capital in IT.

The UBBNet communication network was created to ensure top communication services for students, teaching staff and BBU employees, as well as to efficiently support all BBU specialized IT systems.

The UBBNet network currently operates through an estimated number of 5.000 PCs (out of which ~4.200 operate in headquarters in Cluj-Napoca and ~1000 in the BBU colleges), joining roughly 34 LANs spread in Cluj-Napoca municipality (*Table 1, Annex A.2.1.2.y.*). Their integration into the upper UBBNet network level is made by ~80 communication servers (mail, web etc.), interconnected through fibre optic (15 lines) – Gbit connections and rented lines with central communication hubs – ***zeus*** and ***hera***, located in the buildings on 1, 2 Kogălniceanu Street.

The project that targeted the connection of faculty hubs with central hubs using Gbit technology became reality in 2003. A joint upgrade of **the CAMAN communication hub** (from the Technical University of Cluj) was done within the very same project.

The Project for the Structured Cabling of Haşdeu Student Campus was implemented during 2003-2008 and, as a result, students in student houses now benefit from top internet services (the costs amount to 200.000 Euros, investment from own resources). During 2006-2009 free wireless access areas were created around BBU buildings and this project shall be expanded further on.

The integration of the UBBNet network into the CAMAN network belonging to Cluj higher education institutions, into RoEduNet – the national education network and into the Internet is done by central communication hubs, through the communication hub of the Technical University.

In terms of "backup & enhancement" connection lines, as well as BBU Intranet connections in the case of certain BBU buildings in Cluj-Napoca and certain BBU colleges, in order to cater for Internet services, the University currently uses additional connections from Internet service providers in Cluj-Napoca, respectively for colleges.

Figure 1 is a scheme of the UBBNet network, for a metropolitan area.

The Communication Centre (set up in 1996) is responsible with the management and security of the central communication hubs and of the ~80 communication servers (Figure 1), their interconnections within the UBBNet network and the latter's integration into the Internet (through RoEduNet – the national education network and connections provided by local Internet service providers). The operating system the most frequently used above the UBBNet communication network, is linux.

The local networks in the faculties and departments, which usually operate with Windows systems and contain at least one domain server and maybe another one for back-up are managed by the system engineers in each faculty/department. All computers operate exclusively: for students, in the IT labs, for the teaching and the administrative staff.

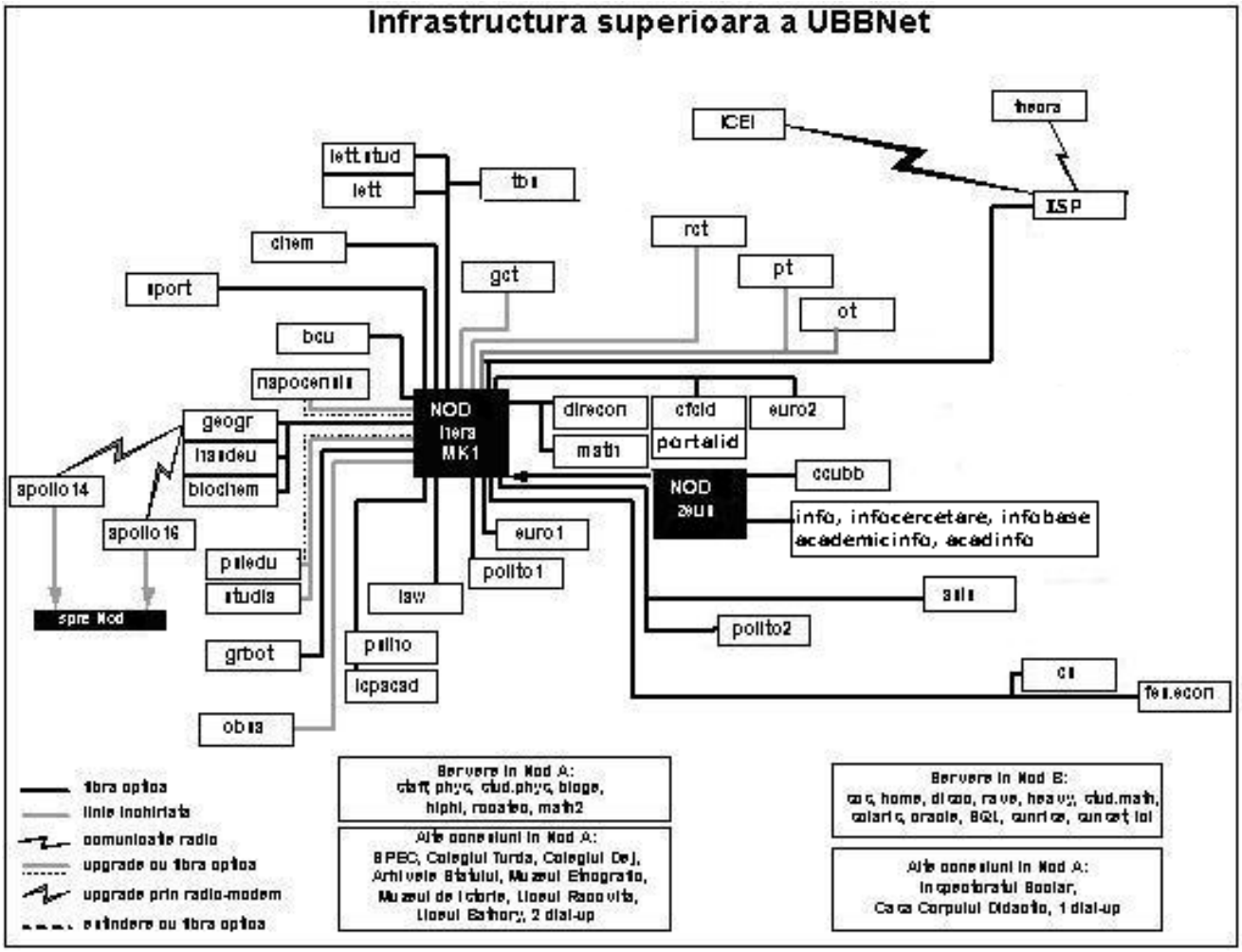


Figure 1 – UBBNet Network – Upper Infrastructure

For the well functioning of certain IT distributed systems, private virtual networks with specific roles are created, with the aim to ensure data protection.

The servers for BBU IT systems are: AcademicInfo, which manages the educational process, ManageAsists, for administrative management, the BBU research management, and they are included in the main communication hubs. The COEDL hub – **the Centre for Ongoing Education and Distance Learning** hosts the BBU distance learning portal https://portal.portalid.ubbcluj.ro, made up of 5 dedicated servers.

A **video-conference system linking the COEDL headquarters in Cluj-Npoca, other BBU locations in Cluj-Napoca** and **5 BBU colleges** was set up under COEDL surveillance. The colleges are in Bistriţa, Sfântu Gheorghe, Gheorgheni, Sighetu Marmaţiei, Satu-Mare. The number of locations connected to this system is increasing gradually; in BBU headquarters in Cluj other video-conference points are also available (at the COEDL, at the Faculty of European Studies, the Faculty of Chemistry, the Faculty of Geography). **The BBU video-conference system is state-of-the-art and its purpose is not only didactic, but also for international collaborations** (BBU already had such video-conferences with universities from France, Italy, the USA and Hungary).

The teaching staff, students and BBU employees benefit from BBU email address provided by dedicated servers.

In the last years, the UBBNet network gained considerable ground and it spread throughout Cluj-Napoca (from ~2.300 PCs in 2003 to ~7.000 PCs in 2009, out of which ~1.000 PCs in colleges). The current BBU network counts 128 communication, email, domain and IT systems servers (*Table 3, Annex A.2.1.2.y.*). The distribution of PCs and laptops per BBU faculty and department is illustrated in Tables 1-2 (*Annex A.2.1.2.y.*).

BBU coordinates numerous colleges spread around Transylvania. They are connected to the Internet on a regular basis, through a local ISP (Bistriţa, Sfântu Gheorghe, Sighetu Marmaţiei, etc.). The college in Oradea is connected through radio communications to the central communication hubs of the BBU network. One of our objectives for the near future is to have a homogeneous integration of all colleges in the UBBNet network.

Ongoing projects focus on cabling and integrating newly purchased/built facilities in the UBBNet, new fibre optic connections to the main UBBNet hubs and expanding wireless communication areas.

A project envisaging the creation of an integrated educational environment within BBU, on the basis of a state-of-the-art network support is currently under evaluation.

A project to integrate data-voice communications using VoIP technology at the level of the entire UBBNet network, including BBU colleges, is foreseen for the period 2009-2010.

3. Financial resources

BBU operates with a **comprehensive perception of financing**, also publicly expressed by the University during international debates (eg: UNESCO-CEPES organized the Reunion of Central and Eastern Europe on Financing at BBU in 2006).

Taking into account the current underfinanced status of higher education, our University's major concerns as against financing are closely related to the achievement of the following objectives:

- increasing the absolute level of financing;
- diversification of income sources;
- an appropriate, efficient use of resources;
- ensuring financial sustainability for each faculty.

At the university financial management level the focus is on diversifying financing sources by encouraging faculties to come up with programme initiatives in order to attract funds that would increase their revenues. **Extra-budgetary funds** attracted by faculties may follow the following indicator structure:

I) Own activities:

1. Tuition fees (undergraduate, postgraduate, doctoral, post-doctoral level and postgraduate courses);
2. Revenues from research and design contracts (national and international financing);
3. Revenues from contracts financed from European funds;
4. Revenues from consultancy contracts;
5. Revenues from expertises;
6. Revenues from production-generating activities (small production);
7. Revenues from contracted scientific and didactic services;
8. Revenues from service-providing agreements.

II) Donations;

III) Sponsorships.

Thus, one can perceive the University's continuous urge to provide commercial activities and its interest in diversifying the commercial dimension of its activities, because such a strategy would have a positive impact upon the education process on the one hand, by adjusting the course offer and shaping appropriate study programmes, and upon the university revenues on the other hand, by

attracting extra-budgetary funds. Among the advantages of such an approach, one could mention the mobilization of existing capacities, some of which are “latent”, in order to attract extra-budgetary revenues, a more responsible and action-prone academic community faced with the economic impact of the European integration and the globalisation of higher education.

The analysis of the structure and evolution of BBU total revenues reveals that total extra-budgetary revenues increased by 33.5% in **2006** and by 36.68% in **2007**, while the level at the end of **2008** increased by **25.13%** as compared to **2007**.

The University came across spectacular changes in terms of **revenues from scientific research activities**, thus in **2006** the increase reached **194%** as compared to 2005, **160%** in **2007** as against 2006, while in **2008** the level increased by **38.80%** as compared to 2007.

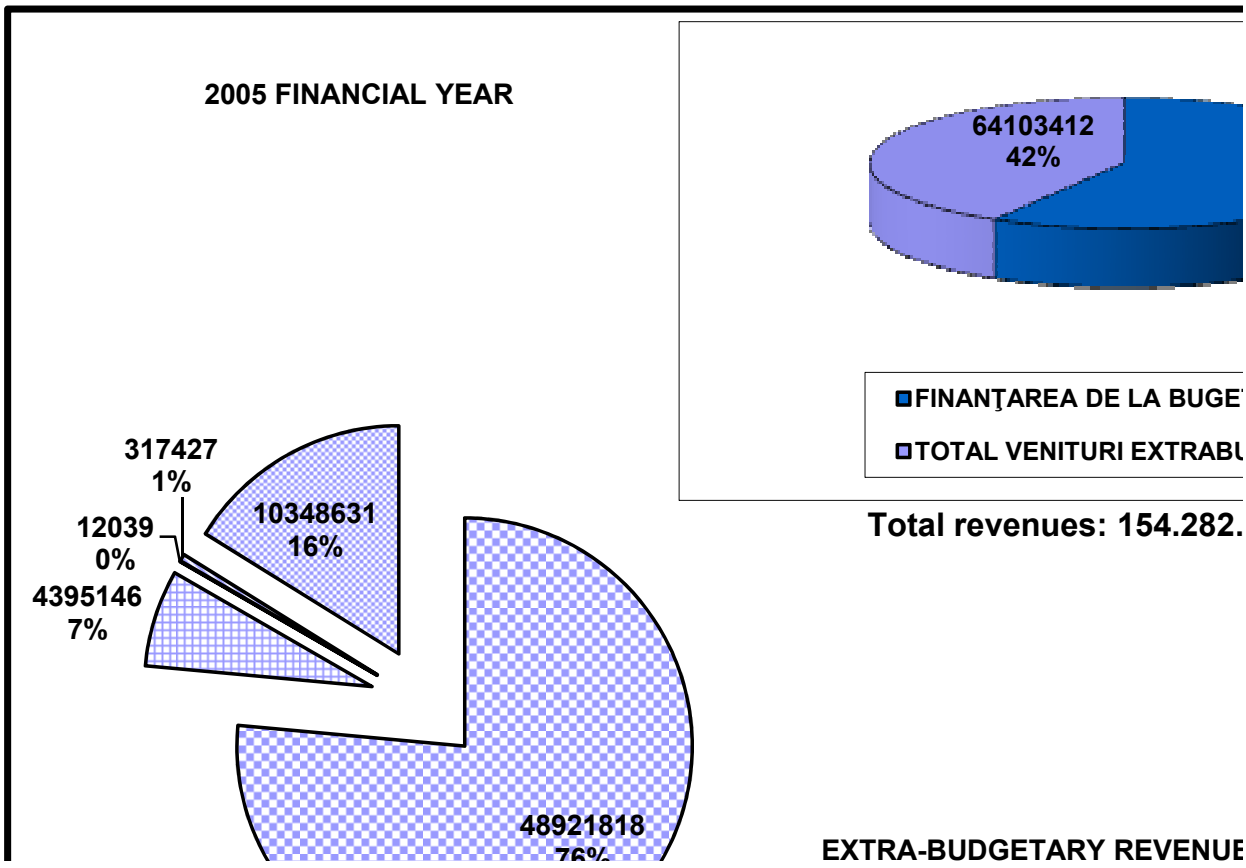
Revenues from student accommodation activities and student cafeterias were relatively constant for the past three years, and in 2008 increased by 8.03% as compared to 2007.

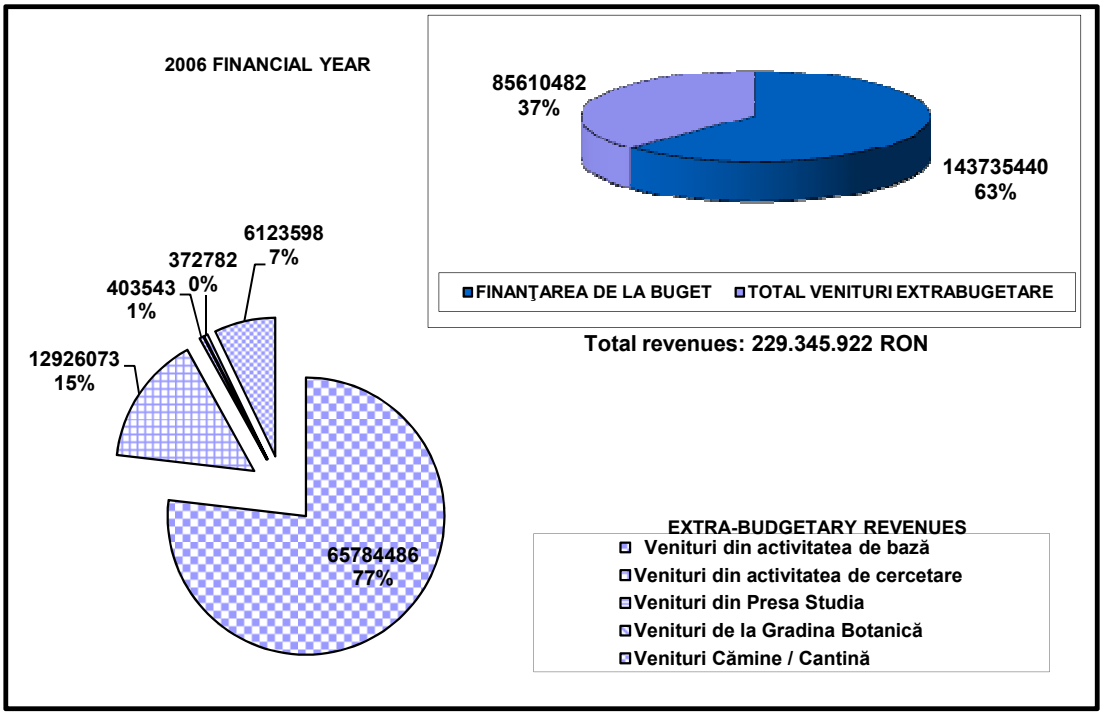
In 2008, for the first time, the University obtained **revenues from European structural funds** amounting to 2.349.774 lei.

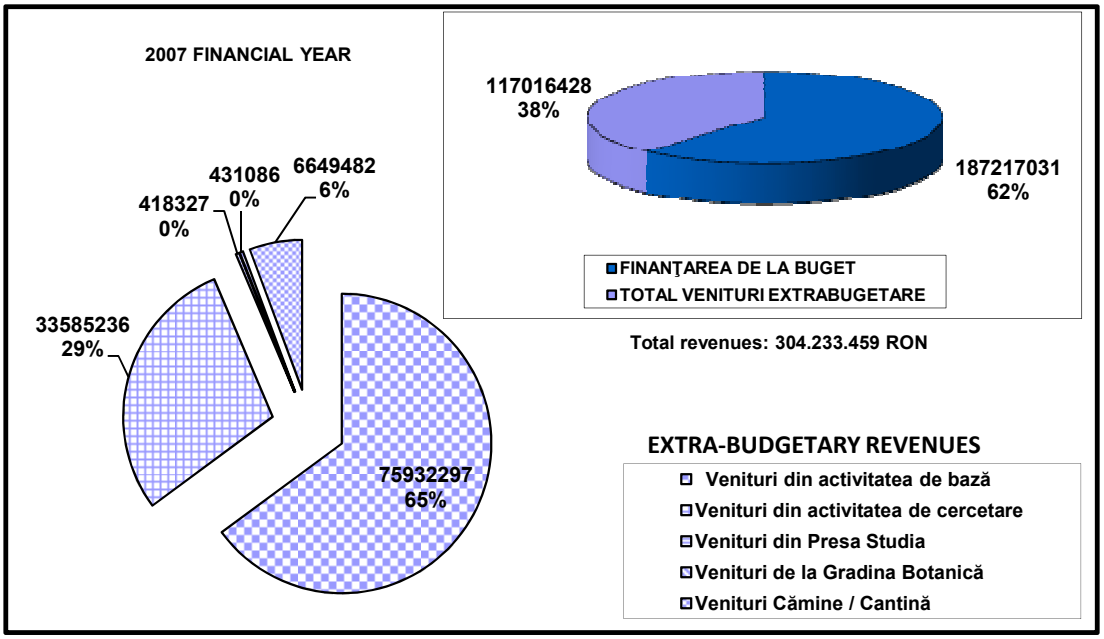
An analysis of 2008 extra-budgetary revenues breakdown shows a **61.10%** rate of **BBU own revenues mainly from tuition fees, 31.84%** for **revenues from the research activities**, **4.90%** for **revenues from student accommodation activities and student cafeterias**, respectively **1.60%** for **revenues from European structural funds.**

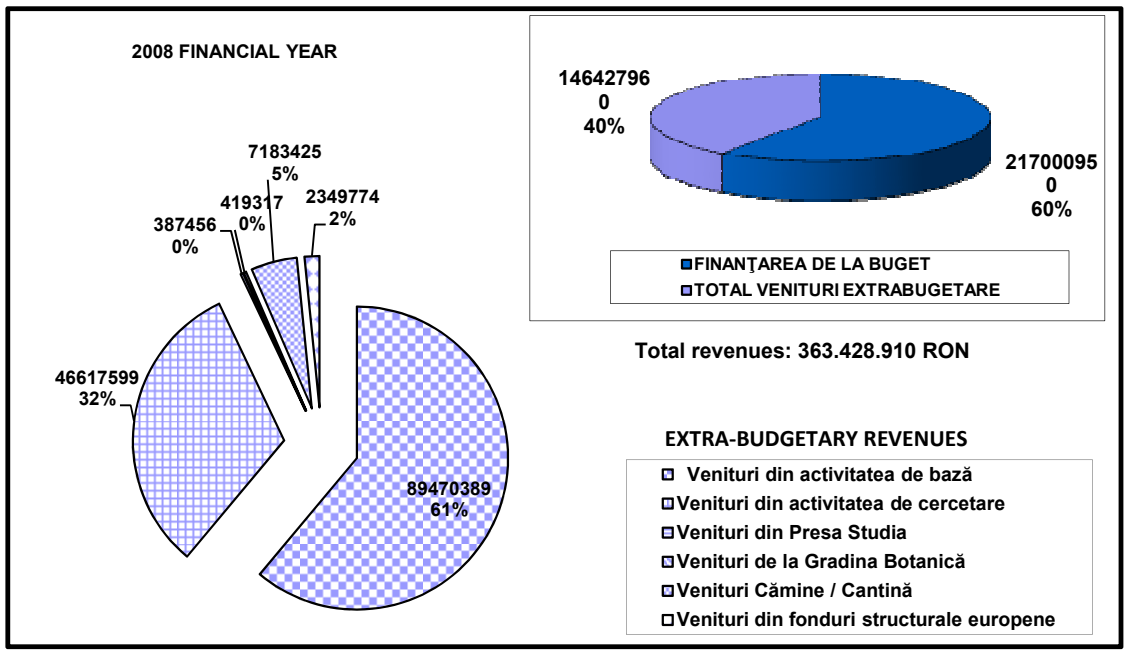
In 2008, **extra-budgetary revenues** make for 40.30% of the university total revenues.

Revenue evolution for 2004-2008 is illustrated hereunder.

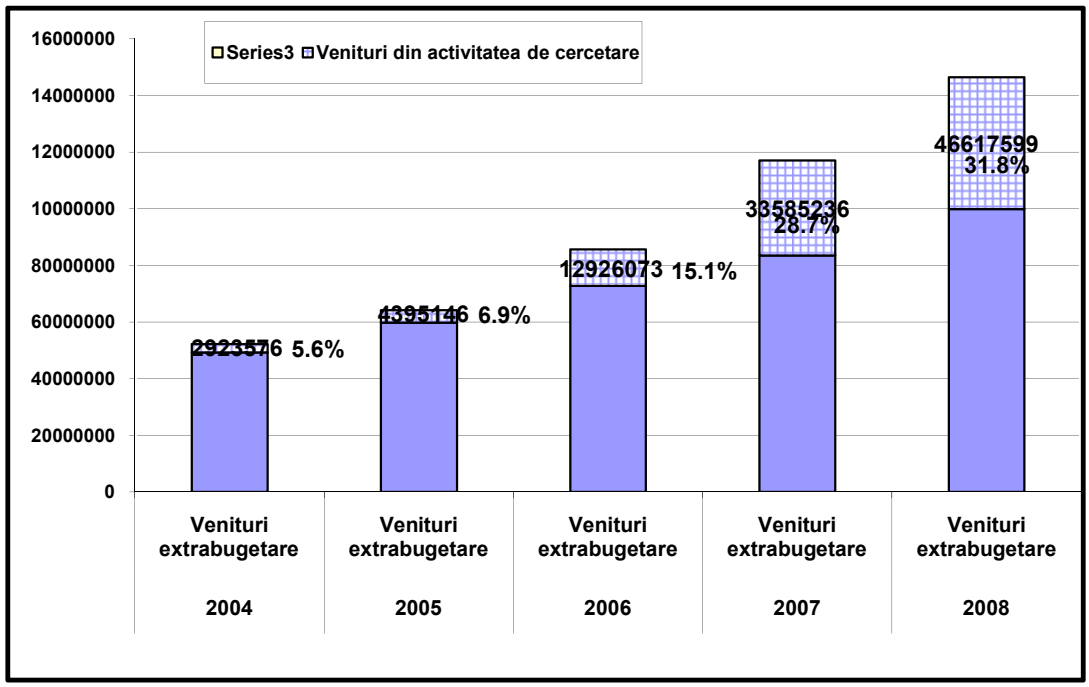


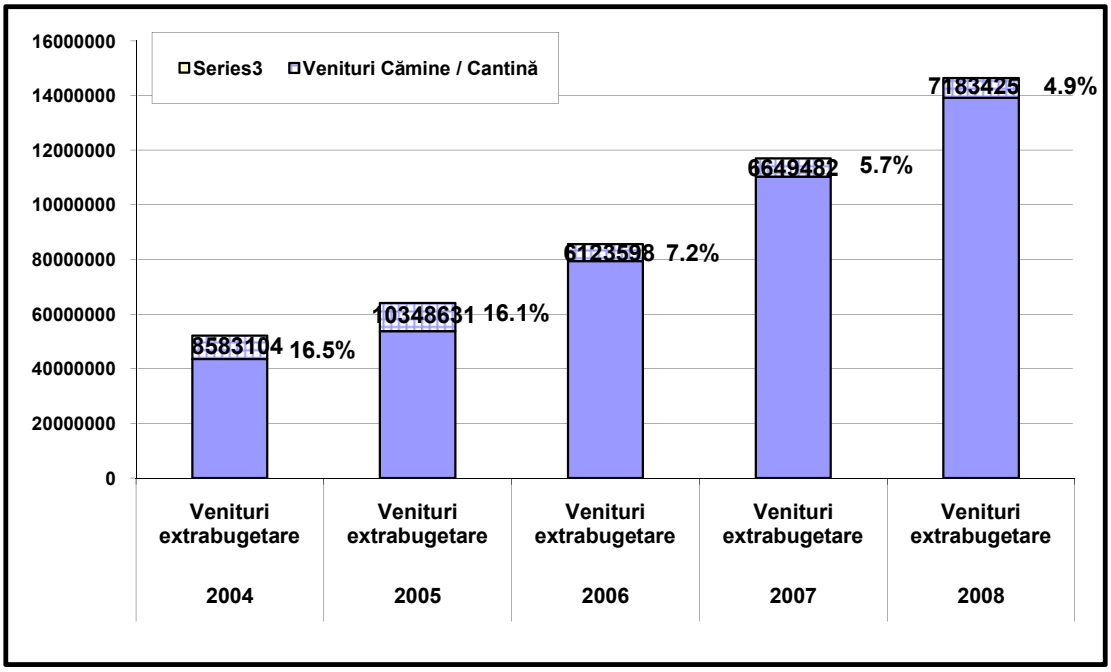

2006 FINANCIAL YEAR
85610482
37%
143735440
63%
FINANŢAREA DE LA BUGET
TOTAL VENITURI EXTRABUGETARE
Total revenues: 229.345.922 RON
6123598
7%
372782
0%
403543
1%
12926073
15%
65784486
77%
EXTRA-BUDGETARY REVENUES
Venituri din activitatea de bază
Venituri din activitatea de cercetare
Venituri din Presa Studia
Venituri de la Gradina Botanică
Venituri Cămine / Cantină

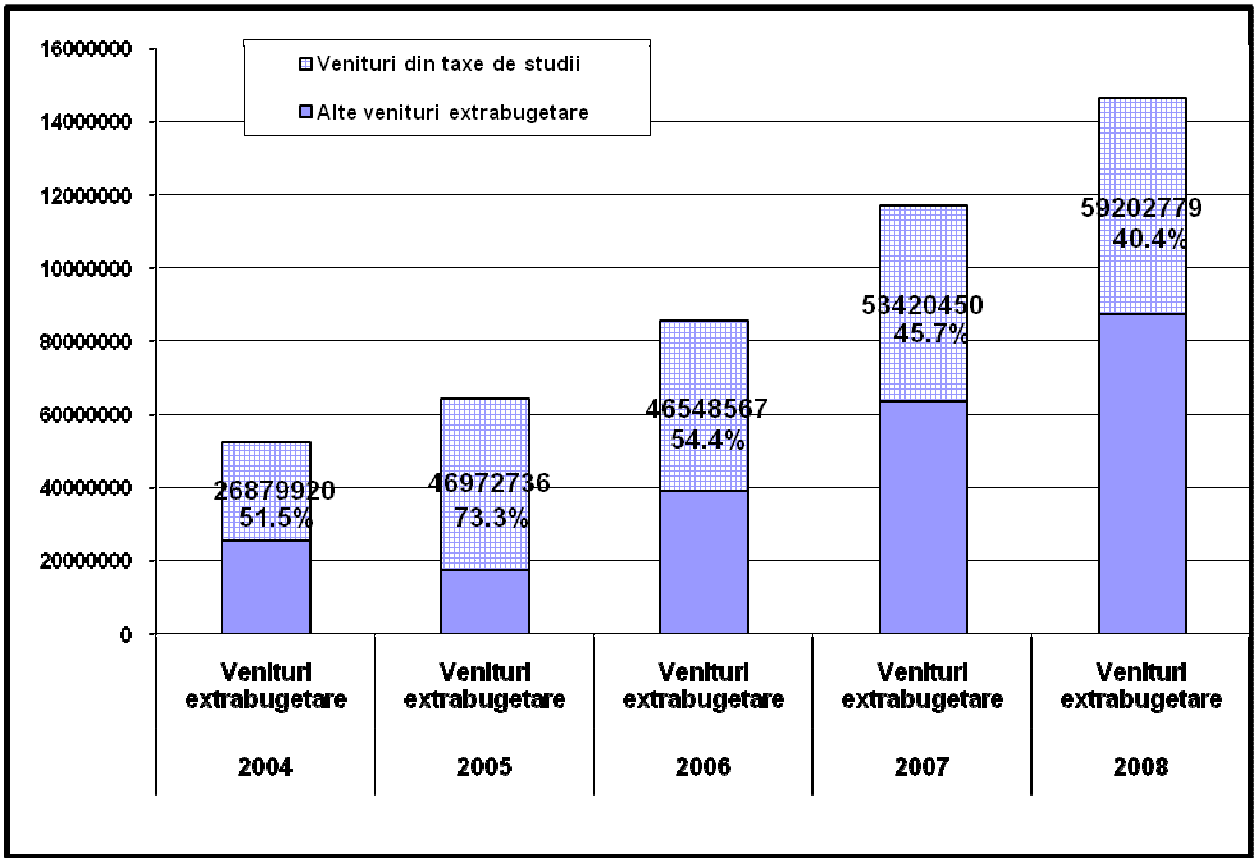

2007 FINANCIAL YEAR
117016428
38%
187217031
62%
FINANŢAREA DE LA BUGET
TOTAL VENITURI EXTRABUGETARE
Total revenues: 304.233.459 RON
431086
0%
6649482
6%
418327
0%
33585236
29%
75932297
65%
EXTRA-BUDGETARY REVENUES
Venituri din activitatea de bază
Venituri din activitatea de cercetare
Venituri din Presa Studia
Venituri de la Gradina Botanică
Venituri Cămine / Cantină



Taking into account that the diversification of financing sources has always been a priority, we present hereunder the evolution of BBU extra-budgetary revenues for 2004-2008.




16000000
14000000
12000000
10000000
80000000
60000000
40000000
20000000
0
Series3
Venituri Cămine / Cantină
8583104 16.5%
10348631 16.1%
6123598 7.2%
6649482 5.7%
7183425 4.9%
Venituri extrabugetare 2004
Venituri extrabugetare 2005
Venituri extrabugetare 2006
Venituri extrabugetare 2007
Venituri extrabugetare 2008


16000000
14000000
12000000
10000000
80000000
60000000
40000000
20000000
0
Venituri din taxe de studii
Alte venituri extrabugetare
26879920 51.5%
46972736 73.3%
46548567 54.4%
53420450 45.7%
59202779 40.4%
Venituri extrabugetare 2004
Venituri extrabugetare 2005
Venituri extrabugetare 2006
Venituri extrabugetare 2007
Venituri extrabugetare 2008

4. The BBU Scholarship System and other means of material support for BBU students

BBU operates on the basis of **the Regulations regarding scholarship granting for students**, valid for one academic year, and grants, in line with legal provisions in force, the following categories of scholarships: performance scholarships, merit scholarships, study scholarships, social aid scholarships, special scholarships.

Scholarships granted by BBU are financed as follows:

a. performance scholarships – budgetary allocations and extra-budgetary revenues of the University;
   a.1. "The Olympic Merit" performance scholarships (cf GD 1004/September 17th, 2002) from the state budget, via the budget of the Ministry of Education, Research and Innovation;
b. merit scholarships – budgetary allocations (for budgetary students) and faculties' own revenues (for students paying tuition);
c. study scholarships – budgetary allocations;
   c.1. study scholarships for students resident in rural areas (cf GD 769/2005) from the state budget, via the budget of the Ministry of Education, Research and Innovation.
d. social aid scholarships – budgetary allocations (for budgetary students) and faculties' own revenues (for students paying tuition);
e. special scholarships – from the University's or faculties' own income (extra-budgetary).

Table 1 illustrates University expenses with scholarships from own revenues as against total expenses with scholarships granted to students.

Table 1

Year	Expenses with scholarships from own revenues lei	Total expenses with scholarships granted to students lei	Percentage of expenses with scholarships granted from own revenues in total scholarships %
2004	3,401,938	13,400,988	25.39
2005	3,156,469	16,026,498	19.70
2006	3,464,147	16,863,426	20.54
2007	3,370,771	20,818,890	16.19
2008	4,436,483	21,880,574	20.28

As seen in the table above, during 2004-2008, roughly 20% of the total amount of scholarships granted to undergraduate, postgraduate students and PhD candidates was granted from the University's own revenues.

Domain B. EDUCATIONAL EFFICIENCY

Criterion B.1. CONTENTS OF CURRICULA

Standard B.1.1. STUDENT ADMISSION

1. Admission Principles to Study programmes Offered by the Institution

The main policy of BBU in terms of studying, training, pedagogical and methodological activities is the coordination of reference University experiences and the adaptation to the country's needs.

The reputation of a University is given by its capacity to attract students at all levels (undergraduate, postgraduate and doctorate) from the country as well as from abroad. From this point of view, BBU is a prestigious institution with and an ever growing attractiveness. With over 50,000 undergraduate, postgraduate, doctorate students and trainees (see Annexes B.1.2.1.n.o**.) BBU has become one of the most appealing Universities in the country and in South-Eastern Europe.**

Having a very wide list of specialisations, including natural and social sciences, engineering, economic sciences, theology, philosophy, law, physical education and others, offered in Romanian, Hungarian and German, as well as in other major modern languages (English, French, Italian, etc) and with a complete coverage of classic languages (Hebrew, Greek and Latin), not excluding Asian languages such as Chinese, Japanese, Korean, **BBU has one of the widest multilingual curriculary offers on the European continent.**

Due to its multilingual, multicultural and multi-confessional profile, **BBU grants the unique possibility of acquiring a broad perspective on the historical cultures of Transylvania,** Romania, as well as on major cultures of the modern world. It also offers students the possibility of receiving training for the major cultural dialogues of our times between Europe, America and Asia, between science, philosophy, religion and between cultural specifications of the great groups of our modern society. **BBU has developed a network of extensions, becoming one of the widest University networks of Europe.**

BBU organises **admission exams** at all academic levels. The admission to BBU is made according to the general average (or of the number of points) obtained by candidates, in compliance with the selection rules, the candidate's option for a certain field, language of instruction or type of attendance and the number of positions granted for the exam. If more candidates on the last spot have the same average, the additional criteria established by Faculty Boards of Professors are applied. The criteria for establishing the hierarchy of candidates are conceived in order to ensure complete transparency. General averages obtained by candidates (or the general score) are assessed only for establishing the hierarchy for the faculty, specialisation and language of instruction according to the options made by the candidate on the application form.

Faculties have full autonomy in establishing the admission system and criteria. The following cannot be considered selection criteria for candidates: age, sex, ethnicity, mother tongue, religion, race, political affiliation, affiliation to legal organisations (or organisations that are not in breach of Romanian legislation) or chronic illnesses which present no risks for the community, including AIDS.

The Policy for Attracting National and International Students

The Rectorate and the Administration Council of Babeş-Bolyai University have constantly conceived and applied measures for improving study conditions and thus have increased the attractiveness of faculties and specializations within BBU. **According to the current typology of Universities, BBU represents the model of the "new University" (very permissive at the base and very selective at the top).**

In 2008, two analyses referring to the **Recruiting of students at national level** (Annex B.1.1.2.g) and the **Internationalisation of studies within BBU** which evaluated the current situation and set mid term and long term objectives were put into practice.

The aim of the first analysis is to highlight the recruiting methods of University students, taking into account the recruiting area, with a view to elaborating an improved strategy for attracting students in the context of demographic decrease and increased competitiveness on the higher education market. The report analyses the admission process in BBU, in the national and regional context, as well as the attractiveness of BBU within the more general framework of the competitiveness of the institution. The analysis is structured on three chapters: **the current situation** – which highlights the current situation of students at local and national levels; **opportunities** – which highlight the favourable development context and possible **action plans** for BBU in view of increasing the student recruiting base. Here are the objectives set and adopted by the Senate of BBU: maintaining a significant schooling offer, taking into account the mission assumed by the University and the increase by 20% in the overall number of students, of Romanian students outside Transylvania.

The second report which analysed the internationalisation of studies at the global, European and national levels sets a first target for 2008-2012 – 10% international students. Studying attracting opportunities, the main advantages of BBU, the Administration Council has established a threefold measure plan for attracting students: the content of curricula and studying conditions, housing and leisure activities; measures regarding study offers and promotion within BBU (Annexes B.1.1.1.c,d,e.); organisational measures.

2. Admission Practices

The admission to higher education is organised on places subsidised from the Romanian National Budget and on non-subsidised places for full-time attendance, part-time attendance and distance education. The subsidised places are established annually, by order of the Romanian Minister of Education, upon the schooling numbers previously approved by a Government decision. The non-subsidised places are established in compliance with the autonomy of Universities, by the Senate of BBU, upon proposal of the faculties and in compliance with Article 5 of Order no. 3315/28.02.08 of the Romanian Ministry of Education, Research and Innovation regarding general criteria of organising and implementing admission to higher education at undergraduate, postgraduate and doctorate level. The non-subsidised places can be filled by candidates who are not eligible for subsidised places, but who fulfil the minimal admission criteria and who require it explicitly in the application form, as well as by candidates opting for such places or candidates who are only eligible for these places. The hierarchy is formed in decreasing order.

According to the provisions of Romanian Education Law no. 84/1995, republished with Government Decision no. 676/28.06.07, Order no. 3315/28.02.2008 of the Romanian Minister of Education, Research and Youth regarding general organisation and implementing criteria of admissions, candidates are admitted at undergraduate, postgraduate and doctoral levels following an admission exam. According to the principle of University autonomy, it is the duty of the University Senate to regulate admission procedures.

Admission to **undergraduate and postgraduate levels** is organised only in institutions of higher education having accredited specialisations or temporary accredited specialisations. The admission to BBU is organised in compliance with the **General Admission Regulation** approved by the Senate of the University.

The general regulation has a variable annex according to each faculty which is adopted by the Faculty Board, upon proposal of the admission committee of the faculty within 10 working days from the approval in Senate of the Regulation. The annex contains the specific regulation of the faculty regarding the following aspects of the admission:

I) The Faculty elaborates all specific aspects regarding selection criteria: The overall number of places; the type of exam components; further selection criteria for end list candidates with identical scores; conditions for accepting objections and the procedure for solving objections; selection criteria for BA; selection criteria for additional studies; specific criteria for winners of various competitions (Olympiads, scientific conference sessions for pupils) and categories of winners proposed by faculties, specified on study lines.

II) The Faculty is entitled to impose an application fee. The amount of the fee proposed by the Faculty is approved in session by the Senate of the University.

III) The Faculty shall establish whether in the situation in which candidates apply for more than one field it shall impose a fee for each field chosen by the candidate or it shall impose only one fee at the level of the entire Faculty.

IV) The Faculty shall specify the means of distributing candidates according to specialisations following admission. The admission is organised according to the law on study fields.

V) The Faculty establishes special documents other than those provided by the regulation which are needed for the admission exam.

VI) The Faculty establishes the exact dates for the admission examinations, the date for announcing the results, the deadline for submitting and solving objections, the deadline for confirming places and for submitting all documents, in compliance with the periods provided by the general admission calendar of the University. The subscription period is the same for the entire University.

Admission for doctoral studies is based on an examination organised each year by the University, usually prior to the beginning of the academic year. In 2006 the University set up **The Institute for Doctoral Studies** which manages doctoral studies within BBU according to internationally compatible modern principles. The admission examination to doctorate consists of two speciality components: a written examination based on a research field, announced by the doctoral coordinator no later than two months before the examination date, and an interview during which the candidate is tested for his scientific activities, his research skills and the topic proposed by the latter for the doctorate thesis. Besides these speciality examinations, the candidate must also be tested for his/her linguistic competence by the two modern language centres within the University: Alpha or Lingua.

The eligible domains for doctoral studies have been established by Order no. 4 843 of 1 August 2006 of the Romanian Minister of Education and Research. BBU organises doctoral studies for 24 of the 73 fields established by this order, disposing of 265 scientific coordinators. The distribution of doctorate coordinators according to the doctorate fields is posted on the web page of the University. For a nominal list of the doctorate coordinators, see Annex B.1.2.2.i.

The variation according to the doctorate fields, to the annual number of doctorate students in BBU for the period 1999-2009 is illustrated in Annex B.3.1.2.r. The table in Annex B.3.1.2.s. shows the number of foreign doctorate students according to doctorate domains for the same period of time. It can be concluded from the statistics presented herein that BBU has an average of 3 014 doctorate students every academic year, the minimum being registered in 2001/2002 (2 544 students) and the maximum in 2005/2006 (3 424 students).

A detailed situation according to doctorate domains, faculties and type of attendance of the 3 130 doctorate students of BBU of the academic year 2008/2009 – 107 of which being foreigners – is shown in Annex B.3.1.2.p. and in Annex B.3.1.2.t.

Standard **B.1.2. THE STRUCTURE AND PRESENTATION OF CURRICULA**

1. The Structure of Curricula

The Bologna Declaration (1999), signed by the ministers of education of European countries (Romania included), provides the creation of the European Higher Education Area through the implementation of a unique higher education system in all participant states. Within the Bologna Process, the higher education system in Romania has undergone major changes. The framework for these changes was offered by Law no. 288/24 June 2004 regarding the organisation of higher education and Government Decision no. 88 of 10 February 2005.

BBU joined the Bologna System starting 2005/2006. The passage was made according to feasibility studies regarding the structure, curricula and competences initiated in 2003. Among the modifications, one can note the change of the specialisation structure, the reduction of the duration of undergraduate programmes, the increased duration and importance of postgraduate programmes, the change of college programmes into undergraduate programmes.

By implementing the provisions of Law 288 of 24 June 2004, BBU reorganised and restructured University programmes in 2005/2006 according to the three cycles provided by the law: undergraduate programmes, postgraduate programmes and doctorate programmes. Thus, doctorate programmes, once considered to be a post-university programme have become part of University programmes.

Undergraduate and postgraduate curricula are presented as a collection of documents consisting of: education plans; Syllabi; description of the specialisation; graduate competences.

Since 2006, **the Council for Curriculum** has checked and approved the content of education plans and syllabi. The Council for Curriculum, established by the Senate of BBU, is the curricular authority of the University.

In 2008, BBU began applying its own **technological study programme (biotechnologies, software engineering, chemical engineering, geology).**

Education plans

At the undergraduate level, education plans are elaborated in compliance with the Elaboration Criteria of Education plans approved by the Council for Curriculum of **Babeş-Bolyai University** on 13 March 2006 and are also in compliance with the recommendations of the Romanian Agency for Quality Assurance in Higher Education, regarding the content of the education process provided in Decision 1418/2006, published in the Romanian Official Gazette, no. 865 of 23.10.2006.

Education plans are conceived in order to offer students enough time for individual study, proper assimilation of bibliography and initiation in scientific research.

Education plans are elaborated on a yearly basis by the Board of Professors of each faculty, for each specialisation and are approved by the Rectorate of BBU.

Content wise, education plans are made up of fundamental, speciality and complementary courses. From the organisational point of view, education plans for each specialisation contain compulsory, optional and facultative courses. These characteristics confer flexibility to curricula.

Evaluation methods provided in the education plan are: full examination, colloquium, mid term assessment.

Undergraduate programmes correspond to a number of 180 or 240 transferable credits, according to ECTS. BBU applies in the assessment of the activities of students of all specialisation the **European Credit Transfer System – ECTS.** The credit system is regulated by a special regulation approved by the Senate of the University (Annex B.1.2.1.c). The credit system allows double specialisations according to student options, in compliance with national regulations. For ensuring the implementation and monitoring of ECTS, **tutors and study counsellors** are appointed for each study year and specialisation respectively. It is their duty to offer guidance to students and make study equivalences according to the regulation in force. At the University level, the management of the transferable credit system is in the duties of a vice-rector.

Only graduates who fulfil all the requirements provided by the education plan of the specialisation in force are eligible for the graduation examination (Annex B.1.2.2.e.).

The **Bachelor Degree (Diploma de licenţă)** is granted if the graduate promotes the graduation examination in compliance with the **Regulation for the Organisation and Implementation of Final Examination** approved by the Senate of BBU (no. 554/15.01.2009).

At the **master level,** education plans are elaborated in compliance with the **Regulation for postgraduate programmes in Babeş-Bolyai University,** approved in session of 17 July 2007 by the Senate of the University. The education plan is made up of compulsory and optional courses, as well as of methodological courses of science theory (research methodology, science history, epistemology, logic, etc.).

The master student may choose two optional courses from any master programme of BBU. This characteristic confers flexibility to curricula of master programmes. Evaluation for courses of master programmes provided in education plans are: full examination, colloquium and individual projects.

Education plans correspond to a number of 60/120 transferable credits. The education plan at postgraduate level provides a number of 30 transferable credits for each semester and a number of 10 transferable credits for the master dissertation.

The **Master Degree (Diploma de master)** is granted if the graduate promotes the final examination along with the master dissertation, in compliance with the **Regulation for the Organisation and Implementation of Final Examinations,** approved by the BBU Senate (no. 554/15.01.2009).

The Institute for Master Programmes was set up in 2008 which is responsible for the organisation of international master programmes within the University.

At the doctorate level, there are doctoral school plans which total 60 credits during the first year of study, 15 of which are granted to the research project.

Evaluation methods include examinations (proposed from the offer of the doctoral school attended by the student or of other doctoral schools within BBU and other Universities) and scientific reports included in the thematic area of the thesis.

The basic principles regarding the organisation of doctorate studies were established in compliance with Government Decision 567 of June 2005 regarding the organisation of doctorate studies and are comprised in the **Regulation of Babeş-Bolyai University for the Organisation of Doctorate Studies.**

The aim of Doctorate University studies is knowledge enhancement through original scientific research. They usually span over 3 academic years and are made up of two components which are conducted under the supervision of a doctoral coordinator:

- Advanced university training programme;
- Scientific research programme

The Doctorate ends with a public presentation of the doctoral thesis drafted by the doctoral student. The thesis must prove the in-debt scientific knowledge of the tackled field, it must contain

original elements in the development or solving of the domain, as well as in the scientific validation of the latter. The qualitative requirements that doctoral theses must fulfil are established for each field by the Board of Professorss of each faculty.

The advanced University training programme spans over one year (2 semesters) and cannot be extended. It ensures the training of the doctorate students within the Doctoral School of BBU through teaching and scientific activities comprised in two modules:

- The speciality training module;
- The complementary training module.

Within the speciality training module, the student must take up 3-4 courses from the curriculum of the Doctorate School of the University during the first year of study and to promote the examinations afferent to these courses.

Within the complementary training module, the student must take up (usually during the second semester) the complementary course: "General Research Methods and the Methodology of Elaborating a Doctoral Thesis" and to promote the examination afferent to this course. In parallel, he must elaborate under the supervision of the doctoral coordinator, the scientific research project in view of drafting the doctoral thesis.

The advanced university training programme is conceived in such a way that it allows the student to gather at least 30 transferable credits for each semester of the programme. The programme ends with the public presentation of the scientific research project elaborated by the student in view of drafting the doctoral thesis. The evaluation of the latter and of the research skills acquired thereof within the advanced university training programme is made by an examining committee approved by the Rectorate of the University.

The scientific research programme is done under the supervision of the doctoral coordinator throughout the doctorate programme within a scientific research team, with the aim of drafting the doctoral thesis by the student. Usually, the doctorate programme consists of three academic years (6 semesters).

The scientific results obtained within a research programme are synthesised by the doctorate student in 2-3 written scientific reports which will also be used for the doctoral thesis. These scientific reports are presented by the student within no more than 3 years from admission in front of the department or research staff which also has the doctoral coordinator as a member.

The details of the advanced university training programmes (all the courses that have to be promoted) and those of the scientific research programme (the topic of the doctoral thesis and that of each scientific report) are kept in an individual plan of doctoral university studies, drafted by the doctoral coordinator together with the doctorate student within 30 days from admission. The plan is submitted for approval to the Board of Professors of the faculty where the student activates and is approved by the Rectorate of the University (Annex B.1.2.2.j.).

The student who has fulfilled his or her obligations required by the advanced University training programme, who has successfully presented his or her scientific reports and who has finished his or her thesis, submits the latter for a preliminary analysis within the department or research committee of the coordinator, with a view to obtaining the approval for the public presentation of the thesis. If the doctorate student fails to finish his or her doctoral thesis within 6 semesters, s/he may require, provided there is a good reason and that s/he has the approval of the doctoral coordinator a 2-4 semester extension of the doctoral studies.

At the postdoctoral level, research studies/projects are coordinated within the **Institute of Doctoral Studies.** In 2009, BBU was the first Romanian Institution to elaborate a **Regulation for postdoctoral studies.** It is well known that in major Universities, postdoctoral studies contribute to the enhancement of the scientific performance of that particular University on the one hand and to the completion of academic training of doctoral study graduates on the other hand. Postdoctoral studies aim at high performance and represent a good medium for capitalising on the potential of University experts.

The activity of post-doctoral students is monitored by a mentor, it is subordinated to the Research Unit to which they belong and it is coordinated by the **University's Office of Postdoctoral Studies** within the **Department for Scientific Research** of the Rectorate. All postdoctoral programmes are registered within the **Office of Postdoctoral Studies.**

The flexibility of the education plan allows each student to choose his or her study direction according to his or her interests and grants him/her the opportunity to choose optional courses from other faculties of the University with the permission of the members thereof and in compliance with the imposed conditions. The disposition of the courses in the education plan is only a possible solution and it is not imposed to the student.

Each faculty offers at least one course for other faculties, for each language of instruction, from its own financial resources. The Board of Professors establish the optional courses which can be replaced by general optional courses offered by the University and the maximum amount of credits that can be obtained from this category of courses. The credits allotted to these courses are equated with the credits set for the replacing optional courses.

The Faculty of the student, according to the study contracts of students, submits to the other faculties a list of courses and the number of students attending these facultative courses, requesting their approval. The marks obtained for these courses are kept in separate records and are submitted to the faculty where the student is registered, in order to be recorded in the Transcript of Records of the student (in the section: "Other courses").

The credits of the courses promoted in other faculties can be included in the 180/240 transferable credits of a specialisation or can be registered separately.

Within BBU, promoted courses, regardless of the specialisation need not be repeated. All promoted courses within ERASMUS programme are equated.

BBU has always supported multiple specialisations, encouraging students to obtain two degrees within the institution. Students or graduates may take up a second specialisation according to the admission regulation for the on going academic year. All faculties within BBU offer discounts of 25%-80% of the initial fee for students/graduates who take up a second specialization.

Syllabi

Both at undergraduate and postgraduate levels, syllabi of all courses are elaborated according to the model approved by the Rectorate of BBU and must contain the following information: general information about the course, seminar, practical or laboratory activity; information about the tutor of the course, seminar, practical or laboratory activity; description of the course; compulsory bibliography; materials used within the educational process of the course; a meeting and examination calendar; evaluation method; organisational details, unexpected situation management; optional bibliography (Annex B.1.2.1.p.). Course syllabi are revised on a yearly basis.

Description of specialisations and graduate competences

Both the description of specialisations and the competences of the graduate are elaborated by faculties and approved by the **Council for Curriculum** of BBU.

2. Differences in implementing curricula

The teaching activity at undergraduate and postgraduate levels is organised in the forms of **full time attendance, part time attendance and distance education.** The duration of higher education studies as well as the curricula is the same for all education forms. The contents of curricula are approved by the Council for Curriculum for all education forms. All 21 faculties of the University offer full time attendance programmes.

The **Council for Curriculum** was established in 2006 having **internal accreditation competences** for curricula (evaluation and approval thereof). All programmes – undergraduate, postgraduate, doctorate and lifelong learning – are subject for approval.

The Council for Curriculum cooperates with the **Curriculum Office** – specialised service within the Rectorate. The Curriculum Office rules on matters regarding studies at undergraduate and postgraduate levels (programme accreditation, education plans, syllabi, admission, end of studies). The Curriculum Office is coordinated by the Vice-rector responsible for studies.

At the master and doctorate levels two specific units were created within BBU in the past two years – **the Institute for Master Studies** and **the Institute for Doctoral Studies** which regulate and organise the afferent types of programmes. Distance education is managed by the **Centre for Lifelong Learning and Distance Education.**

The Institute for Master Studies

The Institute for Master Studies functions within the Rectorate of Babeş-Bolyai University. The activity of the Institute is in compliance with the legislation in force and the **Regulation for the Organisation and Functioning of the Institute for Master Studies** (Annex B.1.2.2.g.).

The Institute for Master Studies contributes to the consolidation and enhancement of the international competitiveness of postgraduate study programmes, supporting the organisation of international master programmes within BBU (Annex B.1.2.2.t.). In the mean time, it elaborates regulating proposals or measures regarding international master programmes in accordance with the objectives of the University and the legislative framework.

The Institute for Master Studies in collaboration with the Council for Curriculum evaluates on a yearly basis the activity of master programmes and supports the international compatibility of curricula by promoting and adding value to international master programmes in collaboration with faculties, the Image Department and the Centre for International Cooperation (Annex B.1.2.2.g.).

The Institute supports the introduction of new professions in the Romanian Index of Professions and establishes cooperation with other national and foreign centres which organise master courses, participating in collaboration with other national and foreign centres to research programmes regarding the development of master study programmes.

In accordance with the regulations of the transferable credit system, the Institute of Master Studies may propose professor and student exchanges within similar specialisations.

The Institute for Master Studies is managed by a Board of Professors activating at the postgraduate level, appointed by the Senate of BBU upon proposal of the Senate College for a period of 4 years (Annex B.1.2.2.u.). The Board of the Institute for Master Studies is responsible for the development of master programmes, the elaboration of strategic policies for enhancing and extending master programmes, the formulation of recommendations to faculties, the initiation of regulations regarding the organisation and implementation of master activities at the University level, the approval of international master programme proposals, the enhancement of quality standards of master programmes.

The Institute for Doctoral Studies

Upon proposal of the Academic Council, registered under no. 3656 on 20 March 2006, the Senate of the University decided on 10 April 2006 the set up of the **Institute for Doctoral Studies.**

The teaching activity at **the doctoral level** is organised in full time and part time study programmes and complies with the **Babeş-Bolyai Regulation for the Organisation and Implementation of Doctorate Studies.**

According to the doctoral fields proposed by BBU, faculties organise doctoral schools for doctorate students. The aim of these schools is to ensure the proper training of doctorate students who already obtained a master's degree, by offering them courses, seminars, research activities,

technological development possibilities, projecting and artistic creation workshops in accordance with the doctoral field.

In order to establish a **doctoral school** within BBU the following criteria need to be fulfilled:

- the existence of a nucleus of at least three nationally and internationally acclaimed doctoral coordinators in the field, willing to activate within a doctoral school;
- the University needs to have the scientific informing resources and necessary equipment for ensuring the best conditions for scientific research in the field;
- there are sufficient financial resources (budgetary and extra-budgetary)
- there are cotutorship accords and other national and international agreements between BBU and other Universities which may help doctorate students in their training;
- there are agreements with the scientific, economic, cultural and social community which contribute to the fulfilment of the objectives of the doctoral school and which may ensure complementary financing and equipment.

The Decision according to which faculties were to organise doctoral schools and offer courses and seminars for doctorate students was approved in the Administration Council of BBU on 12 February 2002 and was put into practice starting the academic year 2002/2003, before the ratification of the regulation at the level of the Romanian Ministry of Education. It is a great honour for BBU that the obligation of undergoing an advanced University training programme by doctorate students was included in Decision 567/15 June 2005 of the Romanian Government regarding the organisation and implementation of doctoral studies. Today, BBU has 27 doctoral schools, organised by 16 faculties. For a complete list of doctoral schools and the courses thereof for the academic year 2009/2010 see Annex B.3.1.2.n.

Besides the 17 scholarships offered by the Romanian Ministry of Education Research and Innovation for the field of Theology, in the academic year 2008/2009, BBU offered full time doctorate students, 293 scholarships financed from The Managing Authority for the Sectorial Operational Programme Human Resources Development for the other doctoral fields, in compliance with two projects drafted by the University:

- **The project "Doctoral Studies: Through Science to Society"**
  (for 150 scholarships for the fields of natural sciences and engineering);
- **The project "Doctoral Studies, a major development factor of socio-economic and philological research"**
  (for 143 scholarships for socio-economic sciences and philology).

The specific teaching activity for part time doctorate students is financed from schooling fees.

The **Institute for Doctoral Studies** is led by a Board of nationally and internationally acclaimed professors who are doctoral coordinators within BBU. The members of the Board are approved by the Senate of the University for a period of 4 years. The current Board was approved by the Senate of the University on 21 January 2008 (Annex B.1.2.3.v).

The Centre for Lifelong Learning and Distance Education

The Centre for Lifelong Learning and Distance Education was established in 1996 and organises alternative learning: distance education, lifelong learning, and adult education.

Distance Education is the result of the implementation of IT in the process of teaching and learning. The integration of IT infrastructure (e-learning platform, videoconferencing, online libraries, electronic course platforms, audio-video tapes, etc.) in the process of teaching and learning determines the non-conventional, complex and industrialised characteristic of this form of education.

Combining the face-to-face teaching method with the electronic communication between teachers and students (i.e. blended learning), **BBU has developed this form of education within the framework of reforming education and the implementation of the Bologna System starting 1997.**

The development of distance education within BBU has been achieved through innovation at the organisational, economic and teaching levels of traditional education.

The organisational innovation consists of elaborating a specific structure (Annex A.1.2.1.m.), of the **Regulation for the Organisation of Distance Education within Babeş-Bolyai University** (Annex A.1.2.3.d.), of the **Regulation for Continuous Training** (Annex A.1.2.3.e.), of the **Regulation for LifeLong Learning** (Annex B.1.2.2.w.), of the **Administrative, Pedagogic and Methodic Textbook** (Annex B.1.2.2.v.) as well as of the set up of an electronic learning interface (Annex C.5.1.1.r, e-learning platform, videoconferencing, etc.).

The innovation at the economic level mainly consists of the possibility of obtaining qualifications and credits by graduating from the courses organised within the distance education programme.

The innovation at the pedagogic level is mainly based on the concepts of virtual University and virtual student, as well as on the introduction of electronically mediated learning.

The Centre for Lifelong Learning and Distance Education of BBU, through the Distance Education Offices of the faculties offers the following types of degrees and certifications:

- Bachelor degrees equivalent to full time undergraduate programmes;
- master degrees in various fields;
- other postgraduate specialised degrees;
- postgraduate specialisation certifications
- high level professional conversion certificates.

Following the opening towards the community, the application of distance training and learning methods (closer to the younger generation, closer to their homes) and the reform introduced through the implementation of the Bologna system, the number of specialisations and specialisation and post-university courses has increased substantially. With a view to maintaining the efficiency and quality assurance of these programmes, all distance education courses are approved by the Council for Curriculum of BBU, being subject to the regulations regarding the quality of education in European Universities.

In order to assure quality, the Centre for Lifelong learning and Distance Education and Distance Education Offices of faculties have purchased the necessary infrastructure (IT components) for the proper functioning of distance education. In this sense, the University has purchased an **IBM Distance Education Platform** with multiple applications: specialisation listing, keeping record of students, of study years, of study directors, tutors, individual pages of departments, **virtual learning platform, electronic library, multimedia course databank** (audio, video, images, etc.).

The Centre has **a high performance video-conference system** which allows the transmission of audio-video system simultaneously to multiple locations. The system is made up of a multipoint server for video-conferencing and 4 portable videoconference systems. In the mean time, the system ensures digital recording and storing of course materials. For communication purposes, the system makes use of the Internet as well as of other type of networks (e.g. ISDN).

These four portable systems may be placed in each location of the University's extensions, according to the necessity of distance live broadcasting of courses and seminars. The communication between these systems is bidirectional, which allows the courses or seminars to be interactive.

The recording and storing system of materials allow the accessing of earlier recordings from all over the world.

3. The Relevance of Curricula

The Council for Curriculum has a major role in the elaboration of relevant curricula, following both quantitative and qualitative issues. The elements of the courses and of the entire learning programme are usually submitted to debate once every one or two years within faculty departments.

Within BBU there is a set of means for assessing teaching activities. The quality of courses is assessed on a yearly basis by the management of the department and by students. Colleagues are also entitled to assess each other's courses through visits to courses, seminars and laboratories (Annex B.1.2.3.l., *Assessment Questionnaire of Teaching Activities by Colleagues*). Study assessment questionnaires are also filled out by University graduates.

These are the reference documents for the assessment of courses: self-assessment report, teacher assessment analysis report made by students, evaluation results by colleagues, evaluation results made by the head of department, the analysis of syllabi, evaluation committee reports.

The International Dimension of Studies

The relevance of curricula is also highlighted by their international dimension. International cooperation has been a constant concern for BBU ever since 1993. The enhancement of international exchange at the teaching and research levels has been considered a means of influencing conceptual and structural change within the University, of enhancing the quality of the teaching and research process and an emancipation possibility for students. The main role of ERASMUS mobilities has been to facilitate contact between Romanian and foreign students, thus improving the visibility of the University, the region and the country abroad. Another benefit of ERASMUS mobilities was that it enabled Romanian students to come into contact with foreign cultures which had a major impact on the education process and on the lives thereof. Since 1998, about 3000 students from BBU have been abroad with an ERASMUS mobility, i.e. 14% of all mobilities at national level. In the mean time, BBU has accounted for 14% of the overall number of incoming ERASMUS students.

Since 1993, international cooperation has increased substantially within BBU. This substantial increase was due not only to the cooperation accords with numerous universities but also to the fact that the teaching staff managed to come into direct contact with prestigious schools. Numerous collaborations have been initiated with Universities in the USA, Germany, Israel, Japan and other collaborations have been extended in Central Europe.

Another element that improved Euro-American cooperation was the set up of three new faculties (the **Faculty of European Studies**, 1994, the **Faculty of Political, Administrative and Communication Sciences,** 1995; the **Faculty of Business,** 1994) based on European Union and USA programmes. Many world famous public and scientific personalities have visited BBU and support its efforts.

BBU has become a venue for prestigious international reunions. The General Assembly of the **Danubian University Association** (1999), the conference of the **Carpathian University Association** (1999), the reunion of the executive directorate of the **European University Association** (2002) were first held by BBU in Romania. According to the decision of Leuven (Belgium), the European University Association conference was organised by BBU in 2003. This was a premiere for Romania and for Eastern Europe. Much progress has been made in **joint curriculum and joint research units** cooperation.

BBU organises on a yearly basis 80-100 international conferences. Among these, the following conferences held within the past three years are worth mentioning: “Enhancement of knowledge on higher education and its dissemination: imperative for policy and practice”, September 2008; “Reason and faith at the beginning of the third millennium”, October 2008; “The 17th European symposium on computer aided process engineering (ESCAPE 17)”, May 2007; “7th European committee for conservation of bryophytes conference. Bryophytes conservation. Status and perspectives”, September 2007; “The university of the 21st century. Alliance of Universities for Democracy”, November 2007; “The 2rd world congress of the science of physical activities and sports - the new European dimension”, October 2006.

BBU was one of the winners of the European programme competition **Quality Assurance** (2003). Much progress has been made regarding the study of major modern languages. Preparations for the passage to **double degrees** for students and to **double appointments** for teachers are being made.

The Centre for International Cooperation was known before its set up as the **Office for International Relations** and it was the first department that tried to put into practice international cooperation in an organised manner. In 1995, the Office changed its name into the Department for International Relations and University Image, and later, in 2000, it became the **Centre for International Cooperation.** In 2003, the Centre was restructured according to European standards both at the personnel and infrastructure levels. Thus, the Centre for International Cooperation of BBU was the first University cooperation centre organised according to European standards in Romania.

International cooperation must have results at the institutional level. This is BBU's policy of international cooperation. Babeş-Bolyai University has become member of the **Continental University Association** (1995) being the first Romanian University to sign the **Magna Carta Universitatum** (in 2002) of European Universities. It is also part of regional, continental and global university associations. During the past several years, it is not only an active member of organisations but also a **centre for launching internationally acclaimed ideas and programmes.** Professors of BBU have long been active members of major International Reunions. Leaders of major international organisations activate within BBU. The Rector of Babeş-Bolyai University has been elected in many international managing bodies and councils.

The internationalisation strategy of studies within BBU is currently being designed by the Rectorate of BBU and will be submitted for approval to the Senate of the University. The coordination and supervision of its application is in the duties of the Rectorate, more precisely in the duties of the Vicerector responsible with international cooperation.

The internationalisation decision made by the administrative structures mentioned herein are put into practice by the **Centre for International Cooperation of BBU**, at the central level and at the level of each team responsible for the internationalisation of each faculty.

Through the Internationalisation Strategy, the University wants to achieve a number of objectives on two directions: the enhancement of student exchange and the increase of the number of incoming students; a better scientific cooperation with foreign Universities, departments and research groups.

Criterion **B.2. LEARNING RESULTS**

Standard **B.2.1. CAPITALISING ACQUIRED UNIVERSITY QUALIFICATION**

1. Capitalisation through employment capacity

The study regarding labour market insertion of BBU graduates, begun in 1998, is the only scientifically approved systematic study in Romania. This study helps us monitor the career of graduates during the first year of employment. 70% of all the students have been questioned since 1998. For the analysis of the employing potential, BBU proposed the following criteria: employing potential percentage – how many graduates managed to find a job after graduation (tolerated threshold – 70%), time span between graduation and employment (no more than 18 months), percentage of study follow up (tolerated threshold – 15%). Between 1997 and 2006, the percentage of graduates employed within a year from graduation varied between 89% and 72%. There was an increase in the percentage of graduate employments in the private sector (from 29.1% in 1997 to

47.1% in 2004). This trend determined a decrease in graduate employments in the mixed sector and other institutions (associations, foundations, etc.).

2. Capitalisation of qualifications through study follow-up

In what regards the percentage of graduates who choose to continue their studies, the percentage has increased from 13.7% to 22.1% since 1997. It can be noted that the trend is ascending. Presently, there are 9,314 master students. If we compare the overall number of graduates (15,162) with the number of master students, we obtain a ratio of of 61.42%. Nonetheless, it has to noted that some graduates taking up master programmes are not BBU graduates and not all BBU graduates choose master programmes within the University; for the time we do not have an exact statistics with the percentage of BBU graduates studying in master programmes within BBU.

3. The Satisfaction Level Regarding Professional and Personal Development of Students

The satisfaction level of graduates regarding various parameters of academic programmes has been analysed since 1998 through the **graduate employment** study. Between 1998 and 2007, the level of satisfaction was of 70%. Following the opinions expressed by graduates, several faculties have changed their curricula. While graduates of the 1997-2002 promotions considered more focus should be granted to theoretical courses, since 2003 this trend has changed. Also since 2003 there has been an increasing demand for the study of foreign language and computer use. This change of situation can be explained through the increase of the number of graduates employed in the private sector, where there is a constant need for applying theoretical concepts acquired during the study years. In terms of competences, the focus is shifted from "to know and understand" to the second level, i.e. "to know and to act".

Complementary to students' assessment of courses, which has become a constant practice within the University since 2002, special attention has been given since 2007 to the overall satisfaction level of students regarding academic life **The Centre for Quality Management** subordinated to the Rectorate has drafted an analysis questionnaire for measuring student satisfaction both in what regards teaching/learning activities and material infrastructure and satisfaction regarding the services and facilities offered by the University (Annex B.2.1.3.a., *Study regarding the Satisfaction of BBU Students, Annex B.2.1.3.b., Questionnaire for measuring student satisfaction).*

From the point of view of **student satisfaction level,** the answers grouped according to the three aspects indicate that for all the questions in the questionnaire, 50%-90% of students have a favourable opinion about the evaluated aspects. The most appreciated aspects refer to admission related information, knowledge acquired in the study field during faculty years, the quality of areas dedicated to teaching activities, the access to faculty related information (with averages over 3.50). To the question referring to student counselling services, career advice, international mobility support, about 50% of students declared they were satisfied by the quality thereof.

BBU's membership to the European Student Barometer, a survey testing student satisfaction regarding career and the educational system (Annex B.2.1.3.d., *The Participation of Babeş-Bolyai University to European Student Barometer 2009)* shows the University's concern for student satisfaction level. Other studies are conducted in various faculties (Annex B.2.1.3.f., *Study regarding student satisfaction in the Faculty of Economic Sciences and Business Administration).* The feedback regarding students' experience in the University and their interaction with the learning/development environment is capitalised through the use of information with the aim of improving the quality of processes and policies of the institution.

4. Student Centred Teaching Methods

The objective set by BBU is the assurance of excellence in education and training. In the context of the new requirements in defining the higher education institution, this objective supposes a constant care for the student, as beneficiary of University training programmes.

The centring on the student in the teaching activities is ensured by the implementation of the following concrete principles: ensuring transparency in the training process; designing training activities based on the needs of students; ensuring the active participation of students to the consolidation of knowledge; diversifying and differentiating academic assessment tools.

Ensuring Transparency to the Training Process

At the institution level, transparency has been manifest through the public and systematic implementation of educational policies in compliance with the mission of the University and the international successful orientations in the field. At the level of curricula, transparency is ensured by the easy students' and prospects access to information regarding curricula and academic courses. In this sens, since the academic year 2006/2007 syllabi have been drafted for each course. They include course and tutor identification data, the presentation of the course and of the competences expected to be acquired at the end of the course, the weekly programme of course and seminar topics, relevant bibliography, training methodology, final assessment requirements and criteria, available electronic documents, office hours and other relevant information. The University published a brochure named **Courses and Seminars within BBU,** and since 2007-2008, the information regarding courses, seminars, education plans of specialisations and timetable have been available on the website of the faculties. The permanent access of students to this information represents a necessary condition for the promotion of their autonomy for structuring their own study programmes and for self-adjusting learning.

Throughout the teaching process tutors encourage communication and feedback from students through announcing and respecting office hours. Discussion groups, newsblog pages and forums set up by certain specialisations for facilitating communication with teachers and students contribute significantly to the enhancement of transparency of training activities. Among these we mention forums opened on the website of the faculties of Law, Theatre and Television, Orthodox Theology, Psychology and Education Sciences.

Designing Training Activities Based on the Needs and Interests of Students

The curricular design and training activities at BBU is a continuous process due to the dynamic of social changes on the labour market. Thanks to the activities of the **Centre for University Development** and of the **Centre for Quality Management,** the University manages to identify professional training needs. Through student feedback regarding the study offer, through the annual programmes for the evaluation of teaching activities by students and through the ongoing survey regarding student satisfaction, by integrating the feedback in the development of academic curricula, the University is constantly struggling to meet the needs of various student categories.

Aiming to create a genuine partnership between the teaching staff and students, the University has been promoting freedom of choice of students when it comes to study alternatives (specialisations, language of instruction, courses, seminars, study and assessment tools, etc.) by enlarging optional and facultative course offers within curricula and by diversifying complementary study programmes.

The European linguistic policy and the multicultural character of the University reflected in the linguistic diversity of curricula but also in the active support of foreign cultural centres and modern

language centres has a major contribution to the identification and fulfilment of student needs and interests and offers many alternative teaching approaches.

The many **student organisations** of BBU (among which we mention the **Organisation of Chemistry Students, The Organisation of Economist Students,** the **Student Association of the Faculty of Social Care,** etc.) and the administrative and personal development initiative groups (e.g. The Student Board of the Faculty of Psychology and Education Sciences) represent and support the needs and interests of BBU students.

During the past couple of years, thanks to the multiplication of training offers, BBU has managed to address a very wide beneficiary spectrum. Thus, non-conventional teaching (lifelong learning, distance education) has attracted students with various professional and social backgrounds. Adapting the designing and teaching process to this wide variety of students has determined a reorganisation and permanent optimisation of the teaching techniques in order to enhance the quality of teaching activities.

Student Active Participation to Knowledge Acquisition

BBU is aware that in order to keep the student in the centre of all teaching activities, there is the need to focus on student skill development both in terms of specific competences and complementary skills (the capacity to study, research abilities, the capacity of carrying out individual work, developing entrepreneurial skills, etc.) and interpersonal skills (the capacity to communicate in a general professional environment, to collaborate, to work in international contexts, positive attitude towards change, etc.). In consequence, teachers have assumed the responsibility of designing educational media which grant students opportunities to carry out learning and research activities. It is important to note that besides access to relevant information, students should also be able to develop critical and creative thinking in their learning activities. The University is thus supposed to re-think its traditional mission – that of developing academic reflection capacities in students – and propose a more active approach allowing students to deal with various profession specific problems and to apply creative thinking in daily tasks.

To be more specific, University teachers are constantly trying to identify, test, develop, implement and assess **innovative teaching methods** which require the actual implication of students. The active teaching-learning methods (problem solving, guided exercises, learning based on induction, document analysis, the study case, experiments, etc.), the interactive methods (euristic conversation, brainstorming, the debate, the interactive presentation, role-playing, learning based on investigation, cooperative learning methods) used by the teaching staff of our University are meant to produce socio-cognitive conflicts leading to sustainable progress in the learning process and in the personal development of students. Raising questions and problems, diversifying information sources, responsibility sharing in view of developing professional expertise are only a few of instruments used by our teaching staff in the process of active learning. The syllabi for the following specialisations are highly relevant for student oriented teaching methods: political, administrative and communicational sciences, psychology and education sciences, history and philosophy, European studies, law, economic sciences and business administration, business.

Performing a close analysis of the information regarding course and seminar activities held in the University, reveals the care of teachers for **active discourse,** whose impact is often enhanced by means of focusing or research questions, debates, problem solving, interrogative discourse, individual work, reflection and team-teaching.

The individual or team project as a method of integrated learning, which contributes to the development of professional expertise of students and to transferable abilities (communication, the use of specialised information sources, knowledge analysis and synthesis, etc.) and instrumental abilities (the efficient use of new technologies, discourse production, research abilities, etc.) is more and more used in the teaching process and as a means of assessment. Thus, the majority of specialisations within the University require projects from students (for instance, the syllabi of the following specialisations: mathematics, computer science, psychology and educational sciences,

economic sciences and business administration include projects as compulsory tasks). The project can represent up to 40% of the final mark.

The learning medium is optimised by the integration of **new information and communication technologies** in the teaching activities. In order to facilitate students' access to information, teachers resort frequently to electronic presentations. In this sense, efforts have been made to equip classes with the necessary infrastructure for such presentations (computers, video-projectors). Students on the other hand, are encouraged to practise the use of new technologies as a means of expression (in conveying and presenting their work) and to explore new software applications (e.g. the use of MatLab in the Faculty of Mathematics and Computer Science and the Faculty of Chemistry and Chemical Engineering). In the mean time, the use of course hand-outs and auxiliary documents has become a frequent practice with the aim of facilitating the learning process.

Outside class, teachers often use email and electronic groups (usually set up on Yahoo) in order to communicate with students and to post useful materials for courses (e.g. the electronic groups of the specialisations of Geography and the Faculty of Education Sciences).

Active learning and the orientation of students towards research are supported by extracurricular scientific activities such as: student scientific communication sessions organised within the majority of specialisations (e.g. mathematics and computer science, chemistry and chemical engineering, environment sciences, psychology and education sciences, economic sciences, letters), student competitions (e.g. the annual competition "Intelligent Robot Day at BBU" organised by the Faculty of Mathematics and Computer Science), student festivals (e.g. FFest – Student Film Festival, organised by the Faculty of Theatre and Television), student scientific sessions (e.g. "Mihail Manoilescu" Student Scientific Session organised by the Faculty of Economic Sciences and Business Administration), public conferences (organised by various faculties or the Rectorate).

Besides the motivational feature, active learning leads to new discoveries, learning and creation. Thus, students practice cognitive abilities associated with their field of expertise. By using student centred teaching methods (focusing on cognitive and metacognitive structures and on competence development), teachers contribute to the intellectual development of student.

Going further, the diversification of teaching methods and the promotion of methods centred on student activities allow the orientation and differentiation of teaching activities according to the beneficiaries' group and individual particularities: various learning pace, the focus on certain study behaviours, the preference for certain learning situations, special needs of less-abled students. In this sense, teachers are required to propose explicitly in course syllabi means of approaching students with special needs.

BBU encourages less-abled student access to its curricula by supporting the academic and social integration thereof and by creating "self-help" groups. Thus, in 2006, the "Visubcluj" group was created (dedicated to visually impaired students) under the supervision of the Special psychopedagogy department of the Faculty of Psychology and Educational Sciences. The activities of this group are based on proposals made by participants. These proposals are approached within discussions, skill developing activities, visits, celebrations, etc.

Support, personal and professional development activities for students with special needs are also offered by the Centre for Assistance in the field of access technologies for visually impaired people and by the Laboratory for educational audiology of the University.

A major contribution to the assurance of learning relevance within BBU has been the constant care – presented in the strategy of the institution – for correlating professorship with curricular specificity and with department research programmes according to current international standards.

The study programmes of BBU are integrated with internships and with the active implication of students in research projects. These activities are meant to promote and extend practical and social dimensions of teaching within this institution. All specialisations within BBU include internships in their curricula. The internship forms vary from specialisation to specialisation and are accompanied by explicit and detailed requirements, meant to actively involve students in their future professional

field by developing specific skills and by problem solving. Internship requirements in the fields of mathematics and computer science or psychology are relevant in this sense (see faculty websites).

Diversification and Differentiation of Academic Assessment Forms

Academic assessment in BBU is continually changing due to the diversification of student typology and the care for acknowledging individual and group peculiarities. Thus, the majority of course tutors announce (in the presentation of the course syllabus) assessment forms, tasks and criteria. These tasks are not limited to the final examination at the end of the semester. Written examination is preceded by mid term examinations. The percentage of mid term examinations in the final mark is explicitly mentioned. Thus, mid term assessment for the majority of specialisations is up to 20% of the final mark, but may reach to 50%; projects may represent up to 40% of the final mark; the final written examination or the personal folder of students (more and more frequent) represent no more than 80% of the final mark. The detailed requirements are included in the course syllabi (see the sets of syllabi of the Faculty of Mathematics and Computer Science, of the Faculty of Physics, etc).

Learning results are explained and discussed with students from the perspective of their relevance in the personal development thereof. The appreciation of valuable contributions and the argumentation of such appreciations are meant to motivate students in their learning process. Furthermore, the announcement of assessment criteria facilitates the self-evaluation of performances and reflection regarding self behaviour characteristics and learning results.

Since **the main factor conferring efficiency and relevance to teaching activities is continuous training of teachers, the University has organised summer schools, workshops and communication sessions on academic teaching and training** which initiated debates on **the new role of academics and on efficient academic training methodologies.**

As an institution concerned with offering excellence in the teaching process, **BBU perceives students as partners** in the process of institutional development. **Their opinions and initiative are required in order to maintain efficiency and competitiveness of the training process.**

5. Career Counselling for Students

BBU encourages communication between teachers and students through the following specific measures: office hours, tutorial programmes, e-learning platforms and other specific activities. Thus, every teacher of the University is compelled to have at least two office hours every week and to offer personalised guidance to students upon request.

In the mean time, the e-learning platform created by the **Distance Education Portal of BBU** ensures the virtual collaboration between students and teachers, facilitating the consultation of bibliography at every student's own pace, under the supervision of teachers and tutors. The portal integrates various state-of-the-art e-learning facilities: online courses, feedback tasks, student-teacher communication, email, chat, blogs, timetable, students' and teachers' personal web-pages, resource sharing and various communication facilities (email, chat, videoconferencing'.

BBU also implemented a tutorship programme for each faculty, regulated by the **Regulation regarding Tutorship in Babeş-Bolyai University,** approved by the Senate of the University in session of 27 November 2006. Each faculty has the obligation to have a T**utorship contact sheet** which should contain a list of tutors for each specialisation and contacting possibilities thereof (office hours, email, telephone number). **The Centre for International Cooperation of Babeş-Bolyai University** has implemented a **tutorship programme for international students.**

For a better professional orientation of its students, BBU has set up a Centre for Career which offers professional and vocational counselling to undergraduate, postgraduate and doctorate students, by presenting them opportunities (internships, scholarships offered by various companies) and by performing other specific activities. The offer of the Centre for Career includes assessment

activities of professional interests, personal skills and abilities, activities for developing career planification skills, for creating individual career roadmaps.

Furthermore, within most of the faculties there are courses dedicated to career orientation of students (such as Career Management, Human Resources Management).

Criterion **B.3. SCIENTIFIC RESEARCH ACTIVITIES**

Standard **B.3.1. RESEARCH PROGRAMMES**

1. Research Planning

The long term strategy and mid term and short term research programmes are approved by the Senate and by Faculty Boards, once financial resources have been identified and distributed for the implementation and capitalisation of research projects. Research planning depends on the traditional interests of University groups, on trends at the national, European and Global level, but also on available human and financial resources.

In 2008-2009 **a new conception regarding scientific research** and assessment criteria was implemented which takes into account the practice of reference Universities. According to the new conception, **genuine scientific research is measured in terms of visibility (publications in relevant reviews and publishing houses), technological impact (all research activities must solve problems) and student cooperation (relevant research always attracts gifted students).** These three criteria must be taken together just like in any other major Universities of our time. The Senate of BBU approved the new research approach.

A first assessment of research activities in compliance with the Romanian National University Research Council practices was performed in 2003 and refers to research-development activities during 2000-2003. This analysis has led to the identification of certain research faults in certain faculties (insufficient representation at the international level in terms of international research contracts; insufficient international articles and books published at prestigious publishing houses, small number of students involved, lack of technological impact). The following measures have had a visible impact in the analysis for 2004-2007: initiating impactful activities in order to enhance international visibility; promoting a higher concern for the identification and contacting of criteria and prestigious institutions involved in the assessment and promotion of scientific research; stimulating scientific research activities within faculties which fail to make full use of their potential; identifying and activating unused resources).

Bearing in mind these premises, in 2006 the Council for Research of BBU and the Vicerector responsible for research proposed the strategic objective – BBU 500: until 2012 BBU will become one of the leading Universities in the world (of the about 30,000 higher education institutions in the world). Presently, BBU is on the 700-800th place in the Shanghai hierarchy.

In addition, as a member of the group responsible for the elaboration of the Developing Strategy for the North-Western region, BBU will actively participate through its available intellectual capacity to the economic development thereof by solving regional and national economic, social, political problems.

Specific Objectives of the Scientific Research Strategy:

I) **Developing human resources for research activities**

- Establishing a human resource policy for research activities in BBU with the aim of having 10% of the overall teaching staff as permanent research staff;
- **The re-integration of young researchers** with doctoral, postdoctoral and research studies abroad;
- Establishing a **stimulating policy** for research activities;
- Establishing **mechanisms for supervising the implementation of the human resource development programme** in the field of research.

II) **Research financing:**

- Elaborating a special **research financing programme;**
- **Identifying and diversifying financing sources** at the University, local, regional, national and international levels.
- **Supporting elaboration of financing programmes** through the Service of Scientific Research Management;
- Establishing **mechanisms for supervising the implementation of financing programmes.**

III) **The development of priority fields and the organisation of research activities:**

- Establishing **new priority research directions;**
- **Concentrating resources** of the University at the department level on priority fields and subjects;
- Establishing **a coherent resource use policy** at the University level in compliance with priority development fields and subjects;
- Organising **excellence research units** at the regional, national and international levels;
- Reorganising departments in order to convert them into **research centres** of the University;
- Developing **departmental and multidisciplinary research institutes;**
- Establishing **mechanisms for supervising the implementation of research resources** in the field of research.

IV) **Research infrastructure:**

- **Enhancing documenting funds** especially through access to databases and online library acquisition;
- The continuation of **investment programmes** for equipping laboratories;
- **The common use of infrastructure of the University and of research institutes** of the Research Consortium through the creation of BBU Scientific Park;
- **Equipping** excellence research units with high performance utilities once with the equipping of all research units;
- **The efficient use of existing infrastructure** for the benefit of all University teachers and students involved in research activities;
- Establishing **mechanisms for supervising the implementation of the research infrastructure enhancement programme** within BBU.

V) **The quality of research activities:**

- Consolidating partnerships with the socio-economic environment at the local, regional and national levels;
- Developing scientific production (publications, patents, consultancy projects) through special policies both in faculties with tradition in the field of research and in new faculties;
- The synchronisation of doctoral subject matters with priority subjects promoted within BBU at national and European levels;

- Focusing on the applicative side of doctoral theses by permanently adapting to the dynamic of the research field and to new research methods;
- Promoting interdisciplinary subjects;
- Improving the quality of doctoral theses through innovative research design and subject matters;
- Doubling the number of publications abroad (publications/year/researcher) by increasing the number of publications in faculties with poorer results;
- Obtaining ISI classification for the reviews of the University;
- Increasing the number of international research contracts;
- Introducing a quality monitoring system of doctoral programmes within BBU;
- Establishing a self and research unit evaluation procedures for internal accreditation;
- Establishing **mechanisms for supervising the implementation of the research use programme** within BBU.

In the mean time, the University has set its **priority research directions:**

- natural and artificial nano-structured systems; nanometric processes and (bio)technologies;
- applied computer science, bio-computer science, data base analysis;
- sustainable growth: economic, social and ecologic;
- life and environment quality; socio-humanistic values and behaviours;
- integration through values.

The dissemination of scientific research results in international reviews as well as the efforts to introduce BBU reviews in the Thomson-ISI classification system contributes to the promotion of BBU among the first 500 Universities, according to the Shanghai classification. In order to reach this objective, a special budget has been approved for the support of excellence scientific research through the financing of interdisciplinary research projects, the financing of an infrastructure project, the employment of young researchers in priority research directions, awards for the stimulation of internationally acclaimed scientific production, especially ISI indexed reviews, awards for books published at famous international publishing houses, for books edited by BBU, as well as through co-financing of European projects. These provisions shall be corrected according to the effects of the international financial crisis.

In 2007, the priority fields re-defined according to the priority directions of PC7 and centred on priority programmes (Nanosciences; The Effects of Global Warming; Virtual Worlds; Intercultural Research; The Population Research Programme; The Institutional and Administrative Reform of the European Union; Motivation in Democratic Societies) gave birth to the idea of interdisciplinary projects meant to enhance the international visibility of scientific research activities within BBU. *(Annex B.3.1.1.p., New orientations and programmes in scientific research in BBU).* These priorities correspond to the priorities set out in the 2004 Strategy.

The University has been and must remain competitive in experimental sciences and new technologies on the one hand, and in social sciences on the other hand. Subsequently, the University has set up Centres, Institutes and laboratories, among which we mention: **The Computer Science Research Laboratory** (1994) which in 2008 became the **Institute for Computer Science; The Gemology Museum** (1996); **The National Nuclear Magnetic Resonance Centre** (2000); **The Centre for Academic Excellence in Solid-state Physics - The Laboratory for the Thorough Research of Technical Materials at Low Temperatures** (2000); **The Regional Centre for Topography, Cartography, Teledetection and Geographic Information Technology Systems** (2000); **The Molecular Biology Centre (The Laboratory for Molecular Glycobiology)** (2001); **The Molecular Genetics Laboratory** (2001); **The Centre for Research in the Field of Computer Assisted Chemical Engineering** (2001); **The European Research Institute** (2002); **The Italian-Romanian Institute** (2002); **The Centre for the Study of the Imaginary** (2002); **The Centre for Biblical Studies** (2003); **The Centre for Demographic Studies** (2004); **The Institute of Advanced**

Psychotherapy and Mental Health Studies (2004); **The Centre for Integrated Geological Research** (2006); **The Bioetics Centre** (2007); **The Centre for Ancient and Late Ancient History** (2007); **The Centre for Romanic Linguistics and Discourse Analysis** (2007); **The Centre for Molecule Modelling and Computational Quantum Chemistry** (2007); **The Romanian Language Institute** (2008); **The Centre for the Study of Complexity** (2008); **The Institute of Technologies** (2009).

In 2008 the self-evaluation report (2003-2007) was elaborated and sent to the Romanian National University Research Council for the accreditation of BBU as a member of the national system of research and development, in compliance with Government Decision 551/2007 (Annex B.3.1.3.d., *Self-evaluation Report 2003-2007).*

Also in 2008, **BBU's programme for the development of technological learning and research** was launched. This programme is a new development in comprehensive Universities. Work has begun for the organisation of the **Institute for Technologies.**

2. Research Implementation

Research disposes of proper conditions for the implementation of its goals. BBU has an academic climate and culture centred on research, attested by the excellence research schools of BBU (Annex B.3.1.1.c., *The Profile of Science Schools in BBU).* Following an evaluation process, 49 research centres have been accredited at the University level by the Council for Scientific Research, and 16 others have been accredited by the National University Research Centre (Annex B.3.1.2.d., *Research Centres and Institutes of Babeş-Bolyai University),* 19 of which were set up n 2008.

According to the **Strategy for Scientific Research**, the high number of well trained researchers has been an important element for the fulfilment of all goals. Subsequently, research personnel increased in 2007 from 35 to 105 researchers, reaching a peak of 240 in 2008. Additionally, there are doctorate students who conduct their research within doctoral schools.

The evaluation of research activities is performed according to the procedures for certifying the fulfilment of quality or excellence standards in scientific research from the point of view of the organisation, implementation of research projects, internal approval of results and exclusion of non-ethical practices (e.g. the unauthorised use of results obtained by other researchers, plagiarism, breaching of bioethical norms, etc.).

The great majority of research financing resources were obtained from grants. In 2007 there were 600 national contracts, whereas in 2008, there were no less than 621 national contracts. Concerning international contracts, in 2007 there were 61 contracts and in 2008, 83 contracts. The overall value of these contracts was of about 50 million RON in 2007, 70 million RON in 2008 and 100 million RON in 2009. It should be noted that the amount of money invested in research was 15 times higher in 2008 than in 2004.

In the last PN_II_Idei competition, BBU had a success rate of 34.27% (of the overall 248 submitted applications, 85 projects were accepted). The "IDEI_COMPLEXE" exploratory research projects registered a success rate of 42.85%. The success rate of strategic research projects was high as well, i.e. 25% (3 out of 12 national projects).

3. Research Quantification

At this moment, research is quantified by publications for didactic purposes, by scientific publications, by technological transfer through consultancy centres, science parks, new products, etc. Scientific research is undergoing a process of evaluation through visibility, technological impact and developing attractive programmes for students. The results of the research activity are recorded in a **Database** which allows a constant awareness of the number of publications (of all categories), as well as the level of national and international recognition (prizes, distinctions, Academy memberships, professional organization memberships, etc.).

National and international visibility is no doubt possible due to the publications og teaching staff, researchers and post-graduates within UBB. The above-mentioned efforts to implement a scientific research strategy had an impact on the increase of scientific production; in this field the top of the hierarchy was occupied by publications in international magazines. **761** papers were published in **2008**, all in ISI magazines and conference volumes – Web of Science, compared to **602** publications in **2007**. **319** articles were published in the magazines listed in the Database in **2008**, compared to **96** articles in **2007**. The number of books, chapters and studies issued by prestigious international publishers increased during the last two years, from 71 in 2007 to 177 in 2008. (*Appendix B.3.1.3.a., IC6 2008 and Appendix B.3.1.3.b., IC6 2007*). Thorough analysis of the results is encouraged by scientific publications and manifests. In regards to the quantification of research results in UBB-edited specialty magazines, we must mention the fact that there are, at University level, 66 scientific magazines, 44 magazines with national recognition, 5 of which are listed in the ISI-Web of science and 3 are listed in the ISI-Master Journal List. *(Appendix B.3.1.2.e., CNCSIS approved UBB magazines which are ISI listed).* ISI Web of Science magazines are as follows:

- FIXED POINT THEORY (http://www.math.ubbcluj.ro/~nodeaci/sfptcj.html)
- JOURNAL FOR THE STUDY OF RELIGIONS AND IDEOLOGIES (http://isri.ro)
- JOURNAL OF COGNITIVE AND BEHAVIORAL PSYCHOTHERAPIES (http://www.psychotherapy.ro/content/view/41/69/)
- STUDIA UNIVERSITATIS BABES-BOLYAI CHEMIA (http://www.studia.ubbcluj.ro/serii/chemia)
- TRANSYLVANIAN REVIEW OF ADMINISTRATIVE SCIENCES (www.rtsa.ro)

There have been remarkable results in the fields of scientific research activity both nationally and internationally, dissemination of data regarding internal and external competitions for grants, European research programmes and rewards of excellence obtained by the UBB scientific research team. The **Informative Bulletin of the Programme Management and Research Department** (*Appendix B.3.1.3.f., Research informative Bulletin*) was edited for the same purpose, as the gains of scientific research prove without a doubt the positive influence over national and international visibility.

UBB was always among the first 2 or 3 universities nationwide, from the point of view of research, thus it always had good ratings. According to the CNFIS rankings, UBB was at the top of the list in 2007. CNCSIS states that the situation was the same in 2006. At an international level, UBB is in the 700-800 category in the Shanghai rankings, and in the 600-700 category in the Taiwan rankings.

Publishing Houses of the University

In 1994 UBB had already begun organizing its own publishing houses and it created **Cluj University Press and EFES**.

In 2008, the editorial activity was carried out in the **Presa Universitară Clujeană** (PUC) publishing house, **Editura Fundaţiei Studiilor Europene** (EFES), **"Studia Universitatis Babeş-Bolyai",** within institutes or departments which edit specialized magazines in various domains.

Editorial activity is managed by the **University Scientific Research Council** and by the **Editorial Commission**. The editing regime of periodicals and that of books is based on self-finance. Magazines and books edited within UBB are financed by grants, extra-budgetary resources and sponsorships.

The books are issued through a bookstore called **Librăria Universitas** (2007), within the Presa Universitară Clujeană publishing house, and through public or private bookstores. The **Biblioteca Universitară „Lucian Blaga"** library also helps promote the books through internal and external exchange.

Financial management and services are provided by the competent departments of the **University General Administrative Directorate**.

Printing is provided by **The Printing Service** or by othe printing houses in town based on auctions and contracts, in accordance with legal procedures. The entire editorial activity is ensured by

the **Serviciul Multiplicare** personnel, by the **Studia editorial office,** by the **editorial staff** of Presa Universitară Clujeană and EFES publishing houses.

Cluj University Press (Presa Universitară Clujeană) Publishing House

Presa Universitară Clujeană Publishing House functions in accordance with the **Editorial Activity Regulations**, a document which was approved by the UBB Senate in the meeting of September 17, 1993[2]; it also complies with Romanian Law No. 111/1995 concerning legal deposit, with Romanian Law No. 8/14/03/1996 concerning copyright and related rights, with Letter No. 10.345/1997 issued by the Ministry of Education, with the Notice issued by the Ministry of Culture No. 2218/1993 and with Letter No. 33518/1993 issued by the Romanian Ministry of Education. These laws, decisions and letters usually stipulate that Presa Universitară Clujeană Publishing House mainly concentrates on publishing University books and magazines and on other specific activities for the University.

Presa Universitară Clujeană is not a legal entity and functions based on a self-finance regime.

Considering the self-finance regime of the publishing house, its activity must be carried out according to self-finance priciples from the University's structure. The main purpose remains the same, however: publishing academic and science books. This way, the publishing house actively contributes to both the scientific and cultural life, as well as to the increase of the institution's prestige.

The publishing regime is that of self-finance, as books are paid with grants, sponsorhips from the Ministry of Culture, the Ministry of Education, Research and Innovation, with extra-budgetary funds from faculties, or with legal and natural entity sponsorships. Financial management and other services are provided by the competent departments of the University General Administrative Directorate. Printing is done by the University itself or by printing houses in town chosen based on auctions organized by the UBB **Evaluation and adjudication Commission for public acquisition of services**, in accordance with legal procedures.

The activities of the publishing house are carried out by a collective formed of the house director, text editors, editors, financial administrator and typographer, under the management of UBB's Administrative Council and its Local Education Autorithy.

Statistically speaking, *(Annex B.3.1.3.g)* in 2004-2005 Cluj University Press (CUP) published 290 books (150 books in 2004 and 140 in 2005) and 10 periodicals. 121 books were printed in 2006, 132 in 2007 and 180 in 2008. Moreover, compared to previous years, in 2008 were edited two new periodical publications.

As compared to former years, the number of book fairs and exhibitions to which CUP participates in the present, has increased significantly. This is reflected by the over 80,000 RON sales, which increased CUP's and implicitly BBU's popularity.

In the past years, BBU has developed various projects in collaboration with **Centrul de Training pentru Turism (Tourism Training Center), Fundaţia Universitară Maghiară Cluj (Cluj Hungarian University Foundation), Autoritatea Naţională pentru Cercetare Ştiinţifică (National Authority for Scientific Research), Administraţia Fondului Cultural Naţional (National Cultural Fond Administration), UNESCO-CEPES (European Center for Higher Education)**, a.o.

Cluj University Press Collections

Besides the existing collections (**Universitaria** - specific for course books; **Ideologii, mentalităţi, imaginar** – the history of ideologies and mentalities, the study of the social imaginary; **Philobiblon** – published in collaboration with the Central University Library from Cluj-Napoca; **Bibliotheca Theologica** – reunites in an ecumenical spirit Orthodox and Greek Catholic theology papers, but is also extremely open to publications of other religious views; **Bibliotheca Phylologica**; **Syllabus Historia** – ancient, medieval, modern and contemporary history, **Pro Memoria** – supported by the BBU faculties, **Ştiinţă şi Tehnologie** – supported by the BBU faculties, **Economica** – in collaboration with the

[2] Updated under the registry No. 3276/27.02.2009.

Faculty of Economic Sciences and Business Administration and the Faculty of Business, **Psihologia** – in collaboration with the Faculty of Psychology and Educational Sciences, **Traductologie** – translations financed by grant projects, etc), two other collections have been published at CUP since 2006: **„Ţările" României** – published in collaboration with The Faculty of Geography and **Paedagogia** – published in collaboration with the Faculty of Psychology and Educational Sciences.

European Studies Foundation Publishing House (EFES)

European Studies Foundation Publishing House continues to publish papers related to the field of Europeanistic, Philosophy and European History, Sociology, Anthropology and Ethnology, papers that promote the cultural European values, papers related to the field of economic-social development of the European regions, management and marketing, papers about cultural American studies, Jewish studies, cultural identity and marginal groups research. Most of the books published in the last five years are course books, materials that include summaries of the university courses, readers and thematically anthologies necessary for the teaching process.

The EFES publishing house has published yearly approximately 70 original editions of books, especially with the occasion of different events coordinated by the professors of the Faculty of European Studies: **Identităţi culturale** (Coord. Prof. Andrei Marga, PhD); **Idei şi instituţii europene**; **Studia Judaica**; **Alte Europe**; **Cercetări etnologice zonale**; **Studii culturale**. Besides these books, academic staff from the Faculty of European Studies, Faculty of History and Philosophy, Faculty of Economic Sciences and Business Administration, Faculty of Letters and researchers from the Institutes of the Romanian Academy – Cluj subsidiaries have published their scientific papers, translations or corpora of their studies.

The BBU is a multicultural and multilingual university. Thus, EFES publishes books in Romanian, Hungarian, German but also English, French and Italian.

2008 Scientific Journals

The **Studia Universitatis Babeş-Bolyai** journal was first published in 1995, with the purpose of presenting the results of the scientific activity of the BBU academic staff. The journal has been accredited by the National University Research Council since 2000. This action takes notice of the fact that publications and the popularity of scientific products on international level play a major role in the university and scientific career of researchers but also in what concerns the reputation of a country.

The journal is coordinated by 29 editorial boards and by the editorial committee of the Babeş-Bolyai University, who establish the priorities and its way of functioning, the publication of some original studies, the increase of the qualitative level concerning its components and the efficient participation to the exchange of publications with other Romanian or foreign universities. The Studia Journals are edited by the Studia editorial staff of BBU.

Studia is edited in 29 series. The publications cover the full range of university specializations of the faculties and departments within the University. The publications appear three times a year, two times a year or yearly:

- 15 series between 1990 – 1995
- 21 series between 1996 – 1998
- 22 series between 1998 – 1999
- 23 series between 1999 – 2000
- 24 series between 2001 – 2005
- 25 series between 2006 – 2007
- 27 series between 2007 – 2008
- 29 series starting with 2008

BBU's magazines

CUP has granted the right to use ISSN to the following BBU magazines (besides Studia series):

- **Contribuţii Botanice** (coord. Prof. Vasile Cristea, PhD) - B
- **Studia Judaica** (coord. Prof. Ladislau Gyémánt, PhD) - B
- **Colloquia** (coord. Prof. Doru Radosav, PhD) - C
- **Studii Italo-Romeni** (coord. Conf. Ştefan Damian, PhD)
- **Cogniţie, Creier, Comportament** (coord. Prof. Mircea Miclea, PhD) - C
- **Revista Transilvană de Ştiinţe Administrative** (coord. Călin Hinţea, lecturer, PhD) - D
- **Anuarul de Istorie Orală** (coord. Prof. Doru Radosav, PhD) - D
- **Erdélyi Pszichológiai Szemle** (coord. Prof. Szamosközi István, PhD) - B
- **Caiete de Antropologie Istorică** (coord. Prof. Toader Nicoară, PhD) - D
- **Lingua. A. Lingvistică** (coord. Delia Marga, Associate Professor, PhD)
- **Lingua. B. Cultură şi civilizaţie** (coord. Conf. Delia Marga, PhD)
- **Sacra Scripta** (coord. priest Prof. Stelian Tofană, PhD) - D
- **Erdélyi Társadalom** (coord. István Horváth, Associate Professor, PhD) - D
- **Journal of University Development and Academic Management** (coord. Carmen Pop, PhD)
- **Caietele Echinox** (coord. Corin Braga, Associate Professor, PhD) – C

In 2006 two other magazines were published: **Anuarul Institutului de Pregătire Didactică** (coord. Muşata Bocoş, Associate Professor, PhD, Maria Anca, Associate Professor, PhD) and **Geographia Technica** (coord. Prof. Ionel Haidu). The **Romanian Journal of Population Studies** was first published in 2007 and in 2008 the **Logos Arhitekton** and the **International Journal on Humanistic Ideology** magazines were published.

The editorial activity is coordinated by the National University Research Council and by the Senate specialized commissions who establish the priorities and the magazine's way of functioning.

Lucian Blaga University Library acts as a distribution centre for the periodicals – national and international exchange. There are 1700 exchange partners for the magazine (73 countries, 200 partner institutions). The number of copies printed depends on the request of the national and international exchange of the Lucian Blaga University Library and, due to the Library's limited funds for the acquisition of magazines, the number of printed copies is not very high.

Criterion B.4. THE FINANCIAL ACTIVITY OF THE ORGANIZATION

Standard B.4.1. BUDGET AND ACCOUNTING

1. The revenues and expenses budget

Since 1994, BBU has been adopting **a point of view about finances, which is specific to a proactive university capable of using its autonomy as an instrument for development.**

BBU disposes of an **annual revenues and expenses budget** approved by the Senate of the University and drawn up according to the following legal provisions:

- "The sums of money approved and presented in the expenses section, according to which payments are approved and operated, represent the highest limit that cannot be exceeded" (Law no. 597/2002, Art. 4, par. 2 – Law on public finance);
- Any expense, which has no legal basis, can neither be included in the budget nor approved and operated (Law no. 597/2002, Art. 14, par. 2 – Law on public finance).

In 2008, from a total revenue of 387 371 814,00 RON *(Annex B.4.1.1.a.)*, 53.84% represents

the University's own revenue, 9.04% the revenue obtained from research, 9.07% the balance of the previous year, 25.04% the budget's allocation offered for specific purposes, 2.24% the campuses' and cafeterias' own revenue, 0.77% revenue obtained from micro production, publishing houses, the Botanical Garden, etc. From the total amount of the own revenue of 208 543 235 RON, 59.24% represents the amount of money received from the Ministry of Education, Research and Innovation – the main finance, 0.24% represents other own revenue in accordance with the law, 40.52% is the own revenue obtained from fees and activities of the institution.

28.30% of the total amount of the own revenue obtained in 2008 from fees was used to cover the capital expenditures. 68.65% in 2007 and 42.85% in 2006 of the own revenue was used for the same purpose as mentioned above.

In 2008 the university invested in the improvement of campuses, classrooms, of the swimming pool, as well as in equipment, acquisition of buildings, capital repairs of the campuses, extending of the Internet network *(Annex B.4.1.1.d.)*

Tuition fees *(Annex B.4.1.1.d.)* are established according to the student's average costs and are subject to the yearly approval of the Senate. **Students are openly informed** about **tuition fees** – operational expenses, material expenses, capital expenditures – in accordance with the note regarding expenditure substantiation *(Annex B.4.1.1.k., Annex B.4.1.1.m.)*, about the **way taxes are used** and about the **possibilities of financial assistance provided by the institution** through the granting, from its own resources, of scholarships, social aid and other types of social assistance. *(Annex A.2.1.4.a, c, d, e.)*

Out of its total number of 60 buildings, where the academic activity takes place, the University owns 50 (46 in Cluj-Napoca, 4 in Cluj county) *(Annex B.4.1.1.n.),* namely **83.33%**. The University owns the following buildings in the county: the Beliş Complex, the Bistriţa extension of the University, the Arcalia sports and leisure centre and Blăjoaia sports centre *(Annex A.2.1.1.b).* The 21 faculties of the University include *(Annex A.2.1.1.a, Annex A.2.1.1.c)* a large number of lecture rooms, classrooms, seminar rooms, libraries, reading rooms (*Annex A.2.1.1.f, Annex A.2.1.1.g*), labs *(Annexes A.2.1.2.a, b, c.)*, which are spacious and represent a professional framework for academic activities.

BBU's yearly salary expenses represents 50%-60% of the total revenue, which makes Babeş-Bolyai a sustainable university.

2. Accounting

The **Financial-Accountancy Division**, part of the General Administrative Division, consists of two services: Accountancy and Finance. Both services carry out their activity according to the **Organization and Functioning Regulation of the Financial-Accountancy Division)** *(Annex B.4.1.2. f.)*.

According to the accounting activity carried out within BBU, the following documents are yearly issued and audited: **the balance sheet** *(Annexes B.4.1.1.b, c),* **the budgetary execution account** *(Annex B.4.1.1.d),* **the profit and loss account** *(Annex B.4.1.1.e),* as well as **the management report** *(Annex B.4.1.1. f).* These accounting reports are written in accordance with the current legislation and include information about:

- the fixed tangible and intangible assets (plant and machinery, means of transportation, office supplies, land, buildings);
- the current assets: inventories (consumables, finished goods, packaging materials, residual products, etc.); inventory, trade receivables; treasury and bank accounts, petty cash, cash equivalents;

- the operational expenses, material expenses, capital expenditures, scholarships and social assistance for all activities (academic, research, micro production, campuses, cafeterias);
- the revenue analysis, planned level/achieved level regarding: main finances, budget, own revenue, research, purchase of services, donations, sponsoring, additional finances;
- the own capital, revaluation reserve, retained earnings.

Financial statements are drawn up in accordance with the provisions of the Accounting Law No. 82/1991, republished as subsequently amended and supplemented, as well as with the provisions of the Order No. 1917/2005 of the Minister of Public Finance – on the approval of the methodological norms regarding the administration and management of public institutions and guidance on the application of the order, subsequently amended and supplemented.

The **ManageAsist integrated system supports the financial-accounting activity**. It ensures the administrative management of the University *(Annex B.4.1.2.g.).* ManageAsist consists of the following modules:

- **documents record** – used within BBU;
- **financial** – used by the Finance Service
- **pay office** – used by the Finance Service
- **accounting** – used by the Accountance Service
- **storehouse** – used by the storehouses within BBU
- **fixed assets** – used by the Accountancy Service
- **grants** – used by the Accountancy Service
- **faculty access, the financial situation of the faculty** – used by the dean's office

ManageAsist modules, which are about to be implemented:

- **inventory** – will be used by the Accountancy Service;
- **grants** – used for consistency purposes regarding the Research Management system data and the existing accounting ledgers about international projects and the Accountancy Service.

Characteristics of the ManageAsist system: distributed access, the use of an integrated database by the BBU's administration, a clear representation of the BBU's organizational chart, ensuring of a uniform stream of information within BBU, creation of reports used for managerial assistance purposes, flexibility of configuration types (operational, managerial, full access).

Advantages of the ManageAsist system: clear data representation, databases integration, faculties' access to the integrated databases, information update and efficiency of the operational and managerial activities.

3. Auditing and public responsibility

The responsibility of the **Public Internal Audit Office**, administered by the rector, is to ensure internal public auditing. This activity is carried out according to the provisions of the Charter *(Annex B.4.1.3.h.)* and the **Organization and Functioning Regulation of the Public Internal Audit.** The **obligations** of the Public Internal Audit Office, the **audited departments**, the **domains that are to be audited** and the **elements of the auditing process** (annual public internal audit plan, activity reports, annual reports delivered to the Ministry of Education, Research and Innovation, action plan, calendar of the recommendations' implementation, supervising of the recommendation, information notice regarding the process of the recommendations' implementation) are stated in the **Regulation.**

The audited domains are represented by the budgetary and legal obligations from which derive directly or indirectly: payment liabilities, including European funding *(Annex 4.1.3.i.)*, the way in which the substantiation of the revenue and expense budget is made, the way the accounting system

is organized, informational systems, the structure of the management and control systems as well as the risk implied.

After completing its examination, the Public Internal Audit Office communicates to the Senate of the University the results of internal auditing (balance sheet, budgetary execution account, auditing results - *Annexes B.4.1.3.e, f, g.).*

In 2008 were audited *(Annex B.4.1.3.e.)*: the Teaching Training Department, Faculty of Chemistry and Chemical Engineering, Faculty of Letters, Faculty of Environmental Sciences, the Botanical Garden, the editorial staff of Studia magazine, the Multiplication Division, Press University Publishing House, Iuliu Haţieganu University Sports Park. The auditing activity, as presented in the annual plan for the time period that was reported, was carried out, the internal audit reports being completed.

The main objectives audited within the faculties were:

- registry activity, handling of the correspondence within and outside the University, other activities specific for the secretary's office of the university;
- providing of information regarding the total number of students and academic staff, dealing with administrative problems of students (enrollment, supervising of the enrollment procedures, issue of documents which certify the obtained diplomas), Matriculation Register;
- administration of the scholarship funds, ensuring the compliance with the regulations regarding the granting of scholarships;
- supervising of the extra budgetary revenue and of the debtors;
- management of the patrimony goods administered by the faculties;
- ensuring for the proper use of the budgetary funds according to the given specifications – institutional contracts are meant to establish the guidelines for the use of budgetary funds;
- drawing up of the provisional budget and providing a report regarding the budgetary execution.
- ensuring internal control.

From January 1st through August 31, 2008 one could observe an increase of the auditing activities for departments like the Botanical Garden, the Iuliu Haţieganu Sports Park, the Press University Publishing House. Due to the reduction of risks in the general domains of the faculties, the auditing process has been continued. The solving of a major part of the problems that hindered auditing activities, by implementing the guidelines proposed by auditors in previous years made this process possible.

In what concerns the auditing activity for the above-mentioned departments, we mention the following audited objectives:

for the **Botanical Garden:**

- management of the extra budgetary revenue;
- drawing up of the provisional budget and providing a report regarding the budgetary execution;
- administration and security implementation of the patrimony (administration, inventorying);
- management of the internal control system;
- providing an adequate software system
- management of the document archiving activity.

for the **Iuliu Haţieganu Sports Park:**

- green area maintenance;
- sports ground rental and maintenance;
- organization and administration of accommodation facilities within the Sports Park;
- supervising of the extra budgetary revenue and of the debtors;

- management of the patrimony goods administered by the Sports Park;
- monitoring the efficiency of the activity by drawing up the revenue and expenses budget and the budgetary execution;
- management of the internal control system;
- supporting the activity within the Sports Park by implementing a software system
- documents archiving

for the **Multiplication Division and the Press University Publishing House:**

- organization of the activity;
- goods management, inventorying;
- management of the internal control system.

Although the risk level of the auditing activity is acceptable, due to the internal control system, auditors have discovered a series of problems:

- there exist no procedures to establish the guidelines of the production of documents, their circulation and the persons in charge with the specific activities of the faculties;
- there exists no control system of the activity of debit recovery;
- the role of the drawing up of the revenue and expenses budget for departments that gain extra budgetary revenue is underestimated.

As a result of the findings and the recommendations given, the procedures establishing the guidelines regarding the circulation of documents within faculties were prepared. The budgets of revenues and expenses of the audited departments were drawn up and are being monitored. The existing debits and the activity of debit recovery are closely monitored.

The Public Internal Audit Office of the BBU establishes the objectives of the University's administration regarding auditing and public responsibility. They refer to the changing of the auditing system based on verification activities into a modern internal audit based on risk management and internal control system.

In what concerns the efficiency of the internal audit activity, it is very important to proceed with the improvement of professional training leading to the assimilation of information regarding the techniques and instruments specific for auditing.

Domain C. QUALITY MANAGEMENT

Criterion C.1. STRATEGIES AND PROCEDURES FOR QUALITY ASSURANCE

Standard C.1.1. BODIES AND POLICIES REGARDING QUALITY ASSURANCE

1. Organization of the quality assurance system

Taking a look at the evolution of the quality culture developed within BBU, one can see that in the structure of the quality assurance system a number of operational departments were created. These departments coordinate and assure implementation of the actions regarding quality and function according to the current legislation and regulations *(Annex C.1.1.1.a.*).

The quality issue has been discussed since 1999 within **Centrul de Dezvoltare Strategică şi Management** (CDSM) **(**The Centre for Strategic Development and Management), which was subsequently named **Centrul de Dezvoltare Universitară** (CDU) (Center for University Development). In 2000, within the MATRA programme, CDU offered quality management training sessions with specialists from CHEPS (The Netherlands). In the same period the first procedures regarding the students' evaluation of the quality of the academic process were created.

In 2002 **Departamentul de Asigurare a Calităţii** (the Department for Quality Assurance) (*Annex C.1.1.1.j.*) was founded, as well as **Consiliul Calităţii** (Council for Quality). Operational bodies with specific responsibilities were established. At the beginning, the Department for Quality Assurance was part of the Center for University Development. Starting with 2006, **Departamentul Calităţii şi Competitivităţii** (the Department for Quality and Competitiveness) *(Annex C.1.1.1.j.*) consists of **Centrul pentru Managementul Calităţii** (the Center for Quality Management) *(Annex C.1.1.1.e.*), **Comisia de Evaluare şi Asigurare a Calităţii** (Quality Assurance and Evaluation Committee) *(Annex C.1.1.1.b.*, *Annex C.1.1.1.c.*) şi **Consiliul Calităţii** (Council for Quality), having the role of defining the strategies of quality assurance. In each faculty the Committees for Evaluation and Assurance of Quality and the persons responsible with quality assurance *(Annex C.1.1.1.d.*) were nominated. These bodies received the Senate's approval while the tasks and principles regarding the teaching quality evaluation were also made known.

In collaboration with the Center for Quality Management, the Quality Assurance and Evaluation Committee writes yearly an internal quality evaluation report, which is published on the University's website. The Quality Assurance and Evaluation Committees evaluate yearly the programme for quality at each faculty, providing suggestions and guidelines for quality evaluation and monitoring *(Annex C.1.1.1.f.*).

These bodies provide suggestions on a constant basis and establish projects for educational quality improvement in accordance with other important universities from Romania and outside Romania, which are discussed and approved by the Senate. *(Annex C.1.1.1.i., Annex C.1.1.1.g.*).

The Quality Evaluation and Assurance Committee consists of members of the academic staff and students, as well as a representative of the employers. The Council and the Quality Evaluation and Assurance Committee establish the strategy and the specific requirements regarding the development of the **Quality Management System** within the University, as well as its criteria and its internal evaluation and auditing methodology of quality; contribute to the development of culture for quality within the University, among the members of the academic staff and administrative personnel, as well as among students and decide what measures need to be taken in order to sustain quality; provide information about the culture of quality from European, American and Asian universities; establish criteria and conduct analyses and evaluations of the quality criteria of faculties, departments, administrative service, of teaching-learning processes, research and academic services; offer feedback from students; offer feedback from employers; suggest for internal and external evaluations and make their results public; cooperate, in accordance with the legislation, with ARACIS (The Romanian Agency for Quality Assurance in Higher Education), with other agencies and authorized bodies or similar institutions from Romania or outside the country; conduct scientific research related to quality assurance, which give rise to the publication of materials regarding quality assurance.

It is common practice for students to take part in the process of quality assurance and evaluation: students' representatives take part to the meetings and sessions of the BBU's Senate; the Quality Evaluation and Assurance Committee consists of students' representatives from BBU; the procedure of students' evaluation of academics implies an active participation of the students that ensures the monitoring of a transparent process. The evaluation of the students' satisfaction represents a new way of taking into consideration their point of view – which is then integrated into the University's quality improvement processes and policies.

2. Policies and Strategies for Quality Assurance

Quality and competitiveness assurance within BBU is made in accordance with a series of internal decisions regarding the competitiveness criteria and the guidelines of quality assurance *(Annex C.1.1.2.i., Annex C.1.1.2.j., Annex C.1.1.2.m., Annex C.1.1.2.k.).*

BBU was one of the first universities from Romania that paid special attention to the issue of quality and developed the concept of quality according to international guidelines. Starting with the

year 2000, every faculty had the obligation to develop an annual quality management plan. In 2002, strategies related to the domain of quality assurance were developed, and the rector published the quality policy. […] Quality is and must be the concern of every single academic, researcher, student, employee or member of the administrative personnel within BBU *(Annex C.1.1.2.a.*). The strategies of BBU in what concerns quality are presented in the **Strategic Plan of the University** in which objectives for all quality domains are included. It is also specified the way in which the quality management system is to be developed and improved so that strategies and policies of continuous improvement of the quality of the teaching-learning processes, scientific research and support services are developed and implemented.

Each year, specific objectives regarding quality are being established and included in the Operational Plan. They are then developed by the **Center for Quality Management** (founded in 2001) and included in a programme of quality assurance for a period of one year within the University *(Annex C.1.1.2.b.).* Each faculty designs its own strategies and objectives regarding quality assurance, making mention of specific actions that will be taken in this regard, of persons responsible for these activities and the implementation guidelines *(Annex C.1.1.2.e.)*. The university programme, as well as the faculty programmes refer to the quality of teaching-learning, to scientific research and internal and external services of the University. At the end of each of these programmes, the initial objectives and the way in which they have been reached are being analyzed. According to the results obtained, improvement measures are suggested *(Annex C.1.1.2.d., Annex C.1.1.2.g.).*

In order to stimulate the participation of each member of the institution to the development of the quality and the competitiveness of the educational process, standards of reference for quality have been established *(Annex C.1.1.2.h.*) and at the beginning of 2006 the programme "BBU 500" has been launched. In this regard, the **Quality and Competitiveness Bulletins**, issued by the Center for Quality Management are published three times a year and address the academic and administrative personnel with the purpose of facilitating their access to a series of informative materials, which might offer helpful guidelines for reaching of the proposed objectives.

At the present moment, the vice rector's office, responsible with quality and competitiveness, is working to develop an integrated quality concept within the University, applicable in all its activities.

Criterion **C.2. PROCEDURES REGARDING THE INITIATION, MONITORING AND REVISION OF THE PROGRAMMES AND ACTIVITIES**

Standard **C.2.1. APPROVAL, MONITORING AND PERIODIC EVALUATION OF THE STUDY PROGRAMMES AND ISSUED DIPLOMAS**

1. The Existence and Enforcement of the Regulation regarding Initiation, Approval, Monitoring and Periodic Evaluation of the Study Programmes

As a result of the Senate's Decision No. 719/31/01/2006, **Consiliul pentru Curriculum** (the Council for Curriculum) was founded. According to the "Acreditare internă în BBU" (BBU Internal Accreditation Regulation) No. 23.007 from January 5, 2008, the **Council for Curriculum represents the competent authority for the accreditation of the study programmes.** The Council has completed its responsibilities stipulated in the organization and functioning regulation from its foundation until the present time. Thus, each programme granting certificates or diplomas equivalent to credit points are subject to the accreditation of the Council.

The mission of the **Council for Curriculum** is mainly that of internal granting of accreditation in accordance with the reform strategy of BBU and with the external accreditation guidelines (national and international). According to its mission, the Council has to:

- adopt the **Guidelines regarding the establishment of the internal study and accreditation plans** proposed by the vice rector in charge of the undergraduate and postgraduate programmes;
- evaluate and approve the study plans for each specialization in accordance with the current regulations;
- verify the authorization and accreditation documentation of the specializations and authorize them for external accreditation;
- collaborate with the **Curriculum Evaluation Committees** from each faculty;
- create a database for the strategies and accreditation methods used by the partner universities;
- promote, if need be, new guidelines, new development strategies, evaluation methods and regulations;
- in order for a study plan and study programme to be forwarded to the Senate, the accreditation of the Council is needed.

In 2008, BBU continued to improve the specializations of the undergraduate study programmes as well as of the postgraduate study programmes. In accordance with the current development strategy of BBU, the Council for Curriculum made notice of the request that each curriculum comply with the internal evaluation standards and the accepted international structure. The members of the Council for Curriculum provided, on a constant basis, trough evaluation reports, the survey faculties need in order to receive ARACIS authorization/accreditation of specializations or the survey faculties need in order to receive the Senate's approval for the lifelong training programmes.

2. Equivalence of Diplomas and Qualifications

After graduation, diplomas and qualifications attesting the study programme graduated are awarded to students who studied at the faculties of the BBU.

Order No. 2.284 dated 28/09/2007 regulates the diplomas and qualifications management, fill in and issuance within the national system for higher education.

Resolution No. 890 dated 20/08/2008 regulates the naming of qualifications and titles conferred on undergraduates matriculated in the 1st year of study in the academic years 2005-2006, 2006-2007, 2007-2008, according to the undergraduate programmes nomenclatures of the domains and specializations, approved through: the Government Resolution No. 88/2005 regarding the organization of undergraduate programmes; the amended Government Resolution No. 916/2005, regarding the structure of institutions of higher educations accredited and authorized to function temporary and the specializations of the undergraduate programmes; the amended Government Resolution No. 1.175/2006, regarding the organization of undergraduate programmes and the approval of the specializations and domains; Government Resolution No. 676/2007 regarding the domains of the undergraduate programmes, the structures of the institutions of higher education and their specialization, as subsequently supplemented in Annex 1 of the resolution. Resolution No. 890, dated 20/08/2008, regulates the names of the qualifications, as well as the titles conferred on graduates for the professions stipulated in Annex no. 2 of the resolution.

Resolution No. 635, dated 11/06/2008, regulates the undergraduate programmes, the specializations/study programmess included in the undergraduate programmes, the specializations/study programmes for which regulations are stipulated at a sector level and/or a general level, as well as the number of ECTS credit points for each specialization/study programme.

The list of the institutions of higher education, the domains of the undergraduate programmes and the specializations/study programmes accredited and authorized to function temporary are also included in the resolution.

Order No. 2.284/2007, Resolution No. 890/2008 and Resolution No. 635/2008 represent the legal basis for the field of diplomas and qualifications and according to which the equivalence between the diplomas and the qualifications issued by the faculties of the BBU is made.

Criterion **C.3. PROCEDURES, OBJECTIVES AND TRANSPARENCIES IN EVALUATING LEARNING RESULTS**

Standard **C.3.1. EVALUATING STUDENTS**

1. The University has regulations regarding the examination and grading of students. These regulations are applied thoroughly and consequently

Examining and grading students within Babeş-Bolyai University are two processes carried out according to the **Credit Transfer Regulations** (*Appendix B.1.2.1.c.*), the **Regulations concerning the professional activity of students** (*Appendix A.1.1.2.i.*) and the **University Senate Decision of March 19, 2004** concerning the **examination and evaluation of students.**

The **evaluation methods** provided by these regulations (written exam, oral exam and continuous assessment) **are also found within the educational plans** of bachelor, master's and doctorate study programmes, which allows **integrating the examination process in the design of teaching and learning, within study programmes**. The assessment procedures ought to be communicated to students during their first class.

The boards of teachers establish the general requirements for passing certain subjects, while meeting the quality standards related to student activity assessment which have been adopted by the University or which cope with the professional environment of a specific domain.

Criterion **C.4. PROCEDURES OF PERIODIC ASSESSMENT OF TEACHING STAFF QUALITY**

Standard **C.4.1. QUALITY OF TEACHING AND RESEARCH STAFF**

Teaching staff

1. Teaching staff – student ratio

The teaching positions/number of students ratio represents a quality index from an angle which covers the conditions and the ability to directly link the two participants in the formational-educational process. Its parameters are dictated by each discipline and by the level of in-depth approach of every single subject.

In order to calculate the above-mentioned ratio, several factors have been considered: the number of permanent teaching staff, hourly-paid teachers, teachers who decide to take a late retirement, as well as foreign lecturers who teach within our institution according to international conventions between partner universities or institutions.

In what students are concerned, the report considers all three educational levels: bachelor, master's and doctorate programmes, so as to respect the complexity and the diversity of the educational opportunities our institution offers.

For the whole range of art majors taught within the University's Faculty of Theatre and Television, the ration is of 1 teacher to 8 students. Next, for science majors (mathematics, computer science, physics, chemistry, biology, and geology) the ratios are: 1:15 in mathematics and IT, 1:11 in physics, 1:10 in chemistry, 1:14 in biology and geology.

The average values of the ratio are registered for theology studies. Thus, we have a 1:23 ratio in Orthodox theology, 1:19 in Greek Catholic theology, 1:15 in Reformed theology and 1:16 in Roman Catholic theology.

In what humanities are concerned, the ratio varies due to several factors like subject tradition, the impact of new majors, labor market changes, the ability of the institution to acquire highly qualified teaching staff. Thus, the ratio for the Faculty of Letters is of 1:13, 1:18 for the Faculty of History and Philosophy, 1:28 in Sociology and Social Assistance and so on.

Finally, the ratio for highly popular colleges (Economic Studies and Business Management, European Studies, Geography, Law, Political Science, Administration, Communications, Psychology and Educational Science, Business School) is above 1:30.

At **University level, the teaching staff/number of students ratio is 1:28**, which allows for the academic activities to be carried out efficiently, both in class and in laboratories. The current policy of the University for this year seeks to attain the goal of a 1:25 teacher/student average ratio.

One part of the report is also shown in the enhanced capacity to initiate and carry out research activities in the fields where index values are low. In what these majors are concerned, the index value highlights the possibility of lucrative collaboration between teachers and students from a research standpoint, but also the substantial increase of teaching staff involved in important research work.

2. Colleague evaluation

For the teaching staff of UBB to have a feedback from various angles in regards to their own academic activity, a colleague evaluation (*Appendix C.4.1.2.a.*) is carried out along with the assessments provided by students. Except for decisions linked to promotion, the purpose of the colleague evaluation aims to enhance teaching.

Colleague evaluation is based upon: 1. Observing teaching techniques for at least one academic activity and 2. Analyzing the portfolio of the discipline. Each teacher is assessed once every four years; evaluating teaching staff who wish to ascend on the academic scale is considered a priority. Colleague evaluation is carried out by a commission made out of 2 or 3 colleagues (of higher rank or of the same rank as the assessed person) set by the faculty. Based on class activity and discipline portfolio observations, the assessment commission fills in the evaluation protocol, which contains the evaluation criteria and the colleague evaluation forms. The people in charge of quality control and/or the members of the evaluation and quality control Commission designated by the dean will ensure the evidence of colleague assessments within the faculty. The evaluation results are discussed within department meetings; based on these results, participants suggest means of improving their academic activities, which may be considered for annual award proposals (*Appendix C.4.1.2.c.*). The files which contain the evaluations of teaching staff are kept within their respective departments, by the head of each department.

The European project supported by EU funds, called "**Quality control through human resources and a labor market-oriented approach**", seeks to develop an on-line colleague evaluation system starting with 2009, in order to facilitate and quantify this type of feedback among teaching staff.

3. Evaluation of teaching staff by students

The subject assessment process performed by students is carried out through the Quality Management Centre and it includes all faculties every year (*Appendix C.4.1.3.a.*). A minimum of one academic activity per teacher is observed (lecture/tutorial/lab). This assessment involves 3 types of people:

- **teaching staff** – they obtain the necessary feedback for improving their lectures and teaching methods through the individual result file they receive after the answers are analyzed;
- **students** – they use the evaluation results in order to choose their subjects efficiently (the annual assessment reports are public and can be found at the following URL http://qa.ubbcluj.ro*, Appendix C.8.1.1.b., Appendix C.8.1.1.c.*)
- **administration** – it uses this comparative information in HR management (the results are considered when establishing the annual coefficient given to every teacher) and in elaborating the quality enhancement strategies for the educational process.

During the 2007-2008 academic year, **447 classes, tutorials and lab projects were assessed** within UBB**;** these activities were taught at 18 of the 21 faculties of the University (*Appendix C.4.1.3.f. to Appendix C.4.1.3.l.*). Faculty and academic activity allocation is presented in the **Report concerning the evaluation carried out by students. The results of the evaluation show a high level of general satisfaction among students, as all averages are above 3.5 (on a 1 to 5 scale)**. In what both lectures and tutorials are concerned, the most favorable comments are related to the teacher's availability to answer questions and clarify their students' ambiguities (4.52 average), which shows the open communication between students and teachers. Also, students are happy with the way classes are organized and planned: teachers let them know in time how exactly they are going to be assessed (4.26 average), they efficiently use the time they have for a specific class, they finish teaching what was planned in the beginning, they are not late (4.24 average), they clearly pinpoint the main topics of the class as well as the objective of the discipline (4.11 average), seeking to reach these objectives throughout the semester. Lower scores are given for the diversity of the teaching methods teachers use (3.51 average). The items related to the global assessment of the class and to the quality of the teacher's didactic activity get a score of 3.98 and 4.04, respectively. These results indicate a favorable feedback from students for subjects taught within the University.

Individual results of the evaluations are sent to the deans and to each assessed teacher every year and they are further discussed in departmental meetings, so as to take the necessary measures to optimize academic activities. The evaluation tools are constantly enhanced. Starting with the 2008-2009 academic year we are concentrating on master's programme class evaluations.

The 2008-2009 academic year marked the launch of the on-line class evaluation forms for students, within two pilot-faculties. Based on the results and on other observations, we are trying to extend this assessment method to the other faculties as well.

4. Evaluation by the University's management

The assessment of teaching staff within the University is carried out every year by each faculty/department management. Depending on the rank they have when they are evaluated, teachers are assessed with a standard multi-criteria evaluation tool which allows weighing the following evaluation dimensions: creation of didactic material, scientific research, student-oriented activities, national recognition, international recognition, activity within the academic community and participation in institutional development.

The annual observations, the salary coefficient and promoting the teaching staff all depend on the evaluation results, which are given by both the colleague evaluation and the student assessment. Promoting the teaching staff is made in accordance with Romanian Government Decision No. 238/2000 concerning the evaluation of teachers' individual performance within the higher education

system, OMEC 5098/2005 – Evaluation System for awarding the title of academic professor, OMEC 5099/2005 - Evaluation System for awarding the title of lecturer.

Teaching staff self-assessment has also been required, from the following perspectives: preparing and organizing the class, scientific content of the class, communication sills, relationship with students, examination procedure and criteria, class use and relevance.

Currently, the evaluation of teaching and researching staff from a **scientific performance in research activity** standpoint is under development.

Research staff

The research staff within the University is made of teaching staff, researchers, post-graduate and BA/MA students. Romanian law states that teaching staff must concentrate on research activities 25% of their time.

Art. 2. of the UBB Researcher's Charter defines researchers as "professionals who conceive and create new information, products, processes, methods and systems and who also manage those particular projects" (Proposed Standard Practice for Surveys on Research and Experimental Development, Frascati Manual, OECD, 2002).

The categories of research and development staff are those stated by the Research and Development Staff Charter (Romanian Law No. 319/2003), namely:

a) research and development staff;
b) academic teaching staff;
c) research-development auxiliary staff;
d) administration staff.

Ranking of the research-development staff mentioned at a) with a higher education degree, that carries out scientific research activities, is made ad follows:

a) first degree scientific researcher;
b) second degree scientific researcher;
c) third degree scientific researcher;
d) fourth degree scientific researcher;
e) scientific research assistant.

Ranking of the research-development staff mentioned at a) with a higher education degree in technology, which carries out technological development activities, is made ad follows:

a) first-degree technological development engineer - IDT I;
b) second-degree technological development engineer - IDT II;
c) third-degree technological development engineer - IDT III;
d) technological development engineer - IDT.

Rankong of auxiliary staff form the research-development field mentiond at c) with a middle education degree, is made as follows:

a) first-degree tehnician - T I;
b) second-degree tehnician - T II;
c) third-degree tehnician - T III;
d) intern tehnician – TS.

The evolution of the research staff is obvious: once we accepted the University's complex mission and placed research on the same level as education, December 2004 marked the **Research Strategy** which stipulated the measures necessary for a quantitative and qualitative increase within the research staff. The main objectives were to reach 500 researchers until 2012, to adopt attractive policies for important researchers, including post-doctorate grants starting with 2005. Presently, UBB has 240 researchers employed by contract and 517 permanent post-graduates, which totals 757 full-time researchers, 517 of which are „early stage researchers".

UBB is constantly trying to increase the number of research personnel. In 2006, it counted 35 people and in 2008, 240 people. The objective to be attained until 2012 is a number of 500 professional researchers within the University.

Employment of research personnel staff is made according to the **Researcher's Charter** under the surveillance of the **Scientific Research Council**. UBB has its own **Researcher's Charter**, which stipulates the rights (equal to those of the teaching staff) and obligations of the research staff.

Criterion **C.5. ACCESSIBILITY OF LEARNING-ORIENTED RESSOURCES**

Standard **C.5.1. LEARNING RESSOURCES AND STUDENT SERVICES**

1. Availability of learning resources

UBB students have access to the University's central library, **Biblioteca Centrală Universitară „Lucian Blaga" (BCU),** in the city of Cluj-Napoca, which is the largest university library in Romania and in southeastern Europe.

BCU has, aside its headquarters, 31 **subsidiary libraries** in University buildings in Cluj-Napoca, plus 10 libraries belonging to the University's branches in other cities (Blaj, Oradea. Gheorgheni, Sighetu-Marmaţiei, Bistriţa, Năsăud, Sfântu-Gheorghe, Dej, Zalău şi Satu Mare).

The study area is of 15,804 square meters, in 77 halls, totaling 2,453 seats.

As of the end of 2008 BCU had a collection of 3,879,044 books, as follows:

- books and printed periodicals - 3.553.290 volumes;
- manuscripts – 6,497 volumes;
- micro formats – 15,591 volumes;
- multimedia documents – 8,211;
- other library documents – 303,666.

The total number of new publications purchased in 2008 is of 34,832 volumes which cost 292,019.7 RON. Beside this sum, there is also the cost of subscriptions to foreign periodicals which raised up to 122,268.13 RON for 134 volumes, and the cost of subscriptions to Romanian periodicals which is 68,702.16 RON for 301 volumes.

There are, besides the BCU subsidiary libraries, individual libraries of particular departments. During 2005-2008 major purchases have been made in this area as well, but unfortunately there is no complete archive of these acquisitions. The various publications were purchased with extra-budgetary funds of those specific departments. Measures have already been taken to start archiving these publications – some of them are listed within the web page of their faculty of origin (see http://www.bcucluj.ro/filiale/bibl-catedra.html).

Aside the subscriptions for the hard copy version of publications, there are a series of **on-line library and on-line publication subscriptions**. 29 databases can be accessed for 1,083 electronic books and 22,208 electronic periodicals, covering all the fields studied within the University (*Appendix C.5.1.1.b.*).

The collection of electronic documents grew significantly in 2008, as certain **patrimonial publications** (28 titles, 34 volumes) and magazines (209 volumes) were **digitized**. Those magazines are representative for Transylvania and they are very sought by library customers.

In order to facilitate the access to the documentary funds, the library has 7 servers and 310 work stations (70 of which belong to UBB): 120 of these are available for users. Moreover, customers may use their personal laptops and connect to the library network through the 100 different access points by wire and Wi-Fi.

The objective to include the faculty libraries in an integrated computer system of online documentation was fully achieved: all subsidiary libraries are connected to the computer network of the faculty they are part of; there is an optical fiber connection between UBB and BCU.

The ALEPH 500 integrated library system is functional within all those libraries, thus users will have access to the on-line catalogue of publications which can be found at any of these locations; that catalogue may be accessed on the Internet on the library's home page http://bcucluj.ro, under Catalog BCU (*or Online catalogue in the Eglish version of the site*).

It is important to notice that the databases may also be accessed from within the entire network in the University, on campus or ouside of it, except for the JSTOR database (http://www.bcucluj.ro/baze/databases.html).

There is a specialized library oriented towards publications from the higher education field, called **Biblioteca Academică** (Academic Library), which is part of the Academic Development Centre. The Academic Library gathers sources of information which strictly concern the higher education field. Internal quality status data may be found here (evaluation reports, brochures, UBB Info), as well as international data (specialty publications, CDs, photocopied material, *Appendixes C.6.1.1.f,g.*).

2. Student Services

UBB supports its students through the **General Administration Directorate – Social Service (Direcţia Generală Administrativă – Serviciul Social),** in the following matters: housing, partial financial support by granting funds to students who need them (based on their family's income; other temporary scholarships), facilities for leisure activities. The Social Service along with other student organizations (**O.S.U.B.B., O.S.E., E.G.E.A., E.L.S.A., A.S.P.R., A.I.E.S.E.C., A.E.G.E.E., O.S.N., S.S.E., O.S.C., A.S.B.**) is in charge of managing the social life of our students.

Housing

In the 2008-2009 academic year 6,138 students stayed in the University's dorms, which is 62% of the total number of recorded housing requests (9,893 housing requests). Also, those who were granted housing facilities represent 15% of the total number of students.

Canteens are available in all the important buildings of the University. Food for a minimum of 2,000 students and teaching staff is prepared every day.

The University's ***transport services*** provide means of transport for academic or leisure activities.

Sport activities are organized in cooperation with student organizations in the **"Iuliu Haţieganu"** Sports Park.

Criterion **C.6. SYSTEMATICALLY UPDATED DATABASE FOR GUARANTEED INTERNAL QUALITY**

Standard **C.6.1. INFORMATION SISTEMS**

1. Databases

Based on the applications developed by the **IT Department**, informational systems are implemented within all the structural units of the University so as to facilitate their use in the institutional quality assessment. Therefore, we ensure an efficient communication between the quality-related structures of the University, by a reliable Internet access for all the UBB students and staff, permanently upgrading the Intranet facilities offered by the communication network – *UBBNet*.

There are electronic informational services in relation to the UBB academic programmes and to the educational facilities dedicated to the public community.

The **IT subsystems for the educational process** (AcademicInfo, UBB Research Management, ManageAsist) allow archiving and monitoring all the information necessary for the quality management system. Thus, the central database for the research activity of the academic staff makes it possible to analytically evaluate performances at a scientific research level, both individually – for each member of the staff, and for each faculty or department (*Appendix C.6.1.1.c., Application of Research Management*). In what distance learning is concerned, an on-line platform was created, to include materials and information necessary for quality control and the specific evaluation process, which facilitates communication between teaching staff and students.

New software was developed for students to evaluate specific classes, which allows **automatic scanning**, processing and integrating the evaluation results provided by students into a database (*Appendix C.6.1.1.e., Software for scanning the class evaluation forms by students*). Also, an on-line survey was created to identify the needs of the work force within the labor market.

The Quality Assessment Centre webpage (http://qa.ubbcluj.ro) contains the documents, the information and the news concerning quality control, so that they may be accesses and used by all the students and teaching staff within the University. The Quality Policy section of the Academic Library is constantly upgraded with strictly higher-education oriented items (*Appendix C.6.1.1.f., List of printed publications, Appendix C.6.1.1.g., List of electronic publications*).

The project **Quality control through human resources and a labor market-oriented approach,** which will be organize through the Quality Management Centre, seeks to develop new software applications necessary for the quality management system (on-line applications for student feedback on the educational process, monitoring their level of satisfaction, colleague evaluation among teaching staff). The activities of the project were thus planned so as to ensure the database development, update and management in relation to quality control within the University and to the institution's collaboration networks with other universities and organizations.

By staying permanently informed with regards to the quality control process within other universities at home and abroad, UBB seeks to develop the best practices in relation to quality control and to elaborate standards of quality which guarantee the competitive character of the University at international level.

Criterion C.7. PUBLIC INFORMATION TRANSPARENCY FOR EDUCATIONAL PROGRAMMES AND RESPECTIVE CERTIFICATES, DIPLOMAS AND QUALIFICATIONS AWARDED

Standard C.7.1. PUBLIC INFORMATION

1. Public information offer

UBB delivers public information in several ways:

PR Department

The PR Department is an entity which keeps in touch with the media world, it organizes weekly press conferences, it promotes the University and creates all of its informative materials. Also, the PR Department organizes the annual admissions campain.

UBB Info

The main and most popular means of communication is the University's **Informative Bulletin**, UBB Info, which used to be published monthly and is now published up to 100 times a year (2008) due to the increase in the number of documents within the institution. UBB info contains information concerning projects which are discussed between different UBB bodies (the Council for Curriculum, the Institute of Post-Graduate Studies, the Council of Research, the Academic Council, the Adcademic Development Centre etc.) and it is sent to all departments, deans and University services. UBB Info is created by the General Secretariat of the University.

Flat-screen monitors

Entrance areas of all the main buildings of the University have been equipped with flat-screen monitors, so a s to easily inform students and the general public about the newest available data in Romanian, Hungarian and other languages, based on the type of information provided. The information is updated by UBB's PR Department.

Spokesperson

The spokesperson is considered to be an institution which answers all the questions coming from the press and who formulates the University's official statements.

PR Office

The PR Office provides information concerning all the activities carried out within the University, especially to people from outside; it usually provides in-depth information about specific activities, it deals with requests and complaints and sends them to the competent departments, making sure the answer is provided within the period of time stipulated by Romanian law. Information requests are recorded within the General Administrative Directorate and forwarded to the competent person dealing with public information casting.

The Office is organized and functions according to Romanian law No. 544/2001 in its revised version, to Governmental Decision No. 123/2002 concerning the application of the above-mentioned law, as well as to the stipulations provided by the Governmental Ordinance No. 27/2002 concerning the regulation of requests. In order to apply all these regulations, the University adopted an individual set of Regulations for answering requests, complaints and public information requests (*Appendix C.7.1.1.p)*. The regulations were adopted at the University Senate meeting of March 2, 2009 (registered under 23068/25.02.2009). The PR Office annually presents its activity in a report (*Appendix C.7.1.1.r)*.

Website

In order to help those interested in viewing public information, UBB facilitates access to the public interest information it produces through its website, www.ubbcluj.ro.

Anyone may obtain public interest information about UBB by accessing the Univeristy's website, www.ubbcluj.ro. The person responsible with casting public interest information about the University is mentioned on the public interest information page, along with all their contact details.

From an informational standpoint, the UBB website, www.ubbcluj.ro, allows to promote the UBB identity, its multicultural profile, its academic tradition and its high-quality programmes (information and communication facilities for the public community within UBB). It also offers electronic communication and information facilities for teaching staff and personnel, as well as electronic communication and information facilities for students. *Appendix* C.7.1.1.c. briefly describes the functions of the website.

The website management seeks:

- **To increase Webometrics performances of the website**

As of January 26, 2009, the UBB website is on **position 1,197** in the Webometrics www.webometrics.info listings, thus occupying first place in Romania (Bucharest Academy of Economic Sciences – 1,207; Politehnica Bucureşti – 1,223; University of Bucharest 1,232). On a global level, the first place in the listings is reserved for the MIT (Massachusetts Institute of Technology) website. In 2008 we took measures to advance in that hierarchy, that is to integrate external sites within the UBB website. The criteria which were considered concerned the size of the site, visibility, the quantity of information from hosted files and research performances of teaching staff and researchers. The analysis performed after the hierarchy was published on January 26, 2009, aims to initiate international cooperation and to include links to institutional partners of the University on the UBB website while they do the same. We hope to reach these goals both at a cooperation agreement level, and at an educational and research programme level, for mutual programmes, while integrating links to all the institutions, departments, research centres and UBB branches on the ubbcluj domain.

- Developing academic extension sites – http://extensii.ubbcluj.ro;
- Providing site design patterns for the centres/faculties/extensions in accordance with the visual identity of the UBB website;
- Developing and monitoring the website dedicated to international students in order to draw as many of them as possible to the academic programmes of UBB;
- Updating the UBB events section – http://www.ubbcluj.ro/news;
- Permanently updating the faculty websites so as to present all the available academic programmes.

Criterion C.8. FUNCTIONALITY OF EDUCATION QUALITY CONTROL STRUCTURES, ACCORDING TO ROMANIAN LAW

Standard C.8.1. THE INSTITUTIONAL STRUCTURE FOR EDUCATION QUALITY CONTROL IS IN ACCORDANCE WITH LEGAL PROVISIONS AND IT IS PERMANENTLY ACTIVE

1. The Commission carries out the application of evaluation procedures and quality control activities

UBB guarantees the functionality of the operational structures it created to coordinate and implement quality control measures: The Evaluation and Quality Control Commission (*Appendix C.1.1.1.b., CEAC designations within UBB, Appendix C.1.1.1.c., CEAC Chart and regulations*), the Quality Council along with the Department of Quality and Competitiveness (within which was founded the Centre for Quality Management) (*Appendix C.1.1.1.2e., CMC Presentation*), the Evaluation and Quality Control Commissions along with those responsible for quality control per individual faculty (*Appendix C.1.1.1.d., Faculty Designations within UBB*). All these structures were approved by the Senate, along with the attributions, principles, mechanisms and procedures needed for an efficient quality assessment of the educational system.

The **Commission for Quality Evaluation and Control** cooperates every year with the **Quality Management Centre** to elaborate the internal quality evaluation report, which is published on the University website http://qa.ubbcluj.ro/documente.htm. Every year, the quality assessment and control commissions evaluate the quality programme for each faculty, making suggestions and quantified patterns for quality assessment and monitoring (*Appendix C.1.1.1.f., Competitiveness*

criteria for the faculties and for the university, within UBB; *Appendix C.8.1.1.j., Minutes drafted at Quality Assessment and Control Commission meetings*). Depending on the stage of each academic unit's quality plans and programmes and on the results of their annual assessments, these structures make propositions and projects to increase the quality of education; those propositions are further discussed and approved by Senate.

The **Quality Management Centre** issued the **Quality Manual**, which states the mission, the University's policy towards quality, several quality management elements, other procedures and working tools which help the quality control mechanisms to function (*Appendix C.8.1.1.g., Quality Manual*).

UBB's cooperation with the other higher education institutions was possible due to common projects, national and international events concerning quality control (common quality-related projects, symposiums, conferences and workshops). These activities help develop and implement best practices and other innovatory elements within quality control (*Appendix C.8.1.1.h., Competitiveness and Quality Department Bulletin; Appendix C.8.1.1.i., Guide to Competitiveness and Quality*).

Presently, as a public institution, UBB became more and more involved in its duty towards society, towards the economic and social environment and especially towards the public-private relationship.